

# Utah State Library

## Library Services and Technology Act (LSTA)

### Grants to States Implementation Evaluation

FY 2013 – FY 2017

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## Evaluation Summary

The Utah State Library (USL) receives the 31st largest Library Services and Technology Act (LSTA) Grants to States allotment, an amount determined based on a population formula.<sup>1</sup> The USL was responsible for the expenditure of slightly more than \$5.2 million in LSTA funds over the three-year period (Federal Fiscal Year [FFY] 2013, FFY 2014, and FFY 2015) covered by this evaluation. However, with this allotment size comes a significant challenge, as it is being called to serve “the needs of local libraries within their communities” while it is also “a library in its own right that directly serves a broad array of special Utahns’ information needs.”<sup>2</sup> There are 58 public libraries; 80 college, vocational and trade schools;<sup>3</sup> 1,085 public schools;<sup>4</sup> and many special and other types of libraries and educational institutions in Utah.

The population of the state (estimate as of July 1, 2016) is 3,051,217, an increase of 10.4 percent since the April 1, 2010 U.S. Census. Utah’s population is growing; this will eventually result in a larger LSTA allotment if the Utah population grows faster than the populations in other states. Persons under five years old decreased slightly from 9.5 percent in 2010 to 8.4 percent in 2015. A similar decline was noted for persons less than 18 years of age, which fell from 31.5 percent to 30.5 percent in the same timeframe. On the other hand, the proportion of people age 65 years and over increased from 9 percent to 10.3 percent. The population of Black or African Americans increased slightly from 1.1 percent to 1.3 percent, the population of Asians increased from 2 percent to 2.5 percent, and the population of persons with Hispanic or Latino ethnicity increased from 16.3 percent to 17.6 percent. Median household income (in 2015 dollars), for the 2011–2015 period, was \$60,727, and per capita income was \$24,686.<sup>5</sup>

## BACKGROUND

The USL Division is part of the Utah Department of Heritage and Arts, which also includes the Utah Division of Arts and Museums, the Utah Division of State History, the Utah Division of Indian Affairs, the Utah Office of Multicultural Affairs, and the UServeUtah Utah Commission on Service and Volunteerism.

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<sup>1</sup> For simplicity’s sake, The LSTA Grants to States program will be referred to simply as “LSTA” in this report, rather than constantly using the “Grants to States” designation.

<sup>2</sup> Utah State Library Strategic Plan 2016-2017, p. 6.

<sup>3</sup> National Center for Education Statistics: <https://nces.ed.gov/collegenavigator/?s=UT&ct=1+2+3>

<sup>4</sup> Utah State Board of Education: <http://www.schools.utah.gov/data/Fingertip-Facts/2016.aspx>

<sup>5</sup> Census QuickFacts uses data from the following sources: National level - Current Population Survey, Annual Social and Economic Supplement (CPS ASEC); State level - American Community Survey (ACS), one-year estimates; County level - The Small Area Income and Poverty Estimates (SAIPE), one-year estimates; Sub-county level: Cities, towns and census designated places; - ACS, five-year estimates: <https://www.census.gov/quickfacts/table/PST045216/49>

The agency plays a critical role in developing synergies among different agencies to support and enhance library services. For example, the USL is a leader of the Utah's Online Library with partners such as the Utah Education and Telehealth Network (UETN) and the Utah Academic Library Consortium (UALC).

The USL has a history of articulating its mission through Strategic Plans such as the ones developed for 2010–2012, 2013–2015, and the most recent, 2016–2017. The last two plans overlap with the LSTA Five-Year Plan, 2013–2017. Utah's LSTA Five-Year Plan, 2013–2017, articulates values and guiding principles. "In addition to the core values of honesty, integrity, fairness and respect for all views, methods, and people, the USL also values: Customers, Excellence, Leadership, and Innovation."<sup>6</sup> These values have guided the competitive grant process established by Utah State Library, an effort that is formalized and constantly improved. The USL reaches school, academic, public, and consortia libraries through this effort.

The State of Utah encompasses a large area, and contains many mountainous and remote areas, each with a distinct cultural heritage. As a result, the USL Bookmobile Program is one of the largest we have seen. The USL serves rural Utah, in cooperation with 13 local county governments through eight bookmobiles and eight headquarters libraries that provide materials and services to residents without otherwise easily available library access.

Special populations also served by USL include the blind, the visually impaired, and the physically disabled. USL's Program for the Blind and Disabled provides library services and special format reading materials to qualified blind, visually impaired, and print-impaired residents, as well as to physically disabled individuals living in the State of Utah. The USL additionally contracts with Wyoming and Alaska to provide full services and provides braille service to 19 states nationwide. A survey to determine overall satisfaction with services and materials is distributed every other year to patrons, and positive responses have been in the upper 90<sup>th</sup> percentile. The USL has one of the most impressive library operations for the blind and disabled in the country. The USL operates the Multistate Center West through the award of a competitive contract with the Library of Congress's National Library Service.

Utah's LSTA allotment translates into less than 57 cents per person per year. It is obvious that LSTA funds alone are inadequate to meet the library and information needs of all Utahns. Meeting these needs requires, and will continue to require, partnerships that involve local governments and school districts, public and private institutions of higher learning, and a vast array of governmental and non-profit agencies. The USL's challenge through the evaluation period has been to follow through on the goals and activities articulated in the plan and to turn these goals into an effective vehicle that makes 57 cents per person transformative in terms of library services. USL must stretch a small amount of money to accomplish major results; this has been done by strategically deploying funds in support of library and information services. In the opinion of the evaluators, USL has largely accomplished this overarching goal by effectively carrying out the specific goals contained in its five-year LSTA Plan for 2013–2017.

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<sup>6</sup> Donna Jones Morris and Stephen Matthews, *Utah State Library: LSTA Five-Year Plan, 2013-2017*, p. 6.

There are four goals in the *Library Services and Technology Act (LSTA) Five-Year Plan for Utah 2013–2017* listed in Table 1. These goals actively emphasize the spirit of engagement and are result oriented. The goals have been, for the most part, achieved. Goal 4 seems to have been primarily about the administrative costs, and as such, the evaluators believe that USL may simply consult with IMLS and report administrative costs without attaching them to a specific goal in the future. The latest revisions in the State Program Report (SPR) seem to have been implemented by most states in a way that simply allows them to claim 4 percent for administrative costs without attaching it to a specific goal.

Table 1 offers a summary of both Utah’s internal assessments and the evaluator’s conclusions. Appendix H maps the same table to LSTA Priorities.

**Table 1. Utah Self-Assessment and Evaluator’s Assessment**

GOALS	Utah Self-Assessment	Evaluator’s Assessment
<b>Goal 1.</b> Provide access to high quality materials for all customers.	ACHIEVED	ACHIEVED
<b>Goal 2.</b> Train and support library staff to strive for higher quality service and more effective use of resources.	ACHIEVED	ACHIEVED
<b>Goal 3.</b> Leverage USL's position to foster and support collaboration between libraries to share best practices for continued improvement, and collaborate with other entities for mutual benefits.	ACHIEVED	ACHIEVED
<b>Goal 4.</b> Conduct the Division's operations and programs to provide excellent services and resources for Utah's library community and ensure efficient and effective utilization of State funds.	ACHIEVED	ACHIEVED

**A. Retrospective Questions**

**A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

As part of the assessment process, the evaluators asked the USL Division Director and the grants coordinator to offer their personal appraisal of progress toward each of the four goals included in USL’s 2013–2017 Five-Year Plan. Because the state was only three years into the implementation of a five-year plan, it was unlikely that any of the goals would be completely or fully achieved. In recognition of this reality, USL’s internal assessment was that the state library agency ACHIEVED all of its goals. The evaluators share the viewpoint that fully achieving several of the goals will remain elusive and will require ongoing efforts. They also recognize that all goals have been ACHIEVED.

The evaluators note that the reporting of the projects in the SPR did not appropriately spread all the projects across the four goals. A reorganization of the information took place and this is included in Appendix G. All sub-grant activity is reported under Goal 3 in the financial summary in Appendix G (it was reported under Goal 1 in the SPR). It is noted that many of the sub-grants speak to the objectives

identified in Goal 1, Goal 2, and Goal 4. The evaluators note that sub-grants focusing on the Information Access Measuring Success Focal Area may be reported under Goal 1; sub-grants focusing on the Institutional Capacity Focal Area with intents to “Improve the library workforce” or “Improve the library’s physical and technological infrastructure” may be reported under Goal 2; and sub-grants focusing on the intent of “Improving library operations” may be reported under Goal 4. During the application process, the grantees are asked to propose projects that fit into at least one of the goals stated in USL’s LSTA Five-Year Plan 2013–2017. At that stage, the grantees may identify the goal under which they are applying. Goals are mapped to the Measuring Success focal areas and intents, as well as to LSTA Priorities, and these elements can be reflected in the SPR reporting and subsequently used to describe the level of effort applied to achieving each goal. Goal 3 is a broad-based collaborative goal. It is possible that some goals that are broad are reflective of values that permeate the specific strategic goals linked to actions. Strategic goals may also reinforce each other and form a system of distinct strategic actions that can be tracked and measured.

The flagship project is Utah’s Online Library, with multiple partners bringing together virtual resources to public, school, and academic libraries. The quality and variety of sub-grants is also notable, with many of them achieving far-reaching objectives and supporting innovation (one of the sub-grants resulted in the grantee pursuing a patent). Goal 3 has room for improvement by ensuring that all the sub-grants chosen have the potential for scaling their benefits and that this is happening when appropriate. Projects investing in narrow topics with only local, isolated effects should be avoided, and placing a stronger emphasis on outcomes-based evaluation (OBE) is recommended. For example, we identified exemplary projects that can be scaled and applied in more settings. One way this has been done effectively is through the minigrants, where staff developed an internal OBE rubric. Similar guidance and support can be provided to all the grantees. There are exemplary projects upon which one can build, as well as examples of scaling the digitization projects to contribute to the national digital platform. For example, pursuing opportunities to work with the Digital Public Library of America and with the Internet Archive would allow more visibility for the important resources that are digitized in Utah. Overall, there are great opportunities for USL and the agency is in a great position to take advantage of them.

**A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?**

The evaluators believe that Utah has done a good job of addressing the Measuring Success focal areas. In fact, in our considered opinion, the variety of activities supported with LSTA funding in Utah has touched on all the IMLS focal areas. The emphasis on capacity building with the rich array of sub-grants is noteworthy.

**A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No)** IMLS specifies a 10% threshold on expenditures for identifying substantial focus. Because the majority of the funding spent on databases was general and many of the sub-grants addressed a variety of targeted populations, none of the groups identified by IMLS represent a substantial focus (more than 10% of the budget), although all of the targeted populations are being served in some capacity.

- NO Library workforce (current and future)
- NO Individuals living below the poverty line
- NO Individuals that are unemployed/underemployed
- NO Ethnic or minority populations
- NO Immigrants/refugees
- NO Individuals with disabilities
- NO Individuals with limited functional literacy or information skills
- NO Families
- NO Children (aged 0-5)
- NO School-aged youth (aged 6-17)

## B. Process Questions

**B-1. How have you used data from the old and new SPR and elsewhere to guide activities included in the Five-Year Plan?** The USL has primarily used data to inform decision making on adjustments to LSTA initiatives, as well as to bring on board new staff to manage the LSTA Grants.

**B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.** USL formally revised the plan on March 1, 2015, to include the bookmobile program.

**B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?** The USL has shared SPR data directly with key internal staff and indirectly with partners, including the State Library Board, the Department of Heritage and Arts, the Utah Library Association (ULA), the Utah Academic Library Consortium (UALC), the Utah Educational Library Media Association (UELMA), the library community, and other state governmental entities.

## C. Methodology Questions

**C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.** To ensure rigorous and objective evaluation, the USL issued a Request for Qualifications (RFQ) and selected an evaluator based on the IMLS criteria.

**C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.** QualityMetrics, LLC, Library Consultants employed a mixed-methods approach that included a review of the SPR, documents and statistics, focus groups, personal interviews, and a Web-based survey.

**C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them.** The USL staff was engaged through personal interviews. Library staff and stakeholders were engaged through focus groups, personal interviews, and a Web-based survey.

**C-4. Discuss how you will share the key findings and recommendations with others.** The USL will share the findings of the evaluation with a variety of partner agencies in Utah (governmental, public, and non-profit) and with the larger public. The report will be publicly available on the agency Web site and on the IMLS Web site.

# Evaluation Report

## INTRODUCTION

This evaluation is based on a review of three years of performance. It reflects activities undertaken by the Utah State Library (USL) using Library Services and Technology Act (LSTA) Grants to States funding for Federal Fiscal Year (FFY) 2013, FFY 2014, and FFY 2015. The challenges associated with evaluating this period were significant. The Institute of Museum and Library Services (IMLS) transition from a legacy SPR system to a new SPR system represents a major change in the way in which State Library Administrative Agencies (SLAAs) report on their projects and activities.

Changes built into the new system to enhance the ability to track outcomes, focal areas, and targeted audiences in the long term affected the ways in which states reported their projects in the short term. In fact, the structure in which SPR data was captured during the three-year period differed somewhat each year. The USL reported most of the activities under Goal 1 in the SPR system. However, most of the competitive grants addressed Goal 3 priorities. Staff changes at USL, as well as different ways of reporting in different years due to new reporting protocols established by IMLS, forced the evaluators to rethink the way some of these projects were reported for evaluation purposes.

This, and the fact that the SPR system itself was still undergoing revision during the period covered by the evaluation, often resulted in a lack of parallel reporting. While the change in the SPR was long overdue and should enhance reporting in the future, it nevertheless repeatedly left the evaluators with a difficult task in making apples to apples comparisons. Fortunately, the mixed-methods evaluation approach used by QualityMetrics incorporated several methods, including interviews, focus groups, and a Web-based survey. In addition, a review of the SPR and other statistical reports provided by the state library agency proved invaluable and successfully dealt with most of these challenges.

Sub-grants awarded during the three-year period were reported in the SPR under Goal 1, but for the purposes of this evaluation, they are summarized under Goal 3. Also, some sub-grants are single projects; others that fall into the category of minigrants are under a larger umbrella reported as a single project in the SPR report. The latter has been happening for small grants targeted to specific needs. For the majority of the sub-grants that fall under the single-project category, there were three general areas of focus: digitization, technology, and collections. As a result, they are summarized in these groupings.

Some projects changed their name from year to year and had two different entries in the SPR summary report when the projects were combined across years. In an effort to fairly evaluate USL's progress, the evaluators, in consultation with the USL staff, have taken some liberty in standardizing the reporting of the projects and combined projects that appeared in different lines in the SPR across different years into one line.

Tables in Appendix G (Utah State Library LSTA Grants to States Expenditures—FFY 2013–FFY 2015) present all the project categories used as well as expenditures in each of these categories for each of the three years. The final part of the table in Appendix G shows all expenditures for efforts undertaken in



pursuit of all goals, followed by a breakdown of project categories and expenditures for each of the five goals.

## **BACKGROUND**

The USL Division is part of the Utah Department of Heritage and Arts, which also includes the Utah Division of Arts and Museums, the Utah Division of State History, the Utah Division of Indian Affairs, the Utah Office of Multicultural Affairs, and the UServeUtah Utah Commission on Service and Volunteerism. The agency is playing a critical role in developing synergies among different agencies to support and enhance library services. For example, the USL is a leader of the cooperative virtual library with partners such as the Utah Education and Telehealth Network (UETN) and the Utah Academic Library Consortium (UALC).

The USL has a history of articulating its mission through Strategic Plans such as the ones developed for 2010–2012, 2013–2015, and the most recent, 2016–2017. The last two plans overlap with the LSTA Five-Year Plan, 2013–2017. Utah’s LSTA Five-Year Plan, 2013–2017, articulates values and guiding principles. “In addition to the core values of honesty, integrity, fairness and respect for all views, methods and people, the USL also values: Customers, Excellence, Leadership, and Innovation.”<sup>7</sup> These values have guided the competitive grant process established by Utah State Library, an effort that is formalized and constantly improved. The USL reaches school, academic, public, and consortia libraries through this effort.

The State of Utah encompasses a large area, and contains many mountainous and remote areas, each with a distinct cultural heritage. As a result, the USL Bookmobile Program is one of the largest we have seen. The USL serves rural Utah, in cooperation with 13 local county governments through eight bookmobiles and eight headquarter libraries that provide materials and services to residents without otherwise easily available library access.

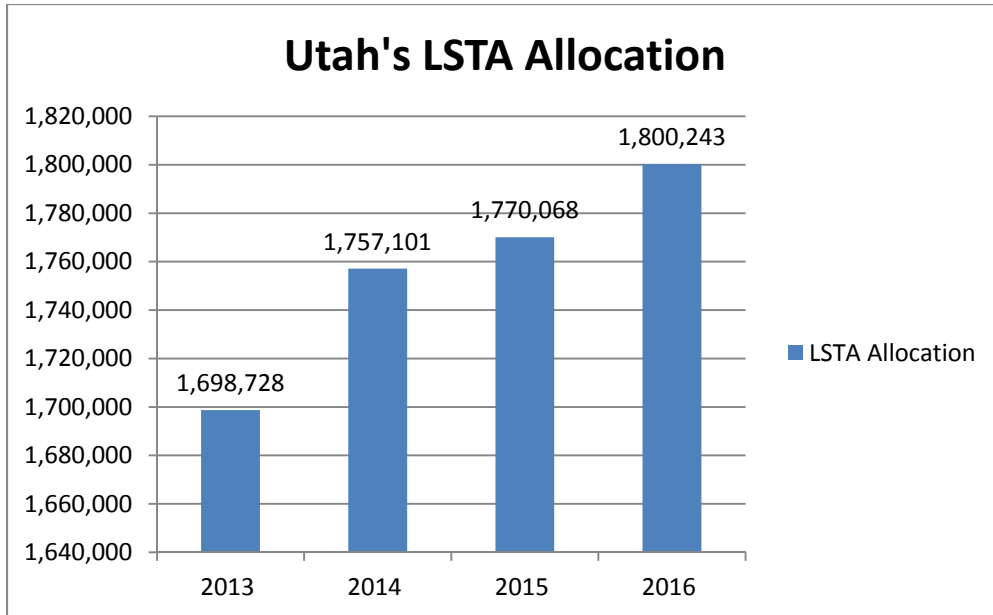
Special populations also served by USL include the blind, the visually impaired, and the physically disabled. USL’s Program for the Blind and Disabled provides library services and special format reading materials to qualified blind, visually impaired, and print-impaired residents, as well as to physically disabled individuals living in the State of Utah. The USL additionally contracts with Wyoming and Alaska to provide full services and provides braille service to 19 states nationwide. A survey to determine overall satisfaction with services and materials is distributed every other year to patrons, and positive responses have been in the upper 90<sup>th</sup> percentile. The USL has one of the most impressive library operations for the blind and disabled in the country. The USL operates the Multistate Center West through the award of a competitive contract with the Library of Congress’s National Library Service.

Utah’s LSTA allotment translates into less than 57 cents per person per year. It is obvious that LSTA funds alone are inadequate to meet the library and information needs of all Utahns. Meeting these needs requires, and will continue to require, partnerships that involve local governments and school

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<sup>7</sup> Donna Jones Morris and Stephen Matthews, *Utah State Library: LSTA Five-Year Plan, 2013-2017*, p. 6.

districts, public and private institutions of higher learning, and a vast array of governmental and non-profit agencies. The USL’s challenge through the evaluation period has been to follow through on the goals and activities articulated in the plan and to turn these goals into an effective vehicle that makes 57 cents per person transformative in terms of library services. USL must stretch a small amount of money to accomplish major results; this has been done by strategically deploying funds in support of library and information services. In the opinion of the evaluators, USL has largely accomplished this overarching goal by effectively carrying out the specific goals contained in its five-year LSTA Plan for 2013–2017. The following chart shows the LSTA allocation for Utah.



The following evaluation is structured around the IMLS’s *Guidelines for IMLS Grants to States Five-Year Evaluation* and the four goals that appeared in the USL Five-Year LSTA Plan for 2013–2017. The evaluators will first report on the Retrospective Questions (Section A) posed by IMLS for each of the four goals. They will then proceed to respond to the Process Questions (Section B) and the Methodology Questions (Section C) as a whole, noting any differences that apply to individual goals.

### A. Retrospective Questions

There are four goals in the Library Services and Technology Act (LSTA) Five-Year Plan for Utah 2013–2017. They are:

**Goal 1. Provide access to high quality materials for all customers.**

**Goal 2. Train and support library staff to strive for higher quality service and more effective use of resources.**

**Goal 3. Leverage USL's position to foster and support collaboration between libraries to share best practices for continued improvement, and collaborate with other entities for mutual benefits.**

**Goal 4. Conduct the Division's operations and programs to provide excellent services and resources for Utah's library community and ensure efficient and effective utilization of State funds**

As part of the assessment process, the evaluators recognize that the state was only three years into the implementation of a five-year plan and it was unlikely that any of the goals would be completely or fully achieved. The evaluators recognize that fully achieving the goals will remain elusive and will require ongoing efforts. They also recognize that all goals have been ACHIEVED in the context of the data we collected covering FFY2013-FFY2015 as is demonstrated with additional details below.

**Goal 1**

**Retrospective Question A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over- ambitious goals, partners) contributed?**

**Table 2. GOAL 1 Expenditures: Provide access to high quality materials for all customers.**

<b>Project Name</b>	<b>FFY 2013– FFY 2015 Expenditures Total</b>	<b>Percentage FFY 2013– FFY 2015 Expenditures</b>	<b>SPR Goal</b>
eBook and Audiobook Program (Pioneer: Utah's Online Library)	\$2,393,329	45.80%	1A
Lender Support Program and Resource Sharing (reimbursement)	\$683,737	13.08%	1B
Bookmobile Program - Improving Service to the Underserved	\$131,665	2.52%	1C
Blind and Disabled (Large Print/Recording Technology)	\$279,902	5.36%	1D
<b>TOTAL</b>	<b>\$3,488,633</b>	<b>67%</b>	

Goal 1 expenditures represent 67 percent of Utah’s total LSTA allotment in the FFY 2013–FFY 2015 period (see Appendix G). The largest portion of the expenditures was dedicated to purchasing electronic content in the form of databases, eBooks, and audiobooks. Support for Utah’s Online Library, eBooks, and audiobooks accounts for 45.8% of the total LSTA expenditures.

The Utah’s Online Library project (called Pioneer: Utah’s Online Library project in previous years) itself accounts for nearly 30 percent of the total LSTA funds based on the SPR data provided to IMLS. This

program is focused on providing the best possible premium Internet resources to Utahns; these resources serve to supplement free Internet sites and enhance the research experience for library users. The outcome for this project is the provision across the State of equal access to advanced database resources, which most libraries are unable to provide for their patrons themselves. These databases benefit Utahns searching for employment, education, and recreation information. Utah's Online Library was rebranded in FFY 2015 and continues to be one of the most popular resources offered by the USL. Public libraries statewide, especially small rural libraries, can thus provide a wide range of titles in e-formats of all types to their patrons. A statewide agreement for subscription databases allows USL to negotiate better pricing on the databases, and also allows public libraries statewide to use their local funding to purchase other materials for their collections.

**Table 3. Utah’s Online Library Outputs, FY 2013–FY 2015**

Action	FY 2013 Usage	FY2014 Usage	FY2015 Usage	Percent change FY13 to FY15	Total Usage
Database Searches	474,961	391,426	389,759	-18%	1,256,146
Database Usage	3,652,889	16,875,762	20,278,254	455%	40,806,905
e-Materials Downloads	390,666	559,943	848,671	117%	1,799,280

One of the Web-survey components focused on the state-provided databases and the electronic content. The Utah LTSA online survey had a total of 121 complete responses. Of the 29 total counties in Utah, 20 were represented in the survey. Forty-nine percent of respondents were from public libraries, with another 40 percent from school libraries, 6 percent from academic libraries, and the remaining 5 percent from special libraries and bookmobiles. The majority of survey responses were from library directors, comprising 56 percent of total responses. There was a relatively even spread of populations served among survey respondents, and the number of full-time equivalent (FTE) employees at the surveyed libraries strongly tended toward a small number, with 73 percent having fewer than 10 FTEs.

**Databases and e-resources**

Generally speaking, so long as they were familiar with the online resource, most respondents were satisfied with the available e-resources and online databases. It is worth noting, though, that a significant number of people expressed unfamiliarity with, or could not rate resources such as HeritageQuest, LearningExpress, and especially Hein Online. EBSCO Databases and EBSCO Reference Centers were listed by far as the most important resource. Representatives from school libraries were especially adamant in their belief that EBSCO resources were most important to their patrons, with 82 percent selecting EBSCO Databases and 31 percent selecting EBSCO Reference Centers.

Next, when asked if there are databases that they wish Utah’s Online Library included but currently are not available, 68 percent said, “No.” By far the most requested additional database by public libraries was Mango, as several respondents lamented the lack of language learning resources. When asked how

the availability of these databases affects their ability to serve their patrons, 56 percent of the respondents believed these databases broaden the range of services/resources their patrons can access.

Limited to just those from public libraries, 21 percent felt the availability of databases improved the quality of service they can provide to patrons, while a 64 percent majority felt it broadened the range of services/resources their patrons can access.

Regarding other e-resources, most expressed knowledge of and satisfaction with OverDrive, but there was a general lack of awareness about the other OverDrive databases. For instance, 65 of 114 respondents indicated they were unfamiliar with or unable to rate OverDrive Screening Room. When further disassembled, differences between the types of libraries become more apparent. Specifically, the overwhelming majority of those from academic libraries were neither satisfied nor dissatisfied. They simply were unfamiliar. Furthermore, a sizable number of respondents from school libraries indicated they were unfamiliar with all of the mentioned resources, with the sole exception of OverDrive.

When asked the question of whether there were other e-resources they wished Utah's Online Library included but were not currently available, only 15 percent indicated, "Yes." The resources most often mentioned were Freegal and Mango, with comments like, "With immersion programs in elementary schools, there is even more pressure to have this available."

Fifty-five percent either agreed or strongly agreed that their staff has the skills and training required to use and teach patrons how to use Utah's Online Library resources.

As far as how respondents felt the availability of the Utah's Online Library affected their ability to serve patrons, 56 percent felt it broadened the range of services/resources their patrons could access, and 32 percent felt it improved the quality of service they could provide.

People overwhelmingly were satisfied with the Utah's Online Library program; 88 percent indicated that they were either mostly satisfied or completely satisfied.

Several people expressed their gratitude for the availability of the service, saying that they "realize how invaluable Utah's Online Library is." On the other hand, a few individuals felt that the resources were underutilized and others commented that, "More staff training and marketing will help our patron's usage of the resources." Clearly, Utah's Online Library is a valued resource, its value is increasing, and the potential for even greater benefits is there.

Goal 1 supports the provision of access not only by bringing in more content to libraries in Utah but also by encouraging libraries in Utah to share the resources they have through interlibrary loan (ILL). LSTA funding is provided for the **Lender Support Program and Resource Sharing (reimbursement)** which accounts overall for 13 percent of the LSTA expenditures over the three-year period examined by the evaluators. This program facilitates interlibrary loan within Utah by reimbursing expenditures to libraries that are net lenders. The program is highly valued and many libraries provided letters with a testimony on its importance.

*In the past and currently this money is used to pay our shipping expenses and to pay for interlibrary loan supplies, such as labels, boxes and tape that we use for shipping. This is*

*very beneficial as the offset cost allows us to lend more items free of charge. In 2012 we started charging for the lending of our materials to all non-agreement libraries due to the high costs of shipping. With the funding provided by the State Library Board, we were able to continue to lend to all libraries in the state for free. If this funding is lost, we fear we might not be able to continue doing this. We greatly appreciate the opportunity we have to assist other libraries by providing our materials free of charge and would love to continue to do so in the future. Thanks for providing the funding that helps us accomplish this. [Justin Johnson, Resource Sharing and Delivery Manager, BYU Lee Library]*

Two of the USL's flagship programs support providing access to people who are disadvantaged: the **Bookmobile Program – Improving Service to the Underserved** accounts for 2.5 percent of the LSTA expenditures, and the **Blind and Disabled (Large Print/Recording Technology)** accounts for 5.4 percent of the LSTA expenditures.

Utah's **Bookmobile Program** is an impressive operation, based on the evaluators' experience. It is a fleet of 8 large bookmobiles that reach remote areas and is supported by a network of dedicated professionals. Bookmobiles, despite weather, scheduling and logistical challenges, provide amazing service by bringing new technologies and an array of materials to patrons in remote areas. USL's Bookmobile Program exemplifies best practices in rural and hard-to-reach areas. The bookmobile website features videos about a day in the life of a bookmobile librarian responsible for covering a large territory. The bookmobile offers chances for collaboration with school districts in many areas.

Another exemplary program Utah offers is the **Library for the Blind and Physically Disabled Program**. The USL facility serves as a distribution center for special format materials. The state-of-the-art warehouse serves not only Utah's needs, but also those of other states that contract with Utah for either Braille or full services.

The LSTA Web survey asked libraries about the National Library Services (NLS) Talking Books Program and whether libraries are aware of it in Utah. As a reminder, the survey was answered by all types of libraries—public, school, and academic. Thirty-three percent of respondents were either completely unaware or barely aware of the **NLS That All May Read program**, while the remaining 67 percent expressed a level of awareness. Notably, a full 55 percent of respondents from school libraries expressed being generally unaware of the program, leaving a minority (44.6 percent) who were aware.

The majority of individuals showed at least a moderate awareness of the **Talking Books program**. More specifically, 22 percent of public library respondents were generally unaware of the program, with 78 percent moderately aware. Approximately 64 percent of those employed at school libraries expressed little awareness of this program, with only 36 percent having at least a moderate awareness of the program.

Respondents were decidedly less aware of the National Library Service's **Braille and Audio Reading Download (BARD)** program, a collection of audiobooks, magazines, and braille materials available for eligible readers to download. Forty-nine percent indicated they were either unaware or barely aware of its existence. Again, as with awareness with the other programs, respondents from school libraries had

the lowest level of awareness about BARD, with 64 percent indicating little to no awareness of the program's existence.

Survey respondents had suggestions about how to improve awareness in school libraries especially:

*I have been aware of some of the state resources for the blind and disabled but as this hasn't been something many at my school has needed I have only really visited with people about this once or twice in my entire 8 years of teaching. I think maybe having a one page information sheet about Talking Books and BARD handed out at UELMA or sent out through the listserv would be well received and generate more knowledge of what is available.*

A majority of people expressed disagreement, with 53 percent either strongly disagreeing or disagreeing that their staff has the skills and training needed to inform patrons about the Talking Books program and help them register for the service. Many people expressed a strong desire to receive more information about the program. However, several individuals mentioned that due to the smaller size of their libraries, they "rarely get requests for this." There were 18 comments from public libraries alone, with these respondents showing a notable concern about the level of staff awareness and the lack of training. The USL operation of the Talking Books program is one of the most impressive operations in terms of infrastructure (the warehouse, the automation and sorting devices, and the amount of resources they can process). It looks like there is some room for increasing the awareness of the program among school libraries in particular.

Overall, the evaluators have found strong evidence that USL has ACHIEVED Goal 1, and their level of activity and operations are very impressive with high impact. Goal 1 is one of the goals that need to be achieved every year, and the infrastructure support USL has in place allows this to happen successfully.

**A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?** This goal serves the information access focal area in an exemplary fashion.

**A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No)** NO

## **GOAL 1 CONCLUSIONS**

The evaluators find two compelling reasons to conclude that the USL has ACHIEVED Goal 1. They are:

1. USL has been successful in serving all types of libraries with its online resources.
2. USL resources are valued and used heavily by library users.

The evaluators conclude that Utah has ACHIEVED Goal 1.

## Goal 2

**Retrospective Question A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over- ambitious goals, partners) contributed?**

**Table 4. GOAL 2 Expenditures: Train and support library staff to strive for higher quality service and more effective use of resources.**

<b>Project Name</b>	<b>FFY 2013–FFY 2015 Expenditures Total</b>	<b>Percentage FFY 2013–FFY 2015 Expenditures</b>	<b>SPR Goal</b>
Utah Kids Ready to Read	\$13,597	0.26%	2A
Summer Reading Program	\$37,021	0.71%	2A

Goal 2 expenditures represent only 1 percent of the total LSTA allotment in the FFY 2013–FFY 2015 period (see Appendix G). These investments have supported activities that fund lifelong learning and literacy. With collaborative activities across public libraries, USL aims at providing quality summer reading programs. By promoting the early literacy initiative **Utah Kids Ready to Read** through publicity and training, USL improves the quality of programming offered to young children. In addition to these direct funds, many of the sub-grants support this goal though the financial details reported under Goal 3.

We evaluated the **Public Library Summer Reading Programs** through questions on the Web survey as well. One hundred percent of public library respondents offered summer reading programs in 2016. Twenty-two percent of these respondents provided staff or other presenters leading events for infants/babies, 53 percent for pre-school children, 55 percent for school-aged children, 43 percent for teens, and 28 percent for adults.

Ninety percent of public library respondents used the Collaborative Summer Library Program (CSLP) manual and/or other CSLP materials. In addition, 88 percent agreed or strongly agreed with the statement that their staff had the skills and training necessary to plan and conduct an effective summer reading program.

Comments showed a general appreciation for the CSLP manual, but expressed a desire for more age-inclusive materials. Some respondents also openly wished for “help with motivation and cooperation,” saying that “some staff feel it is not their job or important enough to worry about.” Similarly, some asked for more “ideas on promoting...community involvement” as well as “instructions on how support staff can better assist program coordinators.”

Approximately 80 percent of public library respondents agreed or strongly agreed that their library receives all of the support it needs from USL to carry out an effective summer reading program. There



are numerous calls for “increased collaboration with schools and community partners,” as well as “developing community partnerships with local business.” Several people found that “teen programming ideas are usually pretty sparse at the training.”

Public library employees generally shared a favorable opinion of the CSLP manual, with 49 percent selecting “good” and 36 percent saying the resource was “excellent.” However, some reasons for not taking advantage of this resource include finding it “too large and...unfocused...irrelevant to our community” or simply not knowing it existed.

When asked to select what training opportunities would make the most difference in terms of improving their summer reading programs, respondents primarily favored training on outreach and training on public engagement. In regard to what training opportunities would improve summer reading programs, there were calls for “programming and program completion incentives,” “training on childhood development,” “strategies to support...reluctant readers,” and ways to “incorporate new technology, such as Instagram [and] Minecraft.”

Several people expressed their appreciation for the promotional materials, while others reiterated their desire for changes such as wanting to “upgrade adult graphics so they would be more appealing to [the] adult community.” Other noteworthy comments include two complaints about the price of the materials as well as a criticism that the theme “doesn’t really elicit enthusiasm.”

Many sub-grants under Goal 3 also contribute to the objectives laid out under Goal 2, which are:

**Objective:** Coordinate and implement projects statewide to increase literacy and lifelong learning.

**Objective:** Promote lifelong learning and human services-focused library services aimed at Utah’s immigrants.

**Objective:** Provide training to library staff, directors and trustees statewide.

**Objective:** Promote best practices in library operations by collecting, analyzing, utilizing, and disseminating research and statistics.

The evaluators have evidence that Utah’s efforts to improve lifelong learning and literacy, support immigrants, library staff, directors, and trustees, have been successful through the many sub-grants in addition to the statewide efforts. The availability of the statistical data and the ability to make a strong case for the value of libraries is served well through Goal 2 and the evaluators determine that Goal 2 is ACHIEVED. We do recommend that USL report the sub-grants under the goals they serve in the future. In other words, sub-grants that relate to Goal 2 objectives may be reported in the SPR under Goal 2 in order to capture a clearer and more balanced picture of the financial investment in this goal.

**A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?** This goal serves the lifelong learning focal area well.

**A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No) NO**

## **GOAL 2 CONCLUSIONS**

The evaluators find two compelling reasons to conclude that the USL has ACHIEVED Goal 2. They are:

1. USL has been very effective in supporting the summer reading program needs of public libraries.
2. USL has demonstrated impact in lifelong learning and literacy activities, support for immigrants, library staff, directors and trustees through many sub-grants (see Table 5a) in addition to the statewide efforts.

The evaluators conclude that USL has ACHIEVED Goal 2.

## **Goal 3**

**Retrospective Question A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over- ambitious goals, partners) contributed?**

**GOAL 3. Leverage USL's position to foster and support collaboration between libraries to share best practices for continued improvement, and collaborate with other entities for mutual benefits.**

Goal 3 expenditures represent 28 percent of Utah's total LSTA allotment in the FFY 2013–FFY 2015 period (see Appendix G). This goal includes the following objectives and activities:

**Objective:** Support collaboration among Utah's libraries, especially in the areas of technology, collection development, and digitization.

### **Activities**

- Provide re-grants that encourage collaboration among other libraries and entities. Projects will be prioritized and will meet tightly defined criteria.
- Work with ad hoc committees with specialized knowledge and skills to evaluate re-grant projects for funding.
- Work with partners (Utah Broadband Advisory Council, Utah Education and Telehealth Network, and others) to provide sufficient broadband capacity at public libraries and training in its most efficient use.

**Objective:** Collaborate with other libraries and government entities to provide for quality access to resources through library catalogs.

**Activities**

- Provide administration and management of the shared library management system for State agencies, mobile libraries, and interested qualified public libraries so that partners will have access to an online catalog, statistics, reports, inventory management, circulation system, cataloging entry, and serial control.
- Provide CatExpress cataloging services for smaller libraries to improve quality of catalog records.

**Objective:** Expand the dissemination of information about services for the blind and disabled in Utah.

**Activities**

- Partner with statewide Utah libraries of all types to develop and distribute promotional materials describing free services offered to the blind and disabled through the Utah State Library.
- Set up libraries as institutional accounts and provide a digital player and materials for demonstration purposes.
- Partner with government agencies and organizations serving blind, visually and print impaired constituents to promote Blind Library services. Encourage partners to prominently display brochures and other information, and to link to: [www.blindlibrary.utah.gov](http://www.blindlibrary.utah.gov).

Many of these objectives and many activities were supported by sub-grants. A total of 79 sub-grants were awarded over the course of the three fiscal years for which we have data. Competitive sub-grants are organized into one of three areas: (a) collections, (b) digitization, and (c) technology. There were 29 collection sub-grants, nine digitization sub-grants, and 41 technology sub-grants. Appendix G individually lists all the projects. The following table summarizes the funding spent in these three categories over the course of the last three years. Technology sub-grants account for approximately 56 percent of the funding among all sub-grants, collections for 31 percent among all sub-grants, and digitization 13 for percent among all sub-grants.

**Table 5. Sub-Grants in Collections, Digitization, and Technology for FFY2013–FFY2015**

Type of sub-grant	FFY 2013 Expenditures	Percentage FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage FFY 2015	FFY 2013 - FFY 2015 Expenditures Total	Percentage FFY 2013 - FFY 2015
Collections	120,944	38%	171,210	31%	107,855	24%	400,009	31%
Digitization	43,133	14%	56,054	10%	69,809	16%	168,996	13%
Technology	153,718	48%	320,049	58%	262,745	60%	736,512	56%
TOTAL	317,795	100%	547,313	100%	440,409	100%	1,305,517	100%

**Table 5a. Listing of all Collections, Digitization and Technology sub-grants**

COLLECTIONS SUB-GRANTS	DIGITIZATION SUB-GRANTS	TECHNOLOGY SUBGRANTS
Hildale Library Project: Collections	Digitization of First 20 Years of High School Scrapbooks: Ogden 1908-1919; 1920-1939 & Ben Lomond 1953-1973	Weber Works
Northeast Region Secondary eBook System	Utah Supreme Court Briefs Digitization Project	Better Service Through RFID
Collections and Programs for Early Literacy	Digitization of the Student Newspapers: 1917– 2010	Breaking Down Barriers
Electronic Library Enhancing Achievement Project (eLEAP)	Who We Were: School Yearbooks of Orem	Fast Forward with RFID and SelfCheck
Central Utah Educational Services eMedia Elementary Library Collection Development	Preservation & Digitization of Utah Shakespeare Festival Archives	Self-Checkout and RFID: Meeting Growing Needs and Improving Customer Experience
eSTRIDE - Engaging Students Through Reading Innovatively Delivered eBooks	KUTV EXTRA: A Nation's History Through the Eyes of Utah Filmmakers	More Power to the Patron
OK Kids, Break Out the e-Readers	Millard County Chronicle Newspaper Digitization	RFID and Self-Checkout Implementation
Students Growing in eStride	Digitization of Civilian Conservation Corps Camp Photos	MOBILE - Mobile Opportunities to Become Information Literate Everywhere
Diversity at Your Library	Salt Lake Community College IR Digitization	Self-Checkout and RFID: Improving Customer Service and Library Efficiency
Coming Together to Provide the Zinio Digital Experience		TechCreation Center: Coding for Kids and Teens
Orem Online		2 Mobile Chromebook Labs
Community Collections and Connections		New Mt. Pleasant Elementary Computer Lab
Learning Language Consortium		Hildale Library Project: Technology
Across the Ages – A Discovery / Exploration Information, Resource, and Enrichment Program for Underserved Populations		Early Digital Literacy to Go: WEeLearn
Bullying Hurts		Kindle Lending Library
Immersion Collection to Support Local Schools Project		Royal Resources on the Move
WEBER EBOOKS ELEVATE		Instruction Lab Technology Update
E-Book Enlightenment		iPad and Kindle Teaching/Lending
Empowering Today's Teens		Developing Literacy Skills
Increasing Access Richfield		White Pine Chromebook Lab
Creating a Community of Readers with eBooks		21st Century Mobile Publishing Lab
E-materials Enhancement		Access 24/7

COLLECTIONS SUB-GRANTS	DIGITIZATION SUB-GRANTS	TECHNOLOGY SUBGRANTS
No Shelf Required		Tremonton Library Development - Computer Project
Norsemen Read Every Day to Explore Their Futures		Promote Computer Literacy and Eliminate Summer Slide in Rural Utah School Children with a Technology Update
Good-bye Melville Dewey		Online Video Collaboration for Students with Autism
U-Knighted to increase Comprehension Through E-Books		Collaboration Station: A Media Table with Screen-Sharing Technology
Children's Library Non-Fiction Expansion		Research to Write: School Library Media Specialists in the Classroom
Storyhour Enhancement and Other Children's Programs		TEECH - Technology Expansion for Education
		Library Computer Project
		Interactive Technology for Kids
		Moving Forward with KOHA, an Open-Source Library Management System
		STEM Learning at Eagle Mountain Library
		Kindles and High School Required Reading
		Library Mobile App
		Tablets for Programming with Patrons with Disabilities
		LEAPing into the Future
		Logan Library Digital Media Lab
		Creating and Inspiring an Atmosphere of Learning for Pre-schoolers
		Technology Upgrade
		Richmond Library Robotics Club
		Teen Outreach Program
		Catching Up with Technology: RFID/Self-Checkout

Goal 3 serves the stated objectives, but the sub-grants cover focus areas that go beyond capacity building and serve the interests of Goal 1, Goal 2, and Goal 4. The variety of the sub-grants is impressive. All types of libraries (public libraries, academic libraries, institutional libraries, public and charter school libraries, special libraries, tribal libraries, library consortia, as well as research and private

libraries) are eligible to apply for competitive grants, and all of these types are represented in the SPR reports. The key requirements for a library to qualify are available online.<sup>8</sup>

A section of the Web survey focused on the grants and the sub-grants. The majority of respondents who received grants fell into the technology (72.4 percent) or collections (53.9 percent) categories. Public libraries received grants primarily for technology (87.8 percent) and collections (61.2 percent). Academic libraries, on the other hand, were much more interested in digitization grants; 83 percent of those from academic libraries indicated they had received this type of sub-grant.

The majority of respondents placed greater importance on technology and collections grants, which is in line with the types of grants they received. Very few respondents felt any of the categories were unimportant. Public libraries placed a great importance on technology grants, with 40 of 56 respondents from public libraries labeling these as “very important.”

While only 13 people felt it was unlikely that a highly successful demonstration grant to their library would result in ongoing local funding, the majority of individuals (53) indicated a level of uncertainty. Forty-seven people (out of 113) felt it likely or highly likely that it would result in ongoing local funding. Respondents from academic libraries were especially skeptical, with only 2 of 7 individuals indicating it would be likely or highly likely.

Grants between \$5,000 and \$7,499 were generally selected as the minimum amount to be worthwhile; however, almost as many respondents felt grants as small as \$2,000 were equally worth the time and effort. School library staff seemed more willing to put forth the effort for smaller sums, with 28 percent indicating grants from \$2,000 to \$2,499 were worth the time and effort. However, those from academic libraries placed more importance on larger grants, with 43 percent selecting grants from \$3,000 to \$4,999 as the minimum sum, and 29 percent selecting grants from \$10,000 to \$14,999 as the minimum.

Many of the outcomes reported in the SPR are very impressive. The full SPR reports offer a richness of detail that can only be selectively tapped by highlighting a few exemplary projects, taken from the SPR:

### **Royal Resources on the Move**

In 2013, Roy High School requested funding for a mobile lab of 36 laptop computers. In addition to the 36 computers purchased with LSTA grant funds, they purchased 4 additional laptop computers with funds allocated from school funding. Additional funding from the district’s foundation and library budgets purchased a mobile lab cart, service charges for the lab setup, database subscriptions, and eBooks. An additional laptop computer mobile cart of 35 computers was purchased for the school with a separate grant awarded to the district curriculum department. Trust land funds purchased additional Wi-Fi ports allowing connection throughout the schools and SmartBoards for several classrooms.

Roy High School piloted a new schedule allowing students more opportunity for independent study hall sessions during Review and Reward time and additional enrichment activities with the teachers.

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<sup>8</sup> Utah State Library: <https://heritage.utah.gov/library/lsta>

Whether individual students checked out the computers or teachers reserved the Computers on Wheels (COW) for their class, having the additional computers enhanced the students' learning. Teachers reserved the computer labs for 575 class periods. Students checked out the laptop computers more than 3,200 times during the six-month period in which they were available. Electronic resources were more heavily used as a result. Having the additional computers available also increased the use of the media center during the Review and Reward time. An average of 110–120 students used the library facilities during R&R/Enrichment time. The library's collection circulation during 2013–2014 was 20,988 items, an increase of 64.8 percent. More students had access to technology during the free time offered in the reward program, allowing opportunity for homework completion or studying. The administration announced the following statistics in a parent letter:

*In 2012-13, we issued an average of 10,941 grades per quarter. In 2013-14, we issued an average of 11,113 grades per quarter. In 2012-13, our students earned an average of 1,490 F's per quarter. In 2013-14, our students earned an average of 1,082 F's per quarter. A decrease of almost 4.0 percent in F's, across 4 quarters, equates to approximately 408 fewer F's per quarter or approximately 1632 less F's earned by our students from one year to the next. Royal Nation, this is significant! 1,632 LESS failed courses means MORE kids are online to graduate in 2015! Students earned an average of 6.0 percent more "A" grades over four quarters during 2014-2015 when compared to the prior year!" [Gina Butters, Roy High Principal, 7/24/2014]*

This project is exemplary because the school's enrichment and review program is now the foundation of a Prospect 2020 College and Career Readiness program. The goals of the program are that all graduating students will be ready for college, career, citizenship, and life in a globally competitive economy and that 90 percent of students will perform at or above grade level. This program's existence is largely due to the success of the faculty and staff in their design and modification of a successful enrichment and review program. Having the technology and resources granted from the LSTA was one of the key factors of the program's success.

### **Bullying Hurts: Developing a Nonfiction Collection of Resources for Bullying Prevention and Remediation**

The goals of the Salt Lake City School District Bullying Hurts Project in 2013 were to:

- \*Increase the number of bullying prevention books available to all students in all schools
- \*Increase the number of bullying prevention books available to parents in Title 1 schools
- \*Increase the number of bullying prevention eBooks available to all students and parents

Salt Lake City School District (SLCSD) is an urban public school district consisting of 36 schools and approximately 25,000 students. Because of a new and committed emphasis on the prevention and remediation of bullying behaviors in district schools, the district purchased books, eBooks, and other resources on the topic of bullying using LSTA grant funding. The target audience for the Bullying Hurts grant was librarians, school counselors, classroom teachers, and students PreK-12 and their parents.

The main things learned from the parents who participated in the online survey are:

1. 67 percent of the parents did not know about online eBooks at the beginning of the school year.
2. By the end of the school year, 83 percent of the parents knew about eBooks and were using them with their children at home.
3. 71 percent had read with their children one of the books that focused on bullying.
4. 98 percent of the parents who took the survey felt that bullying was an issue that children face.
5. 81 percent of the parents were satisfied or very satisfied with the bullying collections in the school (books and eBooks).

This was an exemplary project in Salt Lake City School District because it impacted students, teachers, counselors, and parents. Bullying had not been a district focus in the past, and this grant helped get resources into the hands of children, teachers, and adults. The bullying resources helped several children and adults talk about a difficult, prevalent, and pernicious subject.

The evaluators were impressed with the quality of the projects reported, especially by school libraries. LSTA funding is often a small pot in the educational infrastructure, and to see innovative grants in this area is heartwarming. Additionally, other school-related grants supported access to electronic resources. The following quote from a focus group participant demonstrates the level of impact these funds can have in a community:

*Thru [sic]OverDrive students are allowed to request books that they would like to see added to the library. On OverDrive Marketplace, a new book cart or list is added each Monday of any books that students have requested. We ask the librarians in the schools throughout the CUES region to look at the carts (lists) once a month and approve the books they think should be added to the library. We have received positive feedback from students, stating they like a say in what is being added to the library. It makes it feel more like "their" library when we look at and use their input and recommendations. On average our student request carts have around 45 book titles per week.*

*Another helpful feature Marketplace has is that it tracks how many holds are on a book, and if we get more than 3 holds on a particular book, we receive notice and can then determine if we want to purchase additions [sic] copies of the book, making it so students have the books available to them quicker, not having to wait long periods for books they are interested in.*

Another school librarian commented on how students respond to online resources:

*The students love the assortment and selection available to them on line [sic] that individual districts would not be able to supply without this consortium. I love going to the individual schools and teaching the students about this great resource.*

On the same spirit of the value of teaching and informal learning in a public library, a library director said the following regarding their adult literacy classes:



*We always celebrate the achievements of adults [taking literacy classes] and have them take something at home [like a certificate] to remember their achievement ... it builds their confidence ... the joy of seeing them complete a class and understand they can become digitally literate, come, do the homework, stick with the program and know they can succeed.*

Another important group of grants worth highlighting is the minigrant series. They are offered by the USL in these areas:

***Indigenous Month Minigrants:*** In 2014, the Utah State Library Division joined forces with the Division of Indian Affairs to increase statewide participation in public, school, and tribal libraries by providing minigrants and guidance in designing projects to honor National Native American Heritage Month in Utah. The State Library provided 18 individual minigrants ranging from \$440 to \$1,000 each to seven public libraries, 8 school libraries (4 Elementary, 3 Middle, 1 High), and 3 tribal libraries; this money allowed these establishments to plan and conduct collaborative projects around the theme of “National Native American Heritage Month.” Each project focused on two or more of the following outcomes: (1) To increase the knowledge of children, parents, extended family, and caregivers about the creativity, courage, inventiveness, and wisdom of indigenous people; (2) To increase the knowledge of children, parents, extended family, and caregivers about Utah's American Indian heritage; (3) To increase the knowledge of educators and librarians to recognize and respect culture, traditions, and language as powerful tools for strengthening families and communities; (4) To increase the skills of educators and librarians to establish collaborative partnerships to plan and conduct a community activity or event. For many years the Utah Division of Indian Affairs has organized an event called *Indigenous Day* to celebrate indigenous Tribal Nations and highlight the essence of their Native American cultural heritages and languages. Librarians and educators across the state were eager to participate, but lacked ideas and resources to organize programs, events, or activities to support this goal. The evaluation data from librarians and the public showed high interest and support for continuing this effort.

***Teen Literature Minigrants:*** Twelve grant recipients attended *What's New in Young Adult Literature and How to Use It in Your Program*, an in-person seminar provided by the Bureau of Education and Research. These recipients received a comprehensive overview of the best new books for young adults. The seminar exposed librarians to a wide variety of new materials and provided an opportunity for libraries to add some of the best new books for teens to their collections. A \$500 minigrant was provided to purchase materials highlighted in the seminar and to pay for travel expenses (limit of \$150) to and from the workshop. Recipients were required use their new knowledge and books to provide at least one new young adult book-related program for teens (ages 13-18). A total of 430 books, 28 audiobooks, and two eBooks were purchased with this grant. There were 19 teen programs, with a total of 1,691 in attendance. After attending a seminar, purchasing materials and providing a program, 12/12 indicated an increase of access to materials and information for teens, 12/12 indicated an increase of knowledge of teen's reading tastes and educational needs, 9/12 indicated an increase of teens using the library as a result of new books and programs, 9/12 indicated an increase of staff recognition and respect of teens and their literature, 10/12 strongly agreed that they know more about new books for teens (two agree), and

4/12 strongly agreed that they increased knowledge about the reading tastes of teens (seven agree, one neutral). Among teen respondents, a total of 999 surveys were collected. Approximately 73 percent of teens indicated that they agree or strongly agree that they know more about new teen books. Approximately 61 percent indicated that they agree to the statement that they want to read more as a result of the new books added to the collection.

***Día de los Libros (grants and minigrants):*** In 2013, for the first time, USL coordinated an effort to ensure that there were opportunities across the state for libraries to collaborate with local organizations in support of events and activities that highlight Hispanic literacy, language, and culture. With the participation of school and public libraries, a significant number of events and activities were planned and conducted throughout the state. The data from the evaluations showed high interest and support by librarians and the public for continuing this effort in 2014 and 2015. The goals for this program are: (1) To increase the knowledge of children, parents, and caregivers about books, stories, and libraries; (2) To increase the knowledge of children, parents, and caregivers about community resources that provide opportunities for learning through multiple literacies; (3) To increase the knowledge of educators and librarians to recognize and respect culture, heritage, and language as powerful tools for strengthening families and communities; (4) To increase the skills of educators and librarians to establish collaborative partnerships to plan and conduct a community activity or event. Each library system determined their curriculum and special events. LSTA funds were also used for related tasks such as advertising. Results were generally positive, with satisfaction ratings ranging from 60 percent to 80 percent.

The evaluators found much potential in showcasing best practices and scaling some of the exemplary cases and minigrant work. We recommend the agency makes a particular effort to codify more consistently across years the outcomes from the sub-grants in future SPR reports and share them more widely while training community members on grant writing and outcomes assessment. We also recommend that the peer review of the grants be done through a combination of expert recruits and a standing LSTA advisory committee. Focus group feedback collected indicated the willingness of many participants to contribute to the peer-review process. An LSTA advisory group would allow professional participation and growth as more people become educated about the grant-award process and provide feedback on how best to disseminate and scale best practices. It would be another way of growing leadership and capacity for libraries in Utah.

**A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?** This goal serves the institutional capacity focal area in an exemplary fashion.

**A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No)**

NO

## GOAL 3 CONCLUSIONS

The evaluators find two compelling reasons to conclude that the USL has ACHIEVED Goal 3. They are:

1. USL has been successful in launching a rich program of sub-grants that address the needs of all types of libraries.
2. USL is constantly improving its processes and procedures for a more effective distribution of the funds that support sub-grants as is noted by having organized sub-grants in the areas of collections, technology and digitization.

The evaluators conclude that USL has ACHIEVED Goal 3.

In articulating the value of LSTA funding to libraries in Utah, Donna Jones Morris, USL Division Director shared the following insight:

LSTA provides a wonderful platform for Utah libraries to learn how to articulate outcomes and apply for grants expressing these outcomes. We have more to learn about how to conduct outcomes assessment to articulate the value of libraries convincingly.

## Goal 4

**A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over- ambitious goals, partners) contributed?**

**Goal 4. Conduct the Division's operations and programs to provide excellent services and resources for Utah's library community and ensure efficient and effective utilization of State funds.**

Goal 4 expenditures represent 4 percent of Utah's total LSTA allotment in the FFY 2013–FFY 2015 period (see Appendix G).

**Objective:** Support and manage the LSTA grant program.

**Activities**

- Provide administrative oversight of evaluation, funding, and reporting activities.
- Monitor financial expenditures of LSTA funds by USL or libraries that receive re-grants.

The fourth goal represents only administrative expenditures. Administrative expenditures are not attached to a specific goal in most state library plans we have examined. In the future, the agency does not need to assign these expenditures to a specific goal. We recommend that this goal be combined with the sub-grant administration, as it would better reflect the level of effort that goes into managing

the sub-grants. The evaluators determined that this goal was satisfied from the evidence we reviewed. We recommend consistency across years in reporting projects whenever possible as long as it is in alignment with the strategic goals, objectives, and activities.

Many of the focus group and interview participants expressed their appreciation for the LSTA funding as it allows them to implement innovations that they would not be able to afford otherwise. Some expressed an interest in seeing more funding for technology infrastructure, especially equipment. The evaluators recommend that a careful examination of upgrading technology labs be tied to outcomes assessment so that libraries can invest in technology but with a strong outcomes assessment orientation. It is basically the recognition that technology investments are being made to achieve higher level purposes.

**A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?** This goal serves the institutional capacity focal area very well.

**A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No)**  
NO

#### **GOAL 4 CONCLUSIONS**

The evaluators find two compelling reasons to conclude that the USL has ACHIEVED Goal 4. They are:

1. USL is providing administrative oversight of evaluation, funding, and reporting activities which was noted in the focus groups and interviews conducted.
2. USL is monitoring effectively the financial expenditures of LSTA funds by USL or libraries that receive sub-grants ensuring the maximum benefit of the use of these resources. In fixing the reporting issues in the SPR were able to account for all funds diligently and expeditiously.

The evaluators conclude that USL has ACHIEVED Goal 4.

## **B. Process Questions**

**B-1. How has the SLAA used data from the old and new SPR and elsewhere to guide activities included in the Five-Year Plan?**

New and old SPR data is used annually by the USL Director and other USL staff, especially in relation to their agency strategic plan, to ensure that appropriate overlap of activities is taking place. Elements are included in a variety of the agency's reports to the public, to the library community, and to state government. Data from the SPR is also used to establish benchmarks that are reviewed on a periodic basis to assess progress toward the goals stated in the LSTA 2013–2017 Five-Year Plan, especially in the

face of staff changes for the position of the LSTA Grants Coordinator. SPR data has also been shared with specific outside evaluators, such as QualityMetrics, LLC, for this assessment.

**B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.**

Utah’s Five-Year LSTA Plan for 2013–2017 was originally submitted to IMLS on June 26, 2012 and revised on March 1, 2015. Goal 1—Provide access to high quality materials and library services for all customers—was revised. The Strategic Goals section was expanded to include the Bookmobile Program and added the following language to the plan:

Utah State Library Bookmobiles provide full library service to citizens living in rural communities of Utah who do not have access to a fixed site library including service to institutions such as schools, Head Start programs, and senior citizen centers. Each Bookmobile has a vehicle that travels to deliver service in the county or counties with which USL has contracted, as well as eight headquarters that provide access to the materials for people living in the community in which it is located. The greater part of the funding for the program comes from the counties, with the remainder provided by USL.

**B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?**

Data derived from the SPR is used internally for planning and evaluation purposes. It is shared directly with key Utah State Library Division staff, advisory groups, and stakeholders, and is shared indirectly with Library Commissioners, legislators, and other public officials through periodic reports from USL. SPR data has also been shared with outside evaluators including QualityMetrics, LLC, Library Consultants.

### **C. Methodology Questions**

To ensure rigorous and objective evaluation of the USL implementation of the LSTA Grants to States program, USL issued a Five-Year Plan Evaluation Proposal Requirements to conduct a “Library Services and Technology Act Evaluation.” Proposals were due July 18, 2016.

As a result of a competitive process, QualityMetrics, LLC, Library Consultants, a library consulting firm headquartered in Silver Spring, Maryland, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics, LLC, Library Consultants, does not have a role in carrying out other LSTA-

funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results.

QualityMetrics, LLC, Library Consultants have in-depth evaluation experience and demonstrated professional competency. Bill Wilson of Quality Metrics Library Consultants has implemented evaluation studies for three previous cycles of LSTA evaluations starting in 2002. Mr. Wilson is experienced in both quantitative and qualitative methods and has participated in 28 previous five-year LSTA Grants to States evaluations. Co-principal consultant Dr. Martha Kyrillidou has deep experience in library evaluation over her 22 years of service at the Association of Research Libraries (ARL). Dr. Martha Kyrillidou has taught Research Methods, Assessment, and Evaluation courses at the University of Maryland and at Kent State University and has extensive practical experience in mixed methods, evaluation, and outcomes assessment. She is a current member of the Library Statistics Working Group (LSWG), chair of the NISO Z39.7 standard, and mentors the next generation of public library staff and evaluators. Shana Hattis has extensive communications and editorial experience. Thomas Walton is a recent graduate of the Indiana University Bloomington, specializing in public administration, and was recently appointed at the Census Bureau as a quantitative statistician.

**C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation.**

QualityMetrics, Library Consultants deployed a mixed-methods protocol for data collection that is multi-faceted and rigorous. After conducting an initial telephone conference call with representatives of USL, Bill Wilson and Martha Kyrillidou attended and facilitated a large group meeting with public library directors in person. They also completed a site visit to the state library administrative agency (SLAA) on October 17, 2016. In-person interviews were held with the USL Division Director and with key staff engaged in LSTA and specific projects carried out under the LSTA Five-Year Plan. A total of three virtual focus groups were conducted; a general one with public library directors, one with the Bookmobile staff, and one with the Talking Books staff. These data gathering efforts were supplemented with a series of telephone interviews with Utah librarians and other persons with knowledge of LSTA-funded initiatives. The site visits, focus groups, and interviews provided qualitative evidence and context.

The SPRs were reviewed in detail and additional reports, documentation, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence. A Web-based survey (conducted December 5, 2016, through January 19, 2017) provided additional quantitative and qualitative information. The survey was reviewed for representativeness to ensure the reliability and validity of the findings. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered. In this sense, the validity and reliability and trustworthiness of the survey data was ensured.

Validity and reliability analysis reflect a positivist worldview. In a qualitative naturalistic approach, they are being redefined with some divergent views on whether and how one ensures quality and rigor in qualitative inquiry. The notion that naturalistic inquiry needs to exhibit quality, rigor, and trustworthiness is more widespread nowadays. The evaluators engaged in conversations through phone interviews. The quality and rigor of the phone interviews in the LSTA evaluation of USL was enhanced by asking interviewees to allow the conversation to be recorded with assurances of confidentiality by the evaluators. This approach allowed evaluators to refine their inquiry and tailor it as knowledge of USL accumulated from one interaction to the next. Recorded conversations also allowed the evaluators to reflect and refine their interpretations in a reliable manner. The validity of the inquiry was strengthened with the informed selection of the subjects by the USL leadership team and staff. Knowledge of the utilization of LSTA was provided by the interviewee, enhancing the interaction and depth of the conversation. Furthermore, both Bill Wilson and Martha Kyrillidou participated in the focus groups and the onsite agency interviews, allowing for the implementation of the concept of triangulation as evaluators debriefed and compared interpretation and understandings.

**C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them.**

Key state library agency staff members engaged in LSTA activities were interviewed.

USL staff recommended and recruited participants for focus groups. Three virtual focus groups took place.

Public library directors' group discussion facilitation took place during their annual retreat (October 7, 2016).

Librarians from public, school, and academic libraries were engaged through a Web-based survey.

Librarians and other persons of interest participated in one-on-one interviews.

**C-4. Discuss how you will share the key findings and recommendations with others.**

USL will share the findings of the evaluation with a variety of partner agencies in Utah (governmental, other public, and non-profit) and with the larger public by alerting the libraries in Utah to the availability of the evaluation report. The report will be publicly available on the agency Web site as well as on the IMLS Web site. The report will also inform the formulation of the five-year plan for 2018–2022.

## Appendix A: List of Acronyms

BARD

Braille and Audio Reading Download

DPLA

Digital Public Library of America

ILL

Interlibrary Loan

ILS

Integrated Library System

IMLS

Institute of Museum and Library Services

K-12

School Libraries

LSTA

Library Services and Technology Act

OBE

Outcome Based Evaluation

RFQ

Request for Qualifications

SPR

State Program Report

Sub-Grants

Project Grants, One-time Equipment Grants, Minigrants, Utah Kids Ready To Read

ULA

Utah Library Association

UALC

Utah Academic Library Consortium

UELMA

Utah Educational Library Media Association



UETN  
Utah Education and Telehealth Network

USL  
Utah State Library

## Appendix B: List of people participating in focus groups and interviews IN PERSON INTERVIEWS/FACILITATION

10/7/16 - Public Library Directors Retreat (in person)

1. Kim Griffiths	Tremonton
2. Kristi Seely	Lehi
3. Laurie Hansen	Mt. Pleasant
4. Linda Collard	Payson
5. Lyn Oryall	Santaquin
6. Lynnzie Williams	Manti
7. Melanie Capener	Garland
8. Melinda Hall	Lewiston
9. Michele Graves	Eagle Mt.
10. Pamela Vaughn	Springville
11. Pat Smith	San Juan
12. Peter Bromberg	Salt Lake City
13. Phyllis Andrus	Helper
14. Robert Shupe	Logan
15. Sam Passey	Uintah County
16. Sandra Spendlove	Monroe
17. Sarah Rigby	Newton
18. Sheri Britsch	Pleasant Grove
19. Steve Decker	Cedar City
20. Sue Hill	Brigham City
21. Lora Smith	Richmond
22. Kathy Talbot	Panguitch

11/29/16 - Virtual - Utah State Library Board

1. Lorri Quigley, Chair, Public at Large, [lorriquigley@msn.com](mailto:lorriquigley@msn.com) "Board Member Since: 7/1/2009, Term: 7/1/2013 – 6/30/2017"
2. Jon Ostler Vice Chair, Utah System of Higher Education [Jon.Ostler@snow.edu](mailto:Jon.Ostler@snow.edu) "Board Member Since: 8/11/2014, Term: 8/11/2014 – 6/30/2017"
3. S. Grace Acosta, Public at Large, [gacosta@scalleyreading.net](mailto:gacosta@scalleyreading.net), "Board Member Since: 2/20/2012, Term: 7/1/2013 – 6/30/2017"
4. Linda Fields Public at Large (Rural) [lindajeanfields@gmail.com](mailto:lindajeanfields@gmail.com) "Board Member Since: 9/1/2012, Term: 7/1/2016-6/30/2020"
5. Susan Allred Office of Legislative Research & General Counsel, [sallred@le.utah.gov](mailto:sallred@le.utah.gov) "Board Member Since: 7/01/2013, Term: 7/01/2013 – 6/30/2017"

6. Chad W. Hutchings      Public at Large    chad.hutchings.esq@gmail.com "Board Member Since: 7/1/2015, Term: 7/1/2015 – 6/30/2019"
7. Jennifer Throndsen, State Office of Education, jennifer.throndsen@schools.utah.gov      "Board Member Since: 9/15/2014, Term: 9/15/2014 – 6/30/2017"

1/9/17 - Bookmobile staff

1. Shawn Bliss
2. JoAnn Dahl
3. Judy Moore
4. Becky Petty
5. Pat Tompkins
6. Shannon McLean
7. Kent Jorgensen
8. Sherry Dutson
9. Lyle Talbot
10. Kathy Petersen
11. Jim Ericksen
12. Anna Francks
13. Becky Lopshire
14. Faun Jackson

1/12/17 – Library for the Blind and Physically Handicapped staff

1. Karma Clevenger
2. Michael Harris
3. Paula Stuart
4. Sarah Pitkin
5. Julie Anderson
6. Jan Sonshine
7. Eric Begay
8. Adam Bell
9. Curtis Bell
10. Randy Carbuhn
11. Derek Jones
12. David Walters

**PHONE INTERVIEWS**

1/18/2017 - Jason Strate

1/30/2017 - Jami Carter  
1/31/2017 - Samuel Passey  
2/1/2017 - Adam Winger  
2/1/2017 - Lorri Quigley  
2/1/2017 - Sarah Herron  
2/2/2017 - John Ostler  
2/2/2017 - Chris Sanford  
2/2/2017 - Lynnda Wangsgard  
2/2/2017 - Kent Dean  
2/2/2017 - Nyssa Fleig  
2/6/2017 - Robert Shupe  
2/9/2017 - Daniel Compton  
2/9/2017 - Alberta Comer  
2/9/2017 - Ambra Gagliardi

## Appendix C: Bibliography of all documents reviewed

The Institute of Museum and Library Services. 2016. *State Library Administrative Agencies Survey: Fiscal Year 2014* (IMLS-2016-SLAA-01). Washington, DC: The Institute.

National Center for Education Statistics:  
<https://nces.ed.gov/collegenavigator/?s=UT&ct=1+2+3>

Notes from Utah State Library Interviews.

Notes from Focus Groups with Utah State Library stakeholders.

US Census QuickFacts: Utah, accessed online at:  
<https://www.census.gov/quickfacts/table/PST045216/49>

Utah LSTA Evaluation Online Survey Summary Data and Report.

Utah SPR FFY 2013.

Utah SPR FFY 2014.

Utah SPR FFY 2015.

Utah State Board of Education: <http://www.schools.utah.gov/data/Fingertip-Facts/2016.aspx>

Utah State Library: <https://heritage.utah.gov/library/lsta>

Department of Heritage and Arts Grant Funding FY14 – FY16:  
[http://public.tableau.com/views/HeritageandArts-GrantFundingFY14-FY16/DHAGrantFunding?:showVizHome=no:embed=y&:display\\_count=no#1](http://public.tableau.com/views/HeritageandArts-GrantFundingFY14-FY16/DHAGrantFunding?:showVizHome=no:embed=y&:display_count=no#1)

## Appendix D: Survey Instrument

Utah LSTA Survey

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WELCOME



Hello!

The Utah State Library (USL) requests your assistance in helping us evaluate some of the work we do on behalf of Utah's libraries. USL has engaged QualityMetrics, a library consulting firm, to conduct an independent evaluation required under the Museum and Library Services Act in order to receive federal Library Services and Technology Act (LSTA) "Grants to States" funding.

QualityMetrics has designed a brief survey to help us understand how libraries are making use of the services and resources provided by the Utah State Library and what we might do to improve our services in the future. We are specifically interested in your feedback on the programs USL provides that have been partially or fully funded with LSTA dollars. The LSTA Grants to States Program is administered by the federal government through the Institute of Museum and Library Services (IMLS). This survey should take no more than 20 minutes to complete.

Thank you in advance for taking the time to complete the survey. Your responses will go directly to QualityMetrics (not to USL) and your library's identity will not be connected to your other survey responses in reports that are produced. The QualityMetrics team will review all survey responses and will include the survey results in their report to the State Library, which is due in March 2017. Your assistance with this survey is very important to us and will help us assess the work we have done in the past and will enable us to improve our service to your library in the future.

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## LIBRARY DESCRIPTION

1) Please provide the name of your library. (*NOTE: This information will not be connected with your response on other questions in the reports that are generated and shared with the Utah State Library.*)

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2) Please describe the type of Library you represent.

Public library

School library

Academic library

Special library

Other (Please specify below.)

If you responded "other" in the question above, please indicate the type of library or other organization you represent in three words or less in the text box provided below.

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## LIBRARY AND RESPONDENT DESCRIPTION

3) We're interested in the context within which libraries that respond to the survey are operating. In order to help us understand the area served by your library, please indicate the name of the county in which your library is located.

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4) Please select the category that most closely describes your role/responsibilities in your library.

- Library director
- Manager/ department head
- Other library administrator
- Children's/youth services librarian
- Reference/information services librarian
- Interlibrary loan/document delivery librarian
- Technical services librarian (cataloger)
- Library technology specialist
- Other library staff
- Library trustee
- Library Friend
- Other (Please specify below.)

If you responded "other" to the question above, please indicate your role in the library or other organization you represent in three words or less in the text box provided below.

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5) Please indicate the population served by the library you represent.

- Fewer than 250
- 250 - 499
- 500 - 999
- 1,000 - 1999



- 2,000 - 4999
- 5,000 - 9,999
- 10,000 - 24,999
- 25,000 - 49,999
- 50,000 - 99,999
- 1,000,000 or more
- DON'T KNOW

6) Please estimate the overall annual operating budget (excluding capital expenses) of the library you represent.

- Less than \$10,000
- \$10,000 - \$49,999
- \$50,000 - \$99,999
- \$100,000 - \$199,999
- \$200,000 - \$299,999
- \$300,000 - \$399,999
- \$400,000 - \$499,999
- \$500,000 - \$999,999
- \$1,000,000 - \$1,999,999
- \$2,000,000 - \$2,999,999
- \$3,000,000 - \$4,999,999
- \$5,000,000 or more
- DON'T KNOW

7) Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent.

Less than 2

2 - 4

5 - 9

10 - 19

20 - 34

35 - 49

50 - 99

100 - 249

250 - 499

500 - 999

1,000 or more

DON'T KNOW

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## SERVICE MODULE INTRODUCTION

The Utah State Library (USL) uses its Library Services and Technology Act (LSTA) Grants to States funds to support a number of different programs and initiatives. This survey will explore four areas. They are:

**Summer Reading Program Support**  
**Utah State Library for the Blind and Disabled**  
**Utah's Online Library**  
**LSTA Competitive Sub-Grants**

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## SUMMER READING PROGRAM INTRODUCTION

Utah supports summer reading programs through participation in the Collaborative Summer Library Program (CSLP) as well as through staff development events and consulting assistance.

8) Did your library offer a summer reading program in 2016?

Yes

No

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## SUMMER READING PROGRAM - NONE

9) What was the main reason your library did not offer a summer reading program in 2016?

Limited resources to purchase materials

Insufficient staff to manage a summer reading program

Lack of physical space to support a summer reading program

Other (Please explain below.)

If you answered "other" in the question above, please explain in the text box provided below.

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10) Are there services that USL could provide that would help your library develop and implement a successful summer reading program in the future?

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**SUMMER READING PROGRAM - BASIC**

11) Please identify the summer reading program services you provided to each of the following targeted groups in 2016.

		<b>Only reading logs, reading lists, and other resources provided without staff led events or programs</b>	<b>Resources provided with staff or other presenters leading events or programs</b>	<b>No summer reading program offered for this group</b>
Infants/babies		( )	( )	( )
Pre-	(	( )	( )	

school children	)		
School-aged children	( )	( )	( )
Teens	( )	( )	( )
Adults	( )	( )	( )

12) Did you use the summer reading program manual and/or other Collaborative Summer Library Program (CSLP) materials provided by USL?

Yes

No

Please tell us the degree to which you agree or disagree with the following statement.

13) My staff have the skills and training they need to plan and conduct an effective summer reading program.

1 - Strongly disagree

2 - Disagree

3 - Neither agree nor disagree

4 - Agree

5 - Strongly agree

14) Briefly describe the types of skills or training you feel would help your staff plan and conduct an effective summer reading program.

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Please tell us the degree to which you agree or disagree with the following statement.

15) My library receives all of the support it needs from USL to carry out an effective summer reading program.

1 - Strongly disagree

2 - Disagree

3 - Neither agree nor disagree

4 - Agree

5 - Strongly agree

16) Briefly describe the types of additional support you feel would help your library plan and conduct an effective summer reading program.

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Please rate the following products and services made available to libraries for their summer reading programs:

17) Collaborative Summer Library Program (CSLP) Program Manual

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Excellent
- Not aware of this resource
- Did not use this resource

If you responded "did not use this resource" above, please indicate why.

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18) Which of the following training opportunities would make the most difference in terms of improving your summer reading program? (Please check all that apply.)

- Time/resource management training
- Training on outreach
- Training on public engagement
- Language/cultural competency training
- Assistance with program evaluation
- Other (Please specify below.)

19) If you answered "other" in the question above, please specify in the text box below.

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20) If you have any additional feedback for USL regarding its support for your library's summer reading program, please insert that feedback in the text box provided below.

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## UTAH STATE LIBRARY FOR THE BLIND AND DISABLED

The Utah State Library (USL) provides a variety of services to residents who are unable to read standard print due to a visual, physical, or organic reading disability and for institutions which serve these eligible individuals (schools, hospitals, care facilities, etc.).

USL has invested LSTA dollars in a range of services and resources through the Utah State Library for the Blind and Disabled. For each of the services described below, please indicate the degree to which you are aware of the services made available through the National Library Service (NLS), LSTA funds, and USL.

### 21) NATIONAL LIBRARY SERVICE (NLS): That All May Read

USL is able to provide special-format reading materials and other services through a partnership with the National Library Service for the Blind and Physically Handicapped (NLS), which is a program of the Library of Congress. Are you aware of this national program?



	<b>1 - Unaware of the program</b>	<b>2</b>	<b>3 - Moderately aware of the program</b>	<b>4</b>	<b>5 - Very aware of the program</b>
National Library Service Talking Books Program	( )	( ) ( )	( ) ( )		

22) TALKING BOOKS COLLECTION The Talking Books Collection offers a wide range of popular fiction and non-fiction titles for adults, teens, and children in special formats for eligible readers. How aware are you of this service?

	<b>1 - Unaware of this service</b>	<b>2</b>	<b>3 - Moderately aware of this service</b>	<b>4</b>	<b>5 - Very aware of this service</b>
Talking Books Collection	( )	( )	( )	( )	( )

23) BARD: Braille and Audio Reading Download

This free service, offered by the Utah State Library for the Blind and Disabled, allows eligible patrons with Internet access and an email address to search for and download titles to either a personal flash drive or a digital cartridge for immediate listening. New titles are frequently added to this service. How aware are you of this service?

	<b>1 - Unaware of this service</b>	<b>2</b>	<b>3 - Moderately aware of this service</b>	<b>4</b>	<b>5 - Very aware of this</b>

					<b>service</b>
BARD: Braille and Audio Reading Download service	( )	( )	( )	( )	( )

Please indicate the degree to which you agree or disagree with each of the following statements:

24) My staff have the skills and training they need to inform patrons about the Talking Books program and to help them register for the service.

( ) 1 - Strongly disagree

( ) 2 - Disagree

( ) 3 - Neither agree nor disagree

( ) 4 - Agree

( ) 5 - Strongly agree

25) If you have any additional feedback for USL regarding its support for the Utah State Library for the Blind and Disabled program, please insert that feedback in the text box provided below.

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UTAH'S ONLINE LIBRARY - DATABASES

The Utah State Library (USL) provides a range of e-resources and databases to public libraries across the state through Utah's Online Library (Formerly Pioneer). The availability of these resources is largely dependent on Library Services and Technology Act (LSTA) Grants to States funding.

26) Please describe your satisfaction with each of the following e-resources.

	<b>1 - Complete ly dissatisfie d</b>	<b>2</b>	<b>3 - Neither satisfied nor dissatisfi ed</b>	<b>4</b>	<b>5 - Complete ly Satisfied</b>	<b>6 - NOT FAMILIAR WITH THIS RESOURCE/UNAB LE TO RATE</b>
EBSCO Databases	( )	( )	( )	( )	( )	( )
EBSCO Reference Centers	( )	( )	( )	( )	( )	( )
Hein Online	( )	( )	( )	( )	( )	( )
HeritageQuest	( )	( )	( )	( )	( )	( )
LearningExpre ss Library	( )	( )	( )	( )	( )	( )
NoveList	( )	( )	( )	( )	( )	( )
ProQuest Newsstand	( )	( )	( )	( )	( )	( )
Utah Newspapers	( )	( )	( )	( )	( )	( )

27) Excluding downloadable e-resources available through OverDrive and OneClick, which two of the e-resources offered through Utah's Online Library do you believe are of the greatest importance to your patrons/ users? (Please select only two.)

EBSCO Databases

EBSCO Reference Centers

Hein Online

HeritageQuest

LearningExpress Library

NoveList

ProQuest Newsstand

Utah Newspapers

28) Please explain the reason that your first choice is of the greatest importance.

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29) Are there databases that you wish that Utah's Online Library included that are currently not available?

Yes

No

30) If you answered "yes" to the question above, indicate which databases you would like to see added in order of importance to your patrons/ users. (List most important first.)

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31) How does the availability of these databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)

- Reduces the overall cost of services to patrons
- Improves the quality of service we can provide to patrons
- Broadens the range of services/resources our patrons can access
- Builds capacity among my staff
- Other (Please specify below.)

32) The Utah State Library has also invested some of its LSTA funds in efforts to make other e-resources (e-books, downloadable audiobooks, etc.) available to the public. Please describe your satisfaction with each of the following resources.

	<b>1 - Completely dissatisfied</b>	<b>2</b>	<b>3 - Neither satisfied nor dissatisfied</b>	<b>4</b>	<b>5 - Completely Satisfied</b>	<b>6 - NOT FAMILIAR WITH THIS RESOURCE/UNABLE TO RATE</b>
OverDrive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OneClickdigital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OverDrive for Kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OverDrive for Teens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OverDrive Newsstand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OverDrive Screening Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33) Are there other e-resources that you wish that Utah's Online Library included that are currently not available?

Yes

No

34) If you answered "yes" to the question above, indicate which e-resources you would like to see added in order of importance to your patrons/ users. (List most important first.)

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35) Please indicate the degree to which you agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use Utah's Online Library resources.

1 - Strongly disagree

2 - Disagree

3 - Neither agree nor disagree

4 - Agree

5 - Strongly agree

36) How does the availability of the Utah Online Library affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)

Reduces the overall cost of services to patrons

Improves the quality of service we can provide to patrons

Broadens the range of services/resources our patrons can access

Builds capacity among my staff

Other (Please specify below.)

37) Please indicate your overall satisfaction with the Utah's Online Library program.

1 - Completely dissatisfied

2 - Mostly dissatisfied

3 - Neither satisfied nor dissatisfied

4 - Mostly satisfied

5 - Completely satisfied

38) If you have any additional feedback for the Utah State library regarding Utah's Online Library, please insert that feedback below.

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LSTA SUB-GRANTS

The Utah State Library has offered competitive sub-grants to libraries when funding has been available. Sub-grants have enabled libraries to offer a variety of new and innovative services. We're interested in your input on the importance of competitive sub-grants.

39) The Utah State Library has offered sub-grants in several categories. Please check any category(ies) that represent(s) a sub-grant that the library you represent has received.

Collections

Digitization

Technology

Other (Please Specify below.)

40) If you responded "other" to the question above, please specify in the text box provided below.

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41) Please indicate the importance of each of the following grant categories to your library regardless of whether or not you have received a grant in the past.

	<b>1 - Very unimportant</b>	<b>2 - Unimportant</b>	<b>3 - Neither unimportant nor important</b>	<b>4 - Important</b>	<b>5 - Very important</b>
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Collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digitization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please Specify below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42) Competitive sub-grants enable libraries to try new and innovative programs. In most instances, sub-grants are awarded with the hope that demonstrating new and innovative services will ultimately result in the continuation of the program using local funding sources. Please indicate your opinion of how likely it would be that a highly successful demonstration grant to your library would result in ongoing local funding.

	<b>1 - Highly unlikely</b>	<b>2 - Unlikely</b>	<b>3 - Uncertain</b>	<b>4 - Likely</b>	<b>5 - Highly likely</b>
Potential that a highly successful demonstration grant to your library would result in ongoing local funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43) Applying for, implementing, and reporting the results of competitive grants takes time and effort. In your opinion, how large a grant award is necessary to justify the time and effort required to apply for, implement, and report on a typical grant?

less than \$2,000

\$2,000 - \$2,499

- ( ) \$2,500 - \$2,999
- ( ) \$3,000 - \$4,999
- ( ) \$5,000 - \$7,499
- ( ) \$7,500 - \$9,999
- ( ) \$10,000 - \$14,999
- ( ) \$15,000 - \$24,999
- ( ) \$25,000 or more

44) If you have any additional feedback for the Utah State Library regarding competitive sub-grants, please insert that feedback in the text box provided below. Please feel free to suggest areas in which you believe grant assistance would have the greatest impact. Note that LSTA funds cannot not be used for construction.

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THANK YOU!

Thank you for taking our survey. Your response is very important to us.

## Appendix E: Focus Group Protocol

### Interviews with Library Leaders

Each interview included these key questions; follow-up and additional questions were tailored to the specific position and experience of the interviewees and their responses:

1. Describe how you and your library have been involved with LSTA?
2. From your perspective, which LSTA programs have been most impactful to your library and to the state from 2013-2015?
3. How would you assess the process of receiving funding – applying, receiving funding, reporting?
4. Looking forward, where would you like to see more LSTA funding? Where less?
5. Final thoughts?

### Focus Group Questions

1. Which LSTA programs have been most impactful for your library?
2. In Utah, the State Library has been interested in using LSTA funds to initiate projects, but does not wish to provide funding for ongoing operations over the long term. Is that the right approach?
3. Utah has offered many sub-grants to individual libraries. Are the amounts awarded sufficient to justify the effort of applying and reporting?
4. Are reporting expectations reasonable?
5. How important have LSTA sub-grants been in providing opportunities for innovation?
6. A major focus of IMLS has been on assessing outcomes. Have you been able to document outcomes from your LSTA projects?
7. What impact have LSTA-funded digitization projects had for the residents of your library district?
8. Is it your experience that the State Library has made great efforts to help LSTA grant applicants be successful?
9. Turning forward, the State Library will begin work on the next five-year LSTA plan soon. What new directions should it take? What would make a difference for your library?
10. Finally, what would you like to say about LSTA?

## Appendix F: Summary of Survey Results

### Utah Web Survey Report

#### Survey Respondents:

The Utah LTSA online survey had a total of 212 responses, with a survey completion rate of 57.1 percent, providing 121 complete survey responses. Only complete surveys were considered in this summary.

Approximately 49 (49.2) percent of respondents were from public libraries, with another 40 (40.0) percent from school libraries, 6 (5.8) percent from academic libraries, and the remaining 5 percent from special libraries and mobile libraries. The majority of survey responses were from library directors, comprising 56 (55.9) percent of total responses. Managers and department heads had the next highest representation, with 10 (10.2) percent of responses, followed by children's and youth services librarians, with 9 (8.5) percent of responses. There were also a total of 20 counties represented in the survey.

There was a relatively even spread of populations served among survey respondents. Approximately 15 (15.1) percent served populations between 2,000 and 4,999 people. Approximately 13 (13.4) percent served populations from 1,000 to 1,999 people, and another 12 (13.4) percent served populations between 25,000 and 49,999 people. Furthermore, approximately another 12 (12.6) percent served a population between 10,000 and 24,999 people, 12 (11.8) percent served between 500 and 999 people, and another 9 (9.2) percent served populations between 5,000 and 9,999 people and populations between 50,000 and 99,999 people.

The majority of respondents had an operating budget of less than \$50,000, with 22 (22.2) percent at less than \$10,000. About 10 (10.3) percent had a budget between \$100,000 and \$199,000, 9 (9.4) percent had a budget between \$500,000 and \$999,999, and only 4 (4.3) percent maintained an operating budget greater than \$5,000,000.

The number of full-time equivalent (FTE) employees at the surveyed libraries strongly tended toward small numbers, with 73 (73.2) percent having fewer than 10 FTE employees. In fact, a hefty 43 (42.9) percent had only *one* FTE employee. Aside from these smaller staffed libraries, 13 (13.4) percent had between 10 and 19 FTE employees, and 5 percent had between 20 and 34 FTE employees.

#### Public Library Summer Reading Programs

All public library respondents offered summer reading programs in 2016. That said, only 22 of these respondents provided resources with staff or other presenters leading events for infants/babies, 53 had programs for pre-school children, 55 for school-aged children, 43 for teenagers, and 28 for adults. Among the respondents, 19 were unable to offer a summer reading program for infants/babies, and 11 were unable to offer a program for adults.

Approximately 90 (89.8) percent of public library respondents used the summer reading program manual and/or other Collaborative Summer Library Program (CSLP). In addition, 88 (88.2) percent

agreed or strongly agreed with the statement that their staff had the skills and training necessary to plan and conduct an effective summer reading program.

Moreover, 40 people responded to a question asking them to briefly describe the types of skills or training they feel would help their staff plan and conduct an effective summer reading program. Comments showed a general appreciation for the summer reading program manual but expressed a desire for more age-inclusive materials. For example, one respondent stated a desire for “more teen ideas,” lamenting that “the training meetings seem to be heavily ‘kid’ (not teen) centered.” Some respondents also wished for “help with motivation and cooperation,” saying that “some staff feel it is not their job or important enough to worry about.” Similarly, some asked for more “ideas on promoting...community involvement” as well as “instructions on how support staff can better assist program coordinators.”

Approximately 80 (79.6) percent of public library respondents agreed or strongly agreed that their library receives all of the support it needs from USL to carry out an effective summer reading program. Approximately 14 (13.6) percent neither agreed nor disagreed, and approximately 7 (6.8) percent disagreed or strongly disagreed.

In the survey, 30 respondents from public libraries submitted comments that describe the types of additional support they feel would help their library plan and conduct an effective summer reading program. Opinions expressed generally matched those given in the previous section, i.e., a desire for community/school involvement, more materials aimed at teenagers, and greater effectiveness at reaching underprivileged populations. There are numerous calls for “increased collaboration with schools and community partners,” as well as “developing community partnerships with local business.” Again, several people found that “teen programming ideas are usually pretty sparse at the training.” Even more noticeable was the expressed need for “more effective delivery of programs to underserved populations, not just ‘privileged kids,’” and “more training on reaching out to disadvantaged kids and parents in the community.”

Going further, when polled, public library employees generally shared a favorable opinion regarding the value of the CSLP manual, with 49 (49.2) percent selecting “good” and 36 (35.6) percent saying the resource was “excellent.” Just under 12 (11.9) percent claimed they did not utilize the manual.

Seven individuals did not use the CSLP manual. Reasons for not taking advantage of this resource include finding it “too large and...unfocused...irrelevant to our community,” or simply not knowing it existed. However, the majority of those who did not use the manual did so because they already had their own independently designed summer reading program.

When asked to select what training opportunities would make the most difference in terms of improving their summer reading programs, respondents primarily favored training on outreach (57.9 percent) and training on public engagement (56.1 percent). Furthermore, 30 (29.8) percent selected time/resource management training, and another 30 (29.8) percent selected more assistance with program evaluation. Of the respondents, 19 (19.3) percent thought that language/cultural competency training would make a difference.

Of the 9 (8.8) percent of respondents who selected “Other” in regard to what training opportunities would improve summer reading programs, there were calls for “programming and program completion incentives,” “training on childhood development,” “strategies to support...reluctant readers,” and ways to “incorporate new technology, such as Instagram [and] Minecraft.”

There were 11 respondents who provided additional feedback for USL regarding its support for summer reading programs. Several people expressed their appreciation for the promotional materials, while others reiterated their desire for changes, such as wanting to “upgrade adult graphics so they would be more appealing to [the] adult community.” Other noteworthy comments include two complaints about the price of the materials, as well as a criticism that the theme “doesn’t really elicit enthusiasm.”

### National Library Services (NLS) Talking Books Program

The only question regarding NLS asked respondents to indicate on a scale of 1 to 5 their awareness (1 being unaware of the program and 5 being very aware of the program) of USL’s ability to provide special-format reading materials and other services through a partnership with the National Library Service for the Blind and Physically Handicapped. Results are shown in *Table 1* below.

*Table 1. NLS All May Read program awareness*

	Unaware (1)	(2)	Moderately Aware (3)	(4)	Very Aware (5)
Public	2	8	29	10	10
School	17	9	13	6	2
Academic	2	0	2	3	0
All Respondents <sup>9</sup>	22	17	44	21	15

Approximately 33 (32.8) percent of respondents were either completely unaware (1) or barely aware (2) of the NLS All May Read program, while the remaining 67 (67.2) percent expressed at least a moderate level of awareness.

Approximately 17 (16.9) percent of those from public libraries were mostly unaware of the program, while 83 (83.1) percent were aware at some level.

Notably, a full 55 (55.3) percent of respondents from school libraries expressed being generally unaware of the program, leaving a minority (44.6 percent) who were aware.

Of the respondents, 2 people, or 29 (28.6) percent, from academic libraries were mostly unaware of the program. The other 86 (85.7) percent had at least a moderate level of awareness.

<sup>9</sup> In all the tables in this appendix All Respondents includes answers from special and other types of libraries if provided, so the number of respondents does not equal the total of public, school and academic library respondents.

Similarly, respondents were asked to rate their awareness of the NLS Talking Books Collection, which offers a wide range of popular fiction and non-fiction titles for adults, teens, and children in special formats for eligible readers. See *Table 2* for results of this question.

*Table 2. NLS Talking Books Collection awareness*

	Unaware		Moderately Aware		Very Aware
	(1)	(2)	(3)	(4)	(5)
Public	4	9	25	11	10
School	19	11	10	5	2
Academic	1	0	3	3	0
All respondents	24	20	39	21	15

For this program, 37 (37.0) percent of respondents expressed that they were either unaware (1) or barely aware (2). Again, the majority of individuals showed at least a moderate level of awareness of the Talking Books program.

More specifically, 22 percent of public library respondents were generally unaware of the program, with 78 (78.0) percent aware at some level.

A striking 64 (63.8) percent of those employed at school libraries expressed little awareness of this program, with only 36 (36.1) percent having at least a moderate level of awareness of the program.

Only one of the seven individuals from academic libraries was unaware of the Talking Books Collection.

Lastly, respondents indicated their awareness of Braille and Audio Reading Download (BARD), a free service offered by the Utah State Library for the blind and disabled. The results are given below in *Table 3*.

*Table 3. Braille and Audio Reading Download (BARD) awareness*

	Unaware		Moderately Aware		Very Aware
	(1)	(2)	(3)	(4)	(5)
Public	13	10	25	4	7
School	24	6	11	2	4
Academic	2	1	1	3	0
All respondents	39	19	39	9	13

Respondents were decidedly less aware of the BARD program, with 49 (48.7) percent indicating they were either unaware (1) or barely aware (2) of its existence.

Again, as with awareness with the other programs, respondents from school libraries had the lowest level of awareness about BARD, with 64 (63.8) percent indicating little to no awareness of the program's existence.

Continuing on, survey respondents commented whether their staff has the skills and training needed to inform patrons about the Talking Books program and help them register for the service. A significant majority of people expressed disagreement, with 53 (52.5) percent either strongly disagreeing or disagreeing with the above statement. A mere 21 (21.2) percent agreed or strongly agreed, suggesting that greater efforts should be taken to provide this training. Responses were generally similar across public, school, and academic libraries.

Among respondents, 26 people provided additional feedback regarding support for the Blind and Disabled program. Many people expressed a strong desire to receive more information on these programs. However, several individuals mentioned that due to the smaller size of their libraries, they "rarely get requests for this." Some offered potential solutions, such as "provid[ing] the details on how staff can have access to this training...and if nothing else, staff would at least be more aware that there IS a service to investigate." There were 18 comments came from public libraries alone, with these respondents showing a notable concern about staff awareness and lack of training.

#### Databases and E-resources

Respondents were asked to rate their satisfaction with a list of several e-resources and online databases. The results are presented in *Table 4* below.

*Table 4. Satisfaction with online databases*

	Completely Dissatisfied (1)	(2)	Neither satisfied nor dissatisfied (3)	(4)	Completely satisfied (5)	Unfamiliar/ Unable to Rate (6)
EBSCO Databases	0	4	16	54	38	7
EBSCO Reference Centers	0	3	18	52	34	12
Hein Online	0	1	26	14	5	70
HeritageQuest	0	1	24	39	12	39
LearningExpress Library	0	3	25	42	24	22
NoveList	0	0	19	30	48	20
ProQuest Newsstand	0	1	23	43	20	30
Utah Newspapers	0	4	21	48	33	12

Generally speaking, so long as they were familiar with the online resource, most respondents were satisfied. It is worth noting, though, that a significant proportion of people expressed unfamiliarity or inability to rate resources such as HeritageQuest, LearningExpress, and especially Hein Online.

In a follow-up question, respondents indicated which two e-resources offered through Utah's Online Library (excluding downloadable e-resources available through OverDrive and OneClick) they believed



were of greatest importance to their constituency. EBSCO Databases (71.3 percent) and EBSCO Reference Centers (20.9 percent) were listed by far as the most important resources. Please note that these two resources were also those for which respondents had the greatest awareness, as indicated in *Table 4*. Aside from EBSCO resources, LearningExpress Library (31.3 percent), NoveList (27.8 percent), and Utah Newspapers (23.5 percent) also rated as modestly important.

Representatives from school libraries were especially adamant in their belief that EBSCO resources were most important to their patrons, with 82 (82.2) percent selecting EBSCO Databases and 31 (31.1) percent selecting EBSCO Reference Centers.

A hefty 81 respondents provided additional reasons as to why they rated a particular e-resource as most important. The clearest consensus is that EBSCO resources were the most important due to their frequent use in public schools. Furthermore, some expressed that they “use EBSCO databases a lot when I teach basic research to students.” Additionally, there was praise for LearningExpress’s “great test prep resources,” especially among public library respondents, and NoveList’s usefulness in searching for titles by “what they may be interested in.”

Next, when asked if there were databases that they wish Utah’s Online Library included but did not currently offer, 68 (68.2) percent said no, leaving 32 (31.8) percent indicating yes. In the follow-up question, 37 respondents indicated some examples of databases they would most like to see added (in order of importance to their patrons/users). By far the most requested additional database by public libraries was Mango, as several respondents lamented the lack of language learning resources. Additionally, there was some level of interest in LexisNexis databases from academic and public libraries, while school libraries expressed a desire for access to Gale, JSTOR, and SIRS databases.

When asked how the availability of these databases affected their ability to serve their patrons, 56 (55.8) percent of people believed these databases broadened the range of services/resources their patrons can access. Approximately 28 (28.3) percent indicated that databases improve the quality of service they provide, while only 12 (11.5) percent felt that databases reduced the overall cost of services to patrons.

Among respondents from public libraries, 21 (20.7) percent felt the availability of databases improved the quality of service they could provide to patrons, while a majority of 64 (63.8) percent felt that databases broadened the range of services/resources their patrons can access.

Furthermore, 42 (41.9) percent of respondents from school libraries felt the availability of these databases improved the quality of service they could provide to their patrons, and 47 (46.5) percent felt that databases broadened the range of services/resources their patrons can access.

Lastly, 17 (16.7) percent of those from academic libraries felt that databases reduced the overall cost of services to patrons, while 50 (50.0) percent felt that databases broadened the range of services/resource their patrons access.

In the following question, respondents were asked to rate their satisfaction with several other e-resources provided by the Utah State Library. The results are provided in *Table 5*.

*Table 5. E-resources provided by the Utah State Library*

	Completely Dissatisfied (1)	(2)	Neither satisfied nor dissatisfied (3)	(4)	Completely satisfied (5)	Unfamiliar/ Unable to Rate (6)
OverDrive	1	2	13	38	49	14
OneClickdigital	1	7	13	37	21	37
OverDrive for Kids	1	2	20	21	25	45
OverDrive for Teens	0	1	25	22	25	43
OverDrive Newsstand	0	2	30	17	12	53
OverDrive Screening Room	0	4	28	11	6	65

First, while most respondents expressed knowledge of and satisfaction with OverDrive, there was a general lack of awareness about the other OverDrive databases. For instance, 65 respondents indicated that they were unfamiliar with or unable to rate OverDrive Screening Room. Respondents in general were overwhelmingly satisfied with the resources they felt they were able to rate.

However, when further investigated, differences between the types of libraries become more apparent. Specifically, the overwhelming majority of those from academic libraries was neither satisfied nor dissatisfied, or was simply unfamiliar, with the resources they rated.

Furthermore, notable majorities of respondents from school libraries indicated that they were unfamiliar with all of the mentioned resources, with the sole exception of OverDrive.

When asked whether there were other e-resources they wished Utah’s Online Library would expand to include, only 15 (14.6) percent indicated “yes,” while 16 opted to include which e-resources they would like to see added. (The two resources most often mentioned were, again, Mango, with comments like “with immersion programs in elementary schools, there is even more pressure to have this available,” and Freegal. The majority of those seeking additional e-resources were individuals from public libraries (10 of 16 responses).

The next question asked respondents to indicate the degree to which they agreed or disagreed that their staff has the skills and training required to use and teach patrons how to use Utah’s Online Library resources. Only 21 (20.5) percent selected “Strongly Disagree” or “Disagree,” while 25 (24.8) percent neither agreed nor disagreed and the remaining 55 (54.7) percent either agreed or strongly agreed. These responses varied little across the three main types of libraries.

As far as how respondents felt about the availability of the Utah Online Library affecting their ability to serve patrons, 56 (56.3) percent felt it broadened the range of services/resources their patrons could access, 32 (32.1) felt it improved the quality of service they could provide, and 10 (9.8) percent believed it reduced the overall cost of services. Once again, these results were congruent across all libraries.

Finally, survey respondents indicated their overall satisfaction with the Utah’s Online Library program. Respondents were overwhelmingly satisfied, with 88 (87.8) percent indicating that they were either mostly satisfied or completely satisfied. A mere 7 (7.0) percent felt some level of dissatisfaction. Public library representatives were marginally less satisfied, with 9 (8.5) percent indicating they were mostly dissatisfied.

Additional feedback regarding Utah’s Online Library was provided by 20 individuals. Several people expressed their gratitude with the availability of the service, saying that they “realize how invaluable Utah’s Online Library is.” On the other hand, a few individuals felt that the resources were underutilized, while others commented that “more staff training and marketing will help our patron’s usage of the resources.” School libraries had almost universally positive feedback, with only one individual wishing that the online library was better advertised.

### Grants and Sub-Grants

Respondents were asked to select if their library had received any sub-grants from the Utah State Library and to indicate the applicable category(ies). *Table 6* displays the results of this question.

*Table 6. Sub-grant recipients from the Utah State Library*

	Public	School	Academic	All
Collections	61.2%	37.5%	33.3%	53.9%
Digitization	28.6%	12.5%	83.3%	28.9%
Technology	87.8%	50.0%	33.3%	72.4%
Other	8.2%	12.5%	0.0%	9.2%

Among those polled, the majority of grants received were either for technology (72.4 percent) or collections (53.9 percent). The 7 individuals who selected “Other” specified the types of grant that were received, mentioning Uplift Grants for author visits, ILS for collaborative libraries, or funding for outreach/community engagement.

In more detail, public libraries received grants primarily for technology (87.8 percent) and collections (61.2 percent). Academic libraries, on the other hand, were much more interested in digitization grants, which were received by 83 (83.3) percent of these respondents. School libraries had a larger share of representatives indicate they had received “Other” types of grants.

The following question sought to learn the level of importance of each grant category. The results appear in *Table 7*.

*Table 7. Level of importance of sub-grant categories*

Very unimportant (1)	Unimportant (2)	Neither unimportant nor important (3)	Important (4)	Very Important (5)
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Collections	5	2	8	41	52
Digitization	7	6	25	32	28
Technology	8	0	5	34	63
Other	2	0	7	1	3

The majority of respondents placed greater importance on technology and collections grants, which is in line with the types of grants they have received. Very few respondents felt any of the categories were unimportant, while a modest 25 respondents indicated indifference regarding the importance of digitization grants. Mirroring the results *Table 6*, public libraries placed a great importance on technology grants, with 40 of 56 respondents from public libraries labeling these as “Very Important.”

Next, respondents answered the question regarding the likelihood of a highly successful demonstration grant to their library resulting in ongoing local funding. Results are provided in *Table 8*.

*Table 8. Likelihood that a highly successful demonstration grant will result in ongoing funding*

	Highly unlikely (1)	Unlikely (2)	Uncertain (3)	Likely (4)	Highly likely (5)
Public	1	5	23	19	9
School	0	4	24	11	4
Academic	0	1	4	0	2
All respondents	2	11	53	31	16

While only 13 respondents felt it was unlikely that this action would result in ongoing local funding, the majority of individuals, 53, indicated a level of uncertainty. Of the 107 respondents, 47) felt it likely or highly likely that such a grant would result in ongoing local funding. Respondents from academic libraries were especially skeptical, with only 2 of 7 individuals indicating that ongoing funding would be likely or highly likely.

Those surveyed next indicated how large a grant award would be necessary to justify the time and effort required to apply for, implement, and report on a typical grant. Results appeared split, as shown in *Table 9*.

*Table 9. How large a grant award would be to justify the time and effort required to apply for it*

	Public	School	Academic	All
less than \$2,000	5.3%	12.8%	0.0%	7.3%
\$2,000 - \$2,499	12.3%	28.2%	0.0%	18.3%
\$2,500 - \$2,999	10.5%	15.4%	14.3%	13.8%
\$3,000 - \$4,999	15.8%	7.7%	42.9%	13.8%
\$5,000 - \$7,499	29.8%	23.1%	0.0%	24.8%
\$7,500 - \$9,999	5.3%	5.1%	14.3%	6.4%

\$10,000 - \$14,999	17.5%	7.7%	28.6%	13.8%
\$15,000 - \$24,999	1.8%	0.0%	0.0%	0.9%
\$25,000 or more	1.8%	0.0%	0.0%	0.9%

One can see that while grants between \$5,000 and \$7,499 were generally selected as the minimum amount to be worthwhile, almost as many respondents felt grants as small as \$2,000 were equally worth the time and effort. School library employees seemed more willing to put forth the effort for smaller sums, with 28 (28.2) percent indicating the value of grants from \$2,000 to \$2,499. However, those from academic libraries placed more importance on larger grants, with 43 (42.9) percent selecting grants from \$3,000 to \$4,999 as the minimum sum, and 29 (28.6) percent selecting grants from \$10,000 to \$14,999.

Extra feedback on competitive sub-grants was provided by 8 respondents. Several people expressed gratitude for grants they had received in the past, offering comments such as, “They have helped our library provide additional material and opportunities for our patrons.” One individual spoke about how, as a member of a grant review committee, he/she was “surprised at how incomplete a good portion of the grant applications were.”

## Appendix G: LSTA Funding Allotments 2013-2015 Mapped to Goals

Project Name	FFY 2013 Expenditures	Percentage FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditures Total	Percentage FFY 2013 - FFY 2015 Expenditures	SPR Goal Revised Note
LSTA Administration	67,949	4.00%	67,642	3.85%	70,802	4.00%	\$206,393	3.95%	4
ebook and Audiobook Program (Pioneer: Utah's Online Library)	789,664	46.49%	683,274	38.89%	920,392	52.00%	\$2,393,329	45.80%	1A
Lender Support Program and Resource Sharing (reimbursement)	225,202	13.26%	234,887	13.37%	223,648	12.64%	\$683,737	13.08%	1B
Bookmobile Program - Improving Services to Underserved	68,648	4.04%	29,806	1.70%	33,211	1.88%	\$131,665	2.52%	1C
Blind and Disabled (Large Print/Recording Technology)	194,271	11.44%	50,714	2.89%	34,916	1.97%	\$279,902	5.36%	1D
Utah Kids Ready to Read	5,420	0.32%	1,684	0.10%	6,493	0.37%	\$13,597	0.26%	2A
Summer Reading Program	10,904	0.64%	13,417	0.76%	12,700	0.72%	\$37,021	0.71%	2A
Weber Works			54,661	3.11%			\$54,661	1.05%	3A
Catching Up with Technology: RFID/Self-Checkout			52,690	3.00%			\$52,690	1.01%	3A
Digitization of First 20 Years of High School Scrapbooks: Ogden 1908-1919; 1920-1939 & Ben Lomond 1953-1973					51,000	2.88%	\$51,000	0.98%	3A
Better Service Through RFID					49,320	2.79%	\$49,320	0.94%	3A
Uintah Basin Collaborative ILS			48,600	2.77%			\$48,600	0.93%	3A

Project Name	FFY 2013 Expenditures	Percentage FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditures Total	Percentage FFY 2013 - FFY 2015 Expenditures	SPR Goal Revised Note
Breaking Down Barriers					47,359	2.68%	\$47,359	0.91%	3A
Utah Supreme Court Briefs Digitization Project			45,181	2.57%			\$45,181	0.86%	3A
Hildale Library Project: Collections					40,000	2.26%	\$40,000	0.77%	3A
Fast Forward with RFID and SelfCheck					39,623	2.24%	\$39,623	0.76%	3A
Self-Checkout and RFID: Meeting Growing Needs and Improving Customer Experience					39,591	2.24%	\$39,591	0.76%	3A
More Power to the Patron	39,000	2.30%					\$39,000	0.75%	3A
RFID and Self-Checkout Implementation			38,300	2.18%			\$38,300	0.73%	3A
Northeast Region Secondary eBook System			36,000	2.05%			\$36,000	0.69%	3A
Collections and Programs for Early Literacy	35,000	2.06%					\$35,000	0.67%	3A
MOBILE - Mobile Opportunities to Become Information Literate Everywhere			32,642	1.86%			\$32,642	0.62%	3A
Self-Checkout and RFID: Improving Customer Service and Library Efficiency			31,629	1.80%			\$31,629	0.61%	3A
Dia de los Libros	12,000	0.71%	10,500	0.60%	9,000	0.51%	\$31,500	0.60%	3A
Techrecreation Center: Coding for Kids and Teens			27,662	1.57%			\$27,662	0.53%	3A

Project Name	FFY 2013 Expenditures	Percentage FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditures Total	Percentage FFY 2013 - FFY 2015 Expenditures	SPR Goal Revised Note
2 Mobile Chromebook Labs			26,400	1.50%			\$26,400	0.51%	3A
Indigenous Month Minigrants			16,575	0.94%	9,796	0.55%	\$26,371	0.50%	3A
Electronic Library Enhancing Achievement Project (eLEAP)					25,000	1.41%	\$25,000	0.48%	3A
Central Utah Educational Services eMedia Elementary Library Collection Development			25,000	1.42%			\$25,000	0.48%	3A
eSTRIDE - Engaging Students Through Reading Innovatively Delivered eBooks	25,000	1.47%					\$25,000	0.48%	3A
Digitization of the Student Newspapers: 1917– 2010	24,327	1.43%					\$24,327	0.47%	3A
New Mt. Pleasant Elementary Computer Lab	22,203	1.31%					\$22,203	0.42%	3A
Hildale Library Project: Technology					20,343	1.15%	\$20,343	0.39%	3A
Early Digital Literacy to Go: WEeLearn					20,000	1.13%	\$20,000	0.38%	3A
Kindle Lending Library	20,000	1.18%					\$20,000	0.38%	3A
OK Kids, Break Out the e-Readers			20,000	1.14%			\$20,000	0.38%	3A
Students Growing in eStride			20,000	1.14%			\$20,000	0.38%	3A
Royal Resources on the Move	19,800	1.17%					\$19,800	0.38%	3A
Who We Were: School Yearbooks of Orem	0		\$	0.00%	18,809	1.06%	\$18,809	0.36%	3A
Instruction Lab Technology Update			18,560	1.06%			\$18,560	0.36%	3A
Diversity at Your Library	17,630	1.04%					\$17,630	0.34%	3A
Coming Together to Provide the Zinio Digital Experience			16,000	0.91%			\$16,000	0.31%	3A
Orem Online	14,810	0.87%					\$14,810	0.28%	3A



Project Name	FFY 2013 Expenditures	Percentage FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditures Total	Percentage FFY 2013 - FFY 2015 Expenditures	SPR Goal Revised Note
Community Collections and Connections					14,805	0.84%	\$14,805	0.28%	3A
iPad and Kindle Teaching/Lending	14,449	0.85%					\$14,449	0.28%	3A
Learning Language Consortium			14,250	0.81%			\$14,250	0.27%	3A
Developing Literacy Skills					13,610	0.77%	\$13,610	0.26%	3A
Across the Ages – A Discovery / Exploration Information, Resource, and Enrichment Program for Underserved Populations					13,050	0.74%	\$13,050	0.25%	3A
White Pine Chromebook Lab			12,700	0.72%			\$12,700	0.24%	3A
21st Century Mobile Publishing Lab			12,042	0.69%			\$12,042	0.23%	3A
Bullying Hurts	11,800	0.69%					\$11,800	0.23%	3A
Access 24/7			10,968	0.62%			\$10,968	0.21%	3A
Tremonton Library Development - Computer Project			10,654	0.61%			\$10,654	0.20%	3A
Preservation & Digitization of Utah Shakespeare Festival Archives	10,500	0.62%					\$10,500	0.20%	3A
Immersion Collection to Support Local Schools Project			10,000	0.57%			\$10,000	0.19%	3A
Promote Computer Literacy and Eliminate Summer Slide in Rural Utah School Children with a Technology Update			10,000	0.57%			\$10,000	0.19%	3A
Weber eBooks elevate					10,000	0.56%	\$10,000	0.19%	3A

Project Name	FFY 2013 Expenditures	Percentage FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditures Total	Percentage FFY 2013 - FFY 2015 Expenditures	SPR Goal Revised Note
Online Video Collaboration for Students with Autism					9,400	0.53%	\$9,400	0.18%	3A
Collaboration Station: A Media Table with Screen-Sharing Technology			8,993	0.51%			\$8,993	0.17%	3A
Research to Write: School Library Media Specialists in the Classroom					8,965	0.51%	\$8,965	0.17%	3A
Teen Literature Minigrant	6,875	0.40%			8,700	0.49%	\$15,575	0.30%	3A
KUTV EXTRA: A Nation's History Through the Eyes of Utah Filmmakers			8,620	0.49%			\$8,620	0.16%	3A
TEECH - Technology Expansion for Education	8,175	0.48%					\$8,175	0.16%	3A
Library Computer Project	8,000	0.47%					\$8,000	0.15%	3A
Interactive Technology for Kids			7,986	0.45%			\$7,986	0.15%	3A
Moving Forward with KOHA, an Open-Source Library Management System			7,322	0.42%			\$7,322	0.14%	3A
Millard County Chronicle Newspaper Digitization	6,956	0.41%					\$6,956	0.13%	3A
E-Book Enlightenment	6,400	0.38%					\$6,400	0.12%	3A
STEM Learning at Eagle Mountain Library					6,250	0.35%	\$6,250	0.12%	3A
Kindles and High School Required Reading			6,000	0.34%			\$6,000	0.11%	3A
Library Mobile App	6,000	0.35%					\$6,000	0.11%	3A
Tablets for Programming with Patrons with Disabilities	6,000	0.35%					\$6,000	0.11%	3A
Empowering Today's Teens			6,000	0.34%			\$6,000	0.11%	3A
LEAPing into the Future				0.00%	5,699	0.32%	\$5,699	0.11%	3A

Project Name	FFY 2013 Expenditures	Percentage FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditures Total	Percentage FFY 2013 - FFY 2015 Expenditures	SPR Goal Revised Note
Increasing Access Richfield	5,304	0.31%					\$5,304	0.10%	3A
Creating a Community of Readers with eBooks			5,300	0.30%			\$5,300	0.10%	3A
E-materials Enhancement					5,000	0.28%	\$5,000	0.10%	3A
No Shelf Required	5,000	0.29%					\$5,000	0.10%	3A
Norsemen Read Every Day to Explore Their Futures			5,000	0.28%			\$5,000	0.10%	3A
Logan Library Digital Media Lab	4,591	0.27%					\$4,591	0.09%	3A
Good-bye Melville Dewey			4,510	0.26%			\$4,510	0.09%	3A
U-Knighted to increase Comprehension Through E-Books			4,500	0.26%			\$4,500	0.09%	3A
Creating and Inspiring an Atmosphere of Learning for Pre-schoolers			3,530	0.20%			\$3,530	0.07%	3A
Technology Upgrade	3,000	0.18%					\$3,000	0.06%	3A
Children's Library Non-Fiction Expansion			2,850	0.16%			\$2,850	0.05%	3A
Richmond Library Robotics Club					2,585	0.15%	\$2,585	0.05%	3A
Teen Outreach Program	2,500	0.15%					\$2,500	0.05%	3A
Digitization of Civilian Conservation Corps Camp Photos			2,253	0.13%			\$2,253	0.04%	3A
Storyhour Enhancement and Other Children's Programs			1,800	0.10%			\$1,800	0.03%	3A
Salt Lake Community College IR Digitization	1,350	0.08%					\$1,350	0.03%	3A
<b>Total</b>	<b>1,698,728</b>	<b>100%</b>	<b>\$ 1,757,101</b>	<b>100%</b>	<b>1,770,067</b>	<b>100%</b>	<b>\$5,225,896</b>	<b>100%</b>	

Project Name	FFY 2013 Expenditures	Percentage FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditures Total	Percentage FFY 2013 - FFY 2015 Expenditures	SPR Goal Revised Note
<b>Goal 1.</b> Provide access to high quality materials for all customers	1,277,785	75%	998,680	57%	1,212,167	68%	3,488,633	67%	
<b>Goal 2.</b> Train and support library staff to strive for higher quality service and more effective use of resources.	16,324	1%	15,100	1%	19,193	1%	50,618	1%	
<b>Goal 3.</b> Leverage USL's position to foster and support collaboration between libraries to share best practices for continued improvement, and collaborate with other entities for mutual benefits.	336,670	20%	675,678	38%	467,905	26%	1,480,253	28%	
<b>Goal 4.</b> Conduct the Division's operations and programs to provide excellent services and resources for Utah's library community and ensure efficient and effective utilization of State funds.	67,949	4%	67,642	4%	70,802	4%	206,393	4%	
<b>Total</b>	1,698,728	100%	1,757,101	100%	1,770,067	100%	5,225,896	100%	

Note: All the projects reported under Goal 3, Objective A (3A) were originally reported under Goal 1 in the SPR reports.

## Appendix H: Utah’s LSTA Goals Mapped to Grants to State Priorities Addressed

**Table 1 - Utah Self-Assessment and Evaluators’ (Match singular/plural with next line)Assessment**

Goal	Grants to States Priorities Addressed	UTAH Self-Assessment	Evaluators’ Assessment
<p><b>Goal 1.</b> Provide access to high quality materials for all customers.</p>	<p>(1) expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals’ needs for education, lifelong learning, workforce development, and digital literacy skills;</p> <p>(2) establishing or enhancing electronic and other linkages and improved coordination among and between libraries and entities, as described in <a href="#">section 9134(b)(6) of this title</a>, for the purpose of improving the quality of and access to library and information services;</p> <p>(5) targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills;</p> <p>(6) targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with <a href="#">section 9902(2) of title 42</a>) applicable to a family of the size involved;</p> <p>(7) developing library services that provide all users access to information through local, State, regional, national, and international collaborations and networks</p>	ACHIEVED	ACHIEVED
<p><b>Goal 2.</b> Train and support library staff to strive for higher quality service and more effective use of resources.</p>	<p>(1) expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals’ needs for education, lifelong learning, workforce development, and digital literacy skills;</p> <p>(2) establishing or enhancing electronic and other linkages and improved coordination among and between libraries and entities, as described in <a href="#">section 9134(b)(6) of this title</a>, for the purpose of improving the quality of and access to library and information services;</p> <p>(3) (A) providing training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and</p> <p>(4) developing public and private partnerships with other agencies and community-based organizations;</p> <p>(7) developing library services that provide all users access to information through local, State, regional, national, and international collaborations and networks</p>	ACHIEVED	ACHIEVED
<p><b>Goal 3.</b> Leverage USL's position to foster and support collaboration between</p>	<p>(1) expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals’ needs for education, lifelong learning, workforce development, and digital literacy skills;</p>	ACHIEVED	ACHIEVED

**Table 1 - Utah Self-Assessment and Evaluators' (Match singular/plural with next line)Assessment**

Goal	Grants to States Priorities Addressed	UTAH Self-Assessment	Evaluators' Assessment
libraries to share best practices for continued improvement, and collaborate with other entities for mutual benefits.	<p>(2) establishing or enhancing electronic and other linkages and improved coordination among and between libraries and entities, as described in <a href="#">section 9134(b)(6) of this title</a>, for the purpose of improving the quality of and access to library and information services;</p> <p>(3) (A) providing training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and</p> <p>(4) developing public and private partnerships with other agencies and community-based organizations;</p> <p>(5) targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills;</p> <p>(6) targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with <a href="#">section 9902(2) of title 42</a>) applicable to a family of the size involved;</p> <p>(7) developing library services that provide all users access to information through local, State, regional, national, and international collaborations and networks</p>		
<p><b>Goal 4.</b> Conduct the Division's operations and programs to provide excellent services and resources for Utah's library community and ensure efficient and effective utilization of State funds.</p>	<p>(7) developing library services that provide all users access to information through local, State, regional, national, and international collaborations and networks; and</p> <p>(8) carrying out other activities consistent with the purposes set forth in <a href="#">section 9121 of this title</a>, as described in the State library administrative agency's plan.</p>	ACHIEVED	ACHIEVED