

Utah State Library

Library Services and Technology Act (LSTA) Grants to States Program Implementation Evaluation Federal Fiscal Year 2018 - Federal Fiscal Year 2022

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EVALUATION SUMMARY

Summary Introduction

Given Utah's population of 3,271,616¹, the state's annual Library Services and Technology Act (LSTA) Grants to States² program allotment from the Institute of Museum and Library Services (IMLS) of slightly less than \$ 2³ million per year translates into \$ 0.60⁴ per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Utah's approximately 3.3 million residents. The Utah State Library's (USL) challenge is to find ways to make \$ 0.60 per person transformative in terms of library services; to leverage a relatively small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services.

There are four goal statements in the ***Utah State Library LSTA Five-Year Plan 2018-2022***. They are:

GOAL 1: INFORMATION ACCESS: All residents of Utah will have access to the quality information resources they need to succeed at school, at work, and in their daily lives.

GOAL 2: INSTITUTIONAL CAPACITY: All residents of Utah will have convenient access to libraries and library services that are technologically advanced, efficiently operated, and staffed by knowledgeable, helpful workers who employ the best professional practices.

GOAL 3: LIFELONG LEARNING: All residents of Utah will have access to library resources that promote literacy, education, and lifelong learning and enhance workforce development, 21st century skills, and digital literacy.

GOAL 4: CIVIC ENGAGEMENT: All residents of Utah will expand their involvement in community life as a result of participation in community-based programs held through the library.

Agency's Internal Assessment and Evaluator's Assessment

As part of the assessment process, the evaluators asked the Utah State Librarian, the Utah State Library's LSTA Coordinator, and other key staff identified by the State Librarian to offer their joint appraisal of progress their agency had made toward achieving each of the four goals included in the Utah State Library's 2018-2022 five-year plan. The evaluators prefaced their

¹ United States Census Bureau, Decennial Census (April 1, 2020)

² The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report

³ Four year LSTA Grants to States allotment average ((FFY [Federal Fiscal Year] 2018 State Allotment + FFY 2019 State Allotment + FFY 2020 State Allotment + FFY 2021 State Allotment) / 4)

⁴ Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

request for this internal assessment by noting the fact that the state was only three years into the implementation of the five-year plan. Consequently, it was acknowledged that it was unlikely that any of the goals would be completely or finally achieved.

Table 1 offers a summary of both the Utah State Library's internal assessment and the evaluators' conclusions.

Table 1 - Utah State Library's and Evaluator's Assessment of Achievement		
GOAL	Utah State Library's Internal Assessment	Evaluators' Assessment
GOAL 1: INFORMATION ACCESS: All residents of Utah will have access to the quality information resources they need to succeed at school, at work, and in their daily lives.	Achieved	Achieved
GOAL 2: INSTITUTIONAL CAPACITY: All residents of Utah will have convenient access to libraries and library services that are technologically advanced, efficiently operated, and staffed by knowledgeable, helpful workers who employ the best professional practices.	Achieved	Achieved
GOAL 3: LIFELONG LEARNING: All residents of Utah will have access to library resources that promote literacy, education, and lifelong learning and enhance workforce development, 21st century skills, and digital literacy.	Achieved	Achieved
GOAL 4: CIVIC ENGAGEMENT: All residents of Utah will expand their involvement in community life as a result of participation in community-based programs held through the library.	Achieved	Partly Achieved

Appendix H includes a detailed financial picture of all the projects under each goal; a summary table is presented below.

Summary of Utah LSTA Expenditures for FFY2018-FFY2020

Goal	Goal Title	Expenditures	Percentage
Goal 1	Information Access	\$ 4,420,115.17	76.61%
Goal 2	Institutional Capacity	\$ 895,472.56	15.52%
Goal 3	Lifelong Learning	\$ 135,537.80	2.35%
Goal 4	Civic Engagement	\$ 87,839.27	1.52%
	LSTA PROGRAM ADMINISTRATION	\$ 230,790.20	4.00%
		\$ 5,769,755.00	100.00%

Evaluator's Goal 1 Summary

INFORMATION ACCESS: All residents of Utah will have access to the quality information resources they need to succeed at school, at work, and in their daily lives.

Goal 1 expenditures represent 76.61% of Utah's total LSTA allotment for the FFY 2018 – FFY 2020 period. USL's efforts to fulfill its Goal 1 objectives have been nothing short of extraordinary. Included are large scale projects that add both research and leisure reading content (eMaterials and Utah's Online Public Library) projects that extend access to underserved populations (Bookmobile and Blind and Disabled Services). Also included are efforts to use digitization and technology to enhance access and highly creative projects that explore new technologies and innovative service delivery mechanisms. The evaluators conclude that Utah State Library has **ACHIEVED** Goal 1.

Evaluator's Goal 2 Summary

INSTITUTIONAL CAPACITY: All residents of Utah will have convenient access to libraries and library services that are technologically advanced, efficiently operated, and staffed by knowledgeable, helpful workers who employ the best professional practices.

Goal 2 expenditures represent 15.52% of Utah's total LSTA allotment for the FFY 2018 – FFY 2020 period. The Utah State Library's 2018 - 2022 Five-Year LSTA Plan envisioned a number of staff development and leadership training initiatives that simply were not implemented. This was largely due to either COVID-19 or state library agency staff capacity issues. However, USL demonstrated both creativity and nimbleness in carrying out an impressive "Institutional Capacity" program that is clearly in keeping with the spirit of the goal. USL's Goal 2 implementation was weak on the staff development end but compensated for this with extraordinary efforts to add to the capacity of libraries to serve through highly targeted endeavors that often focused on getting assistance to the libraries with the greatest need. There are some obvious shortcomings when USL's performance is measured strictly by some of the narrow objectives that appeared in the plan for the unrealized initiatives. Nevertheless, real progress was made in increasing institutional capacity in spite of extremely adverse conditions. Based on this rationale, the evaluators conclude that Utah State Library has **ACHIEVED** Goal 2.

Evaluator's Goal 3 Summary

LIFELONG LEARNING: All residents of Utah will have access to library resources that promote literacy, education, and lifelong learning and enhance workforce development, 21st century skills, and digital literacy.

Goal 3 projects account for just over two percent (2.35%) of Utah's total LSTA Grants to States allotment for the FFY 2018 – FFY 2020 period. Because of the heavy programming focus of most of the projects and activities envisioned under this Goal, it suffered the greatest negative impact of the COVID-19 pandemic.

Nevertheless, both USL and its subgrantees demonstrated both tenacity and creativity and often managed to "make a silk purse out of a sow's ear." Perhaps the most exciting aspect of the fourteen distinct projects (one project was a continuation of an earlier year's grant) is that lessons learned and new service delivery mechanisms employed may have a lasting effect on

how Utah's libraries conduct their business. As was the case with Goal 2, there were initiatives that were envisioned in the 2018 - 2022 Plan that were not implemented. Also, as was the case with Goal 2, there were replacement projects and strategies that were effective and that served to fulfill the spirit of the Goal. Based on this rationale, the evaluators conclude that Utah State Library has **ACHIEVED** Goal 3.

Evaluator's Goal 4 Summary

CIVIC ENGAGEMENT: All residents of Utah will expand their involvement in community life as a result of participation in community-based programs held through the library.

Goal 4 expenditures represent 1.52% of Utah's total LSTA allotment for the FFY 2018 – FFY 2020 period. The Utah State Library identified only six relatively small projects as supporting Goal 4 (Civic Engagement) for the three-year FFY 2018 - FFY 2020 cycle. Expenditures on these six projects totaled less than \$100,000. While small in number, the projects were quite diverse and as a group, in fact, addressed both of the Measuring Success intents under the Civic Engagement focal areas (Improve users' ability to participate in their community and Improve users' ability to participate in community conversations around topics of concern) as well as one of the intents under the Human Services focal area (Improve users' ability to apply information that furthers their personal, family, or household finances).

The description of potential Goal 4 projects and activities that were included in the 2018 - 2022 LSTA Five-Year Plan were ambitious and expansive. Envisioned was an initiative to involve libraries in an active way in addressing citizenship and immigration challenges and facilitating community discussion and understanding of topics surrounding diversity, equity, and inclusion. Specific desired outcomes stated in the LSTA Plan include:

- To increase the knowledge of Utah residents born outside of this country about U.S. citizenship and immigration issues;
- To increase the knowledge of children, parents, extended family, and caregivers about the role of culture, heritage, and language as powerful tools for strengthening families and communities; and,
- To increase the knowledge of children, parents, extended family, and caregivers about the culture, heritage, and language diversity of Utah families.

These outcomes were not achieved because of challenges related to staff capacity, available expertise, and the Covid-19 pandemic.

At the same time, progress was made toward outcomes related to community partnerships and collections that reflect a larger degree of diversity. In fact, much of what was accomplished in these areas came through projects carried out in support of Goal 1 (Information Access) or Goal 3 (Lifelong Learning). Finally, a current effort is underway through a grant round that focuses on diversity in adult collections. In short, the picture of success in Goal 4 is incomplete at this time. The evaluators conclude that USL has only **PARTLY ACHIEVED** Goal 4.

Retrospective Question A-2 Summary

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

USL carried out at least one project associated with each of the six focal areas; however, activities in the Human Resources and Economic and Employment Development areas were limited (one small project in each category). Twenty-two (22) of sixty-five (65) distinct projects (those that spanned multiple years were counted only once) concentrated on the Information Access Focal area. Eighteen (18) projects had an Institutional Capacity focus and seventeen (17) map to the Lifelong Learning area. Six projects had a Civic Engagement focus.

Nineteen (19) projects undertaken in the three year period covered by the evaluation served to further the "Improve users' ability to obtain and/or use information resources" intent. Fourteen (14) projects identified the "Improve users' general knowledge and skills" intent and ten involved "Improving the library's physical and technological infrastructure." By far the greatest portion of USL's LSTA expenditures fell into the Information Access focal area and the "Improve users' ability to obtain and/or use information resources" intent.

Retrospective Question A-3 Summary

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

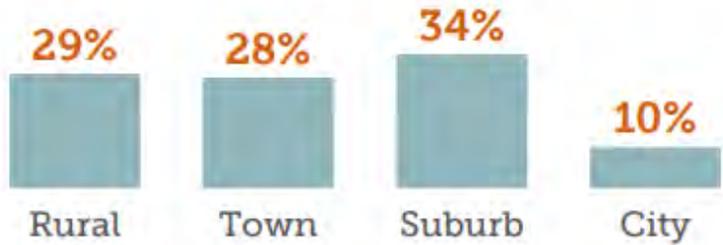
No single project qualifies as being a substantial focus on the basis of the ten percent (10%) expenditure specified by IMLS in the evaluation guidelines. However, this does not mean that USL's implementation of the Grants to States program did not significantly impact some of the identified groups. Included are individuals with disabilities (a grant to *Blind and Disabled Services*), school-aged youth (6-17) (through a large number of subgrants to school and public libraries), and, in a less focused way, individuals living below the poverty line (many of the areas served by the Bookmobile are economically disadvantaged).

EVALUATION REPORT

Evaluation Introduction

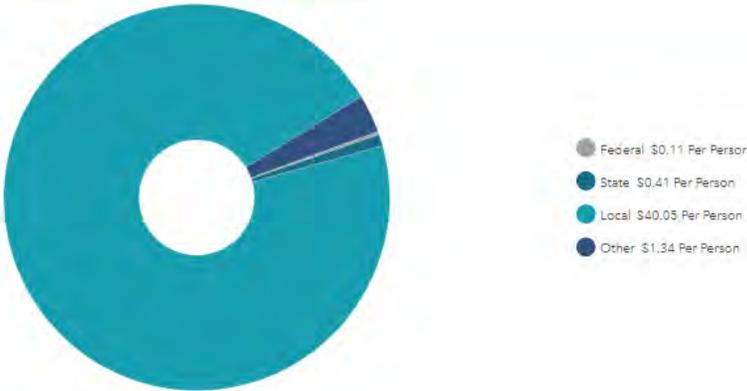
The 2019 Public Libraries Survey (PLS) reported that Utah had a total of 70 public library jurisdictions employing 425.69 full-time equivalent (FTE) staff categorized as librarians (254.77 FTE are reported as having an American Library Association [ALA] accredited Master’s degree); similarly, the Academic Libraries Survey (ALS) reported that 26 institutions of higher education employ 246.83 FTE librarians. According to the National Center for Educational Statistics’ (NCES) Elementary/Secondary Information System (EISi), Utah’s 159 public school districts employ 228.48 full-time librarians.

Public Library Outlets by Locale



jurisdictions employing 425.69 full-time equivalent (FTE) staff categorized as librarians (254.77 FTE are reported as having an American Library Association [ALA] accredited Master’s degree); similarly, the Academic Libraries Survey (ALS) reported that 26 institutions of higher education employ 246.83 FTE librarians. According to the National Center for Educational Statistics’ (NCES) Elementary/Secondary Information System (EISi), Utah’s 159 public

Revenue Per Person by Source



The total FTE public library staff is about 1,292. These staff members work in 141 public library outlets (including main libraries, branch libraries and mobile units). the majority of library facilities (34%) are in suburban environments. However, it is important to note the significant percentage (29%) of library outlets that are in rural areas. These include areas that are characterized by the U.S. Census Bureaus as being “Rural, Remote.” See also appendix K and L.

The majority of the funds supporting public libraries in Utah come from local sources. Salt Lake County Library is the largest public library in Utah serving a population of about 900K people; and the Salt Lake City Public Library System is the fourth largest in the state, with Davis County Library and Weber County Library System in between serving populations of 352K and 256K respectively. Almost 70% of the public libraries in the state serve populations of less than 25,000 people.

There are four goal statements in the *Utah State Library LSTA Five-Year Plan 2018-2022*. Each of the goals is stated below and LSTA-funded activities carried out in support of the goal are described. Finally, the evaluators' assessment of whether each goal has been achieved, partially achieved, or not achieved is presented. Following is a summary by Goal of how LSTA Grants to States Funds have been allocated over the FFY 2018 - FFY 2020 funding cycles. Additional details are also available in Appendix H.

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE TOTAL
GOAL 1 Projects	\$4,420,115.17	76.61%
GOAL 2 Projects	\$895,472.56	15.52%
GOAL 3 Projects	\$135,537.80	2.35%
GOAL 4 Projects	\$87,839.27	1.52%
Administrative Project	\$230,790.20	4.00%
THREE-YEAR TOTALS	\$5,769,755.00	100.00%

GOAL 1: INFORMATION ACCESS

All residents of Utah will have access to the quality information resources they need to succeed at school, at work, and in their daily lives.

Following are the titles of the projects and groupings of subgrant projects along with the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 1. Also shown is the percentage that each expenditure represents within Goal 1 and the percentage of the entire LSTA Grants to States allotment for the three-year period.

Goal 1 Projects & Expenditures

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Utah's Online Public Library	\$1,673,968.65	37.87%	29.01%
eMaterials	\$1,317,023.77	29.80%	22.83%
Children and Teen Book Collection Enhancement Project	\$372,988.41	8.44%	6.46%
Bookmobile - Improving Service to the Underserved	\$305,008.59	6.90%	5.29%
Blind and Disabled Services	\$286,794.23	6.49%	4.97%
Library Resources Program	\$214,769.64	4.86%	3.72%
Other Projects and Subgrants (17)	\$249,561.88	5.65%	4.33%
GOAL SUB-TOTAL	\$4,420,115.17	100.00%	76.61%

Goal 1 expenditures represent 76.61% of Utah's total LSTA allotment for the FFY 2018 – FFY 2020 period. The Utah State Library carried out twenty-three distinct Goal 1 projects over the course of the three-year span covered by this assessment (some were funded multiple years). It

is obvious that the allotted space specified by the IMLS guideline for the five-year evaluations does not allow for a detailed description and analysis of each project let alone the scores of subgrants (the USL five-year plan refers to them as re-grants) that were completed. However, in the discussion of Goal 1, longer descriptions will be devoted to six specific projects (most of them repeated in multiple years as well). Subgrants will then be grouped together for discussion and analysis. The rationale for this approach is simple. These six projects account for more than seventy percent (72.28%) of Utah's total LSTA Grants to States allotment for the three-year period.

Utah's Online Library/ Utah's Online Public Library (29.01% of the Total Allotment)

The State of Utah offers its residents a wonderfully diverse set of digital tools. The LSTA-funded *Utah's Online Public Library* project provides state-wide access to more than 50 database resources with a focus on the needs of public library patrons. Utah's Online Library (the Utah Education Network effort) supplements the Online Public Library products with tools specially designed to meet the needs of students and educators of Utah through school library and academic library portals. In short, Utah offers a deep and rich, if sometimes a bit confusing, trove of digital information.

The phrases Utah's Online Library and *Utah's Online Public Library* are used in several different ways; Utah's Online Library was rebranded to be *Utah's Online Public Library* around 2019 to distinguish the resources from other database resources available to school and academic libraries. The expressions are occasionally employed interchangeably as umbrella terms to describe the aggregation of multiple online/ digital services offered by the State of Utah through a number of different agencies. *Utah's Online Public Library* is officially a program of the Utah State Library that provides access to a wealth of e-resources. The Utah Online Public Library landing page is the access point to most of the state's digital library resources (<https://onlinelibrary.utah.gov/>) available to the general public. Within a few clicks, an individual visiting the site can get to EBSCO subscription online databases, the OverDrive platform appropriate for the searcher's location, as well as many other resources. It appears that this site has also been envisioned as a primary point of connectivity to some other state digitized resources (Uniquely Utah) and to local library services (Service by Library) as well.

The term Utah's Online Public Library is also used to refer specifically, and more narrowly, to the suite of online databases offered by USL to all Utah residents. In fact, the title of the LSTA project used to fund the databases for FFY 2019 and FFY 2020 is *Utah's Online Public Library*. The separate LSTA project that funds e-books (primarily through OverDrive/ Libby) has consistently been called *eMaterials*. Moreover, the LSTA-funded *database* project was simply called *Utah's Online Library* in FFY 2017 and FFY 2018,



The LSTA-funded *Utah's Online Public Library* project pays for EBSCOhost research databases and other online subscription resources such as LearningExpress Library,

Novelist, and HeritageQuest. Some of the other resources linked to Utah's Online Public Library *website* are not LSTA funded. These resources include the Utah Press Association's Digital services and Utah Digital Newspapers, which is a digital archive that started modestly twenty years ago (with an LSTA grant) and has grown to more than 3.5 million pages from more than 200 newspapers. The Utah Digital Newspapers archive is a project of the J. Willard Marriott Library at the University of Utah.



To fully understand the wealth of digital resources available to Utahns, it is important to place the *Utah Online Public Library* project in context. It represents only one piece of broader access to information that is made available to residents of the state. The Utah Education Network (UEN) offers K-12 students and educators access to additional e-resources including GALE/Cengage databases, World Book resources, and other tools tailored to meet the needs of students and teachers. These

educational resources, which use a separate authentication system to control access are called Utah's Online Library!

Usage of the EBSCO databases licensed with LSTA funds declined during the pandemic. In some ways, this is not surprising since a considerable amount of in-library use of the databases was eliminated. The chart below documents the decline. However, it should be noted that the decline followed all-time high usage in the 2018-2019 period. Furthermore, USL has been actively tweaking its digital offers under this project. Both LearningExpress and Creative Bug, a database that focuses on arts and crafts tutorials, have been added in recent years to better meet public library needs and demands. USL, along with many other state library agencies, is monitoring usage to determine whether the downturn is temporary and pandemic-related or a trend.

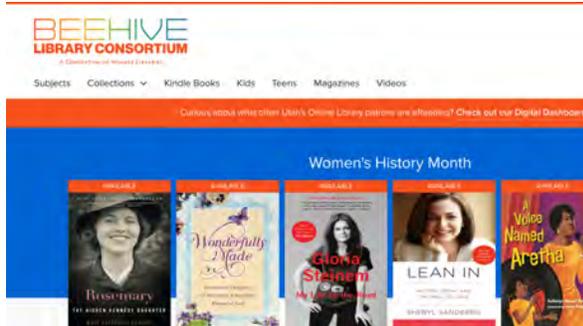
EBSCO and LearningExpress Database Usage	EBSCO Sessions	EBSCO Searches	LearningExpress Sessions	LearningExpress Requests
July 1 2017 - June 30 2018	NA	6,913,614	9,176	NA
July 1 2018 - June 30 2019	9,167,426	10,493,095	17,703	13,093
July 1 2019 - June 30 2020	7,773,053	9,528,734	17,792	10,570
July 1 2020 - June 30 2021	6,289,655	7,009,915	13,742	11,115

Respondents to the web-survey were well aware of the database project and appreciated the fact that it is an important tool in addressing the gap between areas of Utah with exceptionally robust library service and those with only marginal or non-existent physical/ facility-based library services. After commenting positively about both the eMaterials project and the *Utah's Online Public Library* project, one survey respondent said that these resources were critically important and that:

“Local government could not afford to pay for them.”

The recent decline in database use has been disappointing; nevertheless, Utah's Online Public Library project is essential in USL's efforts to level the information/ library service playing field and to be successful in addressing Goal 1.

eMaterials (22.83% of the Total Allotment)



The Utah State Library's eMaterials project directly addresses Goal 1, which states: “**All residents of Utah will have access to the quality information resources they need to succeed at school, at work, and in their daily lives.**”

Residents of the State of Utah access OverDrive/ Libby content from six separate OverDrive platforms. Libraries in two urban counties (Davis County and Salt Lake County) and three municipal libraries (Salt Lake City, Murray City, and Providence) in the Wasatch Front region hold separate contracts with OverDrive for providing content to the residents in their service areas. Together, these libraries serve almost 1.76 million residents (53.23% of the total population of the state). The balance of the state's population (1.54 million people or 46.77%) is served by the Beehive Consortium. USL is an active partner (both financially and programmatically) in ensuring the success of the Beehive Library Consortium. USL uses LSTA funds to pay the OverDrive platform fee for the Consortium and also contributes LSTA funding to enrich the Beehive collection of eMaterials. USL issues an “eCard” to residents not directly served by a physical library facility or by one of the USL bookmobiles. This entitles eCard holders to use a full range of electronic resources.

eMaterials	FFY 2017	FFY 2018	FFY 2019	FFY 2020
# titles circulated in OverDrive/ Libby & RB Digital OneClick digital	2,098,805	2,682,985	3,501,501	3,807,775
% Increase in Circulations/ Downloads over Previous Year	70.28%	27.83%	30.51%	8.75%
# of e-materials Acquired/ Licensed	15,364	25,717	17,778	15,937

Usage of eMaterials through the Beehive Consortium has grown significantly in recent years. The pandemic simply served to accelerate that growth. The chart below documents this rapid expansion in use.

The eMaterials/ OverDrive project tied with the online databases as the LSTA-funded project of which the respondents to the web-based survey of the library community were most aware. Almost eighty-five percent (84.3%) of respondents said that they were very aware of the project. The eMaterials project was also the most frequently mentioned as being the program that had the greatest impact on the survey respondents' libraries and the people that their libraries serve.

“The greatest impact that LSTA-supported programs had on our community in 2018-2020 was through Overdrive. Like many other communities, Overdrive usage among our patrons continues to grow. We would not be able to support the demand for e-content if we had to cover the cost alone.”

The benefit of having e-content available during the pandemic was also frequently cited.

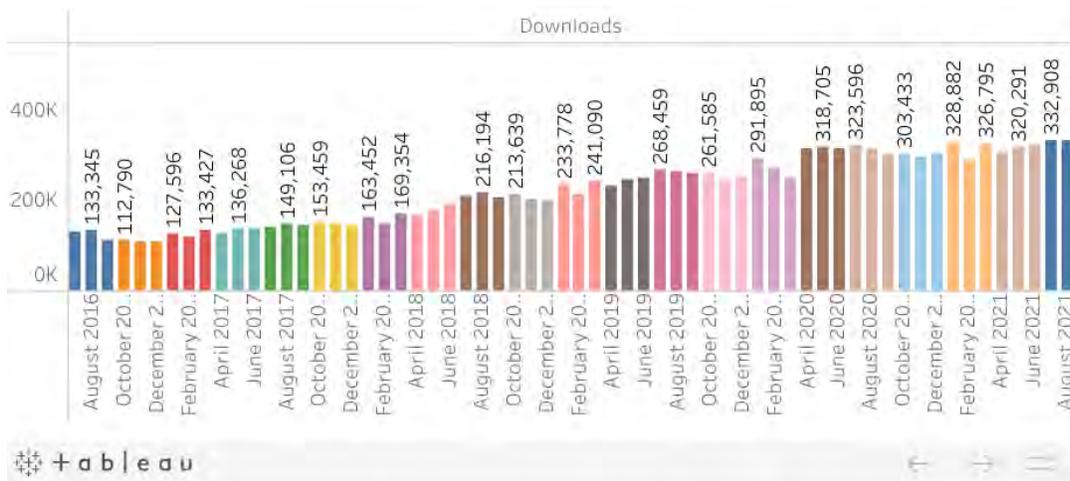
“Overdrive has helped so much during COVID to keep patrons reading.”

Yet another respondent to the survey made a fascinating comment about “hidden users” of libraries. They said:

“I know many of our regular patrons love and use Overdrive, but I am always amazed at how many of our "inactive" patrons are using it. When we changed how Overdrive was authenticated a few years ago, we had people calling constantly trying to figure out how to get into Overdrive with the changes. This brought people back into the library and showed us that we were still connected to the people in the community that we didn't know we were connected to.”

This comment is heartening in that it points out the fact that many unseen people are nevertheless library users who are receiving value from this service. At the same time, it begs the question of how libraries might more effectively engage these individuals with other, site-based services.

Finally, one of the objectives stated for the *eMaterials* project in the five-year plan was establishing a better mechanism for monitoring eMaterial and database usage. USL has started tracking eMaterials and database use along with a number of other service measures on a Tableau-based dashboard. Following is a screenshot of the dashboard element displaying eMaterials downloads:



The *eMaterials* project directly, effectively, and successfully addresses Goal 1.

Children and Teen Book Enhancement Project (6.46% of the Total Allotment)

Although the Children and Teen Book Enhancement Project might be criticized by some as being

Children and Teen Book Collection Enhancement Project	FFY 2018	FFY 2019	FFY 2020
# of Books Purchased	9,926	8,500	9,909
# of Grants Awarded	40	40	45

nothing more than a sizable “buying stuff” type of a project, this effort actually works well to further both Goal 1 and Goal 4 objectives. Unlike the projects that have already been described above, the *Children and*

Teen Enhancement Project is a subgrant program. Over the three years covered by this evaluation, one-hundred and twenty-five grants were awarded to school, public, and tribal libraries. In the course of the time span covered by the evaluation, a total of 28,335 books were added to collections as a result of the project. However, the number of books added is not as important as how, and perhaps most importantly, why they were added.

USL’s description of the project in the SPR answers the “how” question raised above:

“This grant offered an opportunity for public schools and libraries to add some of the best new children and teen books published in 2020 and early 2021 to their collection. Applicants were able to choose books from pre-selected lists from nationally recognized organizations and review sources such as Nonfiction for Young Adult Readers, Bank Street College of Education Best Children’s Books of the Year, Notable Children’s Book list, Coretta Scott King Book Awards, and the American Indian Youth Literature Award. In addition, a small list was curated which featured new, well-reviewed titles that would appeal to a variety of children and teens. A special effort was made to include books featuring diverse populations.”

The project was intended to be a learning experience for the local library staff involved in selecting the materials from the curated list. Pre-test and post-test surveys that were administered show that the project had the intended effect as the results below affirm:

1. Knowledge about new literature for children and teens BEFORE selection and receiving books
 Excellent-8.9% Very Good-22.2% Good-40% Neutral-24.4% Poor-4.4%
2. Knowledge about new literature for children and teens AFTER selecting and receiving books
 Excellent-40% Very Good-46.7% Good-13.3%
3. As a result of this grant, I have learned new tools for selection
 Strongly agree-68.9% Agree-24.4% Neutral-6.7%

One story from a program participant answers the “why” question:

"I have a student who was adopted from China who approached me and asked, ‘Are there books in the library about me?’ She is one of a few in our school that are of Asian descent. At the time I could not point her to a book. Gladly, I informed her that I would be purchasing books soon and would make sure I

would get a book just for her. I can't tell you how excited she was when I dropped off the book, ***Eyes that Kiss in the Corners***. Her mother contacted me and with tears in her eyes thanked me for having books in the library about her daughter. She informed me that they are purchasing the book to have in their home. It was such an impactful book for their entire family. It is because of this grant, I have been able to purchase books that are diverse. I can't not thank you enough for this generous grant. It is changing lives in [name of community]."

The *Children and Teen Book Enhancement* project has impacts that cross over three of USL's LSTA five-year goals. It increases access to quality information resources (Goal 1), it serves to enhance the knowledge of library workers and encourage best practices (Goal 2), and it expands involvement in community life (Goal 4). Utah's LSTA five-year plan included an initiative entitled "Libraries Celebrate the Diversity of Utah's Residents." While to date USL has been unable to carry out the initiative as envisioned, the *Children and Teen Book Enhancement* project has made a notable contribution toward one of the desired outcomes of the diversity effort, namely, "To increase the opportunities for children, parents, extended family, and caregivers to learn together in ways that honor and embrace the family's home culture and language."

Bookmobile - Improving Service to the Underserved (5.29% of the Total Allotment)

Utah's bookmobile service grew out of necessity. The Beehive State has a surface area of 84,899 square miles (sq. mi.) and a population of roughly 3.3 million people. Approximately eighty percent (80%) of the state's population is concentrated along the Wasatch Front. A second concentration of population is located in southern Utah in the St. George area. Together, these two sections of the state account for about eighty-eight percent (88%) or 2.9 million of the total 3.3 million population. The remaining 400,000 residents are widely dispersed. Huge sections of the state are simply uninhabited and a large percentage of the small communities that do exist are isolated. Many are fifty miles or more from any population center and have no local library services.⁵



Utah's 29 counties are defined by their Urban, Rural and Frontier status. Urban counties (shown on the map in gold) have a population density of one-hundred (100) people per square mile or greater. Rural counties (shown on the map in blue) have a population density of between 6 and 99 people per square mile. Frontier counties (shown in light brown) have fewer than six (6) people per square mile. The *Bookmobile - Improving Service to the Underserved* project partially funds the operation of five (5) bookmobiles, each of which offers 30-40

⁵ The evaluators have also done additional analysis of the demographics in Utah included in Appendix L.

stops per month. The bookmobile program currently serves five (5) Frontier counties, three (3) Rural counties, one (1) Urban county and one (1) small town in a Rural county.

The bookmobiles operate out of five headquarters/offices in rural Utah that also serve as libraries for people living in their respective areas. The program is envisioned as a partnership between the State of Utah (USL) and the counties with the counties picking up between half (50%) and seventy percent (70%) of the cost and USL picking up the balance with state and LSTA funds.

Unfortunately, some counties have balked at the costs associated with the service and have been unable or unwilling to fund their portion. This has left some areas of the state without fundamental library services. Over the last decade, there has clearly been a downward trend in the total area and number of people served by the bookmobile program.

When the same team of evaluators looked at the Bookmobile project in 2017, eight (8) bookmobiles were operating serving thirteen counties. During the period of time covered by this evaluation one county dropped out of the program reducing the number of counties served from ten (10) to nine (9). The number of people residing in the areas currently served is now down to the 20,000 range.

Bookmobiles - Counties Served	FFY 2017	FFY 2018	FFY 2019	FFY 2020	FFY 2021
Counties Served	13	12	11	10	9

There is no question that the users of the bookmobile service treasure it. The 735 responses to a major bookmobile survey conducted by

USL in 2020 demonstrates that there is a devoted corps of bookmobile fans who would be negatively impacted if the bookmobile no longer carried reading materials into Utah’s rural and frontier areas. Anecdotes gathered from bookmobile staff underscore the importance of the service to the many regulars who await at every stop. The dedicated bookmobile staff is fulfilling the outcome for the program established in the 2018 - 2022 LSTA plan for the people living in areas still served. The plan states as the desired outcome “The patrons in rural and underserved areas of Utah will have access to materials of the same quality, quantity, and relevance as patrons in more densely populated areas.” Nevertheless, there are real and growing concerns both about the cost of the service and the expansion of underserved areas.

Bookmobile Outputs	FFY 2018	FFY 2019	FFY 2020
Registered Users	3,427	2,211	3,097
Physical Checkouts	516,812	499,850	391,220
Electronic Checkouts	23,870	39,695	47,662

The bookmobile program has been an essential component of USL’s strategy for ensuring that people living in vast recordsparsely-populated areas of the state have access to library service. Moreover, the USL administration has

long been aware of the high costs involved in providing the service and the expanding service gaps. USL is continuing to examine alternatives in an attempt to more adequately meet the challenge that it is facing. There is active consideration of employing a postal/ books-by-mail model, using smaller delivery vehicles, installing book lockers, and other hybrid approaches in

search of a successful alternative. LSTA funding may be used in the future to help the Utah State Library find a solution to this challenging problem.

Blind and Disabled Services (4.97% of the Total Allotment)

Utah’s Blind and Disabled Services (UBDS) project is Utah’s implementation of the Library of Congress’s (LOC) National Library Service for the Blind and Print Disabled (NLS) program. However, in addition to serving as the NLS Regional Library for the State of Utah, the Utah State Library also hosts the Multistate Center West, coordinating the housing and shipping of reading materials and playback equipment to all regional libraries west of the Mississippi River.

Utah also provides primary talking book services to the states of Alaska and Wyoming under contract with the state library agencies in those states and acts as the primary supplier of Braille materials for twenty-one (21) more states. In addition, the Utah State Library has a contract with the Church of Jesus Christ of Latter-day Saints (LDS) to supply LDS materials to their blind members. Notably, Utah’s Blind and Disabled Service and the Multistate Center never fully closed during the pandemic. In fact, the Multistate Center played a major role in alleviating disruptions in other states and also filling the gap left when the Multistate Center East closed. In short, Utah’s services to the blind and print disabled is arguably the largest, most complex, and most resilient service of its type in the nation.

LSTA funding is essentially used to enhance blind and print disabled services rather than to provide basic support. The previously mentioned contracts cover costs associated with the Multistate Center and individual state contracts pay for services related to providing basic talking books services and Braille services outside of Utah. Furthermore, the State of Utah underwrites primary in-state talking book services. LSTA dollars have generally been directed towards augmenting standard NLS talking book services with large print collections and improvements to Utah’s extensive program of recording Utah-centric materials. Utah’s recording program is again, arguably the most active in the country. In pre-pandemic times, the program recorded between twenty-five (25) and thirty (30) books and magazine titles per month. An innovative program uses incarcerated offenders as readers and technicians supplying both a wealth of reading resources and invaluable occupational training for program participants.

Large Print Materials Purchased	FFY 2018	FFY 2019	FFY 2020
Items Purchased	5,202	5,241	4,305

Utah’s Blind and Disabled project makes an already exceptionally fine talking book service even better by

supporting the regional library’s Newsline subscription and acquiring and distributing large print materials that facilitate a natural transition for readers who are losing their sight. Individuals can move from standard print to large print and on to talking books. The fact that this takes place is demonstrated by the fact that Utah has more than 4,000 active users of their program giving them among the highest rates of penetration in the nation. USL clearly has achieved the outcome of “improving users’ access to information in a print alternative format” that was stated in the LSTA five-year plan.

Library Resources Program (3.72% of the Total Allotment)

The *Library Resources Program* has several rather straight-forward components. The first LSTA-funded component involves covering the fees associated with USL's OCLC WorldShare and CatExpress products as well as USL's Polaris Integrated Library System. A second component purchases some materials used to fill interlibrary loan requests from libraries and other Utah state agencies. Some funds have also been used to purchase materials for Book Buzz kits, which are prepackaged book discussion group kits that can be borrowed by libraries for local programming use. The third component of the program involves supplementing tools and Utah State Library staff involved in interlibrary loan/ resource sharing, cataloging, and the Book Buzz program.

Library Resources Program	FFY 2018	FFY 2019	FFY 2020
# of ILL Transactions (fulfilled)	8,716	6,318	9,456
# of Participating Libraries	73	54	54

Although the number of interlibrary loan requests filled dropped during the heart of the pandemic, the volume of loans rebounded during the FFY 2020

funding cycle. The *Library Resources Program* is rather routine and unimaginative; however, the resource sharing activities that the project supports are consistent with Goal 1.

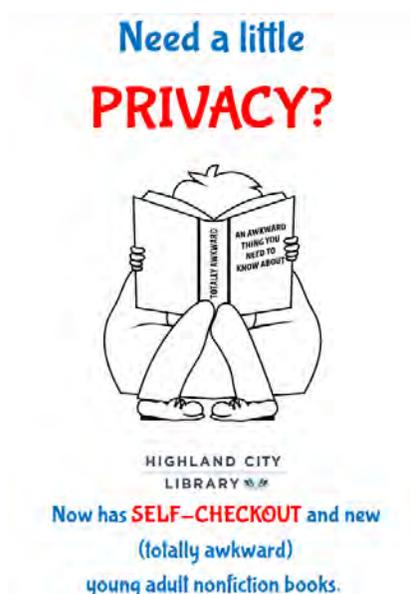
Goal 1 Other Projects, Subgrants and Competitive Re-Grants

Less than five percent (4.33%) of Utah's FFY 2018 - FFY 2020 LSTA Grants to States allotment was expended on smaller grants and subgrants in support of Goal 1's information access objectives. These grants are notable in a number of different ways. First, grants were awarded to a variety of types of libraries. Twenty-five (25) public libraries, thirteen (13) school organizations (schools, school districts and educational service centers), and five (5) academic libraries were either recipients or active partners in activities undertaken in this category. Second, the grants are notable for their creativity. They range from digitizing a local art collection to exploring the OPEN+ model of extended hour library service with a touch of virtual reality, 3D camera digitization, and an open-source integrated library system tossed in for good measure.

A third exciting aspect about these grants is that some of the grants address significant community issues by extending access to information resources. Drug addiction, suicide prevention, and creatively dealing with the COVID-19 pandemic are included. Finally, this set of grants demonstrates that it doesn't always require a large amount of money to make a difference. Several of the subgrants show that a small investment can have a large impact.

The common theme of all of the projects included in this category is information access. USL's LSTA five-year plan envisions subgrant grant activity addressing information access in three categories: collections, technology, and digitization. In fact, grants were awarded in all three areas. A project entitled *eMaterials for School Libraries* awarded nine (9) grants of \$5,000 each to enable schools to enrich their OverDrive Sora offerings as a response to the

pandemic-triggered shift to online learning. An information access effort that featured technology as a response to COVID provided mini-grants of between \$100 and \$400 to help libraries install Internet access points in their parking lots. Thirteen (13) libraries did so at a total cost of less than \$5,000 of LSTA funding. A small grant in the digitization category allowed for the digitization of portions of the Utah Code Annotated so legal researchers barred from access to basic resources due to the COVID-closure of Utah's three law libraries could continue to do their work



The evaluators wish to highlight one other small project to illustrate the high level of value produced by many of the subgrant activities. A small grant to the Highland City Library combines the use of technology and collections to address a serious social ill - teen suicide. Prompted by the fact that this rapidly growing community of approximately 20,000 people had lost five teens to suicide over the course of a five-year period, the library proposed to address the crisis by:

1. making sure that teens had access to quality resources that deal with difficult issues such as bullying, gender identify, drugs, and shyness and,
2. making sure that these materials could be accessed in a confidential manner.

This innovative and effective grant purchased materials, tagged the library's collection with RFID tags, and installed RFID- based self-check units. Incredibly, the project even had a training component that prepared staff to recognize danger symptoms and to understand intervention strategies. The availability of the resources and the library's mechanism for ensuring privacy were distributed in local schools and throughout the community. The total amount of LSTA funds expended on this effort was \$4,603! USL has indicated that they believe that several of their subgrant projects are exemplary.

A-1. In short, USL's efforts to fulfill its Goal 1 objectives have been nothing short of extraordinary. Included are large scale projects that add both research and leisure reading content (*eMaterials* and *Utah's Online Public Library*) projects that extend access to underserved populations (Bookmobile and Blind and Disabled Services). Also included are efforts to use digitization and technology to enhance access and highly creative projects that explore new technologies and innovative service delivery mechanisms. The evaluators conclude that Utah State Library has **ACHIEVED** Goal 1.

GOAL 2: INSTITUTIONAL CAPACITY

All residents of Utah will have convenient access to libraries and library services that are technologically advanced, efficiently operated, and staffed by knowledgeable, helpful workers who employ the best professional practices.

Following are the titles of the projects and groupings of subgrant projects along with the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 2. Also shown is the percentage that each expenditure represents within Goal 2 and the percentage of the entire LSTA Grants to States allotment for the three-year period.

Goal 2 Projects & Expenditures

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Lender Support Program	\$369,999.97	41.32%	6.41%
Borrower Support Pilot Grant	\$10,158.19	1.13%	0.18%
Technology Enhancement Minigrants	\$191,245.02	21.36%	3.31%
Other Projects and Subgrants (17)	\$324,069.38	36.19%	5.62%
GOAL SUB-TOTAL	\$895,472.56	100.00%	15.52%

Goal 2 expenditures represent 15.52% of Utah's total LSTA allotment for the FFY 2018 – FFY 2020 period.

Although USL expends considerably less of its LSTA Grants to States funding in support of Goal 2 (Institutional Capacity), it is nevertheless an important portion of the Utah State Library's overall endeavor to ensure that every resident of the Beehive State has access to quality library service. The evaluators will break the analysis of Goal 2 projects and their success into four categories: Lender Support Program; Borrower Support Pilot Grant; Technology Enhancement Mini Grants, and Other Projects, Subgrants, and Competitive Re-Grants.

Lender Support Program

The largest Goal 2 project in terms of expenditures is the *Lender Support Program*. This project actually appears as a Goal 1 (Information Access) project in USL's 2018 - 2022 LSTA Five-Year Plan; however, it has consistently been reported in the SPR as a Goal 2 (Institutional Capacity) project. In fact, the project serves both purposes and could legitimately be placed under either goal.

In very simple terms, the *Lender Support Program* is a net-lender reimbursement program. It provides an incentive to libraries with higher volume lending activity to participate in interlibrary loan without charge to either the borrowing institution or the end-user. Payments to libraries are made using a somewhat complicated formula that reflects the relative magnitude of their contribution to interlibrary loan activity. To be eligible for this program, the participating library or library system must subscribe to either WorldShare or ILLiad. Furthermore, lending activity

between one entity and another within a “parent institution” (INTRA-library loan) does not qualify for reimbursement.

Although a limited number of libraries participate in the program, it is nevertheless an important component in Utah’s resource sharing landscape. During the FFY 2019 expenditure cycle, twenty (20) libraries received reimbursement payments. Twelve (12) of the libraries were academic libraries and eight (8) were public libraries. Although no LSTA expenditure for the program is shown for the FFY 2020 cycle in the SPR, the project continues with LSTA support. Due to an adjustment made to better align expenditures with the state fiscal year, LSTA payments for 2020 will be reflected in the 2021 SPR.

Reimbursable Interlibrary Loans	FFY 2018	FFY 2019	FFY 2020
# of Interlibrary Loans	23,700	18,784	16,971

Not surprisingly, interlibrary loan activity dropped as the pandemic unfolded. As of the time of the FFY 2020 SPR reporting, interlibrary loan had not yet rebounded to pre-pandemic levels. The chart shows reimbursable ILL activity for FFY 2018 - FFY 2020:

Borrower Support Pilot Grant

The *Borrower Support Pilot Grant* was designed to encourage smaller libraries to participate in interlibrary loan activity by providing for the reimbursement of local costs associated with the process. The six-month pilot program quickly proved itself to be popular and effective. Twenty-five (25) libraries joined in the effort and almost four-thousand (3,803) items were loaned by libraries. The program has now continued beyond the pilot stage and interlibrary loan traffic is continuing to grow.

The feedback received about the program was excellent from library staff and patrons alike. Many of the libraries applying for reimbursement had not participated in interlibrary loan previously and indicated the positive public reaction brought about by gaining access to the holdings of other libraries. There is no question that this program enhanced the capacity of twenty-five libraries to serve the public while, at the same time, improving information access.

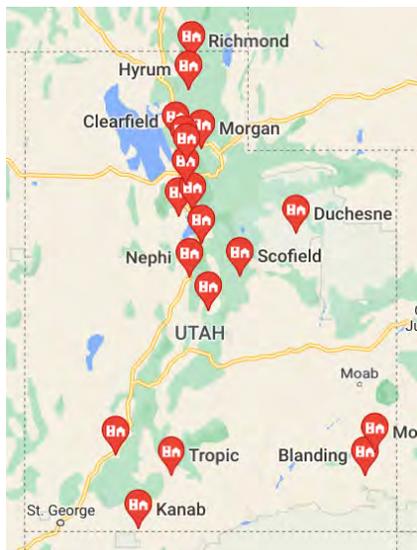
Technology Enhancement Mini Grants

Technology Enhancement Mini Grants provide small Utah libraries with an opportunity to upgrade their basic technology. Grants of up to \$5,000 are awarded and preference is given to libraries that have small operating budgets and/or to those who are replacing very dated equipment. The application process is fairly simple and the grants are open to school and

Technology Minigrants	FFY 2018	FFY 2019	FFY 2020
Public Library Grantees	5	7	13
School Library Grantees	9	6	8
Academic Library Grantees	0	1	0
Hardware Items Purchased	206	110	84
Software Purchased	23	12	41

academic libraries as well as public libraries. As the accompanying chart shows, school libraries, public libraries, and one academic library have been awarded mini grants over the past three years.

Grantees use the funds to purchase basic technology such as computers, tablets, Chromebooks, printers, and assistive technologies. Software purchases are also eligible. As the map shows, grant recipients come from many areas of the state and range well beyond the heavily populated Wasatch Front region. These grants are extremely popular. One respondent to the web survey said:



“LSTA funds have helped my library buy laptops, chromebooks, and other technology that we otherwise couldn't have afforded. These resources get used a lot.”

Another added that the grants have “...been extremely beneficial to our library and the small rural community we serve.”

USL's *Technology Enhancement Mini Grants* are small and very basic in terms of innovation. There are opportunities for libraries to explore new and emerging technologies and to experiment with new products and concepts elsewhere within USL's LSTA program. This project is truly about building basic capacity.

Goal 2 Other Projects, Subgrants, and Competitive Re-Grants

Two of the remaining eighteen (18) distinct projects carried out in pursuit of Goal 2 were designed to increase the capacity of the state library agency itself to serve the libraries of the state. During the FFY 2018 funding cycle, USL used LSTA funds to pay for its subscription to the Counting Opinions software used by many SLAAs to gather data from local public libraries for submission to the Public Libraries Survey (PLS). The software is also used to collect information from libraries used for certification purposes and for the determination of state aid eligibility and payments. USL also used LSTA funds to plan, implement, and analyze input and data from two “listening tour” sessions. Information gathered in this fashion was useful in decision-making regarding both state and LSTA-funded services.

Two of the balance of sixteen (16) grants had a staff development focus. The *Continuing Education Resources* project provided funds for online staff development resources and the *Preparing STEM Librarians* project, conceived and implemented by academic libraries in the state, offered a STEM librarians boot camp designed to better equip academic librarians to serve students and faculty in STEM disciplines.

A small *Summer Reading Support Grant* was a direct reaction to the COVID-19 pandemic. USL offered small libraries the opportunity for small (up to \$1,000) grants to enable them to pivot their 2020 summer reading program to a variety of new models. Fourteen (14) libraries purchased hardware, software, and a variety of materials that facilitated virtual programming, grab and go kits, and a variety of other creative approaches to summer reading in the midst of a pandemic.

The theme of most of the remaining competitive grants that were awarded was technology. Virtual reality, RFID, and SMART meeting spaces are just a few of the topics involved. Libraries upgraded barcodes, implemented new safer self-service mechanisms, and exposed both library staff and the public to new technologies. In short, the other project, subgrants and competitive re-grants carried out under Goal 2 served to increase the capacity of libraries to serve their communities. There was a particular focus on helping small libraries that was captured in a comment from a web-survey respondent who thanked USL for:

“Keeping rural Libraries up to date with all the opportunities the ‘Big City’ has with technology.”

A-1. The Utah State Library’s 2018 - 2022 Five-Year LSTA Plan envisioned a number of staff development and leadership training initiatives that simply were not implemented. This was largely due to either COVID-19 or state library agency staff capacity issues. However, USL demonstrated both creativity and nimbleness in carrying out an impressive “Institutional Capacity” program that is clearly in keeping with the spirit of the goal. USL’s Goal 2 implementation was weak on staff development but compensated for this with extraordinary efforts to add to the capacity of libraries to serve through highly targeted endeavors that often focused on getting assistance to the libraries with the greatest need. There are some obvious shortcomings when USL’s performance is measured strictly by some of the narrow objectives that appeared in the plan for the unrealized initiatives. Nevertheless, real progress was made in increasing institutional capacity in spite of extremely adverse conditions. Based on this rationale, the evaluators conclude that Utah State Library has **ACHIEVED** Goal 2.

GOAL 3: LIFELONG LEARNING

All residents of Utah will have access to library resources that promote literacy, education, and lifelong learning and enhance workforce development, 21st century skills, and digital literacy. Following are the titles of the projects and groupings of subgrant projects along with the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 3. Also shown is the percentage that each expenditure represents within Goal 3 and the percentage of the entire LSTA Grants to States allotment for the three-year period.

Goal 3 Projects & Expenditures

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Summer Reading Program (was under Institutional Capacity in FFY 2018 and FFY 2019)	\$34,021.96	25.10%	0.59%
Better Days 2020	\$6,765.91	4.99%	0.12%
Utah Kids Ready to Read	\$1,572.38	1.16%	0.03%
Professional Development Database - Widerstand Consulting	\$600.00	0.44%	0.01%
Other Projects and Subgrants (11)	\$92,577.55	68.30%	1.60%
GOAL SUB-TOTAL	\$135,537.80	100.00%	2.35%

Goal 3 expenditures represent 2.35% of Utah's total LSTA allotment for the FFY 2018 – FFY 2020 period.

Because of the heavy programming focus of most of the projects and activities envisioned under this Goal, it suffered the greatest negative impact of the COVID-19 pandemic. Several projects were implemented differently because of the health crisis and one project completed the purchase and set-up of the equipment needed for the project but was unable to implement the anticipated programming during the grant period. Nevertheless, subgrantees demonstrated their tenacity and creativity in working to attain project objectives in spite of restrictions on physical gatherings.

Several of the fourteen distinct projects carried out under this Goal also serve to further other goals. In fact, the *Summer Reading Program* project was reported under Goal 2 (Institutional Capacity) in the FFY 2018 and FFY 2019 SPR. We have included it under the Lifelong Learning Goal because it was reported under Goal 3 for FFY 2020 and because its purpose is consistent with this Goal. Another project, *Professional Development Database*, which acquired content and virtual training on the topic of anti-racism, was logged in the SPR under the Lifelong Learning Goal but certainly advances the Institutional Capacity Goal. Finally, a project entitled *Better Days 2020* that involved a celebration of women's suffrage in Utah would have fit well under the Civic Engagement heading.

Four of the fourteen distinct projects under this Goal were carried out by the state library agency itself. The balance of the projects (10), were subgrants. Of these, six (6) were awarded to public libraries and four (4) went to school libraries. Of special interest is the fact that several of the projects involved partnerships between public and school libraries.

Summer Reading Program

Utah's support for summer reading activities is fairly typical of what is observed in many other states. USL participates in the Cooperative Summer Library Program (CSLP), provides summer reading program manuals and materials, and offers training specific to the summer theme in a timely fashion to assist libraries with their planning. Obviously, the pandemic disrupted summer

reading activities in both 2020 and 2021. In response to this disruption, USL carried out a separate, but related, project - the *Summer Reading Program Support Grant* - to assist libraries in their efforts to provide productive summer reading experiences using alternative service delivery mechanisms such as virtual programming and grab and go activity packets. The *Summer Reading Program Support Grant* project was reported under Goal 2 (Institutional Capacity). It provided grants of up to \$1,000 to fourteen of the neediest libraries.

Better Days 2020

The *Better Days 2020* project was a celebration of Utah’s women’s suffrage history. In cooperation with Better Days, a 501(c)(3) non-profit “dedicated to popularizing Utah women’s history in creative and communal ways,” an exhibit was sent to 10 libraries in the state. The libraries were selected based on the fact that each community had been the home of a prominent woman involved in securing the right to vote for women in Utah. A small collection of books on the topic was also presented to each library hosting the exhibit. This project served both the Lifelong Learning Goal (Goal 2) and the Civic Engagement goal (Goal 4).

Utah Kids Ready to Read

This small grant enabled USL to print and distribute materials supporting the Utah Kids Ready to Read (UKRTR) program. USL described UKRTR as “...a research-based parent education initiative that encourages parents and caregivers to nurture their children’s early literacy skills and to prepare children to be ready to learn. UKRTR is modeled after ALA’s Every Child Ready to Read initiative which teaches parents and caregivers to talk, sing, read, write, and play with their children.” Materials ranging from bookmarks to rhyme booklets were printed in English and Spanish and were distributed to libraries, schools, and Head Start centers across the state. The bookmarks are also printed in French, Somali, Mandarin, and Korean in addition to English and Spanish.

Goal 3 Subgrants and Competitive Re-Grants

Not surprisingly given the pandemic, the majority of the subgrants supporting Lifelong Learning involved technology in some way. One public library purchased iPads, loaded them with the same apps used by their local schools, and made them available to kids who were facing virtual learning without the appropriate equipment. Several others explored the ways in which virtual reality hardware and software could be used. A subgrant to a school library enabled students to explore distant lands and other cultures through virtual reality. One comment from a student using the equipment speaks volumes to the effectiveness of this relatively small grant (\$6,500). The student said, “My parents won’t believe that I went to



Tanzania today!” The librarian at the school also commented on the fact that the grant had opened the eyes of the school administration to the fact that the library could be more than just books. It was reported that the administrator, while using the new VR equipment, was heard to mutter “WOW” or “WHOA” at least a dozen times and that he commented that this could lead to the school district becoming a pioneer in the state in using virtual reality technology in the learning environment.

Several of the subgrants involved the integration of STEM (Science, Technology, Engineering, and Mathematics) and STEAM (Science, Technology, Engineering, Arts, and Mathematics) into library services. Both school and public libraries were involved in STEM and STEAM projects. One of these projects also involved the grantee pivoting to adapt their programming to the new realities of the pandemic. The theme of packaged activity packs also showed up in other non-STEM/ STEAM grants.



In short, the subgrants provided an abundance of learning experiences. If there is a criticism to be lodged regarding USL’s Goal 3 efforts, it is probably that few of the learning experiences involved adults or seniors. Children of all ages were well served by an interesting mix of projects.

A-1. Goal 3 projects account for slightly more than two percent (2.35%) of Utah’s LSTA Grants to States allotment. Because of the heavy programming focus of most of the projects and activities envisioned under this Goal, it suffered the greatest negative impact of the COVID-19 pandemic.

Nevertheless, both USL and its subgrantees demonstrated both tenacity and creativity and often managed to “make a silk purse out of a sow’s ear.” Perhaps the most exciting aspect of the fourteen distinct projects (one project was a continuation of an earlier year’s grant) is that lessons learned and new service delivery mechanisms employed may have a lasting effect on how Utah’s libraries conduct their business. As was the case with Goal 2, there were initiatives that were envisioned in the 2018 - 2022 Plan that were not implemented. Also, as was the case with Goal 2, there were replacement projects and strategies that were effective and that served to fulfill the spirit of the Goal. Based on this rationale, the evaluators conclude that Utah State Library has **ACHIEVED** Goal 3.

GOAL 4: CIVIC ENGAGEMENT

All residents of Utah will expand their involvement in community life as a result of participation in community-based programs held through the library.

Following are the titles of the projects and groupings of subgrant projects along with the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in

support of Goal 4. Also shown is the percentage that each expenditure represents within Goal 4 and the percentage of the entire LSTA Grants to States allotment for the three-year period.

Goal 4 Projects & Expenditures

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Thrive125: Celebrating 125 Years of Utah Statehood	\$35,074.09	39.93%	0.61%
Other Projects and Subgrants (5)	\$52,765.18	60.07%	0.91%
GOAL SUB-TOTAL	\$87,839.27	100.00%	1.52%

Goal 4 expenditures represent 1.52% of Utah’s total LSTA allotment for the FFY 2018 – FFY 2020 period.

Goal 4 Projects and Competitive Re-Grants



The Utah State Library identified only six relatively small projects as supporting Goal 4 (Civic Engagement) for the three-year FFY 2018 - FFY 2020 cycle. Two of the projects were carried out by USL and the remaining four were subgrants. Three of the subgrants were awarded to public libraries and one went to an academic library. Total expenditures on these six projects totaled less than \$100,000. While small in number, the projects were quite diverse and as a group, in fact, addressed both the Measuring Success intents under the Civic Engagement focal area (Improve users’ ability to participate in their community and Improve users’ ability to participate in community conversations around topics of concern) as well as one of the intents under the Human Services focal area (Improve users’ ability to apply information that furthers their personal, family or household finances).

The six projects ranged from contributing to the purchase of an outreach van to be used to extend services to underserved segments of one of Utah’s larger cities (Provo), to funding the startup of a “Library of Things” in a library serving a community of approximately 2,500 people.

Perhaps the most interesting of the projects (and the ones with the most directly observed civic engagement outcomes) were oral history projects. One (*Downwinders of Utah Oral History Project*) conducted and recorded 25 interviews with individuals who were exposed to nuclear fallout (downwinders) from the explosion of atomic devices in the 1950s and 1960s. LSTA funding of less than \$6,500 was leveraged into a project that involved the University of Utah and multiple public libraries around a significant topic of concern. The interviews are now part of a larger “Downwinders of Utah Archive” of the J. Willard Marriott Library at the University of Utah.

The *Online Oral History Project* carried out by the Tremonton and Garland, Utah public libraries also involved local historical societies and a senior center. Twenty-eight short oral histories were produced and the project captured the attention of residents of the area and has continued without LSTA support.

The two remaining projects categorized as Civic Engagement efforts included an attempt to mobilize public libraries in promoting and facilitating the 2020 U.S. Census (*You Matter, Be Counted: Utah Libraries and the Census*) and a statewide celebration of Utah's 125th anniversary as a state (*Thrive 125: Celebrating 125 Years of Utah Statehood*). The Census grant made 14,000 pieces of printed literature including bookmarks and posters available to libraries statewide. In addition, twelve libraries got small matching grants to purchase computers and tablets that the public could use to complete the Census questionnaire(s). The Thrive 125 included multiple components. Thirteen school and public libraries received grants of up to \$2,000 to purchase materials by Utah authors or about the state, its history, and its environs. A second component was a statewide "One Book" (*One Book: One Utah*) program that included both physical and virtual elements. Although quite successful in some communities, the project did not achieve the statewide impact that USL had hoped for.

A-1. The Utah State Library identified only six relatively small projects as supporting Goal 4 (Civic Engagement) for the three-year FFY 2018 - FFY 2020 cycle. Expenditures on these six projects totaled less than \$100,000. While small in number, the projects were quite diverse and as a group, in fact, addressed both of the Measuring Success intents under the Civic Engagement focal areas (Improve users' ability to participate in their community and Improve users' ability to participate in community conversations around topics of concern) as well as one of the intents under the Human Services focal area (Improve users' ability to apply information that furthers their personal, family or household finances).

The description of potential Goal 4 projects and activities that were included in the 2018 - 2022 LSTA Five-Year Plan were ambitious and expansive. Envisioned was an initiative to involve libraries in an active way in addressing citizenship and immigration challenges and facilitating community discussion and understanding of topics surrounding diversity, equity, and inclusion. Specific desired outcomes stated in the LSTA Plan include:

- To increase the knowledge of Utah residents born outside of this country about U.S. citizenship and immigration issues;
- To increase the knowledge of children, parents, extended family, and caregivers about the role of culture, heritage, and language as powerful tools for strengthening families and communities; and,
- To increase the knowledge of children, parents, extended family, and caregivers about the culture, heritage, and language diversity of Utah families.

These outcomes were not achieved because of challenges related to staff capacity, available expertise, and the Covid-19 pandemic.

At the same time, progress was made toward outcomes related to community partnerships and

collections that reflect a larger degree of diversity. In fact, much of what was accomplished in these areas came through projects carried out in support of Goal 1 (Information Access) or Goal 3 (Lifelong Learning). Finally, a current effort is underway through a grant round that focuses on diversity in adult collections. In short, the picture of success in Goal 4 is incomplete at this time. The evaluators conclude that USL has only **PARTLY ACHIEVED** Goal 4.

Retrospective Assessment Questions A-2 and A-3

A-2. See Appendix F: USL carried out at least one project associated with each of the six focal areas; however, activities in the Human Services and Economic and Employment Development areas were limited (one small project in each category). Twenty-two (22) of sixty-five (65) distinct projects (those that spanned multiple years were counted only once) concentrated on the Information Access Focal area. Eighteen (18) projects had an Institutional Capacity focus and seventeen (17) map to the Lifelong Learning area. Six projects had a Civic Engagement focus.

Nineteen (19) projects undertaken in the three year period covered by the evaluation served to further the “Improve users’ ability to obtain and/or use information resources” intent. Fourteen (14) projects identified the “Improve users’ general knowledge and skills” intent and ten involved “Improving the library’s physical and technological infrastructure.” By far the greatest portion of USL’s LSTA expenditures fell into the Information Access focal area and the “Improve users’ ability to obtain and/or use information resources” intent.

A-3. See Appendix G: No single project qualifies as being a substantial focus on the basis of the ten percent (10%) expenditure specified by IMLS in the evaluation guidelines. However, this does not mean that USL’s implementation of the Grants to States program did not significantly impact some of the identified groups. Included are individuals with disabilities (a grant to *Blind and Disabled Services*), school-aged youth (6-17) (through a large number of subgrants to school and public libraries), and, in a less focused way, individuals living below the poverty line (many of the areas served by the Bookmobile are economically disadvantaged).

Process Questions B-1, B-2, and B-3

B-1. USL uses both U.S. Census and PLS data to identify areas of the state with special or exceptional needs. This information is sometimes applied in determining the focus of subgrant categories and, in some cases, grant allocations for subgrants.

B-2. No amendments were made to the plan and, while methods of carrying out projects were frequently changed, the goals were not altered.

B-3. Information and data collected for SPR reporting has been shared in Governor's reports, in the USL Annual Report, with the USL Board, and with other stakeholders, primarily members of the broader library community. USL also prepared and shared infographics based on SPR and

PLSS with legislators and with other public officials. USL's activities and outcomes are frequently shared with LSTA coordinators from other states.

Methodology Questions C-1, C-2, C-3, and C-4

C-1. To ensure rigorous and objective evaluation of the USL implementation of the LSTA Grants to States program, the Utah Division of Purchasing issued an RFP on behalf of the Utah State Library (Solicitation LD21-59). As a result of the competitive bidding process, QualityMetrics LLC, a library consulting firm headquartered in Silver Spring Maryland, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics LLC 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 has in-depth evaluation experience and demonstrated professional competency in conducting LSTA Grants to States evaluations. QualityMetrics Director and Chief Executive Officer Dr. Martha Kyrillidou, carried out more than 20 such evaluations during the 2013 - 2017 evaluation cycle. In addition, QualityMetrics associate consultant, William Wilson, has been part of a total of more than 50 LSTA grants to states evaluations over the course of every five-year cycle since 2002, first as a partner in Himmel & Wilson, Library Consultants, and more recently as a research consultant with QualityMetrics.

C-2. QualityMetrics, LLC deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. Reviewing demographic data, quantitative PLS data, and State Program Report (SPR) data formed the basis of our knowledge from the stage of responding to the RFP for an independent evaluator and throughout the evaluation process. Providing a cloud-based storage space for USL to deposit additional data and files and reflect on the program was the basis of our initial interaction. QualityMetrics conducting an initial Zoom conference call with representatives of the Utah State Library at the beginning of the evaluation process and a second phone call to discuss the agencies self-reflection on whether goals have been achieved, partly achieved, or not achieved. The evaluators then stayed in regular touch (monthly sessions) with the agency as the evaluation team was gathering data. In addition to updating USL leadership on progress, the sessions were used to resolve emerging questions and to solicit additional relevant information. Data gathering included (a) interviews with agency staff members, (b) interviews with project managers for various SPR reported projects and activities, (c) focus group discussions with project teams, (d) focus group discussions with project and activity beneficiaries (Appendix D), (e) a broad based short survey for library staff and stakeholders with some knowledge and engagement with LSTA funded activities. The survey collected primarily qualitative contextual information about past activities and future needs (Appendix E and I).

Researchers and evaluators across the globe are adjusting to the new realities that accompany the pandemic. The following quote from another researcher is telling: "COVID-19 presented special circumstances, and a number of considerations had to be taken into account to complete our research. The pandemic, due to its travel restrictions and social distancing

limitations, necessitated many changes in how evaluation work is done and how we engage policymakers and program managers.⁶ QualityMetrics replaced face-to-face interviews with remote interviews and maximized the use of technology. We also made attempts to reach out to marginalized populations (small and rural libraries, and, in particular, users of talking books services). We also enhanced the use of triangulation to validate remote data.

While no on-site visit to the State Library was conducted during this evaluation period, both of the primary investigators for QualityMetrics (Dr. Martha Kyrillidou and Mr. William Wilson) had visited the Utah State Library in Salt Lake City, UT as part of the 2013-2017 LSTA evaluation cycle and consequently were somewhat familiar with USL's operation. Virtual (Zoom) one-on-one interviews were held with the agency State Librarian and with key staff engaged in LSTA and in specific projects carried out under the LSTA Five-Year Plan. The Five-Year Evaluation is a summative assessment and as such the availability of the SPR data was extremely useful, more so than other times.

The evaluators have observed that COVID-19 circumstances have strengthened the state library agencies' role in many states. During this time of crisis the library profession and communities were seeking advice and often turned to their state library for some answers. This appears to have been the case in Utah. The Utah State Library responded by holding more frequent virtual meetings with various groups. This also tended to elevate the importance of the LSTA activities, even those that were disrupted by the pandemic. Creative solutions were often identified to maintain the spirit of subgrant efforts even when anticipated activities became impossible to complete. In some ways, the record of virtual programming is more evident and its impact more readily documented. However, the evaluators were concerned that we run the danger of minimizing the adverse effects on marginalized communities which often are more difficult to reach during times of crisis such as COVID-19 presented.

The toll on the mental health of the communities has also been evident as these restrictions are establishing new norms for interacting in person. Student learning and well being have been concerns as the education life cycle was disrupted. Opportunities to help students catch up with unfinished learning were plentiful and many state library agencies, including USL, have adjusted or augmented their database offerings to help home-schooled children and teens. Monitoring community behaviors took place frequently during the pandemic, often resulting in people feeling over-surveyed in many instances.

A web-based survey targeting the library community was conducted between November 30 - December 13, 2021. The survey provided some supplementary quantitative information as well

⁶ OECD/DAC and IEO/UNDP (2020) Guidance Note: Good practices during COVID-19; UNICEF Evaluation Office (2020) Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis; WFP Office of Evaluation (2020) Technical Note for {Planning and Conducting Evaluations During COVID-19; UNFPA Evaluation Office (2020) Adapting evaluations to the COVID-19 pandemic; UNDP Independent Evaluation Office (2020) Event planning and implementation during COVID-19; ILO Evaluation Office (2020) Implications of COVID-19 on evaluations in the ILO; FAO Office of Evaluations (2020) Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-190 crisis and restrictions.

as considerable qualitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

Validity and reliability analysis reflect a positivist worldview and 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 numerous conversations through Zoom and phone interviews. The quality and rigor of the phone interviews in the LSTA evaluation of USL's LSTA implementation have been enhanced by references to external website links, google maps, internal triangulation and, in some instances, by asking interviewees to allow the conversation to be recorded with assurances for confidentiality by the evaluators. Recorded conversations also allow the evaluators to reflect and refine their interpretations in a reliable manner. Quality and rigor were also enhanced by having two evaluators attend most focus groups and interview. Shared note-taking was available in real time through shared google documents and drive access. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of USL's LSTA program was accumulating from one interaction to the next. The validity of the inquiry was strengthened with the informed selection of the subjects by the USL leadership team and staff.

C-3. Numerous small-group virtual sessions and telephone interviews were conducted with librarians and other persons with knowledge of LSTA-funded initiatives in Utah. Occasionally, these interactions were enhanced by virtual tours of their library buildings or neighborhoods around libraries using Google Street View. One-on-one interviews were also conducted with consumers of the *Blind and Disabled Services* program.

The focus groups and interviews provided both qualitative evidence and context that supplemented a review of agency-supplied statistical data and information and data submitted in the form of the State Program Reports (SPRs).

Interviewees shared their knowledge of LSTA utilization, enhancing interactions and depth and quality of the conversations. Furthermore, principal investigators Martha Kyrillidou and Bill Wilson conducted both separate and joint interviews and group sessions and shared and discussed their observations in order to develop a shared understanding of the meaning of the library experience in Utah and how it was supported by the Utah State Library with LSTA support. Both investigators participated in many of the agency interviews, allowing for the concept of triangulation to be implemented as evaluators debriefed and compared interpretations and understandings.

C-4. The evaluation document will be posted on USL website and relevant excerpts will be shared with state library staff, with the Department of Cultural and Community Engagement (DCCE) administration, and with the Utah State Library Board. Elements of the assessment report will also be shared in formal reports and presentations and in informal conversations with stakeholders, and, when appropriate, with legislators and other public officials.

APPENDICES

Appendix A: Acronyms

ACS - American Community Survey
ARPA - American Recovery Plan Act
ASSET - Assisting Students for a Stronger Emery Tomorrow
BARD - Braille and Audio Reading Download
BYU - Brigham Young University Lee Library
CARES - Coronavirus Aid, Relief and Economic Security Act
COP - Community of Practice
CSLP - Collaborative Summer Library Program
DPLA - Digital Public Library of America
EISi - Elementary/Secondary Information System
E-Rate - the schools and libraries universal service support program
FFY - Federal Fiscal Year
FTE - Full Time Equivalent
GLAM - Galleries, Libraries, Archives, and Museums
ILS - Integrated Library System
IMLS - Institute of Museum and Library Services
LSTA - Library Services and Technology Act
NAAL - National Assessment of Adult Literacy
NCES - National Center for Educational Statistics
OBE - Outcome-Based Evaluation
OCLC - Online Computer Library Center
OPAC - online public access catalog
PLS - Public Libraries Survey
POP - Patron Outreach Project
RFID - Rural Futuristic Institutional Development
ROI - return-on-investment
SLAA - State Library Administrative Agency
SPR - State Program Report
STEAM - Science, Technology, Engineering, Arts, Mathematics
STEM - Science, Technology, Engineering, and Math
UALC - Utah Academic Library Consortium
UKRTR - Utah Kids Ready to Read
USL - Utah State Library
VR - Virtual Reality
WSU - Weber State University

Appendix B: Interviewees/ Focus Groups

Interview	Stakeholder	Title	Day
#1	Chaundra Johnson	State Librarian	11/1/2021
#2	Marguerite Mower	USL Board Chair	11/1/2021
#3	Merrily Cannon	Interim Development Manager	11/1/2021
#4	Lisa Nelson	Blind Library Program Manager	11/2/2021
#5	Mallory Bateman	Utah State Data Coordinator	11/2/2021
#6	Marie Erickson	Resources Program Manager	11/5/2021
#7	Rachel Cook	LSTA Coordinator	11/5/2021
#8	Heidi Fendrick	USL State Data Coordinator	11/8/2021
#9	Tami Goetz	STEM Action Center Director	11/9/2021
#10	Chris Haught	SEDC Library and Autism Specialist	11/23/2021
#11	Chrsitina Reyes	Bookmobile Team Head/Supervisor	1/7/2022
#12	Liz Gabbitas	Consultant	2/10/2022
#13	Dan Compton	Past ULA President/Summit County Library Director	2/16/2022

Focus Group	Stakeholders	Number of Proposed Participants	Date
#1	STEM Action Center Team	15	12/1/2021
#2	Bookmobile Team	8	1/31/2022
#3	Resources Team (sans Marie)	7	2/8/2022
#4	Other USL Programs (include Jeri, Liz, Cristina)	3	2/16/2022
#5	Reader's Advisors/Blind staff (sans Lisa)	8	2/16/2022
#6	Library Board	9	2/24/2022

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

- SPR data (FFY 2018-2020)
- PLS Statistics (FY 2018 - 2020)
- Agency website and social media
- LSTA Program 2018-2022

Federal Government Publications

Federal Agency Data Sources

- Institute of Museum and Library Services, [State Program Report \(SPR\) report](#)
- Institute of Museum and Library Services, [Public Library Statistics](#)
- Institute of Museum and Library Services, [State Profiles](#)
- Institute of Museum and Library Services, [“Grants to States” Conference](#)
- Institute of Museum and Library Services, [State Library Administrative Agency Survey](#)
- National Center for Education Statistics, [Academic Libraries](#)
- National Center for Education Statistics, [Elementary and Secondary Information System](#)
- United States Census Bureau, [Decennial Census](#) (April 1, 2020)

Evaluation Resources and COVID-19

- OECD/DAC and IEO/UNDP (2020) [Guidance Note: Good practices during COVID-19.](#)
- UNICEF Evaluation Office (2020) [Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis.](#)
- WFP Office of Evaluation (2020) [Technical Note for Planning and Conducting Evaluations During COVID-19.](#)
- UNFPA Evaluation Office (2020) [Adapting evaluations to the COVID-19 pandemic.](#)
- UNDP Independent Evaluation Office (2020) [Event planning and implementation during COVID-19.](#)
- ILO Evaluation Office (2020) [Implications of COVID-19 on evaluations in the ILO.](#)
- FAO Office of Evaluations (2020) [Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-19 crisis and restrictions.](#)

Other Resources

- Ethel Himmel and William J. Wilson. The Functions and Roles of State Library Agencies. American Library Association, Chicago, 2000.
- The Institute of Museum and Library Services. 2021. [Functions and Roles of State Libraries: 2000 and 2020.](#) Washington, DC: Institute of Museum and Library Services.

- The Institute of Museum and Library Services. (2021). [The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic](#). Washington, DC: The Institute.
- The Institute of Museum and Library Services. 2021. [Understanding the Social Wellbeing Impacts of the Nation's Libraries and Museums](#). 2021 Report. Washington DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. 2021. [Functions and Roles of State Libraries: 2000 and 2020](#). Washington, DC: Institute of Museum and Library Services.
- Measures that Matter. [Workforce Development Literature Review](#), January 12, 2021.
- Pelczar, M., Frehill, L. M., Nielsen, E, Kaiser, A., Hudson, J., & Wan, T. (2021). [Characteristics of Public Libraries in the United States: Results from the FY 2019 Public Libraries Survey](#). Institute of Museum and Library Services: Washington, D.C. Results from the SDC E-Resources Survey (received January 2022).
- Sarah Mervosh, "[The pandemic hurt these students the most.](#)" In print "Pandemic widened U.S. Educational Gap into a Gulf, Research Suggests." *New York Times*, July 28, 2021, Section A, Page 13.
- The School Librarian Investigation: Decline or Evolution? <https://libslide.org/>

Appendix D: Focus Group Questions and Interview Guidelines

Focus groups

General Questions

1. What stands out as being the most effective use of LSTA in Utah over the last three years?
2. Are there specific examples of projects that you think were the most impactful on the lives of the citizens of Utah?
3. Are there specific changes in how LSTA funds should be expended in the future? Are there new or emerging needs that are unmet that need to be addressed?

Potential Follow-up Questions

1. What type of programs work for library patrons and staff, in general?
2. What type of programs work for public library patrons, school and academic library clientele, and library staff specifically?
3. What do non-participating libraries and borderline participants need to be able to participate in, grant funded projects or statewide programs?
4. How will the library patrons and library staff be satisfied with the delivery of services?
5. What programs will result in cost savings for participating libraries?

Outcome Questions

1. Will more patrons use the library services because of the grant programs?
2. Will there be an increase in community involvement in relation to the grant programs?
3. Will customer service improve due to staff training from LSTA funded events?
4. Will the statewide programs enhance libraries' abilities to serve patrons?

Interview guidelines

1. Introductions (include that you are working for QualityMetrics, a library consulting firm headquartered in Silver Spring, Maryland, established in 2016). Ask them to tell you a bit about themselves.
2. Ask their familiarity with LSTA program. If they are unfamiliar you can provide some or all of the below info -
 - a. *The Library Services and Technology Act's (LSTA) "Grants to States" program is the single largest source of ongoing federal funding for libraries. Many states spend funds on a combination of statewide initiatives and on subgrants awarded to individual libraries to enable them to launch innovative efforts or to extend services to populations that are difficult to reach.*

- b. *The LSTA program requires that each state conduct an evaluation of its LSTA program every five years. These evaluations are overseen by the Institute of Museum and Library Services but are conducted by independent evaluators. QualityMetrics was selected to conduct the state-level evaluations for nine states in the Northeast and our company is also working with more than a dozen additional states and territories. The results of our review are due to be submitted to IMLS in March of 2022.*
- 3. FOR THOSE WHO DO NOT WORK FOR THE SLAA (who manage a project):
 - a. Ask them to talk about the particular grant/s they worked with. Allow them to lead the conversation in an exploratory fashion. Ask follow up questions.
 - b. Identify where there are materials or data from their projects that it would be useful for us to see.
- 4. FOR THOSE WHO DO NOT WORK FOR THE SLAA (high level stakeholder):
 - a. Go through the plan goal by goal, remind them of the goal wording and the percent of funds the state spent on it, get their reflections on progress toward each goal.
 - b. Are there any future needs we should be emphasizing in the evaluation?
- 5. FOR SLAA STAFF on specific projects:
 - a. Ask them to talk about the particular programs they are responsible for
 - b. Let them know the data available (SPR, output, etc.) and verify that there is no other data or materials they have that would be helpful to us. If they only listed outputs in the SPR outcomes data, ask about plans for outcome data in the future.
 - c. What do you see as the needs moving forward for the next seven years?
- 6. ALL: What impact have you seen LSTA dollars have on your state?
- 7. ALL: Is there anything you think we should have asked that we didn't?

Appendix E: Web-Survey Instrument

Utah LSTA Survey 2021

WELCOME

Every five years, each state library administrative agency (SLAA) in the nation (The Utah State Library [USL] is Utah's official SLAA) is required to conduct an independent evaluation of its implementation of the Library Services and Technology Act (LSTA) "Grants to States" program. This evaluation must be submitted in order to qualify for ongoing Federal funding.

Following close on the heels of the evaluation is the requirement for the submission of a new state-level five-year plan for the LSTA program. QualityMetrics, LLC, a firm that specializes in evaluation and planning for libraries, is carrying out the evaluation on behalf of the Utah State Library.

QualityMetrics has been gathering information and data from a number of different sources including the State Program Report (SPR) that USL submits annually to the Institute of Museum and Library Services (IMLS), internal statistical and narrative reports, survey data, and personal interviews with USL staff as well as with representatives of the library community in the state. We'd like your help in assessing the impact of the LSTA program on your library and on the people that your library serves.

You are invited to share your thoughts and ideas by answering three short questions. The survey should take you no more than five to ten minutes to complete. The first question asks you to look back over the last few years and to consider how the LSTA program has benefitted libraries and library users. Second, we'd like to invite you to think about the future and to suggest new ways in which you think LSTA funds should be invested. Finally, we want to give you an opportunity to offer any other observations about Utah's LSTA program (positive or negative). Thank you in advance for helping the Utah State Library serve your community better!

BACKGROUND

Utah receives approximately \$1.8 million in LSTA Grants to States funding each year. The largest portion of this funding (about 77%) has been allocated to support of Information Access with programs such as eMaterials, Utah's Online Public Library, Children and Teen Book Collection Enhancement Project, Bookmobile, Library Resources Program, and library services for individuals with impaired vision or disabilities that prevent them from using standard print resources.

The second largest portion (21%) of the budget supports Institutional Capacity with programs such as Lender Support Program, Summer Reading Program, Technology Enhancement Minigrants, Virtual Reality (VR) Access and Exposure Grant, RFIDing the Library, and Innovation Center for Future-Ready Teaching and Learning.

The third largest portion (2%) supports Lifelong Learning with programs such as FULL S.T.E.A.M Ahead, Empowering Students with Emerging Technology, STEAM makers, Better Days 2020, Virtual Learning with Real World Applications, and Utah Kids Ready to Read.

The smallest portion (1%) supports Civic Engagement with programs such as Downwinders of Utah Oral History Project and You Matter, Be Counted: Utah Libraries and the Census.

LSTA dollars are used to supplement state and local funds and to foster creativity and innovation in meeting the needs of Utah's existing and potential library users and citizens.

1) Please indicate the degree to which you are aware of the following programs and services offered by the State Library

	Totally unaware	Somewhat aware	Very aware	Not applicable / do not use
Utah's Online Library Databases	()	()	()	()
Utah State Library for the Blind and Disabled	()	()	()	()
Overdrive	()	()	()	()
LSTA Sub-Grants	()	()	()	()

2) Think back over the past three years (2018, 2019, and 2020). Which, if any, of the LSTA-supported programs mentioned above have had the greatest impact on your library and on the people your library serves? How is library service in your community better because of the investment of LSTA funds?

LOOKING FORWARD

3) Look ahead to the next five years (2023 - 2027). Are there changes in the way that LSTA dollars are invested that you think would significantly improve library services in Utah? If so, what are they and why do you think that the change(s) would make a difference. *(Note that LSTA funding cannot be used for building facilities or for lobbying purposes.)*

OTHER COMMENTS

4) Please feel free to offer any additional comments about Utah's LSTA program. What do you like or dislike about the program? What could be improved? *(Note that your responses are confidential and comments will not be identified with an individual or with a specific library.)*

OPTIONAL DEMOGRAPHIC QUESTIONS

- 5) The library that I represent is:
- A public library
 - A school library
 - An academic library
 - A special library
 - Other (Please specify below.)

If you responded "Other" to the question above, please specify the type of library you represent in the text box provided below.

6) My role in the library that I represent is:

- Director
- Manager or Department Head
- Youth Services Librarian
- Adult Services Librarian
- Technical Services Librarian
- Technology Specialist
- Library Trustee
- Other (Please specify below.)

If you responded "Other" to the question above, please specify your role in the library you represent in the text box provided below.

Thank You!

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

Appendix F: Measuring Success Crosswalk Tables

UTAH GOAL 1 Measuring Success Focal Areas and Intents	1.1 eMaterials													1.2 Utah's Online Public Library													1.3 Children and Teen Book Collection Enhancement													1.4 Bookmobile													1.5 Blind and Disabled Services													1.6 Library Resources Program													1.7 A Library for Odyssey House													1.8 Where Are the Books?													1.9 Literacy Kits													1.10 Regional Nonprofit Support Center													1.11 Overhead and 3D Camera Digitization													1.12 Bringing Life to Historical Digitized Collections													1.13 Assisting Students for a Stronger Emery Tomorrow													1.14 Class VR													1.15 Suicide Prevention Through Private Information Access													1.16 COVID Wifi Support Migrant													1.17 eMaterials for School Libraries													1.18 Coalville Express Hours													1.19 The Wasatch Back Meets the Uintah Basin													1.20 Utah Code Annotated Digitization													1.21 Digitizing Logan History													1.22 Orem Art Collection Digitization													1.23 Biography Boost																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12	1.13	1.14	1.15	1.16	1.17	1.18	1.19	1.20	1.21	1.22	1.23	1.24	1.25	1.26	1.27	1.28	1.29	1.30	1.31	1.32	1.33	1.34	1.35	1.36	1.37	1.38	1.39	1.40	1.41	1.42	1.43	1.44	1.45	1.46	1.47	1.48	1.49	1.50	1.51	1.52	1.53	1.54	1.55	1.56	1.57	1.58	1.59	1.60	1.61	1.62	1.63	1.64	1.65	1.66	1.67	1.68	1.69	1.70	1.71	1.72	1.73	1.74	1.75	1.76	1.77	1.78	1.79	1.80	1.81	1.82	1.83	1.84	1.85	1.86	1.87	1.88	1.89	1.90	1.91	1.92	1.93	1.94	1.95	1.96	1.97	1.98	1.99	2.00	2.01	2.02	2.03	2.04	2.05	2.06	2.07	2.08	2.09	2.10	2.11	2.12	2.13	2.14	2.15	2.16	2.17	2.18	2.19	2.20	2.21	2.22	2.23	2.24	2.25	2.26	2.27	2.28	2.29	2.30	2.31	2.32	2.33	2.34	2.35	2.36	2.37	2.38	2.39	2.40	2.41	2.42	2.43	2.44	2.45	2.46	2.47	2.48	2.49	2.50	2.51	2.52	2.53	2.54	2.55	2.56	2.57	2.58	2.59	2.60	2.61	2.62	2.63	2.64	2.65	2.66	2.67	2.68	2.69	2.70	2.71	2.72	2.73	2.74	2.75	2.76	2.77	2.78	2.79	2.80	2.81	2.82	2.83	2.84	2.85	2.86	2.87	2.88	2.89	2.90	2.91	2.92	2.93	2.94	2.95	2.96	2.97	2.98	2.99	3.00	3.01	3.02	3.03	3.04	3.05	3.06	3.07	3.08	3.09	3.10	3.11	3.12	3.13	3.14	3.15	3.16	3.17	3.18	3.19	3.20	3.21	3.22	3.23	3.24	3.25	3.26	3.27	3.28	3.29	3.30	3.31	3.32	3.33	3.34	3.35	3.36	3.37	3.38	3.39	3.40	3.41	3.42	3.43	3.44	3.45	3.46	3.47	3.48	3.49	3.50	3.51	3.52	3.53	3.54	3.55	3.56	3.57	3.58	3.59	3.60	3.61	3.62	3.63	3.64	3.65	3.66	3.67	3.68	3.69	3.70	3.71	3.72	3.73	3.74	3.75	3.76	3.77	3.78	3.79	3.80	3.81	3.82	3.83	3.84	3.85	3.86	3.87	3.88	3.89	3.90	3.91	3.92	3.93	3.94	3.95	3.96	3.97	3.98	3.99	4.00	4.01	4.02	4.03	4.04	4.05	4.06	4.07	4.08	4.09	4.10	4.11	4.12	4.13	4.14	4.15	4.16	4.17	4.18	4.19	4.20	4.21	4.22	4.23	4.24	4.25	4.26	4.27	4.28	4.29	4.30	4.31	4.32	4.33	4.34	4.35	4.36	4.37	4.38	4.39	4.40	4.41	4.42	4.43	4.44	4.45	4.46	4.47	4.48	4.49	4.50	4.51	4.52	4.53	4.54	4.55	4.56	4.57	4.58	4.59	4.60	4.61	4.62	4.63	4.64	4.65	4.66	4.67	4.68	4.69	4.70	4.71	4.72	4.73	4.74	4.75	4.76	4.77	4.78	4.79	4.80	4.81	4.82	4.83	4.84	4.85	4.86	4.87	4.88	4.89	4.90	4.91	4.92	4.93	4.94	4.95	4.96	4.97	4.98	4.99	5.00	5.01	5.02	5.03	5.04	5.05	5.06	5.07	5.08	5.09	5.10	5.11	5.12	5.13	5.14	5.15	5.16	5.17	5.18	5.19	5.20	5.21	5.22	5.23	5.24	5.25	5.26	5.27	5.28	5.29	5.30	5.31	5.32	5.33	5.34	5.35	5.36	5.37	5.38	5.39	5.40	5.41	5.42	5.43	5.44	5.45	5.46	5.47	5.48	5.49	5.50	5.51	5.52	5.53	5.54	5.55	5.56	5.57	5.58	5.59	5.60	5.61	5.62	5.63	5.64	5.65	5.66	5.67	5.68	5.69	5.70	5.71	5.72	5.73	5.74	5.75	5.76	5.77	5.78	5.79	5.80	5.81	5.82	5.83	5.84	5.85	5.86	5.87	5.88	5.89	5.90	5.91	5.92	5.93	5.94	5.95	5.96	5.97	5.98	5.99	6.00	6.01	6.02	6.03	6.04	6.05	6.06	6.07	6.08	6.09	6.10	6.11	6.12	6.13	6.14	6.15	6.16	6.17	6.18	6.19	6.20	6.21	6.22	6.23	6.24	6.25	6.26	6.27	6.28	6.29	6.30	6.31	6.32	6.33	6.34	6.35	6.36	6.37	6.38	6.39	6.40	6.41	6.42	6.43	6.44	6.45	6.46	6.47	6.48	6.49	6.50	6.51	6.52	6.53	6.54	6.55	6.56	6.57	6.58	6.59	6.60	6.61	6.62	6.63	6.64	6.65	6.66	6.67	6.68	6.69	6.70	6.71	6.72	6.73	6.74	6.75	6.76	6.77	6.78	6.79	6.80	6.81	6.82	6.83	6.84	6.85	6.86	6.87	6.88	6.89	6.90	6.91	6.92	6.93	6.94	6.95	6.96	6.97	6.98	6.99	7.00	7.01	7.02	7.03	7.04	7.05	7.06	7.07	7.08	7.09	7.10	7.11	7.12	7.13	7.14	7.15	7.16	7.17	7.18	7.19	7.20	7.21	7.22	7.23	7.24	7.25	7.26	7.27	7.28	7.29	7.30	7.31	7.32	7.33	7.34	7.35	7.36	7.37	7.38	7.39	7.40	7.41	7.42	7.43	7.44	7.45	7.46	7.47	7.48	7.49	7.50	7.51	7.52	7.53	7.54	7.55	7.56	7.57	7.58	7.59	7.60	7.61	7.62	7.63	7.64	7.65	7.66	7.67	7.68	7.69	7.70	7.71	7.72	7.73	7.74	7.75	7.76	7.77	7.78	7.79	7.80	7.81	7.82	7.83	7.84	7.85	7.86	7.87	7.88	7.89	7.90	7.91	7.92	7.93	7.94	7.95	7.96	7.97	7.98	7.99	8.00	8.01	8.02	8.03	8.04	8.05	8.06	8.07	8.08	8.09	8.10	8.11	8.12	8.13	8.14	8.15	8.16	8.17	8.18	8.19	8.20	8.21	8.22	8.23	8.24	8.25	8.26	8.27	8.28	8.29	8.30	8.31	8.32	8.33	8.34	8.35	8.36	8.37	8.38	8.39	8.40	8.41	8.42	8.43	8.44	8.45	8.46	8.47	8.48	8.49	8.50	8.51	8.52	8.53	8.54	8.55	8.56	8.57	8.58	8.59	8.60	8.61	8.62	8.63	8.64	8.65	8.66	8.67	8.68	8.69	8.70	8.71	8.72	8.73	8.74	8.75	8.76	8.77	8.78	8.79	8.80	8.81	8.82	8.83	8.84	8.85	8.86	8.87	8.88	8.89	8.90	8.91	8.92	8.93	8.94	8.95	8.96	8.97	8.98	8.99	9.00	9.01	9.02	9.03	9.04	9.05	9.06	9.07	9.08	9.09	9.10	9.11	9.12	9.13	9.14	9.15	9.16	9.17	9.18	9.19	9.20	9.21	9.22	9.23	9.24	9.25	9.26	9.27	9.28	9.29	9.30	9.31	9.32	9.33	9.34	9.35	9.36	9.37	9.38	9.39	9.40	9.41	9.42	9.43	9.44	9.45	9.46	9.47	9.48	9.49	9.50	9.51	9.52	9.53	9.54	9.55	9.56	9.57	9.58	9.59	9.60	9.61	9.62	9.63	9.64	9.65	9.66	9.67	9.68	9.69	9.70	9.71	9.72	9.73	9.74	9.75	9.76	9.77	9.78	9.79	9.80	9.81	9.82	9.83	9.84	9.85	9.86	9.87	9.88	9.89	9.90	9.91	9.92	9.93	9.94	9.95	9.96	9.97	9.98	9.99	10.00	10.01	10.02	10.03	10.04	10.05	10.06	10.07	10.08	10.09	10.10	10.11	10.12	10.13	10.14	10.15	10.16	10.17	10.18	10.19	10.20	10.21	10.22	10.23	10.24	10.25	10.26	10.27	10.28	10.29	10.30	10.31	10.32	10.33	10.34	10.35	10.36	10.37	10.38	10.39	10.40	10.41	10.42	10.43	10.44	10.45	10.46	10.47	10.48	10.49	10.50	10.51	10.52	10.53	10.54	10.55	10.56	10.57	10.58	10.59	10.60	10.61	10.62	10.63	10.64	10.65	10.66	10.67	10.68	10.69	10.70	10.71	10.72	10.73	10.74	10.75	10.76	10.77	10.78	10.79	10.80	10.81	10.82	10.83	10.84	10.85	10.86	10.87	10.88	10.89	10.90	10.91	10.92	10.93	10.94	10.95	10.96	10.97	10.98	10.99	11.00	11.01	11.02	11.03	11.04	11.05	11.06	11.07	11.08	11.09	11.10	11.11	11.12	11.13	11.14	11.15	11.16	11.17	11.18	11.19	11.20	11.21	11.22	11.23	11.24	11.25	11.26	11.27	11.28	11.29	11.30	11.31	11.32	11.33	11.34	11.35	11.36	11.37	11.38	11.39	11.40	11.41	11.42	11.43	11.44	11.45	11.46	11.47	11.48	11.49	11.50	11.51	11.52	11.53	11.54	11.55	11.56	11.57	11.58	11.59	11.60	11.61	11.62	11.63	11.64	11.65	11.66	11.67	11.68	11.69	11.70	11.71	11.72	11.73	11.74	11.75	11.76	11.77	11.78	11.79	11.80	11.81	11.82	11.83	11.84	11.85	11.86	11.87	11.88	11.89	11.90	11.91	11.92	11.93	11.94	11.95	11.96	11.97	11.98	11.99	12.00	12.01	12.02	12.03	12.04	12.05	12.06	12.07	12.08	12.09	12.10	12.11	12.12	12.13	12.14	12.15	12.16	12.17	12.18	12.19	12.20	12.21	12.22	12.23	12.24	12.25	12.26	12.27	12.28	12.29	12.30	12.31	12.32	12.33	12.34	12.35	12.36	12.37	12.38	12.39	12.40	12.41	12.42	12.43	12.44	12.45	12.46	12.47	12.48	12.49	12.50	12.51	12.52	12.53	12.54	12.55	12.56	12.57	12.58	12.59	12.60	12.61	12.62	12.63	12.64	12.65	12.66	12.67	12.68	12.69	12.70	12.71	12.72	12.73	12.74	12.75	12.76	12.77	12.78	12.79	12.80	12.81	12.82	12.83	12.84	12.85	12.86	12.87	12.88	12.89	12.90	12.91	12.92	12.93	12.94	12.95	12.96	12.97	12.98	12.99	13.00	13.01	13.02	13.03	13.04	13.05	13.06	13.07	13.08	13.09	13.10	13.11	13.12	13.13	13.14	13.15	13.16	13.17	13.18	13.19	13.20	13.21	13.22	13.23	13.24	13.25	13.26	13.27	13.28	13.29	13.30	13.31	13.32	13.33	13.34	13.35	13.36	13.37	13.38	13.39	13.40	13.41	13.42	13.43	13.44	13.45	13.46	13.47	13.48	13.49	13.50	13.51	13.52	13.53	13.54	13.55	13.56	13.57	13.58	13.59	13.60	13.61	13.62	13.63	13.64	13.65	13.66	13.67	13.68	13.69	13.70	13.71	13.72	13.73

UTAH GOAL 2 Measuring Success Focal Areas and Intents

	2.1 Lender Support Program	2.2 Borrower Support Pilot Grant	2.3 Virtual Reality Access and Exposure	2.4 Building Blocks of Technology	2.5 Preparing STEM Librarians	2.6 Expanding Technology for Education	2.7 Rural Futuristic Institutional Development	2.8 Smart Room for a Smarter Community	2.9 Continuing Education Resources	2.10 Utah State Library Listening Tour	2.11 Innovation Center For Future-Ready Teaching and Learning	2.12 Bringing the Logan Library into the 21st Century	2.13 Summer Reading Support Grant	2.14 Bringing 21st Century Privacy, Social Distancing, Health and Safety	2.15 Leveling Up our Circulation Minigrants	2.16 Sarasota Springs Library Facility Needs Assessment	2.17 Updating Utah Library Barcodes	2.18 RFIDing the Library
Lifelong Learning		YES									YES							
Improve users' formal education											YES							
Improve users' general knowledge and skills		YES																
Information Access	YES	YES					YES											
Improve users' ability to discover information resources																		
Improve users' ability to obtain and/or use information resources	YES	YES					YES											
Institutional Capacity			YES	YES	YES	YES	YES		YES	YES	YES	YES		YES	YES	YES	YES	YES
Improve the library workforce				YES														
Improve the library's physical and technological infrastructure			YES		YES	YES	YES				YES	YES						
Improve library operations								YES	YES						YES	YES	YES	
Economic & Employment Development													YES					
Improve users' ability to use resources and apply information for employment support													YES					
Improve users' ability to use and apply business resources																		
Human Resources																		
Improve users' ability to apply information that furthers their personal, family or household finances																		
Improve users' ability to apply information that furthers their personal or family health & wellness																		
Improve users' ability to apply information that furthers their parenting and family skills																		

UTAH GOAL 3 Measuring Success Focal Areas and Intents

	1.1 Utah Kids Ready to Read	1.2 Full S.T.E. A.M. Ahead	1.3 Full S.T.E. A.M. Ahead	1.4 We Have a Library, and it Can Do WHAT?	1.5 Encouraging Education Through Digital Empowerment	1.6 Summer Reading Program	1.7 Better Days 2020	1.8 Empowering Students with Emerging Technology	1.9 STEAM Makers	1.10 Virtual Learning with Real World Applications	1.11 Eagle Mountain Library Programming On-the-Go	1.12 Get Them Choices, Get Them Reading!	1.13 Preschool Learning for Life	1.14 Professional Development Database	1.15 Helper Outreach Program
Lifelong Learning	YES	YES	YES	YES		YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Improve users' formal education															
Improve users' general knowledge and skills	YES	YES	YES	YES		YES	YES	YES	YES	YES	YES	YES			YES
Information Access					YES										
Improve users' ability to discover information resources															
Improve users' ability to obtain and/or use information resources				YES											
Institutional Capacity															
Improve the library workforce															
Improve the library's physical and technological infrastructure															
Improve library operations															
Economic & Employment Development															
Improve users' ability to use resources and apply information for employment support															
Improve users' ability to use and apply business resources															
Human Resources															
Improve users' ability to apply information that furthers their personal, family or household finances															
Improve users' ability to apply information that furthers their personal or family health & wellness															
Improve users' ability to apply information that furthers their parenting and family skills															
Civic Engagement															
Improve users' ability to participate in their community															
Improve users' ability to participate in community conversations around topics of concern															

UTAH GOAL 4 Measuring Success Focal Areas and Intents

	A.1 Downwinders of Utah Oral History Project	A.2 You Matter, Be Counted: Utah Libraries and the Census	A.3 Thrive 125: Celebrating 125 Years of Utah Statehood	A.4 Online Oral History Project	A.5 Library of Things	A.6 Community Outreach Van
Lifelong Learning						
Improve users' formal education						
Improve users' general knowledge and skills						
Information Access						
Improve users' ability to discover information resources						
Improve users' ability to obtain and/or use information resources						
Institutional Capacity						
Improve the library workforce						
Improve the library's physical and technological infrastructure						
Improve library operations						
Economic & Employment Development						
Improve users' ability to use resources and apply information for employment support						
Improve users' ability to use and apply business resources						
Human Resources					YES	
Improve users' ability to apply information that furthers their personal, family or household finances					YES	
Improve users' ability to apply information that furthers their personal or family health & wellness						
Improve users' ability to apply information that furthers their parenting and family skills						
Civic Engagement	YES	YES	YES	YES		YES
Improve users' ability to participate in their community		YES	YES	YES		YES
Improve users' ability to participate in community conversations around topics of concern	YES					

Appendix G: Targeted Audiences Crosswalk Table

UTAH GOAL 1 Target Population Served	Targeted Audiences											
	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are Unemployed/Underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Families	Individuals with Limited Functional Literacy or Information Skills	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
1.1 Utah's Online Public Library												
1.2 eMaterials												
1.3 Children and Teen Book Collection Enhancement								YES	YES			
1.4 Bookmobile								YES	YES	YES	YES	
1.5 Blind and Disabled Services								YES	YES	YES	YES	
1.6 Library Resources Program												
1.7 eMaterials for School Libraries								YES	YES			
1.8 Coalville Express Hours												
1.9 The Wasatch Back Meets the Uintah Basin	YES											
1.10 Regional Nonprofit Support Center										YES	YES	
1.11 Bringing Life to Historical Digitized Collections												
1.12 Class VR									YES			
1.13 Digitizing Logan History												
1.14 Overhead and 3D Camera Digitization												
1.15 Assisting Students for a Stronger Emery Tomorrow									YES			
1.16 Utah Code Annotated Digitization		YES	YES		YES	YES	YES			YES	YES	
1.17 A Library for Odyssey House									YES	YES		
1.18 Literacy Kits								YES	YES			
1.19 Suicide Prevention Through Private Information Acc									YES			
1.20 Orem Art Collection Digitization												
1.21 COVID Wifi Support Minigrant												
1.22 Where Are the Books?									YES			
1.23 Biography Boost									YES			

UTAH GOAL 2
Target Population Served

Library Workforce (current and future)
 Individuals Living Below the Poverty Line
 Ethnic or Minority Populations
 Immigrants/Refugees
 Individuals with Disabilities
 Families
 Children (aged 0-5)
 School-aged Youth (aged 6-17)
 General (aged 18-64)
 Senior (aged 65+)

	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
2.1 Lender Support Program										
2.2 Borrower Support Pilot Grant										
2.3 Technology Enhancement Minigrants										
2.4 Virtual Reality Access and Exposure	YES					YES	YES	YES	YES	
2.5 Bringing the Logan Library into the 21st Century										
2.6 Innovation Center For Future-Ready Teaching and Learning	YES						YES			
2.7 Leveling Up our Circulation Services for a Growing Community										
2.8 Improving Library Privacy, Social Distancing, Health and Safety										
2.9 RFIDing the Library						YES	YES	YES	YES	
2.10 Rural Futuristic Institutional Development	YES									
2.11 Updating Utah Library Barcodes						YES	YES	YES	YES	
2.12 Continuing Education Resources	YES									
2.13 Bringing 21st Century Meeting, Presentations, and Events to the Community										
2.14 Summer Reading Support Grant					YES	YES	YES			
2.15 Preparing STEM Librarians	YES									
2.16 Counting Opinions Subscription	YES									
2.17 Building Blocks of Technology							YES			
2.18 Utah State Library Listening Tour	YES									
2.19 Expanding Technology for Education		YES	YES		YES	YES	YES			
2.20 Smart Room for a Smarter Community										

UTAH GOAL 3
Target Population Served

Library Workforce (current and future)
 Individuals Living Below the Poverty Line
 Ethnic or Minority Populations
 Immigrants/Refugees
 Individuals who are Unemployed/Underemployed
 Individuals with Disabilities
 Families
 Children (aged 0-5)
 School-aged Youth (aged 6-17)
 General (aged 18-64)
 Senior (aged 65+)

3.1 Summer Reading Program	YES													
3.2 Better Days 2020														
3.3 Utah Kids Ready to Read							YES	YES	YES					
3.4 Full S.T.E.A.M. Ahead		YES						YES	YES	YES				
3.5 Empowering Students with Emerging Tecnology											YES			
3.6 Educational Experience Enhancers														
3.7 STEAM Makers						YES		YES	YES	YES				
3.8 Eagle Mountain Library Programming On-the-Go								YES	YES	YES				
3.9 Virtual Learning with Real World Applications											YES			
3.10 Preschool Learning for Life														
3.11 Encouraging Education Through Digital Empowerme									YES	YES				
3.12 Get Them Choices, Get Them Reading!	YES													
3.13 We Have a Library, and it Can Do WHAT?									YES	YES	YES	YES		
3.14 Helper Outreach Program	YES													
3.15 Professional Development Database	YES													

UTAH GOAL 4
Target Population Served

Library Workforce (current and future)
 Individuals Living Below the Poverty Line
 Ethnic or Minority Populations
 Immigrants/Refugees
 Individuals with Disabilities
 Families
 Children (aged 0-5)
 School-aged Youth (aged 6-17)
 General (aged 18-64)
 Senior (aged 65+)

	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
4.1 Thrive 125: Celebrating 125 Years of Utah Statehood										
4.2 Community Outreach Van										
4.3 You Matter, Be Counted: Utah Libraries and the Census										
4.4 Library of Things										
4.5 Online Oral History Project	YES									
4.6 Downwinders of Utah Oral History Project										

Appendix H: Expenditure Tables

UTAH LSTA PROJECT EXPENDITURE SUMMARY

GOAL	GOAL SHORT TITLE	PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Goal 1	Information Access	Utah's Online Public Library	X	X	X	\$ 403,749.50	\$ 524,875.11	\$ 745,344.04	\$ 1,673,968.65	37.87%	29.01%
		eMaterials	X	X	X	\$ 498,853.67	\$ 478,559.94	\$ 339,610.16	\$ 1,317,023.77	29.80%	22.83%
		Children and Teen Book Collection Enhancement Project	X	X	X	\$ 118,057.26	\$ 120,000.00	\$ 134,931.15	\$ 372,988.41	8.44%	6.46%
		Bookmobile - Improving Service to the Underserved	X	X	X	\$ 119,929.46	\$ 53,406.26	\$ 131,672.87	\$ 305,008.59	6.90%	5.29%
		Blind and Disabled Services	X	X	X	\$ 56,697.36	\$ 54,997.33	\$175,099.54	\$ 286,794.23	6.49%	4.97%
		Library Resources Program	X	X	X	\$ 114,221.25	\$ 47,659.05	\$ 52,889.34	\$ 214,769.64	4.86%	3.72%
		eMaterials for School Libraries			X			\$ 45,000.00	\$ 45,000.00	1.02%	0.78%
		Coalville Express Hours		X		\$ -	\$ 37,164.00	\$ -	\$ 37,164.00	0.84%	0.64%
		The Wasatch Back meets the Uintah Basin: Implementing an Open-Source ILS-based Collaboration to Enhance User Experience		X		\$ -	\$ 28,350.00	\$ -	\$ 28,350.00	0.64%	0.49%
		Regional Nonprofit Support Center of Northeastern Utah	X			\$ 25,000.00	\$ -	\$ -	\$ 25,000.00	0.57%	0.43%
		Bringing life to historical digitized collections with IIF	X			\$ 22,719.66	\$ -	\$ -	\$ 22,719.66	0.51%	0.39%
		ClassVR		X		\$ -	\$ 16,452.73	\$ -	\$ 16,452.73	0.37%	0.29%
		Digitizing Logan History at the Logan Library			X			\$ 11,462.10	\$ 11,462.10	0.26%	0.20%
		Overhead and 3D Camera Digitization Lab Provides Access to Unique Collections	X			\$ 9,446.00	\$ -	\$ -	\$ 9,446.00	0.21%	0.16%
		Assisting Students for a Stronger Emery Tomorrow (A.S.S.E.T. Program)		X	X		\$ 8,550.00	\$ 8,980.00	\$ 17,530.00	0.40%	0.30%
		The Utah Code Annotated Digitization Project: The Cure for Restoring Access to Utah's Laws During the COVID-19 Pandemic			X			\$ 8,190.60	\$ 8,190.60	0.19%	0.14%
		A Library for Odyssey House	X			\$ 6,804.30	\$ -	\$ -	\$ 6,804.30	0.15%	0.12%
		Literacy Kits	X			\$ 5,000.00	\$ -	\$ -	\$ 5,000.00	0.11%	0.09%
		Suicide Prevention Through Private Information Access		X		\$ -	\$ 4,603.00	\$ -	\$ 4,603.00	0.10%	0.08%
		Orem Art Collection Digitization			X			\$ 4,480.70	\$ 4,480.70	0.10%	0.08%
		COVID Wifi Support Minigrant		X		\$ -	\$ 2,896.14	\$ -	\$ 2,896.14	0.07%	0.05%
		Where Are the Books?	X			\$ 2,462.65	\$ -	\$ -	\$ 2,462.65	0.06%	0.04%
		Biography Boost		X		\$ -	\$ 2,000.00	\$ -	\$ 2,000.00	0.05%	0.03%
		GOAL SUB-TOTAL				\$1,382,941.11	\$1,379,513.56	\$1,657,660.50	\$ 4,420,115.17	100.00%	76.61%

UTAH LSTA PROJECT EXPENDITURE SUMMARY

GOAL	GOAL SHORT TITLE	PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Goal 2	Institutional Capacity	Lender Support Program	X	X		\$ 184,999.98	\$ 184,999.99	\$ -	\$ 369,999.97	41.32%	6.41%
		Technology Enhancement Minigrants	X	X	X	\$ 66,722.30	\$ 50,707.24	\$ 73,815.48	\$ 191,245.02	21.36%	3.31%
		Virtual Reality (VR) Access and Exposure Grant	X	X		\$ 28,114.47	\$ 16,511.58	\$ -	\$ 44,626.05	4.98%	0.77%
		Bringing the Logan Library into the 21st Century: RFID Implementation		X		\$ -	\$ 36,439.80	\$ -	\$ 36,439.80	4.07%	0.63%
		Innovation Center for Future-Ready Teaching and Learning		X		\$ -	\$ 35,850.00	\$ -	\$ 35,850.00	4.00%	0.62%
		Leveling Up Our Circulation Services for a Growing Community			X			\$ 29,830.00	\$ 29,830.00	3.33%	0.52%
		Improving Library Privacy, Social Distancing, Health, and Safety through Self-Service Experiences			X			\$ 28,364.19	\$ 28,364.19	3.17%	0.49%
		RFIDing the Library		X		\$ -	\$ 28,185.31	\$ -	\$ 28,185.31	3.15%	0.49%
		Rural Futuristic Institutional Development (RFID) Initiative	X			\$ 20,000.00	\$ -	\$ -	\$ 20,000.00	2.23%	0.35%
		Updating Utah Library Barcodes			X			\$ 17,590.25	\$ 17,590.25	1.96%	0.30%
		Continuing Education Resources	X			\$ 17,276.41	\$ -	\$ -	\$ 17,276.41	1.93%	0.30%
		Bringing 21st Century Meetings, Presentations, and Training to Emery County			X			\$ 13,712.00	\$ 13,712.00	1.53%	0.24%
		Summer Reading Support Grant		X		\$ -	\$ 13,273.90	\$ -	\$ 13,273.90	1.48%	0.23%
		Borrower Support Pilot Grant			X			\$ 10,158.19	\$ 10,158.19	1.13%	0.18%
		Preparing STEM Librarians	X			\$ 10,058.56	\$ -	\$ -	\$ 10,058.56	1.12%	0.17%
		Counting Opinions Subscription	X			\$ 8,849.00	\$ -	\$ -	\$ 8,849.00	0.99%	0.15%
		Building Blocks of Technology	X			\$ 6,801.80	\$ -	\$ -	\$ 6,801.80	0.76%	0.12%
		Utah State Library Listening Tour	X			\$ 6,642.11	\$ -	\$ -	\$ 6,642.11	0.74%	0.12%
		Expanding Technology for Education	X			\$ 5,070.00	\$ -	\$ -	\$ 5,070.00	0.57%	0.09%
		Smart Room for a Smarter Community	X			\$ 1,500.00	\$ -	\$ -	\$ 1,500.00	0.17%	0.03%
		GOAL SUB-TOTAL				\$ 356,034.63	\$ 365,967.82	\$ 173,470.11	\$ 895,472.56	100.00%	15.52%

UTAH LSTA PROJECT EXPENDITURE SUMMARY

GOAL	GOAL SHORT TITLE	PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Goal 3	Lifelong Learning	Summer Reading Program (was under Institutional Capacity in FFY 2018 and FFY 2019)	X	X	X	\$ 13,047.43	\$ 11,679.52	\$ 9,295.01	\$ 34,021.96	25.10%	0.59%
		Full S.T.E.A.M. Ahead (Part 1 and Part 2)	X	X		\$ 12,500.00	\$ 10,000.00	\$ -	\$ 22,500.00	16.60%	0.39%
		Empowering Students with Emerging Technology		X		\$ -	\$ 12,000.00	\$ -	\$ 12,000.00	8.85%	0.21%
		Educational Experience Enhancers			X			\$ 10,600.00	\$ 10,600.00	7.82%	0.18%
		STEAM Makers		X		\$ -	\$ 9,567.97	\$ -	\$ 9,567.97	7.06%	0.17%
		Better Days 2020		X		\$ -	\$ 6,765.91	\$ -	\$ 6,765.91	4.99%	0.12%
		Eagle Mountain Library Programming On-the-Go!		X		\$ -	\$ 6,648.31	\$ -	\$ 6,648.31	4.91%	0.12%
		Virtual Learning with Real World Applications		X		\$ -	\$ 6,500.00	\$ -	\$ 6,500.00	4.80%	0.11%
		Preschool Learning for Life			X			\$ 6,312.00	\$ 6,312.00	4.66%	0.11%
		Encouraging Education Through Digital Empowerment	X			\$ 6,296.45	\$ -	\$ -	\$ 6,296.45	4.65%	0.11%
		Get them Choices, Get them Reading!			X			\$ 5,947.86	\$ 5,947.86	4.39%	0.10%
		We Have a Library, and It Can Do WHAT?!	X			\$ 4,200.00	\$ -	\$ -	\$ 4,200.00	3.10%	0.07%
		Helper Outreach Program			X			\$ 2,004.96	\$ 2,004.96	1.48%	0.03%
		Utah Kids Ready to Read	X			\$ 1,572.38	\$ -	\$ -	\$ 1,572.38	1.16%	0.03%
		Professional Development Database - Widerstand Consulting			X			\$ 600.00	\$ 600.00	0.44%	0.01%
		GOAL SUB-TOTAL				\$ 37,616.26	\$ 63,161.71	\$ 34,759.83	\$ 135,537.80	100.00%	2.35%

UTAH LSTA PROJECT EXPENDITURE SUMMARY

GOAL	GOAL SHORT TITLE	PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Goal 4	Civic Engagement	Thrive125: Celebrating 125 Years of Utah Statehood			X			\$ 35,074.09	\$ 35,074.09	39.93%	0.61%
		Community Outreach Van			X			\$ 17,500.00	\$ 17,500.00	19.92%	0.30%
		You Matter, Be Counted: Utah Libraries and the Census		X		\$ -	\$ 12,062.19	\$ -	\$ 12,062.19	13.73%	0.21%
		Library of Things		X				\$ 9,629.49	\$ 9,629.49	10.96%	0.17%
		Online Oral History Project			X			\$ 7,133.50	\$ 7,133.50	8.12%	0.12%
		Downwinders of Utah Oral History Project	X			\$ 6,440.00	\$ -	\$ -	\$ 6,440.00	7.33%	0.11%
		GOAL SUB-TOTAL				\$ 6,440.00	\$ 12,062.19	\$ 69,337.08	\$ 87,839.27	100.00%	1.52%
		LSTA PROGRAM ADMINISTRATION				\$ 74,293.00	\$ 75,862.72	\$ 80,634.48	\$ 230,790.20	100.00%	4.00%
		GRAND TOTAL				\$1,857,325.00	\$1,896,568.00	\$2,015,862.00	\$ 5,769,755.00		

Appendix I: Web-Survey Report

UT LSTA Survey Summary

https://reporting.alchemer.com/r/71852_61a77f7e21e180.76138959

Findings

The survey received 89 responses, 48 of which were complete. As shown in Figure 1, 72.3% (34) of 47 respondents work in public libraries. 21.3% (10) of respondents indicated they worked in a school library. 6.4% (3) of respondents indicated “other”, specifying they worked for a Bookmobile.

Figure 2 shows that 47.8% (22) of respondents were library directors. 6.5% (3) of respondents were a manager or department head, 15.2% (7) of respondents were a Youth Services Librarian. 4.3% (2) of respondents indicated they were an Adult Services Librarian. 26/1% (12) of respondents indicated “other”. Those respondents that answered “other” include media specialists, library technicians, and volunteers.

Figure 1. The type of library in which respondents work.

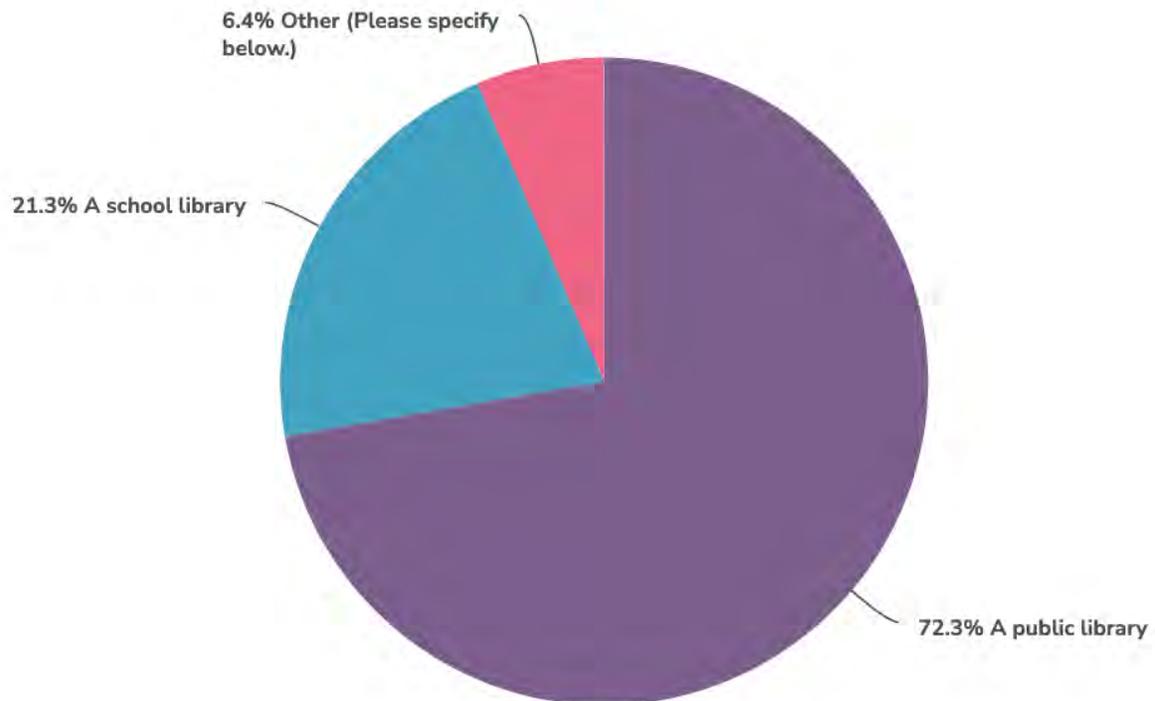
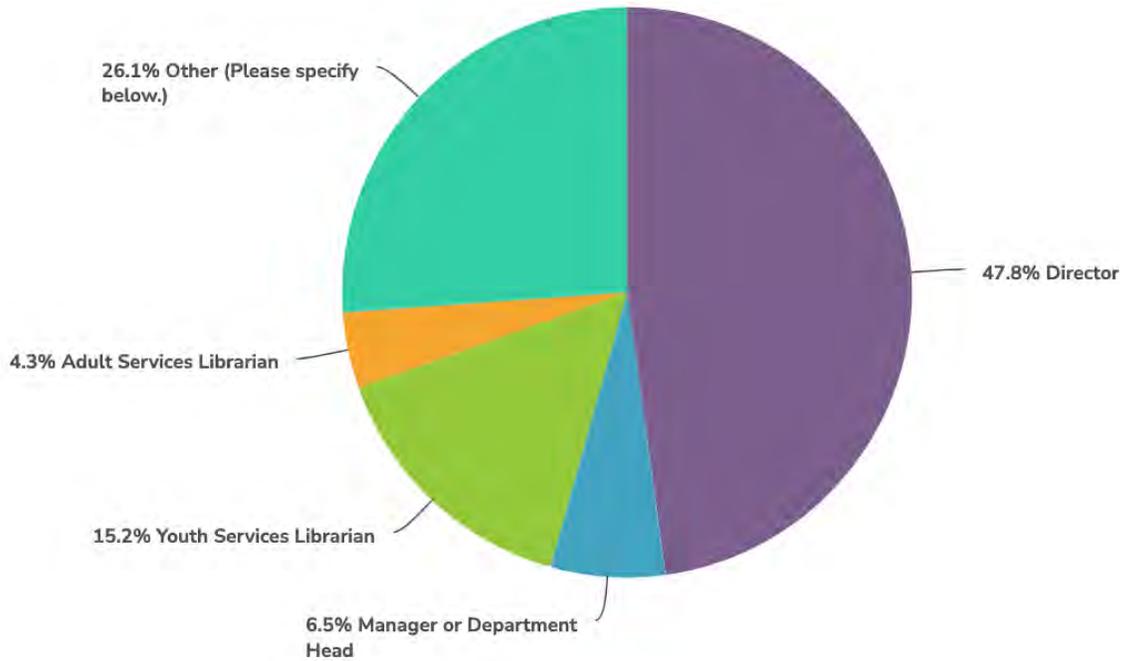


Figure 2. Role of the respondents within their library.



Program Impact

The first question asked respondents to indicate the degree to which they are aware about four Utah LSTA programs (unaware, somewhat aware, very aware, not applicable).

Figure 3 outlines the ratings from respondents.

Figure 3. Utah program impact.

	Totally unaware	Somewhat aware	Very aware	Not applicable / do not use
Utah's Online Library Databases	3	5	43	0
Count	5.9%	9.8%	84.3%	0.0%
Row %				
Utah State Library for the Blind and Disabled	7	20	21	3
Count	13.7%	39.2%	41.2%	5.9%
Row %				
Overdrive	3	3	43	2
Count	5.9%	5.9%	84.3%	3.9%
Row %				
LSTA Sub-Grants	9	14	26	0
Count	18.4%	28.6%	53.1%	0.0%
Row %				

Looking Back

The second question asked respondents to think back over the past three years and discuss which LSTA-supported programs had the greatest impact on the library and the people the library serves. This question received 44 responses. Figure 4 shows the overall themes mentioned in the responses. By far the most discussed area of expenditures was access to OverDrive. 65.9% of respondents (29) indicated that this service was the most impactful. Twelve (27.2%) respondents indicated that eResources, like access to various databases, had the greatest impact. Fifteen (34.0%) respondents mentioned that LSTA sub-grants such as technology grants, the Summer Reading Program, and various book collection enhancements benefitted their library.

Figure 4. Breakdown of overall themes.

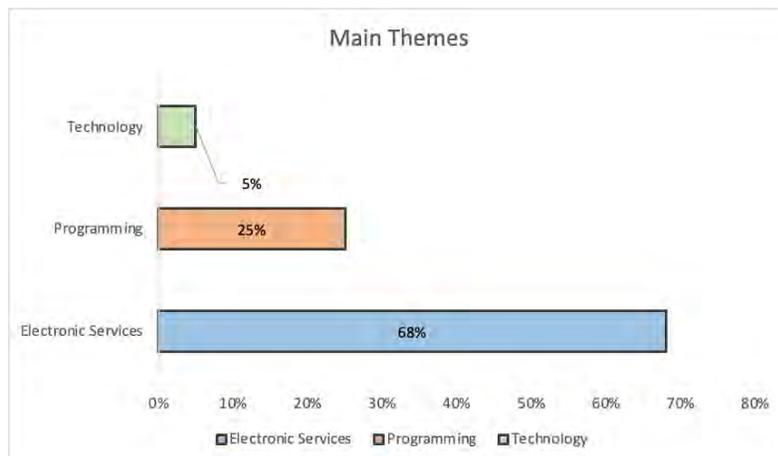
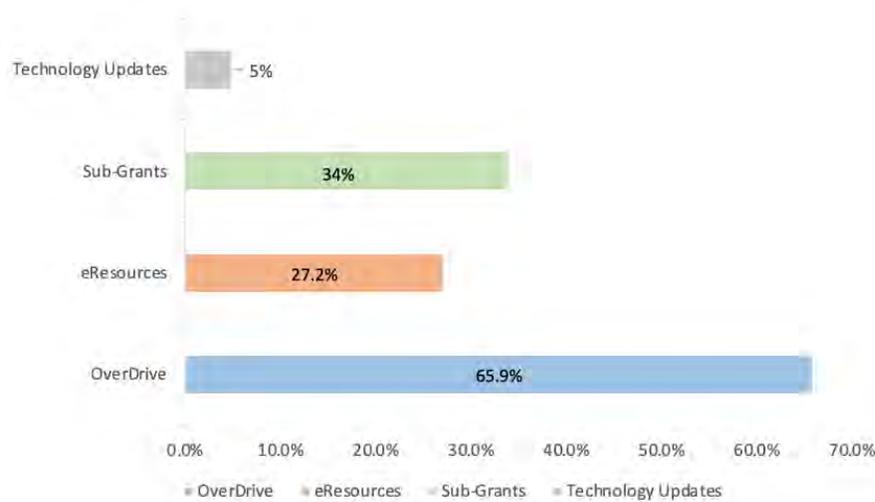


Figure 5. Specific impactful expenditures.



Comments on these impacts are below.

I know many of our regular patrons love and use Overdrive, but I am always amazed at how many of our "inactive" patrons are using it. When we changed how Overdrive was authenticated a few years ago, we had people calling constantly trying to figure out how to get into Overdrive with the changes. This brought people back into the library and showed us that we were still connected to the people in the community that we didn't know we were connected to. We have also been very positively impacted by the LSTA grants. We got help to RFID our library and get kiosks right before the pandemic hit (perfect timing!), we have been lucky enough to have hotspots paid for so our community can stay connected, and an LSTA grant was able to help us get outdoor equipment for our community to use, which have been endlessly popular. Our current ILS is also thanks to a LSTA grant over 5 years ago. We are very appreciative of LSTA grants and hope to continue helping our community with them in our future.

I don't know if I could choose just one... As a school we use Utah's online library for research, Overdrive is used CONSTANTLY by students for reading, and the LSTA grants have changed our school infinitely! We have access to technology that we would never have been able to afford.

Overdrive is where its greatest impact is felt in our community. Our patrons cannot get enough :). The online databases provided by the state help us supplement what we can offer to our community. They aren't widely used, but they do meet specific needs quite often.

Utah's Online Library Databases, Overdrive, and the LSTA Sub-Grants have all been extremely beneficial to our library and the small rural community we serve

Sub Grants helped our library system kick off a wireless hotspot lending program which has been very popular in my community

In 2018 and 2019, I applied and received LSTA funds to provide tablet technology to my small rural community. Through this program, we were able to help bridge the digital divide and increase digital literacy in a small rural community where technology was not readily available in every home. From this program, we were able to observe children from age 3 to 10 improve their digital skills and be prepared to navigate the technology they were handed in the classroom.

The Children Teen Book Collection Enhancement grants have benefited our small library greatly. It allowed us to purchase materials beyond popular titles and add some amazing notable works to our shelves. It also allowed us to focus our purchasing on materials with diverse perspectives and create a more well rounded collection.

Looking Forward

Respondents were asked to think ahead to the years covered by the upcoming Five-Year Plan (fiscal years 2023 - 2027) and discuss changes in the way that LSTA dollars are invested that would significantly improve library services. We received 37 responses to this question. Some areas in which multiple recommendations were made include continuing access to databases and state-wide resource sharing, funding for building facilities (construction and furniture), collection enhancement grants for rural communities, and technology improvements.

Other suggestions include:

- STEM resources
- Add more digital resources
- Programs to help teach literacy and information-seeking behaviors in elementary school students
- Community engagement programs
- Continuing to fund hotspot program
- Looking into how Utah's Online Public Library is being used by patrons

Some specific comments with recommendations are below.

I think it would be great to have a few grants that were to be awarded to forward thinkers. Projects that support the library as being a community center and targeting members of the community that wouldn't come to the library otherwise. Examples: Maker spaces, Outdoor Adventure Kits, Virtual Reality, Coding Classes, etc. Fund libraries that are ahead of the game now, but will be what the future of libraries will become. We are fighting everyday to change people's minds that libraries are an old and stale place to go, but not anymore.

I think the subgrants are a vital part of LSTA funds that provide opportunities for libraries to reach for those amazing projects that local funding cannot fund. The opportunity to take a new idea and find funding in an easily navigable process encourages innovative library service and is a valuable investment for LSTA funds. Secondly, Overdrive has become such a staple in the library world and small rural libraries cannot maintain a collection that meets

patrons' needs. I know this takes a huge investment of LSTA funds and from a small library perspective, I would always vote to invest in Overdrive. In a larger library that also invests in the Overdrive collection, I can see how this helps the overall need of patrons and libraries.

I would love to see a grant that would allow funds for small school libraries to update the library space. Although my school library has made leaps and bounds with the collection being updated it would be nice to update the space and make it more user friendly. My school is quite old and the library is a very large space. I don't have any funding that allows for updating shelves, furniture, décor that would make it more "kid friendly". I believe that having a space that is warm and inviting would draw the kids into the library and want them to stay and take advantage of all that is available to them.

I'd like to see a little bigger push towards the STEM resources, maybe just increasing that allocation a bit. It seems as if that's an area we can all use some more help with and it changes so rapidly it's hard to stay current.

Keeping rural Libraries up to date with all the opportunities the "Big City" has with technology.

Let Davis County use Overdrive? Online training about the services you do have we are underutilizing.

1) Partner with for-profit companies to provide funding to offer "free" play-based literacy apps parents can install on their phones to entertain Early Learners. 2) Provide funding in schools for teacher-librarians (professionals, not specialists, even if that means they are traveling within the district) in Elementary Schools to have more time to teach literacy and information-seeking behaviors to upper-elementary students. 3) Provide funding for middle and high schools to have unlimited checkouts on books and graphic novels in eBook and eAudiobook formats that are in high demand at their schools. (ex: Beehive nominees, NYT bestsellers, Panorama Project regional books in-demand). And provide easy how-to documents schools can share with students about how to access electronic copies of in-demand items.

Additional Comments

I like that each of the grants offered to individual libraries are (in-general) easy to understand and apply for, without unnecessary red tape, or hoops to jump through.

Sometimes I don't apply for grants because I don't even know what could be done with the money. I have no idea, much less man-power or technical know how. Would love suggestions for ways smaller libraries could use these funds to build something completely new, rather than leaving it to the larger systems to build on what they already have.

I do find the reimbursement grant style challenging. We are a small library with a limited budget. These grants really put a strain on spending our own budget when those funds become tied up in a grant. We experienced some serious scrambling, especially towards the

end of the budget year, to get those reimbursement checks and they quickly need to spend before the funds are lost. It's not the most efficient or thoughtful way to handle our spending.

There needs to be more awareness of these programs. As a first-year elementary school librarian, I have to figure out a lot on my own. Many assume everyone already knows about these programs, but that is not the case.

I love the sub-grants but feel the same libraries apply for, and receive, the majority of the funding. I prefer programs that benefit those that need library service the most.

Appendix J: Databases in Utah

Prepared by Genya O’Gara, Library Consultant and VIVA Deputy Director

Background

Statewide database programs are a crucial service supported at various levels by the vast majority of state library programs across the United States.⁷ Meeting user needs in virtual as well as physical spaces is a critical component of state library services; even as physical visits and circulation decline at public libraries (a trend likely to be further exacerbated by the COVID-19 pandemic), both the usage and availability of electronic resources has expanded.⁸

To understand the snapshot of the database resources and programs provided by the state agency, it is important to note that funding models for statewide databases have shifted considerably in the last few decades. For example, between 2000 and 2020 state libraries’ overall spending on statewide database licensing increased from 42.29 million to 74.04 million dollars (spent by 48 state libraries). Within this increase however, state libraries were very unlikely to be the sole source of support for statewide databases; in fact, in 2020 89.6 percent of statewide database licensing was carried out by multiple entities and funding sources.⁹ In an informal 2021 survey of state data coordinators, it was found that although the majority of states offer support for a statewide databases program (41 of 44 respondents), many of those are not managed through the state library (only 33 reported state library management). Thirty-six of these respondents also noted the existence of a local e-resource consortium in the state.

Often these statewide database programs are supported in part through LSTA funding, as well as state funding, library cost-shares, grants, and external, but often complementary, consortial programs.¹⁰ Each statewide database program is approached, funded, and supported in slightly different ways. The following snapshots note where LSTA funds have likely supported a particular resource or platform to some extent, but they do not note what other funding or percentage of support this comprises, as this information is beyond the scope of the LSTA evaluation.

State:

Utah

Utah’s Online Public Library: <https://onlinelibrary.utah.gov/>

⁷ The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: The Institute of Museum and Library Services, p.14; Results from the SDC E-Resources Survey.

⁸ The Institute of Museum and Library Services. (2021). *The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic*. Washington, DC: The Institute, p. 6.

⁹ The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: The Institute of Museum and Library Services, p.14; Results from the SDC E-Resources Survey, p.14.

¹⁰ Results from the 2021 SDC E-Resources Survey

Project details/URLs:

- 2019: <https://imls-spr.imls.gov/Public/Details/82838>
- 2018: <https://imls-spr.imls.gov/Public/Details/80905>
- In FFY 2018 & FFY 2019, \$928,624.61 was spent on database resources, comprising 25.77 % of total LSTA expenditures.

1. Table of Resources:

**Italicized resources were not supported by LSTA funds.*

Vendor/Provider	Resource	Vendor/Provider	Resource
EBSCO	Academic Search Premier	EBSCO	MAS Complete
EBSCO	Agricola	EBSCO	MasterFILE Complete
EBSCO	Alt HealthWatch	EBSCO	MedicLatina
EBSCO	Auto Repair Source	EBSCO	MEDLINE
EBSCO	Business Source Premier	EBSCO	Middle Search Plus
EBSCO	Computer Source	EBSCO	Military & Government Collection
Creativebug	Creativebug	EBSCO	Newspaper Source Plus
EBSCO	ERIC	EBSCO	NoveList K-8 Plus
EBSCO	Explora for Educators	EBSCO	NoveList Plus
EBSCO	Explora for Elementary Schools	<i>Overdrive</i>	<i>Overdrive</i>
EBSCO	Explora for High Schools	<i>Overdrive (merged w/RBDigital)</i>	<i>RBDigital AudioBooks</i>
EBSCO	Explora for Middle Schools	EBSCO	Poetry & Short Story Reference Center
EBSCO	Explora for Public Libraries	EBSCO	Points of View Reference Center
EBSCO	Fuente Académica	EBSCO	Primary Search
EBSCO	GreenFILE	EBSCO	Professional Development Collection
EBSCO	Health Source: Consumer Edition	ProQuest	ProQuest Newspapers
EBSCO	Health Source: Nursing/Academic Edition	EBSCO	Psychology & Behavioral Sciences Collection
HeinOnline	HeinOnline: Utah Session Laws	EBSCO	Regional Business News
Proquest	HeritageQuest Online®	EBSCO	Religion & Philosophy Collection
EBSCO	History Reference Center	EBSCO	Science Reference Center

EBSCO	Hobbies & Crafts Reference Center	EBSCO	Small Business Reference Center
EBSCO	Home Improvement Reference Center	Utah.gov	<i>Talent Ready Utah</i>
EBSCO	LearningExpress Library	EBSCO	TOPICsearch
EBSCO	Legal Collection	<i>Utah State Library</i>	<i>Utah Government Digital Library</i>
EBSCO	Legal Information Reference Center	<i>Utah Press Association (UPA)</i>	<i>Utah Newspapers</i>
EBSCO	Library, Information Science & Technology Abstracts (LISTA)	EBSCO	Vocational & Career Collection
EBSCO	Literary Reference Center		

2. Access/Scope/Population:

Utah’s online public library provides state-wide access to a range of over 50 database resources with a focus on the needs of public library patrons of Utah. The online library works in conjunction with school library and academic library portals and databases as well, supplementing the research information tools for all Utah residents. As of 2019, Utah’s population was 3.206 million (US Census). The collection of resources provided focuses on providing high quality and up-to-date information for school, work, and personal use. Resources include newspaper articles, magazines, professional journals, encyclopedias, video, photographs, charts, and graphics, among the available resources. There are personal enrichment resources, including hobbies and crafts and home improvement resources, regional and national news resources, academic resources, legal and government resources, and learning and career resources. In 2019 two new databases were added, Job & Career Accelerator through Learning Express, and Creative Bug, a database that focuses on arts and crafts tutorials. The timing turned out to be prescient with the COVID-19 pandemic, and these resources provided entertainment and assistance with finding employment. Most resources are available to all, via IP authentication if users have a Utah IP address, otherwise users may login with their library card. Exceptions include several newspaper resources and Overdrive, which are only accessible with a public library login or public library passcode.

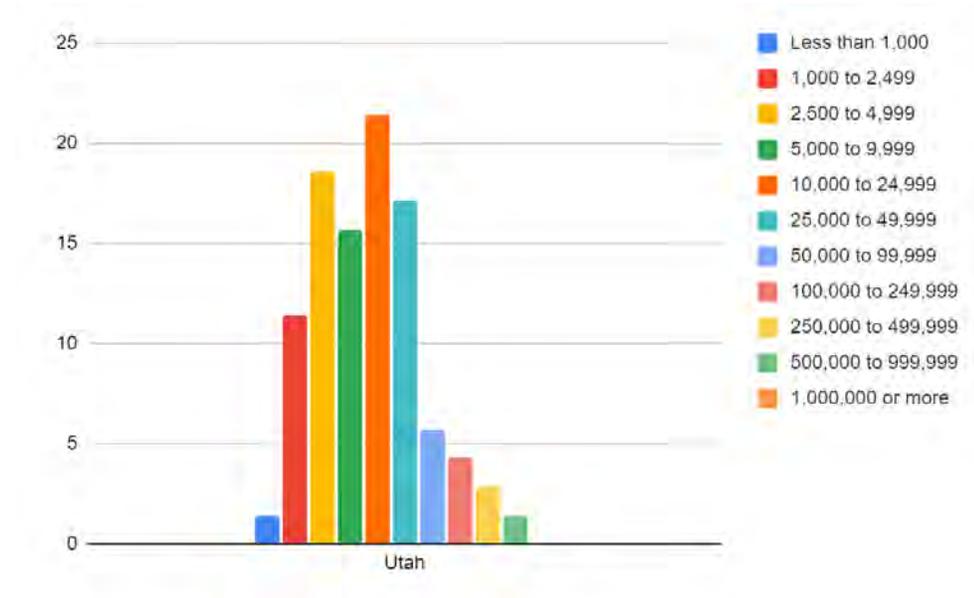
3. URLs:

Utah-State-DBs spreadsheet constructed.

4. URLs usage:

Public library statistics are available here (<https://library.utah.gov/statistics/>), and are comprehensive and navigable. However, there are no publicly available statistics broken out by vendor or resource.

Appendix K: Percentage Distribution of Public Libraries by Population



Percentage distribution of public libraries, by population of legal service area: FY 2019

Appendix L: Demographic Analysis in Utah

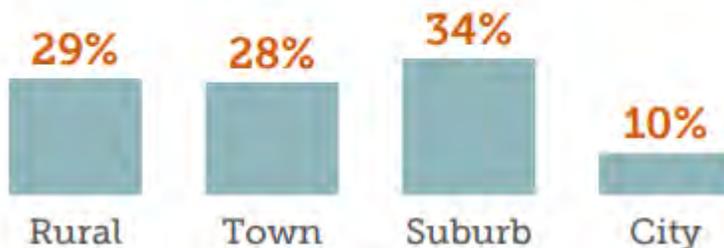
Preface on Data Used

Most of the data used in this report is from the U.S. Census; other sources are cited where used. The census data used for the overview section includes data from the decennial census, both the 2020 redistricting data and the 2010 decennial data. Any data cited from 2019, both in the overview and what makes up the majority of the data in the rest of this report, is from the 2019 5-year (2015-2019) American Community Survey (ACS), which includes a greater number of topics than that found in decennial census data. 2014 comparisons for this data are from the 2010-2014 ACS. The 2020 COVID pandemic appears to have affected data collection for the 2020 ACS, which shows more inconsistencies than the 2020 decennial census data, thus the 2019 ACS has been used here. The highly rural nature of many Utah counties means that the 5-year ACS estimates had to be used, rather than the 1-year estimates (which are [only available for areas with populations over 65,000](#)).

Utah Libraries

The Utah State Library (USL) is a state agency that serves Public Libraries in the 29 counties in Utah.¹¹ Utah has a total of 74 public library jurisdictions employing 425.69 FTE librarians based on the 2019 PLS survey; similarly, 26 institutions of higher education employing 246.83 FTE librarians based on the 2020 ALS survey. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (EISi), Utah's 159 public school districts employ 228.48 full-time librarians.

Public Library Outlets by Locale



Total full-time equivalent staff is about 1,292 in 141 public library outlets, spread almost evenly across rural, town, and suburb settings with only 10% in city settings.¹²

¹¹ The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: The Institute of Museum and Library Services.

¹² <https://www.imls.gov/data/data-catalog/public-libraries-survey/fy-2017-pls-state-profiles>

minus deaths) has continued to decline for the past seven years to 52%, down from 77% in 2011 (Harris, p. 3-5). Statewide net migration has been above 20,000 for six consecutive years (p. 5).

Washington County's 4.06% growth rate made it the fastest growing county in 2019-2020; it also had the second-highest cumulative change rate over the past decade, 30.5% from 2010 to 2020 (Gardner Institute, p.1; Harris, p. 3). Washington County's growth was overwhelmingly due to net migration, which accounted for 77% (Gardner Institute, p. 2). Wasatch County experienced the highest growth over the decade at 47.9%, although this rate was slower annually at 1.76% from 2019-2020. Counties with high growth rate for 2019-2020 include Utah at 2.98% (27.7% for the decade), Iron at 2.67% (23.2%), and Tooele at 2.54% (24.9%) (Harris, p. 2, 3). For the past five years, people moving into Utah have accounted for the most population growth in Washington, Tooele, Morgan, and Iron counties (Ibid, p. 5). Urban growth was particularly strong; southern Salt Lake County and northern Utah County together accounted for 59% of statewide growth over the past decade (Gardner Institute, p. 2).

Despite six counties that grew at faster rates than the state overall, seven smaller counties lost population over the decade: Carbon, Daggett, Emery, Garfield, Piute, San Juan, and Wayne (Gardner Institute, p. 1, 5). People moving away (out migration) accounted for the most population change in all counties except Piute, which experienced both out migration and natural decline (more deaths than births).

Migration and Increased Diversity

As many areas in Utah grow, particularly through people moving in (net migration), that population is also diversifying; 39.5% of statewide growth over the past decade is due to increases in non-white populations (Harris & Hollingshaus, 2020, p. 2). That is, people moving to Utah tend to be more racially and ethnically diverse than current residents. The groups showing the fastest growth since 2010 are Asian, Two or More Races, and Black, in that order. From 2016, the Black population experienced the fastest rate of growth (Ibid). Over the past decade, White and American Indian and Alaska Native groups consistently showed the slowest annual growth rates.

Currently 22% of Utah identifies as other than non-Hispanic White, making it the 34th most racially and ethnically diverse state (Backlund, 2021, p. 1, 7). This number has increased for decades and by 2060 it is expected that one in three Utahns will identify this way. The Hispanic or Latino population accounts for 14%, or 1 in 7 Utahns. When including Hispanic and non-Hispanic populations in racial categories, the largest groups of non-white Utahns are Some Other Race (5%), then Two or More Races (3%) and Asian (2%). These groups experienced growth in different ways. For example, the Hispanic population grew primarily from births (natural increase) while the non-Hispanic White population's growth is slowing due to natural decrease (more deaths than births). The racial group that has grown fastest by moving to Utah (net migration) is the Asian population (Ibid).

By county, Salt Lake County, which is urban, has the largest Black (1.9%), Asian (4.2%), and Native Hawaiian and Other Pacific Islander (1.8%) populations. San Juan County, which is considered “frontier,” has the largest American Indian and Alaska Native populations (49.5%), which contribute to it having the highest total minority population (58.4%). Daggett County, which is also “frontier,” has the highest concentration of White, non-Hispanic individuals (94%).

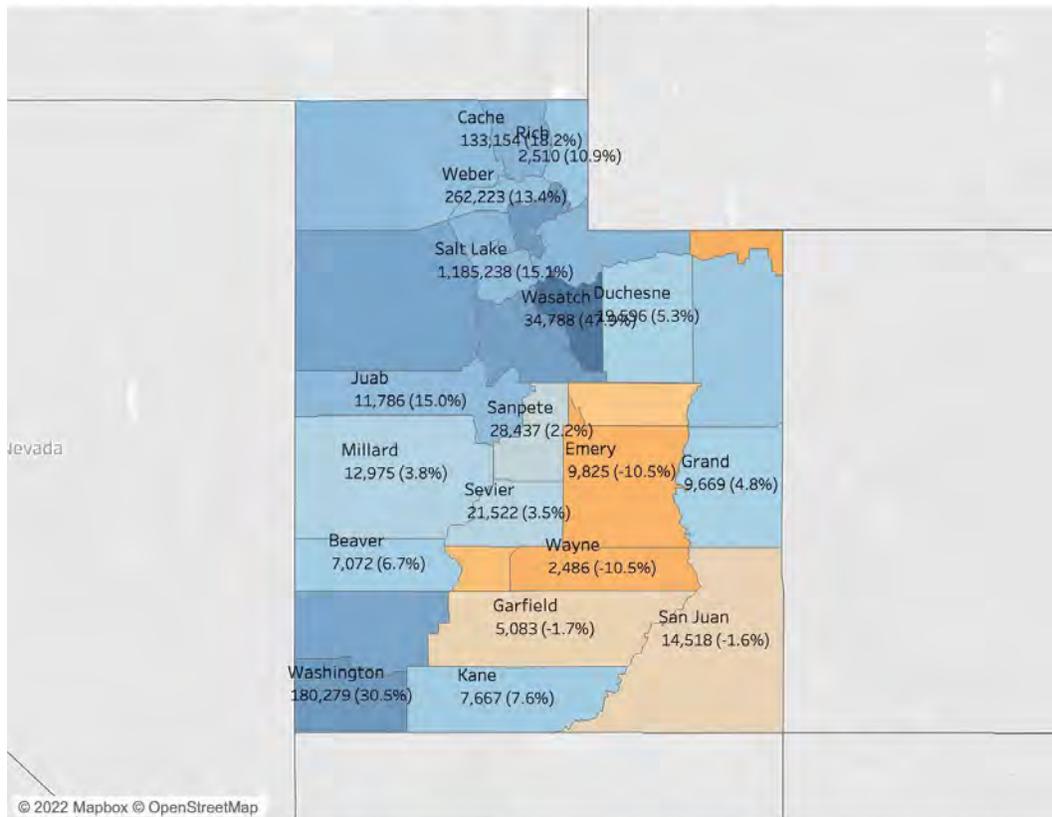
Age and Race

The national trend of aging Baby Boomers has also contributed to an aging population in Utah, although it has the smallest percentage of adults 65+ (11.4%) and youngest median age (31.3) in the nation (Bateman, 2020, p. 2). The median age for Utah steadily increased over the past decade from 29.2 to 31.3, compared to a change of 37.2 to 38.4 for the United States.

However, despite the influence of older adults and fewer births on the state’s overall age, younger Utahns are more racially and ethnically diverse; in 2020, 30% of Utahns under 18 identified as a racial or ethnic minority (Harris, Albers, & Bateman, 2021, p.1). This has shifted greatly in the past decade; in 2010, just 24% of Utah children identified this way. The youngest-skewing population is Two or More Races (non-Hispanic), for which 48.8% are under age 18 and 14.8% are younger than 5 (Harris & Hollingshaus, 2020, p. 3). The second-youngest population is Hispanic or Latino, with 36.3% under age 18 and 10.2% under 5. The oldest-skewing population is White alone, of which 13.2% are 65 or older (the next highest group, Asian alone, is much smaller at 8.9%). Across all minority populations, these groups make up about a quarter each of all preschool, school age, college age, and working age Utahns, and 10.8% of retirement age Utahns (Backlund, 2021, p. 7).

- Table: [Population Changes 2010-2020](#)
- Table: [Race and Hispanic/Latino Origin Data](#)

Utah Counties: 2020 Population and % Change 2010-2020



Map based on Longitude (generated) and Latitude (generated). Color shows sum of Change. The marks are labeled by Label, sum of 2020 Census and sum of Change. Details are shown for FIPS Code.



Background & Language

Over time, English is becoming slightly less common as the primary language spoken at home in Utah. In 2019, 10.6% of Utah adults (citizens 18+) spoke a language other than English at home, with 6.4% speaking Spanish. In the past five years this has slightly increased; in 2014, 9.2% of adults (citizens 18+) spoke a language other than English, and 5.2% spoke Spanish. Among children 5-17, 14.27% spoke Spanish in 2019, and another 4.18% spoke another non-English language. This has also increased over the past five years; in 2014, 10.79% of 5-17 year-olds spoke Spanish, and 3.18% spoke another non-English language.

Slightly fewer than 1 in 10 Utahns (8.46%) were born outside the United States. Of those, over half were born in Latin America (58.9%) and less than a quarter in Asia (20.8%). Two in five foreign-born Utahns (39.6%) are naturalized citizens. The largest age group among the foreign-born are aged 25-44 (43.5%). Foreign-born Utahns are less likely to be white than those born in the United States. Only 45.6% identify as white and a smaller 17.6% are white, not Hispanic or Latino. Over half of foreign-born Utahns identify as Hispanic or Latino (55.8%); a

quarter identify as Some other race (26.8%). The remainder, in descending order, identify as Asian (17.8%), Black (3.9%), Native Hawaiian or Other Pacific Islander (3.1%), Two or More Races (2.1%), and American Indian and Alaska Native (0.7%).

Foreign-born Utahns are slightly more likely than the overall population to participate in the labor force, at 71.7% labor participation rate compared to the statewide rate of 68%. Conversely, the unemployment rate for foreign-born Utahns is lower, at 2.2% compared to the statewide unemployment rate of 3.6%. The manufacturing industry employs the most foreign-born Utahns (17.2%), then Education, healthcare, and social assistance (14.6%); statewide, Education, healthcare and social assistance is the biggest employer (22.1%), and manufacturing falls to fourth place (10.3%). Concerning educational attainment, foreign-born Utahns are divided into nearly even quarters between less than high school graduates (26.8%), high school graduates/equivalents (25.6%), some college or associate's degree (22.1%), and a bachelor's or higher (25.5%). Fewer foreign-born Utahns speak English at home (16.6% compared to 84.6% statewide).

- Table: [Language spoken at home](#)
- Table: [Foreign-born population](#)
- Table: [Labor force & unemployment](#)

Home Internet & Computer Access

Statewide, 9 in 10 households (90.7%) have broadband internet access; this percentage is slightly higher for Asian (93.1%) and white households (91.3%). Broadband at home is least common among American Indian and Alaska Native households (66.9%) and Black or African Americans (84.3%). The highest percentage without home internet access but with a computer was for American Indian and Native Alaskans (14.1%), followed by Black or African American (11.3%). The lowest percentage was Asian households (5%), then Two or more races (5.8%), then white alone, not Hispanic or Latino (5.8%). Although just 6.5% of all Utahns have no computer at home, nearly one in five American Indian or Alaska Native households lack a home computer (19%). The next highest percentage was far removed; only 4.1% of Black or African American households lacked a computer. The lowest percentages without a home computer were households of two or more races (1.2%) and Asian alone (1.9%).

San Juan County shows considerable difference from all other counties with regards to home computer & internet access. Only 55.6% of all households in San Juan have broadband access, 14.4% of homes have no internet access but a computer, and 29% of homes don't have a computer. This county is considered "frontier" due to population numbers and is not currently served by a bookmobile.

- Table: [Household broadband & households without computers](#)

Education

Utah's rate of educational attainment is slightly higher statewide than for the United States, for both high school and college. More than 9 in 10 (93%) of Utahns graduate high school compared to 88.6% in the United States, and 34.7% of Utahns earn a bachelor's degree or higher (33.1% in the United States).

Following this pattern, for all racial and ethnic groups, Utahns have a higher or similar percentage of "high school graduate or higher" compared to the United States. More than 90% of Utahns are high school graduate or higher for White alone, not Hispanic or Latino (95.6%), Native Hawaiian and Other Pacific Islander (91.8%), and Two or more races (91.4%). Another three groups fall above 80%: Asian (88.7%), Black (87.5%), and American Indian or Alaska Native (80.1%). The two groups with less than 80% high school graduate or more are Hispanic or Latino (71.1%) and Some other race (62.7%).

There is greater variance between groups for attaining a bachelor's degree or higher; the highest percentage by far is Asian at 49.9%. Next are White alone, not Hispanic or Latino (36.8%), Two or more races (32.8%), and Black (24.4%). The remaining groups are Native Hawaiian and Other Pacific Islander (15.8%), Hispanic or Latino (14.4%), American Indian or Alaska Native (12.2%), and Some other race alone (10.4%). Although rates of "high school graduate or higher" are higher for Utahns compared to the same racial and ethnic categories on the United States overall, most of these Utahn groups attain bachelor's degrees or higher at lower rates than for the U.S. overall, with three notable exceptions. More Black Utahns attain bachelor's or higher (24.2%) than in the U.S. overall (21.6%) as do Two or more races (32.8% compared to 31.9%) and White alone, not Hispanic or Latino (36.8% compared to 35.8%).

Over the past five years, the percentage of first to third graders hitting reading benchmarks has slightly decreased from 72% in 2016 to 69% in 2020 (Utah State Board of Education, p.3). Over the same period, these percentages have decreased similarly for most racial and ethnic groups, with the exceptions of higher drops for American Indian students and a slight increase among Asian students (Ibid., p. 4).

- Table: [Educational attainment by race/ethnicity](#)
- Source: [2019-20 Early Literacy Report](#), Utah State Board of Education

Income, Poverty Levels, & Employment

The U.S. Census tracks both individual income and household (family or non-family) income. Statewide, 2019 median individual earnings for employed civilians (+16) was \$35,108 (2019 5-year ACS). Women's earnings as a percentage of men's were 58.3%. By occupation, median earnings were highest for management, business, science, and art occupations (\$53,244) and lowest for service occupations (\$16,444). By industry, median earnings were highest in educational services, and health care and social assistance (\$331,352) and lowest in agriculture, forestry, fishing and hunting, and mining (\$25,694). Women's earnings as a percent

of men's lags most in the management, business, science, and arts occupations (56.3%). The sub-categories driving this are healthcare, specifically health diagnosing and technical occupations (47.7%), legal occupations (42.8%), education and libraries (52.5%), and art, design, sports, and media (50.3%).

The highest median household income by population group was non-Hispanic White at \$75,227 and the next highest was Asian at \$73,139 (Backlund, 2021, p. 10, 11). All seven other racial and ethnic groups analyzed fell below the state median household income of \$71,621 with the lowest median being Black or African American at \$41,752. For median individual incomes, the highest group was non-Hispanic White at \$27,310; all eight racial and ethnic subpopulations analyzed fell below the state median individual income of \$25,607 (Backlund, 2021, p. 11, 12).

For the population over age 25 with less than a high school diploma, 18% fall below the poverty line. Of those employed, 6.1% were below poverty level; 25.3% of the unemployed were below poverty level. By race/ethnicity, Black (27.2%) and American Indian/ Alaskan Native (27.1%) populations have the highest percentages below the poverty line. White alone, not Hispanic/Latino is the group with the smallest percentage in poverty, at 7.9%. Across all racial groups, Hispanic or Latino origin have 16.8% below the poverty line.

The American Indian and Alaska Native populations show the greatest disruption in employment; their rate of 60.3% labor force participation is lowest compared to all other racial and ethnic groups across Utah and the rate of unemployment, 9%, is the highest. Unemployment is lowest among white alone (3.3%), followed by Hispanic or Latino (4.2%). The labor force participation rate is highest for Some other race alone (74.9%), closely followed by Two or more races (74.1%) and Hispanic or Latino origin (73.8%). Participation in the labor force increases along with educational attainment, from 70.1% for less than high school diploma, 76.1% for high school graduates, 78.2% some college, and 84.2% for those with a bachelor's degree or higher.

More Utahns are employed in educational services, health care, and social assistance, at 22.13%, than any other industry category. The industry with the lowest percentage of employment is agriculture, forestry, fishing and hunting, and mining at 1.72%.

- Table: [Median household income](#)
- Table: [Occupation and median individual earnings](#)
- Table: [Population below poverty level](#)
- Table: [Labor force participation & unemployment rates](#)

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