EVALUATION OF THE LSTA THREE-YEAR PLAN FOR THE ALELE MUSEUM, PUBLIC LIBRARY AND NATIONAL ARCHIVES 2020–2022

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I. Evaluation Summary

Background

This document is an evaluation of the implementation of the 2020-2022 three-year Library Services and Technology Act (LSTA) Plan for the Republic of the Marshall Islands (RMI) Alele Museum, Public Library and National Archives. The Institute of Museum and Library Services (IMLS) is the federal agency responsible for implementing the LSTA, which distributes federal funds to each of the U.S. states and territories and The Freely Associated States (Federated States of Micronesia, Republic of Palau, and the Republic of the Marshall Islands). The IMLS' authorizing legislation requires LSTA fund recipients to conduct an independent evaluation of each five-year plan period for programs funded. The Alele Museum, Public Library and National Archives enrolled in this program mid-way through the five-year cycle and is subject to a three-year plan and evaluation.

The Alele Museum, Public Library and National Archives, hereafter referred to as ALELE, is the sole public library of the Republic of the Marshall Islands (RMI), located in Majuro atoll. Other populated islands/atolls in RMI do not have a public library service. LSTA funds are used primarily to support equipment and technology, staff salaries, and library materials. Alele worked with Kirsten Robinson, an independent evaluator, to conduct the 2020-2022 three-year plan evaluation.

Retrospective questions

Retrospective question A-1 asks the extent to which five-year plan activities made progress towards goals.

Goal #1: Enhance our Library book collections

Goal #1 was partially achieved by ALELE. The one program listed under goal #1 was related to the acquisition of an appropriate English level reference section, which was not implemented. However, during the time period in question, the library did identify and treat a termite problem in the Pacific Collection room. This collection was unavailable to patrons for most of the 2020 calendar year while books were removed and new shelves built.

Goal #2: Advancement in Technology use

Goal #2 was partially achieved by ALELE. ALELE successfully maintained the computer literacy class program during the first half of 2020, but was forced to stop providing classes due to the COVID-19 pandemic. The library was unable to adopt an electronic cataloguing and book check-out system for the library planned. Output and outcome targets related to the computer literacy classes were not assessable because the library did not collect the before and after data necessary to evaluate them.

Goal #3: Provide access to information and research resources for users

Goal #3 was partially achieved. ALELE was successful in it's archiving and digitation projects. The archiving of the Joachim deBrum paper document collection has been successful and part of an ongoing project. The ongoing digitation and cataloging of the video and audio cassette collection has been quite successful with these stories being played on the ALELE Weekly Radio Program. The addition of this

information, specifically the digitized VHS cassette tapes and the audio cassette tapes, to the ALELE website was unsuccessful due to staffing issues. Outcome targets could not be assessed because ALELE does not have a way to measure these targets.

Goal #4: Improve the library, museum and archival employee capacity

Although ALELE struggled to achieve progress in goal #4 due to budget cuts, staff turnover and the COVID-19 pandemic, this goal was partially achieved. Border closures, travel restrictions and uncertainty surrounding the COVID-19 pandemic prevented ALELE from hiring new staff, sending existing staff to training out of the country and enrolling staff in in-person training. Online training opportunities were provided to staff. ALELE was able to retain the Computer Literacy Technologist on staff to assist with information technology issues and special projects. The single outcome target could not be assessed because the target was not clearly defined and ALELE does not have a way to measure this target.

Goal #5: Provide professional, economic, and employment development for users and the public

ALELE did partially achieve goal #4 although the COVID-19 pandemic significantly impacted two out of the three programs. Two of the programs, specialized computer literacy classes, were postponed after the public became fearful of group classes. In both cases, these programs could have fallen under goal #2. ALELE was able to work with youth volunteers from the RMI National Training Council. However, outcomes were unable to be assessed, as before and after data was not collected that would enable their measurement.

Additional retrospective questions

Question A-2 asks the extent to which funds were spent on the Measuring Success focal areas.[1]

LSTA funds have been spent over the past three-year cycle in direct relation to lifelong learning and information access. In terms of lifelong learning, goal #1 achieved results related to increasing general knowledge and skills through access to the Pacific Collection of rare books and computer literacy classes. Goals #2 and #3 achieved results related to information access and patrons' increasing ability to discover, obtain, and use information resources via computer literacy classes. Institutional capacity was addressed with goal #4, which worked toward improving the library's workforce. Goal #5 addressed employment and economic development through specialized computer literacy classes and a partnership with the RMI National Training Council. Funds were not spent in direct relation to institutional capacity and employment and economic development during this cycle. Human services and civic engagement were not addressed in the current three-year plan.

Question A-3 asks State Library Administrative Agencies (SLAAs) to identify groups from a list that were of substantial focus during the three-year plan.

While programs and services are not explicitly targeted at patrons of ethnic minorities, virtually all residents of RMI are living below the poverty line and part of ethnic or minority populations according to definitions of such groups by the IMLS. In this way, these groups form a substantial focus for the library. The estimated unemployment rate in RMI is 60% with underemployment being undefined and

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[1] See a list of the Measuring Success Focal Areas in Appendix A

assumed to be high. The library serves a population with limited functional literacy and information skills although there is not a current way to track this. The library additionally spends more than 10% of LSTA funds on the library workforce. The majority of the library's use is by students and school-aged children and almost all programming is targeted at school-aged children.

Process questions

B-1 asks how libraries have used data from State Program Reports (SPRs) to guide activities included in the three-year plan.

ALELE has not used data from the SPR to guide activities included in the three-year plan, but does plan to use the SPRs as a tool to assist in creating the next five-year plan.

B-2 asks whether changes were made to the three-year plan.

ALELE did not make formal changes to the plan, though the Computer Literacy Classes program – goal #2 program #1 – was set aside for the remainder of the plan due to the COVID-19 pandemic. Similarly, programs #1 and #2 of goal #5, all relating to computer classes, were set aside for the remainder of the plan due to COVID-19. Details can be found in section A-1.

B-3 asks how libraries have shared data from SPRs.

ALELE has shared data from new SPR data with grant writers working in tandem with the Executive Director, key stakeholders, and with the ALELE Board of Directors.

Methodology

C-1 addresses the selection of an independent evaluator.

ALELE contracted with Kirsten Robinson to perform the evaluation of the three-year plan for 2020-2022 after the initial evaluator became ill and was unable to complete the assessment. The current evaluator has an affiliation or relationship with ALELE as a volunteer from 2021 to the present. The evaluation was conducted in accordance with the guidelines distributed by the IMLS to SLAAs, which provide a reporting framework for each SLAA to follow including questions about retrospective assessments, process assessments, and methodology.

C-2 explores evaluation methods.

The evaluation process relied on interviews with ALELE staff, analysis of existing administrative documents and data that had been collected over the course of the three-year period. During preliminary discussions with the staff, the evaluator identified documents and data needed, and these were located and delivered as quickly as possible. The evaluator reviewed documents and analyzed data to determine the extent to which program targets, target outputs, and target outcomes had been met. Analysis of documents and data was augmented by in-person meetings with the staff and frequent email contact. In some cases, data needed for evaluation was not available.

C-3 examines stakeholder engagement.

Several stakeholders from ALELE worked directly with the evaluator: the Executive Director, Library Director, Museum Manager, Accountant, Media Specialist/Archivist and the Assistant Archivist. The

evaluator met with each stakeholders in-person.   Follow-up discussions, questions and documents were addressed via email. Stakeholders beyond the ALELE staff were not involved in the evaluation process.

C-4 asks how the evaluation report will be shared.

The Executive Director will share the report with stakeholders on the RMI, including the ALELE Board of Directors and staff. ALELE will additionally share the report with granting agencies and others, as needed.

Lessons learned & recommendations

1. Using clear language: There are certain goals, programs and targets in the current three-year plan that are so vague that the staff and the evaluator were unsure how to interpret their intent during this evaluation process. When writing the next five-year plan, be sure to provide enough detail and clarity so that staff who were not part of the original drafting of the plan can interpret the meaning.

2. Avoid repeating similar programs under different goals: The current three-year plan reflects computer classes under two separate goals, goal #2 and goal #5. Although the programs are targeted to different audiences, general computer literacy classes vs. National Police Department computer classes, they remain computer classes and could have fallen under one goal.

3. Setting appropriate output and outcome targets: in the current three-year plan some of the target outputs and outcomes are not well defined, understood or measurable. In the next five-year plan, be sure that each output is an output and not a target that would be better placed as a program; similarly, be sure each outcome is not actually an output or program. For many of the outcomes, evaluation was not possible, as there was no pre and post data available. In planning outcomes for the next plan, be sure to consider what data will need to be collected in order to evaluate outcomes and whether this data can realistically be obtained.

4. Planning data collection: At the beginning of the five-year period, consider mapping out all the evaluations that must be undertaken to complete the new plan and set up data tracking mechanisms from day one to collect the data that will be required.

5. Implement a patron satisfaction survey: Requesting feedback from patrons is of great value to any organization in understanding how well it is meeting its customers' needs. In this three-year cycle, changes in staffing meant that a patron satisfaction survey was not conducted at all during the three years. Conducting a patron satisfaction survey at least once per three-year cycle, if not twice, would be an excellent source of feedback for ALELE to use in guiding its services and programs.

II. Body of the report

Background

The LSTA is administered by the IMLS and provides federal funding to SLAAs to support statewide library initiatives and services. SLAAs develop a five-year plan for how the funds will be used, how use aligns with LSTA purposes and priorities and the library's goals, and how success will be evaluated at the end of the five-year period. At the end of the period, SLAAs must partner with an independent evaluator to conduct an evaluation assessing their success in meeting the program goals, target outputs, and target outcomes in the plan. The Alele Museum, Public Library and National Archives enrolled in this program mid-way through the five-year cycle and is subject to a three-year plan and evaluation.

ALELE is the SLAA of the Republic of the Marshall Islands. The public library, located in Majuro atoll, is the only public library in the Republic of the Marshall Islands. LSTA funds are used primarily to support equipment and technology, staff salaries, and library materials.

ALELE worked with Kirsten Robinson, an independent evaluator, to conduct the 2020-2022 three-year plan evaluation. This evaluation was completed in accordance with guidelines distributed by the IMLS, which provide a reporting framework that includes questions about retrospective assessments, process assessments, and methodology. Interviews with the Alele Executive Director, Library Director, Museum Manager, Accountant, Media Specialist/Archivist and Assistant Archivist were conducted in person. Data and other administrative files were shared via email, and email was used for frequent communications.

The main audiences intended for this report are the IMLS, which will use the evaluations to understand trends and inform policy across SLAAs at the federal level; ALELE, which will use the report as a tool in authoring the next five-year plan; and the citizens and government of RMI, who may use the report to better understand how the LSTA funds are used. The report will be made publicly available on the IMLS' website, and ALELE is free to distribute or make the report public in any other way desired.

The Republic of the Marshall Islands

The Republic of the Marshall Islands is located in the central Pacific region just north of the equator. The country is about 2,300 miles southwest of Hawai'i and about 1,900 miles east of Guam. The country consists of two chains of islands, Ratak (sunrise – eastern island chain) and Ralik (sunset - western island chain). There are well over 1,000 small islands or islets that form 29 atolls, and 5 single islands. All land is at sea level and very vulnerable to various types of weather patterns and the increasing issues around climate change and sea level rise. The total land area for the country is only 70 sq. miles spread out over 750,000 sq. miles of ocean The population of the atolls/islands is about 53,000 people with approximately two-thirds of the population living in the two urban areas of Majuro atoll (28,000) and Ebeye (15,000) on Kwajalein atoll. The outer island villages, located on the other inhabited atolls, have small populations of several hundred people to two thousand people living on the larger outer island atolls. Most outer islands receive a bi-weekly or weekly airplane which carries passengers and limited supplies. However, the most important service to the outer island villages is the field trip ships which arrive anywhere from monthly to every 3 to 4 months to the more distant areas of the country. [2] The official languages of the Marshall Islands are Marshallese and English, although most of the population speaks Marshallese, and the library offers resources to promote uses of the Marshallese language

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[2] Marshall Islands Alele Museum, Public Library, and National Archives 5-Year Plan (imls.gov)

among school children. Ninety-eight percent of the population is ethnically Pacific Islander; more specifically, 92% are Marshallese, 6% are Mixed Marshallese and less than 2% are other. A 2011 census estimate puts the unemployment rate at 60% with underemployment being undefined. Only 18% of the population 25 years or older has completed any college; 29% never completed high school, and 25% have a high school degree as their highest level of educational attainment. The 2011 census revealed that the median annual household income in the Marshall Islands is 6,880 US dollars, although the median annual household income varies widely by atoll/island. [3]

General COVID-19 Note

The COVID-19 pandemic, also known as the coronavirus pandemic, is an ongoing global pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The virus was first identified from an outbreak in the Chinese city of Wuhan in December 2019, and quickly spread across the globe. On January 24, 2020, RMI issued a travel advisory requiring any visitors to the country to have spent at least 14 days in a country free of the virus. [4] The World Health Organization (WHO) declared a Public Health Emergency of International Concern on January 30, 2020, and a pandemic on March 11, 2020. [5]

On February 7, 2020, RMI President, David Kabua, signed a proclamation declaring a state of national emergency due to COVID-19. The proclamation ordered that all government ministries, departments, and agencies, the private sector, and stakeholders work in unison to plan and coordinate an immediate national preparedness response through the National Disaster Committee (NDC). [6]

On March 17, 2020, RMI suspended all international travel, some intra-island flight services and closed its borders to incoming visitors. [7] The National Response Plan was completed and implemented on March 25, 2020. Large gatherings of over 20 people were strongly discouraged, but not banned, with church services and ilomej (funeral gatherings) continuing as normal. Social distancing, the use of face masks and gloves, and safe, hygienic practices were put into place in preparation for COVID-19 community transmission.[8]

In early June 2020, Marshallese began hearing from family members in the United States about COVID-19 fatalities within the Marshallese community. As part of the Compact of Free Association (COFA), Marshallese are allowed to live and work in the United States and many leave the Marshall Islands to seek employment and educational opportunities not present in the RMI. [9] In states such as Washington, Arkansas and California, Marshallese, were making up a large percentage of COVID deaths while being a small percentage of the population. For example, through June 2020, Marshallese suffered half the deaths in Northwest Arkansas from COVID-19 while making up no more than 3% of the region's population. [10] This sent a shock wave of fear and misinformation through the Marshall Islands which impacted ALELE library programs.

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[3] Republic of the Marshall Islands 2011 Census Report.
[4] RMI January 24, 2020 Travel Advisory Issuance 1.
[5] WHO Covid-19 Pandemic Timeline.
[6] RMI National Disaster Committee.
[7] RMI March 17, 2020 Travel Advisory Issuance 10.
[8] RMI National Disaster Committee COVID-19 Response.
[9] Compacts of Free Association.
[10] NW Arkansas Democrat Gazette June 14, 2020.

Although the RMI borders were closed to all incoming travelers, exceptions were made for military personnel and Marshallese, via the repatriation program, who were stranded outside of the RMI when the borders were closed. A limited number of COVID-19 border cases were reported with the first two positive cases of COVID-19 being confirmed at the US Army Garrison on Kwajalein Atoll (USAG-KA) on 29 October, 2020. Both were placed in managed quarantine and the cases were defined as border cases, not community transmission. [11] The development of COVID-19 border cases only increased the fear and misinformation within the local community.

On December 29, 2020, the Marshall Islands became the first independent nation in the Pacific to begin its COVID-19 vaccinations. [12] As of January 30, 2022, RMI has an overall, fully vaccination rate of seventy-four percent for those aged 12 and over, which is close to the national target of 80 percent. [13]

Approximately every thirty days, the RMI NDC updates it's Health Travel Advisories and Restrictions, which basically extends the border closure for another 30 days. Overall, the RMI continues to operate as normally as possible, but is in a state of limbo. Social distancing, mask use and restrictions have been relaxed. Business continues as usual for most workplaces, with the understanding that, should at least one COVID-19 case be confirmed within RMI borders, educational services, businesses and employment places will placed in lockdown and preventative practices immediately implemented.

In January 2022, RMI's NDC received approval to reduce the twenty-eight-day quarantine period, the world's strictest, to seventeen days. The reduced quarantine time raises the possibility of positive COVID-19 cases showing up in people while in Marshall Islands quarantine facilities and has re-ignited fear within the local population. [14]

As of this report submission, the RMI border remains closed and the repatriation program has ended, although there is a safe travel program in place for eligible Marshallese requesting to return to the RMI. [15] There are no cases of COVID-19 within the community and lockdowns, mask wearing and restrictions are not in place.

ALELE does have a COVID response plan in place. Once COVID-19 is confirmed within the RMI borders and neighborhood lockdowns begin, the Alele Museum, Public Library and National Archives will close it's doors to the public. However, plans are in place for the staff to work from home or continue working on projects that support social distancing policies should government regulations permit it.

Notes on data

ALELE was unable to access a number of documents and data from 2020 - 2022 that would have been helpful to the evaluation process. This was due to the departure of the former Librarian and Executive Director which resulted in the deletion of a number of files as well as missing information, such as passwords, needed to access other files.

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[11] RNZ - First COVID-19 Case in Quarantine at US Army Base Marshall Islands.
[12] RNZ - Marshall Islands First Independent Pacific Nation to Launch COVID Vaccines.
[13] RMI COVID-19 Vaccination Dashboard as of 1-30-2022.
[14] *RMI Reduces World's Strictest Quarantine*
[15] RMI Safe Travel Program

Notes on the 2020-2022 SPR data

This five-year cycle was the first opportunity ALELE had to use the SPR format which resulted in some misunderstandings regarding data entry and how that data would then be applied. For instance, the Library and Computer Classes Project was input as one project, but should have been separated out into two as the library component related to programs in goal #1 while the computer classes component related to programs in goal #2. The combination of two projects into one provided confusing for the evaluator as questions could not be clearly answered within the confines of the SPR database as entered. Interviews with ALELE staff were conducted to confirm the scope of each project and to obtain an accurate picture of project success.

Retrospective questions

This report contains a retrospective assessment of each of the three-year plan's five goals and its corresponding program components, output targets, and outcome targets. Below is an assessment of the progress made to date towards these targets. For each goal, the corresponding LSTA purposes or priorities are listed, followed by a table showing whether the targets were met, and a narrative explanation of progress made toward each target. A discussion of lessons learned from evaluation of the current plan, along with recommendations for the forthcoming plan, can be found at the end.

The three-year plan consists of five targeted goals that address three of the LSTA and Grants to States priorities, as shown in the table below. This section explores the degree to which programs, output targets, and outcome targets were met over the three-year period.

Table 1. Three-year plan goals and related LSTA priorities

Goal	LSTA Priorities
Goal #1: Enhance our library book collection.	LSTA-specified Grants #1
Goal #2: Advancement in technology use.	LSTA-specified Grants #1
Goal #3: Provide access to information and research resources for users.	LSTA-specified Grants #8
Goal #4: Improve the library, museum and archival employee capacity.	LSTA-specified Grants #3
Goal #5: Provide professional, economic and employment development for users and the public.	LSTA-specified Grants #1

A-1. To what extent did your Three-Year Plan activities make progress towards each goal?

Goal #1: Enhance our library books collection.

This goal relates to LSTA Grants to States Priority #1, expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills. **Goal #1 was partially achieved.**

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Develop a non-fiction English level appropriate reference section for adolescent students and adults. (2020-2022)	X		
Treat the Pacific Collection Room for as part the of Pest Management Plan. (2020)			X
Output Targets	**Incomplete/unable to assess**	**Somewhat complete**	**Complete**
Provide a reference section for adolescent students and adults to support lifelong learning.	X		
Outcome Targets	**Incomplete/unable to assess**	**Somewhat complete**	**Complete**
Enhance the reference collection and improve the quality and depth of information available to the public.	X		

Programs
Develop a non-fiction English level appropriate reference section for adolescent students and adults. (2020 – 2022)

The program is incomplete as the interpretation of the term "English level appropriate" in the original wording of this program is unclear to current staff, who were not present when the three-year plan was authored. The current Library Director, who was hired in October 2021, was not provided any transition report from the previous librarian and was unable to access any computer files that may have shed light on the details of this program. As such, it is difficult to determine whether is program was directly impacted by the COVID-19 pandemic.

Treat the Pacific Collection Room as part of the Pest Management Plan. (2020)

Although this program was not identified on the ALELE Three Year Plan, it is included here as LSTA funds were used and is reported in the SPR data under goal #1. Early in 2020 it was discovered that several bookshelves of the Pacific Collection were infested with termites. As the Pacific Collection houses many out-of-print books and journals, with an emphasis on Micronesia and the Marshall Islands, plans were made to replace the bookshelves before further damage occurred. The entire collection was removed, the room treated, new bookshelves installed and items replaced. While this project was underway, the items of the Pacific Collection were unavailable to patrons for review.

This project was impacted by the COVID-19 pandemic in that supply chain issues, specifically sourcing lumber, delayed the completion of this project.

Target Outputs

Provide a reference section for student and adult use to support lifelong learning.

This target output cannot be assessed as the interpretation of this output is unclear to current staff, who were not present when the three-year plan was authored.

Target Outcomes

Enhance the reference collection and improve the quality and depth of information available to the public.

This target outcome is incomplete as reference materials were not purchased, the outcome target is not clearly defined and the library does not have a way to capture this information.

Goal #2: Advancement in Technology Use

This goal relates to LSTA Grants to States Priority #1, Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills; and financial literacy and other types of literacy skills. **Goal #2 was partially achieved.**
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Programs	Incomplete/unable to assess	Somewhat complete	Complete
Provide computer literacy classes to the public. (2020 – 2022)		X	
Adopt an electronic cataloguing and book check-out system for the library. (2020 – 2022)	X		
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
Provide more access to internet and computer use for the public. (2020 – 2022)		X	
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
Improve users' general computer skills and knowledge. (2020 – 2022)	X		

Programs

Provide computer literacy classes to the public. (2020-2022)

The program was partly completed. The library offered computer literacy classes through June 2020, which were well attended. However, due to fear and misinformation surrounding the COVID-19 pandemic, the public stopped attending classes around July 2020, even though announcements were placed on the radio. Classes continued to be offered through the summer of 2020, but were discontinued in the fall due to zero summer attendance.

This program has been significantly affected by COVID-19 and was suspended for all of 2021 due to the public's fear of small gatherings.   Now that most of the Majuro atoll population has been vaccinated, the library staff is looking at restarting the computer literacy classes as part of the 2022 summer library program.

Adopt an electronic cataloguing and book check-out system for the library. (2020 – 2022)

The program was not completed. An electronic cataloging software package, PastPerfect Museum Software, was purchased for ALELE to archive the Museum, the Public Library and the National Archives. However, PastPerfect Museum Software is a non-circulation database and can only be used for the Library's Pacific Collection items. PastPerfect Museum Software was installed, but data entry for library component has not begun due to staffing issues.

No circulation software has been purchased for the public library. Currently, the circulation system is a manual tracking system via Microsoft Excel. Plans are underway to purchase a circulation database. The current Library Director was hired in October 2021 and was provided no information from the previous librarian as to why this program was not completed.

Output targets
Provide more access to internet and computer use for the public. (2020 – 2022)

This output is partially achieved and directly tied to the computer literacy classes.   Computer classes and internet access were provided to the public and classes were well attended through June 2020. Due to fear and misinformation surrounding the COVID-19 pandemic, class attendance dropped in July 2020 and have not returned.   Now that most of the Majuro atoll population has been vaccinated, the library staff is looking at restarting the computer literacy classes as part of the 2022 summer library program.

Outcome targets
Improve users' general computer skills and knowledge. (2020 – 2022)

The outcome target for this goal cannot be assessed as the library did not collect formal data to evaluate this outcome target. Instead, the library relied on patron comments from program surveys distributed to participants to indicate increased confidence and satisfaction at the completion of the computer classes. No data was collected prior to the classes and no baseline measurement were taken.

Goal #3: Provide access to information and research resources for users.

This goal is related to LSTA Grants to States Priority #8: Develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks. **Goal #3 was partially achieved.**

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Archiving the Joachim deBrum paper document collection. (2020 – 2022)			X
Digitizing and cataloging the VHS cassette tape and audio cassette collection. (2020 – 2022)			X
Add digitized VHS cassette tapes and audio cassettes to the ALELE website. (2020 – 2022)	X		
Output Targets			
Provide Marshallese historical and cultural information to users	X		
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
Provide greater understanding of Marshallese history and culture through the deBrum paper document collection and historical VHS and audio cassettes.	X		

Programs
Archiving the Joachim deBrum paper document collection. (2020– 2022)

The archiving of the Joachim deBrum paper document collection is complete and part of an ongoing project.   Approximately 1,927 pages of paper documents were cleaned, repacked for storage, scanned and archived in the PastPerfect Museum Software database during 2020. These documents range from the late 1880s to the late 1950s and are in various states of decay due to mold and water damage. It is a slow and time-consuming process.

Scanned documents remain in the PastPerfect Museum Software database until such time as the deBrum family provides ALELE with authorization to make this collection available to researchers and the general public. However, it must be noted that ALELE is, and has been, in ongoing talks with the deBrum family regarding the sharing of the deBrum document collection.

It is also important to note that many documents are written in German, Japanese and Marshallese. Although a local German, Japanese and Marshallese translator have been identified to assist with cataloging, no attempt can be made to translate these documents until the deBrum family provides authorization.

This project has not been affected by the COVID-19 pandemic to date, but may be impacted in the future based on government restrictions.

Digitizing and cataloging the VHS cassette tape and audio cassette tape collection. (2020– 2022)

The ongoing digitation and cataloging of the video and audio cassette collection program has been quite successful. Of the 700 Video Home System (VHS) cassette tapes and 200 audio cassette tapes in storage approximately 341 VHS cassette tapes and audio cassette tapes have digitized and cataloged. Digitized VHS tapes and audio recording containing traditional Marshallese stories, chants, and proverbs are then played on the Alele Weekly Radio Program.

This project has been significantly impacted by equipment issues and tape degradation. The digitizing of VHS cassettes requires a working VHS machine, which due to age and use, has broken. ALELE is working on sourcing a replacement VHS machine, but due to supply chain issues has been slow. Digitation efforts have shifted to digitizing the audio cassettes, but physical degradation of the housing and tape have provided challenging and time-consuming.

This project has been affected by the COVID pandemic, specifically supply chain issues, and may be impacted in the future based on government restrictions.

Add digitized VHS cassette tapes and audio cassette tapes to the ALELE website. (2020 – 2022)

This project has not been completed due to staffing issues. Currently there is no one on staff that is dedicated to providing website updates.

This project was not directly impacted by COVID-19.

Output Targets
Provide Marshallese historical and cultural information to users.

The output target and goal are so vaguely defined, current staff were unable to assess the meaning of this target or how to measure it. However, it should be noted that digitized VHS cassette tapes and audio recording containing traditional Marshallese stories, chants, and proverbs are aired on the ALELE Weekly Radio Program which is broadcast to most of the outer islands/atolls. Anecdotal evidence suggests that this is a very popular program, and one of the few ways to distribute traditional stories to the outer atolls.

Outcome Targets
Provide greater understanding of Marshallese history and culture through the deBrum paper document collection and digitized historical VHS cassette tapes and audio cassette tapes.

The evaluator was unable to assess this outcome target as there is no means of tracking or documenting this target.

Goal #4: Improve the library, museum, and archival employee capacity.

This goal is related to LSTA Grants to States Priority #3: (A) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and (B) Enhance efforts to recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services. **Goal #4 was partially achieved.**

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Offer educational and training opportunities for staff members. (2020 – 2022)		X	
Hire additional staff. (2020 – 2022)	X		
Send the librarian and Museum Manager to the Pacific Islands Association of Libraries, Archives and Museums (PIALA) conference. (2020 – 2022)	X		
Retain the Computer Literacy Technologist on staff to assist with information technology issues. (2020 – 2022)			X
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
Undefined	X		
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
Provide better training opportunities for all of the ALELE staff. (2020 – 2020)	X		

Programs

Offer educational and training opportunities for staff members. (2020 – 2022)

Due to RMI budget cuts, staff turnover and the COVID-19 pandemic, this program is partially complete. Online training opportunities were provided to staff instead of travel opportunities.

This program was significantly impacted by COVID-19 as uncertainty prevented Alele from making long-term training plans. Approximately every thirty days, the RMI NDC updates it's Health Travel Advisories and Restrictions, which basically extends the border closure for another 30 days. Overall, the RMI continues to operate as normally as possible, but is in a state of limbo. Business continues as usual for most workplaces, with the understanding that, should at least one COVID-19 case be confirmed within RMI borders, educational services, businesses and employment places will placed in lockdown and preventative practices immediately implemented.

Hire additional staff. (2020 – 2022)

Due to RMI budget cuts and the COVID-19 pandemic, this program is incomplete. A RMI governmental 10% budget cut in fiscal year 2020, and the uncertainty surrounding COVID-19 prevented ALELE from hiring any additional staff.

Send the librarian and Museum Manager to the Pacific Islands Association of Libraries, Archives and Museums (PIALA) conference. (2020 – 2022)

This program is incomplete. As a consequence of the COVID-19 pandemic the Pacific Islands Association of Libraries, Archives and Museums (PIALA) 2020 conference was cancelled. Although the 2021 PIALA conference was held online, Alele did not participate.

Retain the Computer Literacy Technologist on staff to assist with information technology issues. (2020 – 2022)

While the Computer Literacy Classes were put on hold due to the COVID-19 pandemic, ALELE was able to retain the Computer Literacy Technologist to assist with information technology issues and special projects.

Output targets
Undefined.

The evaluator and current staff were not able to define an output target for this goal as written in the three-year plan.

Outcome targets
Provide better training opportunities for all of the ALELE staff. (2020 – 2022)

This target cannot be assessed as it is not clearly defined and the current staff were unclear as to what the terms "better training opportunities" meant. In addition, the library did not collect data that would allow for the measurement of the outcome target.

Goal #5: Provide professional, economic, and employment development for users and the public.

This goal is related to LSTA Grants to States Priority #1: Expand services for learning and access to information and educational resources in a variety of formats (including new and emerging technology), in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, economic and business development, health information, critical thinking skills, digital literacy skills, and financial literacy and other types of literacy skills. **Goal #5 was partially achieved.**

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Provide computer literacy classes to the National Police Department. (2020-2022)	X		
Provide computer literacy classes to the Kumit (Working Together) Youth Smart program. (2020-2022)	X		
Seek youth volunteers from the RMI National Training Council to assist with the archival work of cleaning, sorting, and filing of paper documents. (2020-2022)			X
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
Provide specialized training opportunities for the public through various partnerships. (2020-2022)	X		
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
Provide greater employment opportunities and upgrade user skillsets of those taking computer literacy classes or volunteering. (2020 – 2022)	X		

Programs
Provide computer literacy classes to the National Police Department. (2020-2022)

This program is incomplete as computer classes with the National Police Department were put on hold after the public's fear of catching COVID-19 through small gathering became apparent. This program also falls under goal 2 as an extension of the computer literacy classes.

The execution of this program has been significantly affected by COVID-19 and was put on hold due to the public's fear of small gatherings. Now that most of the Majuro atoll population has been vaccinated, the library staff is looking at restarting the computer literacy classes as part of the 2022 summer library program.

Provide computer literacy classes to the Kumit (Working Together) Youth Smart Program. (2020-2022)

This program is incomplete as the Kumit (Working Together) Youth Smart Program was discontinued before computer literacy classes could begin. Due to fear and misinformation surrounding COVID-19, a new partner for specialized computer classes was not sought out.   This program also falls under goal 2 as an extension of the computer literacy classes.

Seek youth volunteers from the RMI National Training Council to assist with the archival work of cleaning, sorting, and filing of paper documents. (2020 -2022)

This program was successful in that ALELE received two volunteers from the RMI National Training Council in 2020 and three volunteers in 2021.   This program has not been affected by the COVID-19 pandemic, but may be impacted in the future based on government restrictions.

Output targets
Provide specialized training opportunities for the public through various partnerships. (2020-2022)

This target cannot be assessed as it is not clearly defined and the current staff were unclear as to what the term "specialized training opportunities" meant.   In addition, the library did not collect data that would allow for the measurement of this target.

Outcome targets
Provide greater employment opportunities and upgrade user skillsets of those taking computer literacy classes or volunteering. (2020 – 2022)

This outcome target cannot be assed as several programs were suspended due to COVID-19. For those students who did volunteer their time, no data was collected that could formally evaluate these target outcomes.

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

Table 2. Goals, IMLS Focus areas and Intent

Goal	IMLS Focus Area(s)	Associated Project	IMLS Intent
Goal #1: Enhance our library book collections	Lifelong Learning	Library & Computer Classes Project	Improve users' general knowledge and skills.
Goal #2: Advancement in Technology Use	Information Access		
Goal #3: Provide Access to Information and Research Resources for Users	Information Access	Archiving and Scanning the deBrum Document Collection Project	Improve users' ability to obtain and/or use information resources.
		Video & Audio Project	
Goal #4: Improve the Library, Museum and Archival Employee Capacity	Institutional Capacity		
Goal #5: Provide Professional, Economic and Employment Development for Users and the Public	Employment & Economic Development		

Lifelong learning: Goal #1 achieved results related to the Pacific Collection Library project by improving general knowledge and by providing user access to rare books. While ALELE was successful in offering computer literacy classes to the public, it does not directly relate to the stated goal of enhancing the library book collection and would more appropriately support goal #2 or advancement in technology use.   It would have been beneficial to enter these projects separately in the Grants to State Program Report (SPR).

The Pacific Collection Library project was not impacted by COVID-19 pandemic, but the Computer Classes Project was significantly impacted. Due to fear within the community, all computer literacy classes had to be put on hold as described in section A-1.

Information Access: Goal #3 achieved results related improving users' ability to obtain and/or use information resources via the archiving and scanning of the deBrum paper document collection project and the digitizing of the VHS cassette tape and audio cassette tape project.   While the equipment breakdowns created delays of the Video & Audio Project, both projects were able to continue on schedule throughout the COVID-19 pandemic as described in section A-1.

Institutional Capacity and Employment and Economic Development: LSTA Funds were not spent in direct relation to these national priorities.

A-3. Did any of the following groups represent a substantial focus for your three-year plan activities?

- ✓ **Library workforce (current and future)**
- ✓ **Individuals living below the poverty line**
- ✓ **Individuals that are unemployed or underemployed**
- ✓ **Individuals with limited functional literacy or information skills**
- ✓ **Ethnic or minority populations**
- ✓ **School-aged youth (aged 6-17)**

ALELE is the sole public library, as well as the SLAA, of RMI. The majority of LSTA funds are spent on equipment and technology, staff salaries, and library materials. The library spends more than 10% of LSTA funds on the library workforce. The RMI median annual household income is 6,880 (US dollars), although the median annual household income varies widely by atoll/island. The estimated unemployment rate within the RMI is 60% with underemployment being undefined. Only 18% of the population 25 years or older has completed any college; 29% never completed high school, and 25% have a high school degree as their highest level of educational attainment. Ninety-eight percent of the population is ethnically Pacific Islander; more specifically, 92% are Marshallese, 6% are mixed Marshallese and less than 2% are other. Individuals living below the poverty line, unemployed and underemployed and ethnic minorities therefore represent a substantial focus of the three-year plan and use of funds. The majority of the library's use is by students and school-aged children, and almost all programming is targeted at school-aged children. The library does not have a way to identify the percentage of its LSTA budget that directly goes to serving these populations, but believes it to be more than 10%.

Process questions

B-1. How have you used data from the old and new State Program Report and elsewhere to guide activities included in the five-year plan?

ALELE has not used data from the SPR to guide activities included in the three-year plan, but does plan to use the SPRs as a tool to assist in generating the next five-year plan.

B-2. Specify any changes you made to the three-year plan, and why this occurred.

ALELE did not make formal changes to the plan, though the Computer Literacy Classes program – goal #2 program #1 – was set aside for the remainder of the plan due to the COVID-19 pandemic. Similarly, programs #1 and #2 of goal #5, all relating to computer classes, were set aside for the remainder of the plan due to COVID-19. Details can be found in section A-1.

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

ALELE has shared SPR data with grant writers working in tandem with the Executive Director, key stakeholders, and with the ALELE Board of Directors.

Methodology

C-1. Identify how you implemented an independent evaluation using the criteria described in "Selection of Evaluators."

ALELE contracted with Kirsten Robinson to perform the evaluation of the three-year plan for 2020-2022 after the initial evaluator became ill and was unable to complete the assessment. The current evaluator has an affiliation or relationship with Alele as a volunteer from 2021 to the present. The evaluation was conducted in accordance with the guidelines distributed by the IMLS to SLAAs, which provide a reporting framework for each SLAA to follow including questions about retrospective assessments, process assessments, and methodology.

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

The evaluation process for Alele relied on interviews with the Alele staff, existing administrative documents, and existing data that had been collected over the course of the three-year period. Existing data included financial records, computer class reports and surveys, PastPerfect Museum data and reports, digitizing and catalog reports for VHS cassette tapes and audio cassette tapes, computer and Wi-Fi use report data, and current SPR project data. Other administrative records reviewed included the manual library circulation spreadsheet and the manual library user sign-in sheets.

After reviewing the SPR project data, SPR training for the Pacific Territories[16] and conducting staff interviews, the evaluator determined that staff may have had a lack of clarity regarding how to enter the data into the report, what the question really meant and how that data would then be utilized. For example, data for the Library and Computer Classes project should have been separated into two projects. By combining two different projects into one, questions could not be clearly answered within the confines of the SPR system and the evaluator had trouble understanding which data belonged to each project. Interviews with staff were required to understand data input, project details and outcomes for each project listed in the SPR. Several details such as the status of the VHS cassette player and tape degradation issues, which could have been added to the SPR, were not.

The evaluator compiled information from documents, analyzed data, and conducted a series of follow up interviews with the Executive Director and the Library Director to determine the extent to which program targets, target outputs, and target outcomes had been met.

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[16] SPR Training for Pacific Territories.

C-3. Describe the stakeholders involved in the various stages of the evaluation and how you engaged them.

Several stakeholders from ALELE worked directly with the evaluator: the Executive Director, Library Director, Museum Manager, Accountant, Media Specialist/Archivist and Assistant Archivist. The evaluator met with the stakeholders via in-person meetings. After the initial meeting, the evaluator produced a list of information, data, and documents that would assist in the evaluation process. The staff delivered data and documents via email, and responded to questions via email and in person. Due to the confusion of the SPR data, all stakeholders working on a reported project were interviewed to ensure the evaluator had a clear understanding of outcomes. Stakeholders beyond the ALELE staff were not involved in the evaluation process.

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

The Executive Director will share the report with stakeholders in the RMI, including the ALELE Board of Directors and staff.   If needed, the Executive Director will share the report with granting agencies and others who will benefit from viewing it.   ALELE will also use the final approved evaluation report to help guide the creation of the next five-year plan.

III. Lessons learned and recommendations

Using clear language

The current three-year plan contains goals, programs and targets that are so ambiguously defined that the evaluator, Executive Director and the Library Director – who were not present for the authoring of the plan – were unsure how to interpret their intent during this evaluation process. For example, goal #1, program #1 states that the library will "develop a non-fiction English level appropriate reference section for adolescent students and adults." It is unclear what "English level appropriate" means, or how it was intended to be measured. Goal #5 outcome target #1 states that the library will "provide specialized training opportunities for the public through various partnerships." During the evaluation process staff were unclear as to what had been meant by "specialized training opportunities." When writing the next five-year plan, be sure to provide enough detail and clarity so that staff who were not part of the original drafting of the plan can interpret its meaning.

Avoid repeating similar programs under different goals

The current three-year plan reflects computer classes under goal #2 and goal #5. Although the target audience and course outlines are different, general Computer Literacy Classes (goal #2, program #1), National Police Department Classes (goal #5, program #1) and Kumit Youth Smart Literacy Classes (goal #5, program #2) could have all fallen under one goal.

Setting appropriate output and outcome targets

In the 2020-2022 three-year plan, some of the target outputs and outcomes are not well defined, understood or measurable. An output tells the measurable story of what an organization does or produces – these are countable targets such as the number of patrons served or programs taught.

Outputs are direct products of program activities, usually measured in terms of work accomplished.[17] An outcome measures benefit or change – change in attitudes, behavior, knowledge, skills, or an improved condition or state – for individuals or populations during or after participation in library programming or using library services. Outcome data is used as proof of effectiveness or impact.

Output targets that are not clearly defined and may not be countable targets include goal #1, goal #3, and goal #5, and could have been written as a program. An example would be goal #1 output target #1, "Provide a reference section for adolescent students and adults to support lifelong learning." This could have been rewritten as a program. In the next five-year plan, be sure that each output is an output and not a target that would be better placed as a program.

Some outcomes in the three-year plan are not truly outcomes. For example, goal #4 outcome #1, "Provide better training opportunities for all of the ALELE staff" does not measure a change in skill level, knowledge, attitude, behavior, etc. This should be rewritten as a program. Likewise, goal #1 outcome #1, "enhance the reference collection and improve the quality and depth of information available to the public" is actually an output instead of outcome. Be careful that outcomes always measure a change, such as goal #2 outcome #1: "Improve users' general computer skills and knowledge."   However, this goal requires that the library measure a change in knowledge and confidence on the part of patrons in order to evaluate program success.

It is particularly difficult to gather the data necessary to evaluate outcomes requiring at least two points of data collection: before and after. Baseline data must be collected prior to the experience being measured, and data must again be collected after the experience being measured. For many of the outcomes in the current three-year plan that were correctly written, there was no pre and post data available and the outcome therefore could not be evaluated. In planning for the next five-year period, be sure to consider what data will need to be collected in order to evaluate outcomes, and whether this data can realistically be obtained.

Planning data collection

At the beginning of the next five-year period, consider mapping out all of the evaluations that must be undertaken to complete the new plan, and set up data tracking mechanisms from day one. Much of the data needed, in particular measurements of outcome baseline data, cannot be acquired after the fact. For many of the outcomes in the current three-year plan, there was no pre and post data available and the outcome therefore could not be evaluated. For instance, the Computer Literacy Class participants should be completing a survey or questionnaire at the beginning and at the end of the classes allowing ALELE to collect data demonstrating a change in knowledge and confidence on the part of the patrons.

Consider creating data collection plans to ensure all data is being collected consistently over time. For instance, ALELE should begin tracking all staff's continuing education participation, including webinars and community workshops, as these are valuable pieces of the continuing education landscape currently missing from ALELE's evaluation capabilities.

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[17] http://publiclibrariesonline.org/2014/12/inputs-outputs-and-outcomes-oh-my/

Implementation of a patron satisfaction survey

Requesting feedback from patrons is of great value to any organization in understanding how well it is meeting its customers' needs. In this past cycle, changes in staffing meant that a patron satisfaction survey was not conducted at all during the three years. While minimal feedback was gathered for some programming such as the computer literacy classes, this cannot replace the value of a larger effort to understand how well the library is meeting the community's needs. Conducting a patron satisfaction survey at least once per five-year cycle, if not twice, would be an excellent source of feedback for the library to use in guiding its services and programs.

IV. Appendices

Appendix A. LSTA purposes and priorities & Measuring Success Focal Areas

According to the IMLS website,[18] the LSTA Purposes and Priorities for Grants to States program are listed below. Note that numbering of Purposes and Priorities has been added for clarity's sake in referencing Purposes and Priorities throughout the body of the report.

Overall Purposes of LSTA

1. Enhance coordination among federal programs that relate to library and information services;
2. Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
3. Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;
4. Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public;
5. Promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills;
6. Enhance the skills of the current library workforce and to recruit future professionals to the field of library and information services;
7. Ensure the preservation of knowledge and library collections in all formats and to enable libraries to serve their communities during disasters;
8. Enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation; and
9. Promote library services that provide users with access to information through national, state, local, regional, and international collaborations and networks.

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[18] https://www.imls.gov/grants/grants-state/purposes-and-priorities-lsta

LSTA-specified Grants to States Priorities

1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills; and financial literacy and other types of literacy skills;
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;
3. (A) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and (B) Enhance efforts to recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services;
4. Enhance efforts to recruit future professionals to the field of library and information services;
5. Develop public and private partnerships with other agencies and community-based organizations;
6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;
7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;
8. Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks;
9. Carry out other activities consistent with the purposes set forth in 20 U.S.C. section 9121, as described in the SLAA's plan;

Measuring Success Focal Areas
- Lifelong learning
    a. Improve users' formal education
    b. Improve users' general knowledge and skills
- Information access
    a. Improve users' ability to discover information resources
    b. Improve users' ability to obtain and/or use information resources
- Institutional capacity
    a. Improve the library workforce
    b. Improve the library's physical and technological infrastructure
    c. Improve library operations
- Economic & employment development
    a. Improve users' ability to use resources and apply information for employment support
    b. Improve users' ability to use and apply business resources
- Human services
    a. Improve users' ability to apply information that furthers their personal, family, or household finances

b. Improve users' ability to apply information that furthers their personal or family health or wellness
   c. Improve users' ability to apply information that furthers their parenting and family skills
- Civil engagement
   a. Improve users' ability to participate in their community
   b. Improve users' ability to participate in community conversations around topics of concern

Appendix B. Abbreviations and acronyms

ALELE   Alele Museum, Public Library and National Archives

COFA   Compacts of Free Association

COVID-19   Coronavirus Disease 2019

IMLS   Institute for Museum and Library Services

LSTA   Library Services and Technology Act

NDC   National Disaster Committee

PPMS   PastPerfect Museum Software

PIALA   Pacific Islands Association of Libraries, Archives and Museums

RMI   Republic of the Marshall Islands

SARS-COV-2   Severe Acute Respiratory Syndrome Coronavirus 2

SLAA   State Library Administrative Agency

SPR   State Program Report

VHS   Video Home System

WHO   World Health Organization

Appendix C. Documents and data reviewed

- Library manual circulation database and log
- Library patron sign-in sheet and log
- SPR Project Data
- SPR Training for the Pacific Territories Webinar
- Computer Literacy Class Reports and Surveys
- Data on staff (hire date, position title, departure dates)
- PastPerfect Museum Data
- Digitizing Reports for VHS cassette tapes and audio cassette tapes
- Computer use and WI-FI data
- Continuing education data

Appendix C. People Interviewed

- Wisse Amram, ALELE Executive Director
- Lola Schutz, ALELE Library Director
- Carol Curtis, ALELE Museum Manager
- Bonitha Bilimon, ALELE Accountant
- Langinbo Frank, ALELE Media Specialist/Archivist
- Solynn Bajo, ALELE Assistant Archivist