Alaska State Libraries, Archives & Museums
Library Services and Technology Act (LSTA)
Grants to States Program Implementation Evaluation
Federal Fiscal Year 2018 - Federal Fiscal Year 2022

Evaluators:
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Patience Frederiksen,
State Librarian and Division Director

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Summary Introduction

The Alaska State Library (a) promotes and coordinates library services to the community of Alaskan libraries, (b) serves as the primary research library for state government, and (c) collects, preserves, and makes accessible Alaska-related materials. Alaska has a total of 80 public library jurisdictions employing 127 FTE librarians based on the 2019 PLS survey; similarly, 6 institutions of higher education employing 40 FTE librarians based on the 2020 ALS survey; and, 54 public school districts employing 135 full-time librarians according to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (ElSi). The public library workforce represents about 42% of the librarians in the state. Total full-time equivalent staff is about 307.9 FTEs in 79 public library buildings, the majority of them rural (73%). The rural character of the state is even better understood by the fact that almost half of the libraries service communities with less than 1,000 people.[1]

Public Library Outlets by Locale

73% Rural
19% Town
1% Suburb
6% City
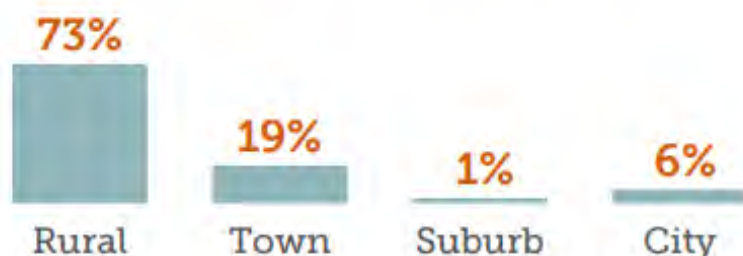
Given Alaska's population of 733,391[2], the state's annual Library Services and Technology Act (LSTA) Grants to States[3] program allotment from the Institute of Museum and Library Services (IMLS) of approximately $ 1.1[4] million per year translates into $1.40[5] per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Alaska's approximately three-quarters of a million residents. The Alaska State Libraries, Archives & Museums (ASL) challenge is to find ways to make $1.40 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.

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[1] Public Library Survey (2019). Table 1A. Percentage of distribution of public libraries, by population of legal service areas and state: Fiscal year 2019.

[2] United States Census Bureau, Decennial Census (April 1, 2020)

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

[4] 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)

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

There are three goal statements in the Alaska State Library's five-year LSTA plan entitled **Library Services and Technology Act Alaska State Plan 2018-2022**. They are:

> **GOAL 1 LIFELONG LEARNING: Alaska libraries will support lifelong learning opportunities for all Alaskans.**

> **GOAL 2 ACCESS TO CONTENT: Libraries will provide access to content and materials in various formats for all Alaskans.**

> **GOAL 3 ANCHOR INSTITUTIONS: Alaskan libraries will explore evolving roles as anchor institutions that benefit their communities.**

Retrospective Question A-1 Summary

Agency's Internal Assessment and Evaluators' Assessment

As part of the assessment process, the evaluators asked the Alaska State Libraries, Archives & Museums' State Library Division Director (State Librarian), and the ASL's LSTA Coordinator to offer their joint appraisal of progress their agency had made toward achieving each of the three goals included in the Alaska State Libraries, Archives & Museums' 2018-2022 LSTA five-year plan. The evaluators prefaced their 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 Alaska State Libraries, Archives & Museums' internal assessment and the evaluators' conclusions.

Table 1 - Alaska State Libraries, Archives & Museums' and Evaluators' Assessment of Achievement		
GOAL	**Alaska State Libraries, Archives & Museums' nternal Assessment**	**Evaluators' Assessment**
GOAL 1: Alaska libraries will support lifelong learning opportunities for all Alaskans.	Achieved	Achieved
GOAL 2: Libraries will provide access to content and materials in various formats for all Alaskans.	Achieved	Achieved
GOAL 3: Alaskan libraries will explore evolving roles as anchor institutions that benefit their communities.	Partly Achieved	Partly Achieved

Evaluators' Goal 1 Summary

GOAL 1: Alaska libraries will support lifelong learning opportunities for all Alaskans.

Goal 1, Lifelong Learning, received $944,539.84 in LSTA funds over the course of the FFY 2018 – FFY 2020 period. This represents 32.16 percent of Alaska's total LSTA funding for this time period. This goal includes early literacy programming, providing learning resources to people with physical disabilities, supporting the providing of learning resources with ILL and reference services to every person in Alaska, and many continuing education and leadership programs. Even smaller projects like the **Cross-Library Subject Access,** the **Alaska School Digital Library Initiative**, **Battle of the Books Leadership Program**, **Elizabeth Peratrovich Leadership Program**, **InfoPeople, Alaska Astronaut Tour, NEA Big Read, Library Site Visit** to Edna Bay, and **Project Ready** have a real impact in the communities they serve.

The evaluators believe that the Alaska State Libraries, Archives & Museums has ACHIEVED Goal 1. A number of reasons support this judgement primarily the ways in which the state library has been able to successfully support all types of libraries in their lifelong learning endeavors and, also, by the long term effects we see the leadership programs have in a relatively small professional community of library staff in Alaska. People who participate in these programs are rising in positions of leadership and have the opportunity to really shape lifelong learning in their communities which are often relatively hard to reach geographically and many of them relatively isolated. The long term impact of the leadership program is evident by the numerous people who have risen to be Presidents of the Alaska Library Association among other things (see Appendix J). Even though COVID-19 initially cancelled in person training and conference grants due to the shutdown and caused a huge decline in the number of CE grants awarded to library staff, the agency reallocated grant funds for other uses, such as ordering more ebooks and audiobooks for the Alaska Digital and Alaska School Digital Libraries (see below). Usage of these resources increased substantially.

Evaluators' Goal 2 Summary

GOAL 2: Libraries will provide access to content and materials in various formats for all Alaskans.

Goal Two, received the majority of Alaska's LSTA funding for FY18–FY20 ($1,581,613, which represented 53.85 percent of the state's total LSTA allotment). Of its programs, two were funded in FY18, FY19, and FY20, and these two programs accounted for the biggest share of LSTA funds under Goal Two. **Statewide Databases and Online Services** received $915,109.00, accounting for more than half (57.86 percent) of Goal Two funding and 31.16 percent of Alaska's total LSTA allotment. **Alaska Mail Services** was given $654,700.14 in funds, which represented 41.39 percent of Goal Two funding and 22.29 percent of the total LSTA funds.

The evaluators conclude that the Alaska State Libraries, Archives & Museums has ACHIEVED Goal 2. The goal has a variety of programs from very large to much smaller. Unquestionably the effective collaboration of ensuring that databases are available to as many libraries as possible

– school, public and academic libraries is a remarkable accomplishment for a state of the geography and demography of Alaska. Furthermore, all usage statistics are publicly available and there is a concerted effort to move towards a sustainable funding model that would be state supported freeing LSTA funding for other much needed activities. Among the many state agencies licensing database resources, Alaska leverages the expertise of people in the academic environment, especially the University of Alaska Anchorage, while ensuring that public and school libraries are served by this amazing set of resources they are bringing to the 700,000+ residents of Alaska. The SLED databases have the largest statewide impact for Alaskans and for Alaska's libraries. The number of individual patrons who use the databases is always an impressive number and the amount of money the shared databases save for individual libraries is another impressive measure of success. Ensuring awareness of this rich resource is a constant challenge.

Evaluators' Goal 3 Summary

GOAL 3: Alaskan libraries will explore evolving roles as anchor institutions that benefit their communities.

Goal Three, Anchor Institution, received $295,440.00 from Alaska's LSTA funding in the FY18–FY20 period, accounting for 10.06 percent of the state's total LSTA allotment. The FY19 **Alaska Library Network Operating** program received the vast majority of Goal Three funding ($246,440.00, 83.14 percent of the Goal Three funding and 8.39 percent of the total LSTA allotment). This project is ongoing, receiving other state funds in other years. The **Growing Alaska Through Small Business** program received the other $49,000.00 in funding, which represented 16.59 percent of the Goal Three funding and 1.67 percent of the total allotment. The programs are described in the following paragraphs.

The evaluators conclude that the Alaska State Libraries, Archives & Museums has PARTLY ACHIEVED Goal 3. For libraries to become anchor institutions for their communities, they need to be seen as playing an integral role in the local economy. Both projects attempted to take a first step towards that direction and have partially achieved the desired outcome. This goal is designed to allow libraries to try different services and programs for fit before spending their resources on a permanent program. Few grant requests are coming in this arena, which can be attributed to lack of advertising this goal and its uses and possibly also to the fact that Alaska libraries are so small, not many are willing to take on a pilot project. The Alaska Library Network is part of this goal and has been a success for all involved - both the member libraries and for the State Library. More work needs to take place for this goal to be fully achieved.

Retrospective Question A-2 Summary

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

All focal areas have been addressed with the LSTA projects with the majority of LSTA projects taking place in the areas of Lifelong Learning, Information Access, and Institutional Capacity (see Appendix F).

Retrospective Question A-3 Summary

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

Only two projects meet the more than 10 percent of LSTA expenditures threshold identified by IMLS in the LSTA Guidelines and both of them are under Goal 2 (2.1 Statewide databases and Online Services & 2.2 Alaska Mail Services). Neither of these two projects specifically targeted any of the specified groups in the IMLS Guidelines (see Appendix J).

In conclusion, the LSTA program in Alaska supports lifelong learning for all ages as well library staff with Goal 1, access to content with a rich set of database resources available to both public and academic libraries with Goal 2, and attempts to support innovation in libraries so they can serve as anchor institutions in their communities with Goal 3. For the geography, demographics, and linguistic, ethnic and tribal diversity, it is remarkable to see the level of cooperation among public, academic libraries, and school libraries. Nurturing leadership from within the communities in a state that is one fifth the size of the continental US[6] and has an average density of just 1.2 people per square mile[7] is a remarkable achievement for Alaska as a frontier.

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[6] https://www.worldatlas.com/articles/is-alaska-bigger-than-texas.html
[7] https://worldpopulationreview.com/states/alaska-population

EVALUATION REPORT

"We stand on living land that has been Indigenous territory since Time Immemorial. We acknowledge the traditional homelands of the original people of this place …" - Saankalaxt Ernestine Hayes (Tlingit), Alaska State Writer Laureate, 2016-18.time

Alaska is the largest state in square miles, a sea of forestry for the most part, sparsely populated and diverse. There are twenty distinct languages spoken by more than 140,000 Alaska's First People in a state with a total population of fewer than 735K residents.[8] The three largest cities in Alaska, Anchorage, Fairbanks, and Juneau represent the commercial, educational, and governmental centers of the state respectively. The majority of the public, school and community libraries, therefore, reside in rural areas. While visiting the State Library in Alaska, the evaluator had the opportunity to also visit a small but significant exhibit of northern northwest coast native textiles "The Spirit Wraps Around You." Alaska's libraries are keeping the spirit of the memories, knowledge, and information wrapped in the resources they make available to the residents of Alaska both by physical and virtual means.
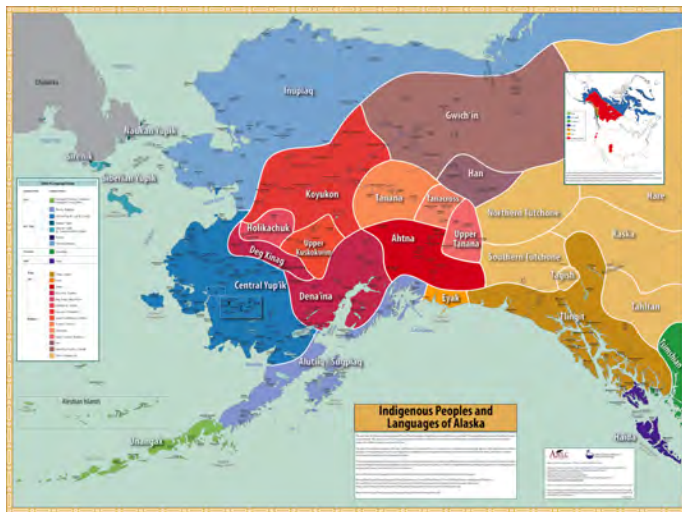
Evaluation Introduction

Given Alaska's population of 733,391[9], the state's annual Library Services and Technology Act (LSTA) Grants to States[10] program allotment from the Institute of Museum and Library Services (IMLS) of approximately $ 1.1[11] million per year translates into $1.40[12] per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Alaska's approximately three-quarters of a million residents. The Alaska State Libraries, Archives & Museums (ASL) challenge is to find ways to make $1.40 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.

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[8] Alaska Native Language Center (accessed on ⬚⬚⬚⬚⬚⬚⬚⬚)
[9] United States Census Bureau, Decennial Census (April 1, 2020)
[10] The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report
[11] 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)
[12] Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

The Alaska State Library (a) promotes and coordinates library services to the community of Alaskan libraries, (b) serves as the primary research library for state government, and (c) collects, preserves, and makes accessible Alaska-related materials. Alaska has a total of 80 public library jurisdictions employing 127 FTE librarians based on the 2019 PLS survey; similarly, 6 institutions of higher education employing 40 FTE librarians based on the 2020 ALS survey; and, 54 public school districts employing 135 full-time librarians according to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (ElSi). The public library workforce represents about 42% of the librarians in the state. Total full-time equivalent staff is about 307.9 FTEs in 105 outlets, the majority of them rural (73%). The rural character of the state is even better understood by the fact that almost half of the libraries service communities with less than 1,000 people.[13]

Public Library Outlets by Locale

73% Rural
19% Town
1% Suburb
6% City

PLS Table 1A. Percentage distribution of public libraries, by population of legal service area and state: FY 2019

- Less than 1,000
- 1,000 to 2,499
- 2,500 to 4,999
- 5,000 to 9,999
- 10,000 to 24,999
- 25,000 to 49,999
- 50,000 to 99,999
- 100,000 to 249,999
- 250,000 to 499,999
- 500,000 to 999,999
- 1,000,000 or more

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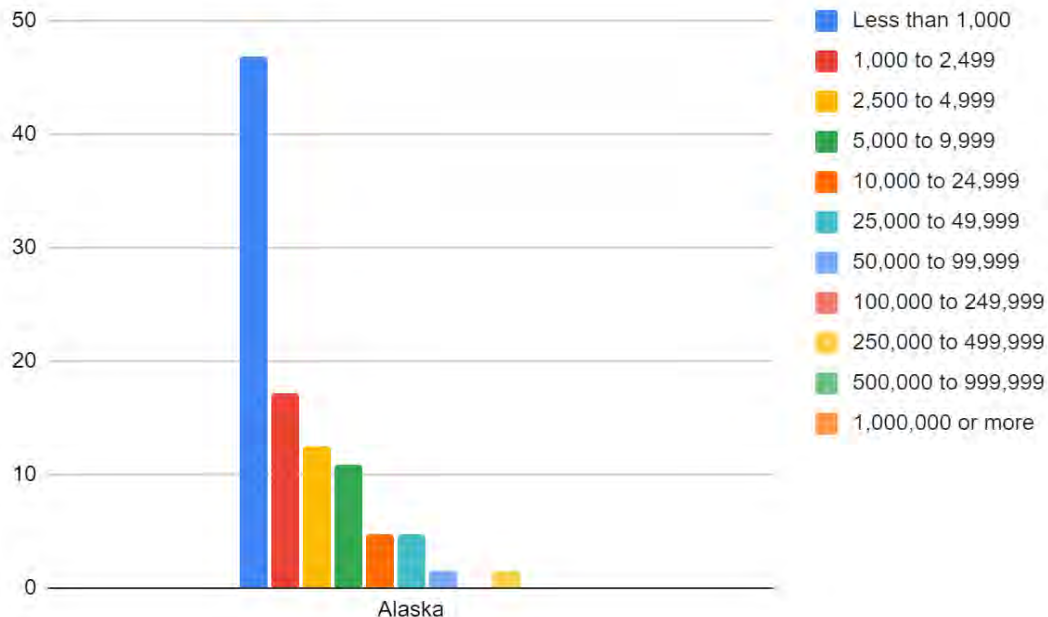
[13] Public Library Survey (2019). Table 1A. Percentage of distribution of public libraries, by population of legal service areas and state: Fiscal year 2019.

There are three goal statements in the *Library Services and Technology Act Alaska State 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, partly achieved, or not achieved is presented.

Goal 1 Retrospective Assessment: LIFELONG LEARNING

GOAL 1: Alaska libraries will support lifelong learning opportunities for all Alaskans.

Goal 1 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 1 (also see Appendix H).

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Ready to Read Resource Center	$ 272,038.20
Talking Book Services for Alaskans	$ 271,400.00
800# Interlibrary Loan & Reference Backup Service	$ 178,331.56
Continuing Education Grants	$ 96,543.79
AkASL Professional Development Scholarship Grant	$ 27,506.49
Public Library Director's Leadership Workshop	$ 27,046.68
Small Library Institute Continuing Education (SLICE)	$ 17,655.41
Cross-library Subject Access	$ 15,000.00
Alaska School Digital Library	$ 10,000.00
Cooperative Summer Reading Program	$ 8,673.95
Battle of the Books Leadership Program	$ 6,000.00
Elizabeth Peratrovich Book Project	$ 4,431.32
InfoPeople	$ 3,760.00
Alaska Astronaut Tour	$ 2,500.00
NEA Big Read	$ 2,500.00
Library Site Visit	$ 1,052.44
Project READY Honorarium	$ 100.00
GOAL SUBTOTAL	**$ 944,539.84**

Goal 1, Lifelong Learning, received $944,539.84 in LSTA funds over the course of the FFY 2018 – FFY 2020 period. This represents 32.16 percent of Alaska's total LSTA funding for this

time period. Of the Goal One projects, the **Ready to Read Resource Center** received the largest share, 28.80 percent of the Goal One funds ($272,038.20, which was 9.26 percent of all LSTA funding). The **Talking Book Services for Alaskans** program received $272,038.20, accounting for 28.73 percent of Goal One funding and 9.24 percent of the state's total LSTA funds. The **800# Interlibrary Loan & Reference Backup** program received $178,331.56, accounting for 18.88 percent of Goal One funding and 6.07 percent of the state's total LSTA funds, and **Continuing Education Grants** was allotted 10.22 percent of the Goal One funds ($96,543.79, which represented 3.29 percent of Alaska's LSTA funding). These four programs were the only Goal One projects to receive funding for all three fiscal years.

The **AkASL Professional Development Scholarship Program**, representing 2.91 percent of the Goal One funding and 0.94 percent of the total LSTA funding, received $27,506.49 for FY18. Also funded for FY18 were the **Public Library Director's Leadership Workshop** ($27,046.68 for 2.86 percent of Goal One funding and 0.92 percent of total LSTA funding), the **Small Library Institute Continuing Education** program ($17,655.41, for 1.87 percent of Goal One funding and 0.60 percent of total LSTA funding), and the **Cross-Library Subject Access** program ($15,000.00, representing 21.59 percent of Goal One funding and 0.51 percent of total LSTA funds). The **Alaska School Digital Library Initiative**, funded for FY19, received $10,000, which accounted for 1.06 percent of Goal One Funding and 0.34 percent of the state's total LSTA allotment.

Another FY19-only program was the **Battle of the Books Leadership Program**, which received $6,000, 0.64 percent of Goal One funding and 0.20 percent of the total LSTA funding; this program also received state funds from other sources in other years. The **Elizabeth Peratrovich Leadership Program**, another FY19 program, received $4,431.32 from LSTA, representing 0.47 percent of Goal One funding and 0.15 percent of the total LSTA allotment. Two other FY18-only projects were **InfoPeople** ($3,760, representing 0.4 percent of Goal One funding and 0.13 percent of the total LSTA allotment) and the **Alaska Astronaut Tour** program ($2,500, representing 0.26 percent of Goal One funding and 0.09 percent of total LSTA funding). The **NEA Big Read** program from FY19 also received $2,500, accounting for 0.26 percent of Goal One funding and 0.09 percent of Alaska's LSTA allotment. The **Library Site Visit** to Edna Bay in FY18 was given $1,052.44 in LSTA funds, which comprised 0.11 percent of the total Goal One funding and 0.04 percent of the total LSTA allotment. Finally, the FY19 **Project READY Honorarium** was given $100.00 in LSTA funds, 0.01 percent of the Goal One total and less than 0.01 percent of the total state allotment. These projects are described, individually, in the following paragraphs.

The mission of the **Ready to Read Resource Center** was to promote early literacy in Alaskan children (birth to age three) through partnerships with families and early childhood organizations. It provided education and information on early literacy and resources such as book bags and tubs to parents, caregivers, librarians, faith-based organizations, clinics, and other entities that work with toddlers and babies in Alaska.

As of May 31, 2021, Ready to Read Alaska ceased to be funded and the program closed after 13 years of activity, due to the coordinator accepting a new position with the Anchorage Public Library. The statewide early literacy efforts espoused by the program will, however, continue. Over its lifespan, the project served hundreds of families all across Alaska; managed nearly 150 mini-grants to libraries from state funds for books, toys, and furniture; and organized several training opportunities, both in person and virtually. Its legacy, including its remaining reading kits and early-reading resources and content, has been migrated to the Anchorage Public Library.

During its active years, the Ready to Read project funded a full-time early literacy-outreach librarian position at the Anchorage Public Library. Approximately 60 percent of the librarian's time was spent on coordinating the Ready to Read Resource Center (RRRC), with the remaining 40 percent of time spent on supporting early literacy initiatives throughout the state, attending Library Development meetings, offering statewide trainings, and administering statewide mini-grants for early literacy materials. In 2018, the Sesame Street eBook collection was available through SLED. The coordinator also donated picture and board books to pediatrician's offices in the Anchorage and Mat-Su areas, using materials from weeded kits. In 2019, the coordinator was not able to administer a mini-grant due to the COVID-related lack of funding available from the Alaska Department of Education and Early Development.

The RRRC's collection of book tubs and book bags was maintained during the entire evaluation period and up until the program's closure, with kit materials consistently kept in good condition. In 2018, this project circulated approximately 6,400 materials; while in 2019, approximately 5,140 materials were circulated. In the late fall of 2018, the RRRC Outreach Coordinator added a new line of kits for parents and caregivers, called Raise a Reader bags. These bags contained five or six continuing education-type materials on a variety of early literacy topics. The coordinator also withdrew any Ready to Read and Read to Me at Home tubs from the catalog that had not circulated in over two years. The materials from those tubs were given to pediatrician's offices as described above. The coordinator also refreshed many of the worn and dated board books from the Read With Me bag collection and conducted an inventory of the Lapsit bag collection. All of the board books that were found in the Lapsit bags were replaced with developmentally appropriate picture books. In 2019, several new themes for the Read With Me bags were created, and worn and dated books in the collection were refreshed. The coordinator also withdrew all of the remaining larger Ready to Read tubs from the collection. These tubs were not circulating, despite increased effort to loan them to childcare facilities. Some of the materials from the remaining tubs were reserved for use in upcoming early literacy spaces in Anchorage WIC offices; the rest, as in 2018, were given to pediatrician's offices. In 2020, the program estimated that the books in their kits were read to 500 children.

Ready to Read Resource Center	2018	2019	2020
Ready to Read Coordinator Outreach			
early lit. training to orgs. # of presentations	29	22	28
early lit. training to orgs. avg # of attendees / training	7	18	8
# of youth-serving librarians trained in early lit reading program	20		
Circulation of Early Literacy Resources Statewide			
Total number of items circulated	6,400	5,140	3,635
Average number of items circulated per month	433	428	303

Early literacy training was a hallmark of the RRRC's outreach responsibilities. The coordinator provided this type of training to organizations such as the Association for the Education of

Young Children (AEYC), Alaska Library Association (AKLA), and Kids Corps Head Start in 2018 and 2019. In addition, the coordinator worked with statewide early-childhood agencies, such as Thread and Best Beginnings, reaching out to their partners to supply training and education. The coordinator was also able to provide a table for the annual Reading Rendezvous event at the Anchorage Public Library, which was attended by more than 3,000 people. At this event the coordinator spoke with nearly 200 caregivers about the kits offered through the program. RRRC also hosted a table at the 10th Anniversary Party for the Anchorage Imagination Library. Unfortunately, many of the in-person events in which the coordinator participated, such as Reading Rendezvous and the Baby Fair sponsored by the Alaska Birth Collective, were canceled due to the pandemic. During this "hunker down" period, the coordinator provided information about accessing electronic library resources to families across Alaska through webinars sponsored by the Department of Education and Early Development.

Training and education were also provided to Alaska's librarians by the coordinator, who was responsible for finding and curating the latest information in early childhood literacy and education. These findings were disseminated to their audiences via social media; articles in *Newspoke*, the quarterly newsletter for AKLA; and on a YouTube channel for the series "Caregiver Chat," which explored a new topic related to early literacy in 15 minutes or less every week. Between September 2018 and February 2019, the coordinator offered "Supercharged Storytimes for All," a statewide training created by WebJunction and OCLC that was offered to Alaska's youth-serving librarians. The goal of this training, as quoted by WebJunction from the coordinator:

"Many smaller communities in Alaska have libraries that are staffed only by volunteers and do not offer storytimes [… .] This program can provide library workers and volunteers with ideas and practical strategies for implementing storytimes. They want to ensure that all of Alaska's children have an opportunity to read and hear stories, interact with the written word, and have a safe, comfortable space to share them with their caregivers. Having a fun, enthusiastic storytime practitioner is a way to help achieve that goal."

Only seven state or regional library agencies were selected to initially participate and train their constituents. The Alaska training was conducted by four instructors, including the coordinator, and was completed by 20 youth-serving librarians and other youth-focused professionals. In order to increase the reach of this program, a wrap-up session was offered to participants at AKLA 2019, and a Facebook group for youth-serving librarians in Alaska was created to encourage collaboration across the state.

In 2019, RRRC sought funding for a more tangible initiative. First, the Outreach Coordinator applied for a grant from the Anchorage Library Foundation and used the funds to purchase furniture and manipulatives for the future early literacy space at the Joint Base Elmendorf Richardson (JBER) WIC office. Due to the municipality's "hunker down" order and the closure of JBER to non-military personnel, the installation of the furniture and manipulatives had to be delayed.

The **800# Interlibrary Loan & Reference Backup Service**, which received the second-highest funding under Goal One, was established to provide toll-free interlibrary loan and backup reference service to rural public, school, combined, and tribal libraries across Alaska. Rural libraries do not have OCLC subscriptions; as a result, the 800# ILL service is the only system through which they can request and receive materials through Interlibrary Loan. Through this program, all libraries in the state who request assistance are served. (Due to staffing reduction in APL's Interlibrary Loan department, libraries that have access to OCLC have been asked to use that service to place ILL requests). Delays in mail service have impacted this program and

will likely continue to do so in the future. This challenge has been addressed by regular communication with users about the status of their requests and generous renewal options.

800# Interlibrary Loan & Reference Backup Service	2018	2019	2020
# of ILL Requests	3,260	5,078	
# of ILL Transactions (fulfilled)	2,913	2,941	3,123
Avg # of ILL Transactions per month	243	245	260
# of reference questions answered	296	208	

The 800# Service has been very beneficial to its patron communities during the COVID-19 crisis, as it has managed to continue to provide materials to its users. The 800# staff members also checked in with library clients and provided training during the initial shutdown in late winter/early spring 2020. The 800# Library Assistant offers immediate on-the-spot training for libraries that need help.

The Reference Backup Service, a provision of the 800# program, is available to all Alaska libraries. This is a vital service; many rural libraries are staffed by volunteers or non-librarians who might require assistance with more complex reference questions. APL answered 296 reference questions during the 2018–2019 cycle. Reference questions were answered within 48 business hours of receipt. During the 2019–2020 cycle, the program answered 208 questions.

The state faces additional challenges regarding information and access. Alaska is one of the only states without an accredited graduate library school, and many librarians in Alaska work in isolation with limited access to library management training. These librarians need (and want) to be exposed to new ideas and emerging trends in providing library service, and the **Continuing Education Grants** program (established in 2006) aims to supply this information in order to maximize service to all types of library patrons.

CE grants fulfill a vital need: Alaskan libraries serve a highly diverse ethnic and geographic array of patrons, with many Alaska Native patrons in rural communities and many ESL patrons in Anchorage, Fairbanks, and Juneau. Patrons, who want a full range of traditional library services, have also come to rely on their libraries for a broad range of sophisticated technology and information access resources. In order to meet this ongoing and critical need for public library staff training, the Alaska State Library allocates a CE grant to at least one staff member in every public library outlet every year; this funding is used by the recipient to attend a continuing education event, such as a conference. In FY18, this project funded 49 learning events for Alaska Library staff; 29 events were funded in FY19. In response to the COVID-19 pandemic, libraries could apply for one $1,250 reimbursement or four $300 reimbursements to attend virtual conferences or workshops. Participation was low in FY20, possibly due to the dearth of activities at the height of the pandemic; only six applications were received and four were from the same library system. Some potential applicants may also have been disinterested in undergoing the CE process, thinking that there were sufficient virtual opportunities available elsewhere. The grants position was also vacant for much of 2020, resulting in uneven publicity of the CE program and less recruitment of interested applicants.

Each CE grant recipient was required to submit a 250-word article to the Alaska Library Association's newsletter, *Newspoke*. How the recipient was impacted can be learned directly from these articles.[14] First-time recipients also attend CE-related training; 17 employees attended in FY18.

Professional growth and training for librarians and paraprofessionals was also encouraged through the **AkASL Professional Development Scholarship Grant** program in 2018. This program's goal was to promote and encourage professional growth of staff members in school libraries throughout Alaska. With the support of the Alaska State Library, the Alaska Association of School Librarians provided scholarships to selected librarians and library paraprofessionals that cover the costs of registration, travel, and lodging at in-state, out-of-state, and online professional development conferences and training. In 2018, this grant supported 34 staff members in their commitment to library-specific professional development.

The application process for this grant began with the executive board of the Alaska Association of School Librarians deciding at its fall Face-to-Face meeting on the allocation of in-state, out-of-state, and online scholarships. The four AkASL regional representatives publicized this opportunity by emailing AkASL members and other school library professionals throughout Alaska and encouraging them to apply. Travel Grant information was publicized using advertisements on the AkASL website, AkASL's Facebook page, snail mail, listservs, district emails, and word of mouth. Applications were online only. In-state applications were due on December 15, 2018. Out-of-state applications were due November 15, 2018. Applications for online training were accepted on a rolling basis and awarded if funding was available, with at least 7 days' notice. At the time of the first deadline for AkLA, there were additional funds available for AkLA and the application was reopened. A scoring rubric set by the grant coordinator determined the success of the applicants in securing funding. Results were communicated to both successful and unsuccessful applicants. Successful applicants were informed of the requirements for reimbursement and sharing products and articles from the events they attended; these articles and products were then published in the Puffin.

In 2018, scholarships were granted to 34 employees for the following professional development opportunities: enrollment in the LS 593 course on National Standards through UAF (8 grants), attendance at the Alaska Library Association State Conference (8 grants), attendance at the Alaska Society for Technology in Education conference (8 grants), attendance at the American Library Association mid-winter meeting (5 grants), attendance at the American Library Association national conference (3 grants), attendance at the International Society for Technology in Education event (1 grant), and registration for online courses (2 grants). Additional grants were awarded, but applicants either withdrew prior to conference or did not complete AkASL's requirements. Appendix J captures some long term success of this program showing how people who have been recipients of these scholarship funds over multiple LSTA cycles have risen into leadership positions within the professional associations in Alaska.

Library directors also had professional development opportunities under Goal One. In 2018, the **Public Library Director's Leadership Workshop** provided leadership training for public library directors holding MLS degrees in communities with populations of more than 3,000 people. Under the LSTA program, 3 sessions for 14 directors were funded. The workshop, a "think tank" type retreat that utilized a structure of semi-informal meetings and training, aimed to cultivate a vision and understanding of how libraries fit into society and how they offer a foundation for directors to emerge as leaders on both the state and national levels. Attendees received direct

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[14] https://akla.org/newspoke/

and relevant management and professional development information, as well as problem-solving tools and strategies for immediate and future operating challenges. They had the chance to exchange information and knowledge with each other, to debate and discuss sensitive political issues and topics, to build supportive personal and professional relationships among group members, and to experience and create a sense of group identity.

The workshop's creation began in October 2017, when DirLead attendees discussed the training they would like to have in 2018. The State Library's Head of Library Development then contacted and negotiated the workshop with Cheryl Gould. In the 11 responses to follow-up questioning after the event, participants were unanimous in their approval: all agreed or strongly agreed that the workshop improved their knowledge and that this newfound knowledge would help them adjust their communication style to be more inclusive. They also agreed or strongly agreed that they were likely to apply what they learned in this workshop and were now confident in their ability to write and deliver constructive feedback and to use effective facilitation techniques.

A counterpart to the Public Library Director's Leadership Workshop was the **Small Library Institute Continuing Education (SLICE)** program, which, by contrast, was available in 2019 to public library directors in rural areas without MLS degrees. This four-day workshop strove to empower attendees and provide them with the skills necessary to be leaders of change and innovation in their libraries and communities. At the conclusion of the workshop, SLICE participants were required to design and implement a library and/or community project to demonstrate what they learned.

Planning for SLICE occupied a large part of 2019. In January, hotel rooms were reserved and the workshop agenda and curriculum were planned. Presenters were confirmed in February, and registrations and travel itineraries were confirmed in March. Participant pre-evaluation questionnaires were provided to attendees in April, and the workshop itself took place in May. A post-evaluation questionnaire was also provided to attendees. Both the pre- and post-evaluation surveys helped coordinators determine the changes to participants' understanding and confidence in the issues presented at the workshop. Leadership consultant Catherine McHugh was brought in to facilitate two days of instruction on emotional and social intelligence, and participants found her training incredibly useful and timely. The largest reported increase in understanding, 133 percent, related to participants' understanding of emotional intelligence. Other results included a 32 percent increase in participants' confidence in their ability to develop a project management plan and a 23 percent increase in confidence in the ability to successfully communicate the value of their library. A 60 percent increase in the participants' ability to deliver a presentation that leads others to action was noted, as was a 28 percent increase in the understanding of the link between emotional intelligence and effective leadership. Participants also reported a 46 percent increase in their understanding of how managing differs from leading and a 25 percent increase in their understanding of ethical leadership practices.

The evaluator joined the **Public Library Director's Leadership Workshop** in 2021 for an in person LSTA meeting in Anchorage. Close to half of the participants in that session introduced themselves as former SLICE participants as well. Clearly, *the impact of the SLICE program is long reaching, extending across multiple LSTA cycles nurturing the next generation of library leaders in Alaska.*

In addition to professional development, resource identification and education is an important objective in Goal One. The **Cross-Library Subject Access** program, launched in 2018, aimed

to create a series of guides to primary source collections related to selected topics at libraries and other cultural/historical repositories throughout Alaska. The two main target audiences of these guides were researchers looking for primary sources about Alaska and the librarians providing reference services to those researchers. This program made research easier by creating 14 topic guides that included lists of relevant collections available at each participating library, archive, and museum across the state. These guides were reviewed and revised by institution employees with specific product and subject knowledge, ensuring that no collection was overlooked, improperly placed, or omitted. Guides were made available on SLED using LibGuides, and information was added when necessary.

Topic guides provide information about Alaska Highway construction, Alaska Native organizations, Alaskan legislators, anthropology and archeology, fishing, health and medicine, military in Alaska, mountaineering, performing arts, petroleum and natural gas, railroads, and whaling. Research into these subjects has become much more efficient, as librarians and researchers can use the guides to quickly see offerings from different institutions.

Measuring the impact of the topic guides on the target audiences has been challenging. Outreach efforts have included a blog post, a podcast episode, and several social media posts. The project has also been featured in the Alaska State Library's *Friday Bulletin*, the Northwest Archivists blog, and the UAA/APU Consortium Library's faculty newsletter. However, no one who has visited the collections has indicated that they found the resource through the relevant topic guide. On the other hand, the Facebook and Twitter posts garnered quite a few "likes" and several "retweets," indicating that some of the target audience has been made aware of the project. It is possible that further promotion of the topic guides will still lead to greater usage.

In 2019, another collection development initiative, the **Alaska School Digital Library**, worked to bring attention to the statewide school library digital collection. Promoted on the Raven Homeschool website (see below), this collection is specifically designed to support small schools. In FY19, the program funded 178 electronic materials and circulated 15,569 items to small school libraries at an average rate of 1,297 items per month.
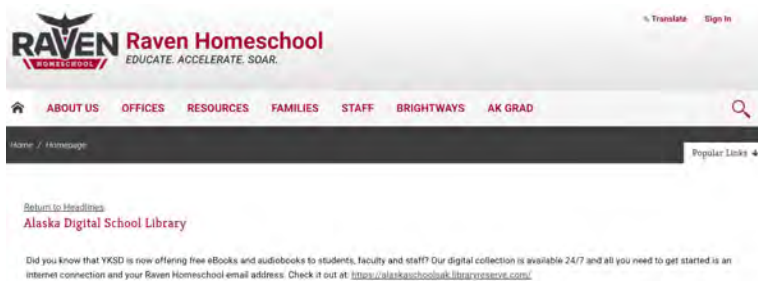
Participants in the program acknowledged the significant value of this program for students who switched to virtual learning during spring 2020. One school librarian noted, "Especially now, during COVID lockdown, the students still have a chance to read." Another stated that they appreciated "easy access to free ebooks and audiobooks for students during the pandemic!" One school librarian reported that the Alaska Digital School Library complemented his physical book collection, saying, "Students were excited about reading, and came in to ask for titles related to one of the books they had just read online." It also gave his students access to graphic novels and audiobooks that were not available in their library's print collection.

Collection development is a large component of setting up library patrons for successful learning; this is especially important for children and youth in the summer, when school is out of session. The **Cooperative Summer Reading Program** project, which took place in 2018 and supported Summer 2019 programming, supported the Alaska State Library's Statewide Summer

Reading program. Grant funds paid for basic starter kits of reading materials and summer reading manuals for all participating public libraries. A Youth Services Librarian was also able to travel to Juneau and present during the Summer Reading Program Session at the Alaska Library Association Conference.

The 2019 Statewide Summer Reading Program was also expanded and enhanced by the incorporation of a NASA @ My Library Programing grant. The Alaska State Library, in partnership with Anchorage's Loussac Library, was selected by NASA@MY Library as one of only ten state library agencies to receive a hands-on, space science–themed workshop for public librarians who lead summer reading programs. The Alaska State Library offered 12 travel grants of up to $500 for travel reimbursement to support rural librarian's attendance at the 1.5 day NASA STEM workshop in April. ("A Universe of Stories" was Alaska's summer reading theme for 2019; the NASA @ My Library's programming grant fit perfectly with this theme.) Workshop participants gained confidence in facilitating hands-on space science activities and making connections between summer reading and current NASA science and mission apps, video clips, and other educational resources. They networked with others involved in facilitating innovative science and technology programs and connected to a broader online community of practice through STAR Library Network.

Planning for this program was a multi-month, multi-stage endeavor. In the summer of 2018, months before the NASA workshop, ASL sent out notifications that the online final report and evaluation form for summer reading would be available through the end of August. That summer and fall, the Statewide Summer Reading page (https://library.alaska.gov/srp/index.html) was updated with the new summer theme and relevant resources and content. Registration for the Statewide Summer Reading Program opened in November 2018, as did coordination with Elizabeth Nicolai and Brooks Mitchell to plan the April 2019 NASA STEM workshop. Materials for summer reading, including basic starter kits, were ordered in January 2019, and the Summer Reading 101 presentation was conducted in February 2019. The Summer Reading Panel Session that would be held during the AkLA Conference in March was also organized in February.

March 2019 brought the AkLA Conference and the finalization of the NASA STEM Workshop, including registration. The March panel session at AkLA is a cornerstone of the statewide summer reading program. The 2019 Summer Reading/Learning Program was a panel presentation of youth services librarians representing large/urban, midsize, and small/rural libraries. Panelists shared their strategies for building fun STEM- and science-related activities into their summer reading programs. Participants were asked to complete an evaluation at the conclusion of this panel presentation, and the results were positive. Approximately 68 percent of the participants reported that they learned something from the session, while 59 percent of participants reported that they were confident about using what they had learned during the session and that what they had learned would help improve their library services.

Spring 2019 saw the continued organization and publicization of the NASA STEM Workshop and its travel grant opportunity, as well as the creation of a NASA@My Library LibGuide page with links to information about the workshop, an online application, and links to online resources. Also in Spring 2019, the Alaska State Library received and distributed summer reading starter kits and manuals to 64 participating public libraries. These materials were purchased through Demco and delivered directly to each library.

April 2019 saw the workshop take place. It was led by the STAR Net/Space Science Institute professional development manager and education coordinator. At the conclusion of the

workshop, participants were asked to complete an evaluation form. Approximately 82 percent of participants strongly agreed that they knew more about locating high-quality, vetted STEM activities from the Star Net website, while approximately 68 percent of participants strongly agreed that they felt confident about incorporating STEM activities into their summer reading program. Nearly 73 percent of participants strongly agreed that they planned to add at least two STEM activities into their summer reading program, and over 68 percent of participants strongly agreed that the workshop would add value to their library services.

After the conclusion of the summer reading program in 2019, participating public libraries were required to complete a final report and evaluation. The responses showed that 10,914 children, 1,704 teens, and 3,070 adults participated in summer reading programs held in public libraries. A combined total of $64,897 in donations was received by public libraries participating in the Statewide Summer Reading Program. Donors included local businesses, Friends of the Library Organizations, individuals, and grant-issuing organizations.

While the summer reading program gave librarians and educators a chance to collaborate, 2019's **Battle of the Books Leadership Program** provided students of all ages and reading

abilities with this opportunity. Students engaged with peers at school, district, and statewide levels as they competed in the program as members of a team. Battle of the Books was designed to promote a love of reading while developing fluency and comprehension skills. Funding allowed for the coordination of state-level Battle of the Books events through book selection for each grade level, with 353 print materials acquired and distributed; training of coaches, moderators, and judges; question development, editing, and distribution; website (seen below) and handbook maintenance; and program evaluation. Alaska's school districts and educational systems are diverse, with vastly different needs, and what works in one district is not always best for the others in the state. The Battle of the Books coordinators strove to select titles that represented diversity in literature and met the needs of all learners in the state. As part of their book selection, they offered a working title list online and accepted comments from those who could not make it to the selection workshop. During the reporting period, 46 school districts participated in the Battle of the Books program. Fifteen of these were out-of-state districts that did not participate in the state battle. Of the participating districts (and with some overlap), 18 participated in the high school competition, 26 in the middle school competition, and all 31 in-state districts participated in the 3/4 and 5/6 grade battles. District coordinators estimated that 10,669 students participated in the Battle of the Books. Competition was not the only way that LSTA funds fostered interest in specific books.

The **Elizabeth Peratrovich Book Project** in 2019 was created to distribute copies of the YA book *Fighter in Velvet Gloves: Alaska Civil Rights Hero Elizabeth Peratrovich*, by Annie Boochever, to schools and libraries around the state. Peratrovich was influential in securing the passage of the 1945 Anti-Discrimination Act, but until this book was published in 2019, there was little published about her life. The book was given free of charge to Alaska schools and libraries statewide, with volunteers packing and distributing 463 copies statewide. The distribution to schools and libraries was determined through research into school library lists.

Professional development, which can help foster such programs as the Elizabeth Peratrovich book project, was the central goal of the **InfoPeople** program. State funds were used to purchase a block of 25 seats in February for InfoPeople's online 4-week training sessions during the 2019–2020 fiscal year. Course seats were distributed in an equitable manner to ensure that participants (both staff and directors) from libraries of all sizes and types from all regions of the state were represented. An additional block of 20 seats was purchased with LSTA funds in November 2019 to meet staff demand for cataloging and classification instruction. Completion requirements were instituted to ensure maximum benefit from participation; attendees' information was tracked via Excel, and those who did not complete the courses were required to reimburse the state. These opportunities were advertised via the AkLA listserv, direct emails, *Newspoke*, the *Friday Bulletin*, and *CE News* to ensure wide dissemination of information. Attendees of both types of sessions were surveyed to gauge the impact of the courses on knowledge, skills, and other aspects of library work and to estimate the impact of the acquired knowledge on future library services.

Cumulatively, 45 Alaska library staff from all types of libraries registered and successfully completed courses/training on one of the following topics: Basic Cataloging and Classification (28 registered), Children's Services Fundamentals (2 registered), Communication is More Than Words (2 registered), Effective Time Management for Busy Library Staff (6 registered), Emotional Intelligence in the Library Workplace (3 registered), Readers' Advisory Fundamentals: Books and Beyond (3 registered), and Supervisory Success: Interpersonal Skills for Supervisors (1 registered). The extra demand for the Basic Cataloging and Classification course surprised the State Library. The growing interest in improving the quality of local library cataloging dovetails with libraries' increasing membership in the Alaska Library Catalog, a consortium of 87 public, academic, special, and K-12 libraries that serves 92 percent of the population of Alaska. At the conclusion of the Cataloging and Classification course, participants were asked to complete an evaluation form. Approximately 55 percent strongly agreed that the instruction improved their knowledge and understanding of the subject of the course. About 77 percent strongly agreed that they are likely to apply what they learned, while 54 percent agreed that what they learned will improve their library's ability to provide services for the public.

The years 2018 and 2019 saw multiple programs related to space in the state. The **Alaska Astronaut Tour** program provided families in nine Alaskan communities (Anchorage, Wasilla, Homer, Soldotna and Kenai) with access to Rex Walheim, a NASA astronaut who presented in these communities. This relationship helped kids, teens, and adults personally connect with NASA's STEM-related work, and the State Library hoped to inspire kids, teens, and adults to pursue new STEM interests, recognize the potential within themselves, and consider a wider variety of careers. The uniqueness of the project also aimed to help communities connect with their local libraries in new ways. Walheim's tour, which was planned in the spring and took place from July 29–August , was advertised throughout July. A post-program survey was conducted in August, and its results, along with photos and program anecdotes, were included in a follow-up report necessitated by the terms of the relevant grant.

Similar to the Elizabeth Peratrovich book project, the **NEA Big Read** program in 2019 required the state to purchase additional copies of *In the Heart of the Sea* for the Juneau Public Libraries' NEA Big Read program. These copies extended the reach of the project, allowing more people in the Juneau area (see the map below) to read the book and participate in book discussions. While reading the book is not required for participation in the Big Read, knowledge of the book is helpful for synthesizing themes and topics that influence the programming throughout the Big

Read month. The additional copies allowed more patrons to read by the time the bulk of the programming was undertaken.

Patrons were surprised and happy by the ease of picking up a copy of the book from the library. The book could also be passed on to friends and family to read, thus enhancing the Juneau Public Library's mission of educating and entertaining the community and giving patrons additional incentive to read and discuss the book. When the books ran out, patrons were disappointed they missed a chance at a free copy but were directed to library copies that had been pulled from ALC libraries and put on display. Patrons were also able to pass on copies to Lemon Creek Correctional Center and the Glory Hall for their book discussion groups, thereby bringing these populations into an activity shared by the community at large. This sense of belonging was mentioned by participants, who enjoyed the feeling of everyone participating and doing something together. However, the timing of the program received some criticism. Patrons who decried the timing wished the program took place later in the season or early in the spring, because of the plethora of events happening in the same month or because they would be out of town during the program.

Given the topography of Alaska, site visits are sometimes needed to assess the needs of libraries. The **Library Site Visit** to the Edna Bay Community Library (EBCL) in 2018 was one example of this type of undertaking, which was intended to provide on-site assessment and staff training. We have included the whole report in Appendix M)

Juneau

City in Alaska

The City and Borough of Juneau, more commonly known simply as Juneau, is the capital city of the state of Alaska. Located in the Gastineau Channel and the Alaskan panhandle, it is a unified municipality and the second-largest city in the United States by area. Wikipedia

Edna Bay is located on the southeast coast of Kosciusko Island in southwest Alaska, northwest of Prince of Wales Island. The community lies 90 miles northwest of Ketchikan, and the most reliable way to get in or out of Edna Bay is by private watercraft. The library is located in a building that was formerly a school and is a nonprofit, all-volunteer organization. It is allowed to occupy one half of the building; the other half is used by the local government for Monday Council meetings. The EBCL board is negotiating to use the other half of the building when not required by the city. EBCL is open three days a week for ten hours total (Mondays 4-7 p.m., Wednesdays 12-4 p.m., and Saturdays 12-3 p.m.). All lights and equipment in the library are powered by a small gasoline-powered generator, because the building generator has not been made available to the library. The generator used is outside the back door, which must be cracked open to allow power cords inside the library. There was no patron activity on the afternoon of the visit.

Special training on services useful to homesteaders were conducted. Topics included the use of SLED databases (which was received so positively that a virtual "SLED for Homesteaders" seminar could be in the works); navigation of the Alaska Library Catalog; and introductions to the #800 ILL service, the Hobbies and Crafts Reference Center, and the SERRC (Small Engine Repair Reference Center). There was positive feedback from the trainees, although more manuals were requested, and this success should support the development of online tutorials and further sessions. A separate training course for library staff focused on the use of the Alaska Digital Library through the Libby mobile app, simple access to Overdrive Marketplace for statistics, and best practices on the LMS login manager.

The last Goal One project, the **Project READY Honorarium**, had the Alaska State Library's public library consultant lead a group of youth services librarians through the 16-meeting Project

READY curriculum in 2018. LSTA funds went toward providing honorariums to local presenters and speakers who were actively involved in antiracism, social justice, diversity, equity, and inclusion work. The local speakers and presenters provided first-hand knowledge on the hard work of combating racism and bias in public libraries and other institutions. The importance of addressing equity gaps and incorporating anti-racism–oriented learning into society at large has been spotlighted in recent years; this need extends to library staff members, especially those who interface with Alaska's youth.[15] Theirs is a responsibility of the utmost importance; after all, librarians hold the key to learning, and learning is the most surefire path to future successful functioning as an adult member of society. However, there remains a dearth of resources for librarians to gain the knowledge that they need, both in MLS/MLIS programs and in the library community as a whole.[16] A recent survey of youth service librarians at the beginnings of their careers revealed that less than 27 percent of respondents experienced social justice as part of their master's curriculum (nearly 42 percent said that equity and inclusion were substantively studied). More concerningly, over half of these respondents (54.1 percent) said that their master's programs did not sufficiently prepare them to work with minority and underserved populations.[17] Project READY's curriculum, which is dedicated to closing equity gaps and providing anti-racial development opportunities to youth services librarians, is critically important to the state's mission of serving all of its population groups effectively, compassionately, and knowledgeably.

Goal 1 Conclusion - Retrospective Question A-1

A-1. To what extent did ASL's Five-Year Plan activities make progress towards Goal 1?

The evaluators conclude that the Alaska State Libraries, Archives & Museums has ACHIEVED Goal 1. The richness of the activities and the critical nature of these activities underscore our final judgement for this goal. A number of reasons support this judgement primarily the ways in which the state library has been able to successfully support all types of libraries in their lifelong learning endeavors and, also, by the long term effects we see the leadership programs have in a relatively small professional community of library staff in Alaska. People who participate in these programs are rising in positions of leadership (Appendix J) and have the opportunity to really shape lifelong learning in their communities which are often relatively hard to reach geographically and many of them relatively isolated.

Goal 2 Retrospective Assessment: ACCESS TO CONTENT

GOAL 2: Libraries will provide access to content and materials in various formats for all Alaskans.

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[15]Hughes-Hassell, S. and Stivers, J. (2015). Examining youth services librarians' perceptions of cultural knowledge as an integral part of their professional practice. *School Libraries Worldwide, 21*(1), 121136.

[16] Gibson, A. N., Hughes-Hassell, S., & Threats, M. (2018). Critical theory in the LIS curriculum. In Sarin, L.C., Percell, J., Jaeger, P.T., & Bertot, J.C. *Re-Envisioning the MLIS: Perspectives on the Future of Library and Information Science Education, Volume 44B* (pp. 49-70). Bingley, England: Emerald Group Publishing.

[17] Unpublished survey data, 2019

Goal 2 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 2.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Statewide Databases and Online Services	$ 915,109.00
Alaska Mail Services	$ 654,700.14
Enhancing the Alaska Digital Library's Young Adult/ Juvenile Collection	$ 10,000.00
Nenana Hardware Upgrade	$ 1,186.99
Baby Raven Reads Access	$ 617.78
GOAL SUBTOTAL	$ 1,581,613.91

Goal Two, Various Formats, received the majority of Alaska's LSTA funding for FY18–FY20 ($1,581,613, which represented 53.85 percent of the state's total LSTA allotment). Of its programs, two were funded in FY18, FY19, and FY20, and these two programs accounted for the biggest share of LSTA funds under Goal Two. **Statewide Databases and Online Services** received $915,109.00, accounting for more than half (57.86 percent) of Goal Two funding and 31.16 percent of Alaska's total LSTA allotment. **Alaska Mail Services** was given $654,700.14 in funds, which represented 41.39 percent of Goal Two funding and 22.29 percent of the total LSTA funds. Of the single-year projects, two occurred in FY19. **Enhancing the Alaska Digital Library's Young Adult/Juvenile Collection** received $10,000.00, 0.63 percent of Goal Two Funding and 0.34 percent of the total LSTA allotment, while the **Nenana Hardware Upgrade** received $1,186.99, 0.06 of the Goal Two funding and 0.08 percent of the total LSTA allotment. **Baby Raven Reads Access**, a FY18 project, received $617.78 in LSTA funds, 0.04 percent of the Goal Two funding and 0.02 percent of the LSTA allotment. The following section contains an in-depth look at each of these programs. The impact of the pandemic on these programs is captured by the following quote:

> *The pandemic has changed the way our patrons access library resources, and we anticipate many of these changes will be permanent. LSTA-funded state programs have been very helpful in providing library materials to people in our community, even when they did not come to the Library…Our Library staff developed a variety of programs during the pandemic--including online programs via Facebook and YouTube, a weekly radio show, and take-home maker and craft bags.*

The intent of the **Statewide Databases and Online Services** program is to deliver digital resources and services to Alaska residents and to provide libraries in the state with access to a wide range of materials. The virtual library offers a range of resources for all age groups and delivers these resources via the Internet to all regions of the state. Libraries, with their limited budgets, directly benefit through access to resources that they would not normally be able to afford or provide. Live Homework Help (state funded) and the Alaska Digital Library (library

funded) are additional electronic resources which are managed by ALN. A small amount of funds are used to distribute physical materials requested from the Alaska Library Catalog. Funding from the grant and matching funds pay for the licensing associated with EBSCO, Gale, BrainPOP, Oxford, and ProQuest. BrainPOP proved hugely popular, with usage growing 221 percent from FY18 to FY19. The grant also provides funding to offset the mail costs for the Alaska Library Catalog member libraries and for licensing EBSCO's discovery service and OCLC's proxy service.

Statewide Databases and Online Services	2018	2019	2020
Cost	$339,952.42	$171,412.64	$403,743.94
# of licensed databases acquired	56	69	64
# of electronic materials acquired	2,619	99,168	99,168
circulation resources			
total number of items circulated	526,283	606,603	969,571
average number of items circulated per month	43,857	50,550	80,797

In 2018, this project funded the acquisition of 56 licenses for databases and 2,619 discrete electronic materials; the total number of materials circulated was 526,283 with an average number 43,857 materials circulated per month. In 2019, this project funded the acquisition of 69 licenses for databases and 99,168 discrete electronic materials; the total number of materials circulated was 606,603 with an average of 50,550 materials circulated per month. In 2020, this project funded the acquisition of 64 licenses for databases and 99,168 discrete electronic materials; the total number of materials circulated was 969,571 with an average of 80,797 materials circulated per month.

Also in 2020, most Alaskan schools were at least partially virtual due to the pandemic. Consequently, the demand for free online resources remained very high, particularly those geared for students. Databases like TumbleBooks had twice as many book views as the previous reporting period, and BrainPop had 6 times more sessions and 17 times more full-text equivalents.

The Alaska Library Network, the Alaska State Library, and the University of Alaska - Anchorage are all part of making the Statewide Library Electronic Doorway (SLED) is the "information dividend" for all residents of Alaska and the cornerstone of this project. Its website is hosted by the Alaska State Library and technical support is provided by ALN, the UAA/APU Consortium Library, and ASL. The SLED Advisory Group provides leadership in selecting resources and services for the statewide program. The discovery search service on SLED provides access to over 194 million records, covering a myriad of subjects including medicine, engineering, business, art, philosophy, history, and education. The materials also target different audiences, from elementary school students looking for picture books through college students doing research on scientific topics and adults seeking recommendations for novels to read. SLED also provides comprehensive retrieval, which means that contemporary and historical resources are delivered in the same search. For example, Alaska's Digital Archives presents a wealth of historical photographs, albums, oral histories, moving images, maps, documents, physical objects, and other materials from libraries, museums, and archives throughout the state.

Another indexed local resource available through SLED is ScholarWorks@UA, the University of Alaska's Institutional Repository. This collection was created to share research and works by UA faculty, students, and staff. Graduate theses (both master's and doctoral), along with white papers and research reports from the various research institutes of the university are among the types of sources found within ScholarWorks@UAand thus available through SLED. While anyone, anywhere, can search SLED, only the residents of Alaska have access to commercially produced publications like scholarly journals, newspapers, and magazines. With additional funding support from the University of Alaska, the Alaska State Library, and the state of Alaska, SLED delivers information at the cost of less than $1.00 per resident per year.

SLED offers many services and provides access to an expansive collection of resources, including, but not limited to, educational videos for school children; health information for teens; websites for learning foreign languages; a wealth of digital images documenting Alaska's history and culture; test preparation for high school equivalency, college entrance tests, graduate schools, professional school entrance tests, and civil service exams; online reference books from Oxford University Press; do-it-yourself guides for automobile and small engine repair, crafts, and home improvements; and genealogy resources for researching family ancestry. In addition, the SLED discovery service provides access to the high-quality websites selected by the SLED volunteers for the topical research guides. These guides, produced by librarians in Alaska, are indexed and findable on SLED.

Alaska Mail Services	2018	2019	2020
Cost	$147,449.14	$267,800.00	$239,451.00
# of accounts served	312	335	354
# of individuals served	717	795	825
# of adults	512	545	557
# of children	205	250	268
increase in # of accounts over the previous year	3	23	19
total # of items sent	5,162	6,609	6,802
increase in # of items over the previous year	829	1,471	193
Cost per item	$28.56	$40.52	$35.20
Cost per person	$205.65	$336.86	$290.24

Another program dedicated to bringing library services to remote communities is the **Alaska Mail Services** program. For those Alaskans who do not have a library in their community, the Juneau Public Library can be their library. Through grants funded by the Alaska State Library, Alaska Mail Service patrons have access to library materials owned by the Juneau Public Library, e-resources located on the Alaska Digital Library and Hoopla servers, reference services on a variety of subjects, interlibrary loan services, and more. The program utilizes a rotation of patron accounts for those who choose to receive shipments of materials automatically based on their profile. When a patron's file comes up in the rotation, the program uses the profile to put together a shipment of items of interest to the patron. For those who prefer to only receive specifically requested items, those requests are usually sent to the main Alaska Mail Service email account and filled by the employee managing that email account. The evaluator recommends that a closer look at the physical vs the electronic resources utilized by these small groups of patrons should be closely monitored and explore areas where efficiencies

can be achieved either by expanding the people service and/or by ensuring the process is more effective. Both of these approaches can lower the per unit cost for these transactions.

Once the provenance of the Alaska State Library, the **Talking Book Services for Alaskans** project was contracted out to the Utah State Library in 2018 in order to continue the service of providing talking books via mail to Alaskans. The removal of the program from Juneau was due to a staff consolidation. Alaska State Library staff are now responsible for outreach, processing applications, and contract management. Utah staff provide readers advisory services, as well as audiobook cartridges and machines, large print publications, braille publications, and management of downloadable audiobook accounts. Due to the contract, the price of this service per patron has dropped from $300 per patron to $150 per patron. For 2019, the Alaska State Library exercised the option to extend the Standard Agreement for Professional Services with the Utah State Library by another year and pre-paid this annual contract in July 2018. For 2020, the library negotiated a new Standard Agreement for Professional Services and pre-paid the annual contract in August 2019.

The Alaska State Library, as previously mentioned, continued to provide outreach and to advertise this service on its web page. They also distributed posters and brochures that were created and updated to locations populated by users and/or their caregivers. In 2019, the Alaska State Library provided outreach through the Alaska Chapter of the National Federation of the Blind. The library also continued to receive and review patron applications, working with listed contacts to clarify information and obtain missing information prior to sending accounts to Utah for service. Utah provided usage statistics to Alaska for planning and reporting services and submitted statistics to the National Library Service for the Blind and Physically Handicapped on behalf of Alaska. Also in 2019, the Alaska State Library started compiling a survey of users; however, this was not completed or sent out and was delayed until the end of 2020. (In fact, due to the pandemic, the survey was not sent out in 2020.) Consequently, no hard figures representing benefits to user knowledge, skills, behaviors, attitudes, statuses, or life conditions were available. However, some users proactively shared this information; most were very pleased with the service and happy to have it. A few had specific complaints, mainly about shipping delays, which lie more with the U.S. Postal Service.

Talking Books	2018	2019	2020
Cost	$92,100.00	$94,500.00	$84,800.00
Items Circulated	48,029	45,089	59,324
Average rate / item	4,002	3,757	4,994
# of patrons		641	606

Talking books were not the only collection items to receive attention under Goal Two. The **Enhancing the Alaska Digital Library's Young Adult/Juvenile Collection** project aimed to improve the young adult and juvenile collections in the Alaska Digital Library, the state's shared ebook and audiobook system. The project purchased $10,000 in young adult/juvenile titles (365 ebook/audiobook titles) in FY19 to enhance the robustness of the collection. This purchase was made in preparation for an increase in use due to the vendor allowing Alaska School Digital Library patrons access to the collection. Total checkouts of all titles as of August 21, 2020 was 6,752, and 274 of the 365 titles purchased will be a part of the permanent collection, allowing for additional checkouts for years to come. The $10,000 in funds have resulted in $1.48 cost per checkout.

This program provided a professional development opportunity for the project director to increase knowledge of YA/juvenile collection development resources, like the We Read Too app. The timing of the project also allowed the Alaska Digital Library staff to respond to requests for materials related to the pandemic and George Floyd's murder.

Systems were also given attention under Goal Two. The **Nenana Hardware Upgrade** became necessary in 2019, when the computer that stored Nenana Public Library's catalog failed along with its backup system. This left the library with no way to catalog and circulate materials to library patrons. Nenana is shown on the map below. The allocated funds replaced the computer (chosen by library staff in consultation with the Alaska State Library's technology consultant) and provided a subscription to TinyCat from Library Thing, allowing staff to recreate the catalog and circulation system**.**

A project aimed at early-learning among the Alaska Native population, **Baby Raven Reads Access**, was undertaken in 2018. Sealaska Heritage sponsors Baby Raven Reads, an award-winning program that promotes early literacy, language development, and school readiness for Alaska Native families with children up to age 5 through family literacy events, training for care providers, and professional development for early childhood educators. Baby Raven Reads improves early literacy skills by translating cultural strengths into home literacy practices. The program offered free books to any library that would pay shipping. Allocated funds paid the shipping costs to get the materials to the libraries without any cost to them. In 2018, this project acquired 820 print materials and shipped them to central library hubs.

Goal 2 Conclusion - Retrospective Question A-1

A-1. To what extent did ASL's Five-Year Plan activities make progress towards Goal 2?

The evaluators conclude that the Alaska State Libraries, Archives & Museums has ACHIEVED Goal 2. The goal has a variety of programs from very large to much smaller. Unquestionably the effective collaboration of ensuring that databases are available to as many libraries as possible – school, public and academic libraries is a remarkable accomplishment for a state of the geography and demography of Alaska. Furthermore, all usage statistics are publicly available and there is a concerted effort to move towards a sustainable funding model that would be state supported freeing LSTA funding for other much needed activities.

Goal 3 Retrospective Assessment: ANCHOR INSTITUTIONS

GOAL 3: Alaskan libraries will explore evolving roles as anchor institutions that benefit their communities.

Goal 3 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 3.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Alaska Library Network Operating	$ 246,440.00
Growing Alaska Through Small Business Startups	$ 49,000.00
GOAL SUBTOTAL	$ 295,440.00

Goal Three, Anchor Institution, received $295,440.00 from Alaska's LSTA funding in the FY18–FY20 period, accounting for 10.06 percent of the state's total LSTA allotment. The FY19 **Alaska Library Network Operating** program received the vast majority of Goal Three funding ($246,440.00, 83.14 percent of the Goal Three funding and 8.39 percent of the total LSTA allotment). This project is ongoing, receiving other state funds in other years. The **Growing Alaska Through Small Business** program received the other $49,000.00 in funding, which represented 16.59 percent of the Goal Three funding and 1.67 percent of the total allotment. The programs are described in the following paragraphs.

The **Alaska Library Network Operating** program required the majority of the resources slated for Goal Three. The intent of this project was to support the Alaska Library Network (ALN) and to help coordinate and manage its programs and services. The mission of ALN is to connect Alaska's libraries through effective collaboration, which will enable them to better serve their communities. This grant funds the salary and benefits of the associate director tasked with managing this project. The associate director's responsibilities included coordinating with vendors for various statewide programs, such as the Alaska Digital Library (ADL), OCLC, SLED databases, and the Alaska Library Catalog BlueCloud e-commerce program. A major program of ALN is the management of the Alaska Digital Library, and the director position coordinated the group contract for downloadable audio and ebooks, established program policies, surveyed program members, managed the budget, maintained the accounts, and promoted the program's offerings. The ADL became an even more valuable resource in 2020, due to an influx of new users after the start of the COVID-19 pandemic.

The Alaska Library Network Operating	2018	2019	2020	
Cost		$131,301.00	$115,139.00	$246,440.00
# of electronic materials acquired		5,015	3,360	8,375
# of consultations or reference requests regarding electronic materials		165		165
# of total circulation			712,287	712,287

It funded 165 consultations/reference transactions concerning the implementation of digital book use. In FY20, total circulation was 712,287, an increase of 100,000 over the previous year. An additional $50K was allocated from state funds to support reducing the holds ratio to 10:1. The jump in circulation was likely due to the pandemic and a reluctance to use physical materials; however, the library expects digital circulation to remain strong. The ALN is highly valued as the following quote illustrates:

> *The operating support for the Alaska Library Network has greatly helped our patrons in Rural Alaska during the pandemic. Our community is a 1 hour flight to Anchorage for advanced medical services. Our community has had to be very careful because of this long trip to get advanced medical care and several of our patrons have been using this digital service which allows patrons to access reading material from the safety of their homes.*

In addition to network operations, Goal Three also saw funds allocated to small businesses. In 2018, the **Growing Alaska Through Small Business Startups** program sought to help libraries become idea incubators for local businesses and entrepreneurs by providing business information, services, classes on how to start a business, e-commerce information, assistance with locating funding sources, information about marketing, and help with management**.** The Urban Fellow at the Anchorage Public Library took the lead on this program, handling everything from negotiating a license to talking with and surveying associated libraries to helping these libraries market the program and obtain relevant supplies and materials.

Goal 3 Conclusion - Retrospective Question A-1

A-1. To what extent did ASL's Five-Year Plan activities make progress towards Goal 3?
The evaluators conclude that the Alaska State Libraries, Archives & Museums has PARTLY ACHIEVED Goal 3. For libraries to become anchor institutions for their communities, they need to be seen as playing an integral role in the local economy. Both projects attempted to take a first step towards that direction and have partially achieved the desired outcome. More work needs to take place for the desired outcome to be fully achieved.

Retrospective Assessment Questions A-2 and A-3

Retrospective Question A-2

A-2. To what extent did ASL's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?
All focal areas have been addressed with the LSTA projects with the majority of LSTA projects taking place in the areas of Lifelong Learning, Information Access, and Institutional Capacity (see Appendix ##).

Retrospective Question A-3

A-3. Did any of the following groups represent a substantial focus for ASL's Five-Year Plan activities? (Yes/No) Only two projects meet the more than 10 percent of LSTA expenditures threshold identified by IMLS in the LSTA Guidelines and both of them are under Goal 2 (2.1 Statewide databases and Online Services & 2.2 Alaska Mail Services). Neither of these two projects specifically targeted any of the groups mentioned in the IMLS Guidelines for this evaluation (see Appendix G).

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

B-1. How has ASL used any data from the State Program Report (SPR) and elsewhere (e.g., Public Libraries Survey) to guide activities included in the Five-Year Plan? The state library has used statistics reported in the SPR individual reports when they evaluate grant applications for the same programs. They discuss those numbers at the annual meeting to review the new batch of applications. They also gather statistics on the ongoing programs such as the talking book service, the statewide databases, and discuss those at the review meeting. The decline in usage of the ready to read tubs was noted in the review meeting and nothing the librarian did seemed to increase usage for example. The agency staff also consult the PLS statistics to look at population served and circulation while considering a new library's grant application. .

B-2. Specify any modifications ASL made to the Five-Year Plan. What was the reason for this change? There were no modifications on the plan during the reporting period covered by this evaluation.

B-3. How and with whom has ASL shared data from the SPR and from other evaluation resources? How has ASL used the last Five-Year Evaluation to inform data collected for the new Five-Year Evaluation? How has ASL used this information throughout this five-year cycle? The state librarian has directed librarians to the national SPR site to look for programs funded by LSTA in other states as a place to look for ideas and outcomes. The previous Five Year Evaluation was not used substantively to guide the data collected this time. More effort and care needs to take place in collecting the data about each grant awarded and using these data to inform next steps even in the face of "epic fails." Epic fails help ensure deep learning and succeeding in knowing what does not work. Therefore, we recommend a more systematic use of the evaluation report to identify and track progress towards the goals. Staffing shortages and changes also impact the ability to do in depth evaluation regularly. The lack of systematic review is probably the weakest part in the evidence gathered (or not) on the LSTA activities - "gathering impact statistics on the grants and using that data to enhance our grant program is a standing aspirational goal for the state library" was noted by the State Librarian.

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

C-1. Identify how ASL implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of an Independent Evaluator. QualityMetrics was selected by the ASL to conduct its external evaluation based on the extensive experience Martha Kyrillidou and Bill Wilson bring to the LSTA evaluation process. QualityMetrics staff has worked on more than 50 LSTA evaluation reports. 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.
.
C-2. Describe the types of statistical and qualitative methods (including administrative

records) used in conducting the Five-Year Evaluation. Assess their validity and Reliability. QualityMetrics, LLC, deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. multi-faceted and rigorous mixed methods protocol for data collection. Our initial interaction created a space for the ASL to deposit additional data and files and reflect on the program. After a series of Zoom calls (first with ASL representatives] at the beginning of the evaluation process and secondly, later in the process, to discuss whether goals had been achieved, partially achieved, or not achieved), we stayed in touch with the agency to resolve questions that emerged from the data collection and to solicit additional information. Data gathering included: (a) interviews with agency staff members; (b) interviews with project managers of various SPR-reported projects and activities; (c) focus group discussions with project teams; (d) focus group discussions with project and activity beneficiaries; and (e) responses to a broad-based short survey for library staff and stakeholders with some knowledge of and engagement with LSTA-funded activities; this survey primarily collected qualitative contextual information about past activities and future needs. COVID-19 presented special circumstances, and a number of considerations had to be taken into account to complete our research.[18] We augmented face-to-face interviews with remote interviews and desk-based methods.[19]

A site visit to the Anchorage Public Library and the ASL in Juneau took place in October (see Appendix B). It provided an opportunity to establish relationships on the ground and have first hand experience of select public library environments while interacting with library directors from all major public libraries in Alaska. The restrictions imposed by COVID-19 have strengthened the state library agency role. During this time of crisis, the state library was the source of answers for its communities and the profession as a whole. The SLAA responded to this need with the support they provided to the libraries.

A Web-based survey targeting the library community was conducted between Sept 10, 2021 to January 25, 2022. This survey provided insights on the value of LSTA programs and the future needs. Soliciting responses to the survey was hard though and it took several reminders to get the responses we got. The onsite visit was a valuable component in gaining the needed insights on how libraries view LSTA and understanding the impact of some long standing programs (see for example Appendix J on the multi-year impact of the leadership program supported by the State Library across multiple LSTA cycles).

Validity and reliability analysis traditionally reflect a positivist worldview, and in a qualitative naturalistic approach, they are being redefined by some divergent views on whether and how

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[18] 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.

[19] UNFPA Evaluation Office (2020) Adapting evaluations to the COVID-19 pandemic.

one ensures quality and rigor in qualitative inquiry. The notion that naturalistic inquiry needs to exhibit quality, rigor, and trustworthiness has gained more traction nowadays. The quality and rigor of the phone interviews conducted by the evaluators in the LSTA evaluation of ASL has been enhanced by references to external Web site links, Google Maps, and internal triangulation. Two evaluators have attended focus groups or interviews. Shared note-taking was available in real time through shared access to Google Documents and Google Drive. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of ASL was refined from one interaction to the next. The validity of the inquiry was strengthened with the informed selection of the subjects by ASL's leadership team and staff.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation. How did QualityMetrics in cooperation with ASL engage them?
Both virtual one-on-one and small-group virtual sessions and telephone interviews were conducted with librarians and other persons with knowledge of LSTA-funded initiatives in Alaska (Appendix B). One-on-one interviews were also conducted with consumers of the Library for the Blind and Print Disabled 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). The site visit was exceptionally useful as it allowed first hand understanding of two major public libraries in Alaska (Anchorage Public Library and Juneau Public Library) as well as site visit at the University of Alaska, Anchorage. QualityMetrics is also thoroughly familiar with the libraries in Fairbanks.

Interviewees shared their knowledge of LSTA utilization, enhancing interactions. 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 Alaska. 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. Discuss how ASL will share the key findings and recommendations with others.
The State Library will post the Five Year Evaluation on the web pages of the agency and will advertise its existence on the AkLA listserv. Members of the Governor's Advisory Council on Libraries will review it. Library Development will read it and discuss its implications for the grants going forward. The grants librarian will be aware of its recommendations and monitor progress on those ideas to prepare for the annual Advisory Council on Libraries meeting.

In conclusion, the LSTA program as noted by IMLS "is well organized and well-run with careful stewardship of the limited federal funds received with clear timelines and expectations." If we were to sum up the strength of the LSTA program in Alaska, the words collaboration, literacy, and innovation as it pertains to Alaska come to mind. All types of libraries work closely together. Libraries sustain the vibrancy of Alaska – it is the [spirit that wraps around](#) every resident in Alaska providing the knowledge and information they are seeking.

APPENDICES

Appendix A: Acronyms

ADL - Alaska Digital Library
AEYC - Alaska for the Education of Young Children
AkASL - Alaska Association of School Librarians
AkLA - Alaska Library Association
ALA - American Library Association
ALC - Adult Learning Center
ALN - Alaska Library Network
APL - Alaska Public Libraries
APU - Alaska Pacific University
ARPA - American Recovery Plan Act
ASTE - Alaska Society for Technology in Education
CE - Continuing Education
COP - Community of Practice
CARES - Coronavirus Aid, Relief and Economic Security Act
EBCL - Edna Bay Community Library
EISi - Elementary/Secondary Information System
E-Rate - the schools and libraries universal service support program
ESL - English as a Second Language
FFY - Federal Fiscal Year
FTE - Full Time Equivalent
GAC - Governor's Advisory Council on Libraries
HPL - Houston Public Library
ILL - Interlibrary Loan
IMLS - Institute of Museum and Library Services
ISTE - International Society for Technology in Education
JBER - Joint Base Elmendorf Richardson
LSTA - Library Services and Technology Act
MLIS - Master of Library and Information Science
MLS - Master of Library Science
NASA - National Aeronautics and Space Administration
NEA - National Endowment for the Arts
NCES - National Center for Educational Statistics
OBE - Outcome-Based Evaluation
OCLC - Online Computer Library Center
OWL - Alaska Online With Libraries Program
School BAG - The Alaska School Broadband Assistance Grant program

AK Site Visit - Oct 6 to Oct 11, 2021

Wed, Oct 6, 2021
Travel

Thu Oct 7, 2021

Visit Anchorage PL & U of UAA

Fri, Oct 8, 2021

Alyeska Hotel, Girdwood, AK
8:30 - 10:30 AM Focus Group with PL Directors

Visit Anchorage PL & U of UAA

Sat, Oct 9, 2021
Depart Anchorage for Juneau on Sat Oct 9

Mon Oct 11, 2021

ASL - 395 Whittier St., Juneau, AK 99801
ASL   9 – 10   Freya – Talking Books
JPL   10 – 12   John and Maggie – Alaska Mail Services
ASL   1 – 2   Julie – SLICE and InfoPeople in FY2019
ASL   2 - 3   Patience – DirLead
ASL   3 – 4   Claire – CE grants and overview of grant management procedures

Depart Juneau

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

[SLED Alaskan Primary Source](#)

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.
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- 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

Focus groups

General Questions

1. What stands out as being the most effective use of LSTA in Alaska 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 Alaska?
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 emphasising 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

Alaska LSTA Survey 2021

WELCOME

Every five years, each state library administrative agency in the nation 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, Library Consultants is assisting the Alaska State Library (ASL) with the evaluation.

QualityMetrics has been gathering information and data from a number of different sources including the State Program Report (SPR) that ASL submits annually to the Institute of Museum and Library Services (IMLS), internal statistical and narrative reports, survey data, and personal interviews with ASL 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 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 Alaska's LSTA program (positive or negative). Thank you in advance for helping the Alaska State Library serve your community better!

BACKGROUND

Alaska receives approximately $900,000 in LSTA Grants to States funding each year. The largest portion of this funding (about 61%) has been allocated to support of Providing Access to Content in Various Formats with programs such as Statewide Databases and Online Services, Alaska Mail Services, Talking Book Services for Alaskans, and Enhancing the Alaska Digital Library's Young Adult/ Juvenile Collection.

The second largest portion (29%) of the budget supports Lifelong Learning with programs such as Ready to Read Source Center, Interlibrary Loan & Reference Backup Service, Continuing Education Grants, Cooperative Summer Reading Program, Alaska School Digital Library, AkASL Professional Development Scholarship, and Public Library Director's Leadership Workshop.

The third largest and last portion (10%) supports Anchor Institution with programs such as Alaska Library Network Operating and Growing Alaska Through Small Business Startups

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

1) Think back over the past three years (2018, 2019, and 2020). Which, if any, of the LSTA-supported programs mentioned on the last page 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?

_____
_____
_____
_____

2) Look ahead to the next five years (2023 - 2027). What shifts in your library environment could be met with LSTA dollars? *(Note that LSTA funding cannot be used for building facilities or for lobbying purposes.)*

_____
_____
_____
_____

3) Please feel free to offer any additional comments about Alaska'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.)*

_____
_____
_____
_____

DEMOGRAPHIC QUESTIONS

4) 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.

_____

5) 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 Table

**ALASKA
Measuring Success Focal Areas and Intents**

Focal Area / Intent	1.1 Ready to Read Resource Center	1.2 800# Interlibrary Loan & Reference Backup Service	1.3 Continuing Education Grants	1.4 AkASL Professional Development Scholarship Grant	1.5 Public Library Director's Leadership Workshop	1.6 Small Library Institute Continuing Education (SLICE)	1.7 Cross-library Subject Access	1.8 Alaska School Digital Library	1.9 Cooperative Summer Reading Program	1.10 Battle of the Books Leadership Program	1.11 Elizabeth Peratrovich Book Project	1.12 InfoPeople	1.13 Alaska Astronaut Tour
Lifelong Learning				YES				YES	YES				YES
Improve users' formal education				YES				YES					
Improve users' general knowledge and skills									YES				YES
Information Access		YES					YES	YES					
Improve users' ability to discover information resources							YES						
Improve users' ability to obtain and/or use information resources		YES						YES					
Institutional Capacity			YES		YES	YES				YES			
Improve the library workforce			YES		YES	YES				YES			
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													
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	YES												
Civic Engagement											YES		
Improve users' ability to participate in their community													
Improve users' ability to participate in community conversations around topics of concern											YES		

ALASKA
Measuring Success Focal Areas and Intents

	1.14 NEA Big Read	1.15 Library Site Visit	1.16 Project READY Honorarium	2.1 Statewide Databases and Online Services	2.2 Alaska Mail Services	2.3 Talking Book Services for Alaskans	2.4 Enhancing the Alaska Digital Library's Young Adult/Juvenile Collection	2.5 Nenana Hardware Upgrade	2.6 Baby Raven Reads Access	3.1 Alaska Library Network Operating	3.2 Growing Alaska Through Small Business Startups
Lifelong Learning	YES		YES								
Improve users' formal education											
Improve users' general knowledge and skills	YES		YES								
Information Access				YES	YES	YES	YES		YES		
Improve users' ability to discover information resources											
Improve users' ability to obtain and/or use information resources				YES	YES	YES	YES		YES		
Institutional Capacity		YES						YES		YES	
Improve the library workforce		YES									
Improve the library's physical and technological infrastructure								YES		YES	
Improve library operations											
Economic & Employment Development											YES
Improve users' ability to use resources and apply information for employment support											
Improve users' ability to use and apply business resources											YES
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											

Appendix G: Targeted Audiences Crosswalk Table

ALASKA
Target Population Served

Program	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	Individuals with Limited Functional Literacy or Information Skills	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
	YES											
1.1 Ready to Read Resource Center								YES	YES			
1.2 800# Interlibrary Loan & Reference	YES								YES	YES	YES	YES
1.3 Continuing Education Grants	YES											
1.4 AkASL Professional Development Sch	YES											
1.5 Public Library Director's Leadership	YES											
1.6 Small Library Institute Continuing Ed	YES											
1.7 Cross-library Subject Access				YES					YES	YES	YES	
1.8 Alaska School Digital Library									YES	YES		
1.9 Cooperative Summer Reading Progra	YES											
1.10 Battle of the Books Leadership Prog	YES								YES	YES		
1.11 Elizabeth Peratrovich Book Project												
1.12 InfoPeople	YES											
1.13 Alaska Astronaut Tour												
1.14 NEA Big Read												
1.15 Library Site Visit	YES											
1.16 Project READY Honorarium	YES											
2.1 Statewide Databases and Online Ser												
2.2 Alaska Mail Services												
2.3 Talking Book Services for Alaskans						YES			YES	YES	YES	YES
2.4 Enhancing the Alaska Digital Library'												
2.5 Nenana Hardware Upgrade	YES											
2.6 Baby Raven Reads Access				YES				YES	YES	YES		
3.1 Alaska Library Network Operating	YES											
3.2 Growing Alaska Through Small Busin			YES								YES	YES

Appendix H: Expenditure Tables

ALASKA LSTA PROJECT EXPENDITURE SUMMARY

	State Goal Short Title	PROJECT TITLE/ Activities	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	Lifelong Learning	Ready to Read Resource Center	X	X	X	$ 80,646.20	$ 112,806.65	$ 78,585.35	$ 272,038.20	28.80%	9.26%
		Talking Book Services for Alaskans	X	X	X	$ 92,100.00	$ 94,500.00	$ 84,800.00	$ 271,400.00	28.73%	9.24%
		800# Interlibrary Loan & Reference Backup Service	X	X	X	$ 49,656.96	$ 70,700.60	$ 57,974.00	$ 178,331.56	18.88%	6.07%
		Continuing Education Grants	X	X	X	$ 59,746.53	$ 35,430.76	$ 1,366.50	$ 96,543.79	10.22%	3.29%
		AkASL Professional Development Scholarship Grant	X			$ 27,506.49	$ -	$ -	$ 27,506.49	2.91%	0.94%
		Public Library Director's Leadership Workshop	X			$ 27,046.68	$ -	$ -	$ 27,046.68	2.86%	0.92%
		Small Library Institute Continuing Education (SLICE)	X			$ 17,655.41	$ -	$ -	$ 17,655.41	1.87%	0.60%
		Cross-library Subject Access	X			$ 15,000.00	$ -	$ -	$ 15,000.00	1.59%	0.51%
		Alaska School Digital Library		X		$ -	$ 10,000.00	$ -	$ 10,000.00	1.06%	0.34%
		Cooperative Summer Reading Program	X			$ 8,673.95	$ -	$ -	$ 8,673.95	0.92%	0.30%
		Battle of the Books Leadership Program		X		$ -	$ 6,000.00	$ -	$ 6,000.00	0.64%	0.20%
		Elizabeth Peratrovich Book Project		X		$ -	$ 4,431.32	$ -	$ 4,431.32	0.47%	0.15%
		InfoPeople	X			$ 3,760.00	$ -	$ -	$ 3,760.00	0.40%	0.13%
		Alaska Astronaut Tour	X			$ 2,500.00	$ -	$ -	$ 2,500.00	0.26%	0.09%
		NEA Big Read		X		$ -	$ 2,500.00	$ -	$ 2,500.00	0.26%	0.09%
		Library Site Visit	X			$ 1,052.44	$ -	$ -	$ 1,052.44	0.11%	0.04%
		Project READY Honorarium		X		$ -	$ 100.00	$ -	$ 100.00	0.01%	0.00%
		GOAL SUBTOTAL				$ 385,344.66	$ 336,469.33	$ 222,725.85	$ 944,539.84	100.00%	32.16%
Goal 2	Various Formats	Statewide Databases and Online Services	X	X	X	$ 339,952.42	$ 171,412.64	$ 403,743.94	$ 915,109.00	57.86%	31.16%
		Alaska Mail Services	X	X	X	$ 147,449.14	$ 267,800.00	$ 239,451.00	$ 654,700.14	41.39%	22.29%
		Enhancing the Alaska Digital Library's Young Adult/ Juvenile Collection		X		$ -	$ 10,000.00	$ -	$ 10,000.00	0.63%	0.34%
		Nenana Hardware Upgrade		X		$ -	$ 1,186.99	$ -	$ 1,186.99	0.08%	0.04%
		Baby Raven Reads Access	X			$ 617.78	$ -	$ -	$ 617.78	0.04%	0.02%
		GOAL SUBTOTAL				$ 488,019.34	$ 450,399.63	$ 643,194.94	$ 1,581,613.91	100.00%	53.85%
Goal 3	Anchor Instituion	Alaska Library Network Operating		X	X	$ -	$ 131,301.00	$ 115,139.00	$ 246,440.00	83.41%	8.39%
		Growing Alaska Through Small Business Startups	X			$ 49,000.00	$ -	$ -	$ 49,000.00	16.59%	1.67%
		GOAL SUBTOTAL				$ 49,000.00	$ 131,301.00	$ 115,139.00	$ 295,440.00	100.00%	10.06%
		LSTA PROGRAM ADMINISTRATION				$ 38,431.00	$ 38,522.28	$ 38,431.00	$ 115,384.28	3.93%	3.93%
		GRAND TOTAL				$ 960,795.00	$ 956,692.24	$ 1,019,490.79	$ 2,936,978.03	100.00%	100.00%
		ALLOCATION				$ 960,795.00	$ 963,807.00	$ 1,073,876.00			

Note: 2020 LSTA Program Administration estimated $38,431 (less than 4% of total LSTA allocation excluding CARES)

Appendix I: Web-Survey Report

AK LSTA Survey Summary

https://app.alchemer.com/explorer/report-view/id/6544366/view/25021

Findings

The survey received a total of 48 responses, 35 of which were complete and 13 of which were partial. As shown in Figure 1, 77.1% of respondents (27) work in public libraries, 8.6% of respondents (3) work in a school library, 2.9% of respondents (1) work in an academic library, and 2.9% of respondents (1) work in a special library. 8.6% of respondents (3) indicated "other" which includes tribal libraries, a combined school, public, and tribal library, as well as a village library.

Respondents were then asked to indicate their role within their libraries. 60.6% of respondents (20) are library directors and 9.1% are managers or department heads (3). 30.3% of respondents (10) indicated "other" which includes staff librarian, a coordinator for their school district, a volunteer, assistant director, and a Friends of the Library member. Figure 2 shows the overall breakdown of job roles.

Figure 1. The type of library in which respondents work

9% Other (Please specify below.)
3% A special library
3% An academic library
9% A school library
77% A public library
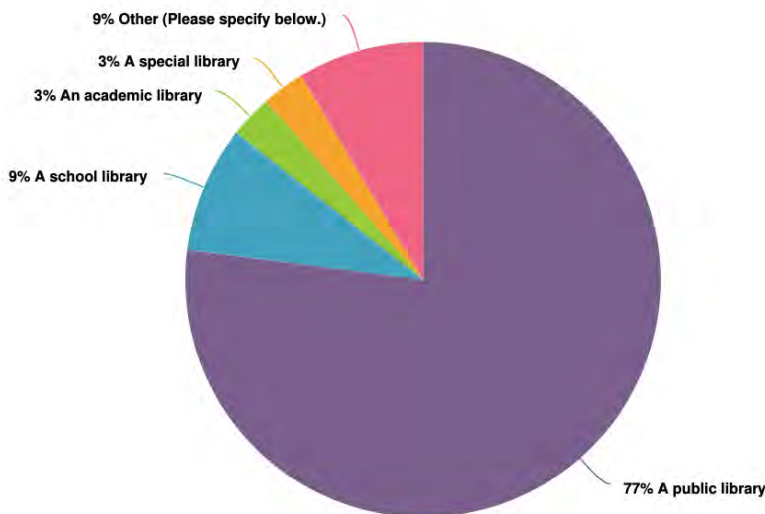
Figure 2. Role of respondents within their library

- 30% Other (Please specify below.)
- 9% Manager or Department Head
- 61% Director
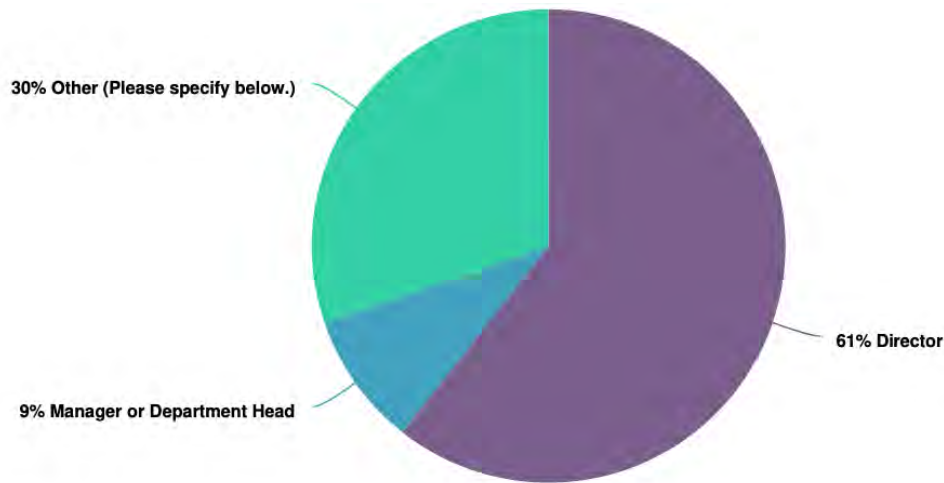
Looking Back

The first 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 a total of 39 responses. Several main themes emerged in the responses including library access and content (51.2%), professional development (35.8%), and library capacity (30.7%). Figure 3 below shows all main themes discussed.

Figure 3. Main themes discussed by respondents

Main Themes

Themes	Number of Respondents
Access / Content	20
Professional Development	14
Library capacity	12
COVID-19	5
Connection & support for	3
Technology	2
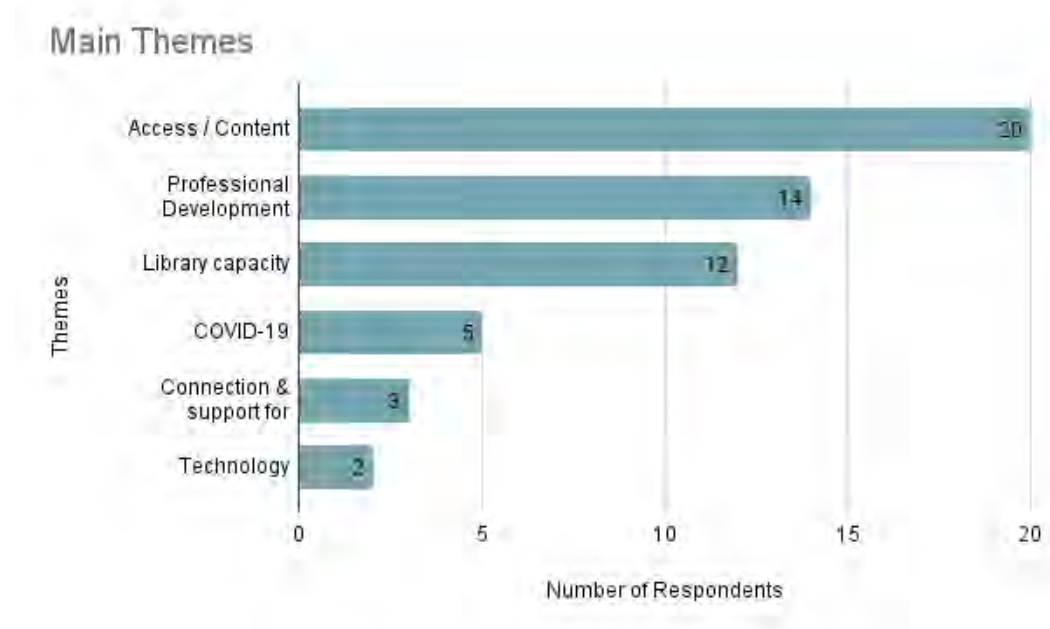
Several specific LSTA programs stood out as most impactful to respondents' libraries and community members like Interlibrary Loans (48.7%), SLED - Statewide Databases (43.5%), and the Alaska Digital Library (41%). Figure 4 below shows all LSTA programs mentioned as impactful by survey respondents.

Figure 4. Impactful LSTA programs
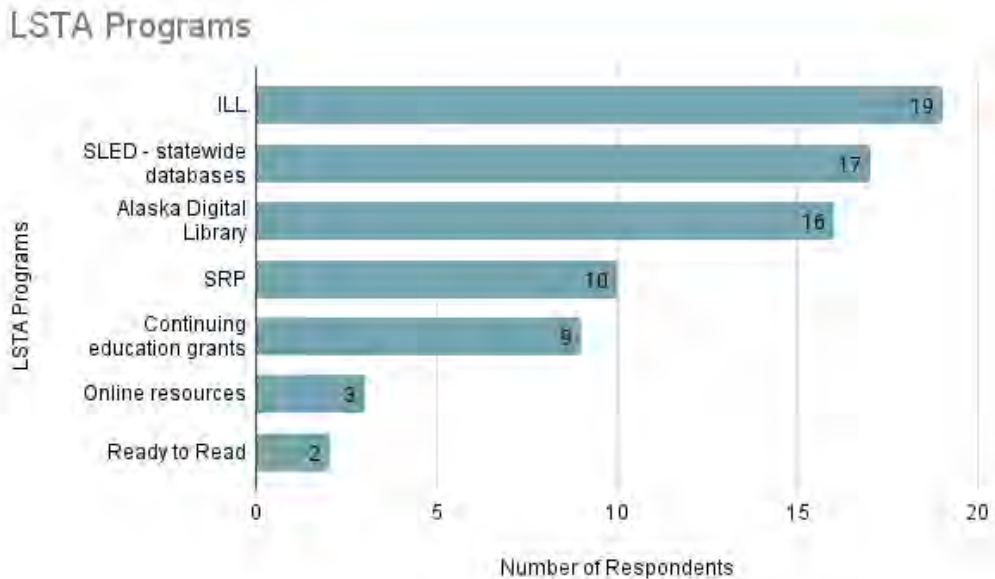
A selection of comments from responses on this question are below.

All CE and training for staff and leaders, statewide databases and online resources, ILL support, Talking Book Services, Alaska Digital Library support, summer reading program support. Most libraries have limited resources and capacity so these all add to what we can offer.

Inter library loan service has had a positive impact for our patrons. Our library collection does not carry an item they would like to borrow. And our staff periodically uses the reference service. It's super great to have that professional service available for small rural libraries. The Alaska Digital Library e-borrowing has opened another welcome option for our patrons. We have used the talking book center with positive outcomes

Our library and the people that we serve have benefited greatly from the LISTA services, especially the Alaska Digital Library, the Cooperative Summer Reading Program, Ready to Read and the ILL and Reference Backup Service. Our service area is a small rural community in Alaska, with a population of 1001, scattered over a 35 square mile area. Many of the services provided by the library are not provided anywhere else. The additional funds for children's programming have been a great help to the community.

Continuing Education Grants and Public Library Director's Leadership Workshops provide the ability to collaborate and learn with and from others in your field. This is beneficial to our entire community, as we bring knowledge and ideas back to our facilities.

The operating support for the Alaska Library Network has greatly helped our patrons in Rural Alaska during the pandemic. Our community is a 1 hour flight to Anchorage for advanced medical services. Our community has had to be very careful because of this long trip to get advanced medical care and several of our patrons have been using this digital service which allows patrons to access reading material from the safety of their homes.

The pandemic has changed the way our patrons access library resources, and we anticipate many of these changes will be permanent. LSTA-funded state programs have been very helpful in providing library materials to people in our community, even when they did not come to the Library…Our Library staff developed a variety of programs during the pandemic--including online programs via Facebook and YouTube, a weekly radio show, and take-home maker and craft bags.

The most important service is the ILL program. Our patrons borrowed 364 items from other libraries last fiscal year. This program expands the collection and allows us to serve the needs of our patrons without blowing our budget or overcrowding our already full shelves.

Resources that are used in our community help so many including students working on continuing education programs, home school parents seeking resources for their children, people repairing machinery to keep it running longer and children keeping the learning going through the summer with our literacy programs.

The Summer Reading Program is an essential bulwark against the Summer Slide so endemic among our students--especially in the economically depressed area the library serves. Our library makes constant use of the Interlibrary Loan Program--which expands our collection far beyond our capability to present to our patrons in our modest setting. I am able to promote our library system to those who would not normally use our system by presenting the SLED database. The response is always overwhelmingly positive.

The funds for continuing education have greatly enhanced the ability for our staff to remain abreast of current trends and offerings regarding information services. There is no question that, despite our remote location, we are more able to provide modern library assistance for our community because of these continuing education grants.

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 38 responses to this question. The most common recommendation made by respondents (9) is to expand investment in digital resources like statewide databases, digital media, and the delivery of digital media and information. Other recommendations made by respondents include:

- Increased funding for school libraries: book budgets and staff
- Online streaming services like Hoopla
- Foundational literacy programs for children up to the third grade
- Providing more social work type services and training for staff
- Improving the delivery service established during the pandemic

- Funding to purchase and integrate digital tools
- Offer smaller scale subject specific training opportunities for staff
- Updates to interior planning such as furniture and shelving
- Marketing to better inform the communities what services are offered
- Coordination with other libraries to share original programming ideas

Below are a selection of change suggestions of LSTA funding made by survey respondents.

A lot has changed in the way we provide services to our patrons in the last two years. These changes will continue to become a new normal. I see a hybrid future with continued and increased virtual options, and hands on learning resources.

We need ways to do programing with social distancing. That probably means more internet and loaner laptops so people can sit in their cars and zoom with their doctors or other service providers. We have a lot of veterans that need support services.

My patrons are more and more relying on downloadable ebooks and audio books, so continuing to invest in the Alaska Library Network and Alaska Digital Library would be very helpful.

Patrons had already started to shift towards eBooks and eAudiobooks but the pandemic made this adoption grow rapidly. Unfortunately for many patrons they do not have internet access at home. Funding cellular hotspots or additional technology devices or services could help libraries that may not be able to afford such offerings.

The Overdrive Program is incredibly useful to our patrons--and now constitutes a significant portion of our checkouts. Expanding the offerings of overdrive would be an enormous benefit to patrons.

Additional Comments

Lots of funding that serve larger libraries, degreed librarians and middle class patrons. Please look beyond these and do better to support beyond these parameters.

Can talking book services be expanded to schools? We should have a more direct and easy pipeline to these books! I literally have a developmentally disabled program in my school and could really use talking books. How do I even get those? Do they even have kid lit talking books? Overall your services are lacking for our youth, and lacking for our school libraries. We need support and funding. I'd way rather have support and funding than databases.

The ease of use and the availability of materials are the best parts. The funds are also very nice, which helps us to stretch the budget further. The reference service has been a lifesaver at times, helping us serve the patrons better and quicker. Sometimes the time spent researching something is excessive; having someone answer questions that are stymying us is a great advantage.

The required $3500 dollar expenditure on adding to the library collection, such as books, dvds, books on audio etc. Some rural libraries have limited shelving space. Are not automated nor offer ebooks. The price of dvds have dropped dramatically from the 90's onwards for example $24 to $30 a dvd or vhs tape to $3.00 , $5, $10 or less after online streaming became available and

Netflix. Therefore a small library may purchase physical books and audiobooks , cds, and dvds at a cheaper cost than before online resources were made available. What I am trying to describe is that $3500 feels like it is now too high of a requirement as physical purchasing costs have been reduced especially for Dvds and Physical books on audio. Therefore creating a need to purchase but also creating a need to weed items out sooner than wanting too. Especially for tiny small rural libraries with less than a 1000 in population example: some rural libraries can have less than 100 people in their community and a very small library building

Our new library director is excited about the Continuing Education Grants available and plans to take advantage of that opportunity. For small libraries with limited staff (and limited library-specific education/experience), helping to support CE is hugely beneficial!

Seems like most programming is geared toward big city libraries. We struggle to keep volunteers engaged.

We are extremely grateful for the services that are offered. Our library is located on a small island in SE Alaska. These services make information easily accessible for our patrons.

Appendix J: AkLA Scholarships in Leadership Positions

Name	Scholarship Year	Library Director	Status	Library Leadership
Elise Tomlinson	1998	Egan Library-UAS	Current	
Karen Kresh	2001	Unalaska Public Library	Current	
James Simard	2001	Head of Historical Library-ASL	Retired	
Stacey Glaser	2003	Chukchi Consortium Library	Current	AkLA President (2013-2014)
Lauren Madsen	2003	Kodiak Public Library	Current	
Linda Wynne	2003			AkLA President (2012-2013)
Ann Dixon	2006	Homer Public Library	Retired	
Jonas Lamb	2006			AkLA President (2021-2022)
Jodi Jacques	2009	Alaska Library Network Associate Director	Current	
Mollie Good	2010	Valdez Consortium Library	Current	AkLA President (2017-2018)
Theresa Quiner	2017	Kuskokwim Consortium Library-Bethel	Current	
Katja Wolfe	2019	Kenai Community Library	Current	

Appendix K: Databases in Alaska

Background

Statewide database programs are a crucial service supported at various levels by the vast majority of state library programs across the United States.[20] 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.[21]

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.[22] 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.[23] 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: Alaska

Project details/URLs:
- 2019: http://imls-spr.imls.gov/Public/Details/84167
- 2018: https://imls-spr.imls.gov/Public/Details/81437

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[20] 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.
[21] 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.
[22] 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.
[23] Results from the 2021 SDC E-Resources Survey

- FFY 2018, FFY 2019, and FFY 2020, a total of $915,109 was spent accounting for 31.16% of total expenditures.

1. Table of Resources

*Resources are all currently available via SLED, the virtual library portal to access statewide electronic resources. If they were funded at least in part by LSTA funds in 2018/2019 they are italicized.

Vendor/Provider	Resource	Description
	SLED: Statewide Library Electronic Doorway	Virtual library portal to access statewide electronic resources.
Ebsco	*Academic Search Premier*	*Full text periodicals covering nearly all subjects.*
Ebsco	*Agricola*	*National Agricultural Library index covering journal articles, books, theses, technical reports, and other publications.*
UAF Rasmuson Library	Alaska & Polar Periodical Index	Index to Alaska related articles from journals and newspapers.
ASL, UAF, UAA/APU consortium library	Alaska's Digital Archives	A repository of digitized historical manuscripts, photographs, newspapers, maps, books, and other publications, along with significant personal collections. (contendDM)
Scholar Works @ UA	Scholar Works @ UA	Institutional repository for University of Alaska
Overdrive	Alaska Digital Library	https://www.aklib.net/brief-history-of-the-alaska-digital-library-listen alaska/
Overdrive	Alaska School Digital Library	http://www.alaskaschoollibrary.com/SAYL/adsl/
N/A	Alaska and Polar Regions Collections & Archives (APRCA)	The Alaska and Polar Regions Collections & Archives (APRCA) is a digital repository built on Islandora. Funding for development of this project is from the National Endowment for the Humanities
Ebsco	*EBSCOHost Databases*	*About 30 databases, including Academic Search Premier and Newspaper Source Plus, contain citations and full text publications in a variety of subject areas.*
Ebsco	*Alt HealthWatch*	*Full text articles, pamphlets, reports, and other publications on the many perspectives of complementary, holistic and integrated approaches to health care and wellness.*
Ebsco	*AutoMate*	*Service and repair info for thousands of domestic and imported vehicles, from the Original Equipment Manufacturers (OEM). Includes step-by-step repair information, diagrams, maintenance schedules, parts and labor estimates, service bulletins and recalls and more.*
Ebsco	*Biography Reference Center*	*More than 461,000 full-text biographies.*
Ebsco	*Book Collection: Nonfiction*	*Full text popular nonfiction books in basic science, history, social sciences, art, careers, health, adventure, technology, and other topics.*

BrainPop	*BrainPop*	*Short animated films on science, social studies, English, math, engineering & tech, health and arts and music. Students may also take quizzes, do activities and view related videos.*
BrainPop	*BrainPOP Educators*	*Educational teaching resources including lesson planning and professional development for our BrainPOP subscription.*
BrainPop	*BrainPopJr (K-3)*	*Short animated films for K-3 students on science, social studies, English, math, engineering & tech, health and arts and music. Students may also take quizzes, do activities and view related videos.*
Ebsco	*Business Source Premier*	*Business articles from financial, banking and industry publications.*
Ebsco	*Business Source Premier Business Searching Interface*	*The Business Searching Interface (BSI) is EBSCO's highly focused user interface created especially for the business searcher and focuses on country economic data, company profiles, industry info, and market research.*
LOC	Chronicling America	Access digitized historical newspapers from around the state and country.
Ebsco	*Computer Source*	*Index and abstracts of publications covering topics such as computer science, programming, artificial intelligence, information systems, and software; includes many full text publications.*
Ebsco	*Consumer Health Complete*	*Comprehensive resource for consumer-oriented health content.*
Ebsco	*EBSCOhost Mobile*	*EBSCOHost for users with mobile devices.*
Ebsco	*EBSCO Open Dissertations (formerly American Doctoral Dissertations)*	*An open-access database built to assist researchers in locating both historic and contemporary dissertations and theses, incorporating EBSCO's previously released American Doctoral Dissertations, 1933-1955, with additional dissertation metadata contributed by select American colleges and universities.*
Ebsco	*ERIC*	*Index and abstracts of journal articles and reports on education; some publications are available in full text.*
Ebsco	*Explora Educator's Edition*	*Access lesson plans, student tools, curriculum standards and more, as well as a search of ERIC, Teacher Reference Center and Professional Development Center.*
Ebsco	*Explora for Grades 6-12*	*A dedicated, graphically oriented search for EBSCO's health and education related databases geared towards grades 6-12.*
Ebsco	*Explora for Grades K-5*	*A dedicated, graphically oriented search for EBSCO's health and education related databases, geared towards Kindergarten through 5th grades.*
Ebsco	*Fuente Académica*	*Scholarly academic journals in Spanish in all major subject areas.*
Ebsco	*Funk & Wagnalls New World Encyclopedia*	*An online encyclopedia.*
Gale	*Gale in Context*	*Includes access to over 150 ebooks, as well as full text of magazines and newspapers, and multimedia. Formerly known as Student Resources in Context, Gale in Context: High School and Gale in Context: College are both the same database.*

Ebsco	*GreenFILE*	*Index and abstracts of scholarly, government, and general-interest publications covering human impact on the environment, such as global warming, green building, and renewable energy.*
Ebsco	*Health Source - Consumer Edition*	*Full text general health care publications and medical journals.*
Ebsco	*Health Source: Nursing/Academic Edition*	*Full text scholarly journals focusing on many medical disciplines.*
Proquest	*HeritageQuest Online*	*Genealogy resources, including 1790-1930 US Federal Census records, genealogical book and periodical indexes, Revolutionary War records and Freedman's Bank records.*
HistoryMakers	HistoryMakers	"Over 148,163 stories are assembled here from life oral history interviews with 2,691 historically significant African Americans as of October 1, 2020." Licensed through Sept. 15, 2022.
Ebsco	*History Reference Center*	*Designed for academic research, this database features full text for more than 1,990 reference books, encyclopedias and non-fiction books.*
Ebsco	*Hobbies & Crafts Reference Center*	*Detailed "how-to" instructions and creative ideas to meet the interests of virtually every hobby enthusiast. Full text is provided from leading hobby and craft magazines, including Bead & Button, Creative Knitting, FineScale Modeler, Quilter's World and many more.*
Ebsco	*Home Improvement Reference Center*	*Features pamphlets, articles from leading home improvement magazines, images not found anywhere else online, and videos of popular home repair projects.*
Ebsco	*LearningExpress*	*Want to get into the right college for you or need help preparing for that great promotion? LearningExpress is great for students, adults changing career paths, or anyone who wants to improve their computer, job, or study skills. Find tutorials, study guides, practice tests, videos, and ebooks, and much more!*
Ebsco	*Library, Information Science & Technology Abstracts*	*Index, with abstracts, of periodicals, books, research reports and proceedings covering librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more.*
Tutor.com	Live Homework Help	Online tutoring for subjects like math, English, and history. Work with a live tutor or use the resources to study independently. Live Homework Help also provides all Alaskans free help finding and applying online for a job, writing resumes and cover letters, interview prep and applying for unemployment assistance.
Ebsco	*MasterFILE Complete*	*Full text periodicals covering business, health, social science, education, and other general interest topics.*
Ebsco	*MAS Ultra - School Edition*	*Magazines for students in high school.*
Ebsco	*MedicLatina*	*Spanish language medical research and investigative journals.*
Ebsco	*MEDLINE*	*Index and abstracts from biomedical journals.*
Ebsco	*Middle Search Plus*	*Magazines for students in middle school.*

Ebsco	Military & Government Collection	Index and abstracts of articles pertaining to all branches of the military and many government agencies.
Ebsco	Newspaper Source Plus	Full text articles from US and international newspapers, as well as radio and television news transcripts.
Ebsco	NoveList	Information designed to help match books with readers.
Ebsco	Novelist K-8	Information designed to help match books with young readers.
Oxford	Oxford Premium Reference Collection	Over 100 English and bilingual dictionaries, books of quotations, maps, timelines, and more.
Ebsco	Point of Views Reference Center	Contains resources that present multiple sides of an issue.
Ebsco	Primary Search	Magazines for students in elementary school.
Ebsco	Professional Development Collection	Full text journals and reports for professional educators.
Ebsco	Psychology and Behavioral Sciences Collection	Full text articles on topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods.
Ebsco	Regional Business News	Current news on industries around the world.
Ebsco	Religion and Philosophy Collection	Full text articles covering such topics as world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, philosophy of language, moral philosophy and the history of philosophy.
Ebsco	Science Reference Center	A comprehensive research database that provides easy access to a multitude of full-text, science-oriented content.
	Semantic Scholar	Search open scholarly sources using artificial intelligence: narrow down your search with suggested search terms, see overviews of research on specific topics, and see connections between studies.
Ebsco	Small Business Reference Center	Full text periodicals, reference books, and videos on a variety of business topics including hiring and managing employees, marketing, interviews, customer service, and communication. Includes books published by Nolo, a well-respected publisher of legal resources for people who are not legal professionals.
Ebsco	Small Engine Repair Reference Center	Full set of small engine repair manuals from Clymer http://www.clymer.com/. These manuals contain thousands of accurate and concise step-by-step maintenance and repair instructions for hundreds of small engine machines and their supporting components.
Gale	Student Resources in Context	
Ebsco	Teacher Reference Center	Index and abstracts of journals and magazines for professional educators.
Gale?	Teen Health & Wellness	A comprehensive database that allows teens (and those who care about teens) to research health-related issues important to their well-being. It's both a research/report tool and a self-help resource.

Ebsco	TOPICsearch	*Selected articles relating to school debate topics and current events.*
TumbleBooks	Tumblebooks Popular	Includes ebooks, animated ebooks, and videos for kids in kindergarten through 6th grade, in English, Spanish, and French. Flash required to access animated and video content. Available as an iOS or Android app. Paid for by the Alaska Dept. of Education and Early Development.

2. Access/Scope/Population:

Statewide Databases and Online Services are made available to all Alaska residents. As of 2019 these resources served a population of 731,545 (US Census). The materials are made available primarily through the Statewide Library Electronic Doorway (SLED) and include a wide variety of resources to support all age groups, including young children, k-12 students, higher education students and researchers, and adults. SLED usage declined during the pandemic, but was still substantial (FFY2018 240,846, FFY 2019 151,459, FFY2020 126,016). Resources provided range from educational videos for school children, health information for teens, foreign language resources, access to archival digital images documenting Alaska's history and culture, test preparation materials for high school equivalency, college entrance tests, graduate schools, professional school entrance tests, or civil service exams, online reference books, how-to guides for auto and small engine repair, crafts, and home improvements, and genealogy resources for researching family ancestry. Academic resources include databases covering nearly all disciplines in a variety of primarily full-text formats, including journal articles, ebooks, theses, reports, reference works, and proceedings, among others. EZ-Proxy is utilized to provide Geo-Authentication to most users, however for residents trying to reach the SLED databases outside of an authorized network a phone number is provided for login information. SLED discovery relies on Ebsco discovery services. SLED is supported through LSTA funding as well as the University of Alaska, the Alaska State Library, and the State of Alaska. Usage statistics are publicly provided for most resources, and the type collected varies by resource type, available statistics, and year.

3. URLs
See Alaska-DBs spreadsheet

4. URLs usage
See Alaska-DBs spreadsheet - usage statistics are publicly available for Alaska.

Appendix L: Alaska Library Network

Alaska Library Network Membership meeting - March 20, 2021
Program overview: Alaska Digital Library
Jodi Jacques, ALN Associate Director

Background and statistics:

- The ADL consortium started in 2006 (with 13 orgs/26 outlets); currently 59 library organizations had checkouts in the last 1 year.
- The ADL consortium's Young Adult and Juvenile titles are accessible by Sora users – i.e. students of the Alaska Digital School Library. 12 schools had checkouts in the ADL consortium in the last 1 year (awesome!).
- ADL is coordinated by ALN Associate Director; policies set by ALN Board; Fees are paid by individual libraries based on population (service area as determined by DCCED).
- Average wait time for holds - 36 days
- ADL patrons can check out 7 titles at a time
- ADL patrons can place a hold on 7 checkouts at a time
- Number of total unique users increased from 177 (2006) to 20,720 (2018) to 27,213 (2020).
- Number of checkouts increased from 450 (2006 – 1 month) to 485,112 (2018) to 681,379 (2020).
- ADL consortium collection titles/copies; total 35,038/44,544 = 79,582 items
  - EBooks 23,123/28,310
  - Audiobooks 11,895/16,214
  - Video: 20/20

ADL statistics over the last 2 years. A good idea of pre-post COVID-19 pandemic response:

	3/16/2020-3/15/2021	3/16/2019-3/15/2020	Change	%
Unique Users	**27,112**	**24,053**	**3,059**	**13%**
… by branch:				
Anchorage Public Library	11,002	9,214	1,788	19%
Matatnuska Susitna Library Network	3,505	3,313	192	6%
Fairbank North Star Borough Library	3,147	2,764	383	14%
Juneau Public Libraries	1,341	1,255	86	7%
Homer Public Library	948	893	55	6%
New User registrations	**10,522**	**8,958**	**1,564**	**17%**
Number of Checkouts	**714,698**	**556,690**	**158,008**	**28%**

ADL titles with the most checkouts, #1 *Harry Potter* and #2 *Braiding Sweetgrass*:
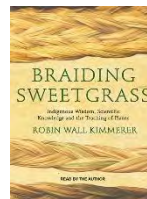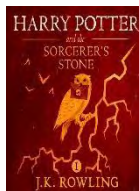
Appendix M: Report of Library Site Visit to Edna Bay, 5/12-16/2019

Reported by Daniel Cornwall, Internet and Technology Consultant

Contents

Network/Technology Evaluation

The library has a fully wireless network. Three computers run off a satellite (Seaport/HughesNET) HT2000W modem via wireless. A Meraki MX64 had been sent to the site to provide content filtering, but was never installed. According to one of the volunteers, neither instructions nor the licensing required to use the Meraki for content filtering were provided. In addition, a volunteer performed several factory resets on the device several times in my presence, so any specialized configuration that MIGHT have been on it was wiped away.

During my visit I recommended switching to OpenDNS, a widely used and affordable filtering solution. Mike, one of two IT volunteers, was initially in favor of this solution. The next day he told me that OpenDNS does not work with HughesNet. After my return to the library, I confirmed this by locating a support page for OpenDNS titled [Special Case: Satellite Internet (HughesNet, Etc).](#) I am in the process of researching other solutions. In addition to my own searching, I have asked the State Tech Coordinators group for input, as well as putting out email questions to ARSL-L and LITA-L. Resolving this issue will be a priority for me as it is an issue for every satellite customer.

Staff are generally happy with Seaport (HughesNet) internet speed, which is advertised as 25mbps d/l x 3mbps u/l. John, the second of two IT volunteers, reports speeds in the 45x7 range. This was consistent with my own testing while in Edna Bay. Latency was typical of satellites and contributed to web browsing seeming a bit buggy.

The staff computer was at least five years old and running Windows 10. I examined it and turned off one setting that was hogging memory (windows store apps automatically updating). Staff reported an uptick in speed. It should probably be replaced.

As part of the technology evaluation I mostly completed a Towards Gigabit Libraries toolkit survey. Different community commitments keep staff from being able to answer some questions. I did leave Sue Crewe, the library director, a paper copy of what I had done and pointed out the educational boxes on the paper form. I kept an electronic copy.

Training Provided

Monday's training focused on using SLED databases for "Everyday tasks" common to homesteaders – finding manuals for ATVs, outboards and more; building/maintaining wood stoves and information related to septic and water systems. I also tied in these tasks to the Alaska Library Catalog and the #800 Interlibrary Loan service. I concluded Monday with a quick review of the Hobbies and Crafts Reference Center.

Attendees seemed happy and impressed with the amount of practical-to-them information available through the SLED databases. They were disappointed that the Small Engine Repair Reference Center (SERRC), while helpful, did not include shop manuals. These tend to be more detailed than the owners manuals that are available through SERRC. The training was successful enough that I'm thinking about a "SLED for Homesteaders" online tutorial and possible AkLA 2020 session.

Tuesday's training focused on the Alaska Digital Library. I trained staff on getting statistics through Overdrive Marketplace, showed them where they could add/edit/delete individual records through the login manager and showed them tips on using Alaska Digital Library on the desktop and through the Libby mobile app. The day's training concluded with the resources available to them through books.alaska.gov.

Staff were very excited to see the statistics. John, the IT volunteer who manages the lending file, was extremely pleased with the ability to edit individual patron records. Prior to the training, he had been maintaining the database through repeated uploads of CSV files that essentially re-wrote the whole patron database any time a single edit was required. Several attendees commented on the variety of material available through Alaska's Digital library and the offline options for ebooks and audiobooks.

I had five attendees at each session.

I was originally scheduled to leave Edna Bay after Tuesday's training, but engine trouble and tidal conditions prevented me from leaving until Wednesday morning. So I spent part of Tuesday afternoon separately training Ms. Crewe on finding individual magazines in EBSCO and providing direct links to patrons. She appeared excited by the possibilities.

Things I learned only because I was physically there

Here are some of the things I learned about the Edna Bay Community Library only because I was able to go there in person:

- Their Meraki MX64 was not being used.
- Their library network is completely wireless.

- Their lighting situation was less than ideal – no overhead lighting except during Monday Council meetings.
- Their challenges in powering electrical devices
  - Could not fully close their back door while the generator was in operation.
  - Power cuts out if fuel is not consciously attended to.
  - Potential trip hazards from the necessity of extension cords
- The extent of their weeding process as well as how far they had to go.
- The difficulty of transportation to and from Edna Bay and the implications for future IT work there.

General comments

Edna Bay is located on the southeast coast of Kosciusko Island, northwest of Prince of Wales Island, in Southeast Alaska. It lies 90 miles northwest of Ketchikan. The most reliable way to get in or out of Edna Bay is by private watercraft.

The Edna Bay Community Library (EBCL) is located in a building on the site of a closed school and is a non-profit, all volunteer organization. They are allowed to occupy one half of the building. The other half is used by the City for Monday Council meetings. The EBCL board is negotiating to use the other half of the building when not required by the City.

EBCL is open three days a week for ten hours (Monday 4-7pm, Wednesday 12-4pm and Saturdays 12-3pm) . I was in the library during the Monday 4-7pm open time and did not observe any patron activity. All lights and equipment in the library are powered by a small gasoline powered generator. The generator is outside the back door. The door is left open by a crack to allow a power cord to come into the library. Many extension cords power strips were plugged into this generator which connected to lights on the floor and all the computers. None of the lines seemed in danger of overheating. There is a larger generator for the building that powers the overhead lights and fixtures during the Monday City Council meetings. According to library director Sue Crewe, tense City-Library relations prevent the library from tapping into the larger generator during other times.

Though there is plumbing available, the library has no running water. Water in large plastic containers is hauled from volunteer homes for washing and drinking. The lack of running water also appears traceable to tensions between the city and the library.

According to several library board members, the library parking lot is known as "the phone booth" because it is the only spot in the community with reliable cell phone access. This was the case for me and I observed multiple people come to the parking lot, talk on their phones and leave.

The half of the building occupied by the library has two rooms connected by a short hallway. The front room, which has a view of the bay, is the children's room, although it also has the public internet computers. Only the presence of children's books on the book cases and some toys on the high shelves provide a sense that this is actually a children's space.

The public computing section of the front room has one staff computer and two public workstations along with a 32" monitor that was adequate for training purposes. The library director recognizes that having adult computers in the children's room is not ideal. Ms. Crewe is working with the school district

to obtain use of the other half of the building. If granted use of this area, the director would put patron computers there to free up children's space. All of the children's shelves appeared fully loaded.

The back room has the adult books and DVDs. The adult shelves are also fully loaded. There has been a significant weeding project. I personally observed about a dozen boxes of discarded material on the library's front porch. The director would like to do more weeding but has been pressed for time.

The lack of overhead lighting and the narrowness of the stack make for a cramped feel.

The library director sees two main challenges for the library. She needs more staff to process collections and offer more open hours. The library also needs better heating in winter. The library interior is often below freezing in winter months.

The library is a 501(c) nonprofit and is governed by a six member library board that appears composed of library staff. Based on conditions observed at the library and discussions with the director, I conclude that relations with the school district are tepid and relations with the city are hostile. For example, the Edna Bay City Council meets on Mondays in the other half of the building occupied by the library. When Council meets a larger generator connected to the building's wiring is switched on and overhead lighting becomes available in the whole building, including the library side. The library has been forbidden to use the larger generator for its own hours.

Explanation of Trip Extension

My trip was scheduled to last from May 12, 2019 to May 15, 2019. My making this schedule depended on a private skiff from Naukati harbor on Prince of Wales Island to Edna Bay. I was scheduled to depart Edna Bay on May 14th, stay in Hollis overnight and take the Inter Island Ferry on the morning of May 15th to catch my flight from Ketchikan to Juneau.

Engine trouble on the skiff that brought me in prevented me from leaving Edna Bay on the 14th and tidal conditions kept a different skiff from returning me to Naukati Harbor until the 15th. I was unable to make the ferry leaving Hollis till the next day.

Appendix A: Responses to Public Library Coordinator Questionnaire

This Q&A was done with library director Sue Crewe on 5/13/2019.

Is the library building accessible and conveniently located in the community?

The library is on the far edge of the community. It is ¼ mile from the town's general store and the library parking lot is the one place in town where people can get a reliable cell signal. So Ms. Crewe called the library's location – physically at the end of the road, but close to the center of the community's daily life – at least as regards to location.

Is parking an issue?

No. I stayed at the library during my visit and the lot was never filled to capacity.

Is the building very new or very old? Was it built as a library?

This is an older building. It was built as an elementary/high school classroom building in the 1980s from pre-fabricated components.

How many volunteers currently work in the library?

Six volunteers currently work in the library. The director would like more. There are no paid staff.

Do they have any training needs?

Ms. Crewe's response was "We need to know everything!" and could not be pinned down on specifics. She also stated that for directors, SLIM and SLICE were VERY helpful.

After I returned to the office, I recommended WebJunction's Alternative Basic Library Education for staff to Ms. Crewe.

Is there a work area or office for the librarian?

No. There is no separate office space in the area currently occupied by the library. There are no plans to create such space even if they get use of the entire building.

Is there adequate seating for the library users?

According to the director, there is. I had no opportunity to observe patrons in the library. We did have adequate space for my training.

Is there a children's area?

Yes. It is collocated with the patron internet computers. If the library wins use of the entire building, staff plan on relocating the computers to the other side of the library. This will let them dedicate the entire front room to children's space.

Does the library offer programming for children, teens or adults?

There are no teens in Edna Bay at the moment. Storytime is offered for children, who are babies and toddlers.

N/A - Where is the OWL equipment kept? Is it labeled? – There is no OWL equipment. If OWL is funded for FY 2020, the library is interested in receiving a video endpoint. I would strongly recommend having this equipment installed and tested either by myself or the OWL video specialist.

N/A - Does the staff know how to use the OWL equipment? Do they need training? – There is no OWL equipment.

Is the director of the library listed on the LD Intranet entry? – Unknown. Database currently offline.

Is there a second name of an appropriate contact?

No. Ms. Crewe said she is the only one with reliable phone access. The library itself has no phone service. All staff have access to the edblibrary@gmail.com email address.

What is the governance of the library?

The library is a 501(c)3 nonprofit organization with a governing board. The board is identical to the current library staff.

What is the library automation system?

They recently got [Handy Library Manager](). Staff described it as disappointing but did not offer specifics of disappointment.

Who is the internet service provider?

Seaport, a reseller of HughesNet satellite access. They purchase 25x3 mbps with a data cap they haven't exceeded.

Does the library conduct frequent speed tests? Does it conduct speed tests at all?

John, one of the IT volunteers, does frequent speed tests. He routinely gets speeds around 47 d/l x 8 u/l mbps, even with patrons using the internet in the building. These speeds are comparable to what I saw in my own testing.

Are the library open hours and days of the week listed in our database or posted outside the library?

The library has hours (Monday 4-7pm, Wednesday 12-4pm, and Saturday 12-3). posted inside their covered porch that appear to be met. I personally observed the Monday 4-7 open time. No patrons came on Monday.

What are immediate and long-term plans for improving services?

The library is actively working with the school district to gain the use of the second half of the building they are in. There seems to be resistance to the idea from the city for reasons not disclosed to me.

The library wishes to provide more opportunities for story time and needs more volunteers to make this happen. There is also a desire to provide fax service although the library does not have a phone line. They are looking into internet based fax services. I am assisting them in this matter.

What does the staff see as its biggest challenge?

Ms. Crewe said there were two major challenges. The biggest is the lack of staff. She wants to have longer hours, offer more programming and process more of their library materials. None of this can happen without more volunteers.

She sees a smaller challenge in getting more heat for the library. As it is, the library often cannot be maintained above freezing in winter months. She said that people still come despite the serious cold and wants to make a more comfortable place for them and her staff.

Other comments:

Ms. Crewe told me that the Edna Bay Community Library has come a long way from when they were first founded. They are in a larger building and provide more resources to the community.

Appendix B: Photographs of library

All pictures without cropping may be found in G:\18 Daniel\Site Visits\FY 2019\Edna Bay\Enda Bay Photos.

Exterior

Figure 1: Library from bay

Figure 2: Front of library with boardwalk

Figure 3: Close up of front entrance

Figure 4: Side of building with Seaport internet sign

Figure 5: Library parking lot aka "Phone Booth." Only place in Edna Bay with reliable cell

Figure 6: View from "phone booth" library parking lot

Front Porch

Figure 1: Front porch, door to library on right

Figure 2: Actual door to library, inside front porch.

Front Room: Children's Materials and Patron Computers

Figure 1: Wide view of front room. Staff desk in foreground

Figure 2: Only staff workspace in library. Adjoins public computers.

Figure 3: Public bulletin board in front room

Figure 4: Patron laptops. Note children's books to the left.

Figure 5: Children's shelves with toys on top.

Back Room: Adult Materials and Generator Intake

Figure 1: Adult room. Overhead lights only work during Council meetings

Figure 7: Adult room stacks. Shelved by Dewey. Spine labels inconsistent.

Figure 8 Both of the library's rooms clearly use space claimed from closets.

Figure 9: During open hours, library electronics and floor lights are powered by Honda EU 2000i Generator

Appendix N: Organizational Chart

Division of Libraries, Archives and Museums
Alaska Department of Education & Early Development
Organizational Chart
April 2021

Patience Frederiksen
Director
05-3001
R27 - PX

ADMINISTRATION

Lisa Golisek
Div. Ops. Manager
05-3002
R24 - SS

LIBRARY DEVELOPMENT

Freya Anderson
Librarian III
05-3023
R20 - SS

MUSEUMS

ARCHIVES

Addison Field
Chief Curator
05-4035
R22 - SS

Karen Gray
State Archivist
05-3501
R22 - SS

DOT DFS:
Vacant
Bldg. Maint. Specialist
05-3021

Clint Carlson
Micro/Netwrk Spec. I
05-3066 R18 - GP/GG

Julie Niederhauser
Librarian III
05-3102
R20 - GP/GG

LIBRARY INFORMATION SERVICES

Vacant
Archivist II
05-3103
R18 - GP/GG

Wayne Norlund
Admin. Asst. III
05-3502
R15 - GP/GG

Amber Glen
Admin. Asst. I
05-3045
R12 - GP/GG

Janet Madsen
Librarian II
05-3093
R20 - GP/GG

Katie Fearer
Librarian II
05-3007
R18 - SS

Ginny Jacobs
Librarian I
05-3004
R16 - GP/GG

Claire Imamura
Librarian II
05-3079
R18 - SS

Debbie McBride
Admin Officer II
05-3068
R 19 - SS

Vacant
Registrar
05-4057
R16 - GP/GG

Anjuli Grantham
Curator II
05-4099
R18 - GP/GG

Ellen Carrlee
Conservator
05-4075
R19 - GP/GG

Mary Irvine
MPVS Mgr.
05-4110
R16 - SS

Jacqueline Hamberg
Curator II
05-4102 R18 -GP

Jackie Manning
Curator II
05-4032
R18 - SS

Steve Henrikson
Curator II
05-4033 R18 - GP/GG

Daniel Cornwall
Librarian III
05-3013
R 20 - SS

Lisa Simpson
Office Asst. I
05-3019
R8 - GP/GG

Kate Dunn
Librarian I
05-3080
R16 - GP/GG

Nanette Taboada
Library Asst. II
05-3015
R13 - GP/GG

Vacant
Librarian III
05-3047
R20 - GP/GG

Sara Chubb
Admin. Asst. II
05-4034
R14 - GP/GG

Vacant
Education Associate II
05-4103
R15 - GP/GG

Aaron Elmore
Exhibit Specialist
05-4092
R17 - GP/GG

RECORDS INFORMATION MANAGEMENT SERVICES

Holly Fogus
Pub. Spec. II
05-3078
R16 - GP/GG

Jack Kovaleski
Librarian I
05-3003
R16 - GP/GG

Chelsea Kilgore
MPVS Asst.
05-4106
R11 - GP/GG

Chris Hieb
Archivist III
05-3507
R20 - SS

Vacant
Records Analyst III
05-3510
R20 - SS

LIBRARY HISTORICAL COLLECTIONS

Lisa Teas Conaway
MPVS Asst.
05-4107
R11 - GP/GG

Clayton Hainebach
Records Analyst I/II
05-3505
R16/18 - GP/GG

Vacant
Seasonal MPVS Asst.
05-4109 R11 - GP

Vacant
Seasonal MPVS Asst.
05-4111 R11 - GP

Sue Conrad
Seasonal MPVS Asst.
05-4108 R11 - GP

Leah Geibel
Archivist II
05-3503
R18 - GP/GG

Abby Focht
Library Asst. I
05-3504
R11 - GP/GG

Sandy Johnston
Library Asst. II
05-3058
R13 - GP/GG

Jacki Swearingen
Library Asst. II
05-3026
R13 - GP/GG

Vacant
Librarian I
05-3049
R16 - GP/GG

Sorrel Goodwin
Librarian II
05-3065
R18 - GP/GG

Anastasia Tarmann
Librarian II
05-3009
R18 - GP/GG

Charles Bean
Marilynn Brown
Matthew Groen
Catherine Lieser
Brenda Quevedo
Jan Steinbright
Sue Thorsen
On-call MPVS Asst.
05-N06014
R11 - GP/GG

IMAGING AND MICROFILM SERVICES

Connie Hamann
Library Asst. I
05-3096
R11 - GP/GG

Damon Stuebner
Archivist I
05-3104
R16 - GP/GG

Christopher Russell
Librarian I
05N17003
R16

Vacant
Microfilm/Imaging Op. I/II (flex) 05-3508
R10/12 - GP/GG

Vacant
Microfilm/Imaging Op. II
05-3513
R12 - GP/GG

Gerald Duncan
Microfilm/Imaging Op. II
05-3014
R12 - GP/GG

MPVS = Museum Protection & Visitor Services

41 filled permanant full-time positions
1 filled full-time seasonal position
8 vacant permanant full-time positions
2 vacant seasonal positions
1 full-time long-term non-permanent position
1 on-call positions [stacked]

Total of 54 positions