

**Alabama Public Library Service
Evaluation of a Five-Year Plan
(2013-2017)**

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**Alabama Public Library Service
Five-Year Plan
Evaluation 2013-2017**

Evaluation Summary

The APLS LSTA Five-Year Plan evaluated in this report covers October 2012 through September 2017. The Alabama Public Library Service (APLS) developed this plan after identifying three areas of need: 1) lifelong learning, 2) strengthening families (children, youth and adults) and communities, and 3) information access—knowledge, information, ideas and cultural heritage in all formats. Stakeholder input collected during this evaluation process affirms the importance of services and programs for these areas of need.

The APLS LSTA Five-Year Plan has three goals:

1. To enhance library and trustee knowledge in order to place the user at the center of learning and information
2. To promote libraries as strong community anchors that serve their communities
3. To support access to information, knowledge, ideas and cultural heritage

A review of the public library environment in Alabama shows a number of factors which shape services and which drive the APLS LSTA Five-Year Plan. Alabama is a rural state with a rural population of 41%. It is one of only nine states with a population less than 60% urban/suburban. Alabama follows the model of individual town or county libraries rather than consolidated library systems. There are 224 public libraries in the state. These are primarily small, with a population-served breakdown in FY15 as follows:

Under 2,000	45 libraries	20.0%
2,000 - 4,999	37 libraries	16.5%
5,000 - 9,999	50 libraries	22.3%
10,000 - 19,999	40 libraries	17.8%
20,000 - 74,999	37 libraries	16.5%
75,000 and up	16 libraries	7.1%

Forty-eight public libraries (21%) have a staff of a single part-time or full-time person. Sixty-eight (30.3%) are typically open fewer than 40 hours a week, some as few as 16 hours. An additional 26 (11.6%) are typically open 40 hours per week. In FY15, 141 libraries (62.9%) were led by a director without an MLS/MLIS degree. APLS analysis indicates that approximately 10% of Alabama public library director positions turn over every year. Nineteen percent of individuals and 15% of families live below the poverty line as opposed to the U.S. averages of 15% and 11%.

Because of these realities, APLS focuses its services and LSTA funds on programs and activities that strengthen library staff expertise, support the building of shared and individual library collections in a variety of formats, foster programming for communities and targeted groups, and ensure information access through technology deployment and support.

General Background Observations:

The Plan specifies the execution of a number of surveys to ascertain outputs and outcomes for the goals. In most cases, these surveys were not conducted. This lack of assessment data is a critical gap in the evaluation process. To fill this gap, the evaluators implemented surveys and focus groups with

stakeholders to fill in missing information. While these cannot provide the level of accuracy, timeliness, and cause-and-effect that the specified assessments would have collected, they do provide a general level of feedback on the value of activities in the Plan. APLS collects and submits to IMLS the annual Public Library Survey data. These data were used to report usage, participation, and activity levels for reported variables. In addition, in 2016, APLS increased its emphasis on collecting additional useful data, some of which has been used in this evaluation. Some elements of this evaluation are lacking data from earlier years, and more recent data may have gaps or uncertainties as this additional data collection priority is more fully implemented by APLS.

In assessing the Plan, the evaluator found that some related activities or outputs were not included in the same goal, but were contained in goals elsewhere in the plan. The evaluator realigned some of these in order to assess and report on progress in a coherent way. This mapping between goals is kept to a minimum and is clearly indicated in the text.

Key findings of this report are:

<p>Goal 1: Place the learner at the center and support engaging experiences in libraries that prepare people to be full participants in their local communities and our global society. Partially Achieved</p>
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A review of the output targets, outcome targets and activities of this goal shows that the primary focus of this goal is to enhance the capabilities of public libraries in ways that enable learners and communities. Other components were realigned with Goals 1 and 2 which contain a strong focus on those programs. Detail is included in Section A-1 of this evaluation report.

APLS provided Plan-specified training to library staff on basic librarianship and administrative functions, annual topics such as the summer reading program and LSTA grant submissions, and on usage of APLS-provided resources such as WorldCat and Evergreen. This is provided by updates at quarterly meetings, workshops, and interaction with APLS Library Consultants. Other Plan-specified training was not provided, including such topics as technology and serving populations with diverse needs. Training was offered almost exclusively for library staff, with limited training for trustees. Specified assessment of impact was not conducted. The Staff Survey results indicate library staff training participation and impact levels significantly below targets.

APLS Library Consultants provide “on demand” training through consulting advice and information sharing.

APLS provides a grant program to enable library staff to undertake part-time MLS/MILS degree education in order to strengthen library operations and services and to grow the pool of knowledgeable public library leaders in the state. This initiative is on target and has graduated six MLS degreed librarians since FY13, all of whom work in Alabama public libraries.

APLS provides a professional collection with resources on library management and operations. This collection is available to library staff through Interlibrary Loan. This has been available since September 2016. Usage data is not yet available.

<p>Goal 2: Promote public libraries as strong community anchors that partner with other community organizations to 1) enhance the involvement of children youth, adults and families, and 2) enhance civic engagement, cultural opportunities, and economic vitality. Achieved</p>
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The Summer Reading Program provided literacy and cultural programs for children, teens and adults in Alabama public libraries. The number of participants grew by 18.2%, to 336,346 between FY13 and FY15 and total books read increased by 57.3%. Implementation of the Summer Reading Program for adults and teens is on target. The Plan-specified assessment of participants' experiences with grant-funded projects was not conducted. Stakeholder input affirmed the importance of literacy, children, teen, and adult/senior programming.

Grants for services for children, youth, adults and families were made in such areas as STEM education, literacy, pre-school readiness and parenting programs, and English as a Second Language programs. Thirty-one grants were made between FY13 and FY17 for a total of \$518,279. The Plan-specified surveys of individuals impacted by these grants were not conducted. Stakeholder input affirmed the importance and impact of programming and services in the areas covered by these grants. State Program Reports (SPRs) submitted by recipient libraries indicate that the funded projects resulted in a number of key impacts specified in the Plan. (State Program Reports contain information documenting the activities and outcomes of grant funded programs.)

Grants to promote and connect people to community services, strengthen civic life, respond to community needs, knit together community members, and promote cultural expression were made in such areas as e-reader programs, multicultural programs, and small business resource centers. Fifteen grants were made between FY13 and FY17 for a total of \$244,210. The Plan-specified surveys of individuals impacted by these grants were not conducted. Stakeholder input affirmed the importance and impact of programming and services in the areas covered by these grants. State Program Reports indicated that the funded projects resulted in a number of key impacts specified in the Plan.

The evaluators consider the State Program Reports and stakeholder input adequate to designate these grant programs as achieved.

Goal 3: Support access to information, knowledge, ideas, and cultural heritage through the provision of library materials in all formats and through the provision of up-to-date technology. **Partially Achieved**

APLS provides access to statewide information resources for homework help, a union catalog of holdings of most Alabama public libraries, databases, cataloging and Interlibrary Loan. The homework help programs serve other information needs highlighted in the Plan, with resources and tutoring for career guidance, job seekers, citizenship, ESL, and other Plan-specified topics. Usage of homework help is significantly below targets and trends are negative. However, stakeholder input affirms the importance of these resources. Linkages among libraries for resource sharing are an important resource in the state. APLS contracts with OCLC for WorldCat and WorldShare to support resource sharing and other connections among public libraries in the state both within and beyond Alabama.

A collections and access grant program for individual libraries supports the growth of library collections in a range of formats and related programming in a variety of topics, including education, workforce development, cultural heritage, and literacy. Two hundred and eighty-nine grants were made for a total of \$1,824,335. Individual collection grants play a critical role in the addition to collections in Alabama public libraries. State Program Reports and stakeholder input strongly affirmed the importance and impact of this program.

Twenty-one grants were made between FY13 and FY16 for programs for bookmobiles, services to special populations, and those having difficulty using the library for a total of \$408,800. These covered such programs as magnifying CCTV, hearing loops, and deposit collections at senior and detention centers. Stakeholder input strongly affirmed the importance and impact of these services. In FY2015 Alabama

Regional Library for the Blind and Physically Handicapped served 6,971 of registered users with access to materials, technology, and readers' advisory services.

Technology programs that strengthen infrastructure and support access to information are important to Alabama public libraries. The program provides grants to libraries for equipment, software, telecommunications, and other technologies such as radio frequency identification (RFID). One hundred and two grants were made for a total of \$1,826,060. Stakeholder input affirms the importance of computers and Internet access in public libraries. In addition, APLS provides Evergreen ILS and web site hosting, E-rate application training and support, and a technology help desk that enable public libraries to provide connected information access and usage to their communities.

LSTA Expenditures

APLS uses LSTA funds for the following purposes: administration, Regional Library for the Blind and Physically Handicapped (BPH), educational programs for library staff and trustees, IT support for libraries, library consulting, statewide e-resources, and statewide resource sharing. From FY13 through FY16, these expenditures totaled \$5,506,142. From FY13 through FY16, a total of \$3,727,356 was made in grants to libraries. A breakdown of LSTA expenditures by Goal is included as Appendix 1.

Input to the 2018-2022 Plan

The rich stakeholder input from the Focus Groups and User and Staff surveys are invaluable for developing the Five-Year 2018–2022 Plan. Appendix 14 contains graphic representations of Stakeholder Input.

Stakeholder input affirmed the importance of LSTA funding for statewide collections, resource sharing, individual collections and technology support. This input also affirmed the importance of programs and materials for children, youth, adults, seniors, disabled, those who have difficulties using the library and those needing information for specific purposes such as job seeking, health and wellness, and business development. In addition, these areas were affirmed for importance in the future. Stakeholder input also identified future directions that show promise and could possibly result in high participation and impact. These include increased focus within current services, extensions of emerging services that piloted or started in the last five years, and ideas or programs based on strong understanding of local needs. In addition, the focus groups considered why some people don't use libraries despite the relevance of collections, services and programs that libraries offer. These focus group discussions pointed at several possible remedies which could be addressed in the 2018-2022 Five-Year Plan. Input to the 2018-2022 Five-Year Plan includes:

- The strong importance of the library as place for community education, leisure, safety and comfort. There is interest in how to adapt library facilities for attractiveness and utility for all ages, cultures and conditions. While LSTA funds are not available for building construction or renovation, stakeholders identified other ways this need could be addressed.
- The significant importance of collections in libraries emerged with the need for more digital content, particularly e-books. Increased user interest in e-books coupled with the utility of e-books in serving younger users, those who need adaptive technologies, those who are not able to use the library, and many who are new or returning library users makes this a potential program expansion for the next Five-Year Plan. Libraries which received collections and access grants consistently reported increased circulation and an increased number of registered borrowers in the State Program Reports.
- Stakeholders identified a lack of public awareness about libraries and how they serve the needs of different groups. They identified groups libraries could serve more effectively, including younger users who are digitally connected, groups whose language or cultural background makes them reluctant to use the library, and those who have special needs and are unaware of library

accommodations as examples of those libraries could more effectively serve. There is a strong desire to work collaboratively on this issue in the state in two ways. First, additional library staff training and advice on partnership development would be useful in serving hard to reach constituencies. Second, there is strong interest among library staff in communications and marketing, with suggestion of a staff person at APLS for this purpose. Library staff suggested both statewide marketing campaigns and development of materials which could be easily adapted by libraries for use in their communities.

- Significant training needs among public library staff were identified to increase their effectiveness related to diverse populations, literacy, technology, partnerships, and programming opportunities. The 2018-2022 Five-Year Plan could include a focus on staff education through development and implementation of cohesive training plans; utilization of experts in addition to those on the APLS staff as trainers, particularly individuals with national expertise and experience; and increased opportunities for library staff networking and sharing of successes and best practices.

These and other inputs to the 2018-2022 Five-Year Plan closely parallel many of the findings in the Pew Research Center's *Libraries 2016* report by John Horrigan, suggesting that the Alabama stakeholders' input reflects national trends.

The evaluator suggests that the next Five-Year Plan be developed with an eye towards identifying target outcomes and determining how those outcomes will be measured. Collection and use of data should be routine in order to assess program effectiveness and allow mid-Plan adjustments as needed.

Additional input to the 2018-2022 Five-Year Plan from the stakeholder input was shared with the APLS Board, library directors at the January, 2017 Library Administrators' meeting, and staff for participatory process to develop the next Five-Year Plan. The PowerPoint decks with graphic representation of Stakeholder input and conclusions is included as Appendix 14.

Methodology

The evaluation was undertaken through analysis of secondary data available from APLS, the Public Library Survey datasets and other sources. APLS-provided data included internal administrative reports and data from individual staff related to their work. As noted earlier, APLS has only recently increased its focus on identifying and collecting useful data, so some gaps occur in available information and some information may not be robust. To address these gaps, the evaluators designed and implemented a process to gather stakeholder input. The three methods used were: a survey of library staff, a survey of library users, and focus groups held at seven locations across Alabama. Due to some communication issues, the user survey was also answered by library staff. It is not known how extensive the staff participation in the user survey was.

The focus groups present a rich source of input due to the dynamic give and take of the discussion. Content analysis of the results was performed in two ways. First, after discussion, participants were asked to take part in a ranking exercise using pens and note cards. This exercise resulted in the rankings which are reported in the evaluation. Second, the discussions were analyzed using the recording of each session and a coding strategy to bring together seven different discussions.

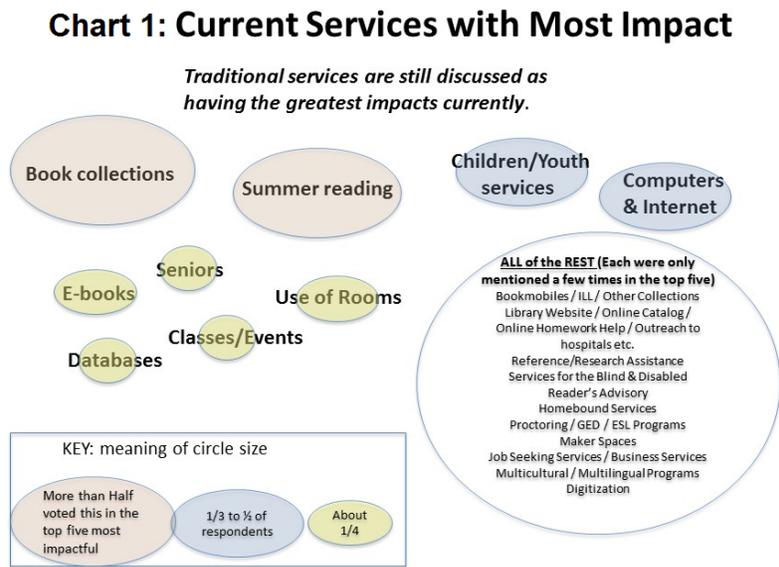
A. Retrospective Questions

Before presenting the results of the retrospective questions, some background is needed about the content and organization of the APLS LSTA Five-Year Plan. To undertake this project, the evaluator studied the Plan with particular attention to Output Targets, Outcome Targets and Activities and developed a matrix of these three elements. Some output targets did not include outcomes or activities within the same goal, but were supported by outcomes and activities elsewhere in the Plan. The evaluator has reorganized some of the output targets, outcome targets, and program activities in order to assess and report on progress in a coherent way. This mapping was kept to a minimum.

In addition, the Plan includes requirements for assessment of outcomes through data collection as activities or programs are completed. In most cases, these outcome assessments were not undertaken. To fill this gap, the evaluators sought stakeholder input through user and library staff surveys in November 2016. While these cannot provide the level of accuracy and timeliness of assessments at the point of completion of initiatives, they provide a general understanding of the value of activities in the Plan. The Library Staff Survey asked respondents to comment on the impact of programs on their library’s users and the community. The Library User Survey asked respondents to comment on the value of various programs to themselves and members of their households. Focus groups conducted around the state in November 2016 gathered feedback on impact from both users and staff through discussions and ranking exercises. Findings from these stakeholder activities are included in this report with the following title references: Staff Survey refers to the Library Staff Survey Results; User Survey refers to the Library User Survey Results; Focus Group refers to the combined Focus Group Results.

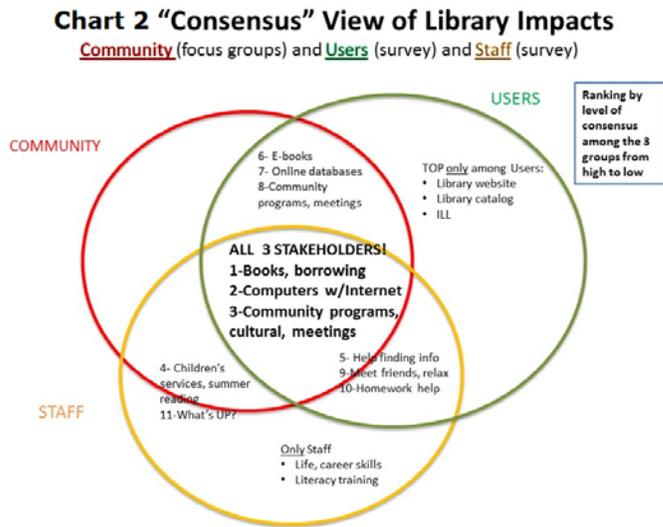
Complete Library User Survey Results are included in Appendix 3, Library Staff Survey Results are in Appendix 4, and Focus Group Results are in Appendix 5.

Detailed Stakeholder Input is reported as a part of the discussion of each of the Five-Year Plan Goals. A general overview of input about the importance and impact of LSTA-funded programs is seen in the following graphic. It reports the focus group participants’ ranking of current library services according to which are most impactful.



Respondents selected options related to collections and collection programming as the highest ranked overall. Collections also are a strong factor in other highly ranked options: e-books, and databases. Also highly ranked overall was computer and Internet access. The library as place ranked in the top ten for events/classes and use of rooms. Children/youth services, and senior services ranked in the top ten and include both collections and library as place components. This focus group ranking exercise did not tie these results to specific LSTA expenditures. However, the APLS LSTA grant programs for collections, services for youth/children/adults/families, programs for those who have difficulty using the library, and technology for access all fund some programs related to services ranked as impactful in focus groups. This is discussed in greater detail in the sections on Goals 2 and 3.

Focus group input was combined with results from the Library User and Library Staff surveys. This analysis shows significant overlap between the inputs from these three input methods.



Collections, computers and the Internet, and community programs are shared by all three groups. Users uniquely ranked library access tools (library web site and catalog, and Interlibrary Loan) in their top ten. This may reflect the importance to them of information seeking. Staff uniquely ranked life and career skills and literacy training in their top ten. This may reflect the demands they receive as library services providers. Community input through focus groups highly ranked services that affirm input gathered through other Stakeholder input.

The graphics included in this section are from a more complete presentation on Stakeholder Input which is contained in Appendix 14.

A-1 To what extent did the Five-Year Plan activities make progress towards each goal?

A-1.1 Goal 1: Place the learner at the center and support engaging experiences in libraries that prepare people to be full participants in their local communities and our global society.

A review of Goal 1 output targets, outcome targets, and program activities shows that the primary focus of this goal was to **enhance the capability and capacity of local public libraries** related to placing the learner at the center and supporting engaging experiences in libraries. The targets and activities focus on enhancing library staff and trustee knowledge.

The Plan includes four programs for Goal 1:

1. Training and professional development for library staff and trustees

2. Grants for part-time professional training leading to an MLS or MLIS degree, with approximately ten grants being made each year
3. Consulting activities (in person or virtually) to 90% of public libraries each year
4. Resources and publications for library staff and trustees

The majority of Alabama public libraries are led by individuals without professional training. In FY15, 141 public libraries (62.9%) were headed by a non-MLS holding director. This number has been consistent over the period of the Plan. In addition, approximately 10% of Alabama public library director positions turn over every year. This is consistent with the findings in *The State of Small and Rural Libraries in the United States* (IMLS, 2013), which noted that “maintaining the workforce at small public libraries can be particularly difficult” (p. 9). For these reasons, APLS has focused on providing training and consulting on topics of basic librarianship and administrative practices.

Goal 1, Program 1: Training and Professional Development Programs

The Plan specifies that training will be provided to library staff and trustees as follows: Three educational opportunities will be provided each year for library staff and trustees. “Programs, workshops and institutes” will be offered on serving populations with diverse needs, basic librarianship and leadership, early childhood literacy and strategies for its promotion, learning how to access materials online, and information literacy. Some of these will be offered in partnership with other organizations. In addition, programs will be offered annually on E-rate, technology, Summer Reading Program (SRP), annual Public Library Survey (PLS) data collection, and LSTA grant writing.

Training opportunities in the first four years of the Plan were delivered primarily in six ways:

1. Quarterly Library Administrators’ Meetings, held at APLS and available remotely via the APLS audiovisual link as required in the Plan. Library directors are required to attend at least two sessions per year. Agendas typically include 15-40 minute updates on services and programs, basic library skills, sharing of library successes and best practices, and discussion of upcoming matters of importance, such as legislation and data collection.
2. New Library Director Orientation. This two-day program was held in 2016 and provided training for 51 library directors who had experience of five years or less.
3. Sustainable Training for Alabama Public Library Employees: STAPLE was a yearlong program for non-MLS degree holding library directors. Taught by the University of Alabama School of Library and Information Science, the program brought together public library administrators for education related to strategic planning, marketing, management, and other aspects of librarianship. STAPLE was funded by the Laura Bush 21st Century Librarian Program of IMLS, and was conducted with two cohorts, one in FY14 and one in FY15.
4. Annual training for topics of recurring importance – summer reading kick-off (literacy), E-rate application process, state library data collection and reports, and LSTA grant application and project management. These topics were each specified in the Plan and were delivered. Other topics specified in the Plan (patrons with diverse needs, information literacy, partnerships) were not delivered in favor of this more basic training.
5. Technology training was provided around the state in support of a new OCLC WorldShare system rollout in FY13 and FY14 with 12 sessions conducted. In addition, a total of 16 Evergreen training sessions were provided from FY13 through FY16 for those libraries which receive their Evergreen ILS system from APLS.
6. One-time training topics were offered during the Plan period on each of the following topics: Turning the Page (advocacy) and Dealing with Problem Patrons. In addition, APLS staff speak at state conferences, non-library conferences in the state, radio programs, and other promotional and informational opportunities. APLS Director Nancy Pack has provided training to individual libraries on Board management and governance.

The Plan specifies a program of assessment to gauge training impact in the months after training session through follow-up surveys of participants. The Plan specifies targets of 80% of participants “indicating their skill level...had improved,” and 75% “indicating they have made changes in their library procedures or services as a result of the training.” These follow-up assessments were not conducted. Feedback gathered through the Staff Survey results show training participation and impact levels below targets:

- 142 respondents (30.5%) indicated that they had received training from APLS
- 105 respondents (22.7%) indicated that they had received training through attendance at the Quarterly Library Administrators Meetings
- 19% of those trained indicated that they had made changes to procedures or services as a result of training
- 150 respondents (32.4%) indicated they received training through the Alabama Library Association (ALLA) or other regional organizations
- 42 respondents (9%) indicated they used other sources of training.
- 36 respondents (7.8%) indicated that they utilized none of the above. This means that 92.2% used some form of continuing education.

Respondents could select more than one source of training.

The Staff Survey posed a question about what new skills they acquired in FY15 and FY16. Respondents indicated that they had acquired the following skills:

- How to use specific databases (52%)
- How to work with diverse populations (34%)
- How to market the library more effectively (34%)
- How to reach non-users and non-traditional users (24%)
- How to develop partnerships with other agencies (18%)

It is interesting to note that staff in rural libraries tended to have a lower level of new skill acquisition than those in urban and suburban libraries. (See Appendix 4.) In addition, this feedback is important to consider when developing the next Plan.

Goal 1, Program 2: Grants for Part-Time Professional Training

In order to increase the number of library staff, particularly directors, who have MLS or MLIS degrees, APLS set a goal of awarding up to ten LSTA-funded grants per year for part-time professional training. Grantees continue to work in public libraries while going to school. Recipients have five years to complete their programs and may receive funding for several years. While there has been some slowdown in grant awards, this program has met its goals and grantees are beginning to receive their degrees:

	FY13	FY14	FY15	FY16	FY17
Grant Awards	10	10	8	6	7
Graduates among Grantees	2	3	1	0	n/a

It is too soon to measure this program’s overall long term impact on the make-up of the Alabama library workforce. Graduates funded under this program are currently working in public libraries in the state.

Goal 1, Program 3: Consultant Visits with Libraries: On Demand Training and Consulting

Goal 1 calls for APLS Library Consultants to provide consulting visits to 90% of public libraries each year. The “visits” can be in person or virtual. Significant levels of visits and calls have been made in each of the past four years. However, until recently records were not kept on the number of libraries visited or topics discussed. A process is now in place to capture this information on an ongoing basis.

The Library Development Division has six Library Consultants. They assist and support public libraries throughout the state on a geographical basis and also serve as subject matter experts in one or more areas. The goal of the Consultants is to facilitate the education and enrichment of the library staff and trustees through several types of activity: 1) Consultants visit libraries, during which consulting, troubleshooting, planning, and informal training takes place, 2) Consultants regularly receive or make telephone calls with libraries, and 3) email is as a common way to respond to requests for information and advice. These approaches enable “on demand” training and consulting at the time of specific library need.

Consultants have a standard list of topics they review with their assigned libraries. These include: disaster planning, statistical information (Summer Reading Program, LSTA grant reports, database use, etc.), cataloging and automation, collection management, community programming, physical condition of the building (interior and exterior), staffing, governance, and training needs and opportunities. Additional topics are also addressed based on each library’s needs and interests. These conversations are both sources of training for library staff and information gathering for APLS.

In 2016, the Library Development Division created and deployed a standard form to be used to plan for, conduct, and follow up on consultant visits. This will allow APLS to understand and act on both individual library needs and needs that manifest themselves across groups of libraries. In addition, it will facilitate the collection of data on a longitudinal basis for trend analysis and action.

Staff Survey: 97 respondents (21%) indicated they had received training from meetings with APLS consultant staff or technical assistance from the APLS staff. This relatively low number may reflect lack of clarity about the term “training” as consultant interactions are not in a workshop format that many may consider “training”.

Goal 1, Program 4: Professional Resources

APLS has made available materials for library staff to learn both library concepts and operations as well as more general topics such as management and customer service. The Plan includes two activities in this area:

- Bi-Weekly *APLSeeds* newsletter: APLS issues a bi-weekly newsletter which is distributed to library staff and trustees via listserv and the APLS website. Topics include briefings on such subjects as library services and best practices, hot topics (e.g., E-rate), announcements and mini-briefings on statewide programs, e-resources, and other APLS activities. The Plan-specified annual survey for impact, which was not conducted. Staff Survey: 141 (17.4%) indicated they had read *APLSeeds* to improve library operations.
- Professional collection: In 2016, APLS expended \$10,000 on a professional collection for use by library staff across the state. These resources are available to library staff through ILL. Staff Survey: 63 respondents (7.8%) indicated they had learned from AV telecommunications or circulating print materials from APLS.

Progress Goal 1: To What Extent Was Progress Made? Partially Achieved

Training Outcomes - Partially Achieved

APLS provided training to Alabama public library staff on some of the topics specified in the Plan: basic library skills, E-rate application, LSTA grant writing, and various technology topics. However, training for trustees and training on other specified topics, such as serving patrons with diverse backgrounds, leadership, technology beyond APLS-offered services, and literacy beyond the summer reading program, were not provided. This is the result of the emphasis on basic librarianship skills and administrative matters. Professional development of those with library training or substantial experience took a backseat to this more basic training. In addition, the primary reliance on 15 to 40 minute briefings and updates at the Quarterly Library Administrators meetings does not enable the in-depth development of skills or

knowledge required for professional development. Follow-up assessment of the effectiveness and impact of training was not conducted. Finally, the Staff Survey results show that the impact of training in terms of changes to library procedures and services falls well below targeted levels.

The Staff Survey identified the following as future training needs:

- Computers and emerging technologies
- Continuing education opportunities
- Webinars
- Training for staff at all levels
- Support for staff pursuing MLS degrees
- Training for trustees and new directors

Future plans must be developed to identify areas in which the library staff in Alabama would benefit from in-depth training that balances statewide training needs with other APLS scheduled events. Also, APLS would find it effective to expand its capacity by utilizing expertise from outside its own staff for the delivery of a wider variety of in-depth professional development.

Part Time Professional Education - Achieved

Up to ten grants were distributed each year. Six library staff have graduated with MLS or MLIS degrees and currently work at Alabama public libraries.

Consulting - Partially Achieved

The support that Library Consultants provide for public libraries is hard to gauge due to the lack of data collection about the number and nature of interactions. Before 2016, information had not been systematically gathered about the types or level of Library Consultant training and support, issues discussed, or needs of visited/contacted libraries. The recently implemented program of systematic data gathering and reporting will address this gap. Open ended questions in the Staff Survey provide some feedback about the value of APLS staff for information gathering, assistance and teamwork. It also indicated interest in increased levels of interaction with APLS Library Consultants. Staff Survey results show that the impact of training by Library Consultants' activities falls below Plan-specified levels.

Professional Resources - Achieved

The professional collection is in place at APLS and is served by Interlibrary Loan.

Note:

- Two activity items in Goal 1 with no related outcomes or outputs within this Goal were realigned to Goal 2 in this report where these programs are treated more extensively: 1) supporting informational and cultural programs for persons of all ages and diverse ethnic or cultural backgrounds, and 2) supporting programs for people with limited functional literacy.
- Two items about the newsletter for the Regional Library for the Blind and Physically Handicapped (BPH) have been realigned to Goal 3, which includes a more substantive focus on the BPH: 1) publish a quarterly newsletter for the blind and physically handicapped (*WhAT's Line*), and 2) survey users every two years.
- Two items about the homework help service have been realigned to Goal 3, which includes all other items about statewide electronic information and resulting usage: 1) Every year the homework help service will increase in usage, and 2) each year homework help users will be surveyed.

A-1.2 Goal 2: Promote public libraries as strong community anchors that partner with other community organizations to 1) enhance the involvement of children, youth, adults and families, and 2) enhance civic engagement, cultural opportunities, and economic vitality.

Three programs were implemented to address this goal:

1. Summer Reading Program
2. Competitive grants to support children, youth, teens, adults (including seniors) and family programs at individual public libraries
3. Competitive grants to promote awareness of community services, provide a connecting point to community services, strengthen civic life, respond to community needs, knit together community members through common experiences and shared interests, and promote cultural expression

The Plan specifies outcomes for the competitive grants in Goal 2:

- Fund activities that partner with other organizations;
- Increase the number of first time and returning grant applicants among libraries;
- Positive impact on people or communities, measured through surveys conducted by recipient libraries of targeted people/participants.

APLS has determined that grants to individual public libraries are critical for several reasons: development of model and/or innovative programs within the state, funding for poorly resourced libraries to develop collections and programming in areas identified in the Plan, and support for the development of public library partnerships in their communities.

Goal 2, Program 1: Summer Reading Program

The Summer Reading Program engages children, youth, adults and families in an annual program that promotes literacy and serves as an important cultural event in nearly all Alabama communities. APLS participates with other state library agencies in the Collaborative Summer Library Program for the design and development of the program each year. In each year of the Plan, APLS produced and distributed themed promotional and recognition materials to all Alabama public libraries, part of an effort to ensure engaging and effective programs across a variety of libraries. In addition, in each of the Plan years, APLS held a training session for library staff members from these libraries to learn about literacy development and program materials and activities.

In early years of the Plan, the Summer Reading Program focused primarily on children with the target of 95% of public libraries offering a summer reading program every year. APLS expanded this in FY15 with the additional goal of 114 libraries (50%) offering teen reading programs, and in FY16 with 44 libraries (20%) offering adult reading programs by FY17. The target number of libraries participating in the children's reading program was met every year. The number of libraries participating in the teen program fell just short of the target in FY16, with expectations that the target will be met in FY17. Adult program library participation levels exceeded the target set for FY17.

The Plan specifies that the number of registered participants of all ages will exceed 90,000 by FY16. However, in FY12, the year before the Plan was in effect, the registered participant count significantly exceeded the target at 281,031. Even with this anomaly, the statewide SRP did see a 19.6% increase in registered participants between FY12 and FY16 to 336,346.

The Plan specifies that an annual target of 30% of registered participants in the SRP will have read a minimum of six books. This data was not collected. The average number of books read by registered participants of all ages grew to 5.22 over the Plan period.

The following table includes the number and percentage of libraries offering a SRP for each of the three age levels, the total number of registered participants in each age group, the total number of books read by all ages, and the overall average number of books per participant.

Fiscal Year	Libraries with Children's Programs		Libraries with Teen Programs		Libraries with Adult Programs		Total Participants	Total Books Read	Average Books
	#	%	#	%	#	%			
FY13	209	93.3%	n/a		n/a		284,525	1,116,196	3.92
FY14	210	93.7%	n/a		n/a		303,294	1,552,552	5.11
FY15	212	94.6%	16	7.5%	n/a		336,346	1,756,794	5.22
FY16	209	93.3%	104	46%	53	23.6%	n/a	n/a	n/a

Stakeholder Input

- Focus Groups: Participants ranked the Summer Reading Program as the second most important program for public libraries. Access to book collections ranked first in importance among participants.
- User Survey: Results indicate high satisfaction for those who used summer reading and other children's programming: 76% of respondents who used the programs were very satisfied, 19% were satisfied.
- Staff Survey: 84% of respondents indicated that programs related to reading books had a great impact on the community.

Goal 2, Program 2: Grants: Children, Youth, Adults (including Seniors) and Family Programs

The Plan calls for awarding 40 grants in this area. Thirty-one grants were awarded for a total of \$518,279. Grants were made competitively with review by the LSTA Advisory Council using criteria distributed in advance to all applying libraries. Awards both served the purposes identified in this goal and supported other priority needs identified in the Plan. This program includes grants for services to groups moved here from Goal 1: for at-risk individuals, persons of all ages and diverse ethnic or cultural backgrounds, and people with limited functional literacy. FY13 through FY17 grants were awarded for such programs as STEM education, literacy, pre-school readiness, parenting programs and ESL. The Plan-specified follow-up survey to measure impact was not implemented.

The focus groups and Staff Survey explored the impact level of these types of programs on individuals and communities. These results cannot be tied specifically to those libraries and patrons who received or benefited from grants through this program but do provide an overall sense of value.

Stakeholder Input

Focus Groups:

- Children and youth programs: 34% said it was one of the top five priority programs
- Adult/senior programs: 17% said it was one of the top five priority programs
- Photocopy/business services: 5% said it was one of the top five priority programs
- ESL/multicultural programs: 5% said it was one of the top five priority programs

User Survey:

- Adult programs: 63% used the service and 66% were satisfied
- Children and youth programs: 52% used the service and 76% were satisfied
- Literacy programs: 27% of person and household used the service
- Life, health and financial skills: 11% used the service

Staff Survey:

- Children and youth programs: 61% said service had a great impact on community
- Teen leisure time activities: 31% said service had a great impact on community

Focus group discussions suggested that among the adult programs, services for veterans, the poor and homeless, immigrants and new citizens were important. More detail about grants for children, youth, adults (including seniors) and family programs is included in Appendix 7, Table 1.

Goal 2, Program 3: Grants to promote awareness of community services, provide a connecting point to community services, strengthen civic life, respond to community needs, knit together community members through common experiences and shared interests, and promote cultural expression.

The Plan calls for grants that enhance community services and life. Fifteen grants were awarded from FY13 through FY17 for a total of \$244,210 for such programs as an e-reader program, a laptop lab, multicultural programs, a job center, and a small business resource center. The Plan-specified follow-up survey to measure impact was not implemented.

The focus groups and Staff Survey explored the impact level of these types of collections and programs on individuals and communities. These results cannot be tied specifically to those libraries and patrons who received or benefitted from grants through this program

Stakeholder Input

Focus Groups:

- 23% of participants designated community programming as high impact
- 19% said they had attended a cultural event at the library.

Staff Survey: Respondents indicated that the following have high impact:

- Community programs (42%)
- Finding out what is happening in the community (49%)
- Meeting friends and relaxing (44%)
- Teen leisure activities (31%)

User Survey: Respondents indicated that they used the library for:

- Community programs (44%)
- Cultural events (35%)
- Finding out what is happening in community (30%)
- Meeting friends and relaxing (31%)

More information about competitive grants to promote awareness of community services, provide a connecting point to community services, strengthen civic life, respond to community needs, knit together community members through common experiences and shared interests, and promote cultural expression is included in Appendix 7, Table 2.

Goal 2: To What Extent Was Progress Made? Achieved

Summer Reading Program - Achieved

Outcome 1: Participation Levels

Targets for participating libraries and overall registered participants were met. More granular data by age group and average number of books read were not collected.

Outcome 2: Satisfaction Levels

The Plan specifies that satisfaction levels be measured with annual surveys of all registered participants. The Plan's target is for 90% or more of respondents to "indicate that they liked the program, and 95% will

indicate that liked going to the library.” This survey program was not implemented. Staff and User Survey and focus group input showed a high level of satisfaction and impact from the Summer Reading Program.

Stakeholder Input

Focus Groups:

- 45% of participants ranked this program in the top five most impactful programs.
- This was the second most highly ranked library activity overall, with only book collections receiving a higher percentage.

User Survey:

- Satisfaction level among those using the service is 1.30. (1=very satisfied, 4=not satisfied)
- Reason for using the library as “Improving my reading skills or my child’s reading skills”: 27.5% of all respondents; 36% of respondents aged 19-34; 43% of respondents aged 35-49.

Staff Survey:

- 61% of respondents indicated this program as “great community impact”.

Grants Programs - Achieved

The Plan includes three outputs/outcomes for the Goal 2 competitive grants programs. They are: Partnerships, First Time or Returning Applicants, and Positive Impact.

Outcome 1: Partnerships - Achieved

APLS emphasized the need to foster partnerships in designing and promoting the competitive grants program. The Plan specified that 5% of grants made would include a partnership element. For purposes of evaluating this outcome, only programming, outreach, and service grants were included in the calculations. Grants to individual public libraries for purchase of collections and technology were not included. Fifty-three programming grants were made from FY13 through FY17. Twenty-one of these (39.7%) included a partnership component. Partners included such organizations as schools, jails and detention centers, health-related programs and facilities, and preschools. The number of grants including partners significantly exceeds the Plan target.

Stakeholder Input

Focus Groups: When asked how APLS can facilitate improvements in library services, partnerships were mentioned more than any other response. Participants then mentioned that the partnerships would work best for (a) education and (b) serving the needy.

Outcome 2: First Time or Returning Grant Applicants - Achieved

APLS set a target of increasing the reach and impact of its competitive grant program within the state, targeting 25% of the libraries that never applied for a grant or had not applied for a grant in the previous three years. The strategy to achieve this was two-fold. First, APLS leadership offered LSTA grant training sessions in each year of the Plan. These sessions covered the LSTA purposes and goals for which APLS would offer grants, the application process, and basic project management and reporting. Second, APLS Library Consultants served as advisors to libraries seeking assistance, review, and encouragement during the application process.

At the beginning of the Plan period, 77 public libraries were in the targeted non-applicants pool. At the end of the Plan period, 60 of these libraries (77.9% of non-applicants) had applied for a grant, significantly exceeding the target. Forty-four of these libraries (73.3%) received an LSTA grant during the period of the Plan. Results significantly exceed Plan targets.

Outcome 3: Positive Impact -Achieved

APLS collected basic output and/or outcome data in final reports submitted by grant recipients at the end of each project which was used to complete the State Program Reports (SPR). However, grant recipient-libraries did not implement the follow-up survey specified in the Plan: “Recipients will conduct outcome surveys for targeted people: 80% of respondents will indicate...they have learned a new skill or have received useful information....”

Stakeholder Input

- Focus Groups: Participants emphasized the importance of services and initiatives covered by the purposes of this goal. Services for seniors, children and youth, classes and community events, GED classes, and multilingual and ESL programs were selected frequently among the top five most important public library programs by focus group participants.

These results cannot be tied specifically to those libraries and patrons who received or benefitted from grants through this program, but do affirm the subject areas in which grants were made. The evaluator considers the State Program Report and stakeholder input adequate to designate this program as Achieved.

More detail about grants including partnerships is included in Appendix 7, Table 3.

A-1.3 Goal 3: Support access to information, knowledge, ideas, and cultural heritage through the provision of library materials in all formats and through the provision of up-to-date technology.

Goal 3 emphasizes the importance of access to information and the technology which supports this access. Standard measurements collected in the 2014 Public Library Survey show that Alabama ranks at or below average in measures of availability of collections with the following rankings:

- Print materials: 39th
- Audio materials: 41st
- Video materials: 34th
- E-books: 25th

Alabama shows low usage rankings as well, at 4.5 circulations per capita, (national average 7.8), and library visits per capita at 3.5 (ranked 46th; national average 4.8). The Five-Year Plan focuses on building collections and access to information in order to strengthen the availability and utilization of resources for the purposes identified in Goal 3: information, knowledge, ideas and cultural heritage for a range of populations and purposes.

Programs under Goal 3 of the Plan are:

1. Access to collections in all formats for statewide availability, including databases, a union catalog and Interlibrary Loan
2. Grants to individual libraries for building collections in all formats and providing access in response to local needs and interests
3. Service to special populations, particularly those who have difficulty using the library
4. Technology deployment and access through grants, services and support designed to strengthen infrastructure and capacity in libraries
5. Statewide random online survey of citizens about library service

APLS supports information access by both providing statewide resources available to all and by making LSTA grants that enhance the capacity of individual public libraries to build their collections and provide effective local access. The technology program focuses on the availability of technology support for technology based services.

Goal 3, Program 1: Access to Collections and Resources for Statewide Availability

APLS provides statewide access to several information sources. These include licenses for commercially acquired e-resources and links to state, national and international collections through cooperative systems. All public libraries and all residents of Alabama have access to these resources.

APLS provides broad resources to public libraries to support students, career development and job seekers, GED, citizenship and other educational purposes. Access to homework help is provided in two ways: Homework Alabama and Learning Express Library. Homework Alabama, using Tutor.com, provides an extensive source of online homework help resources for grades K-college. Online tutoring is available from 3:00 p.m. to 10:00 p.m. seven days a week. There is also a Skills Center Resource Library available 24/7. In addition to resources that support learners, job assistance resources and live tutors are available to help job seekers through assistance with resume preparation and review, job sites navigation, cover letter preparation and interview practice. Learning Express Library is an online learning center serving both traditional and non-traditional students. Included are learning centers for adult learning, careers, college prep, Spanish language course support, GED, and other topics. The Plan sets the goal of steadily increased use of these services. However, use of Homework Alabama has decreased from 48,380 sessions in FY13 to 34,450 in FY16. In FY15, APLS considered discontinuation of the service but demand by the library community resulted in a reprieve. Directors felt it is a much-needed service, one that fills a critical role in libraries' services. Conversations with some library directors identified a lack of promotion or understanding about the breadth of resources included, particularly those for job seekers and non-traditional students, and suggested a refresher update for library staff. Homework Alabama service usage is included in Appendix 8, Table 2.

In FY16, APLS expanded its career resources by subscribing to online Chilton Library vehicle repair manuals. This series supports online learning for automotive skills development. Recently implemented, there is not yet usage data for analysis.

In addition to licensed collections, APLS supports links among collections held by Alabama libraries and with libraries nationwide and internationally. Participating Alabama public libraries use OCLC for cataloging or they upload their holdings into WorldCat, where the collections are then available to other libraries in the state for Interlibrary Loan. Items needed by library users but not available in the state may then be accessed from libraries across the U.S. and among OCLC's non-U.S. members. Alabama libraries reported borrowing and lending approximately 11,000 items via OCLC each year from FY13 through FY16. Detail about program usage volume is included with other service usage in Appendix 8, Table 3.

APLS also participates in AVL (Alabama Virtual Library). Funded by the state, AVL licenses databases for use by all Alabama residents. APLS and two public libraries are represented on the Board which determines statewide multi-type information need and licenses appropriate databases.

The Plan specifies that every year APLS will have collected data about connectivity and technology and analyze trends. Public Library Survey required data was collected and reported. Other specified data was not collected and Plan-specified analysis of trends was not performed.

Stakeholder Input:

Focus Groups:

- 20% of participants indicated that online databases were one of the most important services that libraries offer. This was ranked 6th by participants.

- 11% of participants indicated that online homework help was one of the most important services that libraries offer

User Survey:

- 54% of respondents indicated that they or someone in their household had used databases in the library in the past two years
- 30% of respondents indicated that they or someone in their household had used homework help in the past two years
- 25% of respondents indicated that they or someone in their household had used the library to learn new skills
- 17% of respondents indicated that they or someone in their household had used business, career, and job skills development in the last two years

Staff Survey:

- 67% of respondents indicated that they thought homework help had a great impact on the community
- 48% of respondents indicated that they thought business, career and job skills development resources had a great impact on the community

Goal 3, Program 2: Collections and Access Grants to Individual Libraries

APLS offers competitive LSTA grants to libraries to build collections and to support access through service vehicles.

Two hundred and eighty-nine grants were awarded from FY13 through FY17 for a total of \$1,824,335 to libraries to acquire library materials and to provide related programming. These grants supported programs such as the acquisition of print and electronic materials in a variety of subject areas, large print collections, deposit collections for non-library service outlets, and collections for specific age groups. These grants also supported collections-based programming.

APLS also awarded grants in support of access for the acquisition, maintenance, and improvements of bookmobiles. Seven grants were made for \$287,475 to purchase, update, or upgrade service vehicles during the Plan period.

Outcome information reported by recipient libraries in State Program Reports for FY13, FY14, and FY15 shows the following most common results:

- Increase in circulation, registered borrowers, and library visits
- Increased user satisfaction and enthusiasm about the library
- Ability to serve needs more effectively in such areas as large print materials, STEM materials (particularly for children and teens), closer relationships with schools or other agencies, and improved ability to offer services for those outside the library
- Collection-related programming for various groups including seniors, children, and those wanting life skills and educational support

More detail on collection and access grants is included in Appendix 7, Table 4.

Goal 3, Program 3: Services to Special Populations, Particularly Those Having Challenges Using the Library

LSTA funds in Alabama support a variety of services to populations in this category. Competitive grants are available for those serving the disabled and those who otherwise are not able to use the library due to physical limitations, lack of proximity, or geographic immobility. In addition, the Regional Library for the Blind and Physically Handicapped provides services directly to patrons as well as in partnership with two sub-regional libraries.

Seven grants totaling \$50,325 were awarded from FY13 through FY17 to support services for the disabled. These included a magnifying CCTV, an accessible Mac lab, and hearing loops.

Seven grants totaling \$71,000 were awarded from FY13 through FY17 for provision of service to those having difficulty using the library. These included deposit collections at senior centers and detention centers, as well as senior programming.

Analysis of State Program Reports for FY13 through FY15 indicate outcomes such as support for GED work, at risk teens, and family programming.

Libraries report a growing number of service points for those who cannot come into the library: in FY15, 11 libraries reported 159 service outlets outside of their buildings, up from eight libraries reporting 129 service outlets in FY13. The goal is to have 36 libraries providing service through one or more service outlets in FY17.

Stakeholder Input

Focus Group:

- 11% of participants indicated that outreach to hospitals, nursing homes, and other service agencies was one of the five most important services that libraries offer
- 6% of participants said that bookmobiles were one of the five most important services that libraries offer
- Four core reasons why people do not use library services: 1) lack of awareness of library services; 2) do not feel welcome to the library; 3) library has either too much or too little technology; and 4) accessibility problems.

User Survey:

- 15% of respondents indicated that they had used library services through outreach to hospitals, nursing homes, or other service agencies
- 15% of respondents indicated that they had used bookmobiles

Staff Survey:

- 17% of respondents indicated that they thought services to migrants, immigrants and refugees had a great impact on the community.

More detail about these grants is included in Appendix 7, Tables 6 and 7.

Alabama Regional Library for the Blind and Physically Handicapped

APLS operates the Alabama Regional Library for the Blind and Physically Handicapped (BPH). The 2014 Disability Status Report indicated that there are approximately 137,000 disabled individuals in Alabama. The American Federation for the Blind reports the “Prevalence Rates of Visual Loss in Alabama” as 139,756 individuals. In FY15, the Alabama BPH served a total of 6,971 registered users. BPH provides audio books and Braille books for check out to patrons, downloadable audio and books, and equipment for playing cassettes as needed. Materials that are not downloadable are physically sent to patrons. In FY15, BPH circulated 181,381 items. BPH reader and technical advisors work with patrons on readers’ advisory and provide readers with technical assistance, produce the *WhAT’sLine* newsletter for users of the BPH, and contribute articles to the *APLSeeds* newsletter. They also work with two sub-regional centers in the state and with public library staff to make them aware of available services. In the past two years, the Braille and Audio Reading Download (BARD) service has offered more than 80,000 titles that patrons may download directly to their personal devices. BPH staff support patrons who use BARD as well as the many patrons who prefer that BPH staff directly provide the titles they want. BPH has a Consumer Advisory Council made up of representatives from such organizations as the Alabama Disabilities Action Coalition, Alabama Rehabilitation Association, Blinded Veterans Association, and Alabama Instructional Resource Center for the Blind. The Consumer Advisory Council is supposed to

meet three times a year to advise on BPH services, outreach and promotion, but it has fallen into abeyance during the last few years of the Plan. Angela Fisher Hall, Regional Librarian, assumed her position in August 2016 and has begun work to revive and utilize this group in FY17. Ms. Hall also has begun a program of active engagement with the community, conducting three outreach events in September and October 2016, with more scheduled. Also planned is a survey of all BPH patrons about satisfaction and feedback. A survey of BPH users was conducted in 2014 and shows a high level of satisfaction with the program.

BPH Survey Results:

- 306 (66%) indicated they were very satisfied, 111 (24%) were satisfied, 5 (1%) were dissatisfied, and 9% had no opinion.

The survey instrument and results are included as Appendix 9.

Stakeholder Input:

User Survey:

- 11% of respondents indicated that they or a member of their household had used library services for the blind and disabled.

Staff Survey:

- 13% of respondents indicated the BPH had great impact on the community

Goal 3, Program 4: Technology Programs to Strengthen Infrastructure and Support Access to Information

APLS has set infrastructure goals for information access in public libraries. These include growing or maintaining the number of libraries which have Internet access, public catalogs online, and library web presence. In FY15, 219 libraries had Internet access for their patrons. This number has held steady throughout the period of the Plan. Annual Internet uses numbered 4,255,220 in FY15, a decrease of 10% since FY13. During this time, many public libraries offered Wi-Fi access to users. In FY15, 3,703,127 Wi-Fi sessions were supported using library wireless service. Several focus group participants noted that they are seeing more usage of patrons' devices in conjunction with library Wi-Fi. Focus group feedback, library user and library staff surveys all identify Internet access as one of the most important services provided by the public library.

Every year APLS supports public libraries' efforts to secure E-rate by offering training to library staff, supplemented with support from Library Consultants on a one-on-one basis. In FY15, 123 libraries received E-rate, down slightly from 128 libraries in FY13. APLS Library Consultants and library directors at the August Quarterly Library Administrators' Meeting indicated the complexity of the application process relative to the financial benefit prevents some from applying, particularly among very small public libraries.

In FY15, APLS led an unsuccessful effort to gain legislative funding for statewide broadband upgrades for the Alabama public libraries. In an FY16 follow-up, APLS initiated a pilot project in partnership with the Alabama Supercomputer Authority to increase the bandwidth for six libraries from 10MB to 50MB. Implementation is scheduled for FY17.

In FY15, 218 libraries reported having public access catalogs. This has been consistent over the period of the Plan. APLS hosts Evergreen ILS services for ten public libraries. All of these are available via the Internet. Eight additional libraries are on queue for implementation.

One hundred and ninety-nine libraries report providing a web presence, most often through web pages or Facebook. APLS provides free web page development and hosting services for public libraries. Currently, 31 libraries participate in this service.

APLS awarded 102 grants totaling \$1,826,081 for technology, including equipment and software from FY13 through FY17. The number of workstations in Alabama public libraries increased by 5.5%, from 5,239 in FY13 to 5,530 in FY17. Analysis of State Program Reports for FY13 through FY15 indicated the following highest impacts for technology grants: replaced or upgraded outdated equipment, increased capacity to meet user demand, and adoption of efficiency and improved service tools such as RFID. Uses frequently cited in SPRs were support for businesses and job seekers, dedicated computers for children and youth, and services that support or ease seniors' use of technology and information. According to the U.S. Census, Alabama is above the national per library average for the number of public access computers in libraries with an average of 17.9 computers per library compared with the U.S. average of 16.8.

Stakeholder Input

Focus Group:

- 29% of participants indicated that access to computers with Internet access was one of the five most important services libraries offer
- 11% of participants indicated that the online catalog was one of the five most important services libraries offer

User Survey:

- 73% of respondents indicated that they or a member of their household had used the library web site
- 65% of respondents indicated that they or a member of their household had used the library online catalog
- 46% of respondents indicated that they or a member of their household had used library computers with Internet access in the last two years

Staff Survey:

- 83% of respondents indicated that they think computers with Internet access has a great impact on the community

Appendix 10 includes data on Internet connectivity and use, workstations, and web presence for public libraries.

APLS maintains an IT Support Desk for public libraries. With a staff of four, the IT Support Desk responds to requests received via phone, email and text on a variety of topics. Workstation support, Internet connectivity, and in-house wiring constitute the majority of support questions. IT Support Desk staff provide most of their assistance remotely, but go to libraries when the need warrants in-person service. In addition, these staff are responsible for the two APLS-provided services mentioned above: Evergreen ILS and APLS hosted web sites. There has been no ongoing data collection and analysis about the support service provided during the period of the Plan. The State Program Reports for FY13 through FY15 report that over 2,500 support interactions were made by IT staff every year. Focus group attendees and staff survey respondents indicated the importance of this technical support.

LSTA grants are available to public libraries for the digitization of collections. Focus group discussions identified a desire among libraries to digitize due to increasing interest from patrons and others in local collections. Six digitization grants were awarded for a total of \$60,885 during the Plan period. Additional information about digitization grants is included in Appendix 7, Table 10.

Goal 3: To what extent was progress made? Partially Achieved

Goal 3, Program 1: Access to Collections and Resources for Statewide Availability - Partially Achieved

APLS provided access to the Plan-specified resources and stakeholder input indicated value and impact. However, database usage is well below target and trends are negative. The Plan-specified homework help survey was not implemented. An assessment of the drivers of these negative trends and identification of needed remedies is necessary in light of the value placed on these services by stakeholders. Interlibrary Loan usage and additions of bibliographic records and holdings to the union catalog continue at steady levels.

Goal 3, Program 2: Collection and Access Grants – Achieved

Collections Grants

APLS did not set any outputs or outcomes for collection grants in the Plan. Stakeholder input indicates that 91% of User Survey respondents indicated that they or someone in their household had borrowed a book, CD, or movie from the public library in the last two years. Focus group attendees ranked book collections most frequently in response to the question: “What are the five library services with the greatest impact?” It was indicated in the top 5 by 59% of respondents. From the User Survey, 61% of respondents indicated they or someone from their household had used the library to find information or books on new topics, the most frequently cited use of the public library. In addition, 62% indicated that they had borrowed a book, CD or movie from the public library in the past two years. Eighty-four percent of Staff Survey respondents indicated that they thought borrowing books, movies, or CDs had a great impact on the community. This was the highest ranked service by impact in the results.

The evaluators feel the stakeholders input and the outcomes reported in the State Program Reports are sufficient to consider this goal as achieved.

Bookmobile Grants

The Plan specifies a target of two additional bookmobiles in the state over the Plan period. This was accomplished with an increase from 14 to 16 vehicles between FY13 and FY16.

Although the Plan-specified surveys of beneficiaries or participants in grant-funded initiatives were not undertaken, the evaluators feel the outcome reported in the State Program Reports was sufficient to consider this goal as achieved.

Goal 3, Program 3: Grants for Services to Special Populations, Particularly Those Having Challenges Using the Library - Achieved

Grants were awarded for both services for the disabled and for services for those having difficulty using the library. Stakeholder input indicates that users using services covered by both of these grants was relatively small, but focus group input indicates that these services are important.

Although the Plan-specified surveys of beneficiaries or participants in grant-funded initiatives were not undertaken, the evaluators feel the outcomes reported in the State Program Reports are sufficient to consider this goal as achieved.

Goal 3, Program 4: Technology Programs to Strengthen Infrastructure and Support Access to Information - Achieved

Connectivity and access targets have been met, with Internet access, computers, library web presence, and Wi-Fi access available nearly universally in Alabama public libraries. Focus group input indicates an

insatiable demand for Internet access and computers in Alabama public libraries. Stakeholder input affirms both the importance and impact of connectivity and access.

Technology grants funded a variety of hardware and software which provided access and introduced new capabilities into some libraries. The evaluators feel that the outcomes reported in the State Program Reports are sufficient to consider this component of Goal 3 as achieved.

Technology support provided services to libraries that assisted with the selection, implementation, and support of a variety of technologies. The large population of small, lightly staffed libraries means this technology support is critical for maintaining access. There is some question about volume of support interactions as SPR reported counts and those provided to evaluator by APLS IT staff are significantly different.

Technology trend analysis was not performed.

Note: APLS required the evaluator to conduct an online statewide random citizen survey, asking respondents if they or members of their households use public libraries. Those who answer affirmatively will be asked to answer the following questions: 1) Have you heard of the state's online databases? 2) Those who have heard of the state online databases will be asked "Have you or any household member used the state online databases in the last 12 months?" 3) Does the public library used by you or any household member have an online public access catalog? 4) Those who respond affirmatively to question 3 will be asked "Have you or any household member used the online catalog and if so was their experience satisfactory?"

In consultation with the Director of the Alabama Public Library Service, the evaluator determined that the scope of a statewide survey and required resources for executing such a survey, and its narrow focus on online databases and public access catalogs was not an effective component for the evaluation. For this reason, the stakeholder input through User and Staff Surveys and focus groups was implemented as a replacement for the online statewide random survey.

A-2 Measuring Success Focal Areas

All of Measuring Success Focal Areas were touched by the APLS LSTA program. Most notable is the focus on Institutional Capacity which is a priority for APLS. APLS focuses on training and development of library staff through grants for professional education and training programs and updates on a variety of topics. Institutional capacity is also addressed through grants to individual libraries for technology infrastructure such as computers, connectivity and RFID. Libraries' technology capacity is also addressed through the IT Support Desk at APLS which has an average of 2,500 transactions with Alabama public libraries each year. Also important is the APLS program for information access which both purchases resources for statewide use and awards collection grants that address priorities at varying levels across all of the other focal areas in the measuring success initiative. This chart summarizes the APLS work in each focal area:

APLS Measuring Success Focal Areas

Focal Areas	Intents	Alabama Five-Year Plan
Lifelong Learning	-Formal education -General knowledge	LSTA funded technology for effective access to educational resources, statewide resources for both formal and information education and program in libraries on such topics as literacy and information access, ESL and GED. Grant awards support substantial materials and programming to assist users in the access to and use of information resources in support of this focal area.
Information Access	-Ability to discover information -Ability to obtain and/or use resources	LSTA funded programs in individual libraries which taught a variety of constituencies (youth, seniors, job seekers, etc.) how to use technology to obtain information. Funding was also used to enrich library collections in a variety of formats across a wide range of topics, including health and wellness, business and economic development and parenting.
Institutional Capacity	-Library workforce -Library infrastructure	LSTA funded training for library staff with an emphasis on library skills and administration. This was accomplished both through ongoing training and the grant support of library staff pursuing an MLS/MLIS degree. In addition, grants were made to libraries to support the implementation or improvement of technology, infrastructure, such as computers, Wi-Fi, wiring, and RFID.
Economic and Employment	-Ability to use resources for employment support -Ability to use business resources	Shared statewide resources such as Homework Alabama provide resources for employment support. Individual libraries provided technology and assistance for job seekers with resumes, applications and other related activities. Libraries also use LSTA grants to enhance business and employment resources and programming.
Human Services	-Personal, family or household finances -Personal, family or household wellness -Parenting and family skills	LSTA funds were used for grants to support individual libraries' collections, programming, and access in topics of finance, wellness, and parenting and family skills.
Civil Engagement	-Participate in communities -Topics of concern	LSTA funds were used for grants to support individual libraries' collections, programming and access in topics related to community events, issues and engagement.

APLS has determined that support for libraries through collection and access grants and grants and support for technology is needed across all of the Measuring success priorities.

A-3 Areas of Substantial Focus

As noted above, development of library staff as a way to build the effectiveness of Alabama libraries is a substantial focus of the LSTA program in Alabama. In addition, services to people with disabilities constitute a major focus through the Regional Library for the Blind and Physically Handicapped. Finally, the collections grants to individual libraries touch on all groups listed through expenditures.

The following groups represented a substantial focus for the Five-Year Plan:

1. **Library Workforce (current and future):** The large number of rural small libraries, single-person libraries, and percentage of library directors with no library background, make this an area of substantial focus for APLS. This included formal library training through grants to individual libraries for staff to pursue MLS/MLIS degrees, the STAPLE Program (Sustainable Training for Alabama Public Library Employees) which provided cohorts of library staff to learn about library operations and strategies, and meetings and workshops for other staff.
2. **Individuals with Disabilities:** Through both the Regional Library for the Blind and Physically Handicapped and grants to individual libraries, APLS emphasized services to individuals with disabilities. Two grant programs, services to those having difficulties using libraries and services for the disabled, specialized collections, adaptive technologies, and programs such as deposit collections in non-library locations served disabled populations.
3. **Collections and Technology:** APLS provides grant funds for technology infrastructure and collection and access grants to individual libraries. Analysis of this program shows that grants focus on programs, services, and information access for all groups on this list and that activities which benefit a member of one group also show substantial benefit for others. While not rising to the 10% of overall resources test for “substantial focus,” combined expenditures for specific populations such as children, youth, seniors, families, job seekers, and those with limited literacy do meet this test.

B. Process Questions

B-1 How was the data from the old and new State Program Report (SPR) and elsewhere used to guide the activities of the Five-Year Plan?

The data from SPRs were used in several ways over the plan period. First, every year the LSTA Advisory Council reviewed the SPR results. They concluded that the grant award program addresses state priorities. This review affirmed the emphasis in the APLS grant program under LSTA. Second, the APLS Executive Board received briefings on grants and affirmed the way grants were distributed. Last, library consultants within APLS used State Program Reports as a resource for working with libraries for which they provide support and other consulting.

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

There were no formal changes made to the Plan throughout the five-year period. In practice, the Plan-specified assessments of outcomes were largely not implemented.

B-3 How and with whom has the data from the old and new SPR and from other evaluation sources been shared?

Data from the old and new SPRs has been shared with LSTA Advisory Council and APLS Executive Board, followed by discussion at their meetings. Data has also been shared with APLS management staff in order to inform their work with individual libraries.

C. Methodology Questions

C-1 Identify how the independent Five-Year Evaluation was implemented.

Ms. Kate Nevins, an independent consultant from Georgia, was contracted to do the evaluation. She hired an independent staff to assist her with the implementation of the evaluation process. Kate Nevins, working with Gary Thompson, her expert on social science methodology as applied to libraries, determined that the evaluation of progress on the goals of the 2013-2017 APLS LSTA Five-Year Plan would consist of secondary analysis of existing data sources from APLS and other agencies; staff interviews with APLS staff, surveys of users, staff and community leaders; and focus groups in various locations throughout the state.

Community research methods: the User Survey was available through Web interfaces, links to the QuestionPro survey instrument, and paper copies to allow access by all persons using the library facilities and library computers or from home using personal computers and other devices. The survey was pretested prior to being released to test for clarity of the questions and to test the electronic survey on different devices. The Staff Survey link was distributed electronically to all libraries throughout Alabama via the library director's office and other channels of communication. Informal Focus group at September 27, 2016 Public Library Administrators Meeting; Focus Groups were held in November at seven Alabama public library locations. To ensure confidentiality, the surveys and focus group recordings were designed to maintain anonymity of the respondents, without any capability to trace the responses to any one person or library. The recordings were erased once the content independent analysis was completed.

C-2 Describe the type of statistical and qualitative methods used in conducting the Five-Year Evaluation. Assess their validity and reliability.

There are descriptive statistics from the APLS administrative reports and records about the usage of services and collections, funds expended on different activities, grants awarded by activity, and staff activities. The Public Library Report data sets for FY13, FY14, and FY15 were the source of much data. Internal APLS administrative reports and data and information from individual staff was also used. As noted earlier, APLS has recently put in place an emphasis on collecting and analyzing useful data on an ongoing basis. In the meantime, some of the APLS supplied data may not be robust and may have gaps.

Descriptive statistics from the user and staff surveys show the status of the goals related to continuing education, utilization of APLS services, patron usage of and satisfaction with library services and collections, evaluation of the impact of library services on the community. From the focus group card exercise, descriptive statistics evince which library services are considered most important for the community now and in the future.

Content analysis by Gary Thompson was utilized for the open-ended questions in the staff and user surveys, especially for the question about what improvements and new services were considered most important to the community and library staff. A more highly structured content analysis was employed for the focus groups, with a coding strategy that involved the goals and strategies of the Plan, the prompted responses, and definitions from standard library nomenclature. This enabled us to unearth some of the nuances of the comments to embellish the data collected.

The coding strategy for the focus groups was much more detailed to cover the extensive remarks. The codes are listed in appendices. The codes were developed using a combination of the goals and activities in the Plan, the prompted responses in the related focus group questions to start the discussions, and standard nomenclatures for public library services and collections. The codes then were refined after listening to the comments during the focus groups. Scope notes were developed for the codes. Individual comments were recorded to give greater specificity. And depth where appropriate. Broader conclusions and implications were drawn when possible. See full report of the results of the focus groups in the appendices.

The survey instruments and the focus group question set each had a purpose statement to make clear the intended audience and the data to be collected. To ensure validity, a matrix was created to demonstrate the links between the instrument's specific questions and responses and the Plan-specified activities, outputs and outcomes. The surveys and focus groups utilized convenience samples due to constraints on time and costs. Within these constraints, the methods of statewide distribution were designed to reach the widest possible range of respondents in terms of geographical locations, racial/ethnic groups, and age of adults. To enhance access, the APLS utilized advance publicity, communication with all public library directors in the state, various forms of media, and online and print versions of the surveys. Appendix 6 reports the sample demographics compared to the distribution in the Alabama population for consideration of the reliability of the sample. Overall the results are encouraging, though there is some underrepresentation of certain demographic groups, most notably African-Americans and Hispanics.

C-3 Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how they were engaged.

- 1. Planning stage:** The APLS Director and staff worked with the consultant, Kate Nevins to plan the evaluation process.
- 2. Implementation stage:** The APLS Director and staff worked with the consultant to implement the evaluation plan.
- 3. The User Survey:** involved the staffs at all of the Alabama public libraries, who publicized the survey through various means (posters, emails, handouts, personal contacts, and other media) and then helped the users to know how to access the survey. Users, friends, trustees, community leaders and others filled out the surveys, both online or in paper. The individual public library staffs collected the paper copies and submitted them to the APLS. The APLS staff input the data and then compiled the data for the results of the surveys using the QuestionPro software.
- 4. The Staff Survey** involved the staff at all levels in all of the public libraries in the state of Alabama. The directors notified their staffs about how to access the online survey. Then individual staff members answered the online survey from their perspectives. The APLS staff compiled the data for the surveys using the QuestionPro software.
- 5. Focus Groups** The APLS Director and staff selected the locations, dates, and times for the focus groups. The library director for each site was heavily involved in the event planning. The focus groups involved a wide range of stakeholders, including directors, staff, board members, local officials, community leaders, and patrons.
- 6. Final Stage:** The APLS director and staff and the public library directors reviewed the draft report and commented on the findings at special meetings for that expressed purpose.

C-4 Discuss how the key findings and recommendations will be shared with others.

Key findings and recommendations will be shared with a variety of stakeholders, including those who participated in the evaluation input: the APLS Executive Board discussed the plan on January 25, 2017, a report was made for discussion at the Quarterly Library Administrators meeting on January 26, 2017, a summary of findings will be included in an issue of *APLSeeds*, the bi-weekly newsletter, the report will be shared with the LSTA Advisory Council, and the findings will be posted on the APLS web site. Libraries will be encouraged to share the key findings with their communities and officials. The findings will be critical input to the development of the Five-Year Plan for 2018-2022.

Appendix 1: Summary of Expenditures by Program

LSTA Expenditures FY2013-2016

Goal 1: Place the learner at the center and support engaging experiences in libraries that prepare people to be full participants in their local communities and our global society.

APLS: Consulting Support	\$198,832
APLS: Training	\$205,723

Goal 2: Promote public libraries as strong community anchors that partner with other community organizations to 1) enhance the involvement of children youth, adults and families, and 2) enhance civic engagement, cultural opportunities, and economic vitality.

APLS: Summer Reading Program	\$96,843
Grants: Children and Youth	\$259,655
Community Services	\$182,930

Goal 3: Support access to information, knowledge, ideas, and cultural heritage through the provision of library materials in all formats and through the provision of up-to-date technology. Support access to information, knowledge, ideas, and cultural heritage through the provision of library materials in all formats and through the provision of up-to-date technology.

APLS: Administration	\$205,723
APLS: BPH	\$1,574,783
APLS: Databases and Materials	\$3,224,238
Grants: Bookmobiles	\$237,475
Grants: Collections and Access	\$182,930
Grants: Difficulty Using Libraries	\$51,000
Grants: Digitization	\$46,085
Grants: Disabled	\$46,555
Grants: Technology and Infrastructure	\$1,405,021

Appendix 2: Stakeholder Input Ranked

	Focus Groups Enhanced card exercise: current services with greatest impact	User survey Q1: Did you or someone in your household use the library for this purpose within the last 2 years	User Survey: % “Very satisfied with service	Staff Survey: Which services have the great impact
Top	Book collections	Library web site (73%)	Borrow a book, movie or CD (80%)	Borrow a book, movie or CD (84%)
2 nd	Summer reading	Online library catalog (65%)	Interlibrary Loan (77.5%)	<i>Use computers with Internet access (84%)**</i>
3 rd	Children’s services	Help with finding information (60%)	Children’s programs including summer reading (75.7%)	Homework help (67%)
4 th	<i>Access to computers w/Internet**</i>	E-books or digital archives (54%)	Help with finding information (74.1%)	Business, career and job skills development resources (62%)
5 th	Rooms for meetings	Online databases (54%)	Cultural events: Speaker or music or art in the library (68.5%)	Children’s programs including summer reading (61%)
6 th	Online databases	<i>Use computers with Internet access (46%)**</i>	Homework help (66.3%)	Help with finding information (60%)
7 th	E-books	<i>Attend community program or meeting (44%)**</i>	Adult programs (65.8%)	Find out what is going on in the community (49%)
8 th	<i>Classes/community meetings**</i>	Interlibrary Loan (43%)	Literacy training (65.7%)	<i>Attend community program or meeting (46%)**</i>
9 th		Cultural events: Speaker or music or art in the Library (35%)	Life skills, health, wellness, finances (63.3%)	Meet friends or relaxing (44%)
10 th		Meet friends or relaxing (31%)	Resources for blind and disabled (63.2%)	Cultural events: Speaker or music or art in the Library (42%)
		Homework help (30%)		Life skills training relating to health and wellness and financial literacy (37%)
		Find out what is going on in the community (30%)		Literacy training (25%)

***Italicized items appear in all three Stakeholder Input Result*

Appendix 3: Library User Survey

3A Survey Instrument

SHHH! NOT ANY MORE! PUBLIC LIBRARIES NEED TO HEAR FROM YOU!

SURVEY: APLS PUBLIC SURVEY

The Alabama Public Library Service (APLS) is conducting a review of public library services in the state. The purpose is to assess current services and to create a plan for the next five years. This plan will be submitted to the Institute of Museum and Library Services, a federal agency which provided over \$13 million dollars in funding to Alabama libraries over the past five years.

I would like to invite you to respond to this survey with your valuable feedback about which library services you consider most important to you, your family, and your community. Your input will help to shape future library services and the funding that supports them. The survey will take approximately 10-12 minutes to complete.

Your participation is entirely voluntary. All results will be kept confidential. The information collected will be compiled into combined data so that no individual responses will be tracked. For that reason, we do not ask for names, addresses or emails addresses. You must be 18 years or older to participate. If you have any questions or problems completing this survey, please contact WHO?

1. To which age group do you belong?

- 19-34 50-64
 35-49 65 and Older

2. What race/ethnicity do you consider yourself? Check all that apply

- | | |
|--|---|
| <input type="checkbox"/> African-American or Black | <input type="checkbox"/> White |
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> Hispanic/Latino |
| <input type="checkbox"/> Asian/Asian American | <input type="checkbox"/> Other as you define it _____ |
| <input type="checkbox"/> Native Hawaiian or other Pacific Islander | |

3. In which Alabama County do you live? _____

4. Did you or someone in your household use the Public Library for any of the following purposes within the last 2 years? Check all that apply

- Attending a community program or meeting with others in the library
- Attending a cultural program (art, music, book talk) _____
- Attending a program on family health and well ness or financial literacy
- Doing a school assignment or getting homework help
- Find out what is going on in the community
- Finding information or books on a new topic to me
- Improving my reading skills or my child's reading skills
- Learning new skills
- Investigating career options or looking for a job
- Meeting friends or relaxing
- Selecting a college or school
- Using computers with Internet access
- Voting
- Did not use
- Other please explain _____

5. Have you personally visited a public library more than four times in the last two years? Yes No

6. Please indicate how satisfied you personally are with the LIBRARY services that you used in the Public Library in the last two years? Please check "did not use" if you did not use a service.

	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED	DID NOT USE
Adult programs	<input type="radio"/>				
Borrow a book, movie or compact disc	<input type="radio"/>				
Business, career and job skill development resources	<input type="radio"/>				
Children's programs including summer reading program	<input type="radio"/>				
Databases	<input type="radio"/>				
E-books or digital archives	<input type="radio"/>				
Help with finding information	<input type="radio"/>				
Homework help	<input type="radio"/>				
Interlibrary loan	<input type="radio"/>				
Life skills information relating to health, wellness & financial literacy	<input type="radio"/>				
Literacy training	<input type="radio"/>				
Resources for the blind and disabled	<input type="radio"/>				
Speaker or music or art in the Library	<input type="radio"/>				

7. Please indicate how satisfied you are with LIBRARY services that you use from locations OUTSIDE THE LIBRARY (home, work, elsewhere) in the last two years. "Please check did not use" if you did not use a service. Please select an answer for each item below.

	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED	DID NOT USE
Bookmobile	<input type="radio"/>				
Online databases	<input type="radio"/>				
E-books or digital archives	<input type="radio"/>				
Online homework help	<input type="radio"/>				
Interlibrary loan	<input type="radio"/>				
Online library catalog	<input type="radio"/>				
Library web site	<input type="radio"/>				
Library services or materials at hospitals, nursing homes, and other service agencies	<input type="radio"/>				
Services for the blind and disabled	<input type="radio"/>				

8. Do you have any suggestions for new services or service improvements for your public library?

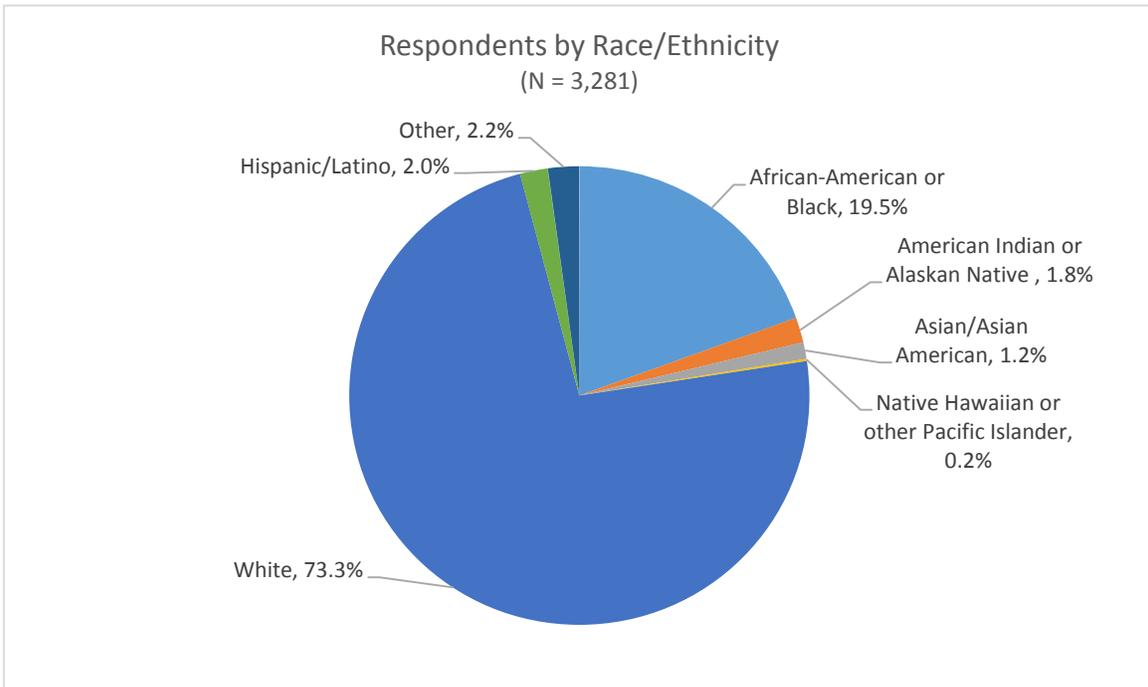
3B Report of Results

Library Survey Results

Alabama Public Library Service
 Public Survey about Alabama Public Libraries
 November 2016

Total Opening Survey: 5,944
 Total Starting Survey: 5,279 (89% of those opening survey)
 Total Completing Survey: 3,006 (57% of those starting the survey and 51% of those opening survey)

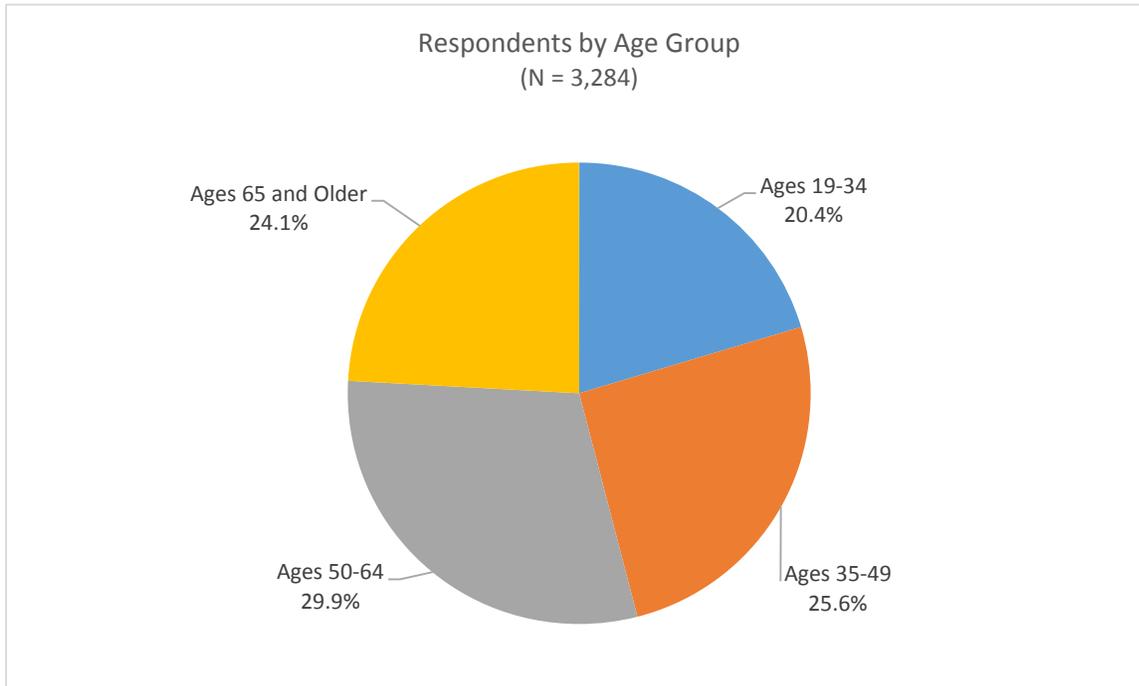
Demographics:



Respondents by race/ethnicity

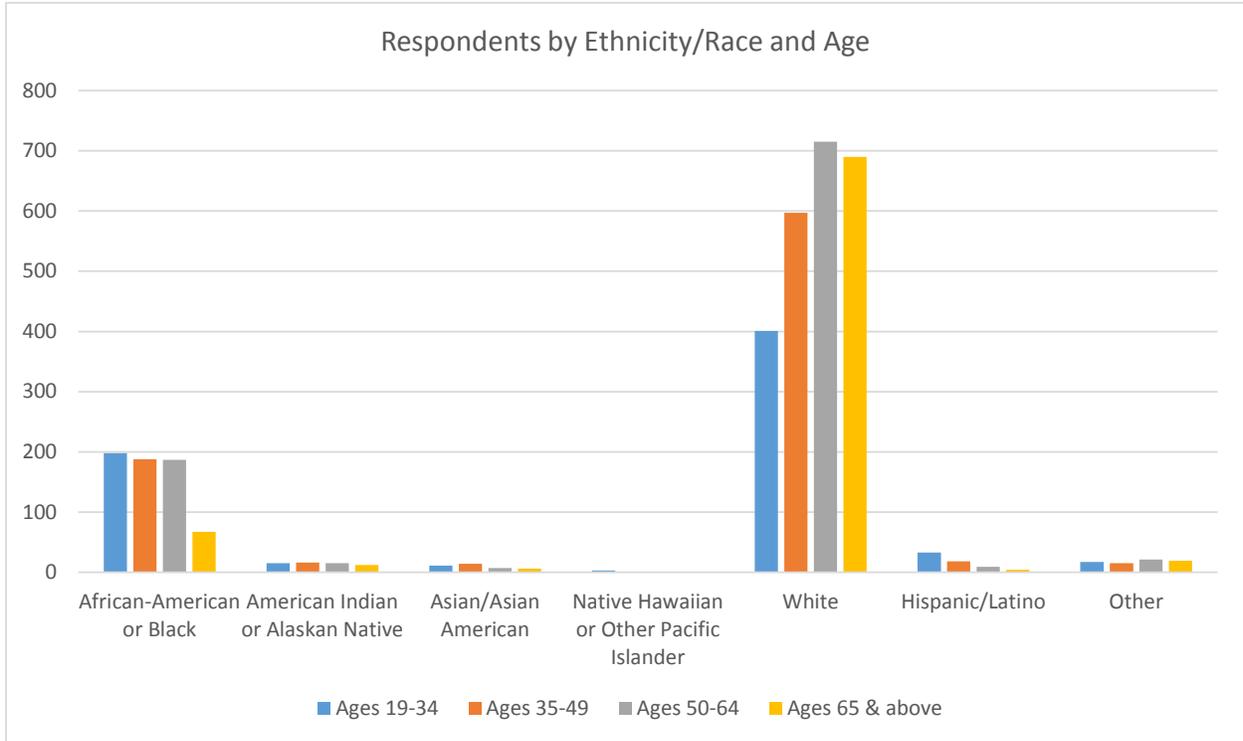
	#	%
African-American or Black	640	19.5%
American Indian or Alaskan Native	58	1.8%
Asian/Asian-American	38	1.2%
Native Hawaiian or Other Pacific Islander	5	0.2%
White	2,404	73.3%
Hispanic/Latino	64	2.0%
Other	72	2.2%
Total	3,281	

Library User Survey Results



Respondents by age group

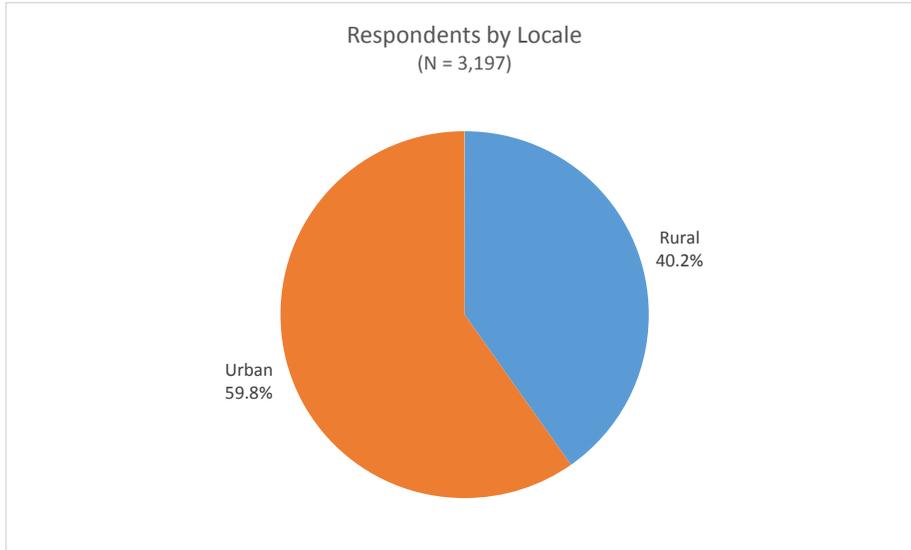
	#	%
Ages 19-34	669	20.4%
Ages 35-49	840	25.6%
Ages 50-64	982	29.9%
Ages 65 and Older	793	24.1%
Total	3,284	100%



Respondents by age group and ethnicity/race

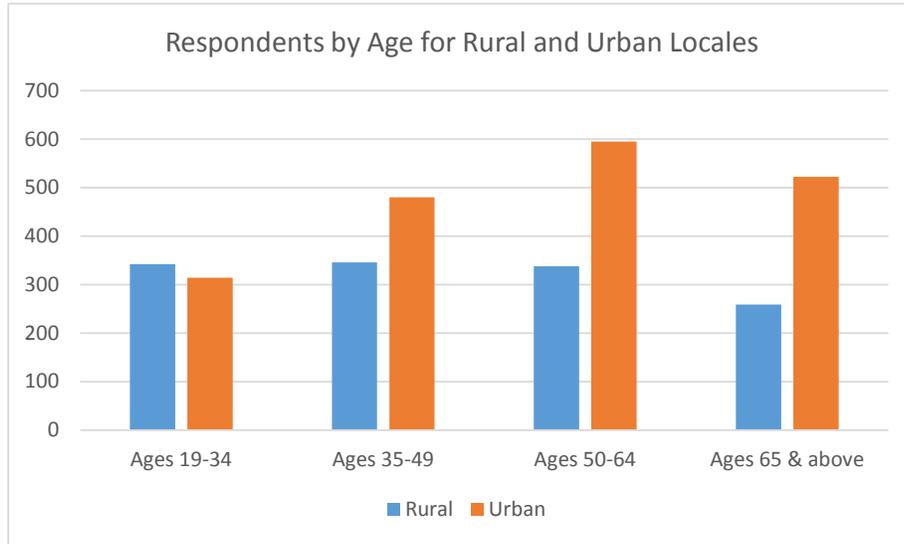
Note that some respondents indicated multiple ethnicities/races

	Ages 19-34	Ages 35-49	Ages 50-64	Ages 65 & above	Age Group Blank	Total
African-American or Black	198	188	187	67	0	640
American Indian or Alaskan Native	15	16	15	12	0	58
Asian/Asian-American	11	14	7	6	0	38
Native Hawaiian or Other Pacific Islander	3	1	0	1	0	5
White	401	597	715	690	1	2,404
Hispanic/Latino	33	18	9	4	0	64
Other	17	15	21	19	0	72
Total by Ethnicity and Age Group	678	849	954	799	1	3,281
Total by Age Group Only	669	840	982	793	0	3,284



Respondents by Locale

	#	%
Rural	1,286	40.2%
Urban	1,911	59.8%
Total	3,197	100%



Respondents by Age for Rural and Urban Locales

	Ages 19-34	Ages 35-49	Ages 50-64	Ages 65 & above	Age Group Blank	Total
Rural	342	346	338	259	1	1,286
Urban	314	480	595	522	0	1,911
Total rural/urban	656	826	933	781	1	3,197
Total age group	669	840	982	793	0	3,284

Did you or someone in your household use the Public Library for any of the following purposes within the last 2 years? Check all that apply.

	# using	% of all indicated uses (N = 12,270)	% of Respondents (N = 3,129)
Attending a community program or meeting with others in the library	1,402	11.4%	44.8%
Attending a cultural program (art, music, book talk)	1,108	9.0%	35.4%
Attending a program on family health and wellness or financial literacy	344	2.8%	11.0%
Doing a school assignment or getting homework help	952	7.8%	30.4%
Find out what is going on in the community	932	7.6%	29.8%
Finding information or books on a new topic to me	1,915	15.6%	61.2%
Improving my reading skills or my child's reading skills	861	7.0%	27.5%
Investigating career options or looking for a job	553	4.5%	17.7%
Learning new skills	777	6.3%	24.8%
Meeting friends or relaxing	980	8.0%	31.3%
Selecting a college or school	213	1.7%	6.8%
Using computers with Internet access	1,465	11.9%	46.8%
Voting	158	1.3%	5.0%
Did not use (Note that 8 respondents indicated "do not use" and another service category on this list. Actual "do not use" = 95.)	103 Or 95	0.8%	3.3% Or 3.03%
Other	507	4.2%	16.2%
Total # of Uses Indicated	12,270		
# of Respondents Answering	3,129		
Average Uses/Respondent	3.92		

Percentage of Respondents by Ethnicity or Race Indicating Use of Specific Services

Respondents Selected Multiple Services If Used

	African-American or Black	American Indian or Alaskan Native	Asian or Asian-American	Native Hawaiian or Other Pacific Islander	White	Hispanic/Latino	Other	All
<i>Number of Respondents</i>	624	57	36	5	2,359	63	70	3,129
Attending a community program or meeting with others in the library	31%	44%	50%	20%	48%	30%	44%	45%
Attending a cultural program (art, music, book talk)	23%	47%	50%	0%	38%	30%	43%	35%
Attending a program on family health and wellness or financial literacy	12%	14%	22%	0%	10%	8%	9%	11%
Doing a school assignment or getting homework help	47%	42%	19%	40%	26%	22%	20%	30%
Find out what is going on in the community	29%	51%	36%	40%	29%	25%	37%	30%
Finding information or books on a new topic to me	45%	68%	69%	60%	66%	40%	44%	61%
Improving my reading skills or my child's reading skills	25%	35%	28%	20%	27%	32%	21%	28%
Investigating career options or looking for a job	35%	32%	3%	0%	13%	17%	14%	18%
Learning new skills	29%	37%	44%	20%	23%	48%	29%	25%
Meeting friends or relaxing	27%	46%	28%	40%	32%	30%	37%	31%
Selecting a college or school	17%	11%	8%	0%	4%	8%	7%	7%
Using computers with Internet access	68%	68%	28%	20%	40%	48%	57%	47%
Voting	5%	11%	6%	0%	5%	2%	7%	5%
Did not use	2%	0%	6%	0%	4%	2%	4%	3%
Other	7%	12%	19%	20%	18%	48%	21%	16%

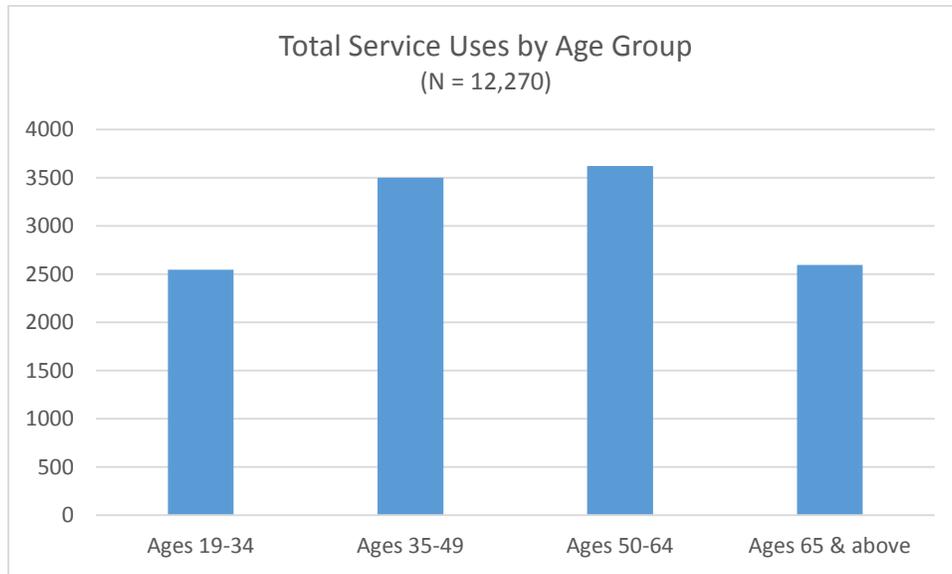
Total Service Uses by Ethnicity or Race Groups

Note that some respondents selected multiple ethnic/racial groups, so their services will be reported in each of the selected groups.

	African-American or Black	American Indian or Alaskan Native	Asian/Asian-American	Native Hawaiian or Other Pacific Islander	White	Hispanic/Latino	Other	Total
Total Services Used	2,511	295	150	14	9,077	245	277	12,569
Total Respondents Reporting Use	624	57	36	5	2,359	63	70	3,214
Average Services Used	4.02	5.18	4.17	2.80	3.85	3.89	3.96	3.91

Percentage of Respondents by Age Group Indicating Use of Services

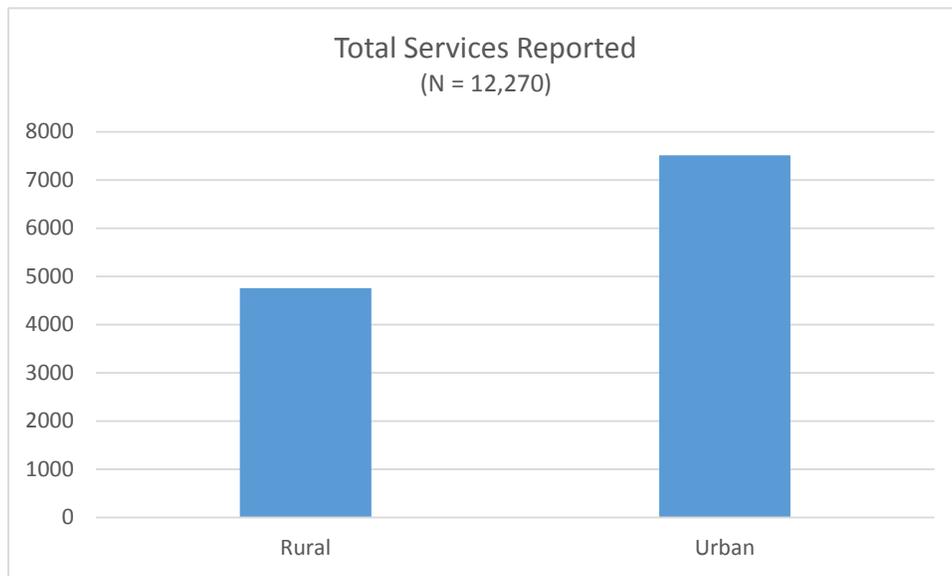
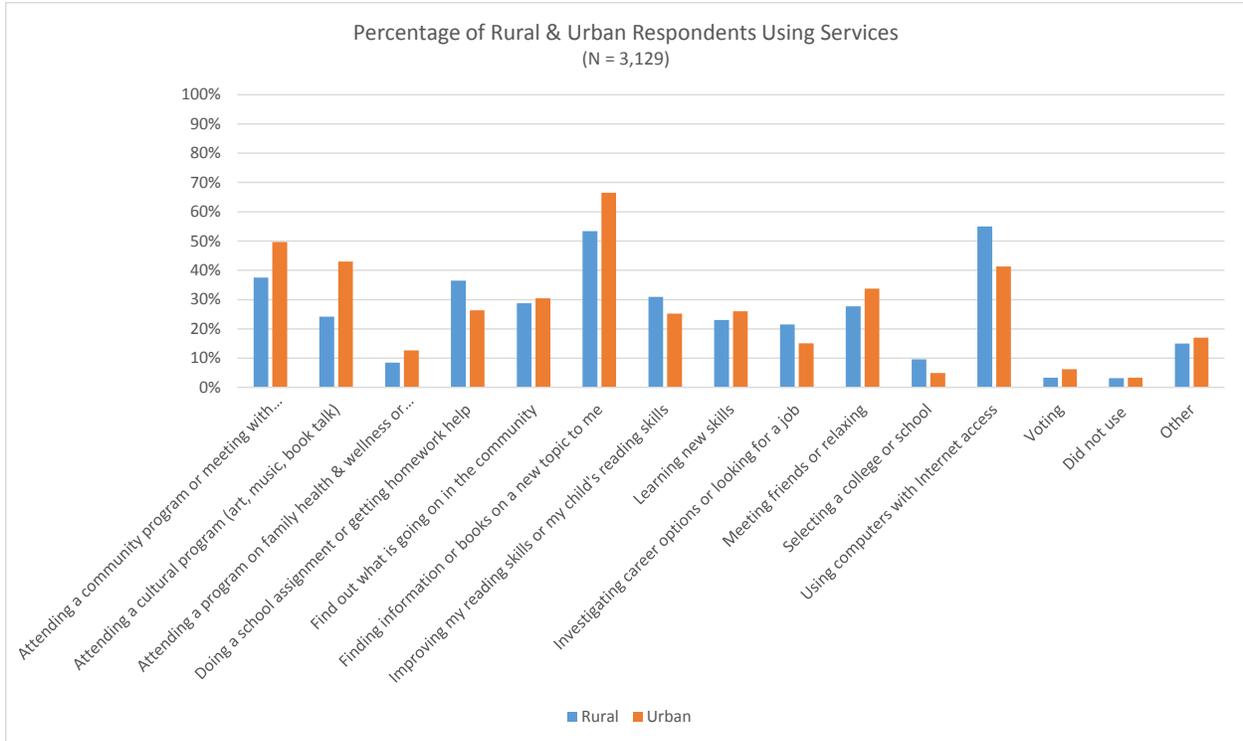
	Ages 19-34	Ages 35-49	Ages 50-64	Ages 65 & above	Age Group Blank	Total
<i>Number of respondents in age group reporting use of one or more services below</i>	642	811	918	757	1	3,129
Attending a community program or meeting with others in the library	34.1%	45.6%	46.4%	51.0%	100%	44.8%
Attending a cultural program (art, music, book talk)	25.7%	35.0%	37.6%	41.5%	0%	35.4%
Attending a program on family health and well ness or financial literacy	6.9%	8.6%	13.4%	14.1%	0%	11.0%
Doing a school assignment or getting homework help	41.7%	47.7%	24.9%	9.0%	0%	30.4%
Find out what is going on in the community	24.8%	30.9%	34.3%	27.3%	0%	29.8%
Finding information or books on a new topic to me	54.0%	60.2%	66.8%	61.6%	100%	61.2%
Improving my reading skills or my child's reading skills	36.0%	43.0%	19.7%	13.2%	0%	27.5%
Investigating career options or looking for a job	28.5%	22.3%	16.8%	4.6%	0%	17.7%
Learning new skills	25.7%	26.5%	25.9%	21.0%	0%	24.8%
Meeting friends or relaxing	34.6%	33.0%	28.8%	29.9%	0%	31.3%
Selecting a college or school	11.7%	9.2%	5.3%	1.8%	0%	6.8%
Using computers with Internet access	53.9%	49.2%	49.6%	35.0%	0%	46.8%
Voting	5.9%	5.5%	4.4%	4.6%	0%	5.0%
Did not use	3.1%	2.2%	2.8%	5.2%	0%	3.3%
Other	10.3%	12.5%	17.9%	23.2%	0%	16.2%
Total Transaction for Age Group	2,548	3,501	3,622	2,597	2	12,270
Average Services Used by Respondent/Age Group	3.97	4.32	3.95	3.43	2.00	3.92



Total Service Uses by Age Group

	Ages 19-34	Ages 35-49	Ages 50-64	Ages 65 & above	Age Group Blank	Total
All Services Used	2,548	3,501	3,622	2,597	2	12,270
Number of Respondents in Age Group	642	811	918	757	1	3,129
Average # of Services Used	3.97	4.32	3.95	3.43	2	3.92

Alabama Public Library Service LSTA Evaluation 2013-2017



Respondent Service Usage by Locale

	Rural	Urban	Total
Attending a community program or meeting with others in the library	37.5%	49.7%	44.8%
Attending a cultural program (art, music, book talk)	24.2%	43.0%	35.4%
Attending a program on family health & wellness or financial literacy	8.5%	12.7%	11.0%
Doing a school assignment or getting homework help	36.5%	26.3%	30.4%
Find out what is going on in the community	28.8%	30.5%	29.8%
Finding information or books on a new topic to me	53.3%	66.5%	61.2%
Improving my reading skills or my child's reading skills	30.9%	25.2%	27.5%
Investigating career options or looking for a job	21.5%	15.1%	17.7%
Learning new skills	23.1%	26.0%	24.8%
Meeting friends or relaxing	27.7%	33.7%	31.3%
Selecting a college or school	9.6%	4.9%	6.8%
Using computers with Internet access	55.0%	41.3%	46.8%
Voting	3.3%	6.2%	5.0%
Did not use	3.2%	3.4%	3.3%
Other	15.0%	17.0%	16.2%
Total services indicated	4,758	7,512	12,270
Percent of total services indicated	38.8%	61.2%	
Respondents using 1 or more services	1,258	1,871	3,129
% of respondents using 1 or more services	40.2%	59.8%	
Average number of services used per respondent	3.78	4.01	3.92

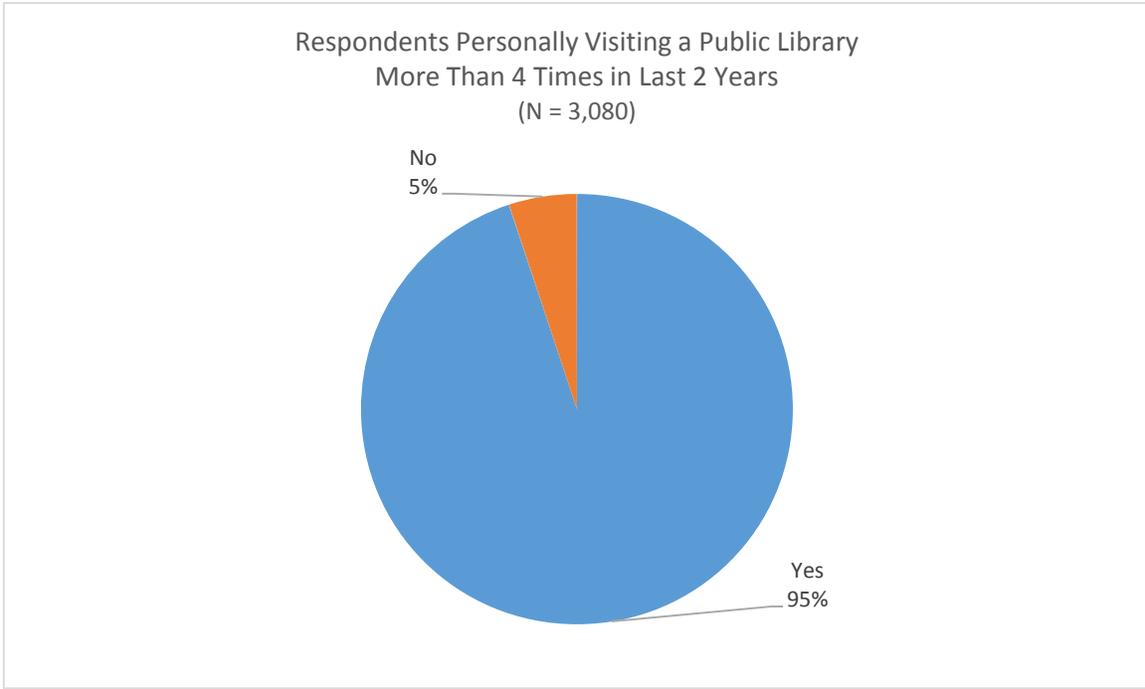
Other Services Described 507 respondents indicated that they used the library for “Other” services.

Service Area	# of mentions	% of “other” respondents (N = 507)
Checking out materials (books, DVDs, audio books, etc.)	221	43.6%
Attending movies and/or renting/checking out movies and/or DVDs	79	15.6%
Attending children’s programs or visiting with children	46	9.1%
Attending meetings/events, including classes	39	7.7%
Buying books at the used book sales	36	7.1%
Pursuit of lifelong learning, including classes	28	5.5%
Reading newspapers & periodicals	24	4.7%
Borrowing e-books	23	4.5%
Conducting research	21	4.1%
Learning English	19	3.8%
Using printers, copiers	18	3.6%
A. Using computers & Wi-Fi B. Taking a class C. Genealogy	17	3.4%

Other subjects at 11 or fewer in comments included: social visits and to relax, volunteering, government forms/filings, homeschooling and tutoring support, studying, and working (for work-at-home respondents and several indicating they worked in the library), and renewing a library card.

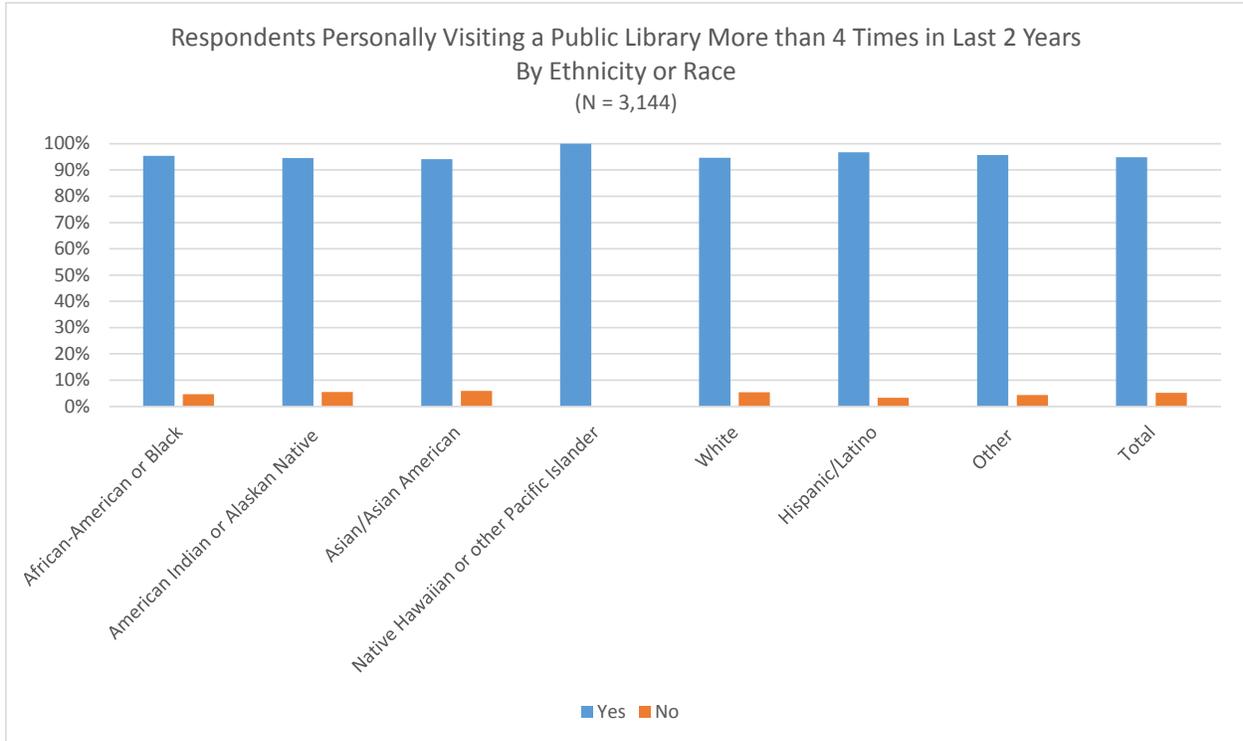
Library Visits

Have you personally visited a public library more than 4 times in the last 2 years?



Have you personally visited a public library more than 4 times in the last 2 years?

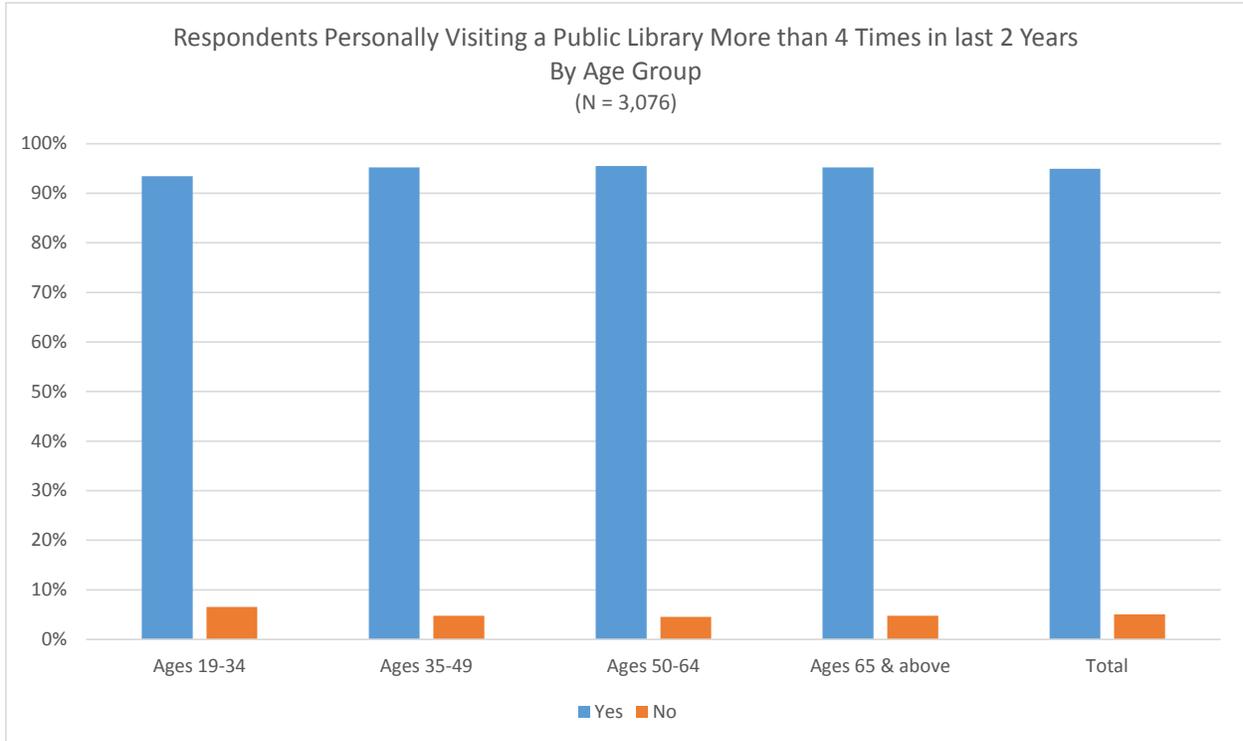
	#	%
Yes	2,923	94.9%
No	157	5.1%
Total	3,080	100%



Have you personally visited a public library more than 4 times in the last 3 years?

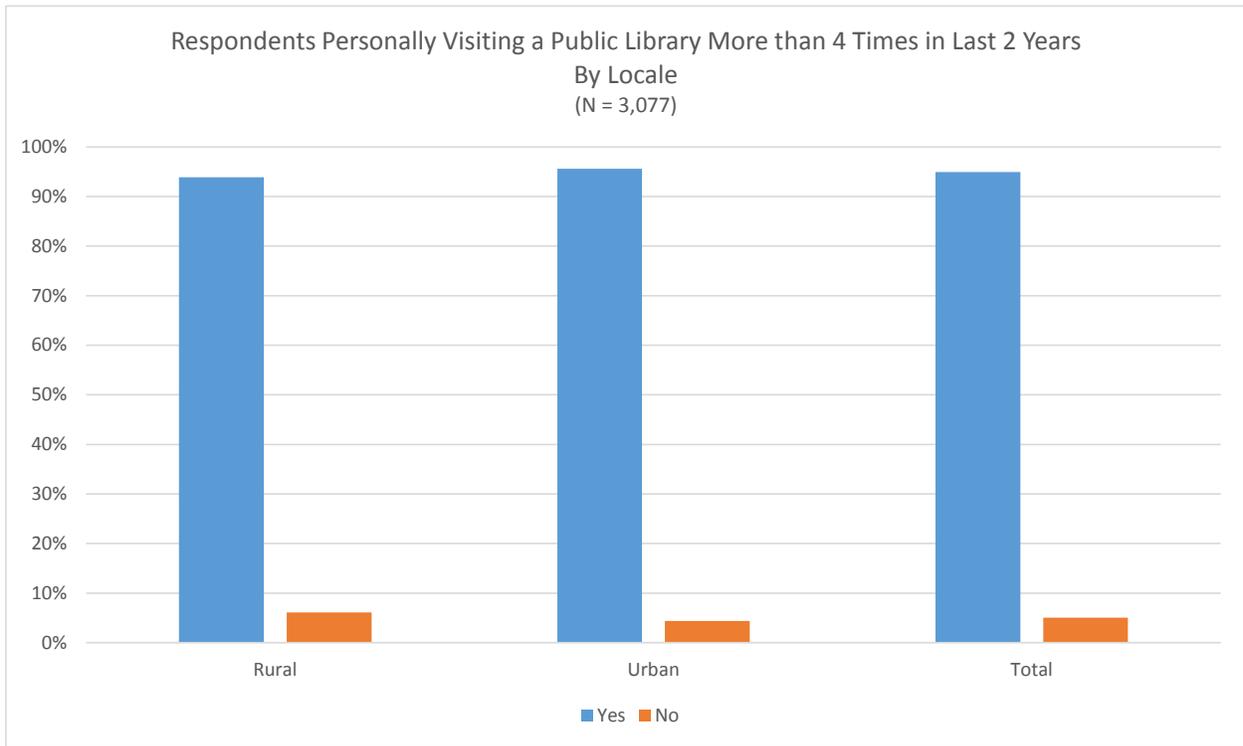
(Note that some respondents indicated multiple ethnicities/races.)

	<i>YES</i>		<i>NO</i>		<i>Yes or No Subtotal</i>	<i>Race Blank</i>	<i>Total</i>
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>			
African-American or Black	576	95.4%	28	4.6%	604	36	640
American Indian or Alaskan Native	52	94.5%	3	5.5%	55	3	58
Asian/Asian-American	32	94.1%	2	5.9%	34	4	38
Native Hawaiian or Other Pacific Islander	4	100%	0	0%	4	1	5
White	2,192	94.6%	125	5.4%	2,317	87	2,404
Hispanic/Latino	59	96.7%	2	3.3%	61	3	64
Other	66	95.7%	3	4.3%	69	3	72
Total	2,981	94.8%	163	5.2%	3,144	137	3,281



Have you personally visited a public library more than 4 times in the last 2 years?

	<i>YES</i>		<i>NO</i>		<i>Yes or No Subtotal</i>	<i>Age Group Blank</i>	<i>Total</i>
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>			
Ages 19-34	583	93.4%	41	6.6%	624	45	669
Ages 35-49	757	95.2%	38	4.8%	795	45	840
Ages 50-64	863	95.5%	41	4.5%	904	78	982
Ages 65 & above	717	95.2%	36	4.8%	753	40	793
Total	2,920	94.9%	156	5.1%	3,076	208	3,284



Have you personally visited a public library more than 4 times in the last 2 years?

	<i>YES</i>		<i>NO</i>		<i>Yes or No Subtotal</i>	<i>Locale Blank</i>	<i>Total</i>
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>			
Rural	1,153	93.9%	75	6.1%	1,228	58	1,286
Urban	1,768	95.6%	81	4.4%	1,849	62	1,911
Total	2,921	94.9%	156	5.1%	3,077	120	3,197

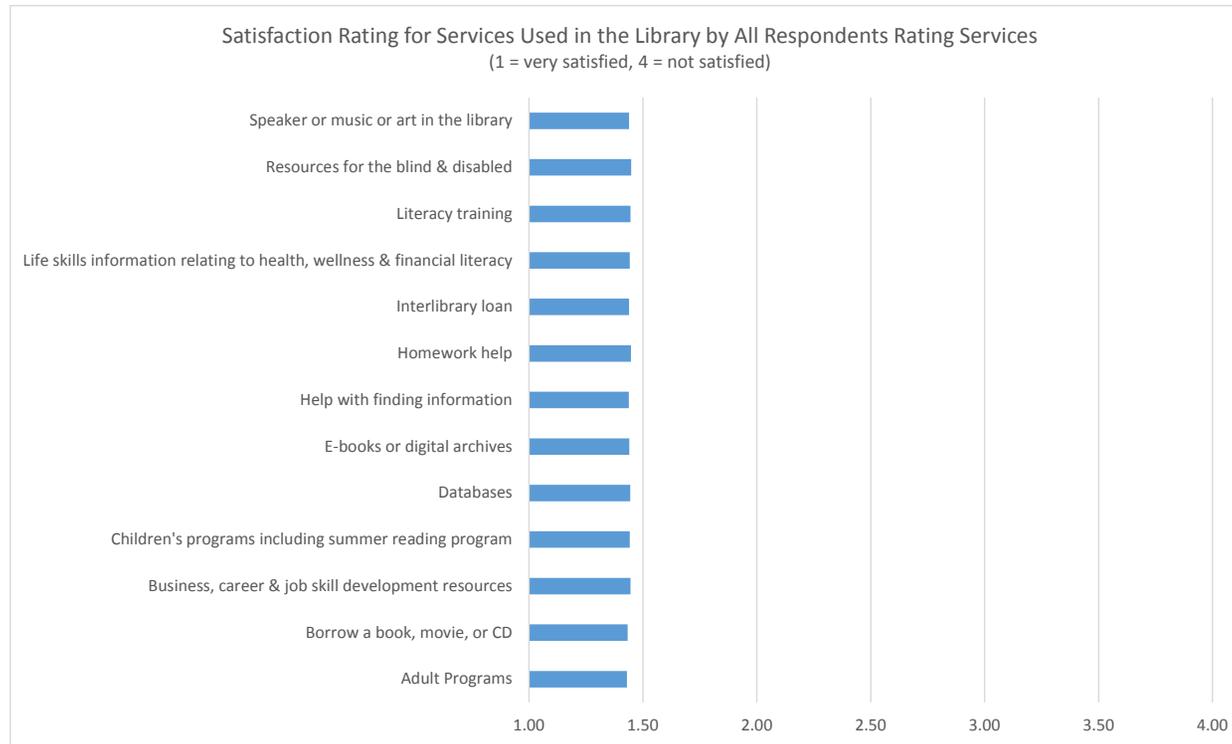
SATISFACTION – IN-LIBRARY SERVICES

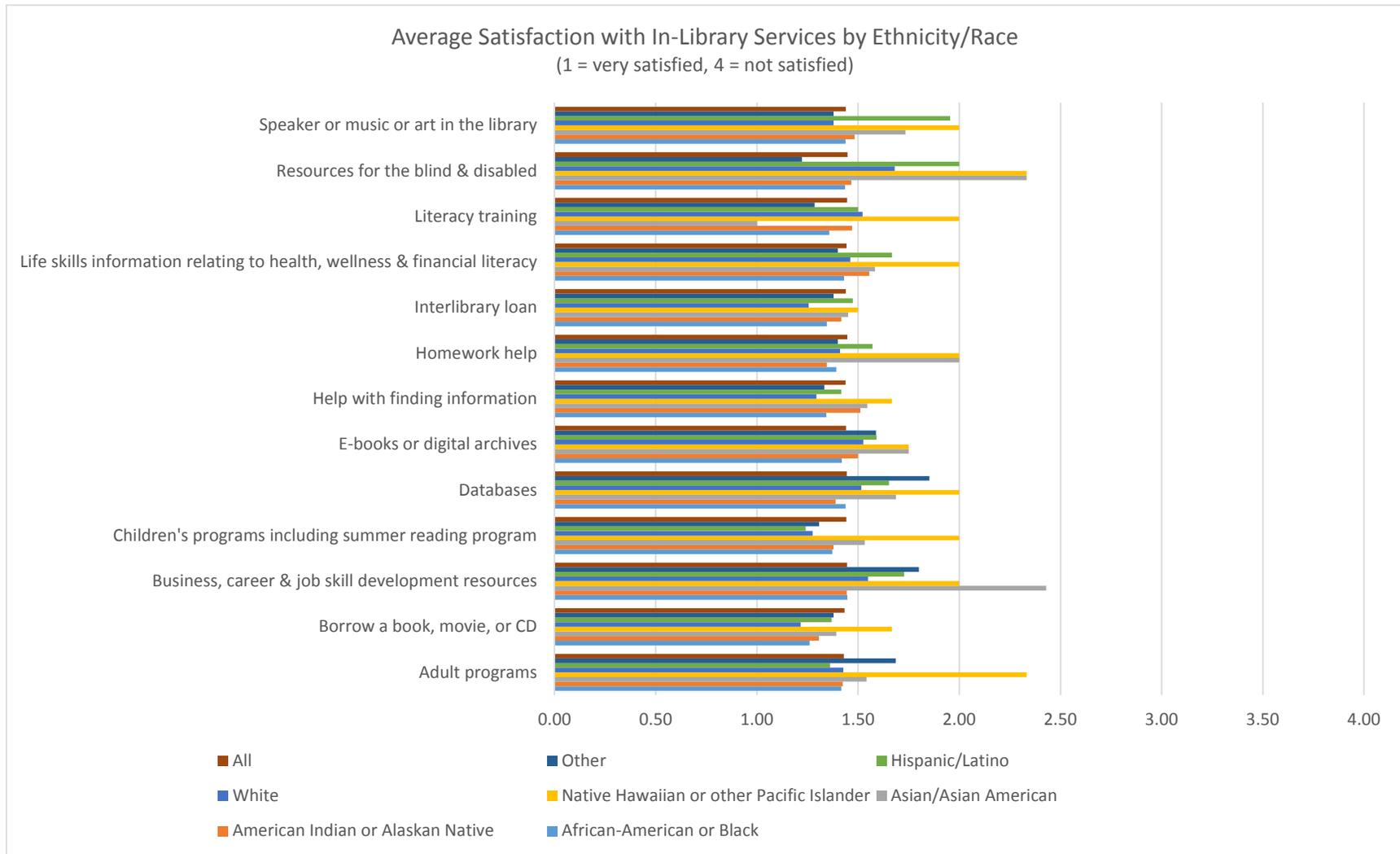
Please indicate how satisfied you personally are with the LIBRARY services that you used in the Public Library in the last two years? Please check “did not use” if you did not use a service.

(1 = very satisfied, 4 = not satisfied)

	# Rated	# Did Not Use	Total Responses	% Rating	% Did Not Use	Very Satisfied		Satisfied		Somewhat Satisfied		Not Satisfied		Average Rating
						#	%	#	%	#	%	#	%	
Adult Programs	1,809	1,080	2,889	62.6%	37.4%	1,190	66%	480	27%	120	7%	19	1%	1.43
Borrow a book, movie, or CD	1,770	1,078	2,848	62.1%	37.9%	1,160	66%	472	27%	119	7%	19	1%	1.43
Business, career & job skill develop. Resources	1,701	1,071	2,772	61.4%	38.6%	1,100	65%	464	27%	118	7%	19	1%	1.45
Children’s programs + summer reading program	1,714	1,072	2,786	61.5%	38.5%	1,113	65%	463	27%	119	7%	19	1%	1.44
Databases	1,710	1,074	2,784	61.4%	38.6%	1,108	65%	464	27%	119	7%	19	1%	1.44
E-books or digital archives	1,708	1,069	2,777	61.5%	38.5%	1,111	65%	460	27%	119	7%	18	1%	1.44
Help with finding information	1,748	1,077	2,825	61.9%	38.1%	1,139	65%	471	27%	119	7%	19	1%	1.44
Homework help	1,693	1,071	2,764	61.3%	38.7%	1,093	65%	462	27%	119	7%	19	1%	1.45
Interlibrary Loan	1,706	1,074	2,780	61.4%	38.6%	1,108	65%	463	27%	118	7%	17	1%	1.44
Life skills info relating to health, wellness	1,710	1,075	2,785	61.4%	38.6%	1,110	65%	462	27%	119	7%	19	1%	1.44

& financial literacy														
Literacy training	1,678	1,075	2,753	61.0%	39.0%	1,085	65%	456	27%	119	7%	18	1%	1.45
Resources for the blind & disabled	1,677	1,072	2,749	61.0%	39.0%	1,082	65%	457	27%	119	7%	19	1%	1.45
Speaker or music or art in the library	1,722	1,075	2,797	61.6%	38.4%	1,122	65%	462	27%	119	7%	19	1%	1.44

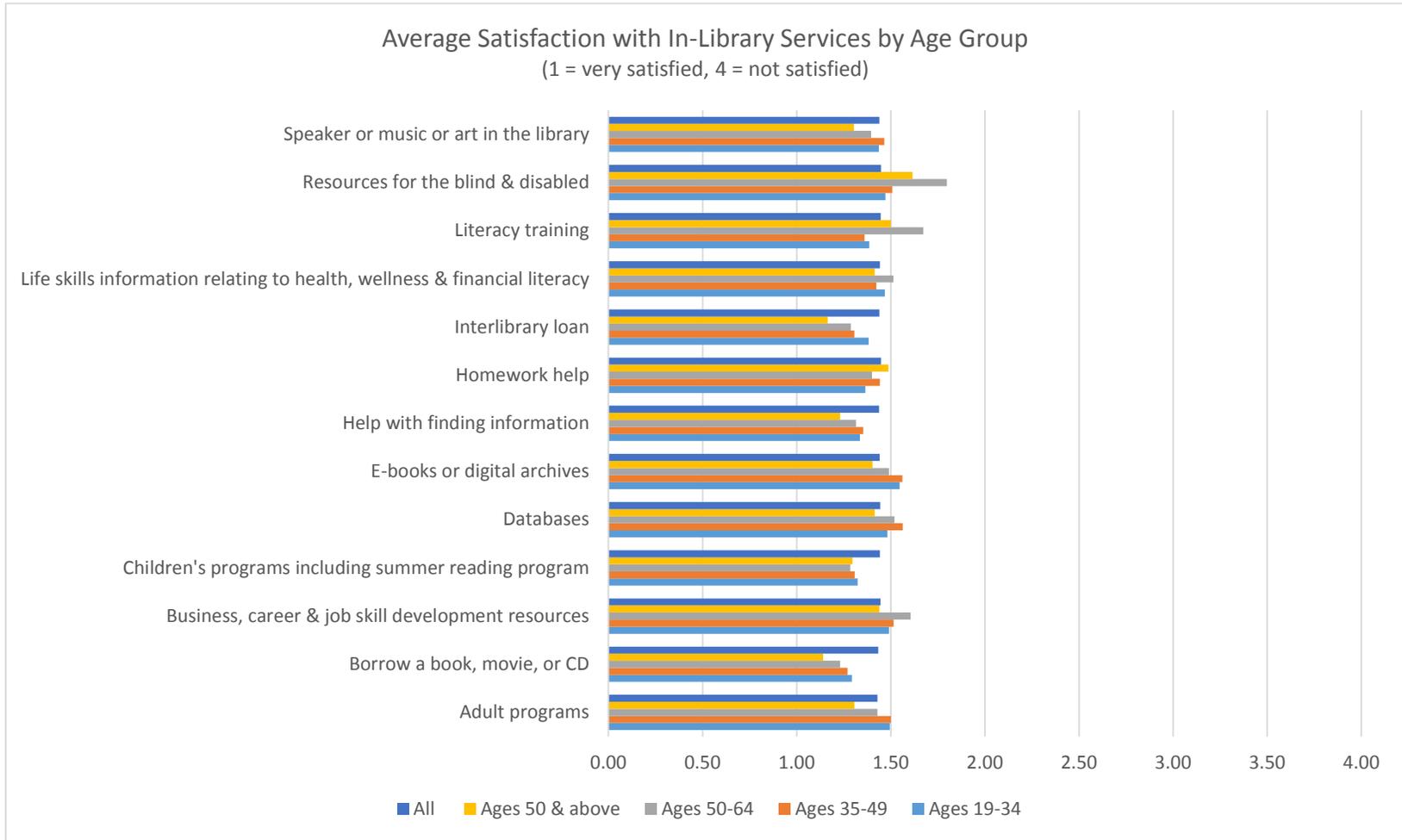




Please indicate how satisfied you personally are with the LIBRARY services that you used in the Public Library in the last two years? Satisfaction Rating by Ethnicity/Race

(1 = very satisfied, 4 = not satisfied)

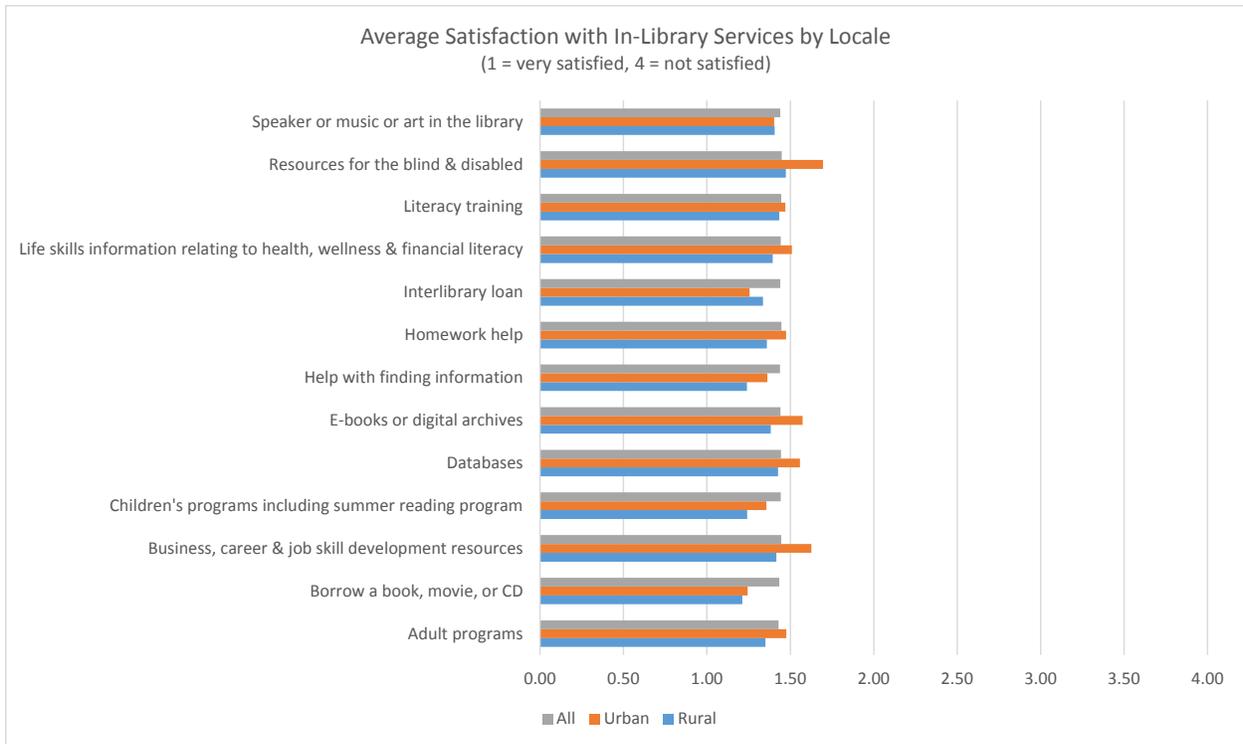
	African-American or Black	American Indian or Alaskan Native	Asian/Asian-American	Native Hawaiian or Other Pacific Islander	White	Hispanic/Latino	Other	All
Adult programs	1.42	1.42	1.54	2.33	1.43	1.36	1.69	1.43
Borrow a book, movie, or CD	1.26	1.31	1.39	1.67	1.22	1.37	1.38	1.43
Business, career & job skill development resources	1.45	1.44	2.43	2.00	1.55	1.73	1.80	1.45
Children's programs including summer reading program	1.37	1.38	1.53	2.00	1.28	1.24	1.31	1.44
Databases	1.44	1.39	1.69	2.00	1.52	1.65	1.85	1.44
E-books or digital archives	1.42	1.50	1.75	1.75	1.53	1.59	1.59	1.44
Help with finding information	1.34	1.51	1.55	1.67	1.29	1.42	1.33	1.44
Homework help	1.39	1.35	2.00	2.00	1.41	1.57	1.40	1.45
Interlibrary Loan	1.34	1.42	1.45	1.50	1.26	1.47	1.38	1.44
Life skills information relating to health, wellness & financial literacy	1.43	1.56	1.58	2.00	1.46	1.67	1.40	1.44
Literacy training	1.36	1.47	1.00	2.00	1.52	1.50	1.29	1.45
Resources for the blind & disabled	1.44	1.47	2.33	2.33	1.68	2.00	1.22	1.45
Speaker or music or art in the library	1.44	1.48	1.73	2.00	1.38	1.95	1.38	1.44



Please indicate how satisfied you personally are with the LIBRARY services that you used in the Public Library in the last two years? Satisfaction Rating by Age Group

(1 = very satisfied, 4 = not satisfied)

	Ages 19-34	Ages 35-49	Ages 50-64	Ages 65 & above	All
Adult programs	1.49	1.50	1.43	1.31	1.43
Borrow a book, movie, or CD	1.29	1.27	1.23	1.14	1.43
Business, career & job skill development resources	1.49	1.52	1.60	1.44	1.45
Children's programs including summer reading program	1.32	1.31	1.28	1.30	1.44
Databases	1.48	1.56	1.52	1.41	1.44
E-books or digital archives	1.55	1.56	1.49	1.40	1.44
Help with finding information	1.34	1.35	1.31	1.23	1.44
Homework help	1.37	1.44	1.40	1.49	1.45
Interlibrary Loan	1.38	1.31	1.29	1.17	1.44
Life skills information relating to health, wellness & financial literacy	1.47	1.42	1.51	1.41	1.44
Literacy training	1.39	1.36	1.67	1.50	1.45
Resources for the blind & disabled	1.47	1.51	1.80	1.62	1.45
Speaker or music or art in the library	1.44	1.47	1.40	1.30	1.44



Please indicate how satisfied you personally are with the LIBRARY services that you used in the Public Library in the last two years? Satisfaction Rating by Locale

(1 = very satisfied, 4 = not satisfied)

	Rural	Urban	All
Adult programs	1.35	1.48	1.43
Borrow a book, movie, or CD	1.21	1.24	1.43
Business, career & job skill development resources	1.42	1.63	1.45
Children's programs including summer reading program	1.24	1.36	1.44
Databases	1.43	1.56	1.44
E-books or digital archives	1.38	1.57	1.44
Help with finding information	1.24	1.36	1.44
Homework help	1.36	1.47	1.45
Interlibrary Loan	1.34	1.26	1.44
Life skills information relating to health, wellness & financial literacy	1.39	1.51	1.44
Literacy training	1.43	1.47	1.45
Resources for the blind & disabled	1.47	1.70	1.45
Speaker or music or art in the library	1.41	1.40	1.44

SATISFACTION – OUT OF LIBRARY SERVICES

Please indicate how satisfied are you with the LIBRARY services that you used from locations outside the library (home, work, elsewhere) in the last two years? Please check “Did not use” if you did not use a service.

(1 = very satisfied, 4 = not satisfied)

	# Rated	# Did Not Use	Total Responses	% Rating	% Did Not Use	Very Satisfied		Satisfied		Somewhat Satisfied		Not Satisfied		Average Rating
						#	%	#	%	#	%	#	%	
Bookmobile	423	2,321	2,744	15.4%	84.6%	299	70.7%	86	20.3%	24	5.7%	14	3.3%	1.42
Online databases	406	2,310	2,716	14.9%	85.1%	284	70.0%	85	20.9%	23	5.7%	14	3.4%	1.43
E-books or digital archives	402	2,310	2,712	14.8%	85.2%	281	69.9%	84	20.9%	23	5.7%	14	3.5%	1.43
Online homework help	400	2,308	2,708	14.8%	85.2%	280	70.0%	85	21.3%	21	5.3%	14	3.5%	1.42
Interlibrary Loan	402	2,306	2,708	14.8%	85.2%	283	70.4%	83	20.6%	23	5.7%	13	3.2%	1.42
Online library catalog	404	2,308	2,712	14.9%	85.1%	282	69.8%	86	21.3%	23	5.7%	13	3.2%	1.42
Library website	405	2,303	2,708	15.0%	85.0%	283	69.9%	85	21.0%	23	5.7%	14	3.5%	1.43
Library services or materials at hospitals, nursing homes, & other service agencies	399	2,309	2,708	14.7%	85.3%	279	69.9%	84	21.1%	22	5.5%	14	3.5%	1.43
Services for the blind & disabled	397	2,308	2,705	14.7%	85.3%	279	70.3%	83	20.9%	21	5.3%	14	3.5%	1.42

Satisfaction Rating for Services Used Outside the Library Location by Ethnicity/Race

1 = very satisfied, 4 = not satisfied

	African-American or Black	American Indian or Alaskan Native	Asian/Asian-American	Native Hawaiian or Other Pacific Islander	White	Hispanic/Latino	Other	All
Bookmobile	1.39	1.36	2.33	2.00	1.41	1.00	2.13	1.42
Online databases	1.44	1.36	1.94	1.50	1.53	1.72	1.77	1.43
E-books or digital archives	1.41	1.62	1.94	2.00	1.55	1.78	1.52	1.43
Online homework help	1.42	1.59	2.50	2.00	1.44	1.78	1.50	1.42
Interlibrary Loan	1.38	1.80	1.61	2.00	1.28	1.44	1.42	1.42
Online library catalog	1.39	1.42	1.88	2.00	1.49	1.64	1.56	1.42
Library website	1.43	1.68	2.00	1.50	1.58	1.68	1.46	1.43
Library services or materials at hospitals, nursing homes, & other service agencies	1.43	1.36	2.25	2.50	1.48	2.00	1.29	1.43
Services for the blind & disabled	1.40	1.25	2.33	2.33	1.66	2.83	1.38	1.42

Satisfaction Rating for Services Used Outside the Library Location by Age Group

1 = very satisfied, 4 = not satisfied

	Ages 19-34	Ages 35-49	Ages 50-64	Ages 65 & above	Total
Bookmobile	1.29	1.51	1.58	1.27	1.42
Online databases	1.52	1.53	1.53	1.47	1.43
E-books or digital archives	1.52	1.57	1.55	1.44	1.43
Online homework help	1.39	1.47	1.56	1.33	1.42
Interlibrary Loan	1.37	1.33	1.37	1.17	1.42
Online library catalog	1.54	1.53	1.45	1.38	1.42
Library website	1.65	1.62	1.51	1.44	1.43
Library services or materials at hospitals, nursing homes, & other service agencies	1.34	1.55	1.59	1.33	1.43
Services for the blind & disabled	1.30	1.58	1.79	1.68	1.42

Satisfaction Rating for Services Used Outside the Library Location by Locale

1 = very satisfied, 4 = not satisfied

	Rural	Urban	Total
Bookmobile	1.37	1.47	1.42
Online databases	1.45	1.55	1.43
E-books or digital archives	1.41	1.59	1.43
Online homework help	1.42	1.49	1.42
Interlibrary Loan	1.38	1.28	1.42
Online library catalog	1.36	1.53	1.42
Library website	1.41	1.62	1.43
Library services or materials at hospitals, nursing homes, & other service agencies	1.39	1.57	1.43
Services for the blind & disabled	1.41	1.72	1.42

Appendix 4: Library Staff Survey

4A Discussion Instrument

1. Please identify your position in the local public library.

- Library director [Note: If one person library, check here]
- Branch head, department head or unit head
- Librarian
- Staff
- Other: _____

2. What is your highest degree?

- Master's in library or information science
- working on a master's in library or information science
- Bachelor's or Associate's degree
- High school diploma
- None of the above

3. What race/ethnicity do you consider yourself? Check all that apply

- African-American or Black
- American Indian or Alaskan Native
- Asian/Asian-American
- Hispanic/Latino
- Native Hawaiian or other Pacific Islander
- White
- Other: _____

4. In which county is your library located? _____ [Pull-down]

5. How many professional librarian positions does the library in which you work have? Do not include support staff.

- 1
- 2-4
- 5-9
- 10-20
- More than twenty

6. Which new skills did you acquire in 2015 and 2016

- How to use specific databases
- How to apply for grants

- How to teach functional literacy so children and adults can read
- How to digitize archival materials
- How to use social media to publicize the library
- How to use new and emerging information technologies
- How to market the library more effectively
- How to design and create web pages
- How to reach library non-users or non-traditional users
- How to teach information literacy
- How to work with other agencies to develop partnerships
- How to work with a diverse population of users
- Other: _____

7. During 2015 and 2016 how did you receive continuing education or consulting from the Alabama Public Library Service (APLS) or other sources? Check all that apply

- Classes or workshops or other forms of continuing education offered by APLS
- Learning from AV/telecommunications or circulating print materials offered by APLS to improve library operations
- Learning from reading the *APLSeeds* newsletter to improve library operations
- Meetings with consultants from APLS
- Classes towards a master's in library or information science
- Webinars/conferences offered by the Alabama Library Association or regional library organizations
- Receiving technical assistance from APLS
- Attending Quarterly Library Director's Meetings
- Other: _____

8. Did you make changes in library procedures or services as a result of the training or consulting mentioned in Question #7? .

- No
 - Yes. If yes, describe briefly an example of the type of changes made
-
-

9. Please rate the Library's impact on the following individual life or community activities:

Ability of persons to use computers for searching the Internet

- No impact Little impact Some impact Great impact Do not know

Adult wanting to improve their literacy

- No impact Little impact Some impact Great impact Do not know

Adult looking for a job

- No impact Little impact Some impact Great impact Do not know

Adult looking for information on a topic new to them

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Children’s reading ability

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Citizen wanting to vote

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Community engagement

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Access to cultural events

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Getting together with others for a meeting

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Life experience of blind and disabled

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Meeting new friends

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Person wanting information on family health and wellness or financial literacy

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Place for relaxing

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Reading books

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Services to migrants, immigrants, or refugees

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Student doing homework

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Student looking into colleges

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Teenager’s leisure time activities

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

Worker investigating career options

◇ No impact ◇ Little impact ◇ Some impact ◇ Great impact Do not know

10. The Institute of Museum and Library Services has set these goals for use of LSTA funds for 2018-2022:

- A. **Expand services for learning and access to information and educational resources ...** for individuals of all ages in order to support education, life-long learning, workforce development and digital literacy skills
- B. **Establish or enhance electronic access** or other linkages and improved coordination among and between libraries for the purpose of improving the quality of and access to library and information services
- C. **Provide training and professional development**, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of

- library and information services; and enhance efforts to recruit future professionals to the field of library and information science
- D. **Develop public and private partnerships** with other agencies and community-based organizations
 - E. **Target library services** to individuals of **diverse geographic, cultural and socioeconomic backgrounds**, to individuals with disabilities, and to individuals with limited functional literacy or information skills
 - F. **Target library and information services to persons having difficulty using a library** and to underserved urban and rural communities, including children from families with incomes below the poverty line
 - G. **Develop library services that provide all users access** to information through local, state, regional and national and international collaborations and networks.

Which of these 7 national goals should Alabama place as the highest two priorities for public libraries for the next five years? Indicate by corresponding letter (e.g. F)

1 _____
2 _____

11. How could the APLS help local public libraries to improve library services to your community?

THANK YOU FOR DOING THIS SURVEY. IT HELPS YOUR LIBRARY PROVIDE BETTER SERVICES.

4B Report of Results

Library Staff Survey Results

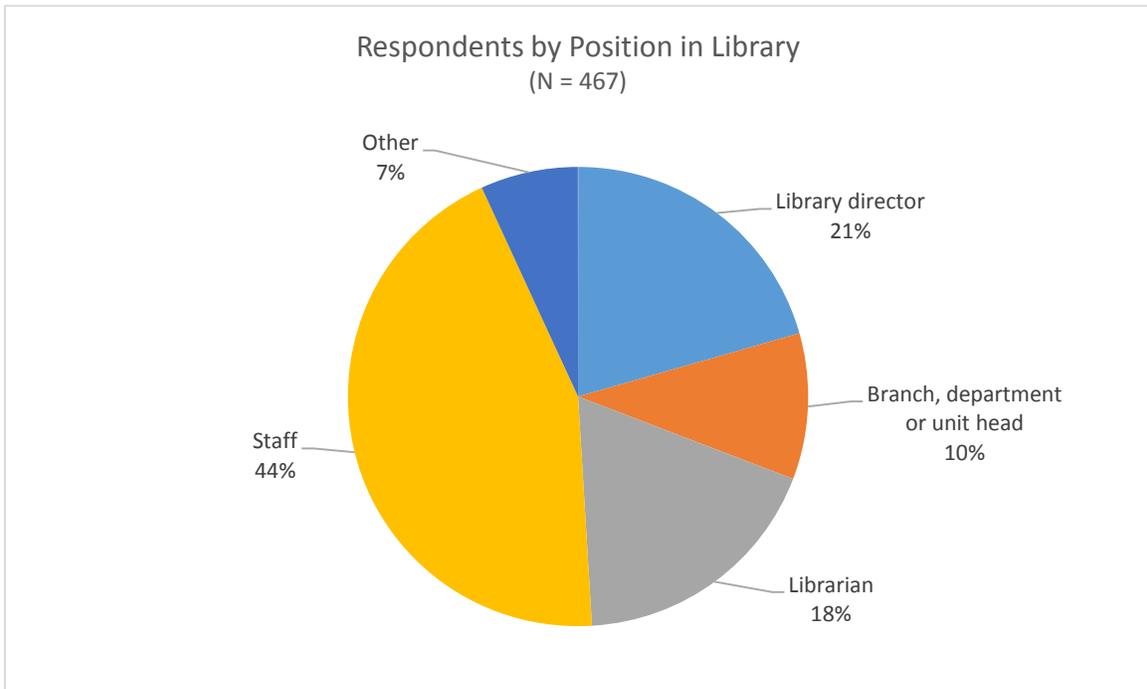
Alabama Public Library Service
 Library Staff Survey
 November 2016

Total Viewing Survey: 560

Total Starting Survey: 486 (87% of those viewing survey)

Total Completing Survey: 389 (80% of those starting the survey and 69% of those viewing survey)

Demographics: Please identify your position in the local public library.

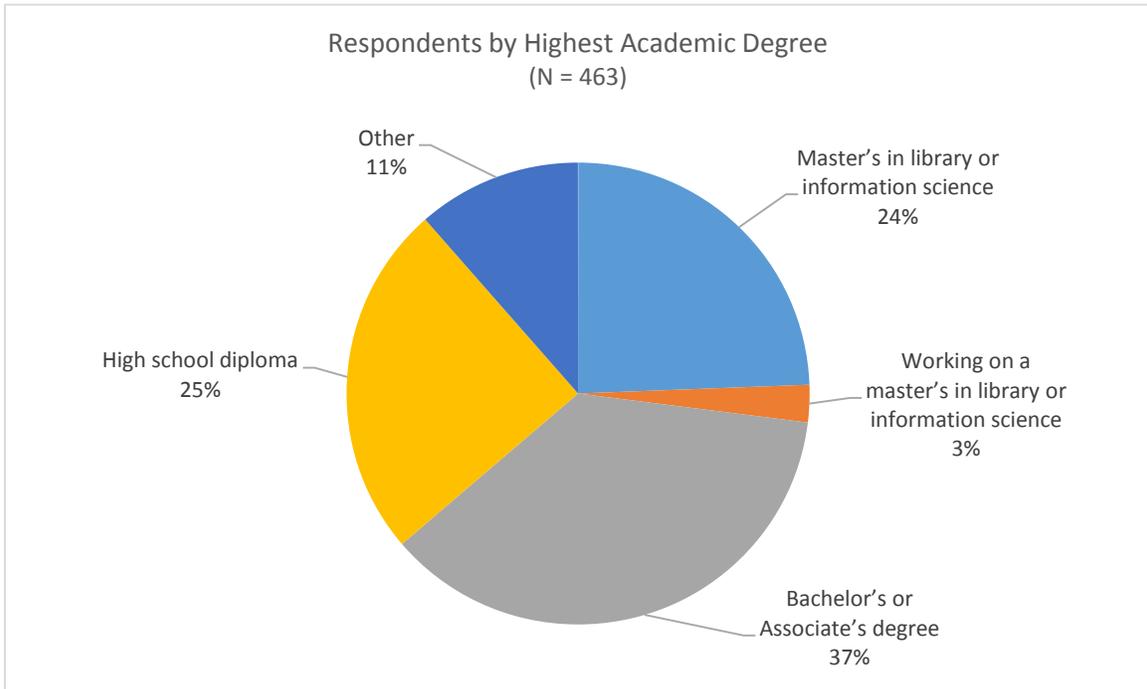


Please identify your position in the local public library.

	#	%
Library director	96	20.6%
Branch, department or unit head	48	10.3%
Librarian	85	18.2%
Staff	206	44.1%
Other**	32	6.9%
Total	467	100%

**Other: 15 (47%) library assistants; 4 (12%) pages or clerks; 3 (9%) assistant library directors; 3 (9%) volunteers; 1 (3%) pending library director in 1/2017; and 6 (19%) other functions (business manager, human resources, maintenance, systems administrator, webmaster)

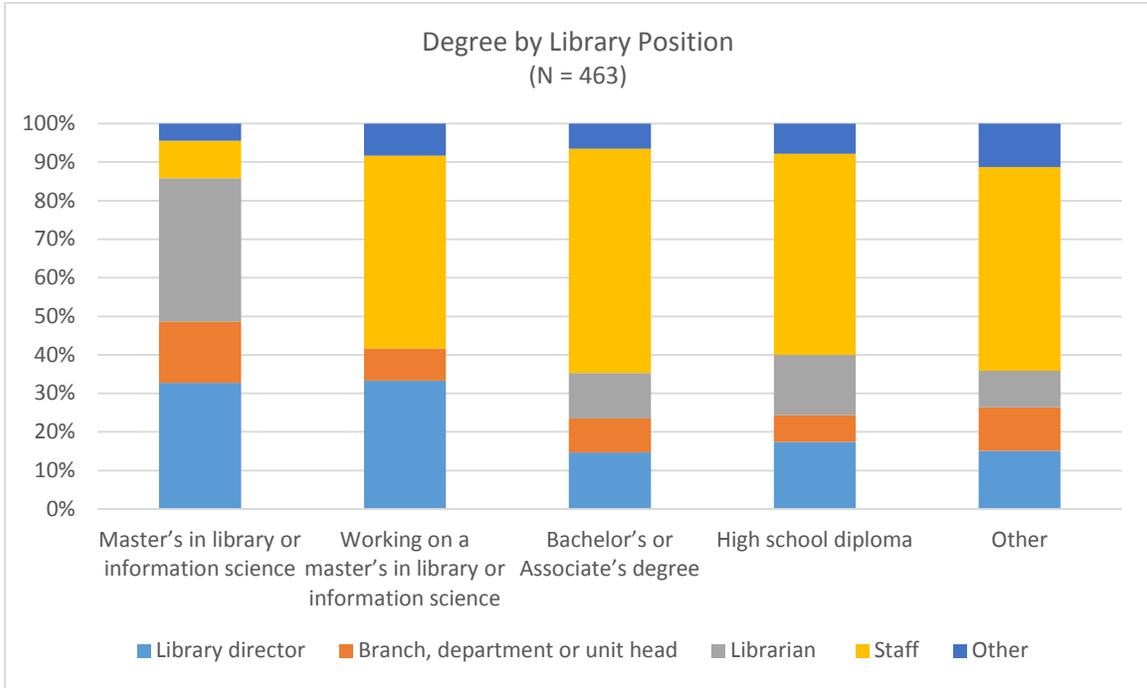
What is your highest degree?



What is your highest degree?

	#	%
Master's in library or information science	113	24.4%
Working on a master's in library or information science	12	2.6%
Bachelor's or Associate's degree	170	36.7%
High school diploma	115	24.8%
Other**	53	11.4%
Total	463	100%

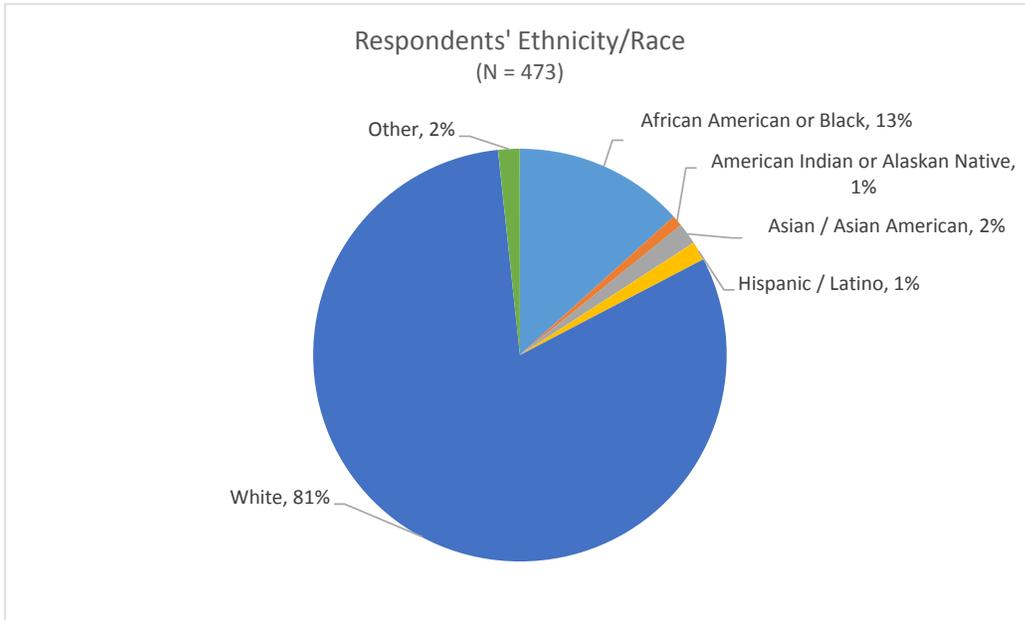
**Other: 31 (58.5%) indicated a master's degree in another subject; 15 (28.3%) indicated some college; 5 (9.4%) indicated high school or GED; and 2 (3.8%) indicated trade school.



Position and Highest Degree

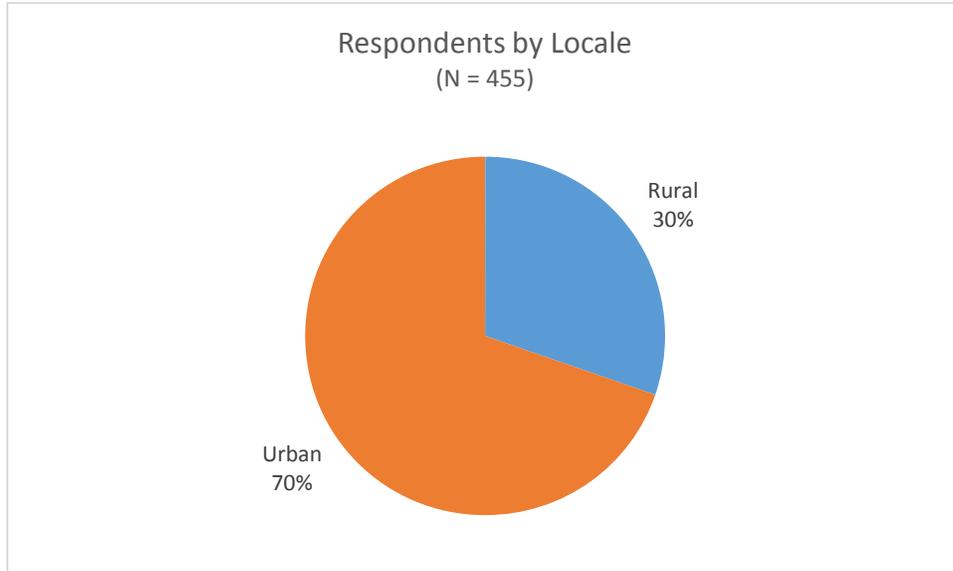
	Master's in library or information science		Working on a master's in library or information science		Bachelor's or Associate's degree		High school diploma		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Library director	37	33%	4	33%	25	15%	20	17%	8	15%	94	20%
Branch, department or unit head	18	16%	1	8%	15	9%	8	7%	6	11%	48	10%
Librarian	42	37%	0	0%	20	12%	18	16%	5	9%	85	18%
Staff	11	10%	6	50%	99	58%	60	52%	28	53%	204	44%
Other	5	4%	1	8%	11	5%	9	8%	6	11%	32	7%
Total	113	100%	12	100%	170	100%	115	100%	53	100%	463	100%

What race/ethnicity do you consider yourself? Check all that apply.



	Library Director		Branch, department or unit head		Librarian		Staff		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
African-American or Black	9	14%	2	3%	9	14%	38	60%	5	8%	63	100%
American Indian or Alaskan Native	1	25%	0	0%	2	50%	1	25%	0	0%	4	100%
Asian/Asian-American	0	0%	1	13%	2	25%	5	63%	0	0%	8	100%
Hispanic/Latino	1	14%	0	0%	1	14%	5	71%	0	0%	7	100%
White	81	21%	47	12%	72	19%	156	41%	27	7%	383	100%
Other	2	25%	0	0%	2	25%	4	50%	0	0%	8	100%
% Respondents	21%		10%		18%		44%		7%		100%	

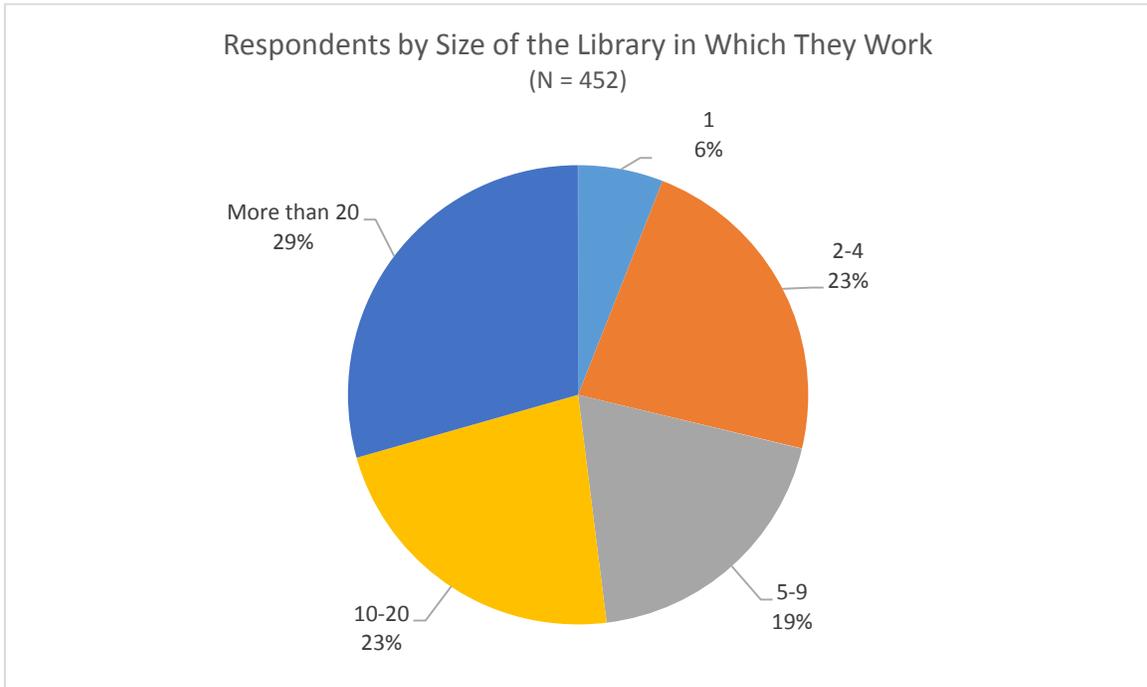
In which county is your library located?



Respondents by Locale

	#	%
Rural	138	30.3%
Urban	317	69.7%
Total	455	100%

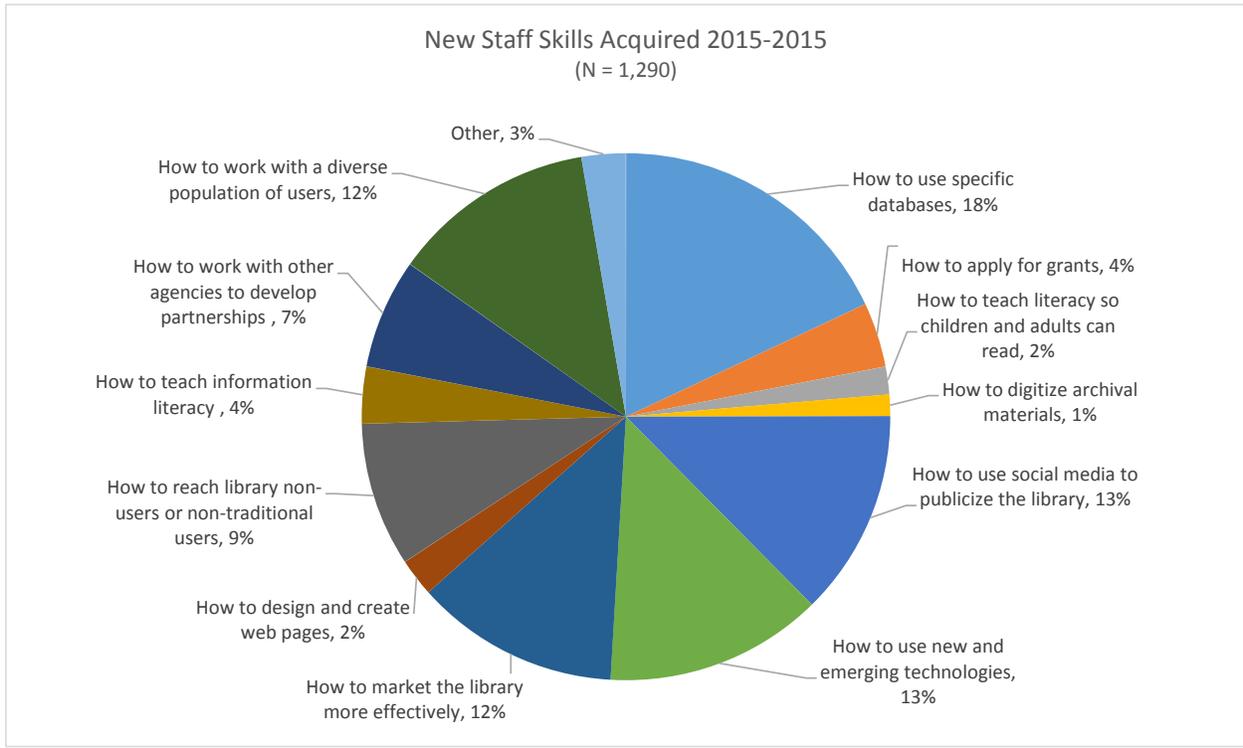
How many positions does the library in which you work have?



How many positions does the library in which you work have?

Positions in Library	#	%
1	27	6.0%
2-4	103	22.8%
5-9	87	19.2%
10-20	102	22.6%
More than 20	133	29.4%
Total	452	100%

Which new skills did you acquire in 2015 and 2016? Select all that apply.



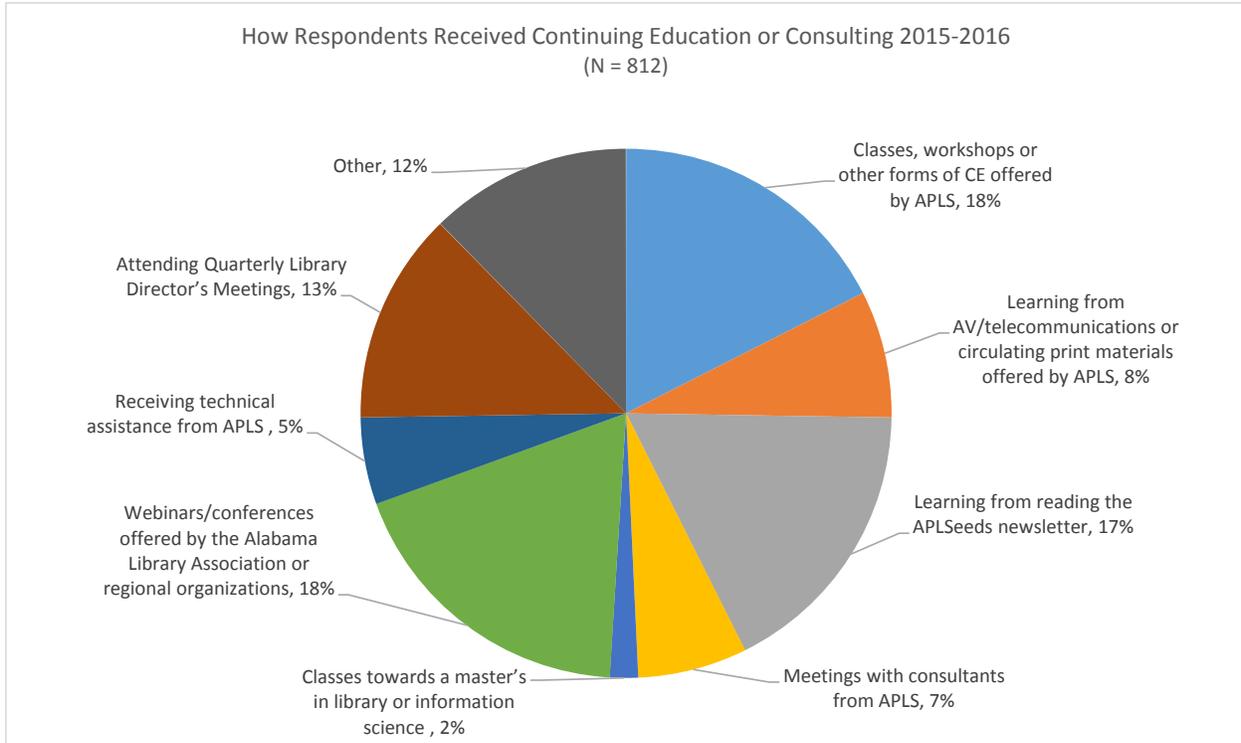
Skills Acquired 2015-2016 by Library Position

	Library director		Branch, department or unit head		Librarian		Staff		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
All Respondents by Position	96	21%	48	10%	85	18%	206	44%	32	7%	467	100%
How to use specific databases	42	16%	20	13%	44	18%	109	21%	17	18%	232	18%
How to apply for grants	25	9%	6	4%	10	4%	7	1%	3	3%	51	4%
How to teach literacy so children and adults can read	5	2%	2	1%	3	1%	10	2%	2	2%	22	2%
How to digitize archival materials	5	2%	1	1%	4	2%	6	1%	1	1%	17	1%
How to use social media to publicize the library	43	16%	15	10%	37	15%	61	12%	7	8%	163	13%
How to use new and emerging technologies	27	10%	24	15%	33	13%	73	14%	15	16%	172	13%
How to market the library more effectively	39	15%	22	14%	30	12%	58	11%	12	13%	161	12%
How to design and create web pages	8	3%	1	1%	5	2%	13	2%	3	3%	30	2%
How to reach library non-users or non-traditional users	17	6%	21	14%	24	10%	46	9%	6	6%	114	9%
How to teach information literacy	5	2%	6	4%	10	4%	19	4%	5	5%	45	3%
How to work with other agencies to develop partnerships	25	9%	19	12%	17	7%	20	4%	6	6%	87	7%
How to work with a diverse population of users	21	8%	15	10%	26	11%	91	17%	8	9%	161	12%
Other	6	2%	3	2%	2	1%	16	3%	8	9%	35	3%
Total	268	100%	155	100%	245	100%	529	100%	93	100%	1,290	100%

Skills Acquired 2015-2016 by Locale

	Rural		Urban	
	#	%	#	%
All Respondents by Locale	138	30%	317	70%
How to use specific databases	74	32%	158	68%
How to apply for grants	23	45%	28	55%
How to teach literacy so children and adults can read	6	27%	16	73%
How to digitize archival materials	7	41%	10	59%
How to use social media to publicize the library	59	36%	104	64%
How to use new and emerging technologies	46	27%	125	73%
How to market the library more effectively	48	30%	113	70%
How to design and create web pages	12	40%	18	60%
How to reach library non-users or non-traditional users	31	27%	83	73%
How to teach information literacy	10	22%	35	78%
How to work with other agencies to develop partnerships	23	26%	64	74%
How to work with a diverse population of users	45	28%	115	71%
Other	7	20%	28	80%

During 2015 and 2016 how did you receive continuing education or consulting from the Alabama Public Library Service (APLS) or other sources? Check all that apply.

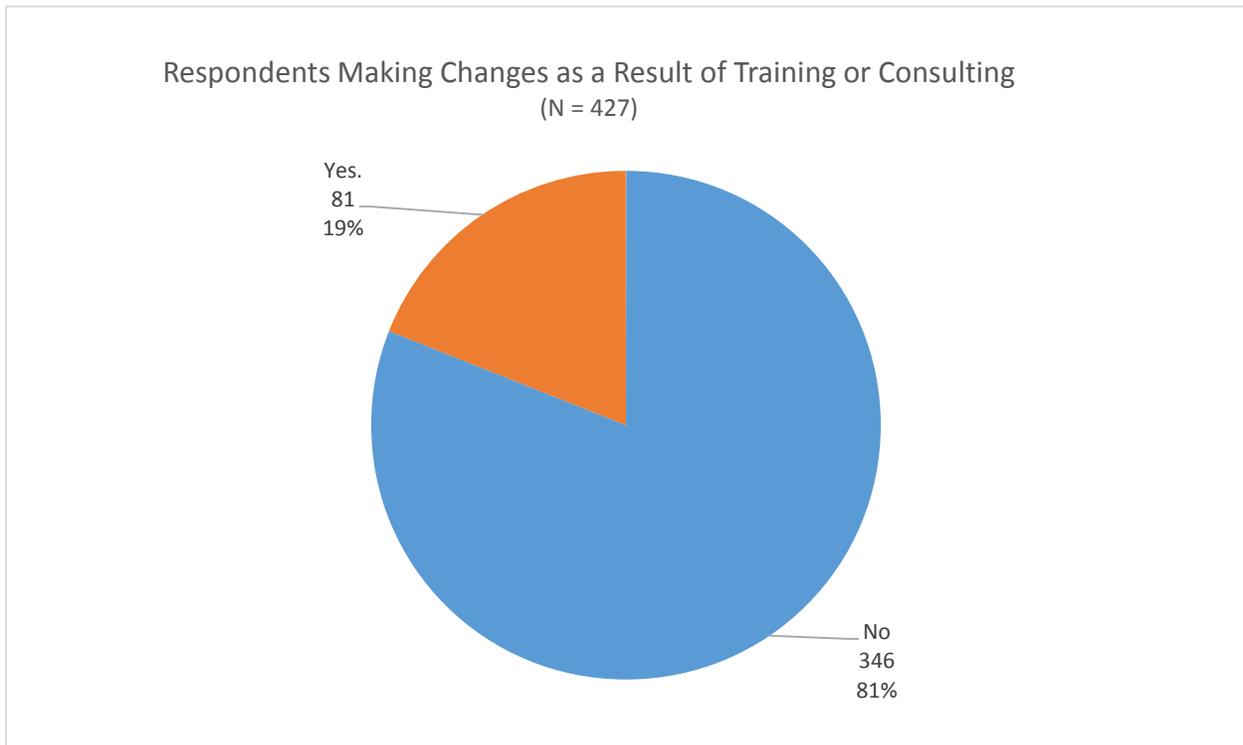


How Respondents Received Continuing Education or Consulting during 2015 and 2016

	#	%
Classes or workshops or other forms of continuing education offered by APLS	142	17.5%
Learning from AV/telecommunications or circulating print materials offered by APLS to improve library operations	63	7.8%
Learning from reading the <i>APLSeeds</i> newsletter to improve library operations	141	17.4%
Meetings with consultants from APLS	54	6.7%
Classes towards a master's in library or information science	14	1.7%
Webinars/conferences offered by the Alabama Library Association (ALLA) or regional library organizations	150	18.5%
Receiving technical assistance from APLS	43	5.3%
Attending Quarterly Library Administrators' Meetings	105	12.9%
Other**	100	12.3%
Total	812	100%

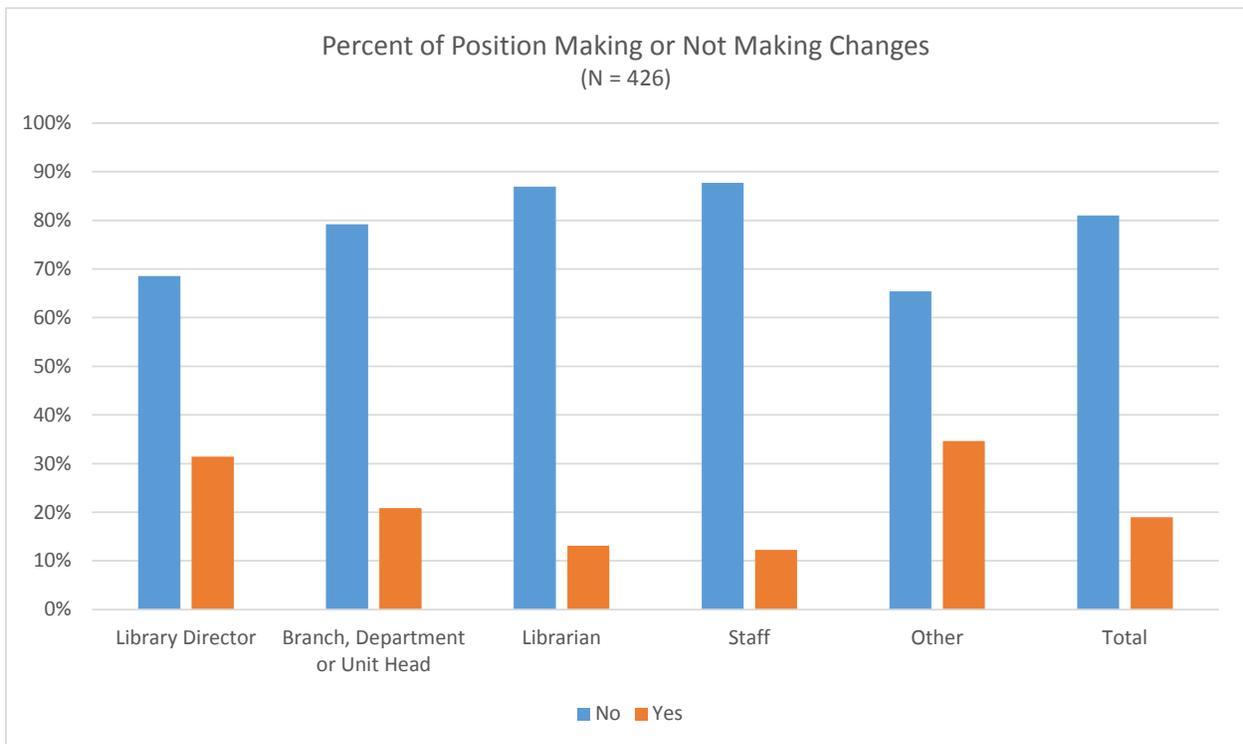
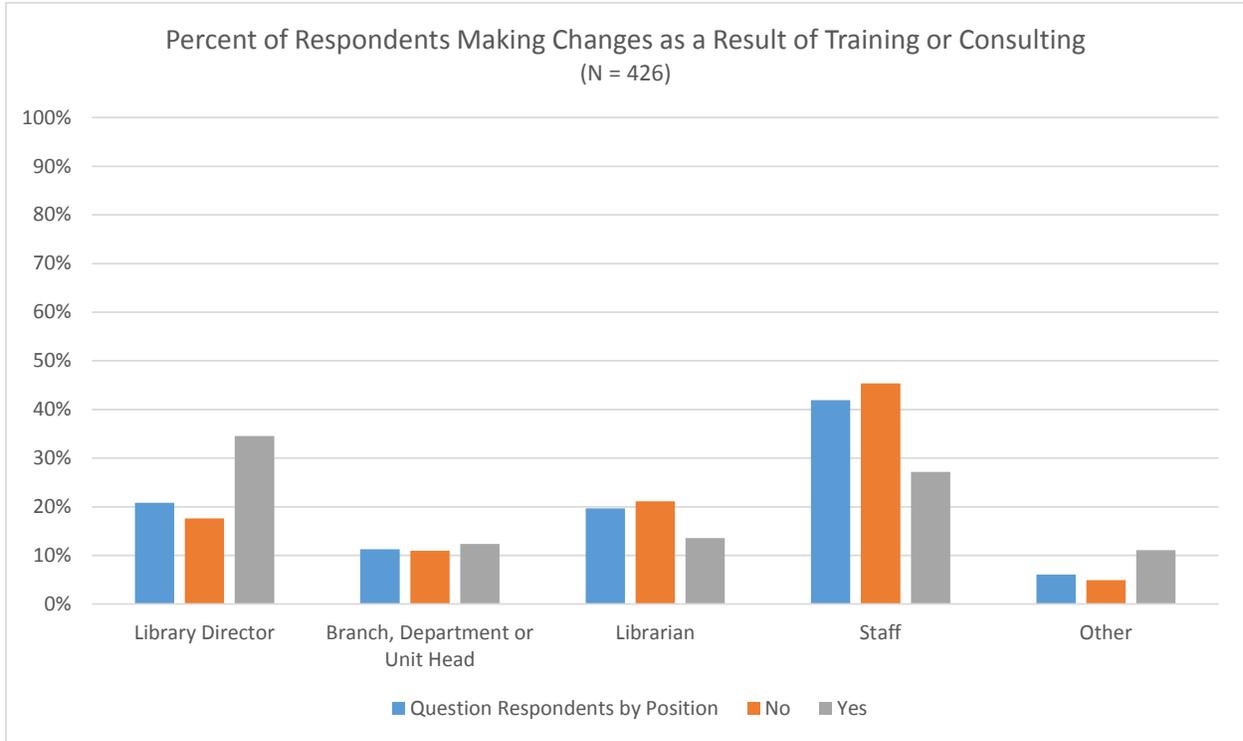
**Other: 42% indicated “none”; 26% indicated on-the-job or local library provided training; 16% indicated a national organization/source of training (ALA, WebJunction, OCLC, Library of Congress, *Library Journal* webinars); 9% cited personal reading/internet research; and 5% indicated vendor (database, system) training. Two indicated training at other area events/organizations not related to libraries.

Did you make changes in library procedures or services as a result of the training or consulting mentioned in Question #7?



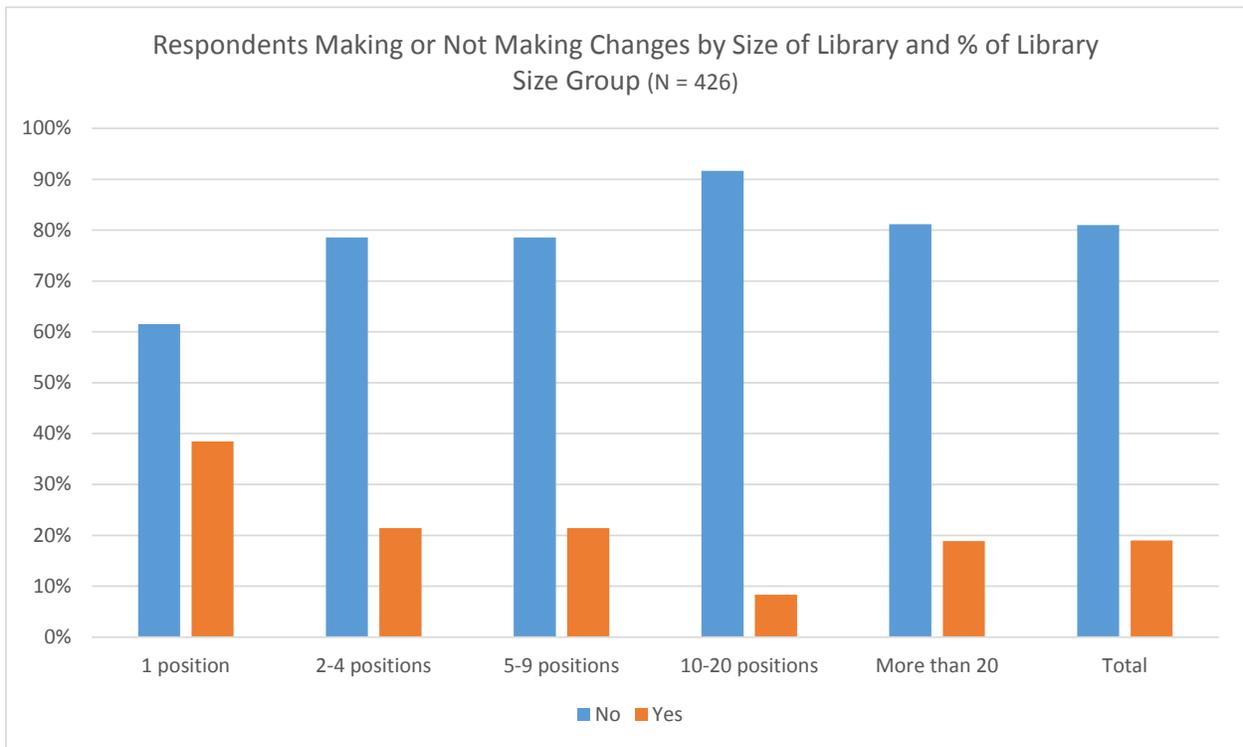
Did you make changes in library procedures or services as a result of the training or consulting mentioned in Question #7?

	#	%
No	346	81%
Yes	81	19%
Total	427	100%



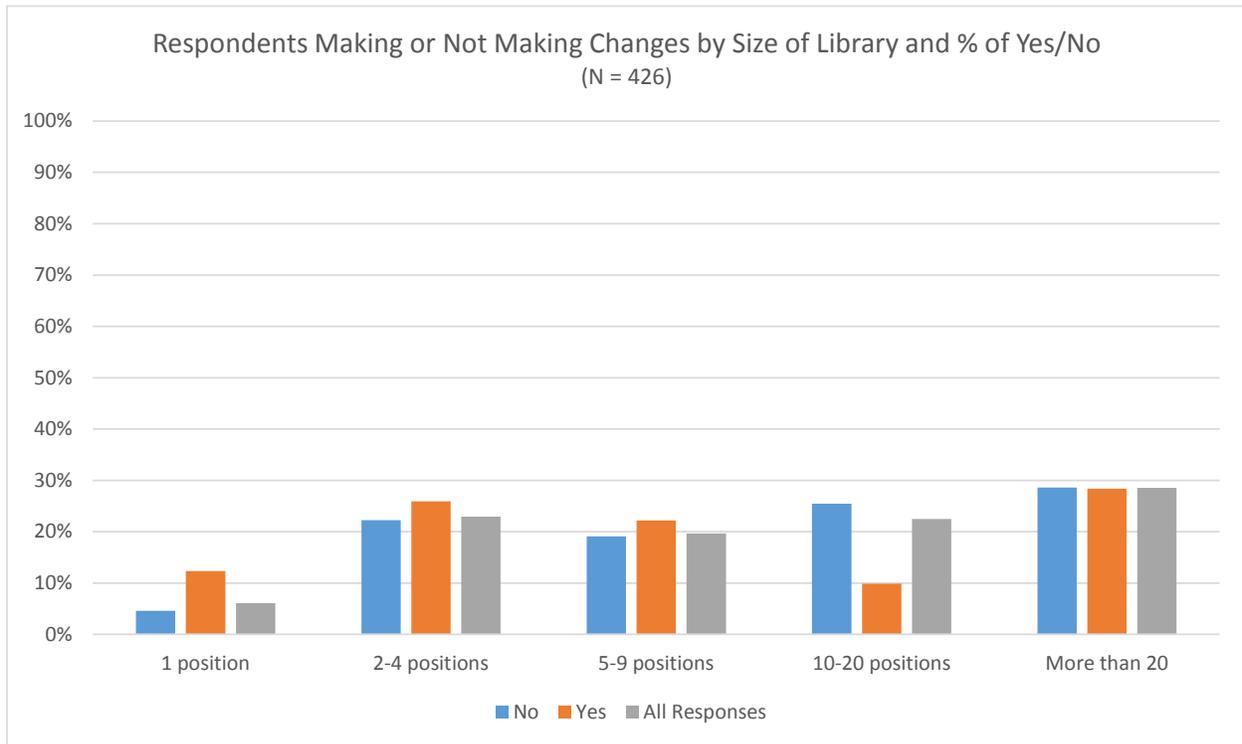
Respondents by Position Making or Not Making Changes

	Library Director		Branch, Department or Unit Head		Librarian		Staff		Other		Position Blank		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	61	69%	38	79%	73	87%	157	88%	17	65%	0	0%	346	81%
Yes	28	31%	10	21%	11	13%	22	12%	9	35%	1	100%	81	19%
All	89	100%	48	100%	84	100%	179	100%	26	100%	1	100%	427	100%



Respondents Making or Not Making Changes by Size of Library

# of Positions	1		2-4		5-9		10-20		More than 20		Size Blank		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	16	62%	77	79%	66	79%	88	92%	99	81%	0	0%	346	81%
Yes	10	38%	21	21%	18	21%	8	8%	23	19%	1	100%	81	19%
Total	26	100%	98	100%	84	100%	96	100%	122	100%	1	100%	427	100%



Respondents Making or Not Making Changes by Size of Library

# of Positions	1		2-4		5-9		10-20		More than 20		Size Blank		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	16	5%	77	22%	66	19%	88	25%	99	29%	0	0%	346	100%
Yes	10	12%	21	26%	18	22%	8	10%	23	28%	1	1%	81	100%
Total	26	6%	98	23%	84	20%	96	22%	122	29%	1	0.2%	427	100%

Please rate the Library's impact on the following individual life or community activities.

(1 = very satisfied, 4 = not satisfied)

	No Impact		Little Impact		Some Impact		Great Impact		Do not know		N/A		Total Responses	Impact Average
	#	%	#	%	#	%	#	%	#	%	#	%	#	
Ability of persons to use the computer and searching the internet	1	0.2%	6	1.5%	52	12.8%	340	83.7%	4	1.0%	3	0.7%	406	3.83
Adult wanting to improve their literacy	3	0.7%	51	12.6%	192	47.3%	103	25.4%	41	10.1%	16	3.9%	406	3.13
Adult looking for a job	3	0.7%	9	2.2%	69	17.0%	313	77.1%	8	2.0%	4	1.0%	406	3.76
Adult looking for information on a topic new to them	2	0.5%	14	3.4%	133	32.8%	245	60.3%	9	2.2%	3	0.7%	406	3.58
Children's reading ability	3	0.7%	12	3.0%	104	25.6%	249	61.3%	33	8.1%	5	1.2%	406	3.63
Citizen wanting to vote	18	4.4%	55	13.5%	160	39.4%	128	31.5%	30	7.4%	15	3.7%	406	3.10
Community engagement	3	0.7%	21	5.2%	162	39.9%	197	48.5%	17	4.2%	6	1.5%	406	3.44
Access to cultural events	13	3.2%	55	13.5%	170	41.9%	134	33.0%	19	4.7%	15	3.7%	406	3.14
Getting together with others for a meeting	10	2.5%	29	7.1%	151	37.2%	187	46.1%	18	4.4%	11	2.7%	406	3.37
Life experience of blind and disabled	31	7.6%	106	26.1%	106	26.1%	52	12.8%	80	19.7%	31	7.6%	406	2.61
Meeting new friends	7	1.7%	45	11.1%	190	46.8%	122	30.0%	39	9.6%	3	0.7%	406	3.17
Person wanting information on family health and wellness or financial literacy	8	2.0%	48	11.8%	165	40.6%	151	37.2%	28	6.9%	6	1.5%	406	3.23
Place for relaxing	7	1.7%	21	5.2%	136	33.5%	233	57.4%	6	1.5%	3	0.7%	406	3.50
Reading books	1	0.2%	5	1.2%	52	12.8%	340	83.7%	6	1.5%	2	0.5%	406	3.84

Alabama Public Library Service LSTA Evaluation 2013-2017

Services to migrants, immigrants, or refugees	41	10.1%	89	21.9%	112	27.6%	69	17.0%	73	18.0%	22	5.4%	406	2.67
Student doing homework	1	0.2%	10	2.5%	112	27.6%	271	66.7%	7	1.7%	5	1.2%	406	3.66
Student looking into colleges	7	1.7%	33	8.1%	194	47.8%	134	33.0%	30	7.4%	8	2.0%	406	3.24
Teenagers' leisure time activities	16	3.9%	67	16.5%	165	40.6%	126	31.0%	22	5.4%	10	2.5%	406	3.07
Worker investigating career options	8	2.0%	21	5.2%	154	37.9%	196	48.3%	20	4.9%	7	1.7%	406	3.42

Rural and Urban Ratings of Library Impact on Individual Life or Community Activities

	All	Rural	Urban
	N = 406	N = 127	N = 278
Ability of persons to use the computer and searching the internet	3.83	3.79	3.85
Adult wanting to improve their literacy	3.13	3.10	3.15
Adult looking for job	3.76	3.74	3.77
Adult looking for information on a topic new to them	3.58	3.53	3.60
Children's reading ability	3.63	3.51	3.69
Citizen wanting to vote	3.10	2.74	3.25
Community engagement	3.44	3.27	3.52
Access to cultural events	3.14	2.95	3.23
Getting together with others for a meeting	3.37	3.19	3.45
Life experience of blind and disabled	2.61	2.37	2.72
Meeting new friends	3.17	3.20	3.16
Person wanting information on family health and wellness or financial literacy	3.23	3.00	3.34
Place for relaxing	3.50	3.47	3.51
Reading books	3.84	3.85	3.83
Services to migrants, immigrants, or refugees	2.67	2.26	2.83
Student doing homework	3.66	3.60	3.68
Student looking into colleges	3.24	3.24	3.24
Teenagers' leisure time activities	3.07	2.95	3.13
Worker investigating career options	3.42	3.37	3.45

Rural and Urban Ratings of Library Impact on Individual Life or Community Activities

	All	1 position	2-4 positions	5-9 positions	10-20 positions	More than 20 positions
	N = 406	N = 24	N = 98	N = 82	N = 90	N = 112
Ability of persons to use the computer and searching the internet	3.83	3.78	3.79	3.83	3.84	3.88
Adult wanting to improve their literacy	3.13	3.05	3.06	3.11	3.16	3.20
Adult looking for job	3.76	3.54	3.79	3.79	3.81	3.70
Adult looking for information on a topic new to them	3.58	3.26	3.53	3.51	3.67	3.65
Children's reading ability	3.63	3.26	3.51	3.64	3.64	3.82
Citizen wanting to vote	3.10	2.37	2.86	3.30	3.10	3.30
Community engagement	3.44	3.14	3.32	3.43	3.44	3.62
Access to cultural events	3.14	2.55	2.88	3.17	3.10	3.47
Getting together with others for a meeting	3.37	3.24	3.29	3.33	3.28	3.56
Life experience of blind and disabled	2.61	1.93	2.43	2.54	2.66	2.90
Meeting new friends	3.17	3.33	3.24	3.09	3.01	3.26
Person wanting information on family health & wellness or financial literacy	3.23	2.91	3.13	3.18	3.14	3.50
Place for relaxing	3.50	3.32	3.45	3.59	3.45	3.55
Reading books	3.84	3.71	3.80	3.95	3.76	3.87
Services to migrants, immigrants, or refugees	2.67	1.94	2.41	2.69	2.67	3.00
Student doing homework	3.66	3.42	3.66	3.68	3.59	3.74
Student looking into colleges	3.24	3.09	3.26	3.24	3.10	3.35
Teenagers' leisure time activities	3.07	2.73	2.94	3.04	3.08	3.28
Worker investigating career options	3.42	3.09	3.57	3.38	3.38	3.42

The Institute of Museum and Library Services has set these goals for use of LSTA funds for 2018-2022. Which of these 7 national goals should Alabama place as the highest two priorities for public libraries for the next five years? Select two.

All Responses

IMLS Goal	# of times selected	% of selections
Expand services for learning and access to information and educational resources ... for individuals of all ages in order to support education, life-long learning, workforce development and digital literacy skills	223	27.9%
Establish or enhance electronic access or other linkages and improved coordination among and between libraries for the purpose of improving the quality of and access to library and information services	97	12.1%
Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and enhance efforts to recruit future professionals to the field of library and information science	126	15.8%
Develop public and private partnerships with other agencies and community-based organizations	49	6.1%
Target library services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills	82	10.3%
Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line	134	16.8%
Develop library services that provide all users access to information through local, state, regional and national and international collaborations and networks.	89	11.1%
Total	800	100%

IMLS Goals Selected by Library Position

IMLS Goal	All		Library Director		Branch, department or unit head		Librarian		Staff		Other	
	#	%	#	%	#	%	#	%	#	%	#	%
Expand services for learning and access to information and educational resources ... for individuals of all ages in order to support education, life-long learning, workforce development and digital literacy skills	223	27.9%	51	30.7%	26	27.7%	51	30.7%	79	23.9%	16	36.4%
Establish or enhance electronic access or other linkages and improved coordination among and between libraries for the purpose of improving the quality of and access to library and information services	97	12.1%	25	15.1%	11	11.7%	17	10.2%	38	11.5%	6	13.6%
Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and enhance efforts to recruit future professionals to the field of library and information science	126	15.8%	28	16.9%	14	14.9%	20	12.0%	58	17.6%	6	13.6%
Develop public and private partnerships with other agencies and community-based organizations	49	6.1%	6	3.6%	9	9.6%	16	9.6%	16	4.8%	2	4.5%
Target library services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills	82	10.3%	7	4.2%	12	12.8%	19	11.4%	43	13.0%	1	2.3%
Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line	134	16.8%	33	19.9%	13	13.8%	25	15.1%	56	17.0%	7	15.9%
Develop library services that provide all users access to information through local, state, regional and national and international collaborations and networks.	89	11.1%	16	9.6%	9	9.6%	18	10.8%	40	12.1%	6	13.6%
Total	800	100%	166	100%	94	100%	166	100%	330	100%	44	100%

IMLS Goals Selected by Locale

IMLS Goal	All		Rural		Urban		Locale Blank	
	#	%	#	%	#	%	#	%
Expand services for learning and access to information and educational resources ... for individuals of all ages in order to support education, life-long learning, workforce development and digital literacy skills	223	27.9%	73	29.2%	149	26.2%	1	50%
Establish or enhance electronic access or other linkages and improved coordination among and between libraries for the purpose of improving the quality of and access to library and information services	97	12.1%	30	12.0%	67	11.8%	0	0%
Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and enhance efforts to recruit future professionals to the field of library and information science	126	15.8%	44	17.6%	82	14.4%	0	0%
Develop public and private partnerships with other agencies and community-based organizations	49	6.1%	16	6.4%	33	5.8%	0	0%
Target library services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills	82	10.3%	19	7.6%	63	11.1%	0	0%
Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line	134	16.8%	40	16.0%	93	16.4%	1	50%
Develop library services that provide all users access to information through local, state, regional and national and international collaborations and networks.	89	11.1%	28	11.2%	61	10.7%	0	0%
Total	800	100%	250	100%	548	100%	2	100%

IMLS Goals Selected by Size of Library

IMLS Goal	All		1 position		2-4 positions		5-9 positions		10-20 positions		More than 20 positions	
	#	%	#	%	#	%	#	%	#	%	#	%
Expand services for learning and access to information and educational resources ... for individuals of all ages in order to support education, life-long learning, workforce development and digital literacy skills	223	27.9%	10	27.7%	66	33.7%	41	25.3%	52	29.5%	54	24.5%
Establish or enhance electronic access or other linkages and improved coordination among and between libraries for the purpose of improving the quality of and access to library and information services	97	12.1%	8	17.4%	25	12.8%	20	12.3%	17	9.7%	27	12.3%
Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and enhance efforts to recruit future professionals to the field of library and information science	126	15.8%	9	19.6%	30	15.3%	26	16.0%	32	18.2%	29	13.2%
Develop public and private partnerships with other agencies and community-based organizations	49	6.1%	1	2.2%	14	7.1%	10	6.2%	8	4.5%	16	7.3%
Target library services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills	82	10.3%	1	2.2%	10	5.1%	18	11.1%	22	12.5%	31	14.1%
Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line	134	16.8%	9	19.6%	38	19.4%	25	15.4%	24	13.6%	38	17.3%
Develop library services that provide all users access to information through local, state, regional and national and international collaborations and networks.	89	11.1%	8	17.4%	13	6.6%	22	13.6%	21	11.9%	25	11.4%
Total	800	100%	46	100%	196	100%	162	100%	176	100%	220	100%

Appendix 5: Focus Groups

5A Discussion Instrument

Focus Group Script

Start with “Top of mind” then follow sometimes with probes to obtain more details or clarify issues

1. Please identify six specific public library services/collections that have had the greatest impact on ordinary citizens of Alabama over the last five years? Please record on 3x5 cards. PAST

Probes: [Note: List below is for Kate to use if persons have trouble with identifying services or if they want to comment as a group on the ones listed below in a group discussion of the top six.]

Note: Kate may do follow ups on resources which are key to the positive impact of these most important library services/collections? PRESENT

- Bookmobiles
- Library book collections
- Deposit collections at locations in the community and books by mail
- E-books or digital archives
- Interlibrary loan to obtain book from anywhere in the USA
- Library web site
- Online databases
- Online homework help
- Online library catalog
- Outreach to hospitals, nursing homes, and other service agencies
- Reference/research assistance to find information
- Services for the blind and disabled
- Summer reading program

2. What barriers do you think citizens of Alabama face which prevent or discourage use of the public library? PRESENT

3. How can libraries in your area utilize computers, the Internet, and social media to reach current and new audiences?

PROBES IF NECESSARY [What kinds of new technologies could the library use? For what purposes could they use the technologies to better serve their patrons?] FUTURE

What are some special populations or groups (e.g. blind and disabled) that your library should try to reach to provide services and resources to extend its connections to the community beyond traditional users? FUTURE **PROBES:** examples are refugees, elderly, prisoners

4. What are some partnerships that the library has or could have with community organizations which promote library services? Is that important? Why? PRESENT/FUTURE

6. From the list below, please rank which local public library purposes you consider the top five in importance for Alabama to serve communities in your area in the future. Which three are the least important for Alabama public libraries? Please record answers on 3x5 cards or use dots on newsprint to record your vote. FUTURE

Most important	Least important
1 _____	1. _____

- 2. _____
- 3. _____
- 4. _____
- 5. _____

- 2. _____
- 3. _____

- ___ Offering community programs or meeting space for groups in the library
- ___ Offering cultural programs (art, music, book talk)
- ___ Offering programs on family health and wellness or financial literacy
- ___ Help with doing a school assignment or homework
- ___ Enabling citizens to find out what is going on in the community
- ___ Enabling people to find information or books on a new topic to them
- ___ Offering business resources for start-up or existing businesses
- ___ Offering programs to improve reading skills of adults or children
- ___ Offering program to enable adults to learning new skills
- ___ Offering resources to enable persons to investigate career options or looking for a job
- ___ Offering a place to meeting friends, relax, read, or study
- ___ Offering teens alternative leisure activities
- ___ Help with selecting a college or school
- ___ Literacy training
- ___ Offering computers with Internet access
- ___ Offering information or a place to vote

7. What other suggestions do you have for new services or service improvements for your public library? FUTURE

8. What social, economic or cultural changes do you foresee in the next five years which will challenge the Alabama public libraries' ability to serve their communities? FUTURE

PROBES: Do you see changes in the populations served? Business environment? Languages spoken?

THANK YOU FOR DOING THIS SURVEY. IT HELPS YOUR LIBRARY PROVIDE BETTER SERVICES.

5B Report of Findings

Focus Groups Report

Background

In support of the overall research project effort, six focus groups were conducted in various counties of Alabama from November 2 through November 16, 2016. Each group had from ten to twenty or so participants. Participants consisted of local library users, staff, and community leaders. The full Focus Group Discussion Guide can be found in the Appendix.

Methodology

During the focus groups, the two key service questions (i.e. existing and future services) were both addressed in the same structured way. Respondents were first exposed to a list of library services that the research team had prepared ahead of time. They were then asked to suggest others that were not on the list. Then the respondents examined the entire list and chose the five services they felt had impacted their communities the most in the past five years. The rest of the focus group discussion questions were open ended.

General Tone of the Groups

The world has changed. The Library needs to be realistic and respond to its diverse communities and their needs. New constituencies must be addressed (e.g. immigrants; Hispanics; millennials). In some areas, new cultural and ethnic barriers must be overcome. The value of libraries is no longer a given. Many are now not aware of what the library has to offer; and some think the library is no longer relevant.

So librarians are asking, “What is our appeal?” To thrive, they think, we must attract new audiences and address new needs. Librarians should become experts at advocacy, marketing, and promotion. The staff must understand the new environment and feel an urgency to become customer-centric and customer-friendly.

All of this is possible given the wide range of current and potential offerings that are now what “library means.” The service mentality and creativity of librarians are already creating solutions and most expressed a resounding “can-do attitude” while discussing what lays ahead.

Impact of Current Services

The exercise about services created a very long list of services offered by Alabama libraries. It is quite clear that in order to serve their local communities, libraries have innovated and targeted their service offerings to a multiplicity of user groups and a wide range of needs. The general tone of both existing and future services is leveraging the significant advantage libraries have in their buildings and location, and their ability to successfully partner with a wide range of community providers and stakeholders.

Discussion Question at Focus Group: Here is a list of traditional or existing library services offered by most public libraries. (13 items, shown in this order)

1. Bookmobiles
2. Library book collections
3. Special collections: historical materials, genealogy, photos
4. E-books or digital archives
5. Interlibrary Loan to obtain book from anywhere in the USA
6. Library web site
7. Online databases
8. Online homework help (students)
9. Services for adults and seniors
10. Online library catalog
11. Reference/research assistance
12. Services for the blind and disabled

13. Summer reading program

Discussion Question at Focus Group: What others services are not listed here? (Unaided)

In addition to the thirteen prompted services, respondents from the six groups came up with an additional thirty-five unique services under twelve service areas. Comparing the six focus groups, we found that some of the same services came up time and again, yet a few were unique to each group. Traditional services are still critical, but respondents brought to the discussion much more energy and spent more time on the ones they had brought up themselves.

In smaller and poorer communities, the library acts as a computer “open lab.” The local population comes in for their personal and work-related computing tasks. The reasons are myriad: food stamp applications, job applications, applying for foreign visas, driver’s licenses or registering to vote. Some come to take practice tests for college entrance or military enlistment. It takes more time and attention to support users for some of the complicated tasks listed here; so, there is demand for more computers and more highly trained staff.

Some of the participants brought up unique and creative examples of what they are doing to support specific groups in their communities:

Example 1: One library used LSTA funds to buy a fancy book truck. They used this to push around books at local festivals, car and truck rallies, and at mall food courts. They even sat down with attendees and had a meal with them!

Example 2: Partnering was a strong theme in many of these services. The library cannot create these services alone. Partnering with a local art group, one library held a contest in which several different local artists competed for a design contract to build a library display.

Example 3: Another library built what they called, their “Co-Laboratory.” This was a pop-up computer lab that allowed people to run different technical projects. They called it a “hands-on digital center.” In this collaborator ion, they had a 3-D printer, electronic (sound) keyboard, and software to record and edit music, a giant portable green screen and video camera so they could create video broadcasts. They even had Arduino microcontroller kits that people use to build games, lighting designs, and robotics.

Below we have grouped all of these ideas according to the central thrust of their efforts.

Complete list organized by 12 service areas and 35 specific ideas within:

1-Children & Youth (esp. partnerships with schools or other educational efforts)

- GED
- Homeschooling
- Financial literacy
- Proctoring
- ESL classes

2-Computer Center (i.e. access to and instruction in using computers)

- Available Internet and Wi-Fi
- Classes on basic how-to, new devices, etc.
- [Also: Tech use by young people]

3-Special Communities

- Homebound services
- Military or veterans
- Homeless; Refugees

4-Classes and Community events (lectures; demos; performances)

- Multicultural and Multilingual (esp. Spanish)

- Environment: Garden Club; 4-H
- Pop-up Lab; Portable displays
- 5-Job Assistance (providing info and assistance)
 - Computers for job skills
 - Resume review
- 6-Seniors (books, events, clubs)
 - Tax services
- 7-Spaces and Meeting Rooms (community groups, clubs)
 - MakerSpaces, too
- 8-Special & Non-Traditional Collections
 - Historical and genealogy
 - Digitization
 - Photos; Games
 - Wi-Fi nodes; PC/portable loans
 - MakerSpaces, i.e. special tools, equipment
- 9-Reference (basic research and information assistance)
 - Reader's Advisory
- 10-Local Business
 - Notary public
 - Fax service; Copy service
 - Equipment, other than computers
- 11-Local Governmental
 - Drivers, DMV
 - Passports
 - Youth court
- 12-Other Local Partners
 - PTA
 - Local farmers' market
 - Nursing homes
 - Pop-up museum
 - Local collectors, hobbyists

These ideas and service areas are presented visually in CHART #1, "Many Facets of Current Services." This shows the both broad and deep efforts placed on serving needs as perceived by library managers. We also placed the services on the tri-part Value of Libraries grid (library as space; provision and access to collections; and services). This shows that the value equation still works and efforts throughout the state emphasize these three service thrusts.

Next came the ranking effort aimed at finding which current services had the greatest impact over the past five years. Here is the question that we used:

Discussion Question at Focus Group: Please identify five services that have had the greatest impact on individuals and communities in Alabama over the last five years? Use the 3x5 card in front of you to list those services. Then let's discuss the results.

A simple tally of the 3x5 card ranking cards captured at least one vote for all of the prompted and unprompted services mentioned. Which services were mentioned most among the top five impactful services? The five services below were selected among the top five by participants above all others by a wide margin.

- #1 Book collections (prompted)
- #2 Summer reading (prompted)
- #3 Children and youth services (unaided)
- #4 Computer center (access to computers & internet) (unaided)

#5 Spaces & meeting rooms (unaided)

These all had a high impact on members of the community over the past five years. Both the votes and the ensuing discussions registered much attention to these items. The discussions acknowledged the success and high level of either need (in some cases not fully unmet) or usage for these. The three services listed below were the ones that garnered the most attention and discussion by the participants.

Access to and Assistance with Computers and the Internet, although we did not include it in our initial list, all respondents would include this as a core service. Some claimed that the library was the “Internet lifeblood of our small community.” With both government and non-profit assistance came requirements to “go online” to fill out forms, make claims, etc. For many families, this means using the library.

Rooms for meetings — librarians often emphasize library-sponsored events, but local groups need meeting places and the library is a top pick.

Children’s and Youth services – this broad set ties in with a number of the more specific efforts below, but many felt it critical to encourage families with kids to use the library.

Not surprisingly, the next tier of services by rank included these three:

#6 Online databases

#7 E-books

#8 Classes/Community events

All groups mentioned electronic books as in demand even though not all households in their communities had computers or connectivity. One surprise was an item at the very bottom of the number of mentions — Reader’s Advisory. It received only one vote across the six groups. This used to be a traditional service and often at the core of reference services in public libraries. Maybe the online tools serve this need completely?

To see the results graphically, review the Word Cloud in CHART #3. The larger the circle in this graph, the more attention that service received during this ranking exercise and the ensuing discussions. The two different colors indicate that the service was either on our initial list (prompted) or had been generated (unaided) during focus group discussions.

Importance of New Services

Also covered in the same manner in the focus groups was the issue of new or future services. It was asked this way:

Discussion Question at Focus Group: Now we are going to show you another list of newer services which public libraries may offer in the future. Please tell us and others what you think should be added to the list. Then identify the five new kinds of services that are most important to offer by recording them on the 3x5 cards.

So instead of impact, as we used in current services, we asked for the most important for services considered new or to be offered in the future. There are obvious overlaps between current and new for the simple fact that libraries offer different services and have different levels of support for their initiatives.

Our initial list of new or future services had twenty-one (A through U) items and then ten more were suggested across the focus groups. Respondents were then asked to select the five services that were most important to offer.

Here is a list of new library services that could be offered by public libraries; services shown at all six focus groups (21 items):

1. Meeting space for community groups or events in the library
2. Cultural programs (art, music, book talk)

3. Family health and wellness or financial literacy programs
4. Programming for home schooling or online high schools
5. Enabling citizens to find out what is going on in the community
6. Resources to explore career options or looking for a job
7. Business resources for start-up or existing businesses
8. Programs to improve reading skills of adults or children
9. Programs to enable adults to learning new skills
10. A place to meet friends, relax, read, or study
11. Offering teens and cross-generational groups alternative leisure activities
12. Help with selecting a college or school, scholarship
13. STEM or STEAM (add arts) programs
14. Information or a place to vote
15. Outreach to hospitals, nursing homes, and other service agencies
16. Deposit collections at locations in the community or books by mail
17. MakerSpaces & other equipment besides computers
18. Proctoring
19. Business and administrative services
20. Non-traditional collections
21. Services to immigrants, refugees

Discussion Question at Focus Group: What other new services are not listed here? (Unaided)

Other services offered up by respondents across the six focus groups (10):

1. Services to veterans
2. Find information or books on a new topic
3. Offering (more) computers with Internet access
4. Finding an expert
5. Local history and genealogy
6. Services for immigrants, refugees, and other groups
7. Multicultural, multilingual programs
8. English as a Second Language (ESL)
9. Citizenship classes
10. Digitization of resources

The sheer number of new services is again large – thirty-one. There is no lack of ideas or innovation among Alabama libraries! A simple tally of the 3x5 card ranking cards again shows that all of the services were voted for at least once. Which services were mentioned most among the top five as most important to offer?

- #1 Cultural programs (mention of serving diverse populations) (item B)
- #2 Programming for home schooling or online high schools (item D)
- #3 STEM (science, technology, engineering, & math) programs (item M)
- #4 Meeting space for community groups or events in the library (item A)
- #5 Outreach to hospitals, nursing homes, and other service agencies (item O)

This should be interpreted as meaning that these services would work, or are showing signs of promise, or could result in high levels of participation if offered at libraries. Most of the “new” services are indeed not new to the library community at large. The only one that we interpret as unusual is the STEM program idea.

The idea of STEM, we assume, means that programs to encourage K-12 students (especially girls) to explore Science, Technology, Engineering, and Math curricula are working. May Maker Space, science demos, and technology programs are leading this way also. STEM and a great diversity of other kinds of programs are being offered mostly at the initiative of local constituents. The programs are continued based on size of the response.

Not surprisingly, the next tier of services by rank in importance included:

- #6 Computers with Internet access (assume this of course means having more available) (item X)
- #7 Reading improvement programs for children and adults (item H)
- #8 Help with selecting careers, schools or colleges (item L)

To see the results graphically, look at the next Word Cloud – CHART #4. As with the Word Cloud for existing services, the larger the circle the most attention that service received during the ranking exercise and ensuing discussion.

As with CHART #2, CHART #5 shows how these services relate to the Value of Libraries grid. This clearly shows how the newer services break the mold and clearly focus much more on partnerships. This aspect was discussed as a specific question in the groups, as follows.

Discussion Question at Focus Group: What are some partnerships that the library has or could have with community organizations that promote library services?

As part of the thrust to serve a diverse set of users, the library partners with various service groups in the area. Either government or non-governmental, these groups need the library as a partner for the library's accessible spaces, its safe environments, available volunteers, online resources, library staff assistance and expertise.

On their end, libraries sees this as a way of building their value in the community and reaching out to constituencies that normally do not see the library as necessary for their lives. All of the examples below are underway at libraries within the state of Alabama.

These are examples of the kinds of partnerships described during the focus groups:

- Local schools of all levels — also afterschool activities;
- Housing local service agency outlets in library, i.e. co-location;
- Creating shared circulation and borrowing between school and public library;
- Partnering with the Chamber of Commerce and local businesses;
- Hosting book clubs with members of the local college;
- Helping daycare centers or children's center with books;
- Local housing authority needs information resources;
- United Way Agency and its supported non-profits;
- Veteran's organizations; and town or city recreation departments.

The three most important partners are:

- Schools
- Healthcare groups
- APLS/LSTA

With children and parents being an important user group, schools are strong partners with the library for many offerings. Less visible are the healthcare providers and facilities, but libraries often reach out and partner with them on off-site collections, programs, and book delivery. The technical deployments, funding, and assistance by APLS and LSTA funding are viewed as critical to libraries. Without it, the "computer center" offerings and, the e-resources and online catalogs, would be less accessible.

It was obvious in the groups that educational partnerships were given the most attention during the groups. Libraries are natural partners in learning. Focus group participants gave us some very useful, practical examples of their efforts:

Education Examples: Tutoring, Text Preparation, Home Schooling, Proctoring, ESL

Home Schooling Assistance. Online tutoring for K-12 and college is available from a state funded (APLS) source, called Homework Alabama. http://webmini.apls.state.al.us/apls_web/apls/apls/homework/

GED Testing—Library is used by GED students as a study hall or for meeting with their tutors.

http://www.gedtestingservice.com/testers/policy_al

AARP Tax-Aide Service – AARP volunteers meet with seniors needing help with their tax forms.

<https://aarpfoundationtaxaideqa.zendesk.com/hc/en-us>

Armed Services Vocational Aptitude Battery (ASVAB) Test – help those that want to join the military and must take and pass this test. Recruiters actually send the enlistees over to the library tutors for help.

<http://official-asvab.com/>

Alabama Learning Exchange (ALEX) — resources put together by the State Department of Education for teachers and tutors of all kinds. <http://alex.state.al.us/>

More details on Homework Alabama –

“Homework Alabama offers FREE online tutoring and academic resources from Tutor.com for Alabama residents from kindergarten students through college, plus adult learners. Get help in math, science, English, social studies or writing from a live tutor. Tutors are available 3p.m. — 10 p.m., seven days per week. The Tutor.com Skills Center Resource Library is available 24/7. The services can be accessed from an Alabama public library, from your home computer or from your mobile device.”**

**Taken from services description on the website.

Among the other groups in the community (as presented on the charts), the libraries try to bring their services and staff directly to bear. Here are some of the examples given:

Serving the Needy Examples: Homeless, Adult Literacy, Immigrants, Seniors, Spanish-Speaking

North Alabama Coalition for the Homeless. <http://www.nachcares.org/> A number of libraries mentioned serving the needy. In some case either resource centers or caseworkers are too far away to provide daily support. Again, the library becomes a place of assistance and resource.

Services for Seniors: One Alabama librarian wrote that her library “offered basic computing, one-on-one peer training sessions in conjunction with a local senior center as part of a grant project. At the end of the grant project, we were unable to continue running the sessions, but branched out with other senior organizations in the area to serve specific populations with targeted training sessions most requested by members of the organization.”

See article at: <http://publiclibrariesonline.org/2014/01/reaching-senior-patrons-in-the-digitized-library/>

Discussion Question at Focus Group: Why do you think people do not use the library and its services?

The discussion on barriers to use in the library world was quite revealing. The normal barriers related to disgruntled users or limited hours gave way to more systemic reasons. The adult population has shifted its attention from library visits to the easier access and computing power of mobile devices and the internet. Without information literacy skills, users focus on convenience rather than efficiency or verity.

On the other end of the spectrum are users that are “deprived,” as one participant described them. The working poor, those with limited education (as low as 2nd or 3rd grade), and language-challenged immigrants. The library is an unknown place and for some, a scary place to go for help. Librarians want to overcome these attitudes.

From what participants describe, Alabama and some of its counties definitely have special challenges. Many in the state are economically deprived after decades of lost manufacturing jobs. Many have moved out and the new people moving in are often transplants from other geographic regions and even countries. This presents special challenges as they accommodate to the region or even to the American culture and as they must regularly communicate back to their home countries. Education levels in the rural areas were mentioned as lower than in other regions.

Here are core reasons that users hesitate or decide against using their public library —

1. Lack of awareness (newcomers do not know the value of a local library)
2. Some think it costs money to use the library (in some cultures around the world it does)
3. Deprived members of the community are beleaguered and are not oriented or “energized” toward using a library
4. Do not feel welcome; do not feel sense of ownership
5. Have been turned off or spurned on previous visit
6. Certain groups feel less welcome — immigrants, poor, Spanish-speaking
7. If they bring their large family, they will be too noisy or a disturbance to others
8. I will be a burden to staff since I don’t know much
9. Told you can’t read that, not your grade level, not allowed to read
10. Bad experience with fines or lost books
11. Library has too much technology or has too little technology
12. Some are technophobes; others just feel it will not be easy to use.
13. Or they have their own technology, no need
14. The library is perceived as “not cool” or just not appealing enough
15. Access problems and perceptions
16. Do not have transportation to get there
17. Hours are too limiting
18. Think that as undocumented, they cannot have a card
19. “Little Caesar’s mentality”- “It’s hot and ready to go.” The Library is not that convenient or easy, so I don’t want to bother and use it. I want to call and come by and get it.
20. Or other means, such as Amazon, are just easier to access
21. “I don’t need the Library, I just use Google.” Librarian response: “That’s like saying I have a calculator, so I don’t need a math teacher.”

So then, how do libraries change in order to overcome these barriers? Are there ways to change our approach? We must face the new realities of user constituencies who are unaware, unsure, anxious, and even uninterested in anything to do with libraries. The next two discussion points address this. They bring up a number of points to overcome almost any challenge that libraries currently face. Again – the ingenuity and enthusiasm of Alabama libraries comes through. See CHART #6 for a parallel of barriers and solutions that are found in the following text.

Discussion Question at Focus Group: What are some partnerships that the library has or could have with community organizations that promote library services?

1. The most obvious response to these barriers is to build awareness and overcome misperceptions. One way to do this is to open the building by offering the building to many, many groups as a place to come. Even if some say they don’t need the library for books because they buy and download instead, still — make the Library theirs.
2. Someone said to a librarian when questioned about visits: “Do we still have the library?”
3. One respondent quoted a Hispanic and their fears, They said, “It’s just how I think of the library.” Many immigrants are uncertain and anxious about coming to library, even with their kids.
4. Librarians are heartbroken when they learn of children only 15 years old who drop out of school and get married. They do not see potential in themselves and are not hoping in the future. Many who are challenged in their use of English are not aware of ESL assistance. Spanish speaking peoples are not aware of the library holdings in Spanish language materials.
5. Partnerships with local pastors are helping to engage people. Summer reading programs to engage parents and children are crucial. Outreach is the key. What were some of the other ideas and suggestions:
6. “Deprived people” are neither energized nor aware – we must encourage;
7. “We can work with the homeless population” (host agency staff within the library)
8. “We need to target these kind of constituencies, if they ever are to use libraries.”

9. Someone said, “What we have to offer, does it really appeal to people? We have to be realistic.” The barriers include other easier, more convenient, and cheaper solutions:
10. Barnes & Noble- easy to browse and very current.
11. We make it more difficult.
12. “We don’t see as many browsing the stacks.”
13. “We don’t see the young people.”
14. “We may be stuck.” “It is not clear what we do now.”

Discussion Question at Focus Group: What other ideas do you have to overcome these barriers?

Some of the other ideas presented also make it clear that more communications is necessary:

1. “Get the word out” – in all different ways, we need to build awareness
2. “Facebook post doesn’t tell it all.” We need to do other things (email, Instagram, better Web marketing, etc.)
3. Advertising of all kinds too – think radio, campus, local billboards.
4. Marketing on the local radio station
5. New press release every week
6. Connect with local schools, partnering opportunities with various local organizations
7. Seek local churches as partners.
8. Of major importance — Customer service.
9. Is library staff friendly?
10. Group participants discussed doing marketing and enabling outreach by the library staff. Here’s what they thought would be necessary:
11. Easy to obtain LSTA grants for marketing and public relations
12. Training for librarians on how to market
13. How to tell our story. Make it fun.
14. Attend conferences. (e.g. Texas. R2: Library Marketing Conference)
15. Think about how to make people care about the library. The Cool factor.
16. Realize: If raised on technology, they don’t care about books.
17. Offer basic English classes to bring them in.
18. We need to teach, but often there is no time to do it.
19. We do have a safe place for hosting and teaching ESL.
20. Must do bi-lingual marketing.
21. We often do not have the ability to be flexible and agile.
22. Lost opportunities. Ex. Pokémon Go – did not leverage this craze.
23. Not user friendly space, not modern
24. Need to overcome a school-like atmosphere

Discussion Question at Focus Group: What are things the APLS and libraries can do to assist and empower public librarians to do their jobs and enhance services? What are the types of things that you would like funded from LSTA grants?

Everyone acknowledged that the LSTA grants that come through APLS are essential for building book collections and for technology infrastructure. Given the poor economy in their region, corporations and individuals are giving less. Without APLS support, maintaining either collections or networks would be difficult. The most critical items are two.

Table 5. The first is the technology expertise, funding, and responsiveness of the APLS teams to build and repair infrastructure. Their assistance is viewed as essential on so many computer, network, and communications issues. Quote: “They built our website.... We saved at least one thousand dollars.”

2- The second is advocacy. Libraries feel that the public (our culture) has changed its perception of libraries in the Internet age. The need for building awareness and correcting misperceptions is urgent. Marketing and advocacy programs need to be done at the state or region level. We need to leverage all of our existing expertise and resources.

4. The entire list of APLS and LSTA needs and issues fall into these categories —
5. IT and technology support
6. Technical assistance and training (webinars too)
7. “We need APLS to continue OCLC funding.”
8. Data security
9. Microsoft IT certification
10. Outreach and marketing
11. Training and funding for publicity, marketing, and fundraising
12. Advocacy: promotion, awareness, education about library services
13. New ways to share expertise across libraries
14. Need to develop the messages for specific audiences; multilingual
15. New tools:
16. Why not have “cut and paste” library advertising messages?
17. Why not have a “Support Your Library” license plate?
18. Improving staff capacity
19. Expanded hours
20. Updating and expanded training, esp. customer service
21. Funding
22. Critical for book collections and IT infrastructure & repair
23. Alabama Virtual Library
24. Sharing new ideas and best practices
25. Planning; Setting of priorities
26. Needs assessment and methodology assistance
27. Grants
28. Board member training
29. Local partnerships
30. Sponsorships by local businesses, etc.
31. Community college; GED; even pre-GED classes
32. Building improvements and assistance
33. Creative design and expansion of existing space
34. Need consulting ideas from space planners
35. A strong need for more funding was addressed concerning—
36. Book collections- need new sources;
37. Computers and technology-
38. Rural areas are not fully served by broadband, so people rely on the library more.
39. In Alabama, the rural population exceeds the urban population.
40. Staffing
41. Both replacing retiring members and training staff in the new services that the libraries must offer.

5C Matrix of Responses

Matrix of Focus Group Responses

APLS Focus Group Responses for Q1 (five library services with the greatest impact)
as recorded on the cards November 2016

	Robertsdale	Ozark	Tuscaloosa	Homewood	Athens	Boaz	Opelika	Totals
A. Bookmobiles		1	0	0	1	4	2	8
B. Book collections		14	12	13	12	7	20	78
C. Collections in other locations/books by mail		1	0	0	0	1	4	6
D. E-books		3	3	11	4	4	3	28
E. Interlibrary Loans		3	2	3	0	0	3	11
F. Library website		4	0	2	1	0	1	8
G. Online databases		7	1	5	3	4	7	27
H. Online homework help		4	1	1	2	2	4	14
I. Online library catalog		2	0	8	0	1	3	14
J.1,2,3 Outreach to hospitals, nursing homes, other service agencies		6	3	4	1	0	0	14
K. Reference/research assistance		4	3	1	1	1	6	16
L. Services for blind and disabled		3	2	0	0	3	1	9
M. Summer reading		9	5	8	9	12	17	60
N.1,2,3 Access to and assistance with computers and Internet		12	7*	10*	13	14	12	39
N.4 Wi-Fi		0	0	0	0	7	0	7
N.4 IT support from APLS		0	0	0	0	4		4
O.1,2,3 Children's and youth services		21*	4	7	10	13	11	45
P.1 Services to Seniors (and adults P.2,3)		3*	0	4	11	4		22
NON-PROMPTED								
P.5 homebound services							3	3
Q.1 Classes and community events		5	1	19	0	0		25
R.3a Reader's advisory				1				1

Alabama Public Library Service LSTA Evaluation 2013-2017

R.3b Proctoring				1*				1
R.5a GED classes							7	7
R.5b multicultural, multilingual, ESL programs						2	2	4
S.1,2 Rooms for meetings, library as place		4		6	7	11	2	30
S.3,4 MakerSpaces, collaboratory				2	1			3
T.2,5 Job seeking services							2	2
U.2 Special collections: historical materials, genealogy			3					3
V.2,3,5 Business and administrative services			3*	3*		1		7
W.2 Pop-up museum, local collectors, experts, hobbyists			1					1
W.3 Non-traditional collections				2				2
X.2 Tech use by young people			2					2
X.3 Equipment other than computers								
Y. Partnerships e.g. nonprofit bb, local TV show				2	9			11
Y.5 Administrative agencies support: DMV, etc.							2	2
Z.4 Digitization						4		4
AB.4 Buildings						7		7
AC.1,2 Staff	0	4	0	0				4
1=Ozark; 2=Tuscaloosa; 3=Homewood; 4=Boaz; 5=Opelika								

APLS Focus Group Responses to Q5

Table 5. Reasons or purposes people have for using public libraries (A-Z); (b) Things that would assist or empower libraries to provide improved services (AA-ZZ)

	Robertsdale N=19	Ozark N=23	Tuscaloosa N=12	Homewood N=24	Athens N=21	Boaz N=26	Opelika N=27	Totals
A. Community programs and meeting rooms		12	0	0	6	7	11	36
B. Cultural programs art, music, books		10	12	13	4	8	9	56
C. Programs: health, wellness, financial literacy (adults, vets, retirees)		2	0	0	1	5	5	13
D. Homework help, help with home schooling or online high school		6	3	11	7	8	5	40
E. Information on community activities		0	2	3	0	3	5	13
F. Find information or books on new topic		2	0	2	0	0		4
F.4 Deposit collections or books by mail					2	2	1	5
F.5 Non-traditional collections							3	
G. Business resources for new and existing businesses		2	1	5	3	3	5	19
G.4,5,6 Enabling persons to investigate career options or jobs					2	5	8	15
H. Improve reading to adults and children		6	1	1	4	4	13	29
I. Service to veterans							7	7
J. Programs to teach adults new skills		5	3	4	3	1	9	24
K. Place to meet friends, relax, read, study, socialize		7	3	1*	4	4	1	18
L. Leisure activities for teens or intergenerational, including chess, tutoring, computer help		12*	2*	0	2	4	3	23
M. Help with selecting college, school, career		3	5	8	1	7	4	28

N. Offering computers with internet access		12	7	10*		1		30
O. Outreach to hospitals, nursing homes and other service agencies			4	7	6	11	7	34
P. Information/place to vote		2	0	4	0	0	1	7
Q.1,2,3 Programming for home school in for computers, reports, presentation		7*	1	21				27
R.1,2,3 STEM programs or STEAM (add arts)		8	1	6	8	4	11	38
S.1,2,3 MakerSpace-Legos, robotics, tools		5*	5	1	4	3	6	23
T.1 Check out an expert		1	0		1			2
U.1 Local history and genealogy		2		1				3
U.4,6 Services for immigrants, refugees, and other groups					10		1	11
V.1 Proctoring		3*			0		2	5
W. Multicultural, Multilingual, ESP programs					1	2	0	3
X.4 Citizenship classes					6			6
Y. Business and admin services						5	3	8
Z. Digitization						2		2
AA.2 Staff capacity								0
BB.2 Priority setting/planning			3					3
CC.2 Funding			3		6			9
DD.2,3 Advocacy, promotion, awareness, education about library services			1	0				1
EE.2 Marketing and outreach			2					2
FF.2 Technical assistance and training			0					0
GG.2 Hours			0					0

HH.3 Creative design of existing space				3				3
JJ. Sharing new ideas and grants and best practices with others				0*				0
KK. Training and funding for marketing and PR local and statewide				0				0
LL. Sponsorships by local businesses, clubs				0*				0
MM.4 Partnerships					8	6		14
NN.5 IT support from APLS						2		2
Buildings						3		3
PP.5 Needs assessment: how to do							9	9

Appendix 6: Demographics of Participating Stakeholders

6A Survey Respondents

RACE/ETHNICITY:

Race/ethnicity	Alabama	APLS User Survey 2016		APLS Staff Survey 2016		United States
	2015 Census	#	%	#	%	2015 Census
African-American or Black	26.8%	641	19.5%	63	13.3%	13.3%
American-Indian/Alaskan Native	0.7%	58	1.8%	4	0.9%	1.2%
Asian/Asian-American	1.4%	38	1.2%	8	1.7%	5.1%
Native Hawaiian or Other Pacific Islander	0.1%	5	0.1%	0	0%	0.2%
White	69.5%	2,404	73.3%	383	81%	77.1%
Hispanic/Latino	4.2%	64	2%	7	1.5%	17.6%
Other as you define it	1.6%	71	2.2%	8	1.7%	2.6%

AGE:

Age distribution	Alabama	APLS User Survey 2016		United States
	2015 Census	#	%	2015 Census
19-34	19.8%	669	15.2% [20.3%]	20.6%
35-49	19.1%	840	19% [25.6%]	19.3%
50-64	19.8%	982	22.5% [30%]	19.4%
65 and older	15.7%	793	18% [24.1%]	14.9%
(1-18)	(25.6%)		[percentage 19 and older]	

LOCALE:

Rural/Urban populations	Alabama	APLS User Survey 2016		APLS Staff Survey 2016		United States
	2010 Census	#	%	#	%	2010 Census
Urban	59%**		≈67%		≈64%	80.7%
Rural	41%		≈33%		≈36%	19.3%
	**One of only nine states with less than 60% urban					

COUNTIES:

Alabama Counties	2012 Census	APLS User Survey 2016		APLS Staff Survey 2016	
		#	%	#	%
Jefferson	13.7%	899	28%	94	20.7%
Mobile	8.6%	117	3.6%	3	0.7%
Madison	7.2%	71	2.2%	69	15.2%
Montgomery	4.8%	70	2.2%	1	0.2%
Shelby	4.2%	165	5.2%	21	1.1%
Tuscaloosa	4.2%	108	3.4%	21	4.6%
Baldwin	4%	78	2.4%	27	5.9%
Lee	3.1%	71	2.2%	21	4.6%
Morgan	2.5%	70	2.2%	15	3.3%
Calhoun	2.4	130	4.1%	24	5.7%
Etowah	2.2%	37	1.2%	8	1.8%
Houston	2.2%	18	0.6%	1	0.2%
Others	45%		33%		36%

EDUCATION:

Education	Alabama	APLS Staff Survey 2016		United States
		#	%	
High school grad	75.3%		>87%	80.4%
Bachelor's degree	19.0%		>62%	24.4%
Advanced degree	6.9%		>25%	8.9%

LIBRARY USE:

Library Use	Alabama	United States
	2013	2013
Circulation	4.5/capita	7.8/capita
Visits	3.5/capita	4.8/capita

6B Focus Group Participants

APLS Focus Group Registration Numbers

Location	Date	Library user	Elected or appointed official	Community leader	Library staff	Library director	Other: please describe	Totals
Robertsdale (Baldwin Co.)	Nov. 1	2	1	0	9	4	2 board members 1 LS grad student	19
Ozark (Dale Co.)	Nov. 2	7	1	2	7	4	1 foundation board member 1 library board member	23
Tuscaloosa (Tuscaloosa Co.)	Nov. 3	3	0	0	2	4	2 friends group members 1 board member	12
Homewood (Jefferson Co.)	Nov. 3	2	1	0	11	8	(2 Assistant Directors)** (1 board member)** 1 volunteer 1 board member	24
Athens (Limestone Co.)	Nov. 14	2	0	1	7	6	3 board members 2 friends group members (1 pastor)**	21
Boaz (Marshall Co.)	Nov. 15	1	2	0	3	13	5 board members 2 trustees (2 city council members)**	26
Opelika (Lee Co.)	Nov. 16	2	6	0	6	6	7 board members (1 mayor)** (3 city council members)**	27
Totals		19	11	5	45	45	27	152
Percentages		12%	7%	3%	30%	30%	18%	100%

**() indicates that the person was counted under another category.

Appendix 7: Grants to Individual Libraries

Table 1: Grants for Children, Youth, Adults (including Seniors) and Family Programs

FY	Libraries	LSTA \$\$\$	Project Examples
FY13	5	\$63,080	STEM for youth; early literacy; pre-school readiness
FY14	4	\$49,890	ESL family literacy; youth health and life quality
FY15	6	\$72,685	Early literacy outreach; STEM programs
FY16	5	\$74,000	Parenting programs; pre-K literacy; learning commons
FY17	11	\$110,850	Language programs; intergenerational programs; literacy programs

Table 2: Grants to promote awareness of community services, provide a connecting point to community services, strengthen civic life, respond to community needs, knit together community members through common experiences and shared interests, and promote cultural expression

FY	Libraries	LSTA \$\$\$	Project Examples
FY13	1	\$15,500	Story mobile outreach
FY14	2	\$22,500	Mobile lap top lab and computer camp; digital lab
FY15	4	\$74,930	E-reader program; oral histories; multicultural programs
FY16	4	\$70,000	Subject specific databases; small business resource center
FY17	4	\$61,280	Job center; local history programs; language programs

Table 3: Grants Involving Partnerships

FY	Total Grants	Grants with Partners		Partner Examples
		#	%	
FY13	8	3	42%	Wilcox County Jail; RSVP/Senior Center (Thomasville); Gadsden City High School
FY14	7	4	57%	Limestone Family Services Center/Boys and Girls Club; Coosa Valley Medical Center; Sylacauga Arts Council
FY15	12	4	36%	Federal Corrections Facility (Aliceville); Escambia Middle School; Somerville Preschool; Etowah County Detention Center
FY16	10	3	30%	Crowne Healthcare (Greenville); IMPACT Learning Center; Mountain Lake Behavioral Center
FY17	16	7	44%	Black Belt African-American Genealogy Group; UAB English Language Institute; Washington County Nutrition Center; Brundidge Historical Society

NOTE: "Total Grants" column includes programs in Tables 1, 2 and 7.

Table 4: Collections and Access Grants to Individual Libraries

FY	Grants	LSTA\$\$\$
FY13	66	\$430,050
FY14	59	\$370,940
FY15	58	\$375,645
FY16	68	\$322,000
FY17	38	\$204,200

Table 5: Bookmobile Grants

FY	Grants	LSTA\$\$\$	Total Bookmobiles (Statewide)
FY13	1	\$15,500	14
FY14	2	\$96,975	14
FY15	2	\$125,000	16
FY16	0	\$0	n/a
FY17	2	\$50,000	n/a

Table 6: Grants for Services for the Disabled

FY	Grants	LSTA\$\$\$	Purpose(s)
FY13	3	\$33,395	Magnifying CCTV; hearing loops; homebound
FY14	1	\$4,675	Accessible Mac Lab
FY15	1	\$4,485	Interactive Smartboard
FY16	1	\$4,000	Magnifying CCTV
FY17	1	\$3,770	Braille embosser and software

Table 7: Grants for Services for Those Having Difficulty Using the Library

FY	Grants	LSTA\$\$\$	Purpose(s)
FY13	2	\$27,000	Senior center deposit collections
FY14	1	\$8,000	Detention center deposit collection
FY15	2	\$8,000	Detention center deposit collection; senior outreach
FY16	1	\$8,000	Senior outreach
FY17	1	\$20,000	Senior outreach

Table 8: Grants to Strengthen Public Library Technology Infrastructure

FY	Grants	LSTA\$\$\$	Purpose(s)
FY13	12	\$333,017	Computers; routers; software for children
FY14	22	\$313,919	Juveniles; seniors for school related
FY15	15	\$265,085	Work; job seekers; business; ESL
FY16	32	\$493,000	GRE; health & wellness; families, etc.
FY17	21	\$421,060	Computer equipment upgrade

Table 9: Grants for Digitization

FY	Grants	LSTA\$\$\$	Purpose(s)
FY13	2	\$23,000	Local history
FY14	1	\$8,700	Local history
FY15	2	\$14,385	Civil rights, local history
FY16	0	\$0	n/a
FY17	1	\$14,800	Local history

Appendix 8: Service Usage and Participation

Table 1. Summer Reading Program

Fiscal Year	Libraries with Children's Programs		Libraries with Teen Programs		Libraries with Adult Programs		Total Participants	Total Books Read	Average Books
	#	%	#	%	#	%			
FY13	209	93.3%	n/a		n/a		284,525	1,116,196	3.92
FY14	210	93.7%	n/a		n/a		303,294	1,552,552	5.11
FY15	212	94.6%	16	7.5%	n/a		336,346	1,756,794	5.22
FY16	209	93.3%	104	46%	53	23.6%	n/a	n/a	n/a

Table 2: Homework Alabama

Fiscal Year	Sessions	
	#	%
FY13	48,380	-10.4%
FY14	45,152	-6.7%
FY15	42,738	-5.4%
FY16	34,103	-20.2%

Table 3: Interlibrary Loan

Fiscal Year	Items Borrowed	Items Lent
FY13	11,270	10,858
FY14	11,192	11,109
FY15	10,786	11,579
FY16	11,166	12,099

NOTE: The difference in the number of items borrowed and lent is due to borrowing and lending activity with non-public libraries or with libraries out of state.

Table 4: Additions to Union Catalog from WorldCat

Fiscal Year	Libraries	Downloads
FY13	216	73,547
FY14	216	78,975
FY15	216	52,448
FY16	216	61,837

Appendix 9: Survey for the Regional Library for the Blind and Physically Handicapped

9A Survey Instrument



WHAT'S LINE
Alabama Public Library Service
Regional Library for the Blind and Physically Handicapped
www.state/library.alabama.gov

Winter 2014

2014 Patron Survey
Blind and Physically Handicapped Library Services

Thank you for taking the time to complete this survey. If you need assistance with this form, please call us at 1-800-392-5671.

Free Material for the Blind and Physically Handicapped

Regional Library for the Blind and Physically Handicapped
6030 Monticello Drive
Montgomery, AL 36130
Address Service Requested

How do you order materials from the library?

___ Telephone ___ Mail ___ Email ___ In Person ___

___ BPH online catalog ___ Receive automatically

Do you use the Braille and Audio Reading Download (BARD), where materials are downloaded online?

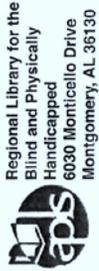
___ Yes, I get all of my talking books through BARD.
___ Yes, I use BARD and I also receive talking books through the mail.
___ No, I only receive talking books through the mail.

If you are not a BARD user, what is the reason?

___ No high-speed Internet access ___ No interest ___
___ Do not use a computer ___ Did not know about BARD ___
___ Too difficult to use

WhAT's Line	Contact Information:
Published Quarterly by the Alabama Public Library Service Regional Library for the Blind and Physically Handicapped 6030 Monticello Drive Montgomery, AL 36130	Toll Free 1-800-392-5671
Director Rebecca S. Mitchell	Local 334-213-3906
Regional Librarian Ruth Evans	Ruth Evans, Regional Librarian revans@apls.state.al.us
Editor Stephanie Taylor	Mike Coleman, Reader Advisor mcoleman@apls.state.al.us
Executive Board	Tim Emmons, Reader Advisor temmons@apls.state.al.us
District 1 Ronald A. Snider	Ken Herston, Reader Advisor kherston@apls.state.al.us
District 2 Robert Hodge	
District 3 Donna Dickey	
District 4 Bobbie Lou Leigh	
District 5 J. Elbert Peters	
District 6 Virginia Doyle	
District 7 T. Ralston Long IV	
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Free Material
for the Blind
and Physically
Handicapped



Regional Library for the
Blind and Physically
Handicapped
6030 Monticello Drive
Montgomery, AL 36130

**Regional Library for the Blind
and Physically Handicapped
6030 Monticello Drive
Montgomery, AL 36130**

How satisfied are you with the selection of materials available through the talking book program?

___ Very satisfied ___ Satisfied ___ Unsatisfied ___ No opinion

How satisfied are you with the selection of materials available through BARD?

___ Very satisfied ___ Satisfied ___ Unsatisfied ___ Don't use ___ No opinion

How satisfied are you with the service provided by library staff?

___ Very satisfied ___ Satisfied ___ Unsatisfied ___ No opinion

During the past week, about how many hours did you spend listening to books?

___ None ___ Less than 1 hour ___ 1 to 10 hours ___ 11 to 20 hours
___ 21 to 31 hours ___ 31 to 40 hours ___ More than 40 hours

On average, how often do you call or email BPH?

___ Daily ___ Weekly ___ Monthly ___ Few times a year ___ Never

How long have you used BPH?

___ Less than 1 year ___ 1-5 years ___ 5+ years

Do you:

___ Live Alone ___ Live with Family/Friends ___ Live in a Residential Facility

Age:

___ Under 18 ___ 18-35 ___ 36-50 ___ 51-65 ___ 66-79 ___ 80+

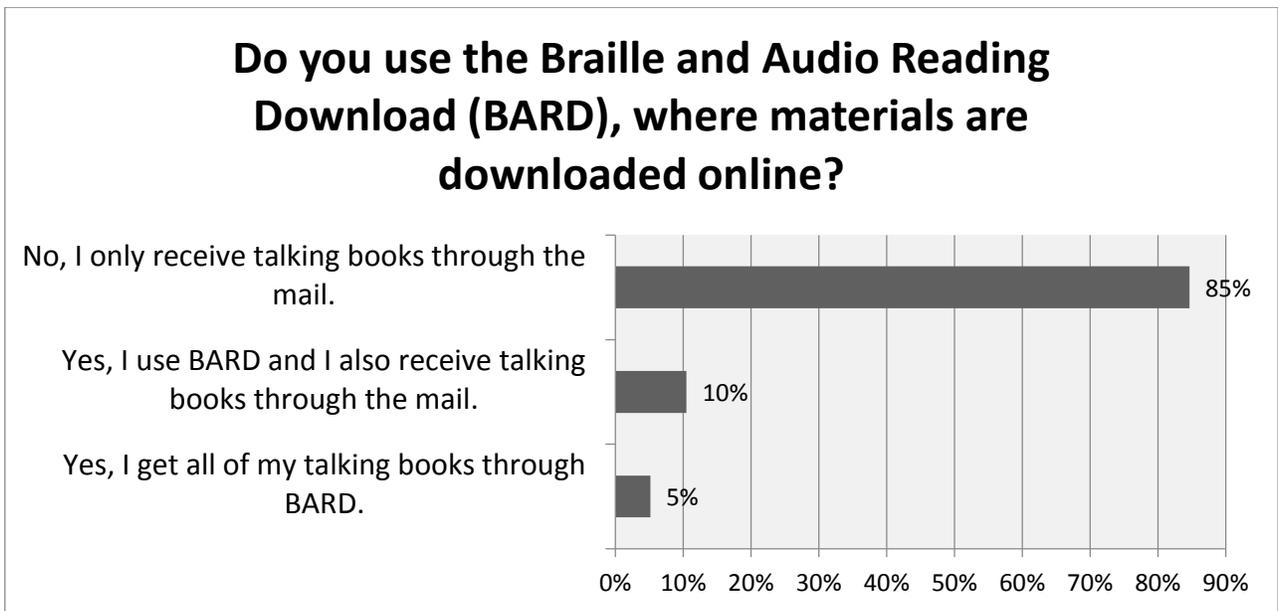
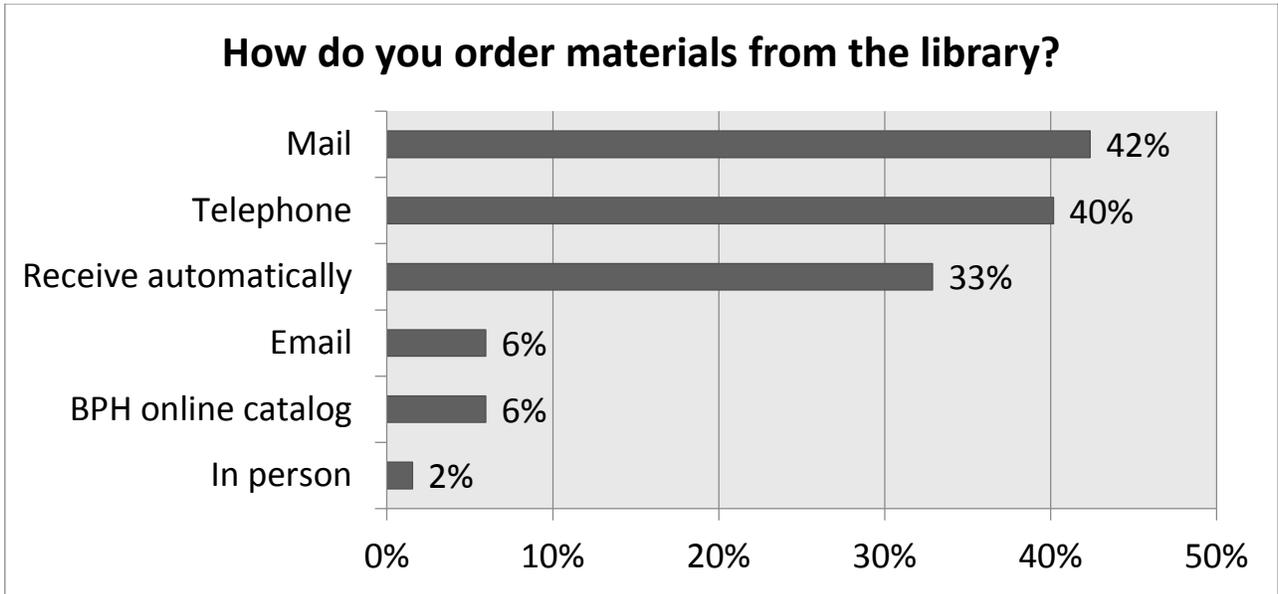
If you would like to be contacted, please provide your name, telephone number, and email address:

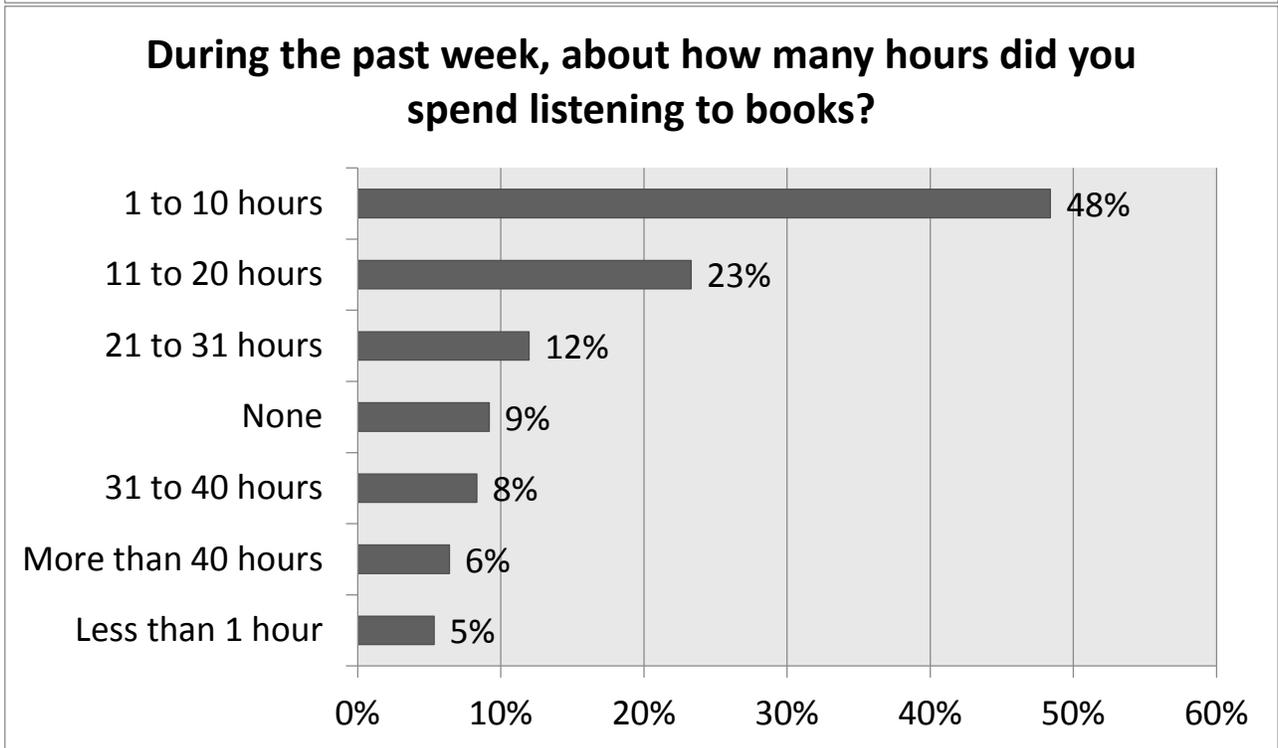
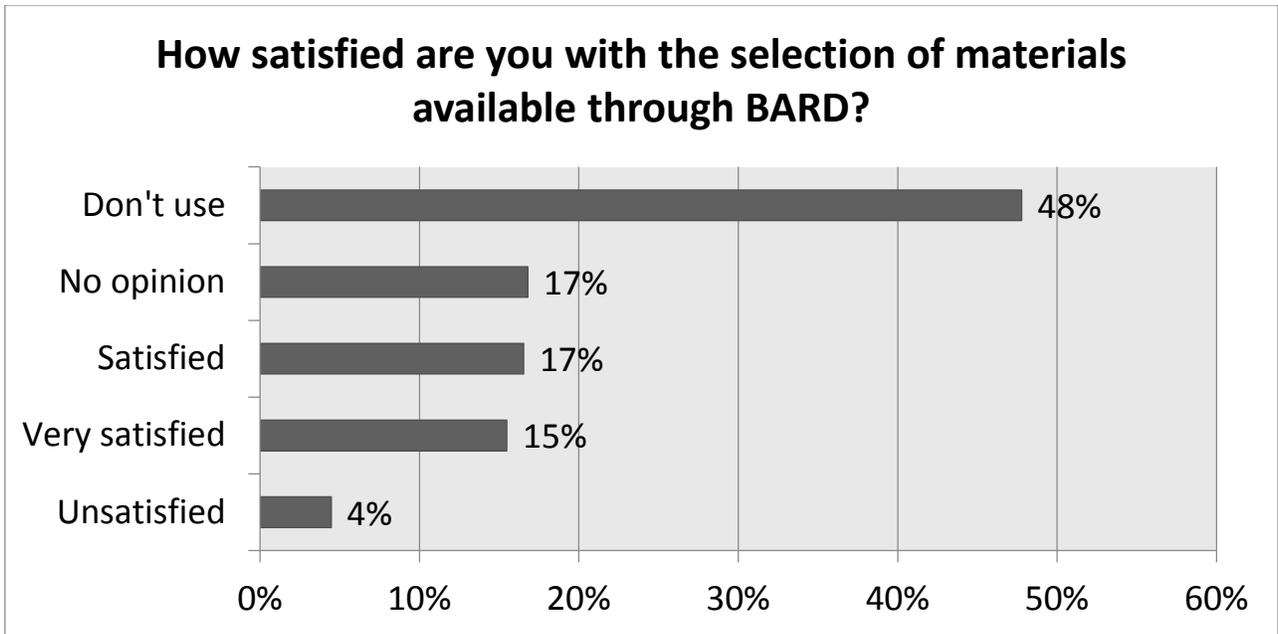
Suggestions and/or comments about library services:

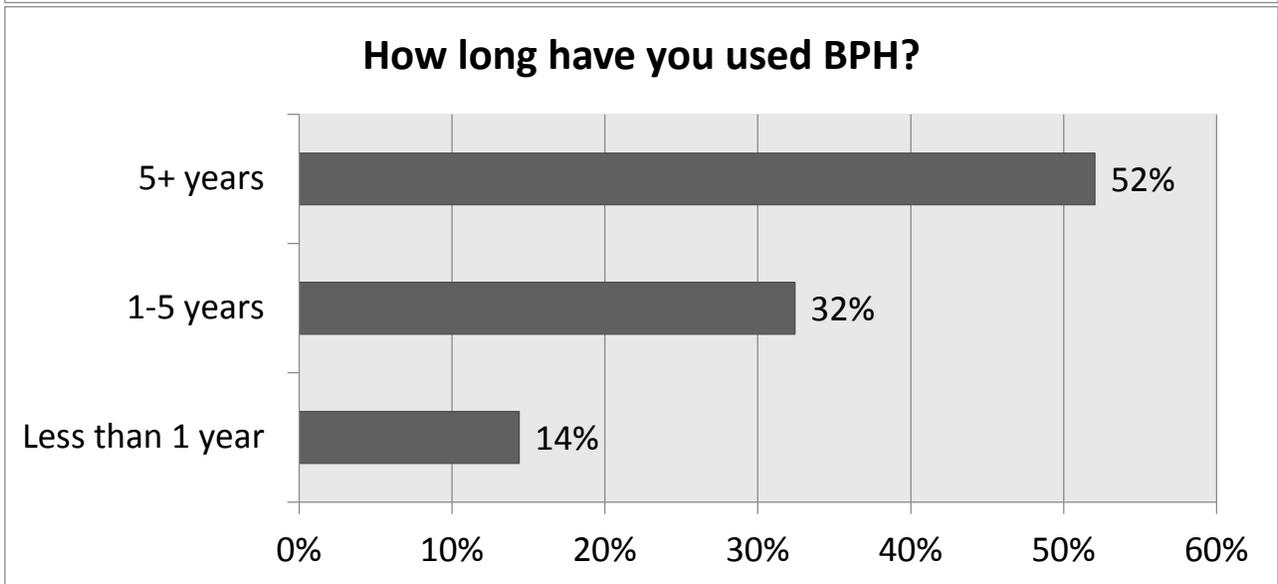
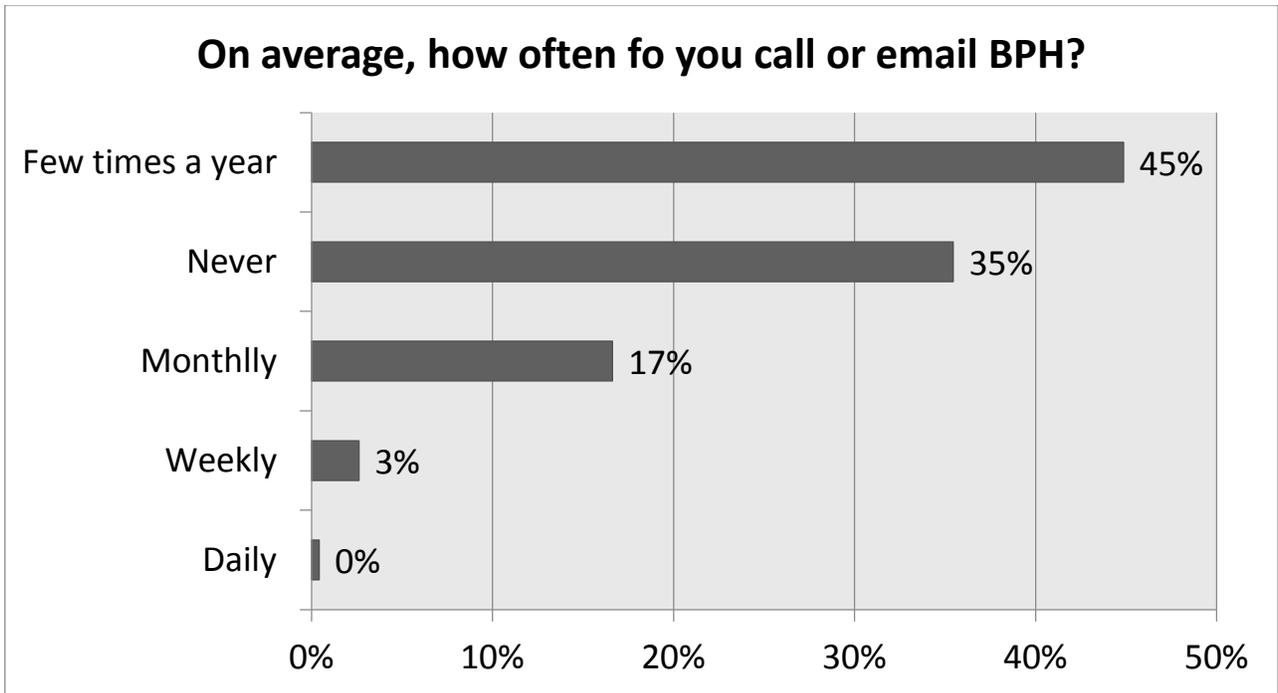
Thank you for completing this survey. Please fold the survey inside out and return to us. The survey is addressed and no postage is required.

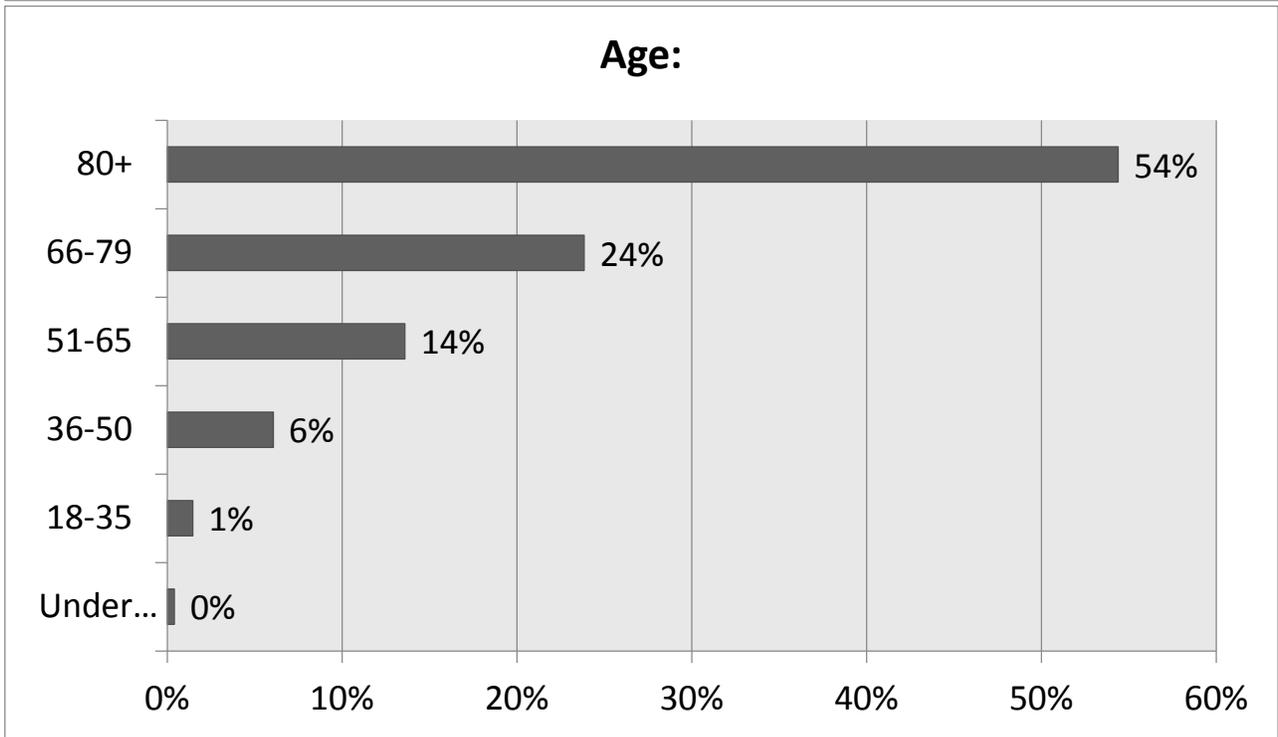
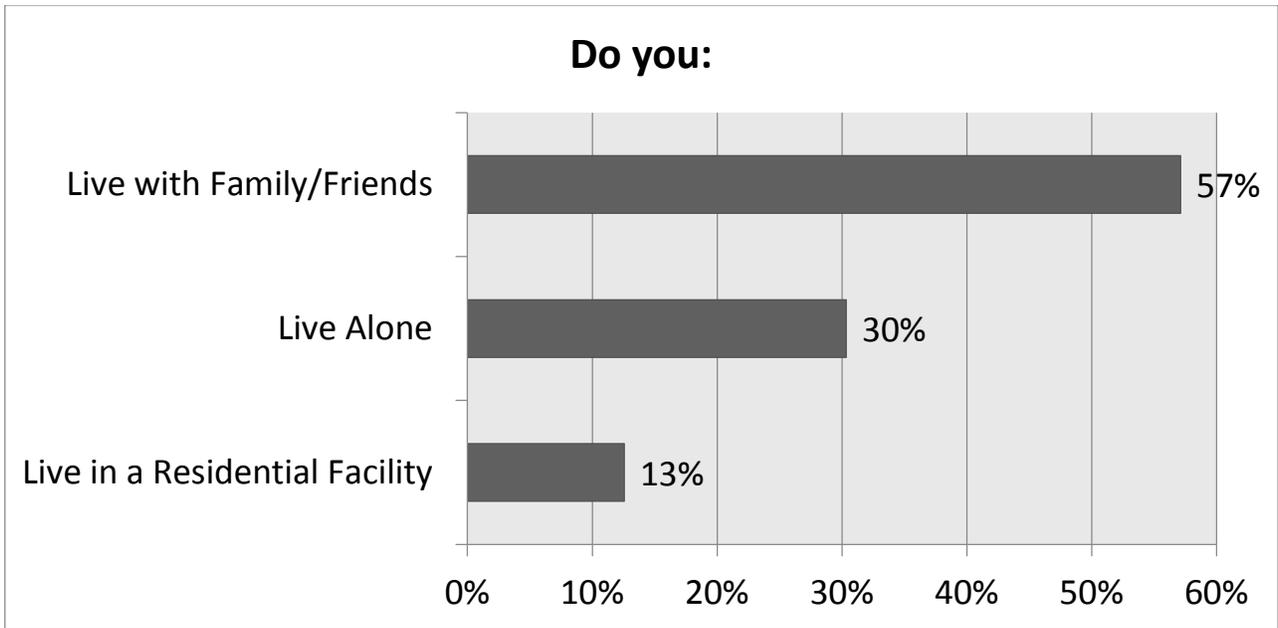
9B Report of Results

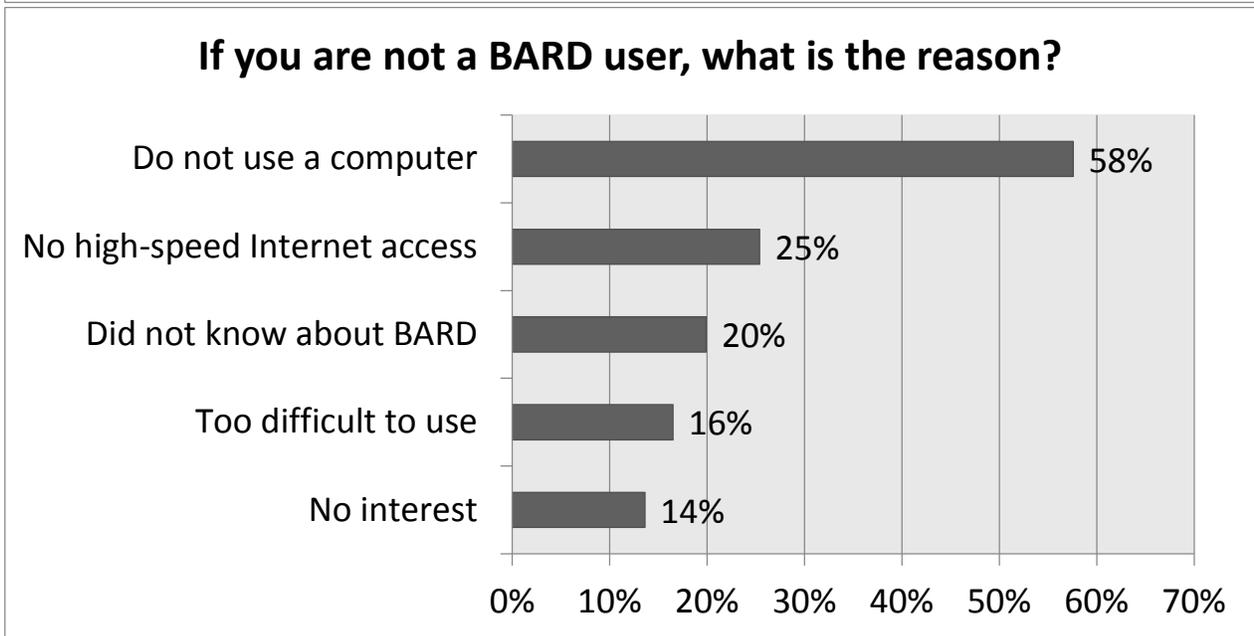
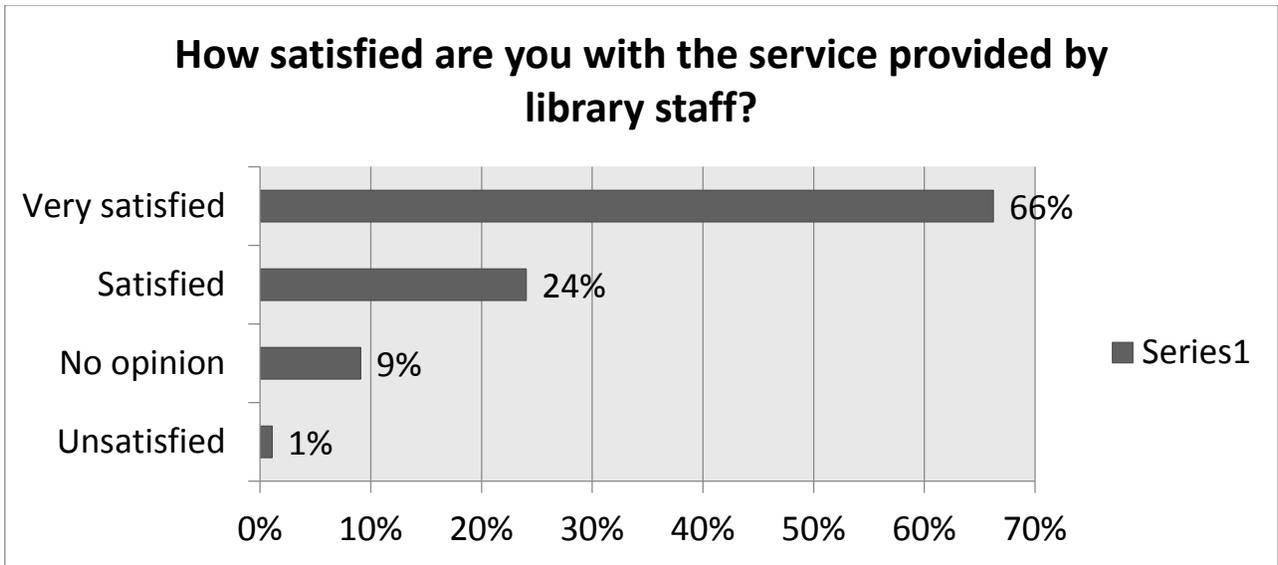
Survey Results

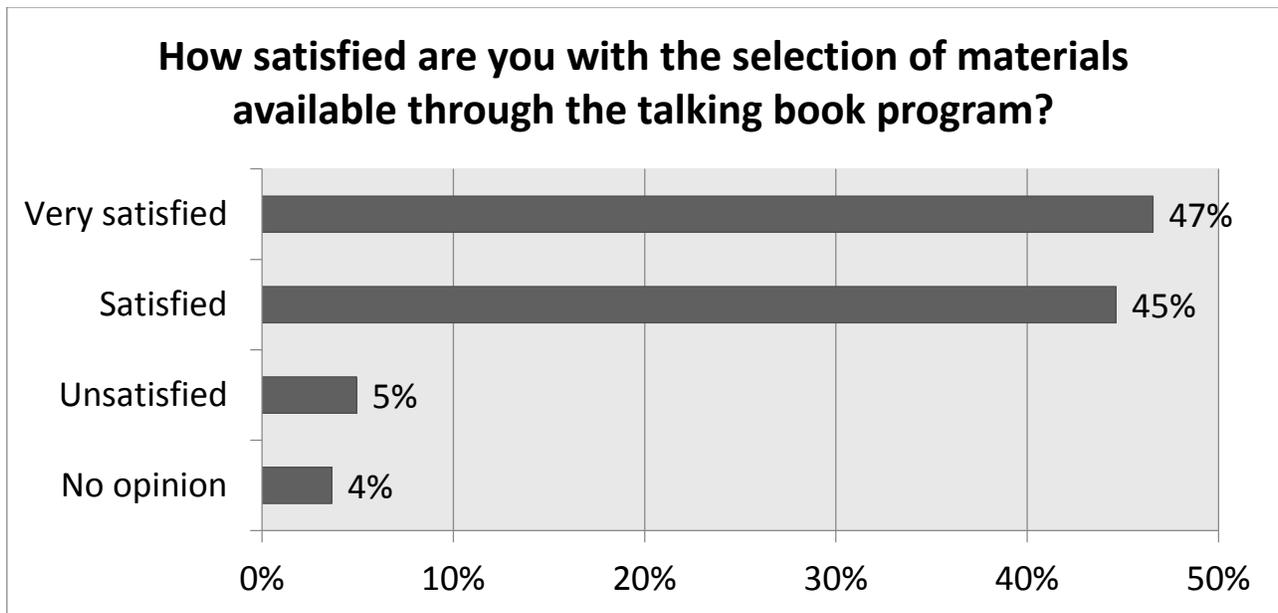












Appendix 10: Connectivity and Access Levels

Table 1: Library Capacity

	FY13	FY14	FY15
Libraries with Internet Computers	217	216	216
Libraries with Wi-Fi	n/a	140	157
Libraries with OPAC	222	219	219
Libraries with Web/Social Media Networking	n/a	n/a	199

Table 2: Access Levels

	FY13	FY14	FY15
Total computers used by public	5,240	5,278	5,532
Total users of internet/computers per year	4,729,719	4,333,127	4,255,225
Total wireless sessions per year	n/a	15,224,387**	3,703,127

*** Over 13 million reported by a single library: figure suspect*

Appendix 11: Acronyms of Terms Used

ALLA	Alabama Library Association
APLS	Alabama Public Library Service
ASA	Alabama Supercomputer Authority
AVL	Alabama Virtual Library
ALA	American Library Association
BARD	Braille and Audio Reading Download
BPH	Regional Library for the Blind and Physically Handicapped
ILL	Interlibrary Loan
ILS	Integrated Library System
IT	Information Technology
IMLS	Institute of Museum and Library Services
LSTA	Library Services and Technology Act
OCLC	Online Computer Library Center
OPAC	Online Public Access Computer
PLS	Public Library Survey
RFID	Radio Frequency Identification
SPR	State Program Report
SRP	Summer Reading Program
STAPLE	Sustainable Training for Public Library Employees

Appendix 12: APLS Library Staff Interviewed

Nancy C. Pack, Director

Kelyn Ralya, Assistant Director

Kevin Goff, Chief Information and Security Officer

Jeannie Price, Chief Financial Officer

Angela Fisher Hall, Regional Librarian, Regional Library for the Blind and Physically Handicapped

Rhonda Napier, Manager, Library Development

Clyde Mills, Information Technology

Stephanie Taylor, Library Consultant and State Date Coordinator

Ken Herston, Alisa McLeod, Gail Sheldon, and Jim Smith, Library Consultants

Appendix 13: Bibliography of Services Used

Institute of Museum and Library Services

Grants to States. <https://www.ims.gov/grants/grants-states>

Guidelines for Five-Year Evaluation Report. Provided by APLS.

Public Libraries Survey: 2013, 2014, 2015.

Research Brief No. 5: The State of Small and Rural Libraries in the United States. Deanne Swan, Justin Grimes and Timothy Owens. September 2013.

State Programs. <http://www.ims.gov/programs/defaults.aspx>

State Program Reports, 2013, 2014, 2015. <http://spr.ims.gov/viewsummary.asp>

Grant Project Reports, 2013, 2014, 2015. <http://spr.ims.gov/PrintProject.asp>

Alabama Public Library Service Publications/Reports

Annual Report, 2015. http://webmini.apls.state.al.us/apls_web/apls/apls/docs/public

Annual Reports, 2013 and 2014. Provided in print by APLS.

APLS Program Information.

Ancestry Library Edition

Chilton Library

Homework Alabama

Learning Express

APLSeeds Newsletter.

LSTA Information. Grant Categories, Tipsheet, Evaluation Criteria.

http://webmini.apls.state.al.us/apls_web/apls/apls/lsta

WhaT's Line Newsletter

APLS-Provided Reports and Information

2013-2017 Plan Data Matrix. Provided in print by Kelyn Ralya, Assistant Director, APLS.

2016-2017 Program Data. Summer Reading Program, Program Usage, Grants Made to Libraries. Provided in print by Kelyn Ralya, Assistant Director; Stephanie Taylor, Consultant and State Data Coordinator; and Rhonda Napier, Manager, Library Development

2013-2016 Connectivity, Access and Communications Data. Internet, number of workstations, users of computers, e-rate, ILS, bookmobiles, web presence, books by mail, other service outlets. Stephanie Taylor, Consultant and State Data Coordinator and Kenn Goff, Chief Information and security officer.

Overview of Services Provided by BPH as Requested by Consultant Kate Nevins and Angela Fisher Hall, Regional Library for the Blind and Physically Handicapped.

Other Sources

John B. Horrigan, Libraries 2016, Pew Research Center.

<http://www.pewinternet.org/2016/09/09/2016/Libraries-2016/>

Disability Status Report, 2014

LibQual, libqual.com

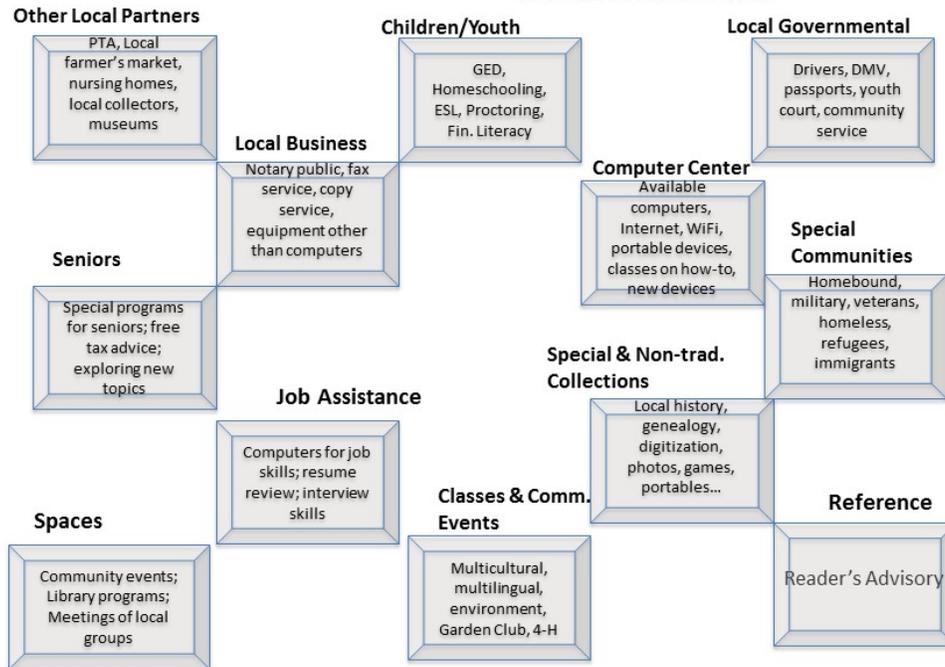
Appendix 14: Board Discussion PowerPoint Deck

Alabama LSTA 5-Year Plan

Research Results

January 2017

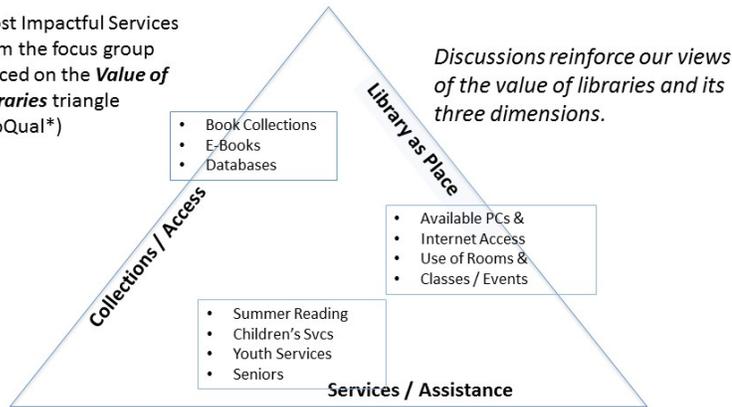
Chart #1: Many Facets How the current services discussed align with 12 service areas.



2

Chart #2: Library Value & Current Services

Most Impactful Services from the focus group placed on the *Value of Libraries* triangle (LibQual*)



*www.libqual.org

Chart #3: Current Services with Most Impact

Traditional services are still discussed as having the greatest impacts currently.

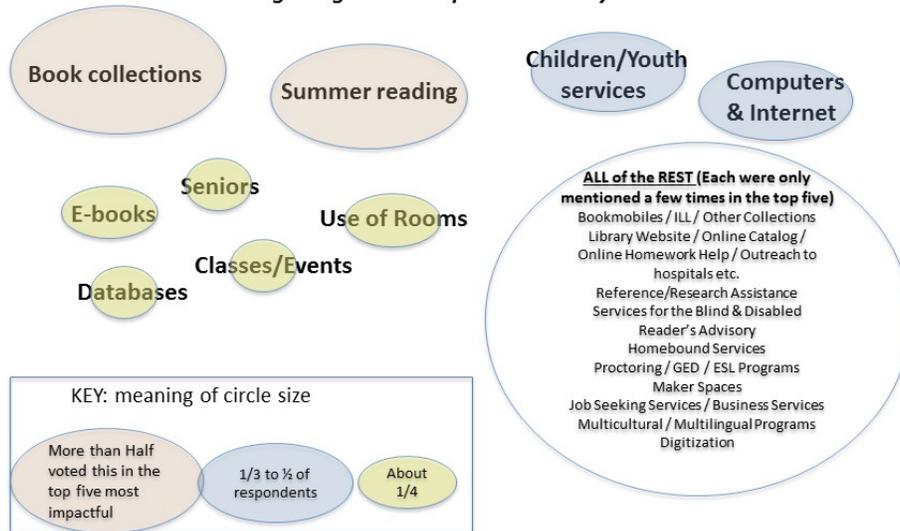
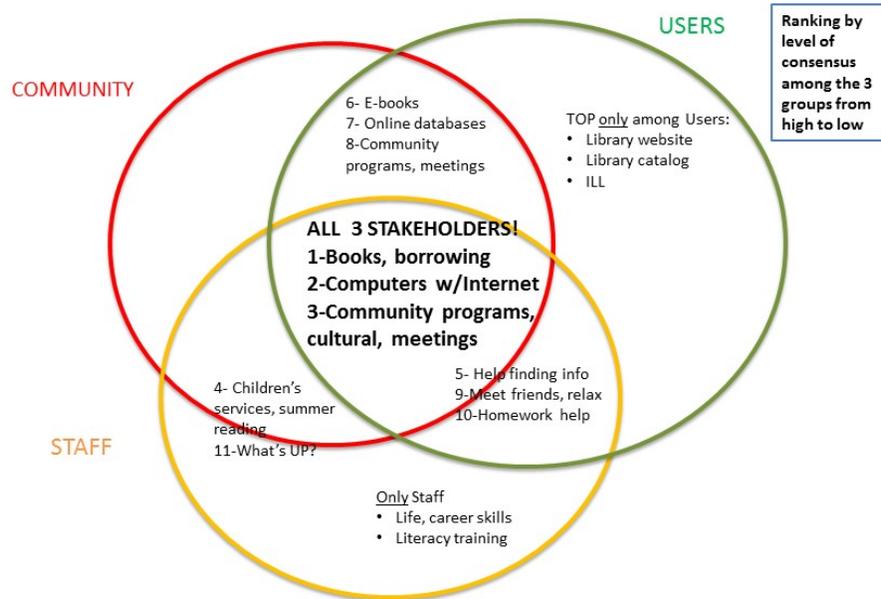


Chart #4: "Consensus" View of Library Impacts

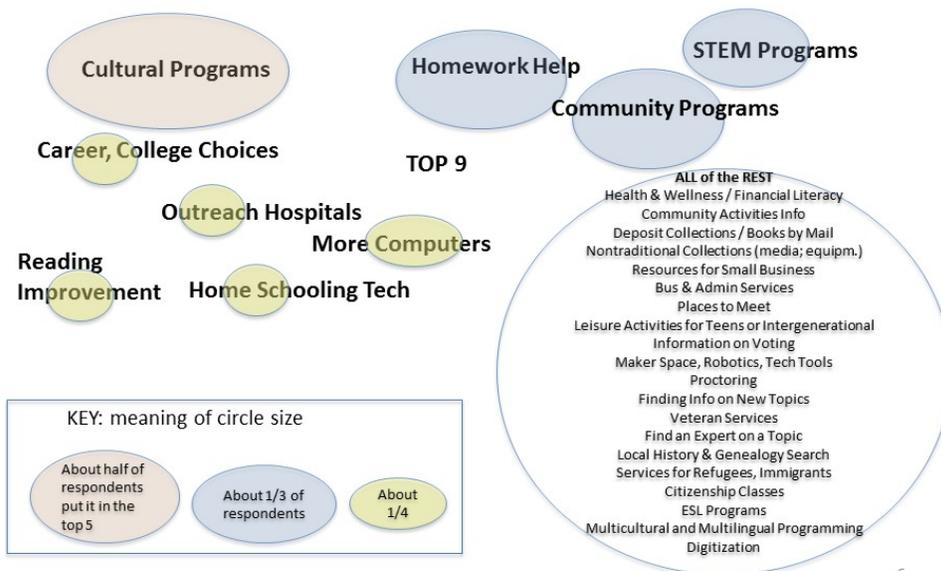
Community (focus groups) and Users (survey) and Staff (survey)



5

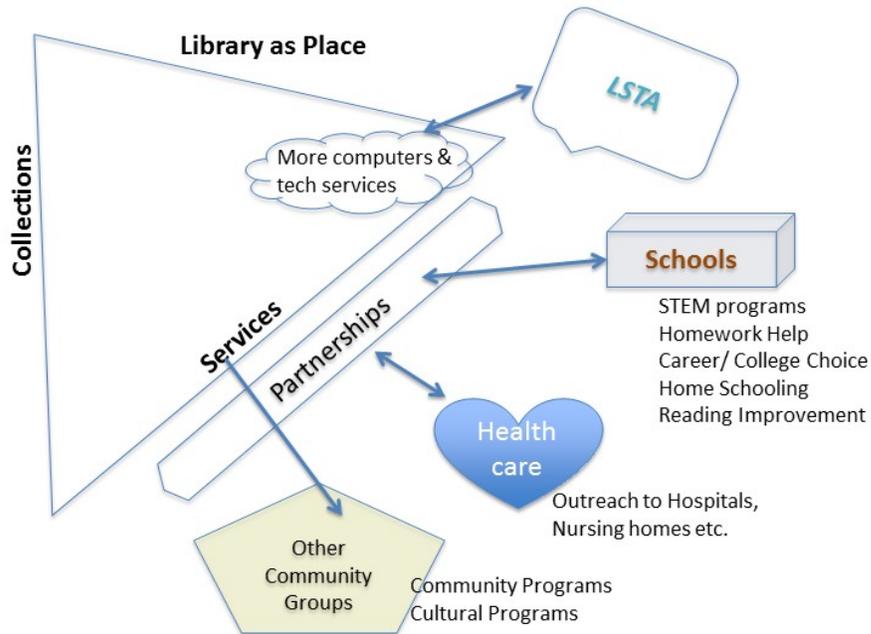
Chart #5: Most Important Future Services

New Services = Most involve partnerships with groups in the area.



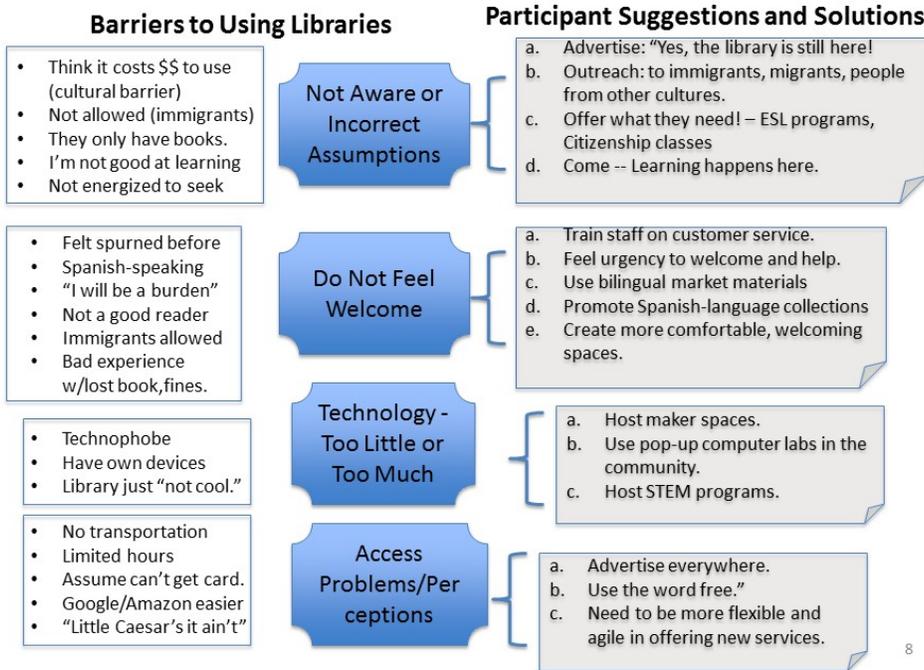
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Chart #6: Partnering is Key for New Services



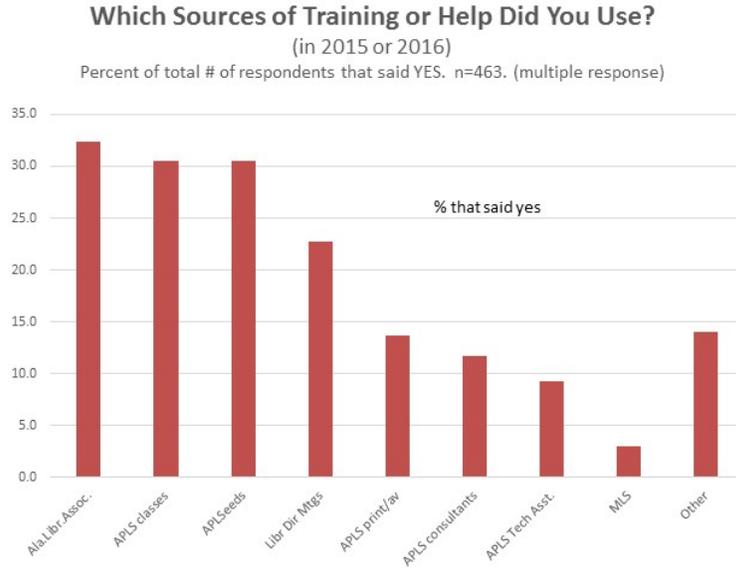
7

Chart #7: Overcoming Barriers



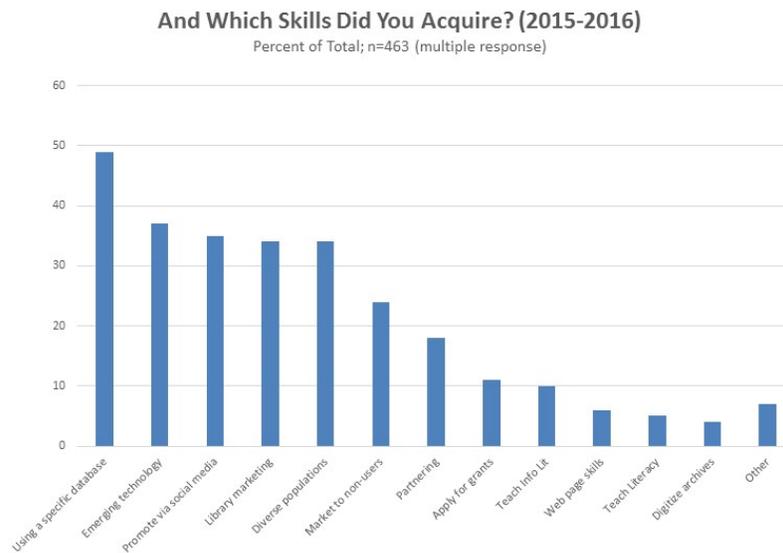
8

Chart #8: Library Workforce Development



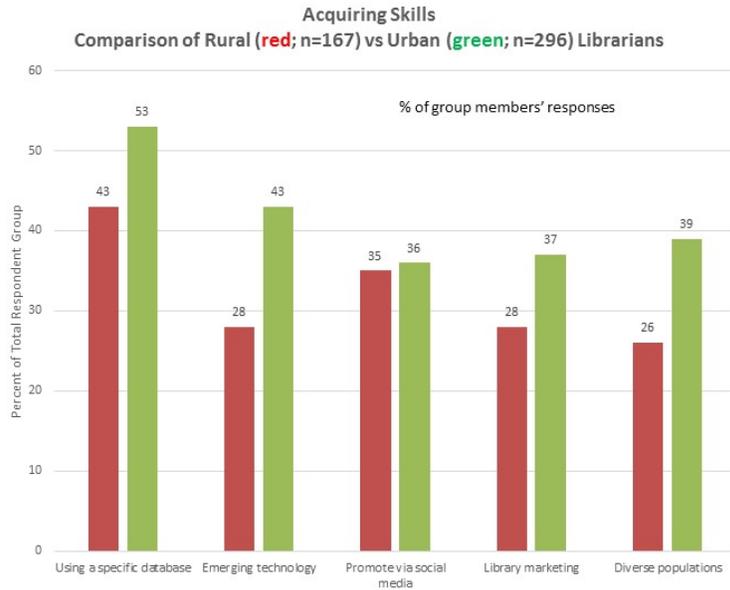
9

Chart #9: Library Workforce Development



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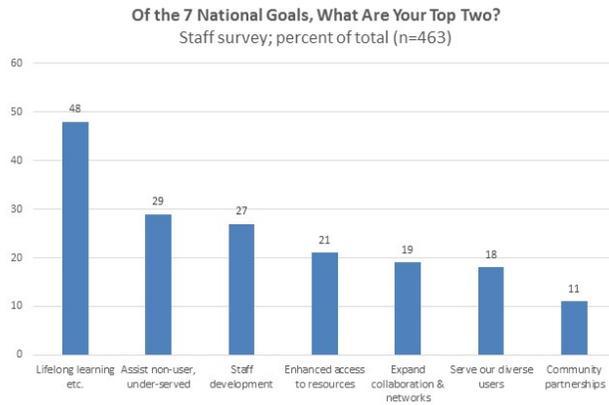
Chart #10: New Skills Acquired by Locale



11

Chart #11: Staff Evaluation of LSTA Priorities

On the Staff Survey, respondents were asked to name their two priorities from among seven national goals that LSTA set for public library priorities in the next five years (2018-2022). Percent of total (n=463)



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What Can APLS Do to Assist Alabama Libraries?

Staff Survey; n=463

Responses to open-ended question can be grouped into these suggested areas:

1. More training needed.
 - a. Suggested forms of training include: webinars,
 - b. Suggested training topics include: computers, emerging technologies; continuing education; MLS curriculum; new trustees or directors
 - c. Suggested targets for training: staff at all levels
2. More funding overall and for training (plus info on training sources).
 - a. Grant applications
3. Local programming support.
 - a. For children, youth, teens; Disabled, poor, underprivileged.
 - b. On literacy, diversity, careers, children & youth
 - c. With partnerships and library as community center
4. More technology needed. Basics: more up-to-date computers.
5. More marketing assistance. Advocacy, TV/radio, advertising

😊 Overall, there was **general praise for APLS** in helping libraries with resources, grants, training, teamwork, info sharing, and APLSeeds.

With a few suggestions: more frequent field visits, better communications, regional workshops, & more and enhanced consultations.

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