

ARKANSAS STATE LIBRARY

Evaluation of the Arkansas State Library 2013-2017 LSTA Five-Year Plan

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INTRODUCTION

A comprehensive, independent evaluation of the Arkansas State Library (ASL) Library Services and Technology Act (LSTA) Five Year Plan for 2013-2017 was conducted over the course of 5 months (October 2016 through February 2017). This evaluation assessed how well the current Five Year Plan goals are being met along with the goals' efficacy in regards to the priorities set out in the LSTA. This evaluation was funded by the Institute of Museum and Library Services (IMLS) Grants to States Program.

EVALUATION SUMMARY

Retrospective Analysis:

In the Five Year Plan, the Arkansas State Library defines 74 program activities that directly relate to stated LSTA focal areas and intents. This evaluation concluded that:

- 45 program activities (61%) met stated goals
- 22 program activities (30%) partially met stated goals
- 7 program activities (9%) did not meet stated goals

Those program activities that did not meet goals were either programs that were discontinued over the course of the plan, or there was not enough staffing and/or budget to allocate resources to them.

In the online survey of librarians from all types of libraries across the state, the results were overwhelmingly positive in response to the questions of whether or not the 5 stated ASL goals had been achieved. The percentage of respondents who felt the goals were either fully or mostly achieved were:

- Goal 1 – Leadership - 72%
- Goal 2 – Resource Sharing - 69%
- Goal 3 – Continuing Education - 69%
- Goal 4 – Targeted Services - 51%
- Goal 5 – Technology 69%

Goal 4 differed substantially from the others on approval ratings; using cross-tabulation analysis, it was discovered that academic and school librarians were not as aware of the targeted services ASL provides and thus either did not answer or answered “I don’t know” in response to the question.

Focus groups and interviews further supported these results. These groups offered valuable feedback as to ways ASL can communicate more effectively over a broad range of methods. These include a unified media plan and social media presence, face to face interaction, emails, phone calls, mentoring, tool kits, website, consistent online newsletter and online meetings and trainings (using technology to connect librarians across the state in an age of tightening travel budgets).



Process Analysis:

The creation of the current 5 Year Plan was a complete revamping from the ground up using data from the previous plan's State Program Reports (SPR) in coordination with the ASL Needs Assessment performed in 2010. These documents, along with robust input from ASL staff and key stakeholders brought together a flexible plan with room to shift priorities based on needs and budget.

There have been no changes made to this plan.

Data from both the old and new SPR's have been reported to the ASL Board, published on the website, and various infographic depictions have been created for the public and for presenting to legislators at both the state and federal level.

Methodology Analysis:

The evaluation was conducted independently over the course of 5 months using various methods of active and passive data collection. Various methods were used to more effectively assess the plan than a single method could. The methods used were: surveying, interviews, focus groups and document analysis. Each method has strengths and weaknesses. Using these multiple methods gives a more accurate and well-rounded picture of the programs.

At each step in the evaluation process, key stakeholders were identified and engaged. ASL staff members were the initial group. Documents were requested and provided. Interviews with key staff were conducted with particular emphasis on programs that were new or ones not easily quantifiable through data analysis. ASL Board members were brought in to give an oversight perspective and an informed citizen point of view. From that point, the scope broadened to reach all library types. An express effort was made to make sure public, academic, school, and special library perspectives were all present in the data. Survey demographics showed that librarians of varying positions were included as well, not just library directors. Interviews and focus groups were conducted with specific people to assure results in the survey were reflective of the reality in the academic and school libraries.

The evaluation is only effective if the results are reviewed and shared with appropriate people to take the results and move the programs forward through program revision, budgetary assistance or publicity. The findings will be shared in the following ways:

- Presentation at ASL Board meeting
- Publication on the ASL website
- Report highlights in the ASL newsletter
- Formal submission to IMLS
- Subsequent publication on the IMLS website
- Highlights presented to decision makers at both the state and federal level
- Best practices presented at conferences and working groups by ASL staff



Key Findings:

The evaluation's key results focus on the following:

- The need for increased, cohesive communication by ASL to both libraries and the public was a recurrent theme throughout this evaluation.
- The Traveler Statewide Database Program continues to be both the most expensive and most widely used ASL program, but the return on investment is undercut due to the need for more outreach to the public at large through targeted campaigns to alert the citizens that these databases are available to every citizen of Arkansas.
- Smaller programs such as those focused on technology and E-rate have had tremendous impact on libraries throughout the particularly rural areas of the state. These programs are heavily used and have saved libraries hundreds of thousands of dollars over the course of this five-year plan.
- The ALL-In conference highlights the success that can be achieved through collaboration of librarians from all walks of the profession and the benefits to the profession as a whole when active, long term and intense continuing education strengthens the library community within the state and also the benefit to the public that is realized from the coalescence of ideas in this type of community building setting.
- Development of new strategies and programs to possibly be included in the next five-year plan was an important focus. Several very strong ideas consistently emerged:
 - The concept of a mentorship program for new library directors where they are paired with either a current or retired library director to help augment the consulting program.
 - The development of toolkits for all ASL services (both in physical and online form) along with training and follow-up from ASL staff for all library types is needed to further promote increased use of ASL's programs.
 - The need for a comprehensive statewide information literacy plan initiative stood out. This need brings all library types and various other education institutions together to move Arkansas towards the goal of creating benchmarks for information literacy and provide appropriate resources to reach those benchmarks from birth through the full spectrum of adulthood.



EVALUATION REPORT

A. Retrospective

A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors contributed.

Goal 1 – Leadership

This goal has been partially achieved.

The Arkansas State Library (ASL) provides leadership and services to libraries, constituents and stakeholders through improved communication, outreach, collaboration and partnership efforts within and beyond the library community, to carry out the purposes of the Library Services and Technology Act (LSTA).

71% of survey respondents felt this goal was mostly or fully achieved.

81% expressed agreement with the statement that ASL takes an appropriate leadership role.

These numbers reflect an increased effort on the part of ASL to communicate effectively and should be celebrated, but the work should not stop. In sections of the survey where responders were allowed to elaborate on their answers, it was clear that communication is still an elusive goal. Most respondents expressed a desire for more clear communication, outreach and collaboration in some way or another in their response. The need is widespread, encompassing every area of the LSTA program.

In the focus groups and interviews conducted communication was brought up as a primary need that is critical to the success of ASL and the LSTA program.

5 activities associated with this goal were met, 4 were partially met and 1 was unmet. (See discussion below.)

Activities associated with Goal 1-

1.1 Develop and implement a marketing strategy for the communication of LSTA funded programs. – Not met.

A critical need brought out in both the Needs Assessment from 2011 and the previous Five-Year Plan Evaluation was increased visibility of all LSTA funded programs. There is no empirical evidence to show this activity was undertaken. Documents revealed a nebulous thoughts and ideas, but no formal strategy was adopted or acted on. The results of this lack of strategy showed up repeatedly in focus groups and interviews. Comments such as “I had no idea these programs were available!”; “I was given no information on that program.”; “There is a lack of clear communication.”; “Such a great program, why is there not any promotion of it?”, were all too common in responses to some of the most valuable services ASL offers.



Recommendation: Develop a general marketing plan for the agency as a whole and then develop more specific plans for each LSTA program tailored to the market you are trying to reach.

1.2. Convene Arkansas library directors and/or staff to provide a forum to discuss emerging trends, issues, and best practices that address LSTA priorities. – Partially met.

This activity was embodied by the ALL-In Conference which brought 34 librarians from directors to front line staff together to discuss issues including leadership, advocacy and project management. These librarians were a cross-section of the state both in geographic location and library type. This collaboration is in its second year of a three-year commitment. The group meets quarterly to discuss issues and develop community. The evaluations from these sessions show that across the board the program has built confidence and comradery. But there is more work to do here. In the focus groups there was a strong desire from all participants to have more formal settings to meet and discuss issues facing libraries around the state.

Recommendation: Set up a quarterly forum (possibly on the same day as ASL Board meetings) where ASL management and any interested parties can discuss ongoing issues affecting libraries and brainstorm on solutions. Send an ASL manager to the quarterly academic library meetings (ARKLink and CULD) to discuss programs and answer any questions. Increase face to face interactions with all library types.

1.3. Ensure that publications produced by ASL have a link to the ASL website. – Met.

After surveying the new website design, the information is there, but as one survey respondent put it, “The website is rather convoluted and it can take several pages and searches to find the complete and correct resource.”

1.4. Encourage collaborations and partnerships between public libraries, public libraries and other agencies, public libraries and community partners, and between/among all types of libraries. – Partially met.

It is consistently emphasized by ASL that the surrounding community is the key partner for a thriving library. As stated above, ALL-In encouraged community collaboration and as a direct result, the Bentonville Public Library is currently working with Walmart to give them expertise in developing their own private library for their employees across the world. A seemingly small idea can have massive impact.

Recommendation: Do trainings on partnering with your community, bring in business leaders and those with experience in collaboration to give a blue print for how it can be done successfully. Foster connections between various library types through more events like All-In. Partner with AETN to promote services and do public service announcements.

1.5. Identify potential partners in multi-faceted associations and professional groups, support appropriate associations and affiliated groups. – Partially met.



There is a strong tie between ASL and the Arkansas Library Association, but there needs to be more effort here to reach outside the realm of libraries and find partners in new environments.

1.6. Support and provide training, professional development and continuing education opportunities for ASL staff to better support LSTA programs. – Met.

Throughout board reports you find examples of ASL staff attending appropriate training from reputable sources. It is clear that ASL supports continuing education of its staff and encourages them to attend trainings and conferences that will be relevant to their specific role.

1.7. Continue ongoing activities that improve/upgrade the ASL technology infrastructure that provide for testing/implementation of new technologies and support CE/training for ASL IT staff. – Met.

Over the evaluation period, ASL has overhauled their servers, digital storage, meeting room technology, staff computers, technology petting zoo, the portable laptop lab and other pieces of equipment and software that allows ASL staff to use money saving techniques such as Adobe Connect for meetings and trainings. The new digital storage gives the digitization project space to grow. The new system has been stabilized further through implementation of a routine back up process.

1.8. Provide grant assistance through research, provide information to libraries as requested and inform the library community of grant opportunities as they become available. – Met.

One interviewee expressed desire for ASL to have a person to help with finding available grants and help guide them in the grant writing process. ASL has a Grants Officer who does just that. This is a further confirmation that ASL services (both big and small) need to be promoted.

1.9. Develop and provide training on model policies and procedures in all areas of library operations including disaster preparedness and recovery as developed by Arkansas State Government. – Partially met.

This goal is one that unfortunately gets pushed to the back due to staffing issues and pressing priorities. Several areas of ASL have best practices outlined and policies developed, but they aren't always published or distributed for use around the state.

Recommendation: Set aside space on the webpage for model policies and procedures along with established best practices. This approach only works if the service is then promoted and kept up to date.

1.10 Coordinate administration of LSTA funded programs through budgeting, fiscal operations, periodic monitoring of programs, reporting following federal and state guidelines, and the configuration of ASL staff positions to best maximize outcomes of ASL services and LSTA funded programs. – Met.

All federal reporting guidelines (including periodic monitoring of programs) were met over the course of this evaluation period. ASL served as a pilot program which added extra layers of reporting in different ways and everything was done appropriately. Staff maximization has been a focus with the state under a hiring freeze, staff are having to take on increased workloads and do more with less people.



Goal 2 - Resource Sharing

This goal is partially achieved.

ASL enhances access to information for lifelong learning for all Arkansans by expanding information resources of all types through enhancing, strengthening, sharing, digitizing and preserving.

69% of survey respondents felt this goal was mostly or fully achieved.

88% of respondents agreed that ASL provides resources that would otherwise not be available to them.

The bulk of LSTA funding is spent on this goal. The Traveler Statewide Database Program alone comprises half of all federal expenditures in a given year. Time and time again, in the survey and in interviews and focus groups, the invaluable nature of what ASL provides through resource sharing is overwhelming. Traveler made a major shift in vendors during this Five-Year Plan and that effected overall satisfaction, but librarians around the state resoundingly applaud this resource sharing effort.

Another program quietly making strides on this resource sharing front is the Digital Services area. Digital Services is evolving, and the leadership here is impressive. ASL has been awarded a grant to further amplify the digitization/preservation efforts. There is a plan in place with well-defined goals to move towards preservation of ASL's most vulnerable documents to make them available in digital form to all citizens across the state. Through-out this process, a comprehensive, formal digitization preservation policy is being developed with the intention of becoming a model program nationally. There are 5 key aspects to this plan: efficient processes, quality of product, accessibility, formal preservation plan, and outward facing promotion of the program. These well-articulated goals are a wonderful roadmap to a strong program that the state will benefit from tremendously.

General Recommendations for this Goal:

Digital Services is evolving and needs new metrics to evaluate its progress; development of presentations, number of online displays, handouts, and on-demand videos to assist in beginning a digitization training program. Track session views with Google Analytics. Track number of site visits on Content DM. Digitize 15 documents and publish them in the Arkansas Digital State Publications Collection. Finish digitization of the Acts of Arkansas and all rare materials held at ASL. Offer digitization for materials held in other agencies and libraries that fit well into ASL collections. Track reference requests regarding the digitized documents.

Collection Management - Feedback from interviews showed high frustration levels with OCLC and Content DM. One public librarian pleaded for help stating "I don't speak OCLC, is there someone at ASL who can serve as a liaison?" Another comment noted the "responsibility and obligation of ASL to help libraries get holdings into OCLC." Consultation has always been provided, but it is not the ASL policy to maintain individual library's catalogs. There needs to be more effective communication and problem solving from ASL regarding cataloging/OCLC issues. Bringing academic librarians to the table with face to



face outreach will let them express frustrations in a way that will bring resolution and help ASL better serve all libraries across the state.

Better promotion of all resource sharing programs is needed across the board to highlight the breadth and depth of the collections in house and the database collections.

Overall, 9 activities associated with this goal were met, 13 were partially met and 2 were not met. (See discussion below.)

Activities associated with Goal 2-

2.1. Provide access to full-image/text databases free of charge to all types of libraries statewide. – Met.

Traveler Statewide Database Program is provided free of charge to all citizens of the State of Arkansas. Traveler is the most widely used program at ASL. With 85% of respondents to the survey expressing they use Traveler in their library. Traveler provides access to 71 databases and almost 50,000 eBooks to all Arkansas libraries and Arkansas citizens free of charge. For many school and academic libraries, Traveler is the only ASL program they use. Two-thirds of survey respondents listed Traveler as one of the 3 most critical programs offered by ASL. For further information on the Traveler Database project, please see discussion in Section A-3.

2.2. Develop and implement one or more statewide collaborative contracts for libraries and/or agencies to use full image/text services. – Met.

2.3. Maintain portal for ease of end user database searching and for the improvement of registering participating libraries to include an up-to-date Traveler roster. – Met.

2.4. Explore alternative methods to expand statewide electronic access to information databases for Arkansas libraries and agencies. – Partially met.

The Arkansas Diamond Project was an ambitious endeavor that proposed extensive private investment in the Traveler Statewide Database Program among others. The project was shelved due to staff workload on other projects. Currently, several libraries in central Arkansas are meeting to discuss the possibility of purchasing additional statewide databases using the Traveler bid process and may possibly expand Traveler in that way.

2.5. Increase statewide visibility and usability of Traveler through promotion and training. – Partially met.

Press releases regarding new databases were sent out and picked up by 9 newspapers around the state. Training is a concern for several reasons: only one person at ASL does official Traveler training; vendors have reduced onsite training and opted for webinars and videos; people ask for training but don't attend when it is offered; when numbers of attendees are low, then it becomes difficult to justify the travel of the ASL employee.



Recommendation: Release more information in a timely manner regarding the databases to the press. Collect stories from teachers and students and work with AETN or a marketing agency and put together a short promotional video. Crosstrain other employees to do Traveler training. Negotiate more vendor onsite training in the Traveler contracts. Work with the Department of Education to further market the databases to the teachers (not just media specialists).

2.6. Aggregate, track, and evaluate database usage to refine subscriptions. – Partially met.

There is no statistical data in any of the SPRs for this evaluation period regarding Traveler databases. In the Traveler Assistance Guide on the ASL webpage, there are instructions for each individual library to get their usage statistics from each individual vendor, but no comprehensive compilation of statistics was readily available. The Traveler databases are selected by the Network Advisory Committee after reviewing and evaluating bids submitted.

The databases ASL purchases for its own collection are tracked using Google Analytics and the various vendors' tracking and usage data. This data is used to determine the viability of the subscription moving forward.

Recommendation: Have stated reporting requirements for each database purchased by ASL with IMLS funds (whether in Traveler or not). Make sure these metrics are included in the SPR for appropriate evaluation by the Grants Officer, evaluator, and IMLS.

2.7. Investigate feasibility of special e-book collections and the creation of a state-wide public library consortium for purchasing e-books, and incorporating e-books into the book club project. – Partially met.

An e-book consortium was created, but due to staff turnover and understaffing in certain areas, it did not grow and flourish as expected. This project has new leadership and motivated public library partners so it is anticipated that it will expand to meet original expectations.

Recommendation: Set growth goals in both number of e-books in the collection and number of libraries in the consortium.

2.8. Create a digitization consortium to develop, promote, and support guidelines for digital content creation, access, and management, based on national standards. – Partially met.

See general recommendations above.

2.9. Identify collections and storage needs for digitization in libraries and agencies. – Partially met.

See general recommendations above.

2.10. Investigate the feasibility of the creation of a new Digital Services Librarian position. – Met.

This position was determined a necessary management position and subsequently filled.



2.11. Provide training in digitization, while incorporating developed guidelines that follow national standards. – Partially met.

See general recommendations above.

2.12. Provide and support workshops on networking, automation, and other related activities. – Partially met.

See general recommendations above.

2.13. Investigate the feasibility of hosting a web site developed through partnerships with other libraries to promote information literacy training. – Not met.

See discussion under Goal 4 regarding statewide information literacy initiative.

2.14. Support the development and use of the online Arkansas union catalogs of monographs and serials. – Partially met.

See general recommendations above.

2.15. Maintain appropriate network memberships. – Met.

2.16. Provide original cataloging services for libraries and/or agencies with little or no professional cataloging expertise. – Met.

2.17. Provide and maintain up-to-date ASL resources for statewide resource sharing by extensive evaluation and weeding of the entire ASL print and electronic collection. – Partially met.

Over half of the ASL collection was weeded prior to this reporting period. The remaining weeding will be an ongoing process.

2.18. Provide information services to Arkansas libraries, state government, businesses, and Arkansas citizens, as well as out-of-state entities. – Met.

2.19. Increase visibility of ASL Information Services to libraries and agencies through outreach, promotion, and training. – Partially met.

Information Services staff provided 2 presentations on Arkansas Resources and how to research them during the last year. A total of 26 people attended the trainings. Promotional materials are distributed to state agencies when ASL presents at the state new employee orientation. Information Resources staff disseminated information and signed up 60 new state employees for library cards at the State Employee Benefit Fair in 2016. Inter-library Loan staff presented training to a state agency, 2 people attended the training.

Recommendation: Increase face to face interactions with libraries around the state. Have a goal to present once annually in each region of the state on research strategies and ASL resources.



2.20. Maintain the ASL integrated library system (ILS). – Met.

2.21. Develop and maintain online surveys to measure customer feedback on LSTA funded services provided by ASL. – Partially met.

Surveys were developed but no evidence of eventual roll-out or results.

2.22. Develop and maintain employment-related resources to assist the state's unemployed/underemployed to find jobs. – Met.

2.23. Provide training and workshops on the use of patent and trademark resources to Arkansas libraries statewide, state government, businesses and Arkansas citizens. – Partially met.

Information Services staff is trained and always able to help anyone in need of patent/trademark research, but no evidence of formal training/workshops presented by ASL staff on this topic was shown during this evaluation period.

Recommendation: Provide at least one patent/trademark resource workshop a year.

2.24. Create and maintain a state database of Arkansas inventors for use by libraries, state government, businesses and Arkansas citizens. – Not met.

Due to under-staffing in this area, this activity was not undertaken.

Goal 3 - Continuing Education

Goal was partially achieved.

ASL provides training and professional development, including continuing education, to enhance the skills of the current library workforce, promote leadership, and advance the delivery of library and information services, and also to enhance recruitment efforts of future professionals to the field of library and information services.

69% of survey respondents felt this goal was mostly or fully achieved.

62% of survey respondents reported contacting ASL when they came across an issue they were unsure about. 59% stated that the consulting at ASL is sufficient to fulfill their library's needs.

43% of survey respondents felt that the Continuing Education programming at ASL was adequate for their library and staff.

Continuing education was one of the most commented on topics throughout this evaluation process. The comments ranged from high praise of content that has been presented (particularly the Children's Services Workshop), to disappointment that no calendar of events was provided. Requests for new topics for various types of libraries such as a mentorship program for new directors, expertise on new building projects and shelving are just a few examples.



This goal saw a particular breakthrough with the inaugural ALL-In conference. This conference brought together a diverse group of 34 colleagues from across the state under one roof to be mentored by a national leader in libraries. The group made a 3 year commitment to the program and the growth that has come over the last year in these librarians is already being felt across the state. There are quarterly follow-up sessions and a true sense of community and comradery has emerged. This is an innovation for library continuing education in Arkansas. ALL-In is what people are clamoring for. Collaboration across disciplines, the ability to develop a community of colleagues to draw on wisdom and knowledge, it gave these librarians of all walks courage to do more than they anticipated was possible. I hope this will be continued and fostered as a model for how to approach comprehensive in-depth continuing education.

General recommendations for this goal:

The biggest take away from research done on this goal is a shift of ASL from provider to facilitator. ASL should continue to develop expertise in specific areas and perform training on them (such as E-Rate, digitization and trustee orientation), but ASL also needs to be a connector to other resources.

Develop a list of experts willing to train on topics frequently requested by libraries. These experts can be local, regional or national. Areas of particular interest in interviews were: building projects, ADA compliance, copyright issues, advocacy, diversity, presentation and communication skills, contract negotiations, budgeting and funding topics. Several interviewees did acknowledge that feedback on continuing education had been requested by ASL and was not always given by librarians.

Collect and distribute information on relevant webinars. One interviewee stated that at one point ASL “sent out an email with great webinar resources, and then all of a sudden, that email just stopped coming. Can we get that back?”

Make sure ASL markets continuing education to both academic and school libraries.

Develop a more formalized new library director training program including an onsite ASL orientation and mentorship program.

Only 40% of survey respondents said they utilize ASL for continuing education. In the next Five-Year Plan, set a metric to measure what percentage of librarians across the state actually participate in programming and set goals to increase that number each year.

Out of 10 activities associated with this goal: 6 met stated goals, 6 partially met stated goals, and 1 did not meet stated goals.

Activities associated with Goal 3-

3.1. Provide a Continuing Education calendar listing available training opportunities for a calendar year available in print and electronic formats. – Partially met.

The Continuing Education calendar was published for one year of the reporting period, but was not published in the two most recent years.



Recommendation: Recommence publication, both in print and online, of a comprehensive Continuing Education Calendar detailing ASL's offerings. The online version should be searchable by key word and date range.

3.2. Provide training to libraries of all types including directors/department heads, staff, trustees and local government leaders, archives/museums staff, and the public by a variety of methods, including webinars and web-based classes, in different venues, and to provide an online archive of past CE sessions/classes. – Met.

During the reporting period, 52 general continuing education programs were held with 884 attendees. These sessions were held on varying topics in varying locations across the state.

3.3. Promote the ASL professional collection, information and resources regarding ALA accredited MLS programs and paraprofessional organizations, etc. – Met.

While these resources are promoted, only 29% of survey respondents reported utilizing this collection.

Recommendation: Highlight this collection at CE events, in the ASL Newsletter and other venues more often and set a goal to increase awareness and circulation by 20% over the next 5 year cycle.

3.4. Collaborate with various ASL sections to provide specific and varied training for libraries of all types. – Partially met.

See general recommendations above.

3.5. Encourage and facilitate the development of public library strategic plans, including disaster preparedness/recovery. – Met.

3.6 Provide program development training for all user groups, such as, but not limited to, children and YA. – Partially met.

See general recommendations above.

3.7. Provide onsite, web based, and phone service to libraries statewide on any and all library related issues. – Met.

General consulting is accessible for all librarians across the state but is focused primarily on public library issues. During the reporting period, 12,400 phone calls and emails were received and responded to. On average, 20 site visits are performed each year on a variety of issues and needs. The site visits are being supplemented with archived video presentations of answers to common questions.

3.8. Explore the feasibility of participating in a continuing education consortium and investigating partnerships with continuing education requirements. – Not met.

Recommendation: Based on feedback from interviews and focus groups, a comprehensive certification program for continuing education of librarians from all library types is needed.



3.9. Investigate the possibility of adding new workshops for school librarians for their continuing education requirements. – Met.

This project was investigated with the Arkansas Department of Education, but was never acted on. This service was requested in several interviews and focus groups. This would provide a necessary touchstone to engage more meaningfully with school librarians across the state.

Recommendation: Further investigate and formalize a program to provide certified continuing education hours to school media specialists.

3.10. Provide an expanded in-service training workshop annually for librarians who specialize in children's and youth services. – Met.

The Children's Services Workshop is one of the most successful programs provided by ASL. It offers specialized information and resources to librarians working with children and teens. The annual event attendance approaches 200 each year. One survey respondent shared that "Children's services (which really includes the Summer Reading Program as well) helps under trained service providers in small public libraries. Often these providers are not full-time children's services. They need encouragement."

Goal 4 - Targeted Services

This goal was achieved.

ASL strives to enrich lives of Arkansans through programs and services that address the needs of targeted audiences with difficulties using a library.

51% of survey respondents felt this goal was mostly or fully achieved. (30% didn't know.)

These services reach the most vulnerable and are critical to the purposes of LSTA. The relatively low level of perceived achievement is misleading. When the survey answers were analyzed, the anomaly of people who were unaware of these services were overwhelmingly in the academic arena. This opened up the door for wonderful discussions of ways to communicate regarding these programs through face to face presentations and leaving toolkits behind to walk librarians through the process of signing up a patron for the Library for the Blind services.

This project provides non-print public library service directly to Arkansans who are unable to use standard print material due to a visual, physical, or reading disability. It provides daily circulation of books and magazines in recorded and Braille formats along with free access to downloadable books in audio and Braille formats through the National Library Service for the Blind (NLS) Braille and Audio Book Reading Download (BARD) program. All books and equipment are provided on free loan as part of the service, and are delivered to patrons free of charge through the mail. Reader Advisory and reference/referral services are provided to patrons, family members, teachers, public libraries, and other interested parties. Services to patrons include the support of recreational reading, school book-list titles, Accelerated Reading lists, book clubs, and basic reference. The project also provides information



and referral services on disabilities to libraries, state agencies, volunteer organizations, and interested citizens.

In an ASL survey of Library for the Blind patrons, 78% rated the overall program excellent.

There was also remarkably high praise for the Summer Reading Program which was noted to be one of the most essential programs offered by ASL to librarians.

Out of 16 associated activities: 12 stated goals were met, 1 was partially met and 3 were not met.

Activities associated with Goal 4 -

4.1. Provide services to the blind and physically handicapped in all 75 counties of Arkansas through continued support of the Regional Library for the Blind. – Met.

Throughout the reporting period, this program circulated 664,129 items. 564,004 items were delivered to patrons through direct mail delivery and there were 100,125 downloads from BARD.

4.2. Participate in the National Library Service for the Blind BARD program. – Met.

BARD downloads constitute 15% of all materials circulated for the reporting period. The Library for the Blind staff performed trainings for frontline library staff on how to use the service in order to help their patrons that come in needing help locally.

While 35% of existing Library for the Blind patrons have some form of access to the internet using e-mail only about 20% are signed up to download books and magazines from the National Library Service for the Blind's BARD program.

The percentage of download only patrons is growing. There are currently 668 patrons downloading books, 569 of them using mobile devices.

4.3. Increase visibility of the Library for the Blind through various means, including exhibits, brochures, and newsletters. – Met.

Over the evaluation period, over 30 training and outreach programs were made to groups that represent or work with those with visual, physical, or learning disabilities. One library director stated simply “This program is absolutely necessary service, it cannot be filled any other way, libraries just can’t afford it.”

4.4. Increase public library awareness on the availability of public access computer software for visually impaired. – Met.

ASL has entered into a new partnership with Browsealoud. This software allows people with access challenges—including vision impairment, attention and focus disorders, dyslexia, and language barriers—to use library resources more readily. The program is a seamlessly integrated tool for engaging these users. To enable libraries to provide this accessibility tool to their patrons, ASL is making Browsealoud available to every public library in the state free of charge.



4.5. Provide information and referral services on disabilities to libraries, state agencies, volunteer organizations, and interested citizens. – Met.

In the focus groups, libraries (regardless of type) wanted more training and understanding of the scope of this program. Of survey respondents, 62% were familiar with Library for the Blind, 42% actively refer patrons to the program and 44% expressed interest in more face to face training for frontline staff.

Recommendation: Develop a toolkit with contact information and referral process outline. Distribute the toolkit to all public libraries, academic libraries, school libraries, federal agencies and state agencies, meeting face to face when possible.

4.6. Encourage library efforts to comply with the Americans with Disabilities Act (ADA) on an ongoing basis. – Met.

4.7. Provide a statewide summer reading program for children, young adults and adults in libraries in all Arkansas counties, especially those with high percentages of low-income and low-literacy families. – Met.

The Arkansas State Library provides a statewide summer reading program through its membership in the Collaborative Summer Library Program (CSLP). This organization is a consortium of public libraries that creates quality summer library programs for children, teens and adults. Member libraries share the resources and cost savings realized through these collaborative efforts. The State Library purchases the full color print materials for the public libraries for use in their programs. During the reporting period, 99% of public libraries in the state used CSLP materials for their Summer Reading Program. Statewide, the programs had 126,000 registrants (42,000 yearly average), 640,000 attendees (213,333 yearly average) for 15,200 programs (5,066 yearly average). Over one third of survey respondents listed the Summer Reading Program as critical for their library.

4.8. Support library services to Arkansas residents in institutions operated by various state agencies, including prisons, to promote literacy efforts and family literacy programs and provide assistance to libraries and other agencies in collaborative efforts with community groups to aid individuals in institutions through outreach and development programs. – Not met.

This program was discontinued prior to the beginning of this evaluation period.

4.9. Provide leadership in developing ELL/ESL (English Language Learners/English as a Second Language) programming for public libraries. – Not met.

This is a priority that was not met due to lack of staffing and budget in this area.

4.10. Develop and/or implement programs emphasizing libraries' roles in all stages of literacy development for all age groups, to include library staff training, materials or equipment, and programs. – Partially met.



4.11. Investigate, implement, and promote a web site developed through partnerships with other libraries to facilitate information literacy training. – Not met.

This is a priority that was not met due to lack of staffing and budget in this area. In the focus groups, information literacy training was an emerging priority for all participants. There was a very exciting proposal for an initiative for the next Five-Year Plan regarding state information literacy goals presented by a participant and all participants lauded the suggestion. The initiative involves setting information literacy standards for various age groups (k-5th, 6th-7th, 8th-12th grades), librarians in conjunction with teachers and the Department of Education would develop projects to meet common core curriculum standards and also demonstrate information literacy competencies. Public libraries partner in the process through after school help on projects and adult information literacy programs. The academic libraries will also set core competencies for each level of study.

Recommendation: Explore this initiative further and assess feasibility.

4.12. Participate in the Collaborative Summer Library Program. – Met. (See discussion above.)

4.13. Collaborate with the Library of Congress Center for the Book by participating in the annual “Letters About Literature” contest for school children in grades 4 through 12. – Met.

4.14. Sponsor the “If All Arkansas Read the Same Book” project with author visits, publicity items, and presentations. – Met.

If All Arkansas Read the Same Book is designed to encourage reading in communities across the state and to develop an interest in one particular book to be read and discussed by residents in Arkansas communities. The author of the selected book is brought to the state for a one-week tour, making presentations in selected libraries, book clubs, and other venues, and giving readers an opportunity to meet the author, learn of their writing process, and discuss the selected book. During the reporting period, three books were highlighted, 31 events were held with an average of 45 people attending each event.

4.15. Maintain book club collections for use throughout Arkansas in public, private, academic, and institutional library connected book clubs. – Met.

The ASL book club collection consists of 250 titles. The collection includes both fiction and non-fiction titles and provides materials designated for juvenile, young adult, and adult reading levels and areas of interest. During the reporting period: 18,040 items circulated, an average of 501 per month over the three years. There was a sharp rise in circulation in 2015. 48 new titles were added that year. One survey respondent succinctly stated the reason this program is vital for the state: “We currently have 3 separate book clubs (2 for adults and 1 for tweens). We could not buy books for our clubs (and the club members could not afford to buy them); we could not operate our book clubs without the ASL's book club project.”

4.16. Promote Arkansas authors and reading programs through various activities including participation in The National Book Festival. – Met.



In each of the 3 reporting years, 17,000 posters and bookmarks highlighting 15-20 new works per year related to Arkansas were distributed across the state and at the National Book Festival.

Goal 5 – Technology

This goal has been achieved.

ASL enhances the technological environment of Arkansas libraries by providing IT consultation services and facilitating opportunities for the testing/implementation of new and emerging technologies.

69% of survey respondents felt this goal was mostly or fully achieved.

41% of respondents reported working closely with the E-Rate Coordinator.

38% work closely with the Technology Coordinator.

Both the coordinators were repeatedly praised and considered vital to library operations in public libraries, particularly rural ones throughout the state. One survey respondent summed it up this way: “On the technical side, these services save us money in infrastructure and staffing that we can apply elsewhere to give the fullest access to contemporary tools.”

The E-Rate program at ASL is an example of the power of developing expertise. The coordinator has become respected nationally on one of the most intricate topics facing libraries. This knowledge brings incredible value to the state. As one librarian responded: “There is no way to understand this without the E-Rate Coordinator! We would not receive these funds if it weren’t for that service.”

13 of the 14 activities associated with this goal are considered to have been met. (See discussion below.)

Activities associated with Goal 5 -

5.1. Provide computer troubleshooting via on-site, web-based, or telephone consultations. – Met.

The Technology Coordinator has made over 150 site visits to provide Information Technology (IT) support to libraries without IT support staff.

5.2. Set up a computer recycling program for discarded, but operable computers which can then be offered to libraries. – Met.

There is an administrative process through asset transfer which allows for discarded computers to be wiped of data and sent to libraries in need. The Technology Coordinator then delivers the equipment and sets it up. Formalizing an application process would allow the libraries in greatest need to receive the equipment.

5.3. House a technology ‘petting zoo’ of current technology to be used for hands on training. – Met.

The Technology Coordinator travels to public libraries across the state with a variety of devices from tablets to 3D printers. The Coordinator assists library staff and patrons in using the new devices. These



presentations help library staff and patrons better use online library resources. In one instance, immediately following a demonstration of the new 3D printing technology, a patron immediately donated the amount needed to purchase a 3D printer for their library. This program has been presented over 50 times during this reporting period, with an average of 13 participants, thus reaching over 650 people throughout the state.

5.4. Collaborate with libraries, agencies, and other entities for assessment of technology in Arkansas libraries. – Met.

E-Rate Coordinator works hand in hand with the Arkansas Department of Education regarding E-Rate in school libraries and public libraries. Technology Coordinator works closely with public libraries to help them assess technology and improve it when possible.

5.5. Identification of underserved libraries – “no library left behind”. – Met.

Both E-Rate Coordinator and Technology Coordinator focus on rural areas to assess the technology needs and find ways to increase technology services to these libraries in critical need. Site visits and statistics from the Annual Public Library Survey are the tools used to identify these libraries.

5.6. Investigate the feasibility of a statewide Internet provider and/or statewide contract to reduce costs for participating libraries. – Met.

The E-Rate Coordinator worked extensively with the Arkansas Department of Education on a statewide broadband initiative that was eventually taken off the table for reasons beyond ASL’s control. At this time, a statewide internet provider/contract is not feasible. Exploration of this area will continue and if it becomes feasible, ASL is in a position to work with the Arkansas Department of Education to accomplish this goal.

5.7. Provide guidance/consultation for E-Rate application. – Met.

The Coordinator of E-Rate Services:

- Offers yearly E-Rate training in various locations throughout the state to provide updates on program rules and changes prior to the application filing window. On average, 5 in-person trainings are held each fall/winter.
- Provides one-on-one application filing assistance via Adobe Connect to any library who requests direct assistance. This online tool allows the Coordinator of E-Rate Services to see the computer screen of the library applicant as E-Rate forms are completed, submitted and certified to reduce application errors.
- Answers program questions via e-mail and telephone.
- Assists applicants with service provider paperwork to request discounts on bills to invoice for committed E-Rate funds.
- Assists applicants with the questions during the application review process.
- Participates in regular stakeholder calls with Universal Service Administrative Company (USAC) who administers the E-Rate program.
- Meets with USAC regarding AR E-Rate concerns or problems at yearly USAC training or American Library Association (ALA) conferences.



- Participates in E-Rate policy and education as a member of ALA’s E-Rate Task Force, a group made up of select state E-Rate Coordinators, staff from ALA’s Office of Information Technology Policy (OITP), and representatives from Public Library Association (PLA), Urban Libraries Council (ULC) and Chief Officers of State Library Agencies (COSLA).
- Participates on the state library E-Rate Coordinators list, a confidential forum for state E-Rate Coordinators to ask and answer questions about the E-Rate program and state-specific scenarios.

The results of this work show a tremendous increase of E-Rate funds flowing into the state due to this E-Rate Coordinator position.

Fiscal Year	Total # of AR Public Libraries	E-Rate Participating Libraries	Participation Rate	Dollars Committed
FY 13	222	130	59%	\$665,659
FY14	224	147	66%	\$806,814
FY15	224	134	60%	\$1,096,426
FY16	222	137	62%	\$892,071

The amount requested in FY 2016 was \$195,888 less than the amount requested FY 2015. The amount requested for internet access stayed level. The amount requested for telephone was down slightly due to the phase out of voice service eligibility by 40% FY 2016, with all voice discounts to be phased out completely within 3 years.

5.8. Provide training on the policies, guidelines, and administration of E-rate, including procurement procedures. – Met.

E-Rate Coordinator offers yearly E-Rate training in various locations throughout the state to provide updates on program rules and changes prior to the application filing window. On average, 5 in-person trainings are held each fall/winter.

She also provides one-on-one application filing assistance via Adobe Connect to any library who requests direct assistance. This online tool allows the Coordinator of E-Rate Services to see the computer screen of the library applicant as E-Rate forms are completed, submitted and certified to reduce application errors, notifies applicants of important deadlines, assists with appeals in the case of funding denials, and reviews and assists with broadband planning and drafting of RFPs. One survey respondent noted “We are not able to keep abreast of the changes that affect our application process--This resource saves us time and ensures that we get funded...No delays because of not completing a particular form or completing it incorrectly.”

5.9. Provide guidance/consultation for creation and revision of technology plans. – Met.

This activity is shared by both the Technology Coordinator and the E-Rate Coordinator. Each public library in the state is required to have a technology plan in place and the coordinators help the libraries develop/revise the plans as needed.



5.10. Provide technology training sessions for all types of libraries. – Partially met.

Public libraries have been the Technology Coordinator's focus because academic, school and special libraries all have dedicated IT support staff.

5.11. Investigate new training opportunities on various emerging and current technologies. – Met.

Technology Coordinator attends training workshops on emerging technology in the library field. Most recently he attended The Association for Rural and Small Libraries which had sessions on maker spaces, 3D printing, STEM programming in libraries and graphic design.

5.12. Encourage libraries to connect electronically with existing networks. – Met.

5.13. Participate in the Arkansas E-Rate Workgroup with representatives from other state agencies as designated by the Arkansas Office of the Governor. – Met.

5.14. Maintain the ASL web site. – Met.

The website is maintained by the Manager of Network Services. It went through a major overhaul this past year to present a more streamlined functionality. Several interviewees expressed difficulty in navigating the site and finding necessary information. It is recommended that the website be reviewed by a panel to determine if there are simple ways to direct the user where they want to be. It is also recommended that usage statistics be reported in the SPR.

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

Lifelong Learning

So many program activities have results that come under this category. The impact of LSTA funding on lifelong learning in Arkansas is immense.

Early literacy is a cornerstone for lifelong learning. ASL has several programs that touch directly on this concept. Every Child Ready to Read is an early literacy tool kit that helps libraries provide early literacy services that are responsive to their particular communities. This tool kit teaches parents to be their child's first teacher and through that reaches the youngest children in every part of the state. Over 200 of these tool kits have been distributed to libraries over the last 3 years.

The Summer Reading Program (SRP) is a monumental effort collectively by librarians throughout the state to keep people reading through the summer. The Collaborative Summer Library Program (CSLP) is a consortium of public libraries that creates quality summer programming for children, teens and adults. ASL provides full color materials for the public libraries to use during this program. This program averages 42,000 participants a year. Libraries provide an average of 5,066 programs throughout the summer. Attendance averages 213,333 over the course of the summer. 99% of all public libraries in



Arkansas use these materials to develop their summer programming. Survey respondents describe the SRP in the following ways:

“SRP ideas and materials are essential!”

“SRP has one of the biggest impacts on the widest audience.”

“We need these resources to enhance/promote the programs we offer in the summer.”

“The Summer Reading Program is integral to our branch libraries as this is our biggest program of the year.”

“Summer Reading Program is critical because we would not be able to put together all of the resources we use to produce fabulous summer programs on our own. Lack of staff and the time it would take to put everything together would just be impossible for my small libraries.”

The Arkansas Center for the Book encourages reading, writing and literacy to all ages by stimulating public interest in books and book culture. Through the Letters about Literature program originating from the Library of Congress, 4th-10th graders select a book and then after reading it, they write a letter to the author about how they were impacted by the book emotionally. This encourages children at a crucial point in development to put words on the value of a book in their own life. This experience can draw them into a lifetime of learning. The Book Club Project puts books in the hands of 450 people a month for the purpose of connecting with others over the common experience of reading the same book. Survey respondents state repeatedly that the ASL Book Club is the only way their library can maintain a book club in their community. “We currently have 3 separate book clubs (2 for adults and 1 for tweens). We could not buy books for our clubs (& the club members could not afford to buy them); we could not operate our book clubs without the ASL's book club project.” If All Arkansas Read the Same Book takes that same community building concept to a new level by connecting thousands of readers with the same book and reinforcing the connection through an author tour.

Information Access

All of ASL's Resource Sharing programs fall under this focal area. Information Resources provides direct patron services through reference services and inter-library loans (ILL). Over the last year 988 reference transactions were completed by ASL Information Resources staff along with 2012 inter-library loan transactions. ASL's online resources and digital databases continue to grow in both size and impact. Survey respondents describe the Information Resources programs: “ASL Reference is critical because ASL has resources not [found] in other places.” “Reference Services, ILL are critical for those that have reference questions about the State are served well by the State Documents Collection having the answer and they are able to obtain the materials, digital or paper, using ILL.” “Interlibrary Loan Services provide our patrons items we cannot provide locally.”



The Library for the Blind allows for access to non-print public library service directly to Arkansans who are unable to use standard print materials due to visual, physical or reading disability. This program provides audio and Braille formats along with a platform to download directly to a user's personal device. An astounding 664,129 items circulated through this program in this evaluation period. This program also falls under the Human Services focus area as well. One focus group member put this very plainly: "Library for the Blind is an absolutely necessary service, it can't be filled in any other way. Librarians can't afford to provide it."

The Traveler Database project serves the entire population of Arkansas free of charge with over 70 online databases and almost 50,000 eBooks. Further discussion of this program is in section A-3 regarding substantial focus.

Institutional Capacity

ASL's commitment to continuing education and consulting services increases the public libraries' collective institutional capacity throughout the state. Over the course of this evaluation period, not a single course evaluation came back with less than 80% increased knowledge or high satisfaction rating. Survey comments regarding these programs: 'Continuing Education is a great way to get training and I come to most workshops they host.' "On the technical side, these (consulting) services save us money in infrastructure and staffing that we can apply elsewhere to give the fullest access to contemporary tools." "Consulting services are critical. As a small, rural library, we could not afford to pay for the services available to us through the ASL." One focus group participant referred to the Technology Coordinator as a "phenomenal resource for rural libraries."

E-Rate consulting has brought an incredible amount of technical infrastructure to the state. In FY 2015, two library systems, Ft. Smith Public Library and Van Buren County Library, used E-Rate to install lit fiber connections to achieve a faster internet speed. Both libraries also requested and were committed funds to upgrade their network equipment to make sure that the internal connections equipment was up to date and maximized the internet speed. In FY 2016, Columbia County Library followed suit by installing a lit fiber connection and new network equipment.

Crawford County E-Rate Impact Story:

Our library system depends on e-rate for internet access and has since e-rate started. I am delighted that we can now depend on it for equipment and connection applications.

We applied for access points, switches, routers and firewall services this year. The access points that we applied for will help us to upgrade and make our connections faster and more reliable. It will also collect data about how many users we have connecting to our network so that we can plan further upgrades as our clientele expands and grows. Up to this point we have had no idea how many people are using our wireless network to connect to the internet. We do know that people are using it 24 hours a day because they can connect in our parking lots. I was called to the Van Buren Library because our alarm went off at 12:30 a.m. one morning. As I drove around the building, a car was in the parking lot. The person had just finished their shift at Wendy's and had stopped on the way home to use our WIFI. That happens at all our branches.

Our switches and routers are nearly ten years old. This new equipment will allow us to replace them with faster and newer technology. Our budget for this type of equipment is very tight or non-existent. Many



times we put off replacing it until the equipment fails and creates an emergency. That is not good. This new equipment will allow us to avoid the stress and anxiety of equipment failure.

Firewall services are very expensive. The 80% discount for this service will help us to have money for other computer related expenses. We are very thankful for this opportunity to upgrade, not only the firewall, but that we can now budget for other things that we need.

As one focus group member said: "I'm relieved I don't have to understand all the details, so glad we have a national expert to help us!" "We wouldn't have ever applied for these funds if the consultant wasn't there to walk us through the process." ASL E-Rate Consulting provides expertise that our library would have to purchase if not provided by ASL. Without E-Rate we could not have our network and the technology we have now."

Economic & Employment Development

ASL's Patent and Trademark program provides the only U.S. Patent and Trademark Resource Center in Arkansas. Patent and trademark assistance is routinely given to inventors and potential inventors within the state. The Information Resources staff frequently provides services to unemployed and underemployed citizens, and persons needing Arkansas legal forms.

Human Services

The following is a single example of the human services impact of infrastructure upgrades. The State of Arkansas is primarily rural in nature and the E-Rate Coordinator has helped these libraries get reimbursed for internet and wi-fi services. The Star City Branch Library would like to share its broadband impact story with you:

Offering free public internet service and free wi-fi access are absolutely essential for a thriving community in a rural area like Lincoln County/Star City. Thanks to these free services, the Star City Branch Library was able to partner with the local HIPPY (Home Instruction For Parents Of Preschool Youngsters) coordinator in Lincoln County. This free home-based educational program assists families with children in pre-school age to become their children's first teacher to succeed in life and prepare them for Kindergarten. The HIPPY instructor meets weekly with parents and provides free teaching materials (lesson plans on literacy, language, math, science, social studies & physical education) for the children, including free books for the families to keep. This program prepares children for the entry into Kindergarten and helps them to become successful students with a solid educational skill base.

Thanks to the free library internet provided to the public, the local HIPPY coordinator sets up office at the Star City Library and conducts lesson plans on site, and schedules weekly visits with parents. For these tasks, an internet connection is necessary. Families come to the HIPPY meetings to the library, and while already at the library, check out books for the whole family.

The Star City Library is very proud of this partnership and has no doubt that this service is going to make a huge impact in the most positive way for all parties involved, but is especially beneficial for the participating children and their families.

Civic Engagement



ASL's dedication to this focus area is demonstrated by its designation as the state's Regional Federal Document Depository, the housing of the State Publications Depository and Clearinghouse and its coordination of the Arkansas Digital State Publications Online Repository. Over the course of this evaluation period, more than 31,000 state documents and almost 28,000 federal documents were added to this impressive, one of a kind collection of information regarding both Arkansas government and the federal government. This unfettered access to government records is critical to civic engagement.

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities?

Yes. School aged youth (aged 6-17)

The Traveler Statewide Database Program constitutes anywhere from 40-55% of the LSTA funds each program year. Even though Traveler is available to be used by all citizens of the state, the highest concentration of users are children in k-12 schools (public, private and home schools). Therefore, in the evaluator's estimation, this constitutes a substantial focus for the purpose of this question. Traveler is not the only program that impacts this age group. I will discuss the impact of the smaller programs and then return to Traveler. The others are listed here:

Summer Reading Program: This program is discussed in detail in A-2 – Lifelong Learning. Its impact reaches over 42,000 participants a year (a majority of whom are within the 6-17 age range). This program is widely lauded as one of the most important programs ASL has and one that has a direct and powerful impact on children across the state.

Letters about Literature: This program is discussed in detail in A-2 – Lifelong Learning. A competition to challenge 4th-10th graders to assess the emotional impact of a book through addressing a letter to the author.

Children's Workshop: The Children's Services Workshop is another one of the most successful programs provided by ASL. It offers specialized information and resources to librarians working with children and teens. The annual event attendance approaches 200 each year. One survey respondent shared that "Children's services (which really includes the Summer Reading Program as well) helps under trained service providers in small public libraries. Often these providers are not full-time children's services. They need encouragement."

Arkansas Gems: This project selects 15-20 books about Arkansas, by Arkansans or otherwise connected to the state and features them on a poster and bookmark that is widely distributed to all public libraries, interested school libraries and at the National Book Festival. This project is included because there are always 5-7 selected books for children and teens.

Book Club Project: This program is discussed in detail in A-2 – Lifelong Learning. It is included here because it provides titles appropriate for teens and juveniles. 117 titles currently are listed as teen or juvenile.

Arkansas Reader's Choice Awards: Three different book awards for different age groups:



Arkansas Diamond Primary Book Award (K-3rd)

Charlie May Simon Book Award (4th-6th)

Arkansas Teen Book Award Level 1 (7th-9th) and Level 2 (10th-12th)

Each award is voted on by that age group. To be eligible to vote, you must read at least 3 titles off the ballot. Over 76,000 children and teens vote each year.

So above and beyond those programs, you have the overlay of the Traveler Statewide Database Program. The database program provides free access to over 70 databases and 50,000 eBooks for all Arkansas citizens. Praise for Traveler is never hard to find:

“As an elementary teacher-librarian in a public school, the use of the Traveler Statewide Database Program has been a lifesaver for our students. With budget cuts being made so schools, having access to amazing current and reliable sources of information for research for our students is prudent! These databases provide a footing for instilling future ready resources and teaching the importance of using reliable sources for information.”

“Traveler is essential to research instruction.”

“Traveler Database!!! Showing students valid research sources, citations, and peer reviewed articles.”

“The Traveler Databases give us exceptional resources that we could not otherwise provide.”

“The Traveler Database Program is critical because my students are able to have access to resources that I wouldn't be able to afford in my school library.”

“The cost would be prohibitive for a school if it had to purchase individually.”

Over 2/3 of survey respondents listed Traveler as critical. The average cost per library of the database package ASL purchases is around \$800. To purchase the licenses on their own, each library would have to pay over \$100,000. So even if your school or library doesn't purchase another database, you have an incredible resource.

Interviews brought out some of the struggles of a program striving to please so many differing points of view. Interviewees were unanimous that communication is the most difficult struggle within this program. Communication with so many people about so many particular details can be confusing at best. In a feedback request from the Program Manager, several respondents expressed what the evaluator also heard reflected in focus groups. “ASL has given us an enormous tool box, but I don't know how to use the tools that best suit my teachers' and students' needs.” Training is offered, but not always taken advantage of. There is also information overload on the online help for Traveler on the ASL website. Most users interviewed are confused by all the information. There needs to be a targeted effort to streamline all communications. How to best do that is up to ASL, but this program is too valuable not to solve the issues. As one interviewee stated, “this program has something for everyone, everyone just needs to know it exists and how to use it.”



Another communication issue is that while school media specialists know about the Traveler program, teachers and administrators do not. Some people interviewed also feel that there should be some different considerations regarding purchasing priorities. Everyone agrees that Traveler needs more promotion from every direction. In an era of tight funding corporate sponsorship should be investigated.

Overall this program helps countless children who are swimming in information with no ability to discern the good from the bad. In a world needing information literacy, Traveler is on the front line of the fight.

B. Process

B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

SPR data asks the questions to be answered through the next Five-Year Plan. Hard looks at data generated through the SPR show effectiveness of programs, budget needs, return on investment and other valuable information for ASL to use in driving decision making and budget planning. The prior years' SPR data is taken and synthesized with the ASL Needs Assessment and other program evaluations to develop the priorities and guide activities included in the current Five-Year Plan.

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

No changes were made to this plan.

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

The data has been presented to the ASL Board at meetings and in written form through board reports. These reports are also published on ASL's website. Infographics of SPR data have been produced and distributed to the public and law makers.

C. Methodology

C-1. Identify how ASL implemented an independent Five Year Evaluation using the criteria described in the Selection of Evaluators.

ASL posted a Request for Proposal on their website and the State of Arkansas' procurement website. The proposal was open to all vendors. Appropriate ASL management was chosen to serve on the selection committee. Each proposal was reviewed independently by individual committee members for the evaluators' ability to carry out the requirements of the evaluation as set out in the IMLS guidelines for independent evaluators. The committee members then came together and discussed their assessments and selected Mindy Hodges to be the evaluator.

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



Various active and passive data collection were used to gather appropriate information for the evaluation. These strategies included:

Surveys

- Survey Monkey was used to create the General LSTA 5 Year Evaluation Survey.
- ASL was presented with the draft of the survey and a draft email regarding instructions for the survey.
- The survey was sent out through listservs identified by ASL to reach the maximum amount of librarians across the state including Public, Special, Academic and Schools.
- ASL sent reminders to the listservs and the library community generally while the survey remained open.
- A survey of this nature is a cost effective way to obtain data from a large variety of people on specific subjects.
- Main drawback is a self-selection bias in the feedback, this was combatted through the use of interviews and focus groups to ensure the data tracked.

Focus groups

- ASL worked with the evaluator to determine the types of focus groups needed.
- Focus group members were provided with information on the ASL 5 Year plan goals.
- Both heterogenetic and homogenous approaches were used depending on the type of focus group.
- This method provided opportunities for future goal setting to be discussed in a way that allowed spontaneous and creative exploration of possible solutions.
 - The largest drawback is again self-selection bias. Who speaks in a group may be influenced by who is in the group and how those people interact.
 - This was limited by the coordination of ASL and the evaluator to set up groups with the best possibility of substantive opinions and forward thinking while limiting possible negative interaction among group members.

In-depth interviews – These interviews included appropriate ASL staff and management, public library directors and staff, school librarians, and academic librarians. Depending on availability, the type of interview varied, but the interview process was semi-structured for consistency, but allowing for new issues to emerge. The interview process was highly informative and led to several chain sampling scenarios to allow for deeper exploration.

- In person interviews
- Email interviews
- Phone interviews

Document reviews

- Documents were pulled from ASL's website



- ASL staff provided other documents as requested
- Documents were pulled from the Arkansas State Legislature's website
- Documents were also sourced from the State of Arkansas's procurement website (a division of Arkansas' Department of Finance and Administration).

Each of these data sets was then coded using a simple word coding system to allow for predetermined issues to be seen clearly and for new issues to emerge throughout the data, regardless of source.

No data collection method is without flaw, but the multifaceted approach allowed issues to be triangulated with an amount of certainty not present when a single method is used.

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

The initial stakeholder was ASL. The evaluator worked closely with ASL staff and management throughout the evaluation process to ensure the process tracked both ASL and IMLS expectations. ASL's involvement and willingness to provide all the documents and necessary interviews made the evaluation process go much more smoothly.

The next level of stakeholders was the ASL Board members. These are a group from across the state with varying library expertise. They are familiar with ASL and their goals, but give a citizen's perspective as well. Their participation in the process is critical if evaluation recommendations will be put into motion.

The process then moved to the librarians of all types. Public, academic, school and special were all engaged in the process through the research methods described above.

The final stage of engagement is to engage with policy makers at both the federal and state level to present the findings to implement recommendations.

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

The results of this evaluation will be shared in a myriad of ways, including but not limited to the following:

- Presentation at ASL Board meeting
- Publication on the ASL website
- Report highlights in the ASL newsletter
- Formal submission to IMLS
- Subsequent publication on the IMLS website
- Highlights presented to decision makers at both the state and federal level
- Best practices presented at conferences and working groups by ASL staff

It is critical to get the information into the hands of decision makers as quickly and concisely as possible.



Appendices:

A: Acronyms

- ASL – Arkansas State Library
- LSTA – Library Services and Technology Act
- IMLS – Institute of Museum and Library Services
- SPR – State Program Report
- ALL-In – Arkansas Library Leadership Institute
- CE – Continuing Education
- IT – Information Technology
- CULD - College and Universities Library Division of the Arkansas Library Association.
- FY - Fiscal Year
- ILS- Integrated Library System
- ADA - Americans with Disabilities Act
- YA - Young Adult
- RFP - Request for Proposal
- STEM- Science, Technology, Engineering and Mathematics
- ILL - Inter-library Loan
- HIPPY - Home Instruction for Parents of Preschool Youngsters
- OCLC – Online Computer Library Center
- AETN – Arkansas Educational Television Network
- NLS – National Library Service for the Blind
- BARD – Braille and Audio Book Download
- CSLP – Collaborative Summer Library Program
- USAC – Universal Service Administrative Company
- ALA – American Library Association

B: People Interviewed/Focus Group Participants

- | | |
|------------------|-----|
| Debbie Hall | ASL |
| Carolyn Ashcraft | ASL |
| Ruth Hyatt | ASL |
| Sally Hawkes | ASL |
| Amber Gregory | ASL |



Danny Koonce	ASL
Sarah Lipsey	ASL
Janice Weddle	Hendrix College (formerly ASL)
Phyllis Burkett	Former Library Director
Donna McDonald	Arkansas River Valley Regional Library System
Rebecka Virden	University of Arkansas Community College Morrilton
Hadi Dudley	Bentonville Public Library
Britt Murphy	Hendrix College
Deborah Kirby	ASL Board Member
Deborah Knox	ASL Board Member
Dr. Josephine Bell	ASL Board Member
Jo Ann Campbell	ASL Board Member
Jo Ann Cooper	ASL Board Member
John McGraw	Faulkner County Library
Pam Meridith	Williams Baptist College
Claire Miller	Cross County Library
Sara Dickey	Paragould School District
Anna Bates	Arkansas County Library
Brittany Fleming	R.E. Baker Elementary
Carie O'Banion	Old High Middle School
Corinne Williams	Garland County Library
Courtney Fitzgerald	Bentonville Public Library
Crystal Edwards	Main library- Central Arkansas Library System
Denise Hester	Osceola Public Library
Gwyneth Jelinek	Fayetteville Public Library
Janine Jamison	Forth Smith Public Library
Jessica McGrath	Natchitoches Parish Library (Formerly ASL)
Jessica Riedmueller	Conway County Library
Judy Calhoun	South East Arkansas Regional Library
Julie Witt-Syler	Saline County Library
Kelly Klober	S.C. Tucker Elementary
Kevin Barron	Mississippi Co. Library



Kim Crow Sheaner	Baxter County Library
Lacy Wolfe	Ouachita Baptist University
Laquita Dedmon	Texarkana Public Library
Latina Sheard	Sue Cowan Williams-Central Arkansas Library System
Lisa Fuller	Harding University
Lynnette Ward	Carlisle Public Library
Mark Raymond	Fort Smith Public Library
Morgan Chance	Columbia County Library
Sarah Gowdy	Bentonville Public Library
Simone Kirk	Star City Branch Library
Tammie Evans	Cabot Public Library
Terri Dykes	Main library- Central Arkansas Library System

C: Bibliography

ASL LSTA 5 Year Plan 2013-2017
ASL LSTA 5 Year Plan 2008-2012
ASL 2013 SPR
ASL 2014 SPR
ASL 2015 SPR
ASL Board Minutes from 2013 – 2017
ASL Budget proposals and expenditures 2013 – 2017
Survey of patrons conducted by ASL Library for the Blind
IMLS Purposes & Priorities
ASL Traveler Statewide Databases and supporting documents
IMLS rules & regulations
ASL continuing education evaluations for 2013-2015
ASL IMLS Grants to States Program FY13 Report
ASL IMLS Grants to States Program FY14 Report
LSTA Grants to States 5 Year Evaluation 2008-2012
ASL Needs Assessment – Traveling to Tomorrow Together
ASL Appropriation Acts for state fiscal years 2013-2016



ASL E-Rate Statistics Report FY11-FY16 and supporting documents

ASL ALL-In course materials

ASL Website

ASL Newsletters

ASL press releases regarding IMLS programs

D: Research instruments

1. Focus Group/Interview Instrument

- a. Discussion of each of the 5 goals individually.
 - i. Has the goal been met?
 - ii. Why/Why not?
- b. Describe any feedback you have received from your constituents/librarians regarding the LSTA programs provided by ASL.
- c. Describe any new programs you would like to see provided by ASL with IMLS grant funds.
- d. Are there any ASL IMLS programs that are not effective?
 - i. If yes, please elaborate.
- e. Please describe what you perceive to be the biggest hurdles for ASL in programs reaching their full potential and maximum impact.
- f. What are your frontline experiences that demonstrate the successes of ASL's IMLS programs?
- g. What ASL – IMLS programs are the most critical for your library and why?
- h. What training would you like to see ASL provide regarding programming provided with IMLS funds?
 - i. What format should the training be in?
- i. Do you have any final thoughts regarding ASL's IMLS programs?

2. Following is the survey instrument distributed to all librarians in Arkansas through the various library list-serves and the survey analysis. Question 14 on the survey analysis is omitted due to the confidential personal information contained within this question.



General LSTA 5 Year Evaluation Survey

Estimated time to complete the survey: 5-10 minutes.

This survey is part of an independent evaluation of the Library Services and Technology Act (LSTA) Grants to States Program at the Arkansas State Library for the years of 2013-2017. Other than the questions regarding your specific library, there are no right or wrong answers. Your answers will help us understand the various needs facing Arkansas libraries and will aid in development of the next 5 year plan.

1. Please select the type of library you represent:

- Academic
- Public
- School
- Special

2. Please select the job title which most closely fits your position in the library:

- Director
- Librarian
- Library Paraprofessional
- Support Staff
- Other (please specify)

3. Does your library receive federal E-Rate funds?

- Yes
- No
- Don't know



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General LSTA 5 Year Evaluation Survey

4. The Arkansas State Library has 5 major goals in their LSTA Grants to States Plan. Please rate on the scale below how effective the State Library has been in achieving these goals over the last 4 years.

Fully Achieved Goal	Mostly Achieved Goal	Somewhat Achieved Goal	Did Not Achieve Goal	I don't know
Goal 1 - Provide leadership and services to carry out the purposes of the LSTA such as improvement of library services, resource sharing, promoting literacy and, enhancement of the role of libraries in today's society				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal 2 - Enhance access to information for lifelong learning for all Arkansans by expanding information resources of all types through sharing, digitizing and preserving				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal 3 - Provide Training and professional Development to the Arkansas library workforce				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal 4 - Promote targeted library and information services to Arkansans having difficulty using a library.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal 5 - Enhance the technological environment of Arkansas Libraries.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



General LSTA 5 Year Evaluation Survey

5. Listed below are programs offered by the State Library paid for wholly or in part by LSTA funding. Please indicate ALL programs you have used in your library:

- Arkansas Digital State Publication Database
- Book Club Project
- Children's Services Workshop
- Consulting Services (General)
- Continuing Education
- E-Rate Consulting
- If All Arkansas Read the Same Book
- Letters About Literature
- Library for the Blind
- Reference Services/Interlibrary Loan (ILL) Services
- Regional Depository Collection for Federal Publications
- State Documents Depository and Clearinghouse
- Summer Reading Program
- Technology Support Consulting
- Traveler Statewide Database Program
- Other (please specify)

6. From the list above, please rank the 3 programs offered by the State Library that are the most critical to your library and give a brief explanation of why.



General LSTA 5 Year Evaluation Survey

7. Please indicate your level of agreement with each of the following statements.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree I don't know.

The Arkansas State Library assumes an appropriate leadership role regarding libraries and library issues throughout the state.

The Arkansas State Library is adequately staffed to run its programs in a manner helpful to my library.

The Arkansas State Library provides resources that I could not otherwise afford.

I can find information I need easily on the Arkansas State Library website.

8. Please indicate your level of agreement with each of the following statements regarding Continuing Education.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree I don't know.

The Continuing education opportunities available to me/my staff in Arkansas are adequate to meet our needs.

The Summer Reading Program materials are sufficient for our library.

I and my staff use the professional collection at the Arkansas State Library.

Continuing education for librarians/library staff in Arkansas has improved in the last 5 years.



General LSTA 5 Year Evaluation Survey

9. Please indicate your level of agreement with each of the following statements regarding consulting services at the Arkansas State Library:

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know.
My library contacts the Arkansas State Library when we come across a library issue we are unsure about.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The consulting services provided by the Arkansas State Library are sufficient for my library.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My library works closely with the E-Rate consultant at the Arkansas State Library.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My library works closely with the Technology Consultant at the Arkansas State Library.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please indicate your level of agreement with each of the following statements regarding the Library for the Blind.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know.
My library is familiar with the Library for the Blind and their services.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My library refers patrons who use large print to the Library for the Blind for additional services.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My library needs more training regarding the Library for the Blind and its services.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



General LSTA 5 Year Evaluation Survey

11. Please indicate your level of agreement with each of the following statements regarding the Traveler Statewide Database Program.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree I don't know.

My library staff is comfortable using the Traveler Statewide Databases.

My library staff uses the Traveler Statewide Databases as a reference tool when helping patrons.

My library staff is comfortable teaching patrons to access and use the Traveler Statewide Databases on their own.

Training on the Traveler Statewide Databases is adequate.



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General LSTA 5 Year Evaluation Survey

12. Are there other services that you would like the Arkansas State Library to offer? If yes, please describe the services you would like to see provided.

13. Is there any additional information or feedback you would like to provide?

14. Would you be interested in participating in a focus group further discussing these and other questions regarding programming at the Arkansas State Library? If yes, please give your name, email and phone number and you will be contacted.

Please note this contact information will not be tied to your survey responses in any way.



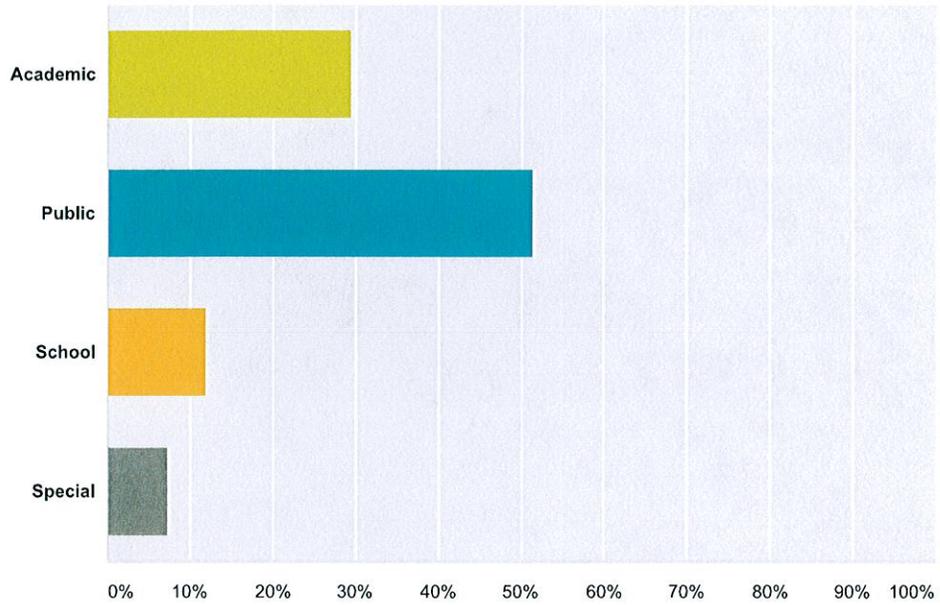
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General LSTA 5 Year Evaluation Survey

Q1 Please select the type of library you represent:

Answered: 109 Skipped: 0



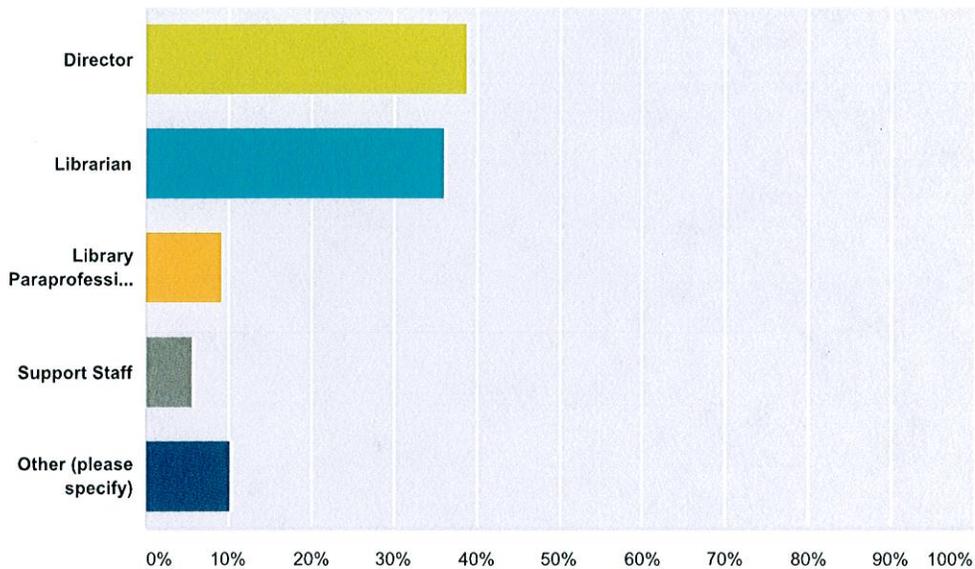
Answer Choices	Responses	
Academic	29.36%	32
Public	51.38%	56
School	11.93%	13
Special	7.34%	8
Total		109



General LSTA 5 Year Evaluation Survey

Q2 Please select the job title which most closely fits your position in the library:

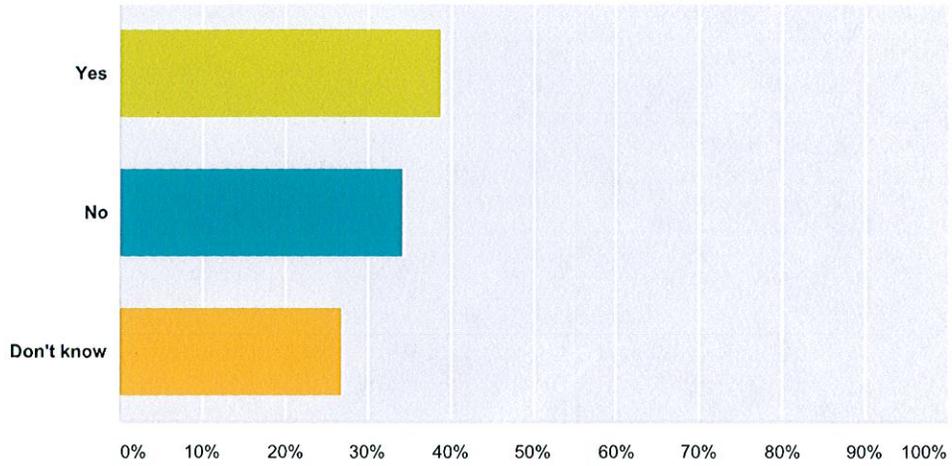
Answered: 108 Skipped: 1



Answer Choices	Responses	
Director	38.89%	42
Librarian	36.11%	39
Library Paraprofessional	9.26%	10
Support Staff	5.56%	6
Other (please specify)	10.19%	11
Total		108

Q3 Does your library receive federal E-Rate funds?

Answered: 108 Skipped: 1

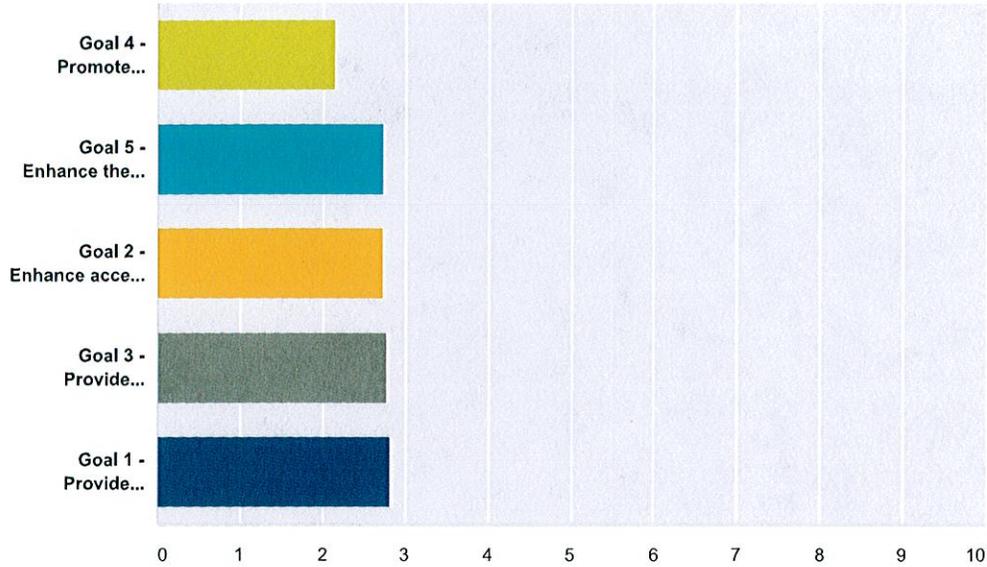


Answer Choices	Responses	
Yes	38.89%	42
No	34.26%	37
Don't know	26.85%	29
Total		108

General LSTA 5 Year Evaluation Survey

Q4 The Arkansas State Library has 5 major goals in their LSTA Grants to States Plan. Please rate on the scale below how effective the State Library has been in achieving these goals over the last 4 years.

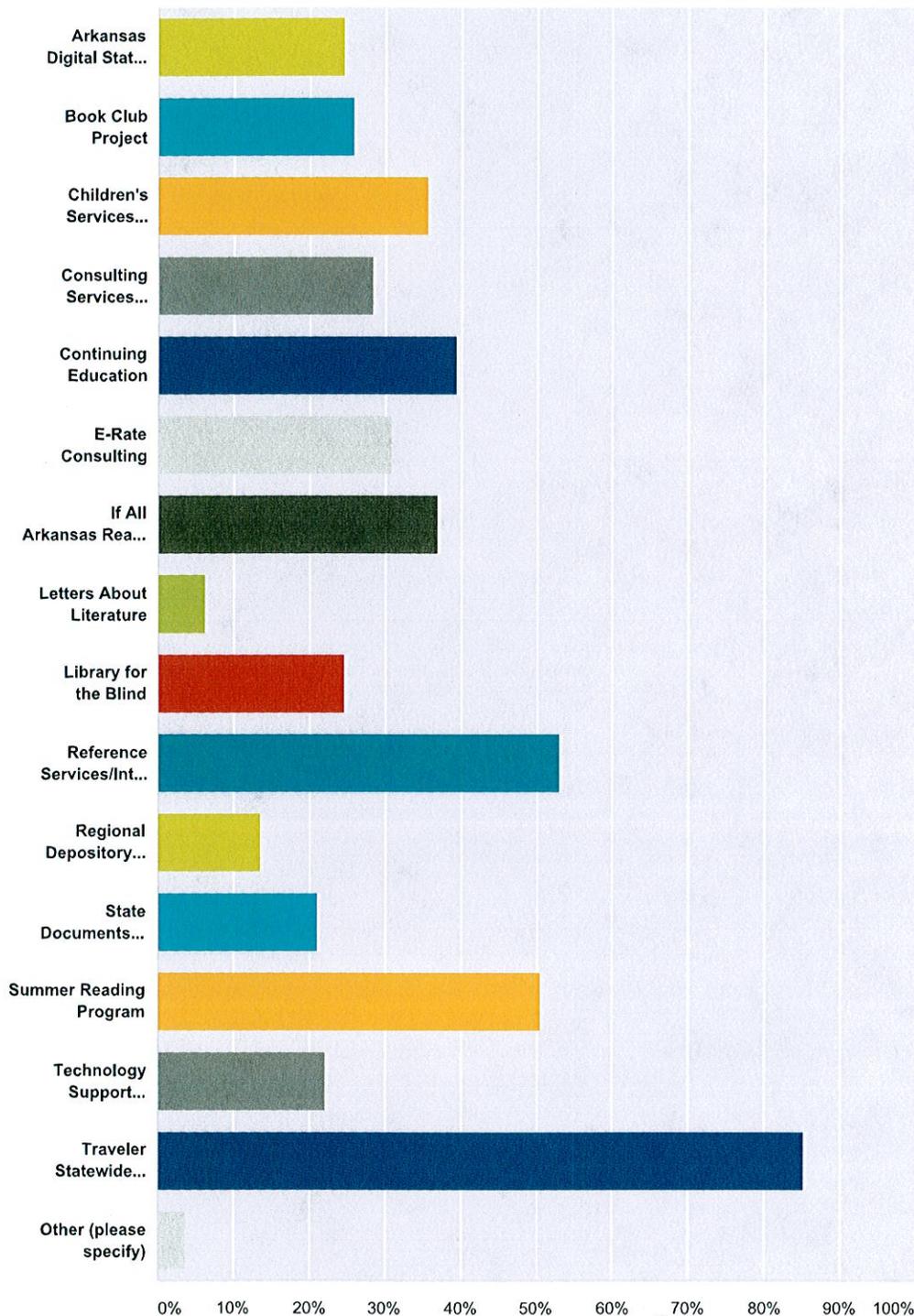
Answered: 89 Skipped: 20



	Fully Achieved Goal	Mostly Achieved Goal	Somewhat Achieved Goal	Did Not Achieve Goal	I don't know	Total	Weighted Average
Goal 4 - Promote targeted library and information services to Arkansans having difficulty using a library.	28.09% 25	22.47% 20	15.73% 14	3.37% 3	30.34% 27	89	2.15
Goal 5 - Enhance the technological environment of Arkansas Libraries.	32.58% 29	35.96% 32	14.61% 13	5.62% 5	11.24% 10	89	2.73
Goal 2 - Enhance access to information for lifelong learning for all Arkansans by expanding information resources of all types through sharing, digitizing and preserving	36.36% 32	32.95% 29	14.77% 13	0.00% 0	15.91% 14	88	2.74
Goal 3 - Provide Training and professional Development to the Arkansas library workforce	32.95% 29	36.36% 32	17.05% 15	3.41% 3	10.23% 9	88	2.78
Goal 1 - Provide leadership and services to carry out the purposes of the LSTA such as improvement of library services, resource sharing, promoting literacy and, enhancement of the role of libraries in today's society	31.46% 28	40.45% 36	16.85% 15	0.00% 0	11.24% 10	89	2.81

Q5 Listed below are programs offered by the State Library paid for wholly or in part by LSTA funding. Please indicate ALL programs you have used in your library:

Answered: 81 Skipped: 28



General LSTA 5 Year Evaluation Survey

Answer Choices	Responses	
Arkansas Digital State Publication Database	24.69%	20
Book Club Project	25.93%	21
Children's Services Workshop	35.80%	29
Consulting Services (General)	28.40%	23
Continuing Education	39.51%	32
E-Rate Consulting	30.86%	25
If All Arkansas Read the Same Book	37.04%	30
Letters About Literature	6.17%	5
Library for the Blind	24.69%	20
Reference Services/Interlibrary Loan (ILL) Services	53.09%	43
Regional Depository Collection for Federal Publications	13.58%	11
State Documents Depository and Clearinghouse	20.99%	17
Summer Reading Program	50.62%	41
Technology Support Consulting	22.22%	18
Traveler Statewide Database Program	85.19%	69
Other (please specify)	3.70%	3
Total Respondents: 81		



General LSTA 5 Year Evaluation Survey

Q6 From the list above, please rank the 3 programs offered by the State Library that are the most critical to your library and give a brief explanation of why.

Answered: 66 Skipped: 43

#	Responses	Date
1	Summer Reading Program- Ideas and materials are essential Traveler - unable to fund individually E-Rate - Amber is fabulous! and the filing is awful	11/16/2016 11:40 AM
2	Interlibrary Loan, Summer Reading Program	11/7/2016 3:43 PM
3	Summer Reading Program Reference Services/Interlibrary Loan Services Library for the Blind	11/7/2016 9:48 AM
4	Summer Reading Program; E-Rate consulting; Consulting in general	11/6/2016 4:58 PM
5	Summer Reading, e-rate consulting, technology support consulting. These have the biggest impact on our ability to provide services to the widest number of patrons. On the technical side, these services save us money in infrastructure and staffing that we can apply elsewhere to give the fullest access to contemporary tools.	11/4/2016 3:43 PM
6	Traveler Statewide Database Program - provides so much we couldn't otherwise afford Book Club Project- kept our club going for nine years, now transferred to the public library in town State Documents Depository and Clearinghouse	11/2/2016 12:16 PM
7	Children's Workshop Continuing Education E-Rate	11/2/2016 10:36 AM
8	E-rate Consulting - e-rate funds are critical for us because of our tight budget. Consulting services - as a small, rural library, we could not afford to pay for the services available to us through the ASL. Book Club Project - we currently have 3 separate book clubs (2 for adults and 1 for tweens). We could not buy books for our clubs (& the club members could not afford to buy them); we could not operate our book clubs without the ASL's book club project.	11/2/2016 10:25 AM
9	Erate, Travelers database, Continuing ed They are resources I have used personally, orbeen involved with	11/1/2016 5:11 PM
10	traveler statewide databases	11/1/2016 12:55 PM
11	Traveler databases are very important for our students!	11/1/2016 10:18 AM
12	1. Summer Reading Program 2. If all Arkansas read the same book	11/1/2016 9:00 AM
13	Summer Reading - reaches so many children and their families E-rate consulting - because no one can figure it out without help. Consulting Services - Help available when you need it.	11/1/2016 8:56 AM
14	Traveler. Since we are an academic library, it's the beginning of our own collection. I know you do a wonderful job with many of the other programs, but it doesn't align with our patron base and goals. Academic libraries are just different.	11/1/2016 8:43 AM
15	Summer Reading Program--Need these resources to enhance/promote the programs we offer in the summer Traveler Databases--We would not be able to offer the depth and breadth of online resources provided on our website without Traveler E-Rate Consulting--We are not able to keep abreast of the changes that affect our application process--This resource saves us time and ensures that we get funded...No delays because of not completing a particular form or completing it incorrectly.	11/1/2016 8:32 AM
16	ILL, Summer Reading Program, and Children's Services	11/1/2016 8:26 AM
17	Traveler Database, ILL, and Consulting Services	11/1/2016 8:22 AM
18	Summer Reading Program Children's Services Workshop Reference Services/Interlibrary Loan	10/31/2016 4:37 PM
19	Summer reading, Children services and ILL services. Being a small library these are the basic one's we have the most local interest in.	10/31/2016 3:42 PM
20	Technology Support Consulting, E-Rate Consulting, Continuing Education	10/31/2016 3:05 PM
21	1. E-Rate Consulting--Makes it internet accessibility affordable for our Library System. 2. Summer Reading Program--integral to our branch libraries as this is our biggest program of the year. 3. Continuing Education/Children's Services Workshop--(tie as to importance) both supply services necessary for the education of our staff.	10/31/2016 2:57 PM
22	Summer Reading Program--provides basic materials Traveler Database--provides sources local library cannot afford Children's Services Workshop--provides sources not available on local level	10/31/2016 2:36 PM



General LSTA 5 Year Evaluation Survey

23	Summer Reading Club, Book Club, Traveler	10/31/2016 2:19 PM
24	Traveler is essential	10/31/2016 1:55 PM
25	Arkansas Traveler, E-Rate services, and Summer Reading Materials. Arkansas Traveler helps us provide more databases than we could possible pay for with our budget. E-Rate helps us stretch our dollar even further and Summer Reading Program materials help us plan and implement fun and educational programs all summer long.	10/31/2016 1:52 PM
26	I don't know what other services my library uses.	10/31/2016 1:42 PM
27	1. E-rate consulting. I couldn't do it without Amber Gregory. 2. Children's Services Workshop. Always useful. Cathy does a great job. 3. Traveler Database. If I could get people to use it, it would/could be an awesome resource.	10/31/2016 1:29 PM
28	Library for the Blind, Technology support and Traveler databases-- In all cases they are the 'source of last resort' for a lot of people in the state.	10/31/2016 1:27 PM
29	as a depository library, the Arkansas State Library's role as the regional library in the state is critical	10/31/2016 12:43 PM
30	Traveler databases - students and faculty use some of these, although we're not happy about change from EBSCO. We are barely a depository. Sad that as an academic, I only have 2 programs!	10/31/2016 12:40 PM
31	Databases Children's workshop Technology	10/31/2016 12:23 PM
32	1. Traveler Statewide Database Program. The cost would be prohibitive for a school if it had to purchase individually.	10/31/2016 12:19 PM
33	1--Summer Reading Program--information is helpful 2--Traveler Statewide Database--helpful for public 3--Children's Services Workshop--haven't been able to attend for several years due to conflicts with local programming	10/31/2016 12:11 PM
34	We only used two of the above. The state library does not have much for Academic Libraries aside from the Traveler program.	10/31/2016 12:07 PM
35	Traveler database expands resources beyond basic library budget Children's services which really includes SRP helps under trained service providers in small public libraries. Often these providers are not full-time children's services. They need encouragement. Library for the Blind is an essential state wide service, it is too expensive and labor intensive for local libraries to provide the service, but the service needs broader statewide promotion.	10/31/2016 11:46 AM
36	Traveler Statewide Database Program, Continuing Education, Book Club Project	10/31/2016 11:44 AM
37	1. Traveler statewide Database program- We have access to databases that our library cannot afford. 2. ILL- access to professional development books that help train and inform our staff 3. Continuing Education- help train library staff	10/31/2016 11:44 AM
38	Summer Reading Traveler DB If All AR Read the Same Book	10/31/2016 11:43 AM
39	Continuing Education - Great way to get training and come to most workshops they host. Summer Reading Program - It is nice and easy to be able to have everything given to you at once also it is very nice for other libraries to not have to pay the expense! it really helps us out. E-Rate - Great program and very helpful.	10/31/2016 11:39 AM
40	Traveler database Services for the blind Consulting services	10/31/2016 11:38 AM
41	Traveler- Can't beat free databases E-Rate - So confusing, Amber is indispensable Library for the Blind - Have to do this	10/31/2016 11:28 AM
42	I don't think there are 3 most important we need them all.	10/31/2016 11:26 AM
43	E-Rate Consulting (Could not do this on my own!!), Children's Services Workshop, Summer Reading Program (Children's Programs are very important in our community)	10/31/2016 11:24 AM
44	The Traveler Database Program is critical because my students are able to have access to resources that I wouldn't be able to afford in my school library.	10/31/2016 11:05 AM
45	Traveler Statewide Database Program, E-Rate Consulting, Summer Reading Program	10/31/2016 11:04 AM
46	The Traveler Databases give us exceptional resources that we could not otherwise provide. As a Documents Depository, we depend on the State Library to cover areas that we cannot.	10/31/2016 11:04 AM
47	1) If All Arkansas 2) Letters About Literature 3) Summer Reading Program	10/31/2016 11:01 AM
48	Traveler Inter Library Loan	10/31/2016 11:00 AM
49	Interlibrary Loan Services - Provides our patrons items we cannot provide locally. Summer Reading Program - Provides direction and ideas for children's programs that we would have to pay lots of money for if not provided by ASL E-Rate Consulting - provides expertise that our library would have to purchase if not provided by ASL. Without E-Rate we could not have our network and the technology we have now. Traveler is as important as E-Rate- It provides information we would not be able to buy otherwise.	10/31/2016 10:58 AM



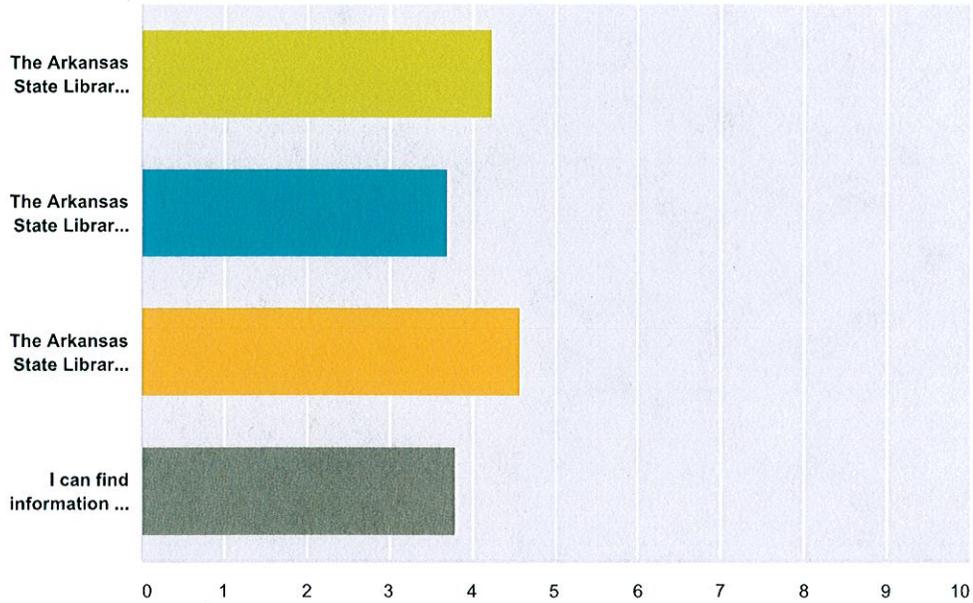
General LSTA 5 Year Evaluation Survey

50	Traveler Statewide Database Program - our students use this for research.	10/31/2016 10:52 AM
51	Erate consulting; Traveler Databases; Continuing Ed	10/31/2016 10:50 AM
52	State Documents, Reference Services, ILL - those that have reference questions about the State are served well by the State Documents Collection having the answer and they are able to obtain the materials , digital or paper, using ILL.	10/31/2016 10:49 AM
53	1. Traveler Databases 2. Interlibrary Loan Services	10/31/2016 10:47 AM
54	Traveler Data BASE!!! Showing students valid research sources, citations, and peer reviewed articles	10/31/2016 10:44 AM
55	traveler-databases are essential, cont. ed.-staff development is a priority, refill-essential services	10/31/2016 10:44 AM
56	Taveler	10/31/2016 10:43 AM
57	1. Traveler Statewide Database Program 2. State Documents Depository and Clearinghouse 3. Continuing Education Simply stated, content and training in how to best use that content are the most important of the listed services that the State Library provides to our clients.	10/31/2016 10:42 AM
58	1. Traveler Databases -we could not afford them 2. Reference - because the ASL has resources not in other places 3. Technology Support - because I can't stay up to date on all of the possibilities for tech options.	10/31/2016 10:42 AM
59	1. Traveler Statewide Database Program because we would not be able to afford this many databases on our own. 2. Summer Reading Program because we would not be able to put together all of the resources we use to produce fabulous summer programs on our own. Lack of staff and the time it would take to put everything together would just be impossible for my small libraries. 3. E-Rate Consulting because there is no way we would have been able to figure out how to apply for e-rate benefits. While we will not be receiving them any longer due to the phone service benefits being "phased out," we would have never been able to navigate the confusing, technical, and ever changing process of applying. Three of my libraries were operating in the red when we started receiving e-rate benefits. It may seem like a small discount to some libraries, but to mine it helped put them back in the black and keep their doors open.	10/31/2016 10:41 AM
60	N/A	10/31/2016 10:40 AM
61	As an elementary teacher-librarian in a public school, the use of the Traveler Statewide Database Program has been a lifesaver for our students. With budget cuts being made so schools, having access to amazing current and reliable sources of information for research for our students is prudent! These databases provide a footing for instilling future ready resources and teaching the importance of using reliable sources for information.	10/31/2016 10:24 AM
62	Traveler: couldn't afford out of our budget. Consulting: need this resource for our staff/board Summer Reading Program: great assistance to us and expands our local resources	10/31/2016 10:04 AM
63	Traveler statewide database program	10/31/2016 10:01 AM
64	BPH. We are the Arkansas State Government affiliate of the National Library Service.	10/31/2016 9:58 AM
65	Traveler - essential to research instruction.	10/31/2016 9:31 AM
66	As a college library, the Traveler Database Program is the most critical program that the ASL supplies to academic libraries.	10/31/2016 8:52 AM

General LSTA 5 Year Evaluation Survey

Q7 Please indicate your level of agreement with each of the following statements.

Answered: 83 Skipped: 26

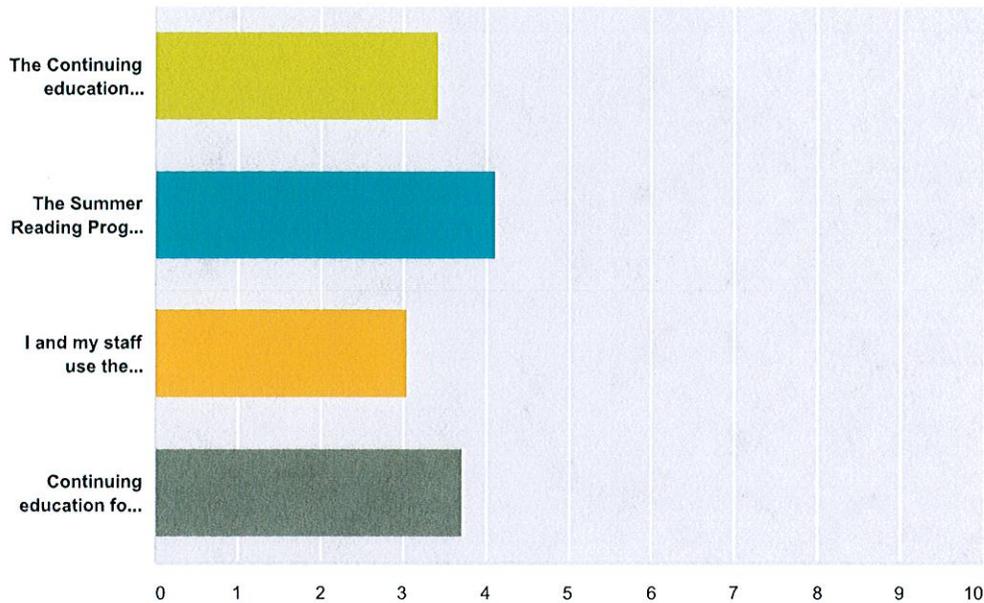


	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know.	Total	Weighted Average
The Arkansas State Library assumes an appropriate leadership role regarding libraries and library issues throughout the state.	1.20% 1	6.02% 5	7.23% 6	36.14% 30	44.58% 37	4.82% 4	83	4.23
The Arkansas State Library is adequately staffed to run its programs in a manner helpful to my library.	0.00% 0	9.64% 8	21.69% 18	30.12% 25	16.87% 14	21.69% 18	83	3.69
The Arkansas State Library provides resources that I could not otherwise afford.	1.20% 1	0.00% 0	4.82% 4	25.30% 21	62.65% 52	6.02% 5	83	4.58
I can find information I need easily on the Arkansas State Library website.	1.20% 1	14.46% 12	15.66% 13	33.73% 28	28.92% 24	6.02% 5	83	3.79

General LSTA 5 Year Evaluation Survey

Q8 Please indicate your level of agreement with each of the following statements regarding Continuing Education.

Answered: 83 Skipped: 26



	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know.	Total	Weighted Average
The Continuing education opportunities available to me/my staff in Arkansas are adequate to meet our needs.	3.61% 3	9.64% 8	25.30% 21	34.94% 29	8.43% 7	18.07% 15	83	3.43
The Summer Reading Program materials are sufficient for our library.	2.47% 2	1.23% 1	16.05% 13	17.28% 14	34.57% 28	28.40% 23	81	4.12
I and my staff use the professional collection at the Arkansas State Library.	4.88% 4	23.17% 19	28.05% 23	19.51% 16	8.54% 7	15.85% 13	82	3.04
Continuing education for librarians/library staff in Arkansas has improved in the last 5 years.	2.41% 2	6.02% 5	14.46% 12	36.14% 30	13.25% 11	27.71% 23	83	3.72



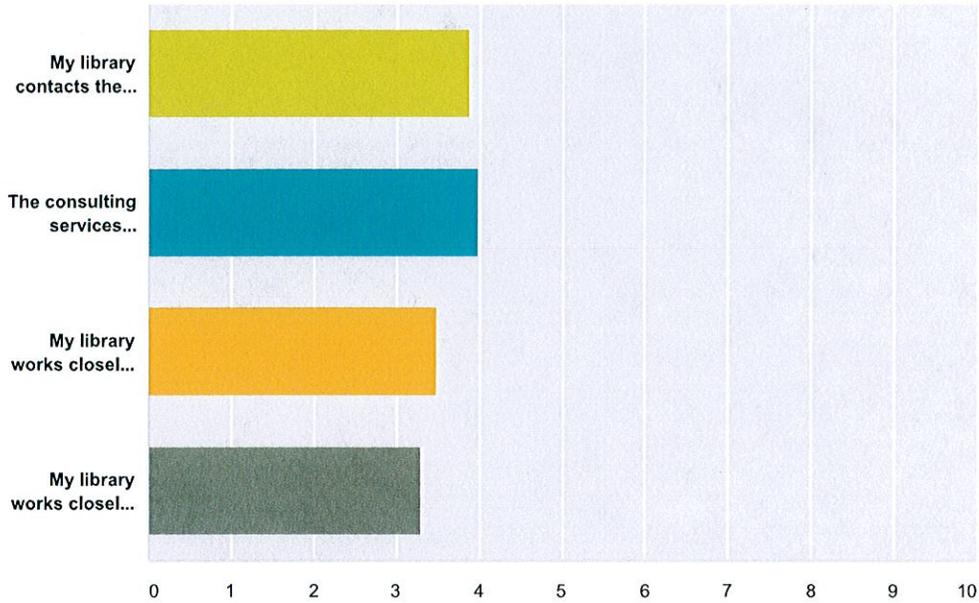
Arkansas State Library

900 West Capitol Avenue, Suite 100
Little Rock, AR 72201-3108

General LSTA 5 Year Evaluation Survey

Q9 Please indicate your level of agreement with each of the following statements regarding consulting services at the Arkansas State Library:

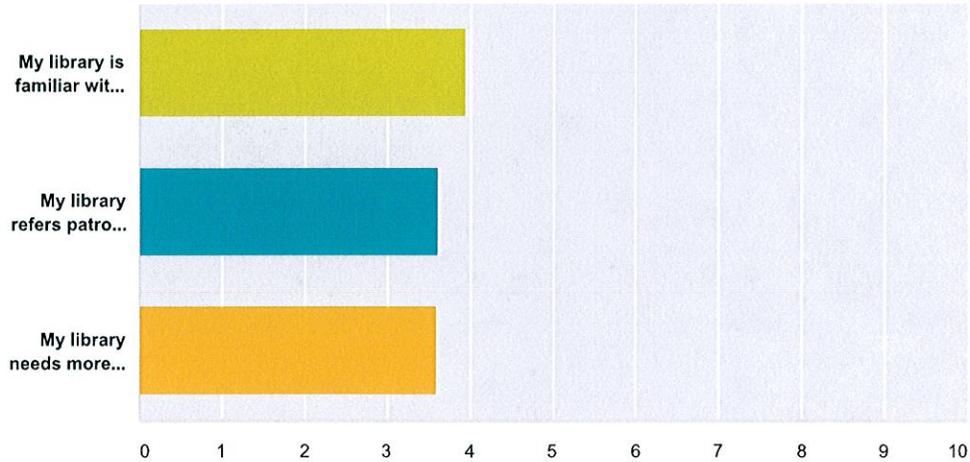
Answered: 78 Skipped: 31



	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know.	Total	Weighted Average
My library contacts the Arkansas State Library when we come across a library issue we are unsure about.	5.13% 4	7.69% 6	10.26% 8	29.49% 23	32.05% 25	15.38% 12	78	3.89
The consulting services provided by the Arkansas State Library are sufficient for my library.	2.56% 2	2.56% 2	12.82% 10	34.62% 27	24.36% 19	23.08% 18	78	3.98
My library works closely with the E-Rate consultant at the Arkansas State Library.	10.53% 8	13.16% 10	15.79% 12	7.89% 6	32.89% 25	19.74% 15	76	3.49
My library works closely with the Technology Consultant at the Arkansas State Library.	6.41% 5	16.67% 13	19.23% 15	23.08% 18	15.38% 12	19.23% 15	78	3.30

Q10 Please indicate your level of agreement with each of the following statements regarding the Library for the Blind.

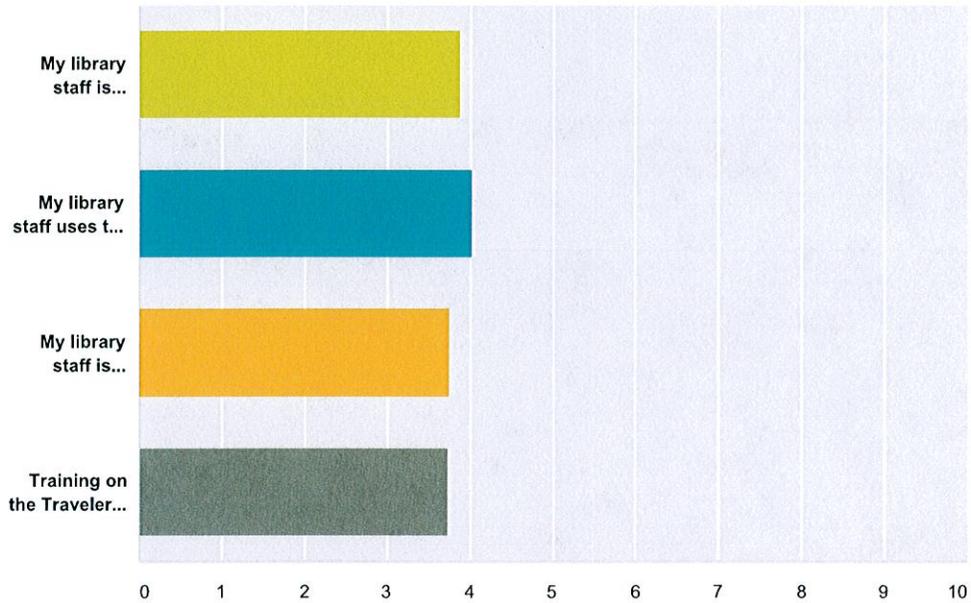
Answered: 78 Skipped: 31



	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know.	Total	Weighted Average
My library is familiar with the Library for the Blind and their services.	0.00% 0	6.41% 5	11.54% 9	41.03% 32	20.51% 16	20.51% 16	78	3.95
My library refers patrons who use large print to the Library for the Blind for additional services.	1.28% 1	6.41% 5	28.21% 22	26.92% 21	15.38% 12	21.79% 17	78	3.62
My library needs more training regarding the Library for the Blind and its services.	1.28% 1	7.69% 6	28.21% 22	29.49% 23	14.10% 11	19.23% 15	78	3.59

Q11 Please indicate your level of agreement with each of the following statements regarding the Traveler Statewide Database Program.

Answered: 78 Skipped: 31



	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know.	Total	Weighted Average
My library staff is comfortable using the Traveler Statewide Databases.	2.56% 2	11.54% 9	14.10% 11	32.05% 25	33.33% 26	6.41% 5	78	3.88
My library staff uses the Traveler Statewide Databases as a reference tool when helping patrons.	1.28% 1	6.41% 5	16.67% 13	32.05% 25	35.90% 28	7.69% 6	78	4.03
My library staff is comfortable teaching patrons to access and use the Traveler Statewide Databases on their own.	3.85% 3	10.26% 8	21.79% 17	24.36% 19	32.05% 25	7.69% 6	78	3.76
Training on the Traveler Statewide Databases is adequate.	5.13% 4	10.26% 8	15.38% 12	30.77% 24	28.21% 22	10.26% 8	78	3.74

General LSTA 5 Year Evaluation Survey

Q12 Are there other services that you would like the Arkansas State Library to offer? If yes, please describe the services you would like to see provided.

Answered: 15 Skipped: 94

#	Responses	Date
1	training	11/5/2016 8:10 AM
2	NA	10/31/2016 3:47 PM
3	More robust consulting services, consulting on building projects	10/31/2016 3:07 PM
4	I would like to see more training for front line staff and for adult programming. We had one program last year and I have eagerly awaited more. I wish the State Library was taking charge more when it comes to the OverDrive consortia.	10/31/2016 1:57 PM
5	I think more information should be given to all library directors and not filtered through the regional directors, but perhaps that is a regional problem.	10/31/2016 1:34 PM
6	More for academics! Support for a state-wide catalog and courier system. Help with paying for OCLC...perhaps provide for the holdings of smaller places to be added to OCLC. Support for a state-wide institutional repository? Training for all of the above. Also, would be nice to have the State Librarian intervene in important matters, such as access to our state newspaper - most academics can't afford it, but we need a more unified/authoritative voice to do something. Grant assistance for academics?	10/31/2016 12:46 PM
7	I can't think of anything quickly, but all current programs need publicity at local levels, probably a strong marketing campaign at state level. If you don't know about it, you don't use it. Training at local levels on programs and services is my with frequent follow-up in materials.	10/31/2016 12:06 PM
8	More continuing education available. Webcast for those who cannot attend.	10/31/2016 11:48 AM
9	Computer training for patrons	10/31/2016 11:48 AM
10	Offer a low cost or free ILS to help the little libraries. I would rather see that than the Traveler databases. I'm willing to bet that usage of those databases state-wide are in the single digits from a percentage point of view.	10/31/2016 11:34 AM
11	Creating a policy of financial transparency for County Libraries and their possible adjunct Foundations	10/31/2016 11:13 AM
12	I would like to see Britannica images	10/31/2016 11:06 AM
13	na	10/31/2016 10:52 AM
14	more training on databases	10/31/2016 10:49 AM
15	EBSCO	10/31/2016 9:32 AM



General LSTA 5 Year Evaluation Survey

Q13 Is there any additional information or feedback you would like to provide?

Answered: 18 Skipped: 91

#	Responses	Date
1	Many of the topics in this survey I've either never heard of, don't have an opinion about, or have only used minimally in my daily work. That would indicate that there is a disconnect between what the state library offers to the daily functioning of people on the front lines.	11/5/2016 8:10 AM
2	Everyone does a terrific job. Ruth, Amber, and Donovan in particular have been very supportive when called upon.	11/4/2016 3:56 PM
3	very few services for academic libraries	11/1/2016 12:58 PM
4	no	11/1/2016 9:00 AM
5	The website could benefit from updating resources and improving the layout. Several of the resources are a bit outdated (such as the library laws pdf) and the website is rather convoluted and it can take several pages and searches to find the complete and correct resource.	11/1/2016 8:18 AM
6	NA	10/31/2016 3:47 PM
7	na	10/31/2016 3:07 PM
8	The change to the ProQuest package for Traveler was disruptive but a really good deal for everyone. The ebook package is fantastic.	10/31/2016 2:07 PM
9	I appreciate what our State Library does for us.	10/31/2016 1:57 PM
10	No. The staff at the state library are awesome!	10/31/2016 1:34 PM
11	The Library and staff provide excellent resources and support	10/31/2016 1:19 PM
12	Would be nice to have academic libraries involved/supported more, although I know y'all can barely keep up with the publics!	10/31/2016 12:46 PM
13	While some of my responses have to be localized, I think I have some knowledge that is statewide and I responded with that background. The disparity in local finding probably affects the degree to which some libraries use ASL programs but ASL is definitely the underpinning of some very expensive but needed information, continuing education, and specialized services such as BPH. I'm not sure	10/31/2016 12:06 PM
14	My feed back about continuing education was low because There has not been a schedule to keep track on your website to know what is coming. In the past there has been a yearly calendar to show CE workshops and to me there were more in the past. Also, Traveler database, It is very hard to navigate. I have taken two training and have tried to have training with my staff about the resources this database has. It is not user friendly so we do not use it with our patrons very often.	10/31/2016 11:48 AM
15	Yes. It is probable that our Library Director is not following ethical financial protocols with funding and finance. It is distressing to say the least. Even though we did fund raisers during the "de-funded" period, and funding has been restored; our funding remains "Flat." Hours are not restored, and all of the monies raised by fundraisers and grants seems to disappear into the woodwork. I have asked for an accounting, but cannot get any answers.	10/31/2016 11:13 AM
16	The State Library has continued to grow its mission to keep up with the changing library landscape	10/31/2016 10:53 AM
17	na	10/31/2016 10:52 AM
18	The Children's Summer Reading Workshop is great. Please share the information about when it will occur and who the speaker will be earlier.	10/31/2016 10:49 AM

