Division of Library and Information Services

Evaluation of the 2013-2017 LSTA Five-Year Plan

Evaluated by

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Evaluation Summary

Introduction

The Institute of Museum and Library Services (IMLS), the federal agency responsible for implementing the Library Services and Technology Act (LSTA), requires state grant recipients to conduct an independent evaluation of programs funded with grant funds as delineated in the 2013-2017 LSTA Five-Year Plan (Plan). The Division of Library and Information Services (the Division), the agency that manages Florida's LSTA Program, engaged The Bishoff Group LLC for the evaluation.

The Division is a unit of Florida's Department of State, which resides in the Executive Branch of Florida's Government. The Division's mission is "to promote and enhance library, records management and archival services for the state of Florida" and "to ensure access to information resources for the citizens of Florida, government agencies, libraries, businesses and educational institutions."[1] A major resource assisting the Division in fulfilling its mission is LSTA funding provided by IMLS.

As part of the assessment, the evaluators, in conjunction with Division staff, identified LSTA-funded projects for in-depth review. With Division approval, evaluators focused on projects that served a statewide rather than local audience and that continued from year to year. Both competitive and statewide grants were included in the evaluation. Using a discussion guide (Annex F), the evaluators interviewed Division program staff regarding competitive grants and the following statewide programs:

- Ask a Librarian
- Bureau of Library Development (including consulting services and statistical data)
- E-Government
- Florida Electronic Library
- Florida Library Youth Program
- Florida Memory
- Leadership Development/Continuing Education
- Statewide Resource Sharing and Collection Development Program

Findings

Data usage and interpretation: The Division has a history of creative use of data with their return on investment studies. The Division has collected significant amounts of data regarding LSTA-funded programs, but the data is underutilized in decision making across all programs.

Excellence of staff: The Florida library community expressed appreciation of the high quality of work done by Division of Library and Information Services staff. Of particular note is the work done assisting with grant applications, strategic planning, continuing education activities and leadership on statewide initiatives.

Impact targets: For the 2013-2017 Plan, the Division established targets for most of the Bureau of Library Development programs; for other programs, including Florida Electronic Library, Statewide Resource Sharing and Collection Development, and Florida Memory, no impact targets were included in the Plan. As a result, the evaluators had to utilize other goal-setting tools to evaluate whether targets were met, including surveys conducted by the program managers.

Financial sustainability: All of the statewide programs are largely funded by LSTA funds. These programs may be at risk should the LSTA funding model change.

Leadership: The Division has seen new leadership guiding the implementation of the 2013-2017 Plan. Over the years being reviewed, the Division has utilized LSTA funds to support national goals, including library workforce

[1] http://dos.myflorida.com/library-archives/about-us/. Accessed November 8, 2016.

development, economic and workforce development, lifelong learning, and civic engagement. Additionally, funds have supported long standing programs, such as Florida Memory, an award winning digital program; the Florida Library Youth Program's (FLYP) Summer Reading Program; and Florida Electronic Library. The new leadership has expanded engagement with the Florida library community as well as Florida's state agencies.

Level of awareness: The level of awareness of each LSTA-funded program varies. This is not unexpected due to the nature of the programs. The Division's emphasis on public libraries results in a high level of awareness among public libraries of the majority of the programs. A number of the statewide programs, such as Florida Memory and Statewide Resource Sharing and Collection Development, showed a lower level of awareness than one would anticipate due to the long history of these programs.

Level of satisfaction with programs: There was a high level of satisfaction for the major programs, including Florida Electronic Library, Leadership Development and Continuing Education, and the Florida Library Youth Program. For programs where there was lack of awareness, there was a lower level of satisfaction; however, libraries that utilized the programs expressed a high level of satisfaction.

State cost share: Currently, the Division's state program reports for statewide programs, including Florida Memory and Statewide Resource Sharing and Collection Development, do not include cost share. It would be more informative to the Division, the library community and the public to have a full picture of the cost of these services that included the state's contributions.

Communication: During interviews with both staff and stakeholders, comments indicated that there wasn't broad-based awareness of documents, including the LSTA Five-Year Plan, Institute of Museum and Library Services State Program reports, and other documents. Program managers indicated that they weren't familiar with the Plan and didn't see the SPR that was submitted to IMLS for their program.

Research and Process Questions: Summary of Key Findings

The IMLS *Guidelines for Five-Year Evaluation* poses questions organized into two categories – research and process. The following is a summary of the key findings; further details are in the body of the report.

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 (e.g. staffing, budget, over ambitious goal, partners) contributed? The Division's FY 2013-2017 Plan identified two goals and 10 outcomes along with a series of activities to implement the Plan. During the initial three years, the Division was able to realize their goals and outcomes through the defined activities. The Division achieved or partially achieved all defined activities. There were no defined activities that were not achieved. It is important to note that the Plan only included Bureau of Library Development activities, leaving out activities undertaken by other Division bureaus responsible for major programs, including Statewide Resource Sharing and Collection Development and Florida Memory. The annual reports and the SPRs provided needed information to address this shortcoming in the Plan. Annex D: A-1: Analysis of Progress on Goals/Outcomes/Activities/Targets provides detailed information regarding the status of the activities.

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? The LSTA 2013-2017 Plan included definition of focal areas for each activity. The state program reports identify the focal areas and intents. The Division of Library and Information Services focused on several key areas between FY 2013-14 and FY 2015-16 based on allocation of resources, including lifelong learning, building institutional capacity and improving information access. Human services was identified as a secondary intent in several programs. Several of the LSTA-funded programs, for example Florida Electronic Library and Florida Memory, support multiple focal areas.

Focal Area	FY 2013-14	FY 2014-15	FY 2015-16	Total
Lifelong Learning – Improve users' general knowledge and skills	$3,528,471	$4,494,337	$3,834,968	$11,857,776
Institutional Capacity – Improve library workforce	$2,016,375	$1,782,419	$2,069,166	$5,867,960
Employment and Economic Development – Improve users' ability to use resources and apply information	$49,663	$10,612*	$59,329	$119,604
Civic Engagement – Improve users' ability to participate in their community	$308,353	$153,696*	$366,504	$828,553
Human Services – Improve users' ability to apply information that furthers their personal or family health and wellbeing	$74,000	$65,000	$83,610	$222,610
Information Access – Improve users' ability to discover information	$1,594,479	$1,461,106	$1,635,019	$4,690,604

*Variance in numbers was due to staffing vacancy, and, while accurate for actual expenditures, partial costs were funded in previous year.

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? If yes, *discuss to what extent each group was reached.*

User Group	Substantial Activity	LSTA Program	2013-2016 funding
Library workforce	Yes	--Library Leadership & Continuing Education --Bureau of Library Development	$9,295,015
Individuals that are unemployed/underemployed	Yes	--Florida Electronic Library --E-Government	$1,012,510 $ 380,138
School-aged youth (aged 6-17)	Yes	--Florida Electronic Library --Florida Memory --Florida Library Youth Program	$3,695,100

The Division received between $7.8 million and $8 million annually between 2013 and 2016. To determine substantial focus, at least 10 percent of the total amount of resources would need to be committed across multiple years.

Library workforce: The Division allocated $9.2 million for the period of the Plan to support the Florida library workforce. Major programs included Connected Director Community (Connected Directors meetings, New Public Library Directors Orientation and Library Academy), Leadership Recruitment and Development (Florida Library Jobs, Sunshine State Library Leadership Program and Library Directors Meeting), Expanding Library Services, Statewide Continuing Education and Training, and Florida Library Webinars.

LSTA funds support continuing education programs throughout the state. Examples of specific continuing education grants include Building a Community I & II: TBLC's Regional Continuing Education Program, Cultivating Excellence in Library Service, Connecting Libraries and Communities through Dynamic and Innovative Staff Training, and Training for Library Staff to Better Serve Their Community.

Additionally, the Division offers webinars on statewide programs, including Florida Electronic Library and Florida Memory. Through Bureau of Library Development programs, the Division offers a range of consulting services supporting E-Rate applications, long-range planning, library space planning and other consulting areas.

Individuals that are unemployed/underemployed: The major program that supports individuals that are unemployed or underemployed is the E-Government Program. Offered in partnership with the Orange County Library System and Pasco County Libraries, the E-Government Program over the last half decade has moved in-

person government services to online service through Florida's public libraries. Another program that supports the unemployed/underemployed is the Florida Electronic Library (FEL), which offers electronic resources that aid job seekers. FEL provides access to Career Transitions, an online career guidance center; Employee Florida Marketplace, a one-stop online resource for job lists, education and training; Florida Job Search Resources; Florida One-Stop Career Centers; Florida's Plan Your Career; Occupational Outlook Handbook; Peterson's Master GED Test; and Vocations and Careers Collection.

The Florida Electronic Library electronic resources budget for collections that meet the specific information needs of the unemployed/underemployed for the period was $1 million. Support for the E-Government program totaled $380,138. A total of $1.38 million is allocated to support individuals that are unemployed or underemployed for the period of the Plan.

School-aged youth (aged 6-17): The Florida Library Youth Program (FLYP) provides assistance to all public libraries to support local summer library programs for school-aged youth as well as consulting services, monthly webinars and a partnership with the Florida Department of Education and the Florida Department of Children and Families. There were 42,420 programs for K-12 students in libraries in Florida that used the Collaborative Summer Library Program (CSLP) materials provided by the FLYP allotments; these were attended by 1,447,275 people. The Florida Library Youth Program spent $225,910 for services and resources targeting school-aged youth.

In addition to the above programs offered through the Florida Library Youth Program, the Florida Electronic Library and Florida Memory Program provide access to online electronic resources to K-12 students and their teachers and parents. Examples of the online resources available through the FEL and Florida Memory include Books and Authors, Career Transitions, Educator's Reference Complete, Florida History Fair Resources, Florida Memory Classroom, Kids InfoBits, LitFinder, and Research in Context.

The Florida Memory Program includes more than 300,000 digital items from the collection of the State Library and Archives of Florida. The site includes exhibits and materials for K-12 classroom use and support for Florida History Day. In FY 2014-15, the Archives introduced Florida Memory Radio, an online service that provides streaming digital audio collections from the Archives. In FY 2013-14, FY 2014-15 and FY 2015-16, $1,413,981 was allocated for Florida Memory; 16 percent of the FEL usage was by K-12 students and teachers; $1,643,211 of the Florida Electronic Library funds went to services and online resources supporting school-aged children. A total of $3.28 million in LSTA funds has been allocated to support school-aged youth.

B-1. How have you used data from the State Program Report and elsewhere to guide the activities included in the Five-Year Plan? In the *2012 Florida Division of Library and Information Services LSTA Evaluation*, the evaluator noted that the Division inconsistently made use of metrics in overall program policy and management; however, the Division used other types of data, such as customer satisfaction measurements, for decisions related to specific programs. In 2016, there is increased evidence of output data collection across the LSTA-funded programs; however, there is still minimal reference back to the 2013-2017 Five-Year Plan goals and targets. Development of outcome measures, collection of data to measure outcomes and use of data for decision making continues to be a challenge to the Division.

B-2. Specify any changes made to the Five-Year Plan and why this occurred. The Division of Library and Information Services has not added any new programs, nor have they discontinued any major programs. There has been some shifting of projects within programs for management purposes.

B-3. How and with whom have you shared data from the SPR and from other evaluation resources? Data is largely shared internally within the Division. The state data coordinator, who works closely with Bureau of Library Development staff, conducts the annual Bureau of Library Development survey and shares the survey results with the staff. LSTA program and project usage data are shared with the LSTA Advisory Council, but there is limited sharing of data beyond these constituencies. See individual program reports for more information on data usage and reporting.

Methodology

The Bishoff Group used a variety of methodologies to gather information to determine the outcomes and impact of the Division's activities over the last three years and to answer the evaluative questions posed by IMLS.

- Review of documentation related to all projects, including the IMLS state program reports for 2013-2016, Florida Library and Grants project reports, and associated surveys
- Interviews with Division staff
- A statewide survey of the library community
- Eight regionally based in-person focus groups with the library community, one online focus group with library community members who couldn't attend the in-person focus group session and one online focus group session with members of the LSTA Advisory Council
- Individual phone interviews with the multitype library cooperative directors

Methodologies are described in further detail in the body of the report.

IMLS Methodology Questions

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators. The Division developed a request for proposals containing details of the project and requirements for the evaluators. Division staff reviewed each submission to judge the evaluators' abilities to carry out the requirements of the evaluation as stipulated in IMLS guidelines. The Division selected The Bishoff Group LLC.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability. The survey results are considered reliable, as all respondents answered the same questions, and each response received the same analysis. Evaluators assume that other researchers could conduct the same survey in Florida and would receive the same general results and the same statistically significant findings. Representatives from the survey audience pre-tested the survey to provide feedback on any confusing survey parts. Evaluators used this pre-testing to modify the original survey language.

While focus group results are inherently weak on reliability because sample sizes are small and interaction among participants diminishes the ability to replicate results, the evaluators consider focus group results to be valid. Evaluators believe that focus group participants understood the questions and provided responses that were true to their own experiences, values and beliefs. Using both survey and focus group methods provides greater overall validity. Division staff members did not attend focus groups to avoid influencing discussions.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. Eight regionally-based focus groups, an online focus group for those who couldn't attend the in-person focus group sessions and an online focus group session for the LSTA Advisory Council were conducted, and a statewide survey was administered. Additionally, interviews were conducted with the five regional multitype library cooperative directors, who represent libraries of different types.

C-4. Discuss how you will share the key findings and recommendations with others. The Division will make the evaluation report widely available to Florida's library community by announcing its availability in posts to listservs and by posting on the Division website. These postings are a very effective method of reaching most of Florida's libraries. The Division will also share the report as it works with libraries in Florida to develop the 2018-2022 LSTA Five-Year Plan.

Evaluation Report

Study Background

Users and Use of the Evaluation Process: The Division intends to use the information in this report for two purposes:

- To meet the IMLS requirements specified in *Guidelines for Five-Year Evaluation*
- To inform the development of the 2018-2022 Five-Year LSTA Plan

Users of this report include the Office of the Secretary of State, the State Library Council, Florida's LSTA Advisory Council, the Division Director, Division employees and members of the Florida library community.

Values of the Evaluation Process: The evaluators adhered to the principles of neutrality, thoroughness and confidentiality throughout the study. Evaluators remained neutral during every stage of data collection, analysis, interpretation and writing. Evaluators reminded focus group participants and those interviewed that evaluators are not affiliated with the Division, IMLS or any other interested party. Evaluators attempted to eliminate any personal bias by reviewing each other's conclusions. Evaluators sought and reviewed major documents regarding the last three years of LSTA-funded programs and projects. Evaluators conducted interviews and focus groups in confidence and reminded study participants that their responses would only be aggregated with other responses and not be individually identified.

IMLS Retrospective Questions

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 (e.g. staffing, budget, over ambitious goal, partners) contributed? Organize findings around each goal of the state's 2013-2017 Plan. Categorize each goal as either achieved, partly achieved or not achieved. The Division made significant progress toward its goals. The evaluators have reviewed each activity defined in the 2013-2017 Plan and determined whether the activity was achieved, partially achieved or not achieved. All defined activities were either achieved or partially achieved. Annex D: A-1: Analysis of Progress on Goals/Outcomes/Activities/Targets provides a complete review of each goal/outcome and activity.

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? The Florida Division of Library and Information Services has allocated significant funding to address the following national priorities between 2013 and 2016: Institutional Capacity – Improve library workforce; Institutional Capacity – Improve library operations; Information Acccess – Improve users' ability to use and obtain information; and Information Access – Improve users' ability to discover information. In the state program reports (Excel spreadsheet version), a number of the statewide programs include reporting of multiple national priority/intent areas, resulting in double counting. The consultants noted a predisposition to select national priorities that focused on support of Florida's libraries rather than national priorities that might support end users. It is the consultants' understanding that the Division could make a local decision on this matter and no guidance was provided from IMLS on this matter.

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In addition to the above programs offered through the Florida Library Youth Program, the Florida Electronic Library and Florida Memory Program provide access to online electronic and digital resources to K-12 students and their teachers and parents. Examples of the online resources available through the FEL and Florida Memory include: Books and Authors, Career Transitions, Educator's Reference Complete, Florida History Fair Resources, Florida Memory Classroom, Kids InfoBits, LitFinder, and Research in Context.

The Florida Memory Program includes more than 300,000 digital items from the collection of the State Library and Archives of Florida. The site includes exhibits and materials for K-12 classroom use and support for Florida History Day. In FY 2014-15, the Archives introduced Florida Memory Radio, an online streaming radio program featuring audio recordings from the State Archives. In FY 2013-14, FY 2014-15 and FY 2015-16, $1,413,981 was allocated for Florida Memory; 16 percent of the FEL usage was by K-12 students and teachers; $1,643,211 of the Florida Electronic Library funds went to services and online resources supporting school-aged children. A total of $3.28 million in LSTA funds has been allocated to support school-aged youth.

Process Questions

B-1. How have you used data from the State Program Report and elsewhere to guide the activities included in the Five-Year Plan? In the 2012 report, the evaluators noted "Two Division staff members

indicated use of metrics to make decisions and policies about specific projects rather than the use of metrics in overall program policy and management. One of the evaluators found no reports of the use of metrics for policy decisions, revision of rules related to the program, or developing reporting formats. However, the Division used other types of data, such as customer satisfaction measurements, for decisions related to the future of FEL. Beyond that program, we could not ascertain that the Division uses data to make decisions about LSTA projects, because we found no documentation on the decision-making process." In 2016, there is increased evidence of output data collection across programs; however, there is still minimal reference back to the Five-Year Plan goals and targets. Development of outcome measures and collection of data to measure outcomes continues to be a challenge to the Division.

B-2. Specify any changes made to the Five-Year Plan and why this occurred. Since the 2012 evaluation, the Division of Library and Information Services has not added any new programs, nor have they discontinued any major programs. There has been some shifting of projects within programs, for example the delivery program has been moved from Florida Electronic Library to Statewide Resource Sharing.

B-3. How and with whom have you shared data from the SPR and from other evaluation resources? For more than a decade, the Division of Library and Information Services has prepared the *Return on Investment* study, which was a model for other states to demonstrate the economic value of libraries. This has been an important demonstration of data use. Beyond this major initiative, data is shared internally within the Division. The state data coordinator works closely with Bureau of Library Development staff to conduct the annual BLD survey and shares the survey results with the staff. LSTA program and project usage data are shared with the LSTA Advisory Council, but there is limited sharing of data beyond these constituencies. Programs such as the Florida Electronic Library, Florida Memory and the Statewide Resource Sharing and Collection Development (ILL and Delivery) use output data for collection development. The Florida Electronic Library program manager has engaged nationally with efforts to rationalize the collection of data on usage of electronic resources in light of changes to how users gain access to digital content. See individual program reports for more information on data usage and reporting.

Methodology Questions

The following section is organized according to IMLS requirements for the evaluation report's format. In addition, this section contains the answers to the research questions outlined in the evaluation summary above.

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators. The Division developed a request for proposals containing details of the project and requirements for the evaluators. Division staff reviewed each submission to judge the evaluators' abilities to carry out the requirements of the evaluation as stipulated in IMLS guidelines. The Division selected The Bishoff Group LLC.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. This project used multiple data collection methods, including document review, interviews, a survey and focus groups with librarians. Evaluators selected these particular methods because they were most likely to answer the research questions and because evaluators have expertise in planning and implementing evaluations and analyzing the results using

these methods. Triangulating data from multiple sources is a primary strength of this multi-method design.

Process followed:
Evaluators engaged in data collection and interviews at the beginning of the project. After this step, evaluators created and implemented the survey. Following the survey, evaluators conducted the 10 focus groups. After collecting all the data, evaluators analyzed the documents, interview notes, focus groups transcripts and the survey results using IMLS requirements as a guide.

Tools and methods used:
Document review: Evaluators were provided copies of the state program reports (SPRs) for FY 2013-14, FY 2014-15 and FY 2015-16 LSTA-funded projects in PDF format as well as copies of the SPR Excel spreadsheet provided by IMLS. In addition, the annual reports for each of the reviewed programs were provided for FY 2013-14, FY 2014-15 and FY 2015-16. The evaluators received additional documents, including copies of annual surveys conducted by Bureau of Library Development and the statewide program grantees. During the preliminary review of major documents and interviews with staff, evaluators identified more documents to review, and Division staff quickly provided them. Although the document review stage was intended as the first part of this study, it was an ongoing process, as evaluators identified the need for additional information. Evaluators reviewed these documents to ascertain whether the project activities resulted in desired outcomes and whether each project related to federal act priorities and to Division goals. A full list of documents reviewed is in Annex B.

Interviews: Pairs of evaluators interviewed the people identified in Annex C, including Division staff members. Evaluators prepared a discussion guide, which was provided to interviewees prior to the meetings to allow them ample time to prepare answers. After each interview was completed, evaluators transcribed their notes and shared these transcripts with each other.

Survey: A statewide library community survey was designed by the evaluators and, following review and approval by the Division, was tested by representatives of the library community. The Division invited members of Florida's library community to complete the LSTA Evaluation Survey between October 31 and November 18, 2016. There were 257 survey respondents. A comparable survey was conducted in 2011. Evaluators analyzed the survey's overall results, considering all respondents as one group. A copy of the survey instrument can be found in Annex H, and the full survey report is in Annex I. Data was additionally analyzed by type of library and geographic location.

Focus groups: The Division undertook a two-phased strategy to solicit participants for the focus groups. The initial round of invitations was distributed to Florida library deans and directors with the goal of attracting participants who were familiar with the LSTA program. A second round of invitations was an open call. This approach allows for the broadest possible coverage, with a wide range of interest and participation across the library community. Evaluators conducted a total of 10 focus groups with 82 participants: eight in-person library community focus groups across Florida, one online focus group for library community members who could not attend an in-person meeting, and one online focus group with the LSTA Advisory Council. Evaluators asked participants to evaluate current LSTA-funded programs and to identify future trends and needs of Florida residents and libraries. Focus group discussion guides (Annex F), locations and participation numbers, as well as the focus group report, are included in Annex G.

Validity and reliability of the evidence: Evaluators assumed that the documents reviewed were pertinent to the evaluation questions. To ensure that they reviewed all pertinent documents, evaluators not only asked the Division to provide documents, but also searched to identify more documents. Evaluators believed that these documents were accurate, as IMLS reviewed and accepted the annual reports and other documents. Furthermore, evaluators assumed that those interviewed did not provide false information and that this information was both valid and reliable.

Survey validity and reliability: The survey results are reliable. All respondents answered the same questions, and each response received the same analysis. Evaluators assume that other researchers could conduct the same survey in Florida and would receive the same general results and the same statistically significant findings. Surveys have inherent limitations of validity. Respondents must fit their responses into predetermined categories, such as "agree" or "disagree" or "often" or "never," and may have different understandings of those choices. To combat this deficiency, representatives from the survey audience pre-tested the survey to gather feedback on any confusing survey parts. Evaluators used this pre-testing to modify the original survey language. To provide greater depth of information and to triangulate the findings, evaluators also conducted focus groups. The discussion guides were modified as needed for different types of groups.

Focus group validity and reliability: Focus group results are inherently weak on reliability because sample sizes are small and interaction among participants diminishes the ability to replicate results. However, evaluators consider focus group results to be valid. Evaluators are reasonably certain that focus group participants understood the questions and provided responses that were true to their own experiences, values and beliefs. Because focus group participants, in a face-to-face setting, may be reluctant to provide negative comments, the focus group report provided anonymity. Using both survey and focus group methods provides greater overall validity. Division staff did not attend focus groups to avoid influencing discussions.

Ethical considerations: Evaluators maintained confidentiality of the identities of the survey respondents. The Division knows the names of focus group and interview participants, but evaluators did not match participants' comments with individual names in transcripts or in this report. Evaluators do not present any piece of evidence outside of its context in order to promote evaluation conclusions or recommendations. Working together, evaluators questioned each other for any bias or subjectivity in this research and analysis.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. Division staff members made themselves available for interviews, provided documents, and advertised the focus group sessions and survey's availability. They also were instrumental in managing logistics associated with implementing both the focus groups and the survey. Without this assistance, these efforts would not have been successful. The multitype library cooperative executive directors, who represent libraries of different types, made themselves available for interviews and provided documents as requested.

Participation of intended users of the evaluation in the evaluation process: As stated above, the Division, the primary intended user of this evaluation, participated in many aspects of this process. Bi-weekly project team meetings were held to manage the progress of the evaluation. Representatives from the Division included the Division director, Bureau of Library Development chief, LSTA coordinator, data coordinator and library grants administrator. In addition to those activities already mentioned, Division

staff provided feedback on the summary report of the results from the survey and focus groups and on the preliminary evaluation report.

C-4. Discuss how you will share the key findings and recommendations with others. The Division will make the evaluation report widely available to Florida's library community by announcing its availability in posts to listservs and by posting on the Division website. These postings are a very effective method of reaching most of Florida's libraries. The Division will also share the report as it works with libraries in Florida to develop the 2018-2022 LSTA Five-Year Plan.

Analysis of Statewide Programs

As part of the 2013-2017 Five-Year Plan evaluation, the consultants conducted an in-depth analysis of eight statewide programs and funding of competitive grants. The projects evaluated include Ask a Librarian, consulting services, E-Government, Florida Electronic Library (FEL), Florida Library Youth Program, Florida Memory, Leadership Development/Continuing Education and Statewide Resource Sharing and Collection Development Program. Only three years of data are used because of the timing of the required IMLS evaluation. Recommendations for the future are in Annex E.

Ask a Librarian (AaL)

Ask a Librarian is administered by the Tampa Bay Library Consortium (TBLC) and provides Florida residents with virtual reference services through live chat and text messaging from 10:00 a.m. to midnight (Eastern) Sunday through Thursday and from 10:00 a.m. to 5:00 p.m. (Eastern) Friday and Saturday. Email is available to patrons 24 hours per day, seven days per week, and all email is answered by the user's local library. The service's core software allows libraries to generate powerful, on-demand statistics to assist them in planning and in local service development. The AaL program is funded through a statewide grant to TBLC.

IMLS focal areas:

- Information Access – Improve users' ability to obtain and/or use information resources
- Economic and Employment Development – Improve users' ability to use and apply business resources

Relation to Florida goals and outcomes:
Goal 2: Strengthen Libraries: Floridians use viable libraries with services and facilities that adapt to meet user needs. Outcome 6: Libraries provide users access to resources to meet their needs through innovative use of technology.

IMLS process: TBLC utilized output data for decision making regarding staffing of the AaL service. Additionally, TBLC administered survey supported decisions associated with the design of the new AaL platform. Extensive marketing/promotion was undertaken based on results of the 2011 LSTA evaluation.

Usage data: This table shows the usage of AaL over the three years for which there is data. Totals include email and live chat.

Activity	FY 2013-14	FY 2014-15	FY 2015-16
Libraries participating	134	126	106
Hours per week	84	84	84
Questions	83,287	72,447	75,291
Training sessions	37	18	2
Librarians trained	179	698	77
Self-paced training sessions	2,478	3,117	786

Budget allocation: AaL is funded in part through a statewide grant to TBLC.

FY 2013-14	FY 2014-15	FY 2015-16	Total
$262,044	$199,360	$195,869	$657,273

Findings:

Outputs/impact:

In 2014-2015, TBLC replaced the virtual reference platform and trained all library participants in the new platform. TBLC staff and participants underwent an RFP process and implemented the new system, including training all participants in AaL, between October 2014 and April 2015. AaL is available through mobile devices and from Florida Electronic Library electronic resources as well as through text, chat and email. In the 2011 evaluation, there were between 107 and 121 participants. In the 2016 evaluation there were between 106 and 134 participants.

Since the 2011 evaluation, TBLC has addressed the issue of promotion of the program with a two-year, statewide promotional initiative, which included creation of AaL bookmarks and brochures distributed to local libraries and school media specialists as well as presentations at annual conferences. Ask a Librarian is a key service supporting distance learning, which Florida has emphasized in its K-12 and higher education. Additionally, the Division uses AaL for the State's online ask a question program.

To staff weekend hours, TBLC partners with Florida State University's School of Information, having graduate student interns answer questions.

The 2016 statewide survey found that for libraries that offer AaL:

- 64 percent agreed and strongly agreed that their users were better served because they had access to specialized librarians available through AaL
- 68 percent agreed and strongly agreed that their library users were better served because they could ask questions when the library was closed
- 54.9 percent agreed and strongly agreed that AaL is an essential part of their library's service
- 65.5 percent indicated that they were satisfied or very satisfied with AaL

The 2011 survey respondents rated AaL 3.8 out of 5 in terms of satisfaction, while in 2016, 47 percent of respondents were satisfied, 19 percent were very satisfied and 25 percent were neither dissatisfied nor satisfied. As in the 2016 survey, 2011 respondents who didn't participate responded that they didn't have enough staff, in spite of the fact that there is no requirement to have staff participate in the program to use it.

The 2016 annual AaL end user survey found that 77 percent of users were repeat users. Ninety-two percent reported that they were better able to use web-based library resources that they were shown during chat. Finally, 96 percent indicated that they would use the service again. The survey of library participants showed favorable responses, particularly from academic library users.

Focus group respondents, unlike survey respondents, were slightly less favorable toward AaL, believing that AaL could be discontinued or replaced with a different product such as Tutor.com. The service didn't meet the needs of the public library participants. The consultants estimate approximately 15 percent of the focus group participants believe that prank questions were asked, while approximately 40-50 percent indicated that many questions needed to be answered by the local library. Six of the eight focus groups indicated that the decline in reference questions and the increase in questions about local library policies or open hours and requests to renew books was a problem. In addition, when asked to rank the usefulness of LSTA-funded services, AaL was ranked last (five groups) or second to last (three groups). Comments below reflect some of these concerns.

The survey respondents and focus group participants identified specific concerns, some of which TBLC may be able to address, others they may not be able to.

> "Most of the questions we receive from our patrons through Ask a Librarian are extremely site-specific and often require us to look up the patron's record and information. When one of our patrons gets someone at another library, they are often told that they must contact our library directly in order to address their issues, and this just frustrates them."

> "The service is used by people goofing off and wasting staff time."

Future of the service:
There are mixed reviews of the AaL program. Users and academic library participants rate the program highly, while public libraries believe there are alternative products. While there is still a need for the service, particularly in light of the growth of distance/online learning in Florida, it may be time to consider different solutions, such as Tutor.com, for the different audiences – academic versus public library users. Further investigation will be required to determine need and potential response.

Bureau of Library Development (Consulting Services)

The Division's Bureau of Library Development consulting services include statewide services for libraries, such as collection and analysis of statistics; youth services; grants administration; statewide studies and reports; sponsorship of leadership activities (some are managed by an MLC); proactive programs for governing officials, advisory board members and community supporters; continuing education and leadership training; leadership in the planning of statewide programs to meet the information needs of Florida residents; broadband implementation and E-Rate assistance; and general advocacy for the role of libraries in society.

See the Leadership Development/Continuing Education and Youth Services sections for separate analysis.

<u>IMLS focal areas</u>:
- Improve libraries' physical and technological infrastructure
- Improve the library workforce
- Improve library operations

<u>Relation to Florida goals and outcomes</u>:
Goal 2: Strengthen Libraries: Floridians use viable libraries and archives with services and facilities that adapt to meet user needs. Outcome 2.9: Libraries have support for ongoing development to provide excellent services.

IMLS process: There is an inconsistent recording of usage data information for consulting services. The Bureau of Library Development, under the leadership of the state data coordinator, conducts an annual survey to assess BLD programs; additionally, the state data coordinator works with individual program managers to develop program surveys. While some services, such as E-Rate/broadband, have usage information across three years, other programs do not supply any usage information. Usage of the data in decision making is inconsistent across programs.

Budget allocation:

Program	FY 2013-14	FY 2014-15	FY 2015-16
Expanding Library Services Broadband Implementation/ E-Rate Assistance	$ 75,945	$68,259	$ 96,959
Statistical Data & Public Lib Statistics	$212,223	$61,771*	$224,843

*While accurate for actual expenditures, partial costs were funded in previous year.

During the period of evaluation, the data coordinator provided a total of 77 surveys for Division staff and trained 164 Florida librarians.

Findings:

Outputs/impact:

The 2011 and the 2016 LSTA statewide survey showed that use of the Bureau's consulting services is relatively low among survey respondents. The 2016 survey found that 35 percent of the respondents did not know if their library had used the services; the same percentage used the service, and 30 percent had not used it. Those who had not used the services in 2016 cited the following reasons: 39 percent didn't know if their library is eligible to use these consulting services; 34 percent didn't know about the consulting services; and 25 percent didn't have a need for consulting services.

At the same time, those who used the service rated it highly in both 2011 and 2016. In 2011, the overall rating was 4.0 out of 5, with quality of service receiving a 4.55 out of 5, accuracy of responses receiving 4.53 and timeliness of response receiving 4.49. In 2016, eight consulting service elements – accuracy of information, timeliness of response from consultants, general quality of services from consultants, assistance in planning youth services, assistance with data collection and use, information and guidance supporting development and implementation of youth services, information and guidance supporting development and implementation of E-Rate, and assistance in developing long-range plans – received excellent ratings.

Observations:

E-Rate: The nature of the national E-Rate program is changing, and with the new focus in Florida on both E-Rate and underserved populations, there is an opportunity for richer recording of statistics and evaluative information.

Promotion and awareness building: More promotion and awareness building is needed for all services under BLD Consulting Services to achieve better uptake for and usage of the programs.

Statistics: Statistics are not kept consistently between years, making longitudinal comparison to track program growth trends difficult. In 2011, the consultants noted that outcome data was not collected.

While progress has been made in this area, interviews with staff indicate that the decision-making process does not include documentation of data used to support actions taken.

Competitive Grants

Each year, the Division distributes part of its LSTA allocation for competitive grants. In FY 2013-14, only the MLCs and two ongoing E-Government grants received competitive grants. In the two subsequent years, additional competitive grants were awarded. In FY 2016-17, the decision-making process was changed to give final funding recommendation authority to the LSTA Advisory Council. There was concern expressed in the interviews, focus groups and survey about the policies and procedures used by the LSTA Advisory Council.

IMLS focal areas:

- Lifelong Learning – Improve users' general knowledge and skills
- Institutional Capacity – Improve the library workforce

Relation to Florida goals and outcomes:
Goal 1: Floridians use information and innovative and responsive services from all types of libraries and archives that meet their diverse geographic, cultural and economic needs. Outcome 1: Users access libraries that understand and respond positively to the diverse needs of different cultures, ages, abilities, socioeconomic backgrounds and education levels.

IMLS process: Data was not used to make decisions about competitive grants overall. Individual library program applications and reports are reviewed. No changes were made in the LSTA Five-Year Plan. Data on competitive grants, including the grant application guidelines, lists of funded projects with descriptions of the projects, and extensive MLC statistics, is included on the Division's website.

Usage data: Funding of the multitype library cooperatives'[2] training programs is handled as part of the competitive grant process. The data below summarizes the activity of all of the MLCs combined. Note the increase in web-based activity and the decline in the number of face-to-face events. In addition, each MLC has begun offering additional types of CE that are not reflected in the comparative numbers below.

Program	FY 2013-14	FY 2014-15	FY 2015-16	Total
Face-to-face training	838	253	150	1,241
Face-to-face attendance	4,083	4,656	3,381	12,120
Web-based/online training	758	630	1,318	2,706
Web-based attendance	1,383	10,403	12,273	24,059

Budget allocation: The following chart shows funding to local libraries for competitive grants, grants to MLCs for training, and grants for Division projects, including statewide programs managed by MLCs. This data does not include funding for statewide programs discussed elsewhere in this report.

[2] There are five MLCs: Northeast Florida Library Information Network, Panhandle Library Access Network, Southeast Florida Library Information Network, Southwest Florida Library Network, and Tampa Bay Library Consortium.

Program	FY 2013-14	FY 2014-15	FY 2015-16	Total
Grants to libraries	$ 74,000	$ 292,764	$ 258,741	$ 625,505
Division grants, including statewide programs managed by MLCs	$ 132,945	$ 180,735	$ 162,909	$ 476,589
Grants to MLCs	$1,029,608	$ 937,600	$1,175,201	$3,142,409
TOTAL	$1,236,553	$1,411,099	$1,596,851	$4,244,503

Findings:

Outputs/impact:

As the data above show, MLCs are reaching numerous librarians with training. As was true five years ago, success is determined primarily by output measures plus evaluations at the immediate conclusion of a training indicating an intention to use what was learned. Three MLCs, however, are now doing longer-term evaluations. One sends a survey after three months to 10 percent of CE event attendees. One sends a survey after six weeks. The consultants were not able to view the results of these surveys.

In general, focus group participants supported the concept of competitive grants. However, there was little agreement about what the purpose of LSTA competitive grants should be. To equalize the library services around the state? For innovative projects or replication of a successful project? For any program that meets local needs? For targeting a special need statewide, such as early literacy or workforce development? There was general feeling that most grants went to medium- to large-size libraries that had the staff, time and resources to provide the match for LSTA grants. Staff from smaller libraries felt they had no staff time or did not have someone with experience to apply.

The survey showed less support for competitive grants than the focus groups did. In 2011, respondents rated the competitive grants process 4.04 (good) on a five-point scale. They also rated the toolkit from the Division at 3.48 (good) and the fairness of the LSTA program at 3.50 (good) on a five-point scale. In 2016, the ratings were lower. Of all of the options given, the timetable and understanding of the application process were the only items ranked fair. The highest rating (3.48) was for the helpfulness of the Division staff. The lowest ratings were for understanding the review process (3.22) and the fairness of the process (3.23).

Observations:

General support: There is support and appreciation for the LSTA competitive grant process and a desire for it to continue. However, there were concerns about the application process; small, rural libraries expressed the most reservations about the time involved, the complexity of the project and the match required. They did not seem aware that projects under $10,000 do not require matching funds. No one in the survey, focus groups or interviews mentioned this option. They did indicate an understanding that some of the complexity is not the fault of the Division but is required for compliance with federal and state regulations regarding grants.

Concern about the decision-making process: The new role of the LSTA Advisory Council is not fully understood, nor is the new decision-making process. It needs to be clarified and publicized before the next round of grants.

MLC continuing education: The MLC CE offerings reach many Florida librarians and play a critical role in meeting the Division's goal of improving the library workforce.

E-Government

The Division has continued to focus on e-government in its LSTA activities. This program is the result of the decision by state agencies to close local agency offices, directing Floridians with social service needs to online services and recommending they use services available through Florida public libraries. The Division supports library workforce recovery efforts by providing resources and tools to assist their job-seeking patrons. The Division is also expanding e-government services throughout the state by coordinating individual libraries' e-government projects in accordance with a statewide vision. The E-Government initiative includes a Division webpage devoted to e-government; presentations for libraries on the legal ramifications of helping people who need e-government assistance; a list of libraries with e-government webpages; a monthly phone call with an e-government taskforce of librarians and government representatives to review programs and share strategies; and archived webinars on e-government topics. The Division awarded multiple competitive grants and two noncompetitive grants to libraries for e-government projects. One of the noncompetitive grants was to the Orange County Library System for "The Right Service at the Right Time," a web portal assistance center that is designed to include all of Florida's 67 counties to help library users determine the best sources for assistance. The other noncompetitive grant was to Pasco County Libraries for "Get Help Florida," a website that offers easy navigation to a wide variety of e-government resources, including links to government and social service agencies and related forms.

IMLS focal area:

- Improve the Library Workforce

Relation to Florida goals and outcomes:

Goal 1: Services: Floridians use information and innovative and responsive services from all types of libraries and archives that meet their diverse geographic, cultural and economic needs. Outcome 2: Users access information and educational resources and services in all available formats. Outcome 4: Users have 21st century information literacy and technical skills.

Goal 2: Strengthen Libraries: Floridians use viable libraries with services and facilities that adapt to meet user needs. Outcome 7: Library staff and stakeholders are trained and competent to meet current and future needs of library users with evolving services and resources. Outcome 10: Libraries benefit from strategic relationships with public and private entities to develop and implement innovative and responsive services.

IMLS process: There is a lack of evaluation data on the impact of the information accessed through these services. Additionally, the consultants were unsure how widely the usage and impact data has been shared with Division staff and advisory committees. There were no changes in the program.

Usage data: The Division has a great deal of data about the use of these services. In FY 2013-14, 81 percent of the respondents to the Division's Public Library Directors' (PLD) Survey indicated that the quality of information and guidance supporting development of E-Government Services to Libraries programs is excellent or good. One hundred percent of the respondents agreed or strongly agreed that the information provided in BLD E-Government webinars will help them improve library services to the public. The FY 2014-15 Public Library Directors' survey found that "assistance with promoting and supporting E-Government resources" was rated excellent by 45 percent of respondents and good by 30 percent. A majority of survey respondents (88 percent) said they would like to "improve and expand their E-Government, Workforce Recovery and/or Technology resources at their library."

Google Analytics and StatCount are utilized to analyze how many people visit the Get Help Florida site.

Service	FY 2013-14	FY 2014-15	FY 2015-16
Right Service website visits	112,851	58,210	66,133
Get Help Florida website visits	12,217	12,651	15,806

Budget allocation: The Division awarded two statewide LSTA grants to support e-government services and funding to support program coordination.

Service	FY 2013-14	FY 2014-15	FY 2015-16	Total
E-Government Services Program Coordination	$49,663	$10,612	$97,253	$157,528
Right Service/Right Time	$50,000	$50,000	$71,610	$171,610
Get Help Florida	$24,000	$15,000	$12,000	$ 51,000

Findings:

Outputs/impact:

The 2016 LSTA Statewide Survey showed that 40 percent of respondents offered e-government services of some type. The top offerings used were Right Service at the Right Time (50 percent of respondents); Get Help Florida (40 percent of respondents); and the E-Government Florida Libraries Program (25 percent of respondents). The E-Government Newsletter was used by 20 percent of respondents. Twenty-five percent of the respondents were not aware of the E-Government program resources, and four percent of respondents did not use any of the services.

The 2016 LSTA survey asked respondents to indicate their level of agreement with statements regarding the E-Government program. Almost 70 percent of the respondents agreed that the Division should continue to offer training in e-government services; 34 percent agreed and 30 percent strongly agreed that e-government is an essential part of their library's services; and 33 percent agreed and 25 percent strongly agreed that their library's users are better served because of E-Government services. The survey also generated two important comments about the program:

> "LSTA grant money should be used to develop and enhance E-Government services in libraries since most government agencies no longer provide face-to-face help in filling out applications or handling inquiries."
>
> "There should be legislative action that would give libraries and other helping agencies surety that they are protected legally when helping patrons with E-Government services that their quality of life is dependent upon. Many library directors are hesitant to provide this assistance because of very real liability issues. There should also be a way to quantify the assistance being given and how much of the library's budget is dedicated to the provision of these services and a way to reimburse the libraries."

We are not able to compare 2011 and 2016 data as the 2011 survey focused on two specific competitive grant projects rather than the statewide program.

Observations:

Expansion of service: The FY 2013-14 SPR notes that "from the response of library directors and staff, it is apparent that the E-Government program should expand to include outreach activities in support of the current E-Government and Workforce Recovery activities and our statewide E-Government

partners." The planning activities for the 2018-2022 Five-Year Plan offer an excellent opportunity to envision these activities.

Inconsistency of data reporting: Between the FY 2013-14 and FY 2014-15 state program reports, there was a lack of consistency in the way data about how both Get Help Florida and Right Service at the Right Time was reported. Better consistency in the types and levels of data reported will enable longitudinal comparison between program years. Additionally, developing a method to assess the impact of e-government services on end users is an important future step for this program

Levels of usage: Trends in the 2008-2012 Five-Year Plan Evaluation Report showed growing usage of the Get Help Florida and Right Service at the Right Time web services. Current usage levels of Right Service/Right Time, as shown in the usage chart above, while higher than in 2011, have showed sharp decline between FY 2013-14 and FY 2015-16. Usage trends for all e-government services should be monitored closely to determine any need for changes to or discontinuation of the programs. In addition, consideration should be given to economic trends. Usage of the Division's program coordination services also should be monitored closely in order to track if the numbers of users are similar now to FY 2013-14, which was the last year where comparable data was reported.

Impact of service: The Division should strongly consider developing a method to assess the impact of e-government services on end users that can provide justification for continuing the service in the future.

Florida Electronic Library

The Division describes the Florida Electronic Library program as a gateway to select electronic resources that offers access to comprehensive, accurate and reliable information. Available resources include electronic magazines, newspapers, almanacs, encyclopedias and books providing information on topics such as current events, education, business, technology and health issues. The Florida Electronic Library offers electronic resources for all age groups, including homework help for students and resources for teachers. For the 2013-2015 period, the FEL included a variety of programs, including Ask a Librarian and a statewide courier delivery service. The 2016 evaluation includes FEL electronic resources, including licensed electronic resources from Gale Cengage Learning and OCLC. Following the completion of a statewide digitization plan, digitization programs were added to the Florida Electronic Library program. In FY 2014-15 and FY 2015-16, one competitive grant was awarded in each year.

<u>IMLS focal areas</u>:

- Information Access – Improve users' ability to discover information resources
- Lifelong Learning – Improve users' general knowledge and skills

<u>Relation to Florida goals and outcomes</u>:
Goal 2: Strengthen Libraries: Floridians use viable libraries with services and facilities that adapt to meet user needs. Outcome 6: Libraries provide users access to resources to meet their needs through innovative use of technology.

<u>IMLS process</u>: The Florida Electronic Library utilizes data provided by Gale and OCLC to make decisions regarding collection development. As the FEL is a multi-year contract, collection decisions are made as part of the procurement process. Data can also be shared with Florida libraries to guide marketing and promotion decisions as well as decisions regarding what electronic resource training is offered.

Usage data: The FEL program manager noted that there has been a change nationally regarding the data collection for electronic resources, so reporting from year to year has changed. This change is particularly noticeable between FY 2014-15 and FY 2015-16. The data over the last three years shows volatility.

Program	FY 2013-14	FY 2014-15	FY 2015-16
FEL sessions	12,938,402	11,598,735	11,703,677
FEL database searches	25,466,041	24,633,508	22,340,777
Resources retrieved	27,062,149	6,758,224	6,874,274
Libraries participate FEL courier service	213	200+	189
Courier bags delivered	228,106	234,834	230,256

Budget allocation:

Service	FY 2013-14	FY 2014-15	FY 2015-16	Total
FEL Program	$3,187,260	$3,558,834	$3,379,001	$10,125,095
Courier delivery service[3]	$150,000	$125,000	$125,000	$400,000
Digitization program	$0	$30,000	$22,000	$52,000

Findings:

Outputs/impact: In the 2013-2017 Plan, the Division did not establish any targets for FEL, however they did establish performance measures which can be used in the assessment. For the 2011 evaluation of the FEL program, the Division contracted with Florida State University for an in-depth assessment of the program. A second evaluation was done as part of the LSTA review. For 2016, only one assessment was conducted, and it focused on comparison of benefits of the service and overall satisfaction. Usefulness of specific electronic resources was not evaluated. Additionally, in the 2016 survey, there was a high level of neither agree nor disagree responses across many of the questions. The reason for this has not been determined. In 2016, there was a high level of usage of FEL, at 79 percent of respondents, versus 62 percent in 2011. Survey respondents in both the 2011 and 2016 surveys indicated a high level of agreement that FEL saved money on both print (60 percent in 2016) and online (68 percent in 2016) publications; additionally, respondents felt that FEL was an essential part of the library's services. Overall satisfaction with the FEL service in 2011 was high, with a rating of 4.35 on a 5-point scale. In 2016, 65 percent of respondents were satisfied, while 18 percent were very satisfied and 16 percent were neither dissatisfied nor satisfied.

FEL also includes the statewide courier service, which is managed by TBLC. Sixty-five percent of the respondent organizations participated in the service and 19 percent did not, while 16 percent didn't know. Of those that didn't participate, 52 percent indicated they didn't offer ILL, while 38 percent indicated that they didn't fill ILL. There is a high level of satisfaction with the courier service. In the 2011 statewide survey, the courier service (DLLI) had a high overall rating, at 4.15, a high level of satisfaction, at 4.12, and a 4.49 rating for ongoing support. In the 2016 statewide survey, 28 percent of respondents were very satisfied with the courier service, 37 percent were satisfied and 31 percent indicated they were neither satisfied nor dissatisfied. As in 2011, of those that didn't use the courier services, 51.3 percent didn't offer it because they didn't offer ILL, and 38 percent indicated that they didn't fill ILL.

[3] The Statewide delivery service is partially funded with LSTA funds with cost share from participating member libraries. TBLC manages the service through a statewide competitive grant.

Focus group sessions in both 2011 and 2016 gave strong support for FEL as demonstrated in these 2016 comments:

- "FEL is the base to everything else."
- "Huge, huge, huge… even huger."
- "FEL is a great equalizer. All libraries can participate."

Participants recognize the importance of all libraries providing access to the same set of resources: "Because it is in multiple libraries, it is the same all over the state. This is an asset for students and anyone who may use more than one library. People who learn how to use in one library can use it successfully in another library."

Observations:

Critical service: FEL is a core service for Florida libraries and by extension for Floridians across all communities. It has continued to grow and develop in terms of content beyond the core electronic resources, which is important. Working with librarians across the spectrum will be necessary to continue to meet the diverse user needs.

Financial sustainability: Currently, FEL electronic resources are 100 percent funded by LSTA funds. With potential changes in federal funding with upcoming reauthorization of LSTA, it would be incumbent to explore options for funding strategies for FEL.

Digital program: There is a lack of clarity regarding how the digital program fits in with the Florida Electronic Library. In FY 2013-2014, the Division undertook a statewide digital planning initiative; however, the status of implementation is unclear beyond the awarding of the two grants under this program and the Division's participation in the DPLA application lead by the Florida State University Library.

Florida Library Youth Program

The Florida Library Youth Program (FLYP) services include a regular newsletter, *FLYP Forward*, for youth librarians and school media specialists (1,000 subscribers as of 2016); programming ideas; a blog; links to resources from workshops; links to information on emergent literacy; and information on the Summer Reading Program. Florida is part of the national Collaborative Summer Library Program (CSLP). FLYP supports membership in CSLP and purchases and ships materials on the common theme for all Florida public libraries. The youth consultant collects data on the total number of programs presented for youth and the total number of children attending. In recent years, the youth consultant has placed increased emphasis on early literacy, programming for teens year-round and programming for teens and adults during the summer library program. She has also invited school librarians to the CSLP workshops and encouraged cooperation between school and public libraries. The youth consultant also works to improve cooperation with other state agencies and offers webinars that feature services and programs from state agencies. These are archived and can be viewed at librarians' convenience.

IMLS focal areas:

- Lifelong Learning – Improve users' general knowledge and skills
- Institutional Capacity – Improve the library workforce
- Human Services – Improve users' ability to apply information that furthers their parenting and family skills

Relation to Five-Year Plan goals and outcomes:
Goal 1: Services: Floridians use information and innovative and responsive services from all types of libraries and archives that meet their diverse geographic, cultural and economic needs. Outcome 3: Users, including children from birth through age 17, benefit from programs that promote reading and related skills.

Goal 2: Strengthen Libraries: Floridians use viable libraries with services and facilities that adapt to meet user needs. Outcome 9: Libraries have support for ongoing development to provide continually improved services.

IMLS process: The youth consultant reports that she studies the CE evaluations of her programs and the CSLP and makes changes to those programs based on the evaluations. Part of the increased emphasis on teen and adult programming came from requests from youth librarians around the state. No changes were made in the LSTA Five-Year Plan. Data is shared primarily through the Division's website and reports to the Division director.

Usage data: The Youth Consultant does many workshops and presentations throughout the year. Web-based training is archived for individual viewing at the viewer's convenience. The data below is for the Summer Reading Program.

	FY 2013-14	**FY 2014-15**	**FY 2015-16**
Program Target Ages			
Children aged 0-11	16,787	21,457	22,697
Teens aged 12-18	3,319	4,072	4,558
Adults	5,609	11,465	12,481
All ages (including families)	2,882	2,659	3,673
Total of all programs offered	28,597	39,653	43,409
Attendance at Programs With the Following Target Audiences			
Children aged 0-11	741,103	831,241	874,845
Teens aged 12-18	69,616	75,535	78,529
Adults	79,213	116,811	137,220
All ages (includes families)	125,683	144,890	159,773
Total attendance at programs	1,015,615	1,168,477	1,250,367
Staff Training			
Summer Reading Program workshops offered	11	10	25
Librarian attendance at workshops	474	584	623

The number of programs offered by libraries and attendance continues to rise each year.

Budget allocation:

Budget category	**FY 2013-14**	**FY 2014-15**	**FY 2015-16**	**Total**
Youth Program total budget	$191,211	$200,739	$267,996	$659,946
Amount of total budget allocated to CSLP	$ 91,998	$113,664	$139,000	$344,662
% of total budget for CSLP	48.1%	56.6%	51.9%	

Findings:
Outputs/impact:
The Youth Program provides a summer library program to over a million children, teens and adults each year. The surveys had high praise for the Summer Library Program and other training from the youth consultant. CSLP received the highest positive response for the program in both the 2011 and 2016 statewide LSTA surveys: 83 percent in 2011 and 90 percent in 2016. When asked if they would continue CSLP without LSTA support, five percent of respondents in 2011 and eight percent of respondents in 2016 said they would not be able to have a summer reading program at all, and 36 percent in 2011 and 31 percent in 2016 said their summer program would be greatly reduced. Both surveys showed a positive impact of the program on users; however, the numbers in all categories were slightly lower in 2016. The respondents strongly agreed on these aspects of the program: children maintained their reading skills over the summer (49 percent in 2011, 45 percent in 2016); parents appreciated the program (64 percent in 2011, 59 percent in 2016); teachers appreciated the program (50 percent in 2011, 43 percent in 2016); more people used the library in the summer as a result of CSLP (55 percent in 2011, 51 percent in 2016); and the kids had fun (63 percent in 2011, 51 percent in 2016.)

In the 2013-2017 LSTA Five-Year Plan, there are specific outcomes associated with youth services. It is not possible to tell if these were met, as the data that was collected does not match the data target listed. In some cases, the data may be available, e.g., 80 percent of library systems adopted the CSLP, but this data was not collected or reported.

Observations:
Level of satisfaction: The Youth Services Program and national Collaborative Summer Library Program in particular received very high levels of satisfaction. These programs are considered very successful and helpful by youth librarians around the state. Based on research data, the youth consultant responds to the needs of youth librarians, developing and offering new programs as need is determined. The increased focus on teen programs and emerging literacy is one example of responding to an emerging need.

Output/outcome measures: A great deal of output data is collected for the program; however, the same output data is not reported in the same way each year. There was no end-user outcome data. The consultants accept what the consultants gathered on the survey as part of the LSTA Five-Year evaluation process, and these are the opinions of the librarians, not the end users.

Florida Memory

According to the Florida Memory website, "The mission of the Florida Memory Program is to provide free online access to select archival resources from the collections of the State Library and Archives of Florida. Florida Memory chooses materials for digitization that illuminate significant events and individuals in the state's history, and help educate Floridians and millions of other people around the world about Florida history and culture."[4] In addition to the digitized collections, the site also includes exhibits and online classroom materials.

IMLS focal area:
- Information Access – Improve users' ability to discover information resources

[4] https://www.floridamemory.com/about/. Accessed November 8, 2016.

Relation to Florida goals and outcomes:
Goal 1: Services: Floridians use information and innovative and responsive services from all types of libraries and archives that will meet their diverse geographic, cultural and economic needs. Outcome 2: Users access desired information and educational resources and services in all available formats.

IMLS process: The Florida Memory program manager reported that usage data on Florida Memory aids in decision making regarding what collections to digitize. No targets were included in the Five-Year Plan.

Usage data: The data over the last three years shows an increase in the number of items digitized, the number of searches and the number of items retrieved.

Program[5]	**FY 2013-14**	**FY 2014-15**	**FY 2015-16**
Florida Memory digital objects	253,992	275,214	301,826
Florida Memory searches	37.6M	37.8M	38.4M
Florida Memory retrievals	24.1M	29.1M	31.1M
Learning unit retrievals	2M	4M	3.6M
Items scanned/created	6,180	5,499	7,933

Budget allocation:

Service	**FY 2013-14**	**FY 2014-15**	**FY 2015-16**	**Total**
Florida Memory	$419,114	$451,639	$543,228	$1,413,981

Findings:
Outputs/impact: In the 2013-2017 Plan, the Division did not establish targets for Florida Memory; however, they did establish performance measures. The Division met production goals as well as programmatic goals, including establishing a cloud-based storage site allowing digital masters to be stored off-site. During this period, staff have been re-digitizing older collections, bringing them up to current content creation standards. The 2011 evaluation of Florida Memory was part of the FEL evaluation; for 2016, the consultants undertook a separate evaluation. In 2016, 65 percent of the respondents reported that their libraries made Florida Memory available to their users. Of those that didn't provide access to Florida Memory, their primary reasons were that they had no use for the resource (22 percent), they weren't aware of the service (25 percent); 19 percent reported that they used another site. Both the 2011 and 2016 survey respondents indicated a high level of satisfaction with Florida Memory. In 2011, Florida Memory was rated 4.25 on a five-point scale; in 2016, 32 percent of respondents were very satisfied, 39 percent were satisfied, and 28 percent were neither dissatisfied nor satisfied with the service. The primary reasons for using Florida Memory included supporting local historians (66 percent), supporting K-12 education (62 percent), supporting local genealogists (61 percent) and supporting the information needs of higher education users (47 percent). Comments regarding the program included "Increase collaboration with local libraries, archives and museums," and "Continue to build the collection."

The focus group participants echoed the comments from the survey, saying that the service expands collaboration with local organizations, allowing contributions from these organizations into Florida Memory. There were also positive comments regarding support for K-12 education and local historians. One participant had a funding-related comment: "It's been around a long time. Isn't it time for local funding?"

[5] Data provided by Jody Norman, State Archives of Florida, November 19, 2016.

The unit collects anecdotal information, which was provided to the evaluators. These included supportive comments from local historians and educators. At this time, there is no effort to undertake focus groups or surveys to assess the impact of Florida Memory.

Observations:
Continued growth and development: Florida Memory has continued to be developed by the State Archives through acquisition of born digital content as well as reformatting of original resources. The State Archives is partnering with other agencies to digitize collections as well as digitizing priority collections held by the Archives. Florida Memory has also addressed the issues of off-site storage using a cloud-based solution.

Florida memory and learning: Florida Memory has an excellent learning units collection that supports K-12 education. They continue to regularly develop it. Their education staff works closely with the K-12 community through an active outreach program.

New initiatives: The development of Florida Memory Radio demonstrates creative reuse of existing collections. The Archives received a Society of American Archivists' "Archival Innovator Award" in 2015.

Financial sustainability: The digitization of new content is funded through LSTA funds. Should there be a reduction or lack of available LSTA funding, Florida Memory would still be available; however, limited or no new content would be digitized. With the importance of Florida Memory to Florida residents, the K-12 community, researchers and others, the Division should explore strategies for alternative funding.

Collaboration: Florida Memory has developed a high-quality program that could serve to support other Florida libraries, archives and museums. With the development of the DPLA, consideration should be given to the role that it might play as a major Florida contributor.

Leadership Development/Continuing Education (CE)

The Division coordinates and/or sponsors numerous Leadership Development activities: the Florida Library Jobs website (managed by SEFLIN); the Sunshine State Library Leadership Institute and its related Continuing Education Program (managed by NEFLN); and the Annual Library Directors Meeting and New Library Directors Orientation (both managed by TBLC). Beginning in 2012, an annual public library directors academy was added to the CE opportunities for directors and management staff.

The Sunshine State Library Leadership Institute (SSLLI) teaches leadership, communication and management skills to professional and paraprofessional librarians in management positions with at least two years of management experience. The Annual Library Directors Meeting provides an opportunity for public library directors from across the state to learn about cutting-edge trends from national leaders, receive updates on current issues from statewide leaders, gain new insights and skills from library community contemporaries, and share best practices. The New Library Directors Orientation provides an opportunity for new public library directors from across the state to learn about Division programs, resources and services; gain new insights and skills from contemporaries and leaders within Florida's library community; and network with colleagues and build working relationships. The Florida Library Jobs website provides a searchable listing of job openings for positions in Florida and is used by job seekers and hiring institutions.

The Division's Statewide Continuing Education and Training Program provides Florida library staff access to online instructor-led classes, live workshops and online self-paced courses; access to archived

versions of all online courses is also available. TBLC manages the Florida Library Webinars program, which offers web-based training to all staff working in Florida libraries.

The CE programs offered by the MLCs are covered under the Competitive Grants section above.

IMLS focal area:

- Institutional capacity – Improve the library workforce

Relation to Florida LSTA goals and outcomes:
Goal 1: Services: Floridians use information and innovative and responsive services from all types of libraries and archives that meet their diverse geographic, cultural, and socioeconomic needs. Outcome 1: Users access libraries that understand and respond positively to the diverse needs of different cultures, ages, abilities, socioeconomic backgrounds and education levels.

Goal 2: Strengthen Libraries: Floridians use viable libraries and archives with services and facilities that adapt to meet user needs. Outcome 7: Library staff and stakeholders are trained and competent to meet current and future needs of library users with evolving services and resources.

IMLS process: Evaluation data is generated by the Library Leadership and Continuing Education programs after each event. Information shows that the SSLLI evaluations have caused the instructors to make changes in the classes; it was not evident that evaluation information for the other leadership programs or Continuing Education offerings have caused major changes/revisions to the classes. The need to compare evaluative data between and across the leadership and educational programs is important and steps should be taken to collect data that allows longitudinal data comparison between and among leadership and educational programmatic offerings.

Usage data: Leadership activities are managed by different MLCs. Each reports differently on participation in leadership activities.

Activity	**FY 2013-14**	**FY 2014-15**	**FY 2015-16**
Leadership Institute (SSLLI) applicants/participants	52/38	53/50	50/40
Leadership Institute Continuing Ed (SSLLICE) participants	37	No program	No program
Florida Library Jobs website – jobs posted	410	454	568
Florida Library Jobs website – visits by job seekers	373,295	398,644	381,636
Public Library Directors Meeting attendees	113	100	115
New Library Director Orientation attendees	8	10	12
Public Library Directors Academy attendees	42	42	23
BLD online webinars/meetings held	35	63	49
BLD archived webinar views	7,035	6,327	4,933
Self-paced courses viewed on Lynda.com	273	Not offered	Not offered
Web Junction webinar sessions/attendance	NR/1,343	27/284	23/230
Florida Library Webinars sessions	179	186	189
Florida Library Webinars registrants/attendees	6,623/4,490	6,031/4,493	NR/4,151
Florida Library Webinars recordings viewed	23,139	26,667	24,813

Budget allocation:

Program	FY 2013-14	FY 2014-15	FY 2015-16	Total
Leadership Recruitment and Development – Coordination	$188,669	$ 97,868	$147,259	$433,796
New Directors Orientation and Directors Meeting	$ 18,500	$ 49,225	$ 58,809	$126,534
Florida Library Jobs	$ 19,700	$ 39,925	$ 17,700	$ 77,325
Sunshine State Library Leadership Institute (SSLLI)	$ 56,495	$ 66,325	$ 73,000	$195,820
Statewide Continuing Education & Training – Coordination	$134,612	$109,177	$172,068	$415,857
Statewide Webinars	$278,909	$274,430	$271,565	$824,904

Findings:

Outcomes/impact: Information about Leadership Development and Continuing Education participants is not consistently collected or reported across program years or between programs. Participants have the opportunity to evaluate many of the training sessions immediately after their conclusion. In most cases, providers do not follow up with participants to ascertain any changes in skills after the participants return to work. In evaluations completed immediately after the training activities, participants rated these programs highly.

In the 2016 Statewide LSTA survey, 50 percent of respondents indicated that they have participated in at least one Library Leadership workshop, meeting or program. Those who had not indicated that they did not have the time (30 percent) or did not know about these activities (27 percent). There were high levels of strong agreement with questions about the leadership offerings coordinated by the Division. Participants feel that these offerings help to improve the development and delivery of services for learning and access to information and education resources (36 percent strongly agree); target library services to diverse individuals (30 percent); and develop public and private partnerships with other agencies and community-based organizations (26 percent).

Comments on the leadership programs included, “All of the programs are of excellent quality! I have never attended a better professional development series than the new directors … meetings.” One comment specifically related to SSLLI said that the program “changes lives. Not only the lives of the Institute’s participants, but also the lives of the people they supervise and the library users they serve.”

CE/professional development workshops had drawn 77 percent of the 2016 survey respondents, and only a lack of knowledge about the programs was cited as a major reason why people did not attend. CE’s impact was rated highly.

Feedback from the consultants’ survey on the Florida Library Jobs Website was also strong, as 55 percent of respondents indicated that they had used it as a job seeker and 32 percent had used it as an employer. Respondents found the service helpful for identifying new positions and easy to use when looking for a position, and nearly 50 percent of the respondents would recommend the website to their colleagues if they had a position to post.

CE and Staff Development were among the topics discussed at the 10 focus groups. There was high praise for the amount and quality of CE around the state and for the work the Division and MLCs do in providing educational opportunities. Key comments were that “CE is worth more than we pay for it” and that it has “a direct impact on the public.” Webinars received positive feedback in eight of the focus groups, and five groups also felt that in-person training and conferences were helpful. SSLLI drew

positive comments in seven focus groups, and the Public Library Directors meeting was highly regarded by participants in six of the groups, where it was called "very valuable" and "a blessing."

Observations:
Data collection: Data collection was not done in a similar manner across years for a number of the evaluated programs. The need to be able to compare evaluative data between and across the leadership and educational programs is important, and steps should be taken to collect data that allows longitudinal data comparison between and among leadership and educational programmatic offerings.

Evaluation: Although participants rated training offerings highly at the conclusion of the sessions, most of the Leadership Development/Continuing Education sessions did not use follow-up surveys to determine whether the training made a difference after the participants returned to work.

Webinars vs. in-person training: There continues to be strong support for face-to-face training and meetings.

Statewide Resource Sharing and Collection Development

The Division describes the Statewide Resource Sharing and Collection Development (SRSCD) program as "the Library of first resort for Interlibrary Loan (ILL) requests by mail and the library of last resort for ILL requests received through the state's electronic ILL network. The Library also serves the general public on a limited basis." The SRSCD program also acquires and processes materials to meet the needs of statewide resource sharing.

IMLS focal areas:
- Information Access – Improve users' ability to obtain and/or use information resources
- Information Access – Improve users' ability to discover information resources
- Lifelong learning – Improve users' general knowledge and skills

Relation to Florida goals and outcomes:
Goal 1: Services: Floridians use information and innovative and responsive services from all types of libraries and archives that will meet their diverse geographic, cultural and economic needs. Outcome 2: Users access desired information and educational resources and services in all available formats.

Goal 2: Strengthen Libraries: Floridians use viable libraries with services and facilities that adapt to meet user needs. Outcome 5: Libraries will provide users improved services through resource sharing.

IMLS process: The Statewide Resource Sharing and Collection Development program manager reported that usage data aids in decision making regarding collection development for the State Library and Archives, including what to digitize. The program does not undertake program assessments outside collection of anecdotal evidence of program success. No programs have been discontinued or changed in the past three years.

Usage data: The data shows that usage of SRSCD has declined over the past 3 years.

Activity	FY 2013-14	FY 2014-15	FY 2015-16
State Library ILL requests	6,590	5,873*	5,116
State Library ILL lends	3,475	3,387	2,978
Reference questions	23,221	20,825	20,591

*Discontinued ILL for state prisons

Budget allocation: SRSCD is funded in part through an LSTA-funded grant.

FY 2013-14	FY 2014-15	FY 2015-16	Total
$837,376	$711,848	$779,677	$2,328,901

Findings:

Outputs/impact: In the 2013-2017 Plan, the Division did not establish any targets for Statewide Resource Sharing and Collection Development, however they did establish performance measures which were used in the assessment. The targets in the Plan for SRSCD focused on output measures, such as number of ILL requests received, number of ILL requests filled and number of reference questions answered. The Division digitizes materials from its collection, including the *Laws of Florida*, in partnership with Florida State University. Beyond output measures, there is limited effort to measure outcomes. As with other LSTA-funded programs, we have compared 2011 and 2016 responses. In both the 2011 and the 2016 LSTA statewide survey, a majority of the respondents across all library types had not used the Division's services. In 2016, 66 percent of respondents did not use SRSCD. Those that have used the services used the Division's specialized collections, such as the Florida Collection (19 percent); asked the staff a reference question (17 percent); borrowed material from the collections (13 percent); and/or used the State Documents Collection (10 percent). The primary reason for not using the service in both 2011 and 2016 was lack of awareness of the program. In the 2011 survey, respondents rated the service 3.69 out of 5, while the 2016 survey respondents who use the Statewide Resource Sharing and Collection Development program rated the services very high, ranging from 4.18 to 4.43 on a scale of five.

Observations:

Assessment: The SRSCD has a significant outreach program to state agencies and librarians; however, limited data is collected regarding the impact of the SRSCD program beyond anecdotal evidence collected by staff. For the remainder of this Plan's period and for the next period, it is recommended that the department work with the state data coordinator to develop a strategy for collecting outcome data.

Creative approaches to reaching users: Even with all the effort that the staff has made to reach users, there is a continued decline in the number of reference questions and interlibrary loan data. At the same time, 61 percent of reference questions now come to the staff electronically, shifting from in-person service to online service. As staff is working with Floridians in new ways, consideration needs to be given to what data is collected to reflect level of effort. The SRSCD needs to explore opportunities for going beyond its current audiences and answering in-person and online questions.

Financial sustainability: As with other non-Bureau of Library Development programs, SRSCD has received an increased amount of funding over the past three years. With the uncertainty of LSTA funding in the future and the pending reauthorization of LSTA Act, the Division needs to develop alternative funding strategies for SRSCD.

Annex A: List of Acronyms

AaL	Ask a Librarian
BLD	Bureau of Library Development
CE	Continuing Education
CSLP	Collaborative Summer Library Program
DLIS	Division of Library and Information Services
FEL	Florida Electronic Library
FLA	Florida Library Association
FLIN	Florida Library Information Network
FLNC	Florida Library Network Council
FLYP	Florida Library Youth Program
FSU	Florida State University
ILL	Interlibrary Loan
IMLS	Institute of Museum and Library Services
LSTA	Library Services and Technology Act
MLC	Multitype Library Cooperative
NEFLIN	Northeast Florida Library Information Network
OCLC	Online Computer Library Center
PLAN	Panhandle Library Access Network
SEFLIN	Southeast Florida Library Information Network
SLAA	State Library Administrative Agency
SRSCD	Statewide Resource Sharing and Collection Development
SSLLI	Sunshine State Library Leadership Institute
SWFLN	Southwest Florida Library Network
TBLC	Tampa Bay Library Consortium

Annex B: Documents Reviewed

The consultants used the *2013-2017 LSTA Five-Year Plan* and the *2012 LSTA Five-Year Evaluation* as foundational documents for the current review. Additionally, the consultants used the following documents along with promotional materials from the LSTA-funded programs that were available in print and online at a variety of websites, including the Florida Division of Library and Information Services' website at dos.myflorida.com/library-archives.

The consultants reviewed the following state program reports and/or state annual reports:

Administration of the Annual Program
Assurances and Certifications, 2014
Broadband Implementation and E-Rate, FY 2013-14, FY 2014-15, FY 2015-16
Budget Documents, FY 2013-14, FY 2014-15, FY 2015-16
Building Capacity User Experience Design
Connected Directors Meetings, FY 2013-14, FY 2014-15
Connected Director Program Coordination, FY 2013-14
Connecting Libraries and Communities
Continuing Education Data, FY 2013-14, FY 2014-15, FY 2015-16
Cultivating Excellence Competitive Grant, FY 2014-15
Developing Library Staff Competencies
E-Government Get Help Florida, FY 2013-14, FY 2014-15
E-Government Program Coordination, FY 2013-14, FY 2014-15
E-Government Right Service, FY 2013-14, FY 2014-15
E-Rate Assistance, FY 2013-14, FY 2014-15
Every Toddler Has a Story Competitive Grant, FY 2014-15
Expanding Library Services, Consulting Services, FY 2013-14, FY 2014-15
FEL Ask a Librarian, FY 2013-14, FY 2014-15, FY 2015-16
FEL Digitization Project, FY 2013-14, FY 2014-15
FEL Digitization Project Continued, FY 2015-16
FEL Electronic Resources and Program Coordination
FEL E-Resources, FY 2014-15, FY 2015-16
FEL Library Delivery, FY 2013-14, FY 2014-15, FY 2015-16
Florida Library Jobs, FY 2013-14, FY 2014-15, FY 2015-16
Florida Library Webinars, FY 2014-15
Florida Library Youth Program, FY 2013-14, FY 2014-15, FY 2015-16
Florida Memory, FY 2013-14, FY 2014-15, FY 2015-16
Grants to States Program Cover Report
Get Ready, Your Child's First Teacher, Competitive, FY 2014-15
IMLS Excel Spreadsheets, FY 2013-14, FY 2014-15
Leadership Coordination, FY 2013-14, FY 2014-15
Leadership Library Director Meeting Registration
Leadership New Director Orientation and Directors Meeting, FY 2013-14, FY 2015-16
Leadership Recruitment and Development Coordination, FY 2013-14, FY 2014-15
Leadership SSLLI, FY 2013-14, FY 2014-15, FY 2015-16
Literacy Works @ JPL Competitive, FY 2014-15
Multitype Library Cooperatives Annual Report, FY 2013-14, FY 2014-15, FY 2015-16
Population Estimates, 2015
Proactive Training for SWFLN, FY 2013-14

Statewide Continuing Education, FY 2013-14, FY 2014-15, FY 2015-16
Statewide Library Data and Statistics Program, FY 2013-14, FY 2014-15
Statewide Resource Sharing and Collection Development, FY 2013-14, FY 2014-15
Statewide Resource Sharing Annual Report, FY 2015-16
Strengthening Libraries and Services, 2013-2017, June 2012
TBLC Building a Community Competitive Grant
Training Central Florida Library Staff, FY 2013-14
Training for Library Staff, FY 2013-14, FY 2014-15
Training to Meet the Future Competitive Grant
Your Child's First Teacher Competitive Grant

The consultants reviewed the following financial reports:

FY 2013-14 Grants
FY 2014-15 Grants
FY 2015-16 Grants

Annex C: People Consulted and Interviewed

Division of Library and Information Services:
Amy Louttit Johnson, Director, Division of Library and Information Services (DLIS)
David Beach, LSTA Grants Coordinator, Bureau of Library Development (BLD)
Jill Canono, Leadership Development Consultant, BLD
Gerard Clark, Chief, Bureau of Archives and Records Management
Marian Deeney, Grant Program Administrator, BLD
Jana Fine, Youth Services Consultant, BLD
Dorothy Frank, Florida Electronic Library Administrator, BLD
Brendon Guilliams, Continuing Education Consultant, BLD
Emily Hart, E-Rate and Underserved Populations Consultant, BLD
Kymberly Keaton-Emmert, Web Content Manager, DLIS
Cathy Moloney, Chief, Bureau of Library and Network Services (BLNS)
Sandy Newell, Library Administration Consultant, BLD
Jody Norman, Chief, BLD
Amber Pepe, Communications Coordinator, DLIS
Blake Robinson, Florida Collection and Outreach Librarian, BLNS
Katrice Stewart, State Data Coordinator, BLD
Jennifer Womble, Operations and Management Administrator, DLIS

Multitype Library Cooperatives:
Luly Castro, Executive Director, Southwest Florida Library Network (SWFLN)
Charles Mayberry, Executive Director, Panhandle Library Access Network (PLAN)
Charlie Parker, Executive Director, Tampa Bay Library Consortium (TBLC)
Jennifer Pratt, Executive Director, Southeast Florida Library Information Network (SEFLIN)
Brad Ward, Executive Director, Northeast Florida Library Information Network (NEFLIN)

Focus Group Attendees:
There were a total of 82 participants in the library focus groups.

Annex D: A-1: Analysis of Progress on Goals/Outcomes/Activities/Targets

The Division has made progress on all its goals and outcomes. The Division has indicated which goals were achieved (A), partially achieved (PA) and not achieved (NA).

Florida – Goals/Outcomes/Activity and Targets				
Goal	**Outcome**	**Activity and Target**	**Met (A/PA/NA)**	**If not met, briefly describe why**
Goal 1: Services: Floridians use information and innovative and responsive services from all types of libraries and archives that meet their diverse geographic, cultural and socioeconomic needs.	1.1: Users access libraries that understand and respond positively to the diverse needs of different cultures, ages, abilities, socioeconomic backgrounds and education levels.	Public Library Directors Meeting, Library Capacity Building 90% of participants will implement & institutionalize ideas from meeting	PA	Although we understand anecdotally that directors have implemented ideas learned at the Public Library Directors Meeting, we have not assessed the precise level.
		Orientation for New Public Library Directors, Library Capacity Building 95% of new public library directors will attend orientation	A	
		SSLLI, Library Capacity Building 95% of participants complete requirements; 90% of graduates demonstrate increase in leadership competencies; 50% of graduates apply for promotion; etc.	PA	Although graduates demonstrated increased leadership competencies through the Institute, we have not assessed the precise level. We do not have any data regarding the number of graduates who have applied for promotions; however, we know that several have been promoted.

Goal	Outcome	Activity and Target	Met (A/PA/NA)	If not met, briefly describe why
		Florida Library Jobs, Library Capacity Building 25% increase in the number of resumes and job ads viewed on the website; 80% of job applicants surveyed say they found employment using Florida Library Jobs	A	
		Library Leaders Academy, Library Capacity Building 50% of attendees report gained knowledge about programs and services for their diverse populations; 25% report adding a service on diverse pop and cultures, etc.	A	
		E-Government Activities See also Outcome 4	PA	Website redesigns and staffing changes have impacted the promotion and usage. During the evaluation period, increases were seen from one year to the next, but there were decreases the next year.

Goal	Outcome	Activity and Target	Met (A/PA/NA)	If not met, briefly describe why
		CE Activities See also Outcome 7	A	
	1.2: Users access information and education resources and services in all available formats.	Leadership activities See also Outcome 1	PA	Although we understand anecdotally that directors have implemented ideas learned at the public library directors meeting, we have not assessed the precise level.
		E-Government Activities See also Outcome 4	PA	Website redesigns and staffing changes have impacted the promotion and usage. During the evaluation period, increases were seen from one year to the next, but there were decreases the next year.
		Florida Electronic Library; Online Resources; K-12, academic, public libraries	A	
	1.3: Users, including children from birth to age 17, benefit from programs that promote reading and related skills appropriate for an increasingly multicultural environment.	Youth Services Workshops and Lifelong Learning, Library Capacity Building 80% of youth services staff attend 1 workshop; 80% of youth services staff participate in e-learning activity	A	

Goal	Outcome	Activity and Target	Met (A/PA/NA)	If not met, briefly describe why
		Collaborative Summer Library Program (CSLP) and Lifelong Learning, Library Capacity Building 80% of youth services staff indicate CSLP materials are used to plan and deliver programs; 95% of library systems adopt CSLP theme for year-round use	A	
		Develop Early Literacy Program/Lifelong Learning, Library Capacity Building 70% of library systems report implementing and measuring effectiveness of an early literacy program	PA	Although we understand anecdotally that libraries have implemented early literacy and lifelong learning, we have not assessed the precise level.
		Develop Teen Programs and Lifelong Learning, Library Capacity Building 80% of library systems provide physical space for programming for teens	PA	Although we understand anecdotally that libraries have implemented early literacy and lifelong learning and provided dedicated space for these program, we have not assessed the precise level.
		CE Activities See also Outcome 7	A	

Goal	Outcome	Activity and Target	Met (A/PA/NA)	If not met, briefly describe why
	1.4: Users have 21st century information literacy and technology skills.	Right Service at the Right Time and Get Help Florida 20% increase in users of website services	PA	Website redesigns and staffing changes have impacted the promotion and usage. During the evaluation period, increases were seen from one year to the next, but there were decreases the next year.
		Host and participate in E-Government Workgroup and wiki, Human Services Employment, Economic Development # of libraries participating and partnering organizations or agencies	A	
		Communicate with and train library community about E-Government/ Human Services Employment and Economic Development 90% of webinar participants indicate they learned information to assist with patron interactions and are current with E-Government services offered by state agencies; 5% increase in subscriptions to the newsletter; 90% of webinar viewers report information is useful	A	

Goal	Outcome	Activity and Target	Met (A/PA/NA)	If not met, briefly describe why
		Florida Electronic Library (FEL) Provide training to librarians in the state on using FEL and FEL resources; provide monthly "what's new" information on website and in newsletter	A	
Goal 2: Strengthen Libraries: Floridians use viable libraries and archives with services and facilities that adapt to meet user needs.	2.5: Libraries provide improved services through resource sharing and advanced technology.	Train new directors on resource sharing and Florida Library Information Network (FLIN) and information access 90% of new directors indicate they have a basic knowledge of resource sharing	A	
		Coordinate and encourage the use of and membership in the Florida Library and Information Network and Florida Library Navigator	A	
	2.6: Libraries will provide all users access to resources to meet their needs through innovative use of technology.	Leadership Activities See also Outcome 1	PA	Although we understand anecdotally that directors have implemented ideas learned at the public library directors meeting, we have not assessed the precise level.
		FEL will update services and platform to keep up with new technologies (e.g. mobile devices)	A	

Goal	Outcome	Activity and Target	Met (A/PA/NA)	If not met, briefly describe why
		Florida Memory Users worldwide will have access to over 32,000 additional resources on Florida Memory, 15 new or enhanced learning units correlated to state standards and using primary source material, and over 600 folk life audio recordings via Florida Memory Radio; 100% of FM resources will be mobile-device optimized; a new shopping cart will be added	A	
	2.7: Library staff and stakeholders are trained and competent to meet current and future needs of library users with evolving services and resources.	Regional meetings held in person and virtually, Library Capacity Building 80% of directors report they have gained knowledge about current and future needs; 80% of library staff take action as a result of participation in a meeting	PA	Anecdotal and facilitated sessions at the end of meetings indicated what directors learned and planned to do because of the sessions. There is no system to track what they did as a result of attending the meeting. Over three years, an average of 76% of directors (84% in 2014, 80% in 2015 and 66% in 2016) reported in the yearly survey that they gained knowledge through all aspects of the program for new directors. During this last year, staff effort was redirected toward the theme “Libraries = Education,” which included monthly online discussions, a day-long virtual course and a flipped course on marketing, meaning less time was spent on visits and online sessions.

Goal	Outcome	Activity and Target	Met (A/PA/NA)	If not met, briefly describe why
		Conduct site visits to new library directors to provide in-depth technical assistance, Library Capacity Building 90% of new directors report they have gained new knowledge	A	
		Workshops for library leaders on best practices in working among and between library directors, boards, friends groups and government leaders, Library Capacity Building 75% of surveyed library directors state that their library leadership groups are working together better	PA	Fewer site visits were made during this three-year time period because of difficulty planning and implementing travel. Open consultant positions and staff turnover resulted in fewer experienced staff members and fewer trips. Personalized webinars offered via PowerPoint and phone for 24 new directors helped fill in for the lack of site visits. All directors attending these sessions gained new knowledge.
		Public library directors online and in-person meetings, Library Capacity Building 80% of library directors report they have the knowledge to make better informed decisions	PA	76% of directors reported they were better prepared because of the knowledge provided by Bureau of Library Development consultants.

Goal	Outcome	Activity and Target	Met (A/PA/NA)	If not met, briefly describe why
		New public library director mentoring program, Library Capacity Building 80% of new directors participating in the program report making better decisions because of the mentoring program	PA	Extensive effort went into recruiting mentors and introducing them to new directors, but only in some instances did the new directors take advantage of this opportunity. Several models were tried. The most effective was the linking up of two experienced directors of cooperative systems with two new directors of cooperative system. Because they met at the FLA Conference, it was reported that they continued the relationship. A match that did not work was a retired director with a new director.
		BLD consultant webinars using various presenter expertise or vendor created content, Library Capacity Building 50 library staff members will attend every webinar; 80% of attendees indicate new knowledge about Library Development services and programs or vendor created subject areas	A	

Goal	Outcome	Activity and Target	Met (A/PA/NA)	If not met, briefly describe why
		On-demand training for library staff, Library Capacity Building 80% of participants indicate they have improved library service or started a new service	A	
		E-Government Activities See also Outcome 4	PA	Website redesigns and staffing changes have impacted the promotion and usage. During the evaluation period, increases were seen from one year to the next, but there were decreases the next year.
	2.8: Libraries have sufficient technological infrastructure to meet the needs of their users.	Leadership Activities See also Outcome 1	PA	Although we understand anecdotally that directors have implemented ideas learned at the public library directors meeting, we have not assessed the precise level.
		Help with E-Rate applications for broadband, infrastructure, etc.	A	
	2.9: Libraries have support for ongoing development to provide excellent service.	Data Collection and Publication, Library Capacity Building 100% of public libraries report required statistics; 50% increased use of public library stats	PA	During the last three years, BLD has added the entire library universe of known public libraries, particularly those not receiving State Aid, who we don't have a regular relationship with. If I were to answer from the mindset at the time these were goals were developed, the response would be completely achieved.

Goal	Outcome	Activity and Target	Met (A/PA/NA)	If not met, briefly describe why
		Return on Investment study completed and distributed/Civic Engagement, Employment and Economic Development Evaluation TBD	A	
		Role of Libraries in Modern Florida Report, Library Capacity Building, Civic Engagement 25% of library staff report increased awareness of the value of libraries to citizens	A	
		E-Rate Application Assistance, Library Capacity Building All eligible libraries apply for the E-Rate discount	A	
	2.10: Libraries benefit from strategic relationships with public and private entities to develop and implement innovative and responsive services.	Foster partnerships with statewide organizations (FLA, League of Cities, FL Association of Counties), Provide programs at statewide conferences	A	
		E-Government Activities See also Outcome 4	PA	Website redesigns and staffing changes have impacted the promotion and usage. During the evaluation period, increases were seen from one year to the next, but there were decreases the next year.

Annex E: Recommendations

General Recommendations

Data usage and interpretation: We recommend that the Division leadership raise the priority not only for collection of data, but also for review, analysis and use of data in decision making. The state data coordinator provides program managers with the raw data, but there is limited evidence that they know how to use the data beyond the most rudimentary levels of decision making. Currently, program managers are using data for collection development, digitization of items or electronic resources, but there is little use of data related to impact on users or libraries.

The Division, working with grantees and libraries, should look for opportunities to utilize data in telling the stories of how the LSTA-funded programs, such as Florida Electronic Library, Florida Memory, Ask a Librarian, Florida Library Youth Program, and Statewide Resource Sharing and Collection Development, are improving Floridians' lives. Additionally, the Division should work with the MLCs to report on results of the continuing education/professional development program.

Financial sustainability: All statewide programs, including Florida Electronic Library, Florida Memory, and the Statewide Resource Sharing and Collection Development Program, are largely funded with LSTA funds and require development of alternative funding strategies in light of the potential for changes in federal funding due to the upcoming renewal of the LSTA program.

Ongoing program review: Implement a program of continuous evaluation using the annual data collected through the annual reports. Working with the state data coordinator, develop a program for expanding the level of staff maturity in data analysis, moving from utilizing output data analysis to interpreting data and applying interpretation to decision making.

Program promotion: The need for promotion of LSTA-funded programs continues to be raised by Florida librarians. Awareness building is important for both the Florida library community and the general public. The two programs recommended for additional promotion were Florida Memory and Florida Electronic Library. Survey respondents and focus group participations recommended that the Division brand all of their programs so that it is clear that they are Florida Division of Library and Information Services programs. Additional promotion of the Division's consulting services and Statewide Resource Sharing and Collection Development program may help to increase the awareness and utilization of these programs.

Set impact targets: For the 2018-2022 Plan, the Division needs to develop goals, objectives, activities and impact targets for all LSTA-funded programs. Additionally, the Division should gain commitment from the multitype library cooperatives, which are the Division's training partners, to evaluate the impact of library training programs beyond the current post-workshop evaluation. This data should be evaluated along with the Division training data to allow a broader view of the results. Current data, where it exists, should also be used to set realistic targets for the next five-year plan.

State cost share: It is recommended that the statewide programs managed by the Division include in the state program reports the cost share so that the true cost of programs is known. Currently, the competitive grant awardees include cost share, but Division programs do not include this information in their SPRs.

Communication: Since the 2013 Plan was submitted, the leadership of the Division has changed. New leadership has demonstrated a significant commitment to increased communication with Division staff as well as Florida's library community. It is recommended that program managers be more fully engaged in the state program report, including final review before submittal.

Moving forward, program managers need to increase their familiarity with the Plan, including involvement in the development and ongoing monitoring of the Plan. The Division needs to expand reporting on the outcomes of the LSTA-funded programs and projects, working with both Division staff and competitive grant awardees. Where current data is reported, it is largely just shared internally. Greater emphasis needs to be placed on sharing with the larger library community, decision makers and key stakeholders.

Division's leadership role: There is a high level of respect for the knowledge of and service from the Division's leadership and consultants. They are seen as leaders in the library community. There are opportunities for this leadership role to be expanded, particularly with the DPLA initiative. There is opportunity for the Division to exercise leadership in encouraging libraries to participate in the Florida DPLA service hub. While the Division has played a key part in advocating for the role of libraries and their importance and value to Florida over the past decade, as the political climate continues to change, the Division will need to continue its leadership in advocating for the value of libraries to Florida overall and to local communities. Additional emphasis needs to be placed on cooperating with other state agencies, expanding existing efforts.

Program Recommendations

As part of the Five-Year Plan analysis, the consultants conducted an in-depth analysis of nine statewide programs, including the grants awarded through the competitive grant process. An analysis of these studies is in the body of this report. The recommendations for each of the programs are below.

Ask a Librarian

Future of the service: While TBLC has just moved AaL to a new platform and retrained the participants, Florida's public librarians still believe that AaL doesn't meet their needs. Based on the research data and TBLC's surveys, AaL meets the needs of academic libraries. TBLC and the Division should explore whether the AaL program can be revised to better meet the needs of public libraries or if a different solution, such as Tutor.com, is needed to meet public library needs.

Integration with library websites and mobile app: Implementation of mobile apps was an important upgrade; TBLC needs to continue to promote the integration with library websites and the availability of the mobile app.

Promotion: TBLC responded to many of the 2012 recommendations by implementing a major promotional program for both Florida libraries and library users. The promotional program needs to continue for both Florida librarians and library users.

Bureau of Library Development (Consulting Services)

E-Rate program evaluation: With the changes in the structure and services of the national E-Rate program and a new staff member who will cover both E-Rate and underserved populations, there is an opportunity for improved recording of statistics and evaluative information. An initial activity in 2017 for this program should be to work with the state data coordinator to set up statistical templates for recording the impact of the program and to design an evaluation program that can be repeated on an annual basis.

Promotion and awareness building: Work with Division staff to develop a long-range promotion and awareness-building plan for all services under BLD Library Consulting.

Statistical reporting: Develop a method to collect and report statistical and evaluative data about all programs offered by the Bureau of Library Development Consulting Services. Determine if statistics-keeping and evaluation should be done on a project-by-project basis (consulting), or on an annual basis (E-Rate and other BLD services).

Competitive Grants

Long-term/impact evaluation: Encourage longer-term evaluation of projects using outcome/impact tools, such as the Public Library Association's Project Outcome or other similar tools. Consider setting aside a fund devoted to longer-term evaluation for selected projects that could either be available by application or assigned by the LSTA Advisory Council or the Division. Projects chosen could be those that would provide data that could be used to determine the value of a type of grant or used to demonstrate the value of library services.

Role of LSTA Advisory Council: Clarify the role of the LSTA Advisory Council and the purpose of LSTA grants. Establish clear policies and procedures that are publicized and followed.

Publicity: Increase publicity about LSTA grant availability and training. Publicize the small grants that do not require a match and offer training in writing LSTA grant applications. Do what is possible to simplify the application process considering the requirements of IMLS and the state of Florida.

E-Government

Service expansion: In the first half of 2017, develop a plan to expand the E-Government program to include outreach activities in support of the current e-government and workforce recovery activities and statewide E-Government partners.

Improved data reporting: The state data coordinator can work with Get Help Florida and Right Service at the Right Time project managers to develop consistent ways to report usage levels and other impacts of the programs on an annual basis. Better consistency in the types and levels of data reported will enable longitudinal comparison between program years. Usage trends for all E-Government services, including the Division's Program Coordination Services, should be monitored closely to determine any need for changes to or discontinuation of the programs.

End-user impact: Working with Florida public librarians, develop a method to assess the impact of E-Government services on end users, which can provide justification for continuation of the service.

Florida Electronic Library

Outcome/impact: As part of the development of the 2018-2022 Plan, include outcome/impact statements for this statewide program. Working with the state data coordinator and the electronic resource vendors, explore options for implementing advanced data evaluation strategies, including online surveys that can, on an annual basis, assess effectiveness and usefulness of the electronic resources. This step will allow the Division to go beyond output data to make decisions regarding the FEL program. The FEL program manager should continue to work on the national level regarding electronic resource data collection.

Digital plan: Currently, it is unclear whether the digital program under FEL is designed to build digital collections in Florida's libraries; whether it is supported by competitive grants; how it fits in with the Florida DPLA service center; and how it connects to the Florida Statewide Digital Plan. The Division needs to bring clarity and direction to this program over the next year or two.

Financial sustainability: As the FEL is one of the most important services offered by the Division, working with the Florida library community, develop strategies for funding FEL in the event that there are changes in LSTA funding.

Grow content: Working with the Florida library community, develop and implement an FEL collection development plan.

Florida Library Youth Programs

Outcome/impact: The Summer Reading Program is an obvious statewide program in which to implement outcome/impact evaluation. Libraries that register users to participate in the program can easily administer a one-time survey at the end of the program to determine the impact of SRP on participants and their caregivers. Model surveys exist, such as PLA's Project Outcome, that can be used. This would provide data that could be used to demonstrate the value of public libraries to communities and to the education of Florida's youth. Working with the state data coordinator to implement use of Project Outcome or a similar tool is recommended.

Consistent data: Data received was reported differently in different years. Attempts should be made to collect and report consistent data across multiple years and to ask local library grantees to do the same.

Florida Memory

Outcome/impact: As part of the development of the 2018-2022 Plan, include outcome/impact statements for this statewide program. Working with the state data coordinator, the Florida Memory program manager should explore options for implementing advanced data evaluation programs, including online surveys and/or focus groups that can, on an annual basis, assess effectiveness and usefulness of the digital collections, going beyond anecdotal evidence. This step will allow the Division to go beyond output data to make decisions regarding the program.

Digital preservation: The Division has implemented a program of cloud storage, which is an important step in digital preservation. Over the next several years, the Division needs to take the next step to implement a digital preservation program, including development of a digital preservation plan that outlines the collections that will be under digital preservation, the service or software used for

preservation, the commitment to serving as a trustworthy repository, and the standards supporting the repository.

Financial sustainability: As Florida Memory is an important service offered by the Division, working with the Florida library and cultural heritage community, develop strategies for funding Florida Memory in the event that there are changes in LSTA funding.

Professional Development/Continuing Education

Data collection: Develop methods to collect CE participation data in consistent ways that allow longitudinal data comparison between and among all leadership and educational programmatic offerings.

Evaluation: Begin to utilize follow-up surveys to determine whether the training offered in all of the Division and MLC continuing education and professional development programs has made an impact or difference after participants return to work. Consider adding three-, six- and twelve-month evaluation modules for all training. Consider utilization of the PLA Project Outcome model.

Training delivery methods: While webinars have become the main training delivery method from the Division, MLCs and other regional and national training providers, when planning future training offerings, recognize that there continues to be strong support in the library and cultural heritage community for face-to-face training and meetings.

Statewide Resource Sharing and Collection Development

Outcome/impact: As part of the development of the 2018-2022 Plan, include outcome/impact statements for this statewide program. It is recommended that the SRSCD go beyond anecdotal evidence collected by staff. For the remainder of this Plan's period and for the next Plan, it is recommended that the manager work with the state data coordinator to develop a strategy for collecting outcome/impact data.

Financial sustainability: Statewide resource sharing is an important service to Florida libraries. The Division needs to develop strategies for funding the program in the event that there are changes in LSTA funding.

Return on investment: Even with all the effort that staff has made to reach users, there is a continued decline in the number of reference questions and interlibrary loans. The shift to electronic-based reference questions is dramatic, now reaching 61 percent; in spite of this, the number of total reference questions is declining. To assist in allocation of staff, explore new types of data to be collected that reflect the type of user interactions. Better than traditional types of data, such as number of items found on tables, are values that indicate impact of the service.

Annex F: DLIS Interview Discussion Guide

LSTA FUNDED PROGRAM MANAGERS INTERVIEW QUESTIONS

1. Please provide a brief overview of your program.

2. Are there any publications that describe your program?

3. Opportunity to go over any questions that come up from our review of the documents and to identify additional documentation to review

4. IMLS Questions
   - How was data used to guide the program?
   - What changes, if any were made in the most recent Five-Year Program? Why were they made?
   - How was data shared?

5. What is your opinion of the success of your program?
   - How is this measured?
   - Would you do anything differently?
   - Should it be continued? (At the same level? More? Less?)

6. Review the aspects of the current Five-Year Plan that relate to the program.
   - Which LSTA Goals in the 2013-2017 Five-Year Plan did your program help implement?
   - Which LSTA Outcomes in the 2013-2017 Five-Year Plan did your program help implement?
   - Which LSTA Focal Areas in the LSTA Evaluation Guidelines did your program address?

7. Review survey questions related to your program?
   - Do you partner with any library or other organizations in implementing your program?
   - Is there anything else you want to share?

Annex G: Focus Group Report

Introduction

From November 14 to December 2, 2016, as part of the Florida 2013-2017 LSTA Five-Year Plan evaluation, the Bishoff Group LLC consultants conducted eight in-person focus group sessions, one online focus group session and one LSTA Advisory Council online focus group session. See Appendix B for the locations of the focus group sessions. A total of 82 librarians and library workers participated in these 10 sessions. The same questions were asked of the librarian in-person and online focus groups. A modified set of questions was asked of the LSTA Advisory Council. See Appendix A for the discussion guides. After the first focus group, we stopped asking "What is the perceived value of continuing the program?" because it seemed duplicative of Question #3. Consultants Tom Clareson and Nancy Bolt conducted the in-person focus group sessions, while Tom Clareson and Liz Bishoff conducted the online focus group sessions.

Depending on the discussion, follow-up questions were pursued.

Observations

Marketing: Focus group participants suggested more marketing and branding of all Division programs and working with local libraries to promote the programs. There was concern that many users of statewide programs, both librarians and the public, did not know that the programs they were using and enjoying were sponsored by the Division. Even if delivered through a local library, the Division should have its own brand on it as well as an indication that it is LSTA-funded.

Accurate information about programs like Ask a Librarian (AaL), Florida Electronic Library (FEL) and Continuing Education (CE): Several of the focus groups asked for information about who offers what; how decisions are made regarding FEL database selection; how cost effective FEL is; etc. Additionally, questions were asked regarding who is sponsoring these programs. Background information on these services could be included in marketing for the services as well as in the "about" section on the program website. This relates to the marketing and branding issue above.

Continuing Education: The continuing education programs were highly praised and used by participants. There is strong support for webinars, as they save travel money, help with staff coverage, provide anonymity for shy people, and add flexibility and "even the ability to multi-task without being discovered." There was praise for CE from the Division, from the MLCs, and from individual Division programs, such as Florida Electronic Library.

Ask a Librarian (AaL): The program with the greatest amount of controversy was AaL. Public librarians felt the program was being misused because of all the routine circulation questions and prank calls. At the same time, school and academic librarians felt it was very helpful, but a variety of participants suggested that there might be better tools, such as Tutor.com or Learning Express.

Future of current programs: It became obvious early in the focus group process that most participants felt that all programs should be continued; however, some participants questioned whether long-

funded programs, such as Florida Memory, should now be transferred to state or local funding or, if they were no longer relevant, discontinued.

LSTA Advisory Council: Focus group participants and LSTA Advisory Council members both expressed confusion about the new role of the LSTA Advisory Council as the grant decision maker. In order to bring the Division of Library and Information Services' grant process in line with other Department of State Divisions that award grants, the LSTA Advisory Council's role was changed from advisory (in 2013-14 and 2014-15) to decision making (in 2015-16). Focus group participants expressed concerns about the process. Based on the consultants' staff interviews, it was clear that during the first year, the processes and procedures needed additional development. Division staff indicated that they are considering changes as processes and procedures are further developed based on Council and applicant feedback. Some of the concerns expressed by the focus group participants included:

- What criteria is used to evaluate applications and how that criteria is applied
- The degree to which the Advisory Council set aside that criteria for specific grants
- Whether statewide programs funded each year are included under the criteria
- Whether there is a formal conflict of interest policy that Advisory Council members must sign because they make decisions about the allocation of government funds

Participants in the focus groups recommended that these issues be clarified and be incorporated as part of the grant review and decision-making process.

Key issues facing Florida in the next five years: The issues most identified dealt with social services. The top issue with all 10 groups was employment and workforce development. Second, nine groups mentioned technology and broadband access, including digital literacy, as a key issue. This was followed by access to health care and information (eight groups). Other issues were education and climate and environment (six groups), homelessness/hunger and adult literacy/immigration (four groups), and early literacy (three groups).

Discussion of Each Program

Ask a Librarian

We asked how many of the libraries present had library staff that sat on an AaL desk and answered questions. Participants reported 21 staff members who answered AaL questions.

What do you like about Ask a Librarian (AaL)?

There were many positive statements about AaL. Those that were mentioned by more than one group are:

- Is available when the library is closed, from any location — 6 groups
- Benefits library staff; they learn, and many enjoy it — 5 groups
- Provides good service to users if a library doesn't have trained staff; helps staff who cannot answer questions — 3 groups
- Is accessible for people with disabilities — 3 groups
- Is easy and convenient, "instant gratification for the patron" — 3 groups
- Allows library to share resources and network staffing — 2 groups
- Gets accurate information to students and users — 2 groups

Comments mentioned in only one group included:

- Municipal libraries that are not part of a larger unit see the value.
- A library can push local information statewide.
- It's a good service if the user is uncomfortable asking a question in person.
- The service brings visibility to the library.
- AaL is "an important part of our service offerings; the icing on the cake." – college and university librarian
- "With the Florida State Government pushing distance learning, this is a valuable option."

What would you change about Ask a Librarian?

Two concerns were mentioned by five groups each. The first is staff coverage of the desks. Concerns were: lean staff because of budget cuts; smaller staff in branches; service "not everyone's cup of tea"; and not enough staff with experience to sit on the AaL desk.

The second issue was the number of routine questions asked, such as questions on library hours, book renewal and general circulation. This was very frustrating for many of the librarians who staffed AaL and caused some to wonder about its continuing value. Academic and school librarians did not report the same problems. One participant who staffed the AaL desk said that she only received two "real" reference questions in one month.

Other comment topics were:

- Need for more marketing. "People don't know where the service is coming from. It needs to be branded for DLIS." One librarian mentioned AaL in a school and the superintendent had never heard of it. 3 groups
- Rude and prank questions from teens 2 groups
- Other sources that support education that are better. One participant reported a "big difference between questions received from the public and those from students." Another said that there used to be a public desk and an education desk. She liked that approach better. 2 groups

Continuing Education/Staff Development

There was high praise for the amount and quality of CE around the state. There was praise for the Division, for the MLCs and for specific statewide programs:

- Many, many options in Florida – "huge good."
- "SWFLN meets our need."
- "We would be in a desperately dark place without NEFLIN CE."
- "CE is worth more than we pay for it."
- NEFLIN offerings are wonderful – they will do a special topic for a library.
- PLAN CE is "immensely valuable." "PLAN training is high quality and convenient." "PLAN will host training at a local library within their region and invite others from nearby libraries to attend."
- Staff can keep up on trends through CE.
- Training has a direct impact on the public.

One library had its own dynamic CE program that was decimated by budget cuts. It now relies on NEFLIN and other state CE, quality is very strong.

When asked what they liked about Continuing Education/Professional Development, eight focus groups specifically mentioned how pleased they are with webinars, commenting that they save travel money, help with staff coverage, and provide anonymity for shy people as well as flexibility and even the ability to multi-task without being discovered. One person said: "Webinars from PLAN and the State Library are good because they are targeted in theme, participants don't need to travel, and the classes are practical."

Other topics that came up in more than one group were:

- In-person conferences for networking opportunities, no interruption in the learning, a good learning style for some staff, lets staff at different levels work together, allows mentoring 5 groups
- Archiving webinars for later viewing 4 groups
- Ability to participate regardless of the MLC that offers it 2 groups

Groups were also positive about specific statewide CE programs:

- Sunshine State Library Leadership Institute 7 groups
  Participants said Sunshine Leadership staff are great, very valuable; one participant sends someone every year and "it's always a benefit." In one focus group, seven of 10 participants had participated or sent staff to the Institute. They said it is seen as being a good concept and good for job growth, and the mentoring and projects were also mentioned as important parts of the SSLLI CE experience. One participant said that "participating in SSLLI has broadened staff vision." Close relationships have been built between participants. The quality of the facilitators has been good.
- Public Library Directors Meeting is very valuable, "a blessing" 6 groups
- Rural/Small/Underserved meeting was very helpful 3 groups
- FLYP, important to attend in person, but wish also online 2 groups
- New Directors Orientation 1 group

General thoughts about the benefits of Continuing Education:

- SWFLN meets needs, brings in speakers that individual libraries could not afford.
- "They listen to us and bring in speakers we want to hear."
- "Training is an antidote to isolation."

Two staff use participation in CE as part of the evaluation of staff. One library tracks all CE and requires staff to take 10 hours a year. One library asks staff to present on what they learned. Another asks for staff to post on the staff blog about what they learned.

What would they change?

Despite the overall high praise for Continuing Education/Professional Development, there were some suggestions for improvement. Unless otherwise noted, these suggestions were listed by only one group.

- Provide a certification opportunity for para-professional staff. 2 groups
- Have the Directors Meeting around the state or have two of them. It is difficult to get from north Florida to south Florida. Perhaps hold the meeting in the spring so directors can talk to Florida legislators. 2 groups
- Do more marketing – not sure who is sponsoring what.
- Find mentors for the Sunshine Institute that are closer in proximity.
- Make it so that no MLC membership is required to participate in MLC CE.
- Provide credit to school media staff who participate. This would require Division approval from the Florida Department of Education.
- Provide CE that brings school and public library staff together.
- Provide more support to MLCs for training.

- Do follow-up testing, particularly on multi-session CE, to see if skills or knowledge were really learned.
- Archive chat along with webinar presentations.
- Have more in-person workshops at more sites so more people can attend.
- Restart the meeting of large library directors.
- Start a training institute for supervisors to teach supervision skills.
- Leave underfunded out of the Small/Rural/Underfunded Assembly because underfunded libraries face different problems than small/rural libraries.
- Offer webinars from a central place rather than from the Division and all of the MLCs.
- Provide a single source to see all of the CE that's available.
- Offer a "library 101, basic librarianship" course for new staff.
- Provide self-paced web classes.

Florida Electronic Library (FEL)

In all eight focus groups, almost all of the libraries participated in FEL. For some, FEL was the only access to databases. For others, FEL provided a valuable addition to their own databases. Overall comments include:

- "FEL is the base to everything else."
- "Huge, huge, huge… even huger."
- "FEL is a great equalizer. All libraries can participate."
- "We absolutely love it."
- "We use the databases on which to base programming in popular areas like master gardening, the Zika virus, and for a nursing program."
- "Resources are current, a breadth of information, a trusted source."
- "It is cost effective. It benefits the entire state."

Positives brought up by more than one group include:

- "We would not have databases if the state did not provide them." 7 groups
- "It's a budget multiplier" allowing a library to spend their own database funding to meet their users' unique needs 3 groups
- It expands our collection. Libraries use it to answer reference questions. 3 groups
- Because it is in multiple libraries, it is the same all over the state. This is an asset for students and anyone who may use more than one library. People who learn how to use it in one library can use it successfully in another library. 2 groups

Positives brought up by only one group include:

- Staff who learn how to use the databases in one library are valuable employees if they look for another job in Florida.
- Professional databases support CE for staff.
- When staff are comfortable using the databases, usage by patrons goes up.
- FEL is relatively easy to navigate. (Not all groups agreed with this.)
- The service is available to all libraries: school, public and academic.
- FEL has information across age levels and languages.

Suggestions for improvement

There were several suggestions for additional databases or types of databases.

Suggestions made by more than one group include:

- Provide databases for homework help, like Tutor.com, where there are teachers available to help; elementary school students find the current ones difficult to use. 5 groups
- Select EBSCO over Gale; Gale is too academic. 3 groups
- Provide databases of legal forms. 2 groups

The request for educational databases tied to a similar suggestion in the discussion about Ask a Librarian.

Resource suggestions made by only one group include:

- Encyclopedia, such as Britannica or World Book
- A curriculum for using Microsoft products (others said that this was already readily available elsewhere)
- Languages, especially English, Spanish and Haitian/Creole
- "Cafeteria approach," where libraries can choose what they want
- Career management, such as Learning Express
- Biography
- Literacy databases
- Health sciences

There was also some concern about how much library users actually used the databases and whether staff across the state, particularly in smaller libraries, were trained enough to help library users. Four groups mentioned the problem of training librarians to help users.

- Usage goes up when staff are trained and lessens when staff don't have enough usage to keep their skills or when trained staff leave; staff need more training. Use of databases depends on which staff member a user interacts with. Some are more trained than others.
- "Gale resources are overwhelming."
- Provide better tutorials on how to use.
- Link to AaL so people can ask for help if they are having difficulty.

A school librarian and an academic librarian suggested that the databases be more integrated into the K-12 curriculum and that the different database suites be integrated.

Two groups raised questions about its usage and asked for information on usage; they also asked how local librarians could provide input into the decision about which databases to obtain. They asked who made the decision about which databases to subscribe to. There was a general lack of information in the group.

And as with the other programs, there was a suggestion for more marketing and branding (3 groups).

Florida Memory

There were several comments about how individual libraries used Florida Memory. It was highly regarded, with comments such as "good information available" and "great information – users like it." There was also a call for more information on how best to use and publicize the collection. One participant asked why this was still being funded with LSTA grants. "It's been around a long time. Isn't it time for local funding?"

There were several comments in five of the groups on how Florida Memory is used, such as for programming, for cultural context for Florida history, for people doing research, to answer questions about Florida history and for photos for library's Facebook page. Fourth grade history teachers used it in a county history festival. "Genealogists love it." "Great photographs."

Suggestions for improvement

More than one group made the following suggestions:

- Ability to add a local collection to Florida Memory — 7 groups
- Ability to partner with other agencies to add content — 3 groups
- Marketing, ideas on how to use it; calendars, bookmarks, posters advertising the content; a program on how to use FM — 2 groups
- Guidelines on how to digitize newspapers — 2 groups

Suggestions made by only one group included:

- Share information and expertise on developing a local history collection.
- DLIS should do an active collection of local resources.
- Public libraries need help in planning for digitization.
- Bring in more "unique and diverse" content, particularly about minority groups.

Continuing Statewide Programs

The consultants asked, "Of the statewide programs offered by Division of Library and Information Services, which should be continued? Which should be discontinued, and why?"

It became obvious early in the focus group process that most participants felt that all programs should be continued; however, some participants questioned whether long-funded programs should now be transferred to state or local funding or whether they were relevant. A few participants also asked for more information about the use of Ask a Librarian and databases, particularly. AaL was the program about which most questions arose. Reasons for considering retiring this program were:

- Questions asked are not real reference questions.
- There are many other sources of information.
- DLIS should buy a software program that is more useful to students and career development.

Even considering the comments about AaL above and below, the overwhelming majority of participants appreciated the programs, wanted them continued and expanded, and wanted them more heavily marketed. When this became obvious, the consultants began asking which of the four programs the participants felt were the most valuable to the participants. The online focus groups were not asked to prioritize in the same way, so their discussion is not included in the chart below. However, the chat record of the online focus group shows general agreement from both groups that these programs should all be continued. The chart reflects how many people from each group listed each program; participants could choose more than one program.

Program	FG1	FG2	FG3	FG4	FG5	FG6	FG7	FG8
AaL			1	5	2 yes, 2 maybe		2	2
CE	7	3	7	9	10	2	6	9
FEL	7	4	6	9	10	2	5	4
FM				5	3		2	
Competitive Grants				5*				

*This group wanted to include competitive grants in the mix.

Feedback included:

- If the Division is going to do something statewide, it should be a tool that many libraries can use.
- AaL:

- There is so little reference we could do without it, but keep AaL until something better comes along.
- Tutor.com would be much more useful than AaL because they serve grade school through college and workforce support.
- "AaL should be considered for discontinuing. It was innovative when it started, but now there are so many other places to get information."
- "We could live without AaL, there are better resources for students."
- If AaL went away, it would have more impact on academic libraries than public libraries.
- "There would be a higher priority for AaL if it were better managed. We need to be able to call someone with problems. Now, it seems to be self-policed, and it's not working."
- AaL software needs to be updated. (Note: Software was updated in April 2015)
- "They got rid of the knowledge base which was very helpful in getting information from other libraries."
- "Many librarians dread working on it."
- "If it went away, there would need to be something in its place."
- "In the academic library community, it's a must."
- "Public libraries see a lot of use that is not intended."
- Statistics don't support the continuation of the program; there is concern that the cost per question is high.
- One person was ambivalent about using LSTA funding: "LSTA funds could be used better to help more people."
- One person asked about the trends in other states on similar Ask a Librarian services.
- What is AaL actually paid for when it is staffed by volunteers?

Key Issues Facing Florida Residents

The consultants asked a series of questions: What are the key issues facing Florida residents in the next 3-5 years? Which of these issues might libraries respond to? How might the Division of Library and Information Services assist in addressing these issues?

Many issues that face Florida residents in the next five years were mentioned by participants. Many of them dealt with societal issues and the role that libraries have been asked, if not forced, to play in helping people solve serious life problems.

Key Issues and Library Response

- The issue mentioned by all 10 groups was employment and workforce development. People come to the library seeking information about educational opportunities and ways to find jobs.

  Libraries in Florida are offering online educational opportunities, such as Career Online High School. Libraries offer classes on finding jobs, getting an email account and writing a resume; they also offer business incubation services and other assistance in workforce development.

- Noted by nine groups, technology – including broadband access, particularly in rural areas, and digital literacy – was the second most mentioned issue. Technology is being pushed in schools, regardless of the fact that many families don't have access to the internet. People use library parking lots at night in order to get internet access. People get technology they don't know how to use and ask librarians for help. One participant said that "internet connectivity should be like water; it is the running water of the digital age."

  Many libraries try to get technology so that they can stay ahead of their users and are able to teach them when they come in with questions. Some libraries are beginning to offer hot spots to users to take home. Others leave the Wi-Fi at the library on all night so that students and people can use it. Libraries regularly teach digital literacy classes to help people use the technology that is available.

- The third most mentioned issue, brought up by eight groups, was health care. Participants mentioned different aspects of health care, including care for senior citizens, people with disabilities and soldiers with PTSD; special services for children with autism; opioid addiction; pill mills; and pain management.
  - The library's role is both providing information and programs to people seeking information about health care and also dealing with people with social problems that come to the library. SWFLN has done workshops on how to serve people with health problems and when to call for professional help.
  - Participants mentioned drug use in libraries as a problem libraries are trying to deal with.

- Education in general, including access and affordability, was mentioned by six groups. Many schools are reforming their curriculum, eliminating school libraries, initiating Common Core, and adding technology and online courses. With school libraries being eliminated, students go to the public library for assistance and often don't know the resources that are available.

  As school libraries are eliminated, public libraries offer more services for students, including online databases, tutoring, homework help, Wi-Fi, tablets and access to other resources of use to students. Libraries offer maker-spaces and STEM classes. Participants wanted more cooperation between school and public libraries. Academic libraries also wanted more cooperation with school and public libraries.

- Six groups mentioned climate change and environmentalism as an issue for Florida's future. No library mentioned a specific program on this issue.

- Homelessness and hunger were mentioned by four groups. Groups mentioned the mixed signals from some public officials who ask the library to deal with people who are homeless yet want the library to discourage them from the town center.

Two librarians mentioned hiring a social worker to work with people who are homeless.

- Four groups mentioned adult literacy for native and non-native speakers as an issue. Florida is a multi-ethnic and multi-cultural state and efforts to bring different communities together often involves language. One participant said that Haitian immigrants need to learn how to access information. "Everything is online and they don't know how to use the equipment or get the information – information literacy and technical literacy."

  Participants mentioned offering citizenship classes and language classes in English, Spanish and Creole.

- Early literacy was mentioned by three groups. A new school choice law encouraging charter and private schools will compete with public education. It is unclear if these new schools will create libraries for the children or if the burden of serving students will fall more on public libraries.

  Participants mentioned wanting to see more of an emphasis on early education in library programs for young children, preparing them for school.

Issues mentioned by only one group were rural/urban split; intellectual freedom and a potential increase in censorship; communities divided by race, economics, poverty, politics and education; trend to part-time jobs; and privacy.

Issues Facing Libraries

- *Changing role of libraries*: The biggest issue mentioned by participants is the changing role of libraries in the areas of social services. Some libraries are hiring social workers; some bonded employees so that they can help users apply for state benefits. They are cooperating with social service agencies to serve people in need. Many state and regional agencies have closed local offices and make everyone sign up for services online. Often, the populations that needs the services the most are the least able to apply online. Libraries also encounter legal issues surrounding what a library can and cannot do, hence the bonded employees. One participant commented, "The Library is the Grand Canyon of need. Rich people use the library for e-books while their housekeepers are looking for social service help."
- *Financial support*: A second issue was finances. Libraries are being asked to do more when "it is hard to be innovative when you are struggling to offer basic services." Another participant said, "People are stressed and it's hard to expand services."
- *Local government support:* "City governments don't always value libraries. They are not aware of the services they offer and their programs and services to meet community needs."

What Can the Division Do?

Several suggestions were made about what the Division can do.

- Exercise leadership in informing Florida libraries about opportunities to address these issues.
- Promote collaboration and cooperation in as many venues as possible, among libraries and between libraries and government, community agencies, and business. Promote embedded libraries within government agencies.
- Provide a liaison at the state level who can connect local libraries with state programs on topics such as early childhood, education, hunger and workforce development.
- Seek funding for libraries for such programs as the Grade Level Campaign to get all children reading at grade level, Career Online High School to help adults get a private high school diploma, and AmeriCorps to work with new businesses.
- Encourage outcome measurement, such as through Project Outcome, to prove the value of libraries and the programs and services they offer. One participant said, "We need benchmarks so funds are well-spent; we need to show results. If it's a great program, who is using it?" Publish usage data.
- Have the state librarian participate in statewide academic library groups.

LSTA Priorities

The last questions asked were about LSTA grants: whether or not the participants applied and, if not, why. We also talked about the balance between the funding of statewide programs and competitive grants. The consultants also explored whether competitive grants should be open to local library needs, used for innovative projects only, or targeted to specific topics to meet a statewide need.

LSTA Grant Process

When asked if they had applied for and received an LSTA grant in the last five years, the majority of the participants that indicated they received a grant were from medium to large libraries. Small libraries said they did not apply. When asked why they did not apply, their feedback included:

- No staff time to write an application
- Process is hard and challenging, particularly for rural libraries – "ridiculously difficult for such a small amount of money"
- Not well marketed
- Not enough notice given; local approval process is long, need more lead time
- "Just not on my radar"
- Increase in overhead allowance makes it impossible for an academic librarian
- Application process is confusing; no place to just say what you want to do; poorly designed guidelines
- Discrimination against academic libraries
- Tough to complete online

There was discussion in all the groups about the process used in the 2016-17 grant review process. One participant who had applied for a grant and was turned down said that the process was "disorganized"

and that the feedback she received from the LSTA Advisory Council was "judgmental," with comments such as "the library didn't really need the money" and "users wouldn't use the service." Another participant said that she was unclear what criteria were used to evaluate the grant applications this year. "At the last LSTA Advisory Council meeting, the Advisory Council seemed to apply strict criteria in some cases and no criteria in others. Some were just called a good idea and funded even if it didn't meet published criteria." Another participant said the "Advisory Council was micro-managing projects and did not follow staff recommendations." Another participant felt there should be a conflict of interest policy, feeling that one Advisory Council member voted on a project where there was a professional interest. Another participant who listened to the Advisory Council meeting said that "negotiation went on during the grant discussion and the rules went out the window." Finally, there was a comment that the LSTA Advisory Council needs training in fair and equitable project evaluation.

The LSTA Advisory Council members discussed their new role in their online focus group. They discussed the change from advisory to decision making. All applicants had a chance to attend the deliberation, either in person or by online audio. This approach made for uncomfortable discussions for the Council members on some grants, with negotiation happening during the discussion. One LSTA Advisory Council member acknowledged the problem of small libraries with good ideas but poor grant writing skills. What should the Advisory Council do in that case to be fair to everybody?

One participant from the Advisory Council focus group summed up this year's LSTA process this way: "Realizing that this year was a work in progress, and there wasn't the time to flesh it out … am hopeful that the process of the competitive grants will be improved next year. This year was painful from all possible angles. For those who applied, for those on the Advisory Council reviewing the applications, and for staff. Feel sure that lessons from the pain of this recent process will be used to make it better for everyone next year. Not a criticism, just an observation of the pain of this process."

Balance in the Use of LSTA Funds

The group was asked about their opinion about the balance between LSTA statewide programs and competitive grants. They also discussed how competitive grants should be spent: To equalize library services around the state? For innovative projects or replication of a successful project? For any program that meets local needs? For targeting a special need statewide, such as early literacy or workforce development?

There was little agreement among the focus group participants, but all agreed there should continue to be money allocated for LSTA competitive grants. Some felt that a targeted theme shut out those for which that was not a need, and the state is too big and different to choose just one or two themes. Others felt that there were common needs in a large part of the state, such as broadband or workforce development, where the need was great enough to justify targeted grants. Participants in three groups felt that funding should be used to bring libraries up to a common standard. Some felt that the federal direction for LSTA funds is for innovative grants. Others wanted to focus on demonstrating the value of libraries at the state and local level, with more studies like Return on Investment and giving guidance to local libraries.

The bottom line is that there was no clear direction from the focus groups on the allocation.

Division staff were uniformly praised for their assistance in helping local libraries apply for LSTA grants. They said that staff were always available and willing to help.

Appendix A: Discussion Guides

Discussion Guide for Librarian Focus Group
Evaluation of LSTA Five-Year Plan
Florida Department of State Division of Library and Information Services
November 2016

1. Introductory information
    - Introductions: participants and facilitators
    - Agenda review
    - Background information on purpose of focus groups
    - Objectives
        - Obtain impact data on key statewide programs funded with LSTA funds.
        - Obtain input on the perceived needs of Florida libraries in the next five years to better serve their users.
        - Obtain input on priorities for the use of LSTA funds in the next five years.
    - Process Agreement

2. Evaluation of key LSTA statewide programs. The programs we will be discussing are:
    - Ask A Librarian
    - Continuing Education/Professional Development
    - Florida Electronic Library
    - Florida Memory

    For each of the Statewide LSTA programs above, we will be asking:
    - What do you like about this program that should remain the same?
    - What is the perceived value of continuing the program?
    - What improvements would help this program have more impact?
    - Option question: Please share a story about the impact of this program on Florida's residents and libraries, including both training of librarians and delivery of the service.

3. Of the statewide programs that the Division of Library and Information Services is currently funding with LSTA funds, which should be continued? Why do you believe these programs should be continued? For those of you, who felt a program/s should be discontinued, please explain.

4. What are the key issues facing Florida residents in the next 3-5 years? Which of these issues might libraries respond to? How might the Division assist in addressing these issues?

5. Where do you think LSTA priorities should be in the future?
    - Statewide projects
    - Competitive grants
    - Innovative programs

6. What else would you like to share with us today that you haven't already had an opportunity to say?

Interview Guide
LSTA ADVISORY COUNCIL
Evaluation of LSTA Five-Year Plan
Florida Division of Library and Information Services
December 2, 2016

Objectives of the interview:

- Understand your relationship to the Division of Library and Information Services
- Understand your opinion of current LSTA funded programs
- Solicit your opinion of possible future use of LSTA funds

1. Do you represent a specific constituency on the LSTA Advisory Council? If yes, which one?

2. Please discuss the role of the LSTA Advisory Council in the LSTA process.

3. Do you have any recommendations for changes to the role/activities of the Advisory Council?

4. Of the following LSTA funded programs, which do you believe are most useful to your constituency and why?

    - Ask A Librarian
    - Continuing Education/Professional Development
    - Florida Electronic Library
    - Florida Memory

5. What are the key issues facing Florida residents in the next 3-5 years? Which of these issues might libraries respond to? How might Division of Library and Information Services assist in addressing these issues?

6. Which of these needs might be the focus of LSTA grants in one of the following ways?

    - Statewide programs
    - Competitive grants
    - Innovative programs

7. What else would you like to share with us today that you haven't already had an opportunity to say?

Appendix B: Focus Group Session Dates, Locations, Cities, Participant Numbers

Date	Focus Group Location	City	# of Participants
11/14/16	Delray Beach Public Library	Delray Beach	12
11/14/16	Broward County Library System, South Regional, Broward College Library	Pembroke Pines	5
11/15/16	Lee County Library System, Lakes Regional Library	Fort Myers	8
11/16/16	Bruton Memorial Library	Plant City	12
11/16/16	Seminole County Library System, Central Branch Library	Casselberry	10
11/17/16	Jacksonville Public Library, University Park Branch Library	North Jacksonville	3
11/17/16	Columbia County Public Library, West Branch	Lake City	8
11/18/16	Washington County Public Library	Chipley	10
12/2/16	Online (LSTA Advisory Council)		6
12/2/16	Online (General Group)		8
		TOTAL	82

Annex H: Survey Instrument

Florida 2016 LSTA Evaluation Survey

1. Welcome to the Florida LSTA Survey

The Florida Department of State's Division of Library and Information Services (Division) is surveying the Florida Library community as part of the evaluation of its LSTA program. Your responses will help the Division evaluate the use of Library Services and Technology Act (LSTA) Funds in Florida as specified in LSTA Five-Year Plan, 2013-2017. You will also provide information that will help create the new LSTA Plan, which will guide the use of these funds for 2018-2022.

This survey will ask you for information about your library and your opinions about the following:

- **The LSTA Grants to Libraries**
- **The Statewide Programs including the Florida Electronic Library, Florida Memory, the Youth Program and others.**

Additionally, the survey will ask questions regarding your library's future needs.

Completing the survey: This survey does not need to be completed in a single session. You may exit the session and return to the session without losing your work. There is an icon in the upper right hand corner of the screen to 'exit the survey'. To do this "exit/reenter" of the survey, you will need to enable cookies on your browser, as this is the way SurveyMonkey tracks respondents. Additionally, you will need to use the same browser and the same workstation/laptop in order to complete the survey upon re-entering.

We are providing a PDF version of the survey that you may use as a worksheet prior to completing the survey online.

We anticipate that most survey respondents will be able to complete the survey in 20-25 minutes. We recommend that you use the PDF version of the survey to review the questions prior to completing it online.

Confidentiality: All opinions and information that you provide in this survey will remain confidential. We will combine your responses with all others to analyze the results in aggregate and will not link any response with an individual. The responses are being collected and analyzed by independent research consultants. Only aggregate results will be published.

If you have any questions about this survey, please contact Liz Bishoff at liz.bishoff@gmail.com. If you have any questions about the Florida Department of State's Division of Library and Information Service's LSTA program, please contact David Beach at David.Beach@dos.myflorida.com.

Thank you for assisting us in this important effort.

Amy Johnson, Director, Division of Library and Information Services

2. Information about Survey Respondents

* 1. In which part of Florida do you work?

- ○ Panhandle
- ○ Northeast Florida
- ○ Central Florida
- ○ Southeast Florida
- ○ Southwest Florida

2. In which type of library do you work?

- ○ Public
- ○ Community College
- ○ Public or Private College or University
- ○ Special
- ○ K-12 School
- ○ Tribal
- ○ Other (please specify)

* 3. Which of the following areas best describes the area in which you work? We know that some of you perform more than one job; please choose the area in which you work most of your time.

- ○ One-person library
- ○ Administration
- ○ Technical Services
- ○ Circulation Services
- ○ Reference Services
- ○ Children or Young Adult Services
- ○ Technology Services
- ○ Other (please specify)

Florida 2016 LSTA Evaluation Survey

3. Ask a Librarian

Ask a Librarian is an online reference service supported by LSTA funds. The statewide program is managed by the Tampa Bay Library Consortium.

1. Does your library offer the Ask a Librarian service?

- ○ Yes
- ○ Yes, but I'm not directly involved with this program
- ○ No
- ○ I don't know

Florida 2016 LSTA Evaluation Survey

4. Ask a Librarian

1. Why does your library not offer the Ask a Librarian service? (Select all that apply.)

- [ ] My library can answer all our users' reference questions
- [ ] My library offered Ask a Librarian, but stopped because we were not happy with the service
- [ ] My library does not have enough staff members to staff the service
- [ ] I don't know enough about Ask a Librarian
- [ ] I don't know why not we don't offer the service
- [ ] Other (please specify)

Florida 2016 LSTA Evaluation Survey

5. Ask a Librarian

1. Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree	N/A
Ask a Librarian increased the use of the library's resources and services in the library building(s)	○	○	○	○	○	○
Ask a Librarian increased use of the library's electronic resources	○	○	○	○	○	○
The library received media coverage about Ask a Librarian	○	○	○	○	○	○
My library's users are better served because they have access to specialized reference librarians through Ask a Librarian	○	○	○	○	○	○
My library's users are better served because they can ask questions when my library is closed.	○	○	○	○	○	○
Ask a Librarian is an essential part of my library's services	○	○	○	○	○	○

2. Please rate your overall satisfaction with the Ask a Librarian service.

- ○ Very Dissatisfied
- ○ Dissatisfied
- ○ Neither Dissatisfied/Nor Satisfied
- ○ Satisfied
- ○ Very Satisfied
- ○ If you responded either very dissatisfied or dissatisfied please indicated why.

3. What improvements, if any, would you suggest about Ask a Librarian?

4. Please share any comments that you may have about Ask a Librarian.

Florida 2016 LSTA Evaluation Survey

6. Ask a Librarian Training

1. Have you participated in Ask a Librarian training?

- ○ Yes
- ○ No

Florida 2016 LSTA Evaluation Survey

7. Ask a Librarian Training

1. Please indicate your level of agreement with the following statements.

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly Agree
Ask a Librarian training improved my ability to use this service and its features.	○	○	○	○	○
Since I attended the Ask a Librarian training I have increased my time on the Ask a Librarian 'reference desk'	○	○	○	○	○
Ask a Librarian training improved my ability to train other library staff and users how to use the service.	○	○	○	○	○

2. Please rate your overall satisfaction with the Ask a Librarian training.

○ Very Dissatisfied

○ Dissatisfied

○ Neither Dissatisfied/Nor Satisfied

○ Satisfied

○ Very Satisfied

○ If you responded very dissatisfied or dissatisfied please indicated why

Florida 2016 LSTA Evaluation Survey

8. Competitive Grants Program

Each year, the Division offers LSTA-funded competitive grants to libraries and other eligible organizations. One of the main criteria in awarding a grant is if the project supports the state's LSTA Five-Year Plan.

1. Between 2013-2016, has your library applied for an LSTA grant?

○ Yes

○ Yes, but I'm not directly involved with this program

○ No

○ I don't know

Florida 2016 LSTA Evaluation Survey

9. Competitive Grant Program

1. Why has your library not applied for a LSTA grant? (Select all that apply)

- ☐ No need
- ☐ The process is too complicated
- ☐ We didn't know that our library was eligible
- ☐ No time to write the proposal
- ☐ We don't know how to write grant proposals
- ☐ My library could not provide the matching funding
- ☐ My library could not provide ongoing funding for a potential project
- ☐ I'm not responsible for writing grants
- ☐ I don't know
- ☐ Please share other reasons why your library didn't apply for a competitive grant

Florida 2016 LSTA Evaluation Survey

10. Competitive Grants Program

1. How did your library hear about Florida's LSTA competitive grants program? (Select all that apply.)

- [ ] Search engine, like Google
- [ ] Email message or listserv
- [ ] Conference or meeting
- [ ] Brochure or newsletter
- [ ] A Colleague
- [ ] Contact from the Division
- [ ] I don't recall
- [ ] I am not aware of this program
- [ ] Other (please specify)

2. Please indicate your agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree/Nor Agree	Agree	Strongly Agree
The grant cycle timetable is reasonable	○	○	○	○	○
I understood what I needed to include in the grant application	○	○	○	○	○
I understand what types of grants are funded by LSTA funds	○	○	○	○	○
Division staff members helped me when I asked for help with our grant application	○	○	○	○	○
Division staff members helped me when I asked for help after our grant was funded	○	○	○	○	○
The online information from the Division was helpful to me when I wrote and submitted a grant application	○	○	○	○	○
I understood the process used to review and evaluate my application	○	○	○	○	○
The process in which grants are evaluated and awarded is unbiased	○	○	○	○	○

3. What, if anything, would you change about the LSTA competitive grant process?

4. What improvements, if any, would you suggest about the LSTA competitive grant process?

Florida 2016 LSTA Evaluation Survey

11. Florida Electronic Library (FEL) Electronic Resources

LSTA funds pay for statewide subscriptions to the Gale and OCLC electronic resources that are part of the FEL.

1. Does your Library offer the Florida Electronic Library resources?

- ○ Yes
- ○ Yes, but I'm not directly involved with this program
- ○ No
- ○ I don't know

Florida 2016 LSTA Evaluation Survey

12. Florida Electronic Library (FEL) Electronic Resources

1. Which of the following reasons best describes why your Library does not offer the FEL resources?

(Select all that apply)

- [ ] They are too difficult to use
- [ ] We don't know about their availability
- [ ] We don't know enough about what is in FEL
- [ ] Our users don't need the information that is available through FEL
- [ ] Please share other reasons your library doesn't offer FEL

Florida 2016 LSTA Evaluation Survey

13. Florida Electronic Library (FEL) Electronic Resources

1. Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree/Nor Agree	Agree	Strongly Agree
My library has saved money on print journal and magazine subscriptions because of the FEL resources	○	○	○	○	○
My library has saved money on online journals and magazines subscriptions because of the FEL resources	○	○	○	○	○
My library receives more use, such as increased website traffic or in-person visits, because of the FEL resources	○	○	○	○	○
If my library did not have the FEL resources, my library could not offer the equivalent electronic resources	○	○	○	○	○
The FEL resources are an essential part of my library's services.	○	○	○	○	○
My library's users depend on the FEL resources to find the information that they need.	○	○	○	○	○
The promotional materials, such as bookmarks, provided by vendors are effective.	○	○	○	○	○

2. What improvements, if any, would you suggest about the Florida Electronic Library's resources?

3. Please share any comments that you may have about the Florida Electronic Library's resources.

Florida 2016 LSTA Evaluation Survey

14. Florida Electronic Library (FEL) Training

1. Have you participated in any training about the Gale or OCLC products?

- ○ Yes
- ○ No

Florida 2016 LSTA Evaluation Survey

15. Florida Electronic Library (FEL) Training

1. Which of the following reasons best describes why you have not participated in FEL training? (Select all that apply)

- [ ] I don't have the time
- [ ] In-person trainings are too far from my library
- [ ] I didn't know about their availability
- [ ] I don't like to participate in webinars
- [ ] I don't need this training; I already know how to use resources
- [ ] I don't use FEL
- [ ] I don't know enough about what is in FEL
- [ ] My job doesn't require me to work with FEL resources
- [ ] My library doesn't have enough employees to cover in my absence
- [ ] Other (please specify)

Florida 2016 LSTA Evaluation Survey

16. Florida Electronic Library (FEL) Training

1. Please rate your overall satisfaction with the FEL training.

- ○ Very Dissatisfied
- ○ Dissatisfied
- ○ Neither Dissatisfied/Nor Satisfied
- ○ Satisfied
- ○ Very Satisfied

2. What improvements, if any, would you suggest about the FEL training?

3. Please share any comments that you may have about the FEL training.

Florida 2016 LSTA Evaluation Survey

17. Interlibrary Loan and Resource Sharing

Florida's statewide resource sharing network for interlibrary loan and resource sharing is supported by LSTA funds.

1. Does your library provide interlibrary loan services?

- ○ Yes
- ○ Yes, but I'm not directly involved with these programs
- ○ No
- ○ I don't know

Florida 2016 LSTA Evaluation Survey

18. Interlibrary Loan and Resource Sharing

1. Why doesn't your library offer interlibrary loan services? (Select all that apply.)

- ☐ My library cannot afford to loan its materials to others
- ☐ My library cannot afford to borrow materials from other libraries
- ☐ My library's governing body will not allow participation in the Florida interlibrary loan program
- ☐ My library used to participate but has stopped
- ☐ I don't know
- ☐ Other (please specify)

Florida 2016 LSTA Evaluation Survey

19. Interlibrary Loan and Resource Sharing

1. Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree/Nor Agree	Agree	Strongly Agree
My library receives more use, such as increased website traffic or in-person visits, because we offer interlibrary loan services	○	○	○	○	○
Interlibrary loan is an essential part of my library's services	○	○	○	○	○
My library's users depend on interlibrary loan services for the information resources that they need	○	○	○	○	○

2. What improvements, if any, would you suggest about interlibrary loan services?

3. Please share any comments that you may have about interlibrary loan services.

Florida 2016 LSTA Evaluation Survey

20. Statewide Courier System

Statewide Courier provides pickup and delivery of interlibrary loan materials among 200+ libraries throughout Florida.

All Florida libraries who are Florida Library Information Network (FLIN) members may participate in the Statewide Courier System.

1. Does your library use the Courier System?

- ○ Yes
- ○ Yes, but I'm not directly involved with this program
- ○ No
- ○ I don't know

Florida 2016 LSTA Evaluation Survey

21. Statewide Courier System

1. Why doesn't your library use the Courier System? (Select all that apply.)

- ☐ We do not provide interlibrary loans to our library users
- ☐ We do not fill interlibrary loans for other libraries
- ☐ The service is too expensive
- ☐ I don't know
- ☐ Please share other reasons why your Library doesn't participate in the Statewide Courier System.

Florida 2016 LSTA Evaluation Survey

22. Statewide Courier System

1. Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree/Nor Agree	Agree	Strongly Agree
My library receives more use, such as increased website traffic or in-person visits, because we participate in the Courier System.	○	○	○	○	○
The Courier System is an essential part of my library's services.	○	○	○	○	○
My library's users depend on the Statewide Courier System for the information resources that they need.	○	○	○	○	○

2. Please rate your overall satisfaction with the Statewide Courier System.

- ○ Very Dissatisfied
- ○ Dissatisfied
- ○ Neither Satisfied/Nor Satisfied
- ○ Satisfied
- ○ Very Satisfied
- ○ If you responded very dissatisfied or dissatisfied please indicate why.

3. What improvements, if any, would you suggest about the Statewide Courier System?

4. Please share any comments that you may have about the Statewide Courier System.

Florida 2016 LSTA Evaluation Survey

23. The Florida Memory Program

LSTA funds support the Florida Memory Program, a digital collection of photographs, video, audios, and documents from the collections of the State Library and Archives that highlight Florida's past. Florida Memory also include online lessons for the K-12 community, online exhibits and associated resources.

1. Does your Library provide access to the Florida Memory resources?

- ○ Yes
- ○ Yes, but I'm not directly involved with this program
- ○ No

I don't know

Florida 2016 LSTA Evaluation Survey

24. The Florida Memory Program

1. Please indicate why your Library does not provide access to the Florida Memory? (Select all that apply)

- Our users don't need this type of information resource
- My Library isn't aware of the Florida Memory
- My Library uses other sites for this type of information
- We don't know how to link to Florida Memory
- Other (please specify)

Florida 2016 LSTA Evaluation Survey

25. Florida Memory Program

1. Why does your Library provide access to Florida Memory? (Select all that apply)

- It supports the information needs of higher education students and faculty.
- It supports the information needs of genealogists
- It supports the Library's work with K-12 students, teachers and parents
- It supports the information needs of local government officials
- It support our community's tourism program
- It supports the work of local historians
- Please describe other uses of Florida Memory

2. Please rate your overall satisfaction with the Florida Memory resources.

- ○ Very Dissatisfied
- ○ Dissatisfied
- ○ Neither Dissatisfied/Nor Satisfied
- ○ Satisfied
- ○ Very Satisfied
- ○ If you responded very dissatisfied or dissatisfied please indicate why.

3. What improvements, if any, would you suggest about the Florida Memory?

4. Please share any comments that you may have about the Florida Memory.

Florida 2016 LSTA Evaluation Survey

26. E-Government

LSTA funds have been used to the support of e-government in public libraries, such as assistance with government forms and workforce recovery issues.

1. Does your Library offer E-Government services?

- ○ Yes
- ○ Yes, but I'm not directly involved with this program
- ○ No
- ○ I don't know

27. E-Government

1. Which of the following E-Government resources does your library use? (Select all that apply.)

- [ ] Get Help Florida
- [ ] Right Service at the Right Time
- [ ] E-Gov Florida Libraries, including best practices
- [ ] E-Government newsletter
- [ ] None of the above
- [ ] I'm not aware of the E-Government program resources
- [ ] Please share other E-Government resources that you use

2. Please indicate your level of agreement with the following statements.

Neither

	Strongly Disagree	Disagree	Disagree/Nor Agree	Agree	Strongly Agree
E-government increased use of the library's electronic resources.	○	○	○	○	○
The library received media coverage about our e-government services	○	○	○	○	○
The library's users are better served because of e-government services.	○	○	○	○	○
E-government is an essential part of the library's services.	○	○	○	○	○
The Division should continue to offer training in e-government services	○	○	○	○	○
The MLCs should continue to offer training in e-government services	○	○	○	○	○
The e-Government promotional materials were effective in building my Library user's awareness of the program.	○	○	○	○	○
I have learned about current activities of the E-Government program through the e-government newsletter	○	○	○	○	○
The e-Government training prepared me to support me service my library users	○	○	○	○	○

3. What improvements, if any, would you suggest about the e-government program?

4. Please share any comments that you may have about the e-government program.

Florida 2016 LSTA Evaluation Survey

28. The Bureau of Library Development

Supported by LSTA funds, the Division of Library and Information Services' Bureau of Library Development offers consulting services to Florida's libraries on a wide variety of topics and offers special programs, including assistance in development of strategic plans, planning of youth services, use of public library statistics, e-rate plans, etc.

* 1. Has your library used any of the consulting services from the Division's Bureau of Library Development?

- ○ Yes
- ○ Yes, but I'm not directly involved with these services
- ○ No
- ○ I don't know

Florida 2016 LSTA Evaluation Survey

29. Bureau of Library Development

* 1. For which of the following reasons has your library not used the Division's consulting services? (Select all that apply)

- ☐ My library didn't know about the consulting services
- ☐ We don't think that they would help us
- ☐ We don't have a need for consulting services
- ☐ Someone else in my library has used the consulting services
- ☐ My area of responsibility isn't covered by the Division's consulting services
- ☐ I don't know if my library is eligible to use these consulting services
- ☐ Please share other reasons your library hasn't used the Division's consulting services

Florida 2016 LSTA Evaluation Survey

30. The Bureau of Library Development

Please rate the following.

	Poor	Fair	Average	Good	Excellent	N/A
General quality of services from consultants	○	○	○	○	○	○
Timeliness of response from consultants	○	○	○	○	○	○
Accuracy of information provided	○	○	○	○	○	○
Assistance in developing long-range plans	○	○	○	○	○	○
Assistance in planning youth services	○	○	○	○	○	○
Assistance with data collection and use	○	○	○	○	○	○
Information and guidance supporting development and implementation of e-government services	○	○	○	○	○	○
Information and guidance supporting development and implementation of youth services	○	○	○	○	○	○
Information and guidance supporting library staffing	○	○	○	○	○	○
Information and guidance supporting development and implementation of E-Rate	○	○	○	○	○	○
Information and guidance regarding evaluation of library services	○	○	○	○	○	○

2. What was the impact of your library's use of the consulting services? (Select all that apply)

- ☐ The information that our library received helped us improve an existing service
- ☐ The information that our library received helped us develop a successful new service
- ☐ A consultant visited my library and made suggestions that improved service
- ☐ Our library was able to better evaluate a program
- ☐ Our library received an answer, resources, training, or a visit, but did not find it useful
- ☐ Our library saw no impact
- ☐ Please share other impacts your library realized as a result of working with a Division consultant.

3. What improvements, if any, would you suggest about the Division's consulting services?

4. Please share any comments that you may have about the Division's consulting services.

Florida 2016 LSTA Evaluation Survey

31. Florida Library Leadership Program

The Florida Library Leadership Program prepares those who work in libraries of all types to provide high-quality services; serve in leadership roles at local, state, and national levels; and increase their skills, energy, and motivation.

1. Have you participated in at least one of the following workshops, meetings, or programs?

- Annual Public Library Directors' Meeting
- New Public Library Directors' Orientation
- Library Leader Academy
- Sunshine State Library Leadership Institute

○ Yes

○ No

Florida 2016 LSTA Evaluation Survey

32. Florida Library Leadership Program

1. Why haven't you participated in one of these activities? (Select all that apply)

- [ ] I am not a MLS-librarian
- [ ] I do not work in a management position
- [ ] I didn't know about these activities
- [ ] I don't work in a public library
- [ ] It costs too much
- [ ] I don't have the time
- [ ] I don't need this training
- [ ] Other (please specify)

Florida 2016 LSTA Evaluation Survey

33. Florida Library Leadership Program

1. Please indicate your level of agreement with the following statements.

Participating in at least one of the opportunities from the Florida Library Leadership Program helped me to:

Neither

	Strongly disagree	Disagree	disagree or agree	Agree	Strongly Agree
Improve the development and delivery of services for learning and access to information and education resources.	○	○	○	○	○
Improve the delivery of information services by electronic networks.	○	○	○	○	○
Improve the use of electronics linkages with other libraries.	○	○	○	○	○
Develop public and private partnerships with other agencies and community-based organizations.	○	○	○	○	○
Target library services to diverse individuals	○	○	○	○	○
Target library service to persons having difficulty using a library	○	○	○	○	○
Improve library services to underserved communities.	○	○	○	○	○
Improve library services to children from families with income below the poverty line.	○	○	○	○	○

2. What improvements, if any, would you suggest about the Florida Library Leadership Program?

3. Please share any comments that you may have about the Florida Library Leadership Program.

Florida 2016 LSTA Evaluation Survey

34. Continuing Education/Professional Development

The Division of Library and Information Services uses LSTA funds to support Continuing Education/Professional Development activities.

1. Have you attended at least one continuing education/professional development workshop between 2013-2016?

- ○ Yes
- ○ No
- ○ I don't know

Florida 2016 LSTA Evaluation Survey

35. Continuing Education/Professional Development

1. I did not attend Continuing Education or Professional Development Workshops because (Select all that apply)

- ☐ I didn't know about them
- ☐ They are not on topics I need
- ☐ They are too far away
- ☐ They are not offered at a convenient time
- ☐ I cannot get away from work to attend
- ☐ I don't need training
- ☐ Other (please specify)

Florida 2016 LSTA Evaluation Survey

36. Continuing Education/Professional Development

1. I have taken continuing education from: (Select all that apply)

- [ ] NEFLIN
- [ ] SEFLIN
- [ ] TBLC
- [ ] SWFLN
- [ ] PLAN
- [ ] DLIS Training (webinar and in person)
- [ ] Florida Library Webinars
- [ ] FEL training
- [ ] Web Junction Florida on-demand courses
- [ ] Web Junction webinars
- [ ] Please share other continuing education professional development providers.

2. Please indicate your level of agreement with the following statements:

Participating in at least one workshop enhanced my ability to

Neither

	Strongly Disagree	Disagree	Disagree/Nor Agree	Agree	Strongly Agree	N/A
Improve the development and delivery of services for learning and access to information and education resources	○	○	○	○	○	○
Improve the delivery of information services by electronic resources	○	○	○	○	○	○
Develop partnerships	○	○	○	○	○	○
Target library services to diverse individuals	○	○	○	○	○	○
Target library services to persons having difficulty using a library	○	○	○	○	○	○
Improve library services to underserved communities	○	○	○	○	○	○
Improve library services to children from families with income below the poverty level	○	○	○	○	○	○
Develop and use collections in diverse format, e.g. digitize collections	○	○	○	○	○	○
Continue to adopt emerging technologies	○	○	○	○	○	○

3. What improvements, if any, would you suggest about Continuing Education/Professional Development program?

4. Please share any comments that you might have about the Continuing Education/Professional Development program.

Florida 2016 LSTA Evaluation Survey

37. Florida Library Youth Program

The Division provides Florida Library Youth Program through a variety of LSTA-funded programs, including the Summer Library Program.

1. Has your library participated in the Florida Library Youth Program (FLYP) Summer Reading Program?

- ○ Yes
- ○ Yes, but I'm not directly involved with these programs
- ○ No
- ○ I don't know

Florida 2016 LSTA Evaluation Survey

38. Florida Library Youth Program

1. Overall, what is your rating of the Collaborative Summer Library Program materials provided by the Division?

- ○ Poor
- ○ Fair
- ○ Average
- ○ Good
- ○ Excellent

2. If the Division did not purchase the membership and provide funds for the Summer Library Program materials, what would your library do?

- ◯ The library would not have a Summer Library Program.
- ◯ The library would decrease the length of the Summer Library Program or offer less programs.
- ◯ The library would develop its own program and could continue it at the same level as now.
- ◯ Please share what other things your Library would do if the Division did not financially support the Summer Library Program.

3. Please indicate your level of agreement with the following statements about the Summer Library Program.

	Strongly Disagree	Disagree	Neither Disagree/Nor Agree	Agree	Strongly Agree
Participants had a lot of fun	◯	◯	◯	◯	◯
Participants read a lot of books	◯	◯	◯	◯	◯
Participants maintained or improved their reading skills over the summer	◯	◯	◯	◯	◯
More community members used the library over the summer because of the Summer Library Program	◯	◯	◯	◯	◯
The parents in the community appreciated the Summer Library Program	◯	◯	◯	◯	◯
The teachers in the community appreciated the Summer Library Program	◯	◯	◯	◯	◯
The Summer Library Program helped me plan better library activities	◯	◯	◯	◯	◯
The Summer Library Program training prepared me to effectively implement the program	◯	◯	◯	◯	◯

Other (please specify)

4. How often does your library use the following Florida Library Youth Programs?

	Monthly	Every 3 months	Every 6 months	Once a year
Early Literacy Resource Web Page	○	○	○	○
Youth Program youth consultant	○	○	○	○
Monthly online newsletter	○	○	○	○
Monthly webinars	○	○	○	○

5. Please share any comments that you may have about the Statewide Summer Library Program.

6. Other than the Summer Library Program, what services would you like from the Florida Library Youth Program?

7. What improvements, if any, would you suggest about the Statewide Summer Reading Program?

Florida 2016 LSTA Evaluation Survey

39. Florida Jobs Website

1. Have you used the Florida Library Job Website? (Select all that apply.)

- [ ] Yes, as a job seeker
- [ ] Yes, as an employer
- [ ] No
- [ ] I'm not familiar with the Florida Library Job Website
- [ ] Please indicate other ways that you've used the Florida Library Job Website.

Florida 2016 LSTA Evaluation Survey

40. Florida Jobs Website

1. Please indicate your level of agreement with the following statements about the Florida Library Job Website.

	Strongly Disagree	Disagree	Neither Disagree/Nor Agree	Agree	Strongly Agree	N/A
I have been able to identify new positions through the website	○	○	○	○	○	○
I have been successful at obtaining a new position that I originally identified on the website	○	○	○	○	○	○
The website is our first choice for posting positions	○	○	○	○	○	○
The website brings us high quality candidates for our positions	○	○	○	○	○	○
The website it easy to use when looking for a position	○	○	○	○	○	○
The website is easy to use when posting a position	○	○	○	○	○	○
I refer my colleagues to the Florida Library Job Website	○	○	○	○	○	○
I would recommend my colleagues to the website if they had a position to post	○	○	○	○	○	○

2. What improvements, if any, would you suggest about the Florida Library Job website?

Florida 2016 LSTA Evaluation Survey

41. The Division's Statewide Resource Sharing and Collection Development

Supported by LSTA funds, the Division offers library services, located in Tallahassee, which supplement the services and collections of Florida libraries through interlibrary loan, resource sharing, reference services, and cataloging of State of Florida documents.

1. Which services have you used from the Division's Statewide Resource Sharing and Collection

Development? (Select all that apply)

- [ ] Asked the Division staff a reference question
- [ ] Used the Division's specialized collections, for example, the Florida Collection
- [ ] Borrowed material from the Division's collections
- [ ] Used the Division's State Documents Collection
- [ ] I have not used the Division's services

Florida 2016 LSTA Evaluation Survey

42. The Division's Statewide Resources Sharing and Collection Development

1. Which of the following reasons best describes why you do not use these services? (Select all that apply)

- [ ] I didn't know about these services
- [ ] Our library can answer all reference questions it receives
- [ ] Our library users do not have a need for specialized collections
- [ ] Our library users do not have a need for the State Documents Collection
- [ ] Please describe other reasons why your library does not use the Divisions Statewide Resource Sharing Services

Florida 2016 LSTA Evaluation Survey

43. The Division's Statewide Resource Sharing and Collection Development

1. Please rate the following services from the Division's Statewide Resource Sharing and Collection Development.

	Poor	Fair	Average	Good	Excellent
General quality of services from reference librarians	○	○	○	○	○
General quality of services from their interlibrary loan services	○	○	○	○	○
General quality of services in their special collections	○	○	○	○	○
General quality of services in their State Documents Collection	○	○	○	○	○

Please share other comments regarding the Division's services.

2. Please share any comment that you may have about the services from the Division's Statewide Resources Sharing and Collection Development.

3. What improvements, if any, would you suggest about the services from the Division's Statewide Resources Sharing and Collection Development?

Florida 2016 LSTA Evaluation Survey

44. Priorities for the Future

The Division will adopt a new plan covering Federal Fiscal Years 2018-2022 to guide the use of LSTA funds. This Plan must be based on priorities set by Congress in the Library Services and Technology Act, which is administered by the Institute of Museum and Library Services. The following questions ask you to identify your priorities for the use of LSTA funds during this time.

1. What are the top five issues or needs that your community, campus, or school will face in the next five years?

2. What are your library's top five needs to best serve your users in the next five years?

3. Each of the following items is currently funded by LSTA funds. Please indicate the priority of each item.

	Not a priority	Low priority	Average priority	Above average priority	High priority
Ask a Librarian (Statewide online reference)	○	○	○	○	○
Competitive grants program	○	○	○	○	○
Consulting services from the Division, e.g. strategic planning, e-rate consulting, facilitating partnership	○	○	○	○	○
E-Government Services	○	○	○	○	○
FEL-Electronic Resources	○	○	○	○	○
Florida Library Youth Program, including Statewide Summer Library Program	○	○	○	○	○
Florida Memory	○	○	○	○	○
Interlibrary loan program including the Statewide Courier System	○	○	○	○	○
Local library digitization projects for materials important to Florida's history and culture	○	○	○	○	○
Providing continuing education opportunities for library staff	○	○	○	○	○
Providing services to diverse populations	○	○	○	○	○
Providing services to underserved populations	○	○	○	○	○
Statewide Resource Sharing and Collection Development from the Division	○	○	○	○	○
Supporting the work of the Multi-type Library Cooperatives	○	○	○	○	○

4. The Division uses LSTA funds to support statewide projects, such as the Florida Library Youth Program (FLYP) or the FEL. The Division also offers a LSTA competitive grant program to Florida's libraries. Which of the following statements best describes your opinion about the division of funds between the statewide programs and the competitive grant program?

- ◯ The Division should place more money in statewide programs that benefit all libraries, making fewer funds available for competitive grants
- ◯ The current allocation of funds is just about right
- ◯ The Division should place more money in competitive grants, making fewer funds available for statewide projects
- ◯ The Division should eliminate the competitive grants and reallocate funds to statewide projects
- ◯ No opinion
- ◯ Please share any comments regarding allocation of funds to statewide vs. competitive grants.

5. What other priorities can you identify for the use of LSTA funds?

Annex I: Survey Report

Executive Summary and Observations

The Institute of Museum and Library Services (IMLS) requires that all states evaluate their Library Services and Technology Act (LSTA) program. As part of the evaluation of the 2013-2017 program, the Florida Division of Library and Information Services engaged the Bishoff Group to conduct an assessment. One method used in the evaluation was a survey of Florida librarians and library workers. The survey was designed to gather information and opinions on Florida's LSTA Grant program to libraries and statewide library programs. The survey results will also be used to help the Division evaluate the current use of LSTA funds and to assist the Division in developing its new five-year plan for 2018-2022.

The Florida Division of Library and Information Services LSTA evaluation survey was conducted during November 2016. The survey was distributed to all Florida library workers in all types of Florida libraries, allowing for the broadest response for each LSTA-funded program. A total of 257 survey responses were received. The largest group of respondents came from the public library sector, and the majority of the respondents were in administrative positions across all types of libraries. The survey achieved a broad geographic distribution.

Key findings from the survey include:

- *Level of Satisfaction With Programs*: Most of the survey respondents reported that they were satisfied or very satisfied with the LSTA-funded programs. For a few programs, such as Statewide Resource Sharing and Collection Development and consulting services, there were a large number of survey respondents who did not participate in or were not aware of the programs.
- *Competitive Grants*: The survey showed concerns about the Library Services and Technology Act competitive grants evaluation process, especially in the recent rounds of the grant program. The August 2016 change in the review process, where applicants and reviewers had real-time discussions about the grant applications, was uncomfortable for many who participated in the process.
- *Level of Awareness of Programs*: There is a high level of awareness of programs such as the Florida Electronic Library, Interlibrary Loan, and the Statewide Courier service. These programs are heavily used by all types of libraries, and there is a high level of satisfaction with these services. In addition, these services were found to be useful to users.
- *Promotion of LSTA-Funded Programs*: Survey respondents recommended further awareness-building about several programs, including Florida Memory, the Division's consulting services, and Statewide Resource Sharing and Collection Development. These programs scored low in awareness, but the respondents that use these programs were all extremely positive about the quality of service they receive.

- *Need for Training*: Across almost all of the programs, where it is available, respondents commented on the need for more training.
- *Support for Continuing Education*: The Continuing Education program offered by the Division and the multitype library cooperatives has a high level of positive impact, and comments about the array of CE courses were uniformly positive. Even with the wide variety of courses and providers, respondents said they want more courses – via both webinar and in-person delivery.
- *Support for Youth Programs*: Survey respondents indicated strong support for the Florida Library Youth Program. Respondents to questions about FLYP asked for the program to receive more funding and saw a need for more teen and parent/adult programming.

Questions on the top needs and issues in their communities drew an extremely high response from survey participants. While many of the answers dealt with community-wide issues, the top five groupings of responses included issues that mainly focused on libraries:

- Maintaining and improving library technology and infrastructure
- Funding issues
- Space issues (lack of space)
- Facility improvements and issues
- Technical training and skills development (for staff and the public)

When asked about the top five needs of libraries for best serving their users in the next five years, the topics with the largest numbers of responses include:

- More staff
- Technology updates
- Increased staff training
- Increased funding
- Facilities/space updates and improvements

Respondents were given a list of LSTA-funded services and asked to indicate the level of priority of these services. The services receiving the greatest number of high priority ratings were:

- Continuing education opportunities for library staff
- Interlibrary loan program, including the Statewide Courier System
- Services to underserved populations
- Florida Library Youth Program, including the Summer Reading Library Program
- Services to diverse populations
- Support for the work of the multitype library cooperatives

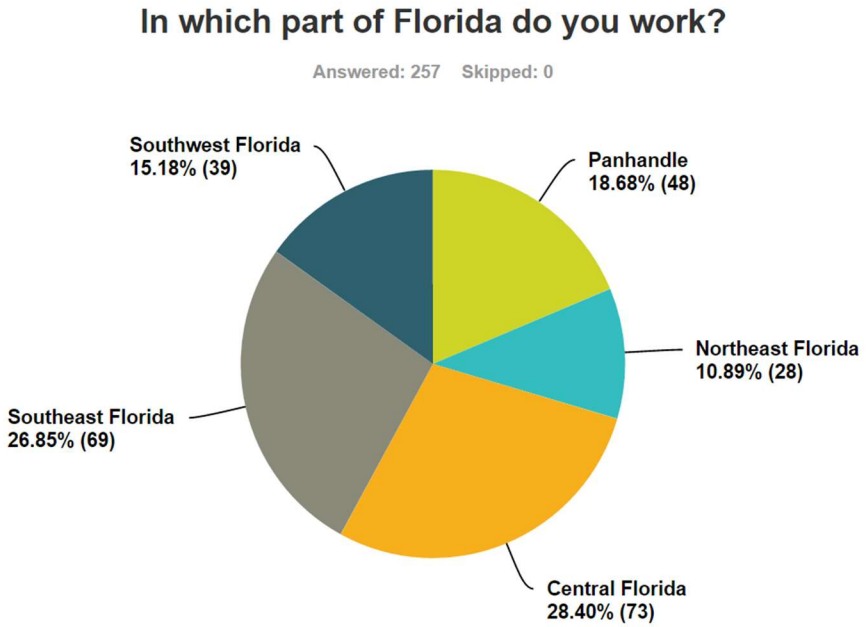
When asked about the current division of funding between statewide projects and competitive grants, the majority of the respondents felt the current allocation of funds is just about right, but there was a relatively high number of respondents that suggested that the Division should place more money in statewide programs that benefit all libraries, making fewer funds available for competitive grants.

The Bishoff Group wishes to thank the Division of Library and Information Services for their assistance in designing and administering the 2016 survey.

Introduction and Demographic Information

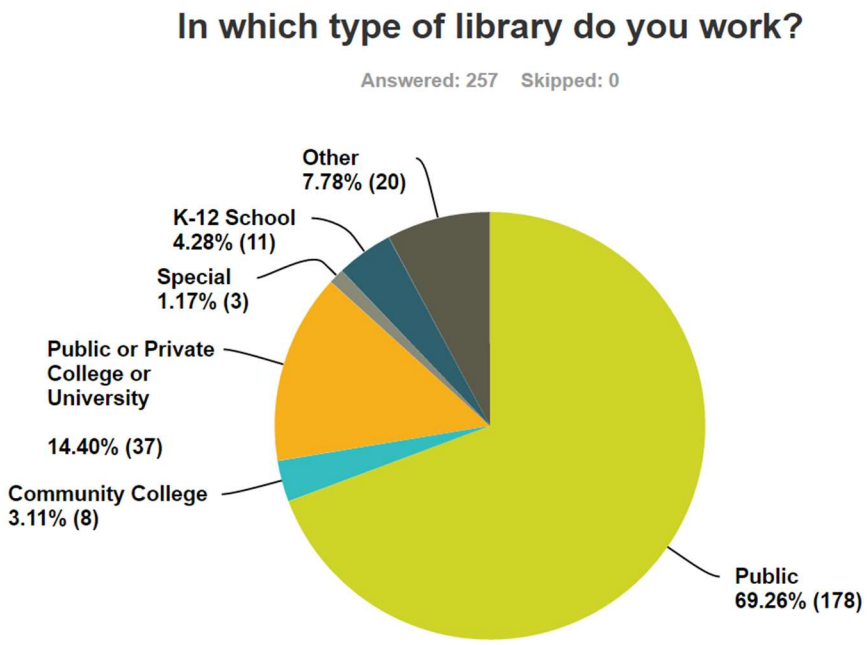
The Institute of Museum and Library Services (IMLS) requires that all states regularly evaluate their Library Services and Technology Act (LSTA) program. The Bishoff Group, an external consulting team of Liz Bishoff, Nancy Bolt and Tom Clareson, conducted a survey of Florida librarians and library workers to gather information and opinions on Florida's LSTA Grant Program to libraries and statewide library programs. The survey was conducted between November 1 and November 23, 2016, and had 257 respondents from across all geographic regions and types of Florida libraries.

When asked to self-select the region of Florida in which they work, the survey participants were broadly represented geographically.



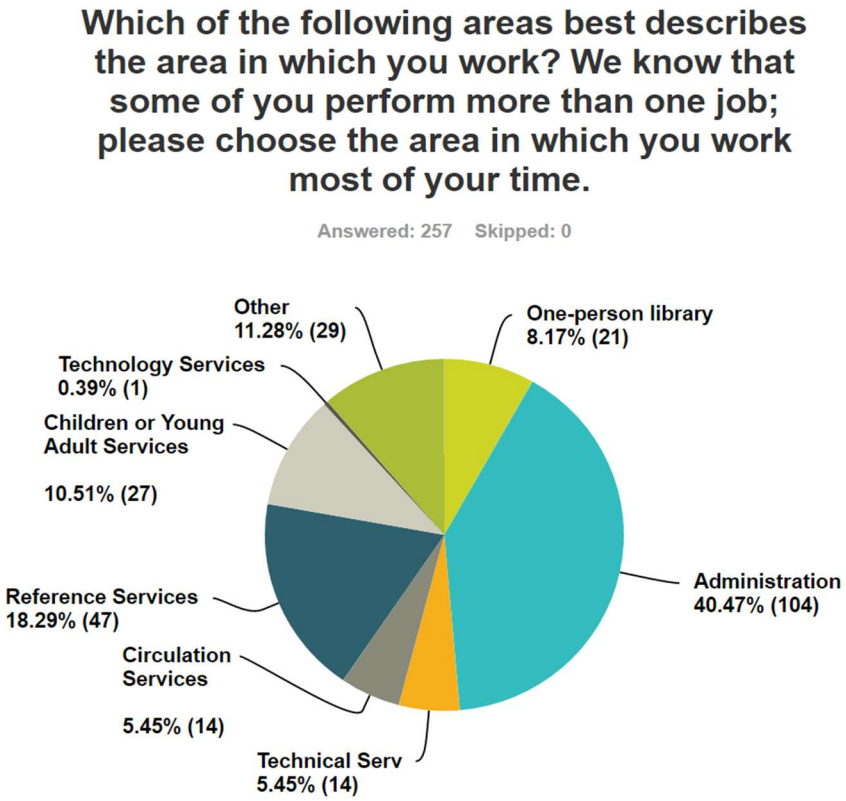
Seventy-three libraries (28 percent of the total respondents) were from Central Florida; 69 (27 percent) were from Southeast Florida; 48 (19 percent) were from the Panhandle region; 39 (15 percent) were from Southwest Florida; and 28 (11 percent) were from Northeast Florida.

Survey respondents were from all types of libraries, but a majority came from the public library sector.



Public library staff were the leading group to respond to the survey, with 178 respondents (69 percent), followed by academic libraries (public or private colleges or universities), with 37 respondents (14 percent); K-12 school libraries, with 11 respondents (4 percent); community colleges, with eight respondents (3 percent); and special libraries, with three respondents (1 percent). There were 20 “other” respondents, including respondents from four of the Florida multitype library cooperatives (MLCs) and two other library cooperatives.

The survey asked respondents to choose their area of primary job responsibility. Seven answer categories received responses.



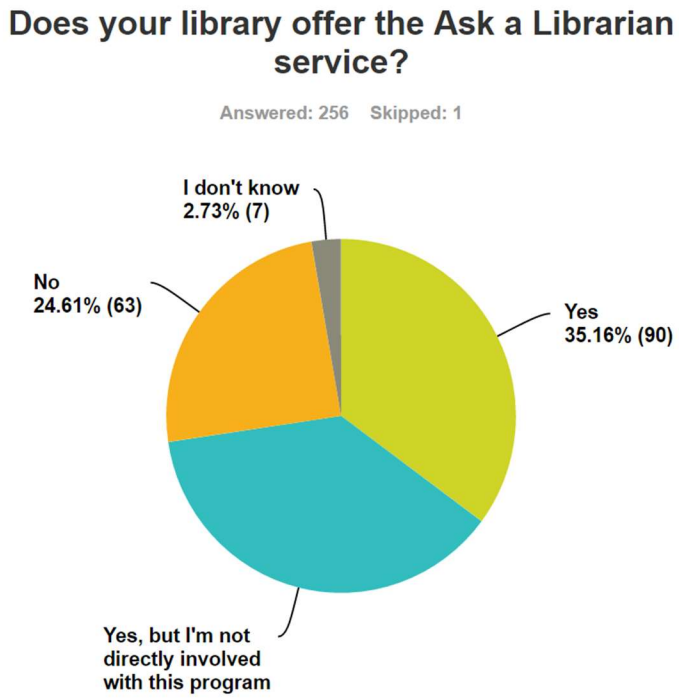
The leading group of respondents came from library administration (deans and directors), with 104 responses (40 percent). Other leading groups included reference services (47 responses, or 18 percent); children or young adult services (27 responses, or 11 percent); one-person libraries (21 responses, or 8 percent – including high percentages of both the special and school library respondents to the survey); technical services (14 responses, or 5 percent); and circulation services (14 responses, or 5 percent). Additionally, there were three branch managers, two collections development librarians and one technology services staff member among the "other" types of staff designations, which received fewer than 10 responses.

Feedback on Specific Programs

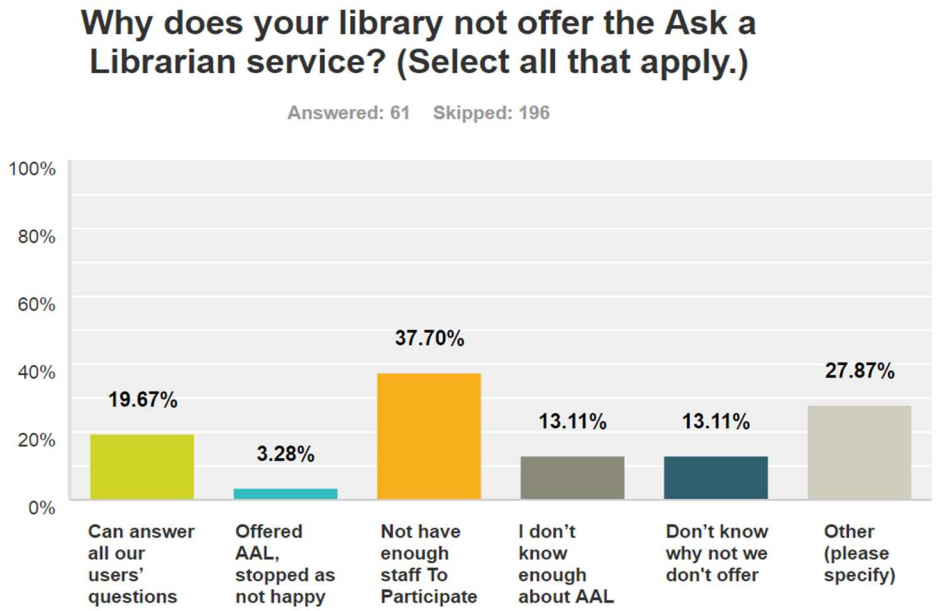
The survey asked respondents for feedback on a variety of LSTA-funded programs. Survey respondents were asked whether their library offered the program, and if their library didn't offer the program, why. They were then asked one or more questions regarding the value of the program and their satisfaction with the program. These programs are either managed by the Division of Library and Information Services directly or managed by a third party under a grant from the Division. All are statewide services.

Ask a Librarian

Ask a Librarian is a statewide program managed by the Tampa Bay Library Consortium. Of the 257 respondents to the overall survey, 256 responded to this question, with 90 (35 percent) indicating that they offered the service and 63 (24.61 percent) indicating that they did not; 96 (37.5 percent) said they offered it, but the respondent wasn't directly involved in the program, and seven (2.73 percent) didn't know.



When those libraries that do not offer Ask a Librarian were asked why not:



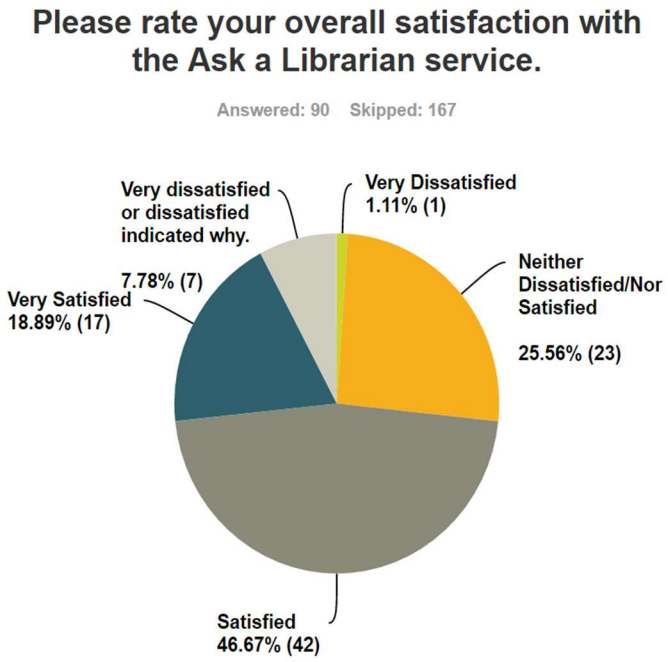
The majority of respondents (23, or 38 percent of the respondents to this question, with particularly high percentages from the school and public library sectors) said that their library does not have enough staff members to staff the service. Twelve libraries (20 percent) said their library can answer all of their users' reference questions. "I don't know enough about Ask a Librarian" and "Don't know why we don't offer the service" received eight responses (13 percent) each. Two respondents said their library offered Ask a Librarian but has stopped because they were not happy with the service. Two "other" answers noted that the respondent was from a special library, which may not be aware of the Ask a Librarian service.

Respondents were asked to indicate their level of agreement (from strongly agree to strongly disagree) with a variety of statements about the Ask a Librarian Service. In almost all cases, the majority of the respondents agreed with the statements; noted below are the levels of agreement, or, in the case of one question, disagreement or neutrality.

- Ask a Librarian increased the use of the library's resources and services in the library buildings: 32 respondents (34 percent) agreed.
- Ask a Librarian increased the use of the library's electronic resources: 34 respondents (37 percent) agreed.
- My library's users are better served because they have access to specialized reference librarians through Ask a Librarian: 42 (46 percent) agreed.
- My library's users are better served because they can ask questions when my library is closed: 44 (48 percent) agreed.
- Ask a Librarian is an essential part of my library's services: 37 (41 percent) agreed.

- The library received media coverage about Ask a Librarian: more respondents were neutral or disagreed with this statement than any of the others; 27 (30 percent) neither disagreed nor agreed, and 24 (27 percent) disagreed.

When asked to rate their overall satisfaction with the Ask a Librarian Service:



Forty-two respondents (47 percent) were satisfied; 23 (26 percent) were neither dissatisfied nor satisfied; 17 (19 percent) were very satisfied; and one respondent was very dissatisfied. There were seven comments about this question: three dealt specifically with the fact that "questions are always very county/city/branch specific and the patron thinks they are talking to that person, not a random librarian who lives 4 hours away and has no idea 'when are my books due?'"

When respondents were asked about improvements they would suggest for Ask a Librarian, there were 28 comments. Three dealt with the need for better marketing/publicity/promotion of the service; two comments asked that more library staff be encouraged to train/participate. The other single comments were not related to specific themes.

A related question on additional comments respondents had about Ask a Librarian gained a total of 27 responses. Seven people said it was a "great service." Four comments are very helpful in evaluating the impact of, and future directions for, the service:

- "Whenever I share about Ask a Librarian in my instruction sessions, students are always excited about being able to access a librarian late at night and from the comfort of their dorm. This is truly a wonderful service that increases and improves library services."
- "Overall, it is a great service, but we have found it difficult scheduling hours for Ask a Librarian in addition to our own local chat services, particularly as our local service's chat stats continue to go up. We currently only have a couple of librarians active in the service."
- "There have been an increase of legal related questions since Ask a Librarian changed platforms. Is there a way to include law librarians onto Ask a Librarian?"
- "I believe the service is widely underutilized, partially because it is not as visible/readily available as Google. No mobile app equals 'invisible' to young people."

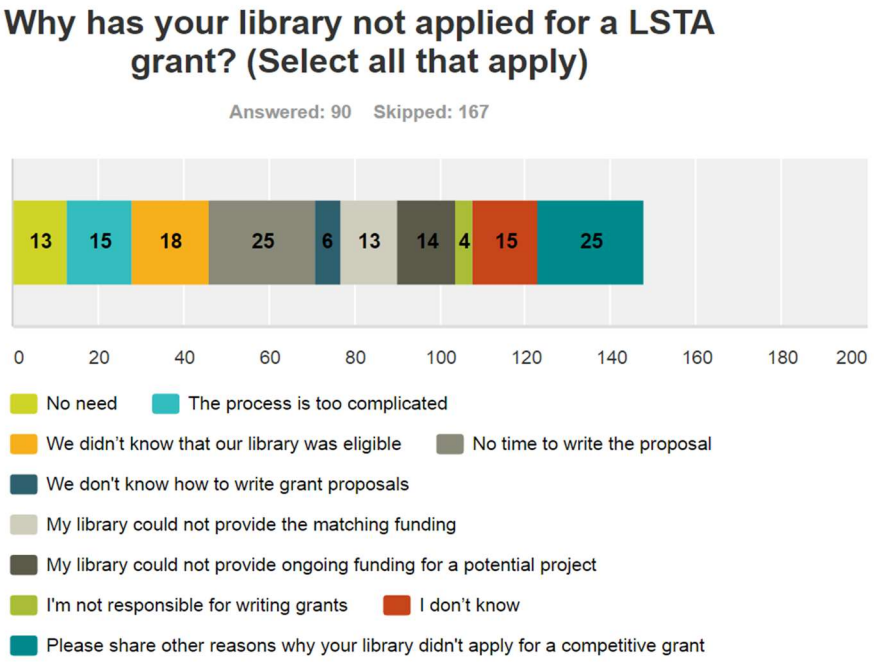
There were also questions on Ask a Librarian training. Fifty-five respondents (60 percent, including high percentages of the public, community college and college/university library respondents) had participated in Ask a Librarian training, and 36 respondents (40 percent) had not. Respondents mostly agreed with statements about the service:

- Ask a Librarian training improved my ability to train other library staff and users how to use the service: 28 respondents (54 percent) agreed.
- Ask a Librarian training improved my ability to use this service and its features: 28 respondents (53 percent) agreed.
- Since I attended the Ask a Librarian training I have increased my time on the Ask a Librarian 'reference desk': 18 respondents (34 percent) agreed.

Finally in this section, the respondents were asked to rate their overall satisfaction with the Ask a Librarian training. Twenty-three respondents (44 percent) were satisfied, 15 (29 percent) were very satisfied, nine (17 percent) were neither dissatisfied nor satisfied, and one person was dissatisfied.

LSTA Competitive Grants

Respondents were asked if their libraries had applied for an LSTA grant between 2013 and 2016. Ninety-two (38 percent) had not; 86 (35 percent) did not know; and 30 (12 percent – mostly from public libraries) had. Additionally, 35 respondents said their library had applied for an LSTA grant but they were not directly involved with the program. When asked why their library has not applied for an LSTA grant, those who hadn't applied cited a variety of reasons:



Responses to why the libraries didn't apply fall into two categories: those that the Division can do something about and those that are under the control of the library. Those that the Division might be able to affect include:

- We didn't know that our library was eligible to apply for LSTA grants (18 responses, or 20 percent)
- The grant process is too complicated (15 responses, or 17 percent)
- We don't know how to write grant proposals (6 responses, or 7 percent)

Those that the Library controls:

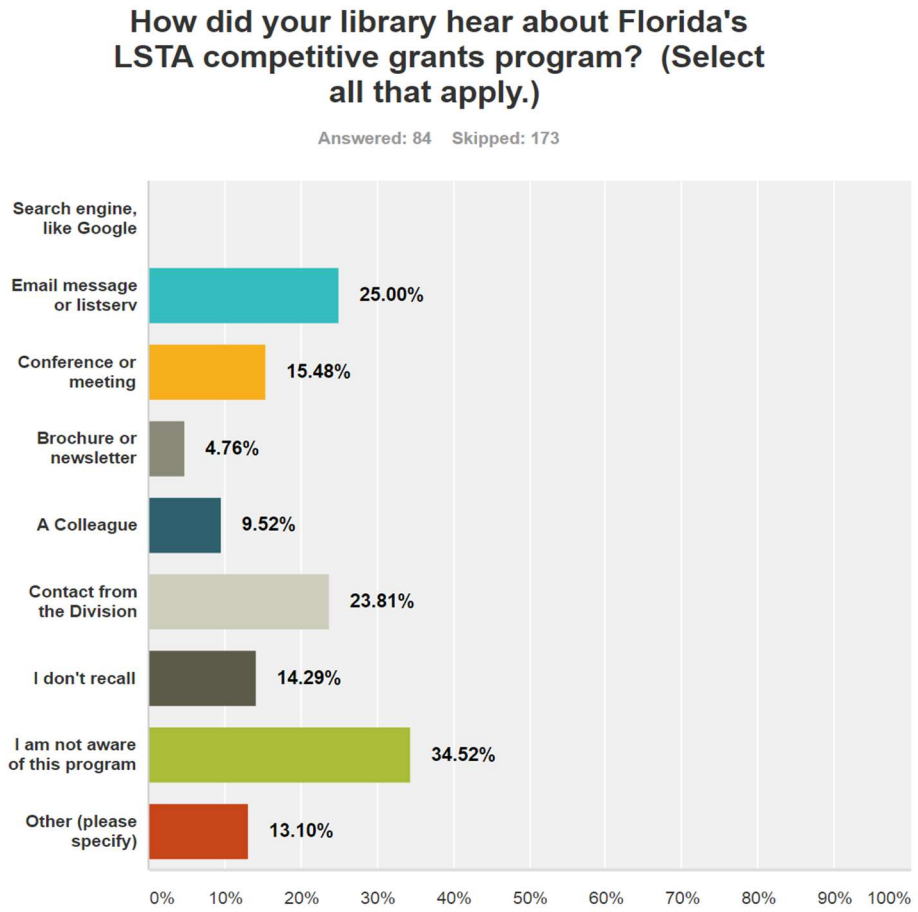
- We don't have time to write the proposal (25 responses, or 28 percent)
- My library could not provide the ongoing funding for a potential project (14 responses, or 16 percent)
- My library could not provide the matching funding (13 responses, or 14 percent)
- No need (13 responses, or 14 percent)

In addition to these reasons, there were 25 additional comments from respondents on this question, a number of which were especially helpful:

- Four respondents said they did not have a project that met the LSTA grant eligibility requirements.
- "Too competitive for the time it would take to write a grant."

- “Most of the grants were being awarded to larger systems.”
- These grants are “generally not geared to academic libraries.”

Survey respondents were asked how they heard about Florida’s LSTA competitive grant opportunity. Information about the grants is discovered in a variety of ways according to the 84 respondents who answered this question (and could select multiple discovery channels). In a telling statistic, 29 respondents (35 percent) who answered the question said they were not aware of this program. The highest percentage of these answers came from the community college and public libraries.



Methods for finding out about the grants included email messages or listservs (21 respondents, or 25 percent), a contact from the Division (20 respondents, or 24 percent), a conference or meeting (13 respondents, or 15 percent), colleagues (eight respondents, or 10 percent), and a brochure or newsletter (four respondents, or 5 percent).

When asked to indicate their level of agreement with statements about the LSTA grant program, the majority of respondents (between 56 and 65 percent in all cases) said they

neither disagreed nor agreed with the statements listed below, meaning that their feedback on these questions was neutral.

	Strongly Disagree	Disagree	Neither Disagree/Nor Agree	Agree	Strongly Agree	Total	Weighted Average
Reasonable timetable	0.00% 0	4.17% 3	56.94% 41	34.72% 25	4.17% 3	72	3.39
Understood what needed application	0.00% 0	7.04% 5	56.34% 40	33.80% 24	2.82% 2	71	3.32
Understand types grants funded	0.00% 0	7.04% 5	56.34% 40	29.58% 21	7.04% 5	71	3.37
Division staff helped when asked	0.00% 0	2.82% 2	63.38% 45	18.31% 13	15.49% 11	71	3.46
Division staff helped after grant funded	0.00% 0	1.41% 1	64.79% 46	16.90% 12	16.90% 12	71	3.49
Online Division info was helpful	0.00% 0	1.41% 1	64.79% 46	23.94% 17	9.86% 7	71	3.42
I understood the review process	1.45% 1	8.70% 6	60.87% 42	24.64% 17	4.35% 3	69	3.22
Process is unbiased	4.23% 3	4.23% 3	61.97% 44	23.94% 17	5.63% 4	71	3.23

- The grant timetable is reasonable.
- I understood what I needed to include in the grant application.
- I understand what types of grants are being funded by LSTA funds.
- Division staff members helped me when I asked for help with our grant application.
- Division staff members helped me when I asked for help after our grant was funded.
- The online information from the Division was helpful to me when I wrote and submitted a grant application.
- I understood the process used to review and evaluate my application.
- The process in which grants are evaluated and awarded is unbiased.

Twenty-five respondents made additional comments about the grant program process, and a number listed concerns about the process that should be considered:

- “This year didn’t seem to work well for either the staff, the grants council or the applicants. I felt sorry for all of us. It felt like everyone got put in a very awkward position during the council’s review and it seemed that both they and us as the applicants were frustrated by the process. I don’t think it was anyone’s fault, least of all staff’s. I just felt very bad for all of us having to suffer through it. I feel certain next

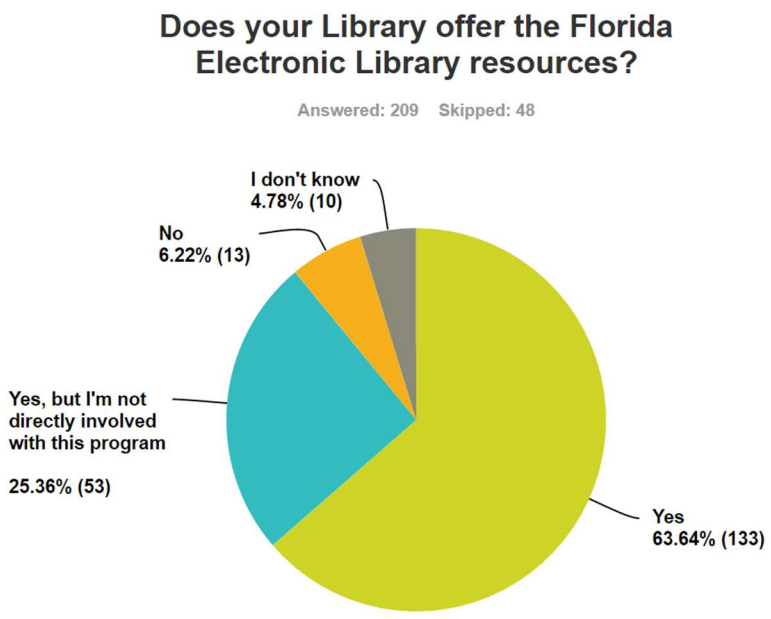
year's process will be much better and that lessons from this year will guide those improvements."

- "Do not allow grants to be changed during review process unless willing to do the same for all. Rewriting a grant for someone during review and approving funding when they make changes and provide clarification (is) unfair if not equally offered. Being able to see my scores as now months after review and still nothing provided (was another change suggested)."
- "There needs to be more funding. The review committee is ridiculous – they have no idea about what is really happening in libraries or what is needed. There is no reflection in the application process of what the board does, nor is there anything in writing about what the board is looking for, and it is definitely not the same info that is reflected in the application process."
- "The reviewers need to read the entire grant application."
- "More uniqueness in its award selections. It would be great if the grant was an opportunity to try something new and risky in libraries, not maintain a service."

There were 23 additional comments when respondents were asked what improvements, if any, they would suggest about the LSTA competitive grant process. Highlights included two respondents who said more training, two who said more funding, one who asked for sample grants to be made available, and one who asked if there could be a pre-review process prior to the committee meeting.

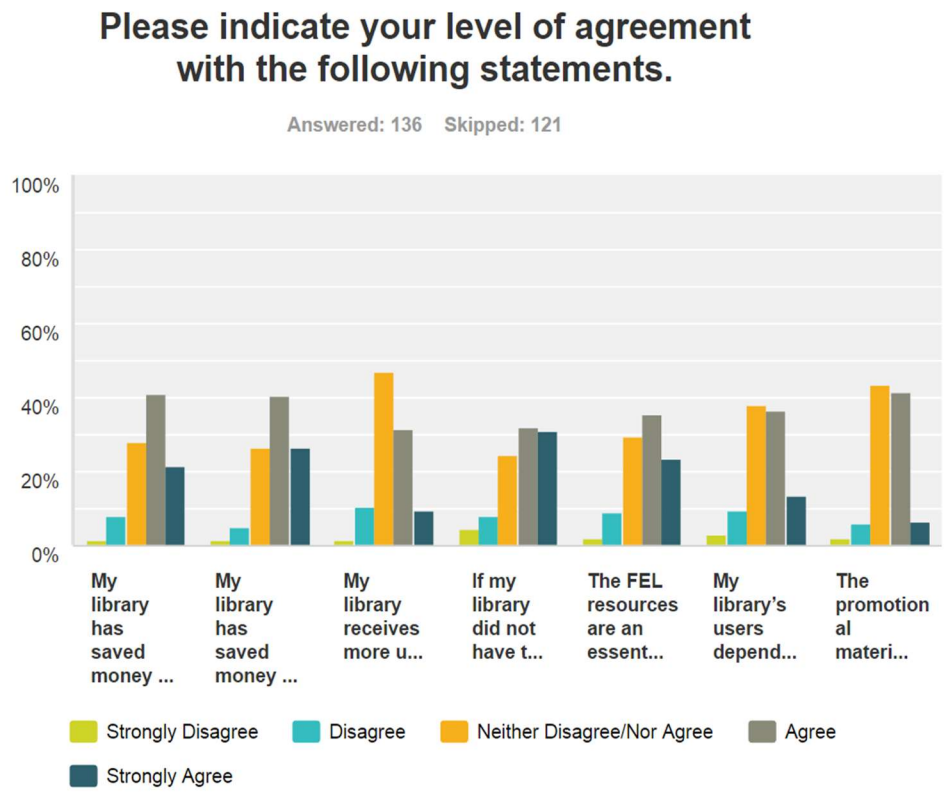
Florida Electronic Library (FEL)

A large number of the survey participants work in libraries that utilize Florida Electronic Library (FEL) electronic resources. Of the 257 survey respondents, 209 answered the question regarding whether their Library offered FEL resources. A total of 133 (64 percent) offer FEL; 53 (25 percent) work in libraries that offer the resources but are not directly involved with the program; 13 (6 percent) do not offer FEL; and 10 (5 percent) did not know whether they offer FEL.



Only 13 respondents provided reasons why their library does not offer FEL resources. Four said they did not know enough about what is in FEL; two said they don't know about the resource's availability; one said the resources are too difficult to use; and one said their users don't need the information that is available through FEL.

Respondents indicated their level of agreement to a number of statements about Florida Electronic Library Services:

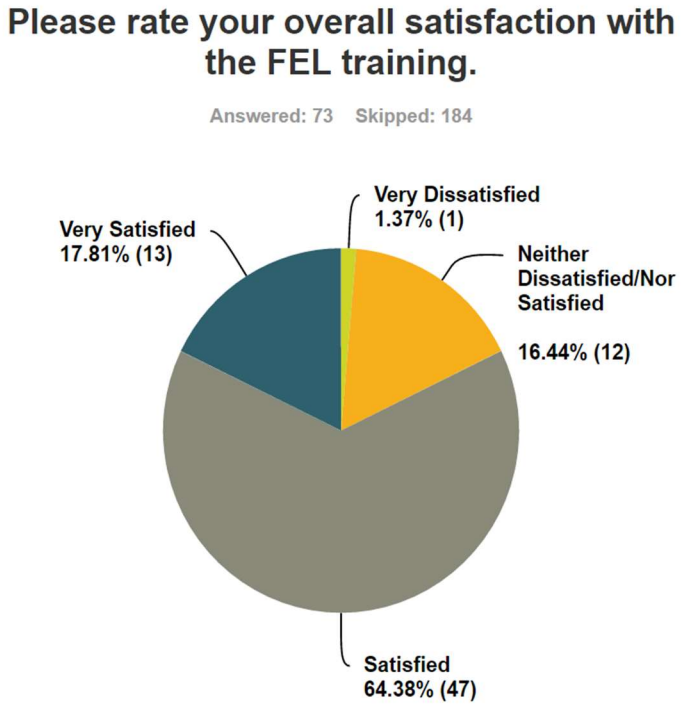


- My library has saved money on print journal and magazine subscriptions because of the FEL resources: 56 (or 41 percent) agreed – the largest response of any agreement category
- My library has saved money on online journals and magazine subscriptions because of the FEL resources: 55 (or 40 percent) agreed
- The FEL resources are an essential part of my library's services: 48 (or 36 percent) agreed
- If my library did not have the FL resources, my library could not offer the equivalent electronic resources: 43 (or 32 percent) agreed; one-third or more of the respondents from each of three communities – public library, school library and community college – strongly agreed with this.
- The promotional materials, such as bookmarks, provided by vendors, are effective: 59 (or 44 percent) neither disagreed nor agreed; 56 (or 41 percent) agreed
- My library's users depend on the FEL resources to find the information that they need: 51 (or 38 percent) neither disagreed nor agreed; 49 (or 36 percent) agreed
- My library receives more use, such as increased website traffic or in-person visits, because of the FEL resources: 64 (or 47 percent) neither disagreed nor agreed – the largest grouping of respondents

This service garnered 48 suggestions for improvement; most were related to increasing marketing and promotion of the service (6 comments) or adding vendors and databases to the service (5 comments); there were also two comments specifically suggesting offering the Florida Legal Forms database. Additionally, when asked to share any comments about FEL resources, 16 of 38 comments were extremely positive; some examples include:

- "Our library would never have the funding to provide these types of amazing resources to the public."
- "I am truly grateful that they are there. This helps the poorest libraries gain access to quality databases."
- "Incredibly helpful resources for our customers."
- "Essential resources to answer customers' queries."

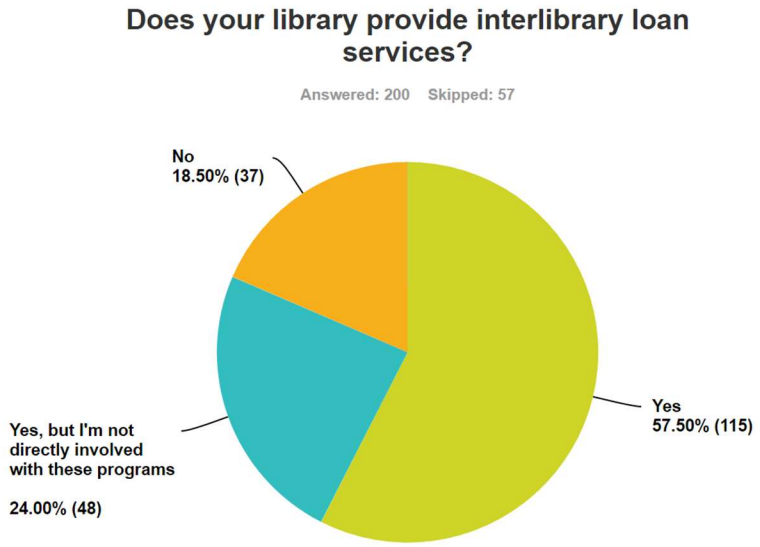
The survey also included questions about training on FEL databases. Seventy-three respondents (53 percent – especially high levels of school and public libraries) said they had participated in training about the Gale or OCLC products offered; 64 (47 percent) had not. Those who had not participated in the training said they did not know about the availability of training (19 respondents), their job doesn't require them to work with FEL resources (16), they don't have time (15), and they don't need the training because they already know how to use the resources (13). No other reasons garnered more than eight votes. One comment on the training was that the respondent would like to participate in the trainings, but "timing and staffing are an issue even with recorded trainings." Forty-seven respondents (64 percent) were satisfied with the FEL training; 13 (18 percent) were very satisfied; and 12 (16 percent) were neither dissatisfied nor satisfied.



A majority of the eleven suggestions for improvement in FEL training dealt with offering more training and raising awareness of its availability with library staff. One other comment in this section of the survey said that the respondent would like to see training offered to school librarians.

Interlibrary Loan

Interlibrary Loan Services are provided by 115 (58 percent) of respondents' libraries. At 46 more (24 percent), the services are provided, but the respondent was not directly involved with the program. Thirty-seven libraries (19 percent) do not provide ILL services. When asked why their library does not offer ILL services, 23 respondents, including 21 public libraries, said their library "used to participate but has stopped," and eight said that budgeting and funding had caused their library to stop the service; none of the other reasons received more than six mentions.



This service garnered high levels of agreement with statements made about the program:

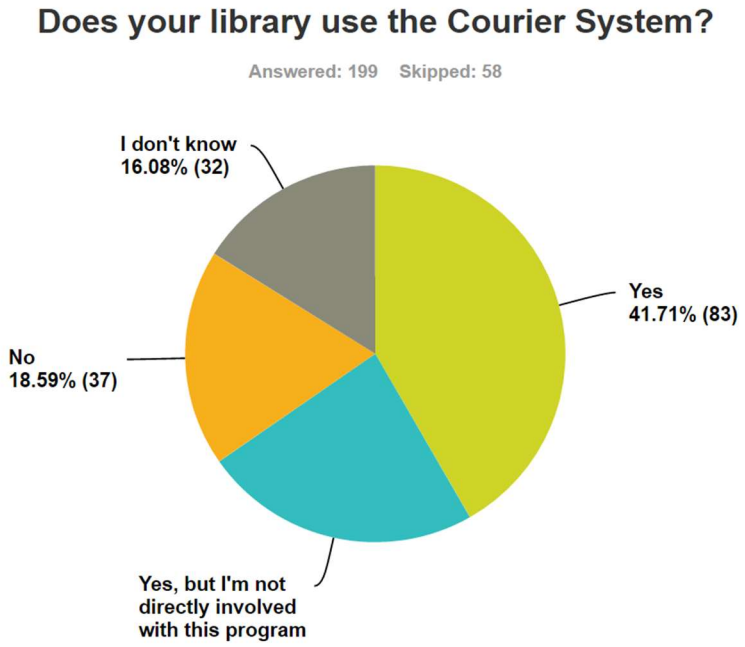
- Interlibrary loan is an essential part of my library's services: 51 respondents (44 percent) strongly agreed
- My library's users depend on interlibrary loan services for the information resources that they need: 42 respondents (37 percent) strongly agreed and another 45 respondents (39 percent) agreed
- My library receives more use, such as increased website traffic or in-person visits, because we offer interlibrary local services: 44 respondents (38 percent) agreed

The 31 comments on the service were mainly positive, but three comments said the website could be more user friendly. There were 36 additional comments about ILL; some of the most important for future consideration include:

- "Interlibrary loan should be supported as an indispensable service. I am aware that many libraries struggle with the monetary costs, but the cost to the patrons by denying them anything but a local collection, and the cost to the collection by keeping it from more distant patrons who would use it should weigh more heavily."
- "This service is really needed, especially with libraries lowering their materials budget and more … people are turning to eBooks. This resource offers our patrons another way to receive their print/audio/visual material."
- "(It) would be great to be able to stay logged into the patron's account if we are looking for more than one item for the same patron."

Courier System

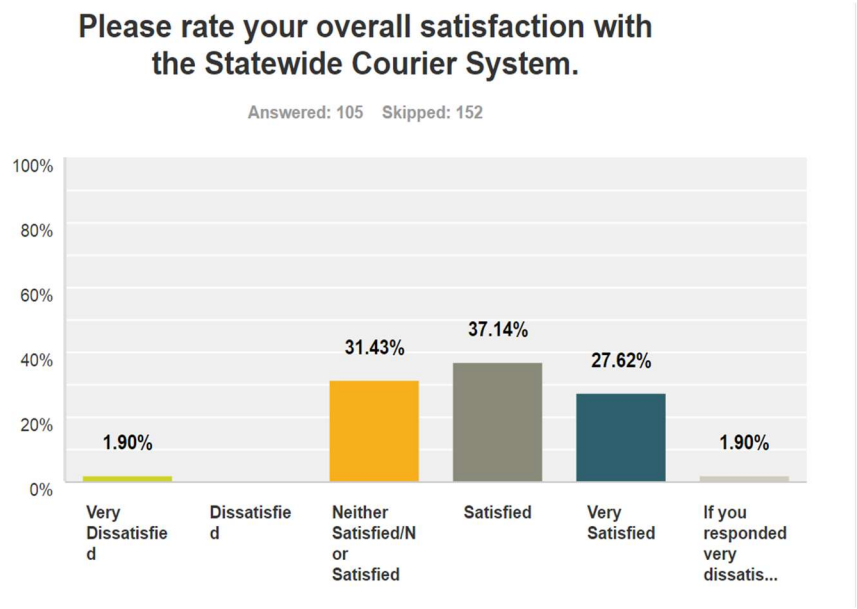
The Courier System is operated by the Tampa Bay Library Consortium on a statewide competitive grant. Of the 257 respondents, 199 answered this question; there were 83 respondents (42 percent) that use it, including many colleges, universities and community colleges; 47 (24 percent) whose libraries use it but they are not directly involved; and 37 (19 percent) who do not use it. In addition, 32 respondents (16 percent) said they don't know about their library's use of the system.



Of those who do not use the system, most (19 respondents, or 51 percent – including the majority of the public library respondents) do not provide interlibrary loans to their library users; 14 respondents (38 percent) do not fill interlibrary loans for other libraries; 13 respondents (35 percent) do not know why their library doesn't use the courier. Five respondents (13.51 percent) said the service is too expensive. Again, funding cuts appeared in the comments section on why the service was cut/dropped at some libraries.

Opinions on the Courier System were somewhat split. Thirty-eight respondents (37 percent – including two-thirds of the college or university survey participants) strongly agreed that the Courier System is an essential part of their library services, but the same number said they neither disagreed nor agreed with that statement. Thirty-three respondents (31 percent) strongly agreed that their library's users depend on the Statewide Courier System for the information resources they need, but 37 respondents (35 percent) neither disagreed nor agreed. Finally in this series of questions, 50 respondents (48 percent) said they neither disagreed nor agreed that their library receives more use, such as increased website traffic or in-person visits, because they participate in the Courier System.

Overall, 39 respondents (37 percent, including a high percentage of the college and university libraries) were satisfied with the Statewide Courier System, 33 (31 percent) were neither satisfied nor dissatisfied, 29 (28 percent) were very satisfied, and two were very dissatisfied.



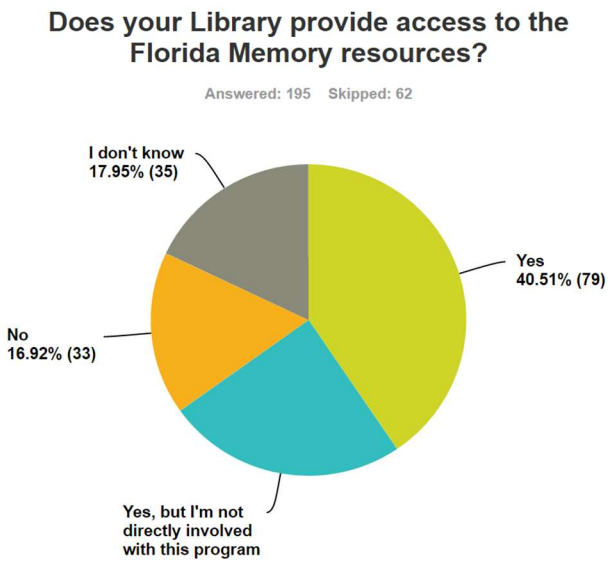
Three of the 15 improvements suggested for this service dealt with better water-proofing for materials being couriered. Two other suggestions about the service bear consideration:

- "Over the last 2 years I have seen major improvements. As much as I need and approve of their services the sharp increase in the annual contract amount has been discouraging."
- "[There is] still room for improvement in turnaround time [and] individual item tracking."

When asked about any other comments on the Statewide Courier System, most of the responses were positive, and two particularly pointed out improved service in the past four years.

Florida Memory

Respondents were asked if their Library provides access to Florida Memory resources. Of the 257 respondents, 195 answered this question. Seventy-nine (41 percent – heaviest in school libraries, public libraries and college/university libraries) indicated that they provide access to Florida Memory, and 48 (25 percent) said their library provides access but they are not directly involved with the program. Thirty-three respondents (17 percent) do not provide access, and 35 (18 percent) do not know whether they do.

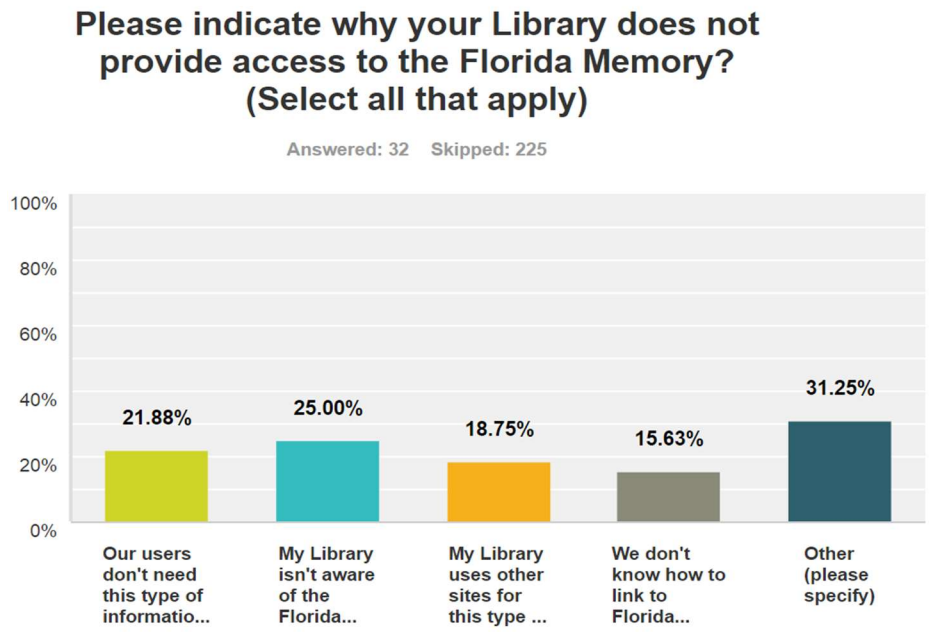


Those taking the survey were asked both why they are and why they are not providing access to Florida Memory. There were a number of key reasons access to Florida Memory was provided:

- The work of local historians (61 respondents, or 66 percent)
- The library's work with K-12 students, teachers and parents (58 respondents, or 62 percent – ranked highest in public and school libraries)
- The information needs of genealogists (57 respondents, or 61 percent)
- The information needs of higher education students and faculty (44 respondents, or 47 percent)
- Our community's tourism program (25 respondents, or 27 percent)
- The information needs of local government officials (23 respondents, or 25 percent)

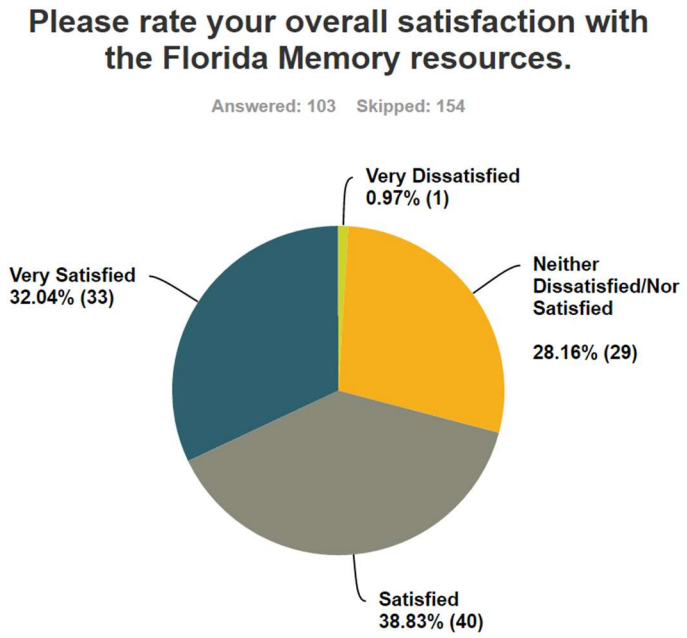
Additionally, libraries mentioned writers and media professionals utilizing the resource.

Respondents were able to select a variety of reasons for not providing access to Florida Memory. They could select all that applied. Only 32 respondents answered this question.



Eight (25 percent of respondents) said that their library is not aware of Florida Memory. Other reasons include the library's users not needing this type of information resource (seven respondents), the library using other sites for this type of information (six respondents), and the Library not knowing how to link to Florida Memory (five respondents). Three of 10 comments on this question said that the respondents were going to investigate the service and consider having it added.

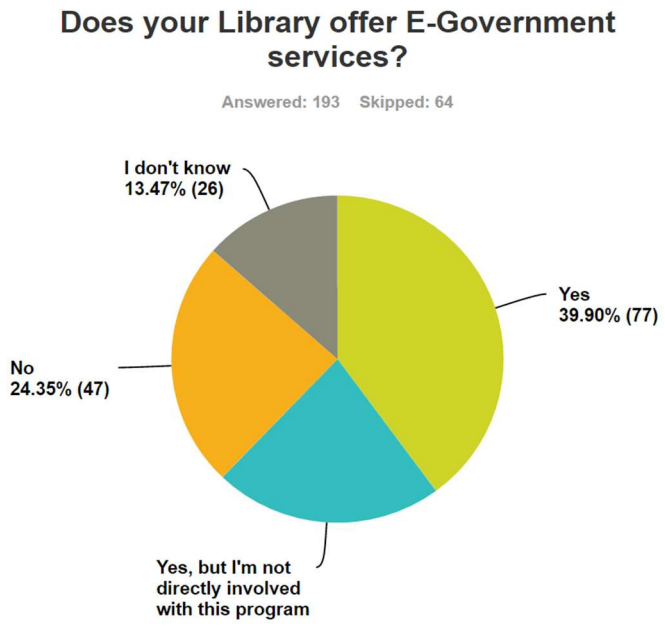
Overall satisfaction with Florida Memory resources was quite high.



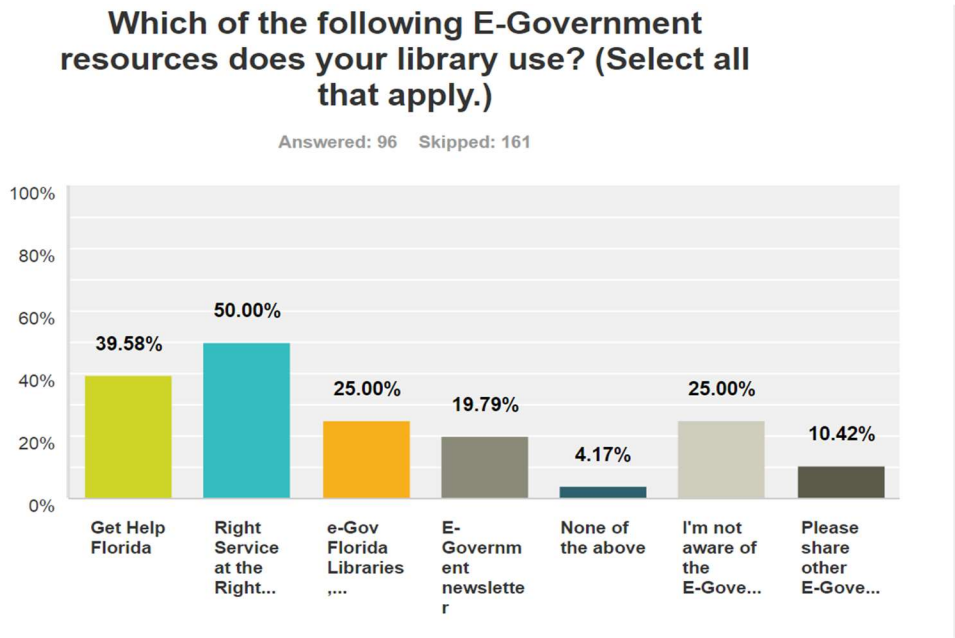
Forty respondents (39 percent) were satisfied, 33 (32 percent – including a large number of public library respondents) were very satisfied, and 29 (28 percent) were neither dissatisfied nor satisfied. Suggested improvements in the program included more marketing and promotion, particularly to historical agencies; more collaboration with local libraries, archives, museums and universities; and the ability to "see a collection organized by county so that I can browse to see what materials you have for my area." Eight of 21 comments showed high appreciation of the site. Two key quotes include "I love Florida Memory. Please keep it going!" and "It has helped us with our City's Sesquicentennial celebration and Viva Florida."

E-Government Services

E-Government services is another LSTA-funded program that is offered by a large number of libraries. Of the total number of respondents, 193 answered this question: 77 respondents (40 percent – almost all from public libraries) offer the services, 43 (22 percent) say their library offers the services but they are not directly involved with the program, and 47 (24 percent) do not offer the service. Additionally, 26 respondents (13 percent) did not know if their library offers the service.



Respondents were asked to select all of the services that apply in a list of the E-Government services they could use in Florida.



The top services used by the respondents' libraries were:

- Right Service at the Right Time (48 respondents, or 50 percent)
- Get Help Florida (38 respondents, or 40 percent)
- E-Gov Florida Libraries, including best practices (24 respondents, or 25 percent)
- E-Government Newsletter (19 respondents, or 20 percent)

Additionally, 24 respondents (25 percent) were not aware of the E-Government program resources, and four did not use any of the services.

When asked for their level of agreement with statements about the E-Government program, there were a few areas of agreement and strong agreement:

- The Division should continue to offer training in e-government services: 36 respondents (41 percent) agreed and 24 (27 percent) strongly agreed.
- E-government is an essential part of the library's services: 30 respondents (34 percent) agreed and 27 (30 percent – mostly from public libraries) strongly agreed.
- The library's users are better served because of e-government services: 29 respondents (33 percent) agreed and 22 (25 percent) strongly agreed.

For all of the other statements, a majority of the respondents neither disagreed nor agreed:

- E-government increased the use of the library's electronic resources
- The library received media coverage about our e-government services
- The MLCs should continue to offer training in e-government services

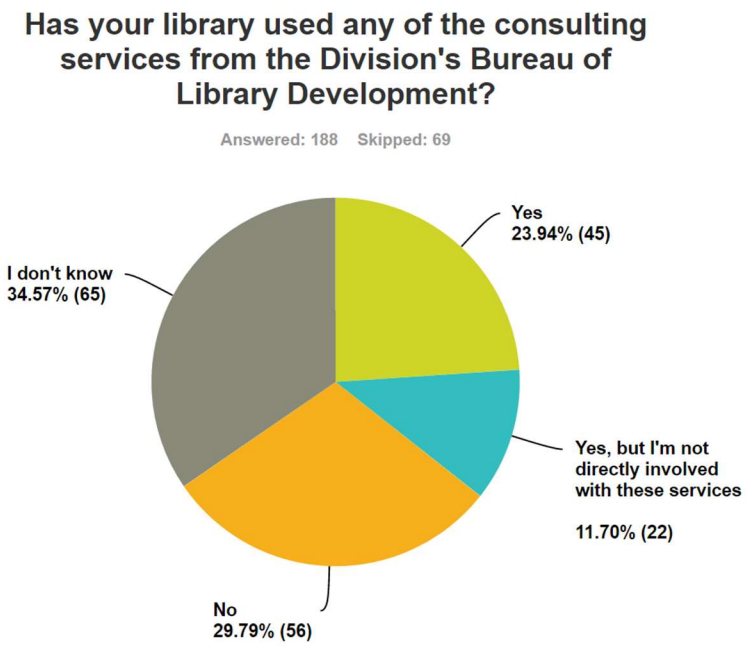
- The e-government promotional materials were effective in building my Library users' awareness of the program
- I have learned about current activities of the E-government program though the E-government newsletter

When asked to suggest improvements to the e-government program, three respondents suggested more training and two suggested additional awareness-building. There were two constructive comments about the service:

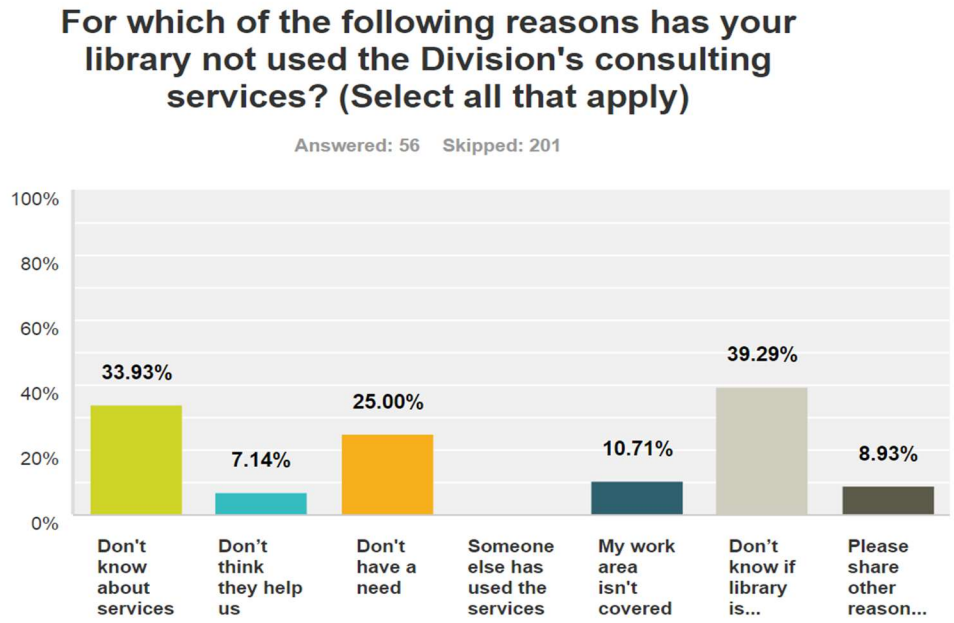
- "LSTA grant money should be used to develop and enhance e-government services in libraries since most government agencies no longer provide face-to-face help in filling out applications or handling inquiries."
- "There should be legislative action that would give libraries and other helping agencies surety that they are protected legally when helping patrons with e-government services that their quality of life is dependent upon. Many library directors are hesitant to provide this assistance because of very real liability issues. There should also be a way to quantify the assistance being given and how much of the library's budget is dedicated to the provision of these services and a way to reimburse the libraries. Public libraries were thrust into the position of helping people with social and economic services by Federal and State Agencies who were trying to downsize due to budget cuts. Public libraries were and are not in the position to subsidize these giant organizations – yet that is what they are being asked to do."

Consulting Services

When asked if their library had used any of the consulting services from the Division's Bureau of Library Development, 65 respondents (35 percent) did not know, 56 (30 percent) had not, 45 (24 percent) had and 22 (11 percent) had but are not directly involved with the service. Most of those who had used consulting services were from the public library sector.



Those who had not used the services cited reasons including:



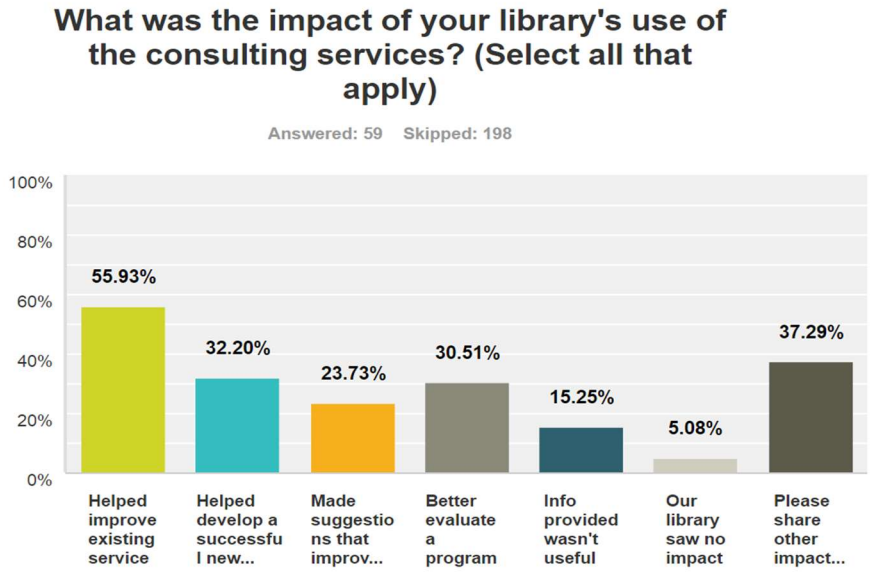
- I don't know if my library is eligible to use these consulting services: 22 respondents (39 percent – a high percentage of libraries from across all types selected this answer)
- My library didn't know about the consulting services: 19 respondents (34 percent)
- We don't have a need for consulting services: 14 respondents (25 percent)
- My area of responsibility isn't covered by the Division's consulting services: 8 respondents (11 percent)

- We don't think they would help us: 4 respondents (7 percent)

Consulting services is another area where the ratings on features of the service varied widely. In all cases, most respondents answered questions about the service as not applicable, as many respondents' organizations had not used consulting. But, those who had use the services consistently rated them excellent. Eight service components received excellent ratings by those who had used them:

- Accuracy of information provided: 34 respondents (38 percent)
- Timeliness of response from consultants: 33 respondents (37 percent)
- General quality of services from consultants: 31 respondents (34 percent)
- Assistance in planning youth services: 24 respondents (27 percent)
- Assistance with data collection and use: 22 respondents (25 percent)
- Information and guidance supporting development and implementation of youth services: 22 respondents (24 percent)
- Information and guidance supporting development and implementation of E-Rate: 20 respondents (22 percent)
- Assistance in developing long-range plans: 18 respondents (20 percent)

When asked about the impact of their library's use of consulting services, key areas where the services had made a difference included:



- The information that our library received helped us improve an existing service (33 respondents, or 56 percent)
- The information that our library received helped us develop a successful new service (19 respondents, or 32 percent)

- Our library was better able to evaluate a program (18 respondents, or 31 percent)
- A consultant visited my library and made suggestions that improved service (14 respondents, or 24 percent)

Two negative statements about the service received very low responses.

- Our library received an answer, resources, training, or a visit, but did not find it useful (9 respondents, or 15 percent)
- Our library saw no impact (3 respondents, or 5 percent)

Respondents shared other impacts their library realized as a result of working with a Division consultant. Three of the 22 comments are quite helpful in evaluating the service:

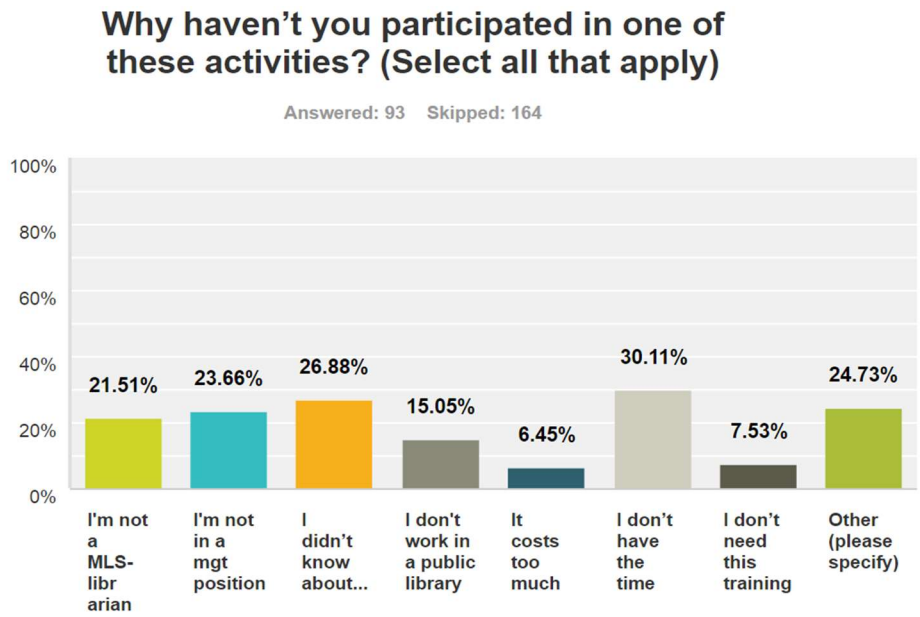
- "Jana Fine's support and training for implementation of the Summer Reading Program is very valuable. She puts us in touch with other libraries so it is truly a collaborative effort."
- "I have received so much vital help and (I am) in the beginning of implementing a new marking/advocacy plan for my library. All the help I have received will help me improve many existing services AND develop successful new services."
- "There was valuable information about other libraries and library systems throughout the state – related to programs similar to our programs, or suggestions of contacts for areas of interest. The consultant served as a 'connector' to others who could provide [information] and assist."

The 19 comments on improving the services focused mostly on marketing/awareness building for the consulting program, in-person training and Skype sessions with the consultants, and on-site visits and assistance. Four of the 17 overall comments about the Consulting Services are quite helpful:

- "Division consultants are rock stars!! They are always helpful, respond quickly, find the info needed, are patient, and don't laugh at you for asking what may be stupid questions."
- "All interactions with the consultants were productive. I frequently ask staff, when considering a challenging situation or new opportunity – have you talked to anyone at the Division?"
- "I feel that the Division has my back and if I have any question or issue – they are a great resource to turn to find guidance, resources, and expertise."
- "If all a Director receives when talking with a Consultant is criticism about the way they are organized or governed, it soon becomes non-productive to contact their consultant." (This was one of the few negative comments about the service)

Continuing Education

Survey respondents were asked if they have participated in at least one of the workshops, meetings or programs in a list including the Annual Public Library Directors Meeting, New Public Library Directors Orientation, Library Leader Academy, and Sunshine State Library Leadership Institute. Out of 257 responses, 93 (50 percent) had participated in one of these education offerings, and the same number had not participated. Those who had not participated were asked why not.



Respondents were able to select all that applied.

- Don't have the time (28 respondents, or 30 percent)
- Didn't know about these activities (25 respondents, or 27 percent)
- Do not work in a management position (22 respondents, or 24 percent)
- I am not an MLS librarian (20 respondents, or 22 percent)
- Don't work in a public library (14 respondents, or 15 percent)
- Don't need this training (7 respondents, or 8 percent)
- It costs too much (6 respondents, or 6 percent)

Almost all of the comments about Continuing Education services talked about a lack of time or scheduling problems preventing respondents from being able to attend sessions they would like to participate in.

When asked about their level of agreement about what participating in at least one opportunity from the Florida Library Leadership Program helped them do, the top-rated areas where respondents strongly agree were:

- Improve the development and delivery of services for learning and access to information and education resources: 29 respondents (36 percent) strongly agreed
- Target library services to diverse individuals: 23 respondents (30 percent) – mostly from the public library sector – strongly agreed
- Develop public and private partnerships with other agencies and community-based organizations: 21 respondents (26 percent) strongly agreed

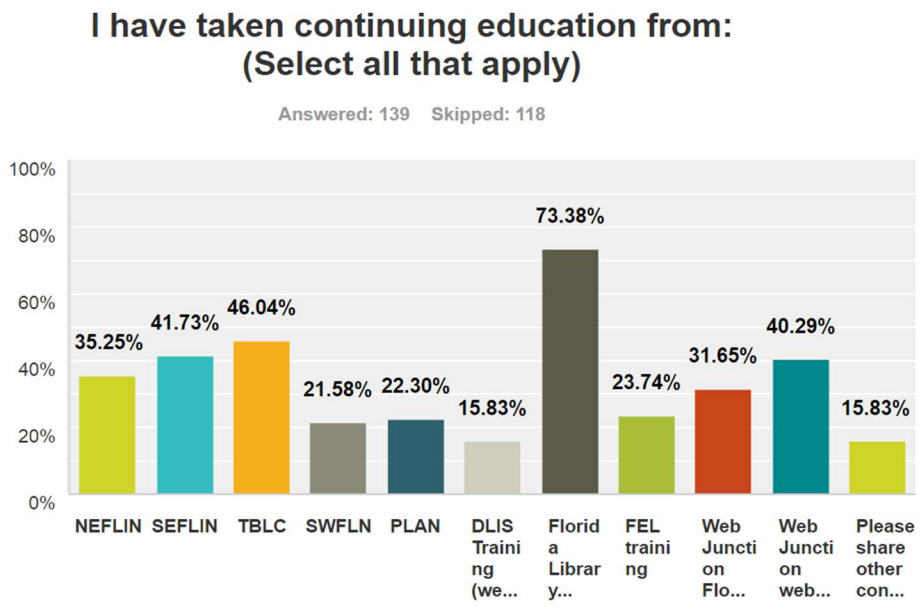
Improvements suggested for this program include having participants work on something greater/broader together, rather than individual projects, and adding a librarian to the faculty of the Sunshine State Library Leadership Institute. A key comment was that "all the programs are of excellent quality! I have never attended a better professional development series than the new directors/directors of small/rural/under-resourced library meetings. SSLLI is also great; I have served as a mentor several times." When asked for additional comments, 25 respondents submitted opinions, and three helpful comments for evaluating these services included:

- "The Sunshine State Library Leadership Institute changes lives. Not only the lives of the Institute's participants, but also the lives of the people they supervise and the library users they serve."
- "There should be a certification or leadership program for directors or something we can walk away with that certifies that we are capable of performing our duties in various areas. I think we all need some instruction when we reach different political arenas as well as have a concerted effort on how to move when items like privatizations or reductions come into play."
- "Provide as much face-to-face opportunity as possible, regardless of the difficulties of travel. Webinars are not really engaging and it's too easy to become distracted."

The survey respondents were asked if they attended at least one general continuing education/professional development workshop between 2013 and 2016. A vast majority of respondents – 140 or 77 percent – had attended a workshop, 32 (17 percent) had not and 11 (6 percent) did not know.

When asked why they did not attend a continuing education/professional development workshop, only one answer garnered more than five replies: "I didn't know about them" was the response from 12 (40 percent) of the survey participants (across all library types) answering this question.

Survey participants were given a long list of continuing education suppliers and were asked to choose all of the providers they had taken classes from.



Survey respondents are taking continuing education from a wide range of service providers. It should be noted that the web-based offerings have strong participation. Florida Library Webinars had strong participation, as indicated by 102 responses (73 percent – a majority of which were from public libraries or college/university libraries); Web Junction Webinars had 56 responses (40 percent) and DLIS training (webinars and online) had 22 responses (16 percent). The MLC continuing education offerings have strong participation.

- TBLC: 64 respondents (46 percent)
- SEFLIN: 58 respondents (42 percent)
- NEFLIN: 49 respondents (35 percent)
- PLAN: 31 respondents (22 percent)
- SWFLN: 30 respondents (22 percent)

FEL training is specialized and had 33 respondents (24 percent).

Additionally, the Florida Library Association was mentioned as a provider four times, and ALA was mentioned as a provider three times.

Continuing Education was another area where offerings and impact were rated highly. Respondents were asked about their level of agreement regarding whether their participation in at least one workshop enhanced their ability to:

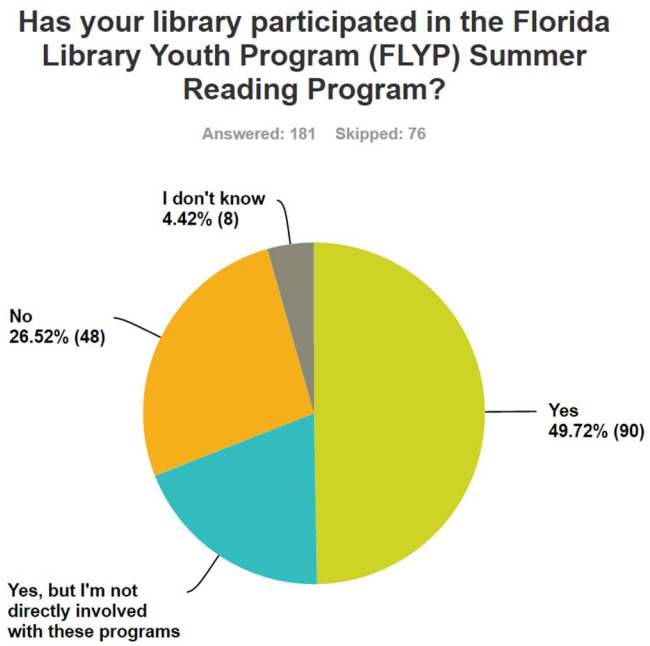
- Improve the development and delivery of services for learning and access to information and education resources: 59 respondents (44 percent – the highest percentage of these from public libraries) strongly agreed; 62 (46 percent) agreed

- Continue to adopt emerging technologies: 50 respondents (37 percent) strongly agreed; 60 (44 percent) agreed
- Improve the delivery of information services by electronic resources: 48 respondents (36 percent) strongly agreed; 54 (41 percent) agreed
- Develop partnerships: 41 respondents (30 percent) strongly agreed; 51 (38 percent) agreed
- Target Library services to persons having difficulty using a library: 52 respondents (39 percent) agreed
- Target Library services to underserved communities: 50 respondents (37 percent) agreed
- Develop and use collections in diverse formats, e.g. digitize collections: 45 respondents (34 percent) agreed
- Improve library services to children from families with income below the poverty level: 40 respondents (30 percent) agreed

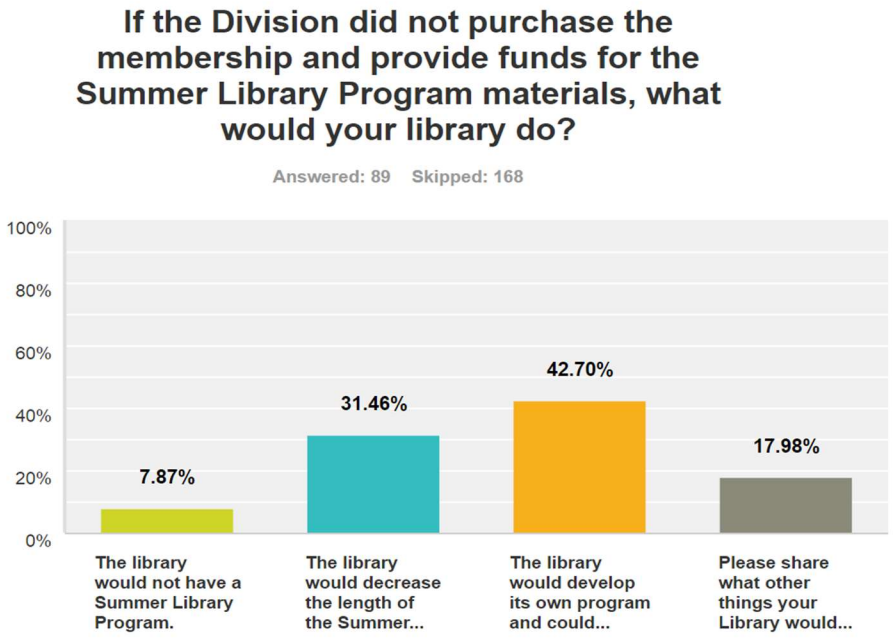
Suggestions for improvements to the Continuing Education/Professional Development program were wide-ranging. Among the 24 suggestions were providing more online webinars and more in-person training, having an assortment of training opportunities available, and "offering programming on assessment in academic libraries and more programming for academic libraries in general." When asked to share any comments about the CE/PD program, approximately 90 percent of the 26 comments were positive.

Florida Library Youth Program (FLYP)

Of the 257 respondents, 181 answered the question regarding participation in the Florida Library Youth Program. The FLYP Summer Reading Program drew participation from 90 (50 percent) of the libraries represented by survey respondents; 48 respondents (27 percent) had not participated. Thirty-five (19 percent) of the respondents' libraries had participated, but the respondents themselves were not directly involved with the program; 8 respondents (4 percent) did not know whether their library had participated.



Overall, 41 respondents (45 percent) rated the Collaborative Summer Library Program materials provided by the Division as Good, 34 respondents (37 percent) rated them Excellent, 12 respondents (14 percent) rated them Average, and 4 respondents (4 percent) rated them Fair. If the Division did not purchase the membership and provide funds for the Summer Library Program materials, the respondents said their library would:



- Develop its own program and could continue it at the same level as now (38 respondents, or 43 percent)
- Decrease the length of the Summer Reading Program or offer less programs (28 respondents, or 31 percent)
- Not have a Summer Library Program (7 respondents, or 8 percent)

There were two very strong comments about the impact of the program:

- "In my opinion, this is the most important consulting service that the State Library provides, as it give skills and tools to provide a comprehensive summer program, particularly in rural counties that have lost many of the youth programs that used to be offered by the County Extension agenda and do not have a YMCA or other organized activities."
- "We appreciate the ideas, curricula, and training provided by the State Library for Summer Programming. If not provided, most likely the quality would be less due to not having the time to adequately prepare."

The Summer Library Program received some of the highest ratings of any service evaluated in this survey. Almost all of the statements about the program received "strongly agree" ratings. Highlights of these ratings included:

- The parents in the community appreciated the Summer Library Program: 55 respondents (59 percent) strongly agreed
- More community members used the library over the summer because of the Summer Reading Program: 47 respondents (51 percent) strongly agreed
- Participants had a lot of fun: 7 respondents (51 percent) strongly agreed
- Participants maintained or improved their reading skills over the summer: 41 respondents (44 percent) strongly agreed
- The teachers in the community appreciated the Summer Library Program: 40 respondents (43 percent) strongly agreed
- The Summer Library Program helped me plan better library activities: 38 respondents (41 percent) strongly agreed
- Participants read a lot of books: 49 respondents (52 percent) agreed
- The Summer Library Program training prepared me to effectively implement the program: 38 respondents (42 percent) agreed

One comment related to this question is that "the FLYP presenters have always been phenomenal."

Respondents were asked how often their library uses the following FLYP programs:

	Monthly	Every 3 months	Every 6 months	Once a year	Total	Weighted Average
Early Literacy Resource Web Page	30.16% 19	12.70% 8	20.63% 13	36.51% 23	63	2.63
Youth Program youth consultant	17.74% 11	17.74% 11	22.58% 14	41.94% 26	62	2.89
Monthly online newsletter	62.69% 42	11.94% 8	10.45% 7	14.93% 10	67	1.78
Monthly webinars	25.40% 16	30.16% 19	14.29% 9	30.16% 19	63	2.49

The monthly online newsletter is used on a monthly basis by 42 (63 percent) of the respondents, while the other services are generally used once a year, when they are used at all.

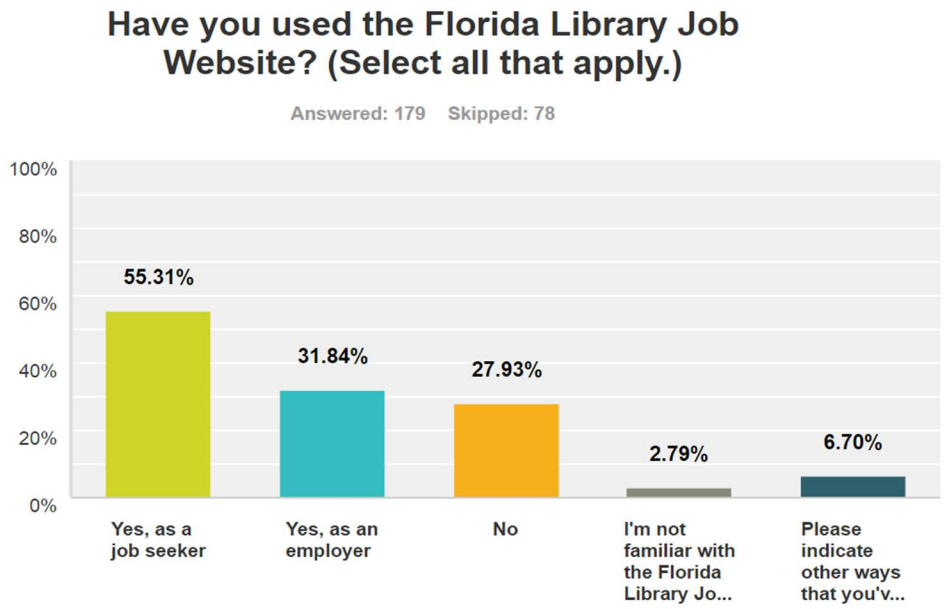
Approximately 90 percent of the 23 comments on the statewide Summer Library Program were positive. Two comments that can help attest to the impact of the program were:

- "The program is effective and is absolutely core to our participation in the Campaign for Grade-Level reading. Dozens of community agencies that collaborate in the Campaign recognize that the public library plans the central role in addressing the 'summer slide.'"
- "The state does a wonderful job of supporting the program. The workshops and webinars provide excellent professional development."

When participants were asked about services from the Florida Library Youth Program that libraries would like in addition to the Summer Library Program, many of their 22 responses dealt with programming for teens and adults. Finally on this topic, respondents were asked what improvements, if any, they would suggest for the statewide Summer Reading Program. Respondents mainly asked that more funding be given to this program and more materials be made available; one also asked that more information on capturing outcomes of participants be available.

Florida Library Jobs Website

The question regarding the Florida Library Jobs (FLJ) website (operated by SEFLIN) was responded to by 179 of the 257 survey respondents. Ninety-nine (55.31 percent) of the respondents indicated they had used it as a job seeker, while 57 (31.84 percent) of the respondents indicated they had used it as an employer.



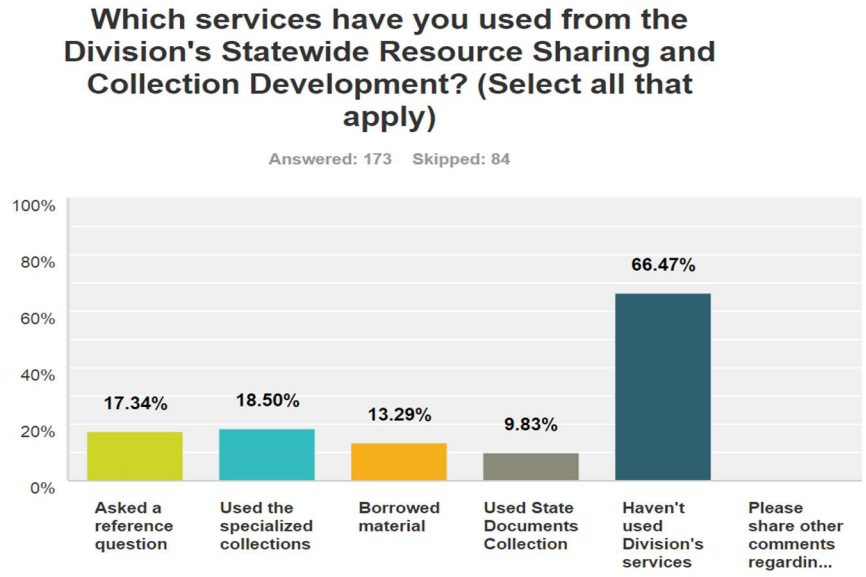
Fifty respondents had not used the FLJ website, and five were not familiar with it. Opinions on the level of agreement with statements about the website ranged widely.

- I have been able to identify new positions through the website: 68 respondents (54 percent), across all library types, strongly agreed
- I would recommend my colleagues to the website if they had a position to post: 61 respondents (49 percent) strongly agreed
- The website is easy to use when looking for a position: 54 respondents (43 percent) strongly agreed
- I refer my colleagues to the Florida Library Jobs Website: 53 respondents (42 percent) strongly agreed
- The website is easy when posting a position: 40 respondents (32 percent) said this was not applicable; 60 respondents (48 percent) agreed
- The website is our first choice for posting positions: 32 respondents (25 percent) agreed; 31 respondents (25 percent) strongly agreed
- The website brings us high quality candidates for our positions: 35 respondents (28 percent) neither disagreed nor agreed
- I have been successful at obtaining a new position that I originally identified on the website: 52 respondents (42 percent) said this was not applicable; 34 respondents (27 percent) strongly agreed

A question on improvements to the website mainly generated comments that the service was great; a few comments centered on logistics, such as “take jobs down when it is filled or past application date.”

Statewide Resource Sharing and Collection Development

Survey participants were asked which services they have used from the Statewide Resource Sharing and Collection Development program. Of the 257 survey respondents, 173 answered this question.



A majority of the respondents (115, or 66 percent) across all library types had not used the Division's services. Of those that had used the services, 32 (19 percent) had used the Division's specialized collections, such as the Florida Collection; 30 (17 percent) had asked Division staff a reference question; 23 (13 percent) had borrowed materials from the Division's collections; and 17 (10 percent) had used the Division's State Documents Collection. When asked why their library did not use these services, respondents said that they did not know about the services (65), that their library users do not have a need for Specialized Collections (19) or the State Documents Collection (16), and that their library can answer all reference questions it receives (12). Almost all of the 24 comments about not using the service were related to lack of awareness.

While the number of respondents rating the services from the Division's Statewide Resource Sharing and Collection Development program was smaller than in most of the other questions in the survey, the ratings for the services were quite high.

	Poor	Fair	Average	Good	Excellent	Total	Weighted Average
General quality of services from reference librarians	1.85% 1	0.00% 0	9.26% 5	46.30% 25	42.59% 23	54	4.28
General quality of services from their interlibrary loan services	0.00% 0	0.00% 0	8.16% 4	40.82% 20	51.02% 25	49	4.43
General quality of services in their special collections	2.04% 1	0.00% 0	10.20% 5	38.78% 19	48.98% 24	49	4.33
General quality of services in their State Documents Collection	2.27% 1	0.00% 0	13.64% 6	45.45% 20	38.64% 17	44	4.18

The general quality of service from the interlibrary loan service was rated excellent by 25 (51 percent) of respondents and good by 20 (41 percent) of respondents. The general quality of service from reference librarians was rated excellent by 23 respondents (43 percent) and good by 25 (46 percent). The general quality of services from special collections was rated excellent by 24 respondents (49 percent), and the general quality of series from the State Documents Collection was rated good by 20 respondents (45 percent). A majority of the comments related to this question were positive, and no additional improvements were suggested.

Top Issues and Services

Those participating in the survey were asked about the top five issues or needs that their community, campus or school will face in the next five years. Many of the 123 respondents to this question listed five issues, and overall, more than 500 issues were identified. Through content analysis, a number of key themes and issues were identified. The issues and number of mentions they received are listed below:

- Maintaining and improving library technology and infrastructure: 14 mentions
- Funding needs: 10 mentions
- Space issues: 10 mentions
- Facility improvements and issues: 7 mentions
- Technical training and skills development (for staff and the public): 7 mentions
- Library staff retention: 6 mentions
- General infrastructure improvement: 6 mentions
- Population increase: 6 mentions
- Job availability for the public: 6 mentions

- Book and material funding: 5 mentions
- Addressing homelessness: 5 mentions
- Aging populations: 5 mentions
- Community engagement: 5 mentions

Next, the survey respondents were asked about the top five needs of their library for best serving their users in the next five years. There were 118 responses to this question, and again, many made up to five suggestions; nearly 500 individual suggestions were made here as well. Top library-specific needs were:

- More staff: 22 mentions
- Technology updates: 16 mentions
- Increase staff training: 15 mentions
- Increased funding: 15 mentions
- Facilities/space updates and improvements: 13 mentions
- Increase e-collections: 7 mentions
- More hours (additional operating hours): 5 mentions
- Funding for collections: 5 mentions
- Electronic resources funding: 5 mentions
- Digitization program: 5 mentions

Respondents were given a list of LSTA-funded services and asked to indicate if they were high priority, above average priority, average priority, low priority, or not a priority. The responses are listed in order of highest to lowest priority assigned to a service:

- Providing continuing education opportunities for library staff: 83 respondents (55 percent) rank as high priority
- Interlibrary loan program, including the Statewide Courier System: 73 respondents (50 percent) rank as high priority
- Providing services to underserved populations: 71 respondents (48 percent) rank as high priority
- Florida Library Youth Program, including Statewide Summer Library Program: 58 respondents (39 percent – almost all rom public libraries) rank as high priority
- Providing services to diverse populations: 57 respondents (38 percent) rank as high priority; 57 respondents (38 percent) rank as above average priority
- Supporting the work of the multitype library cooperatives: 51 respondents (35 percent) rank as high priority; 49 respondents (34 percent) rank as above average priority
- Competitive grants: 50 respondents (34 percent) rank as high priority; 46 respondents (32 percent) rank as above average priority
- FEL electronic resources: 47 respondents (31 percent) rank as above average priority; 46 respondents (30 percent) rank as high priority; 46 respondents (30 percent) rank as average priority

- Consulting services from the Division, e.g. strategic planning, e-rate consulting, facilitating partnerships: 56 respondents (39 percent) rank as average priority
- Ask a Librarian: 51 respondents (34 percent) rank as average priority
- E-Government Services: 49 respondents (33 percent) rank as average priority

On another question related to the expenditure of LSTA funds, the difference between the use of LSTA funds for supporting statewide projects, such as FLYP or FEL, and for supporting competitive grants was noted. Respondents were asked to choose which of the following statements best described their opinion about the division of funds between statewide programs and competitive grants.

- The current allocation of funds is just about right: 41 respondents (27 percent)
- The Division should place more money in statewide programs that benefit all libraries, making fewer funds available for competitive grants: 40 respondents (26 percent)
- No opinion: 31 respondents (21 percent)
- The Division should place more money in competitive grants, making fewer funds available for statewide projects: 14 respondents (9 percent)
- The Division should eliminate the competitive grants and reallocate funds to statewide projects: 11 respondents (7 percent)

A number of comments accompanying this question noted that both types of grants should continue.

Finally, a question about what other priorities respondents would identify for the use of LSTA funds received 28 responses and generated 19 separate ideas. While many of the ideas were suggested by just one respondent, statewide e-books, competitive grants for innovation, and databases each received two votes for consideration as additional priorities.