



**An Independent Evaluation
Of
Idaho's Implementation of the
Library Services and Technology Act Grants to
State Programs
2013 - 2017**

**Prepared by
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and
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Idaho Commission for Libraries
State of Idaho



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Table of Contents

EVALUATION SUMMARY	4
A. Retrospective Questions	4
B. Process Questions	7
C. Methodology Questions	7
EVALUATION	9
INTRODUCTION	9
Goal 1.1 EVALUATION	10
Goal 1.2 EVALUATION	14
Goal 2.1 EVALUATION	20
Goal 3.1 EVALUATION	24
Goal 3.2 EVALUATION	27
B. Process Questions	30
C. Methodology Questions	31
Appendix A: Evaluation Methodology	33
Appendix B: List of Acronyms	37
Appendix C: LSTA FFY 2013 - FFY 2015 Expenditures (Broad View)	38
Appendix D: LSTA FFY 2013 -FFY 2015 Expenditures (Detail)	39
All Programs	39
Goal 1.1	40
Goal 1.2	41
Goal 2.1	42
Goal 3.1	42
Goal 3.2	43
Appendix E: Idaho LSTA Target Population Summary	44
Appendix F: Idaho - Measuring Success Table	46
Appendix G: List of People Interviewed	47
ICfL Staff	47
Focus Group Participants	47
Individual Interview Participants	48
Appendix H: Web Survey Instrument	50
Appendix I: Web Survey Summary	64
Appendix J: Idaho LSTA Evaluation Web Survey Report	67
Appendix K: Bibliography of all documents reviewed	77
Appendix L: Focus Group Summary	78
Focus Group 1: General/Feedback on all programs	78
Focus Group 2: Feedback on “Read to Me” program	80
Focus Group 3: Continuing Education/Professional Development Programs	85
Focus Group 4: General/Feedback on all programs	85
Appendix M: Idaho Libraries At A Glance (Infographic)	89

EVALUATION SUMMARY

The Idaho Commission for Libraries' (ICfL) 2013 - 2017 Library Services and Technology Act (LSTA) Five-Year Plan includes five goals that are aligned with three major strategic issues.

1. STRATEGIC ISSUE: ACCESS

What can the Idaho Commission for Libraries do to help Idaho's libraries not only sustain but also equitably and conveniently increase public access to information and library services?

- ACCESS (Goal 1.1.): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services.
- ACCESS (Goal 1.2.): Libraries reach out to all segments of Idaho's populations.

2. STRATEGIC ISSUE: LITERACY

How will the Idaho Commission for Libraries assist libraries to provide Idahoans with equitable access to literacy and learning opportunities in order to be successful in all of life's endeavors?

- LITERACY (Goal 2.1.): Libraries flourish as a central place in a learning society.

3. STRATEGIC ISSUE: COMMUNITY ANCHOR

How can the Idaho Commission for Libraries assist all libraries to become valued community anchors within their unique communities?

- COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital.
- COMMUNITY ANCHOR (Goal 3.2): ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries.

A. Retrospective Questions

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

The consultants asked the State Librarian and the LSTA Coordinator to offer their personal assessments of progress toward each of the five goals included in ICfL's 2013-2017 Five-Year Plan. Because of the aspirational nature of Idaho's goals, it is unlikely that any would ever be fully achieved. ICfL's internal assessment was that it had PARTLY ACHIEVED each goal. While the evaluators agree that each of the goals requires an ongoing effort, we believe that activities carried out under two of the goal areas are so outstanding that they warrant a rating of ACHIEVED. Table 1 offers a summary of both ICfL's internal assessments and the evaluator's conclusions.

Strategic Issue	Goal	Grants to States Priorities Addressed	ICfL Self-Assessment	Evaluators' Assessment
1. ACCESS	Goal 1.1	1,2,3, & 7	Partly Achieved	Partly Achieved
	Goal 1.2	5 & 6	Partly Achieved	Achieved
2. LITERACY	Goal 2.1	1,4,5, & 6	Partly Achieved	Achieved
3. COMMUNITY ANCHOR	Goal 3.1	1,3,4,5, & 8	Partly Achieved	Partly Achieved
	Goal 3.2	1,4,7,8	Partly Achieved	Partly Achieved

ACCESS (Goal 1.1): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services.

Goal 1.1 Activities were far-reaching and included staff development for both public and school library staff, training in the effective use of a State-funded suite of databases, and support for interlibrary loan activities in the state. The evaluators received strong indications (primarily through focus groups) that much of the training received has been implemented in local libraries to the benefit of end-users. While work toward reaching this goal is certainly unfinished, significant progress has been made and the evaluators believe that the goal has been PARTLY ACHIEVED.

ACCESS (Goal 1.2): Libraries reach out to all segments of Idaho's populations.

The evaluators believe that Idaho's activities warrant an ACHIEVED rating due primarily to the comprehensive design and excellent implementation of the Read To Me (RTM) program and other early literacy initiatives. This program is built on a solid research base and there is clear evidence that the tenets of this program have been internalized by library staff delivering services to young children. Several librarians reported in interviews and focus groups that involvement in the Read To Me program has successfully changed the way library staff approach children's services in general, and well beyond official RTM programs. This "purposeful programming" had a significant impact on preschoolers in a state that does not require Kindergarten and has influenced programming for older children as well. The evaluation component for RTM (and other services to young children) is among the best the evaluators have witnessed. ICfL is attempting to validate a number of assumptions regarding the impact of access to books and purposeful programming using valid and reliable research methods under the guidance of an expert in the field (Dr. Roger Stewart of Boise State University). Other activities carried out under Goal 1.2, including Teen Services and Talking Book Services, reach out to other targeted segments of the population.

LITERACY (Goal 2.1): Libraries flourish as a central place in a learning society.

Goals 1.2 and 2.1 are very closely linked. A majority of activities carried out under Goal 1.2 could easily be placed under the Literacy Goal (2.1). These activities as well as the Stop the Summer Slide project and the Bright Futures initiative carried out under Goal 2.1 serve to solidify the place of Idaho libraries as centers of learning, especially for children and teens. The evaluators rate the goal ACHIEVED for many of the same reasons we believe ICfL has ACHIEVED Goal 1.2 and because Idaho libraries appear to be strengthening their claim as learning places. While many states do "nice" things with their LSTA Grants to States funding, the evaluators believe that Idaho's efforts in early literacy is important work worthy of study and replication by other states.

COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital.

While no specific programs or initiatives that fall directly under Goal 3.1 have been undertaken, the evaluators believe that this goal has been PARTLY ACHIEVED based on the impact that other activities (specifically those carried out under goals 1.2 and 2.1) have had in their communities. ICfL is meeting most of the targets outlined in the 2013 – 2017 Plan in spite of the fact that no LSTA dollars have been expended. ICfL's strong staff development efforts are translating into library services that are more closely aligned with community needs. By implementing the concepts that have been shared, libraries are becoming central places of learning in their communities (Goal 2.1). The result is that Idaho's libraries have also increased the degree to which they are seen as vital.

COMMUNITY ANCHOR (Goal 3.2): ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries.

The evaluators also rate Idaho's progress on Goal 3.2 as PARTLY ACHIEVED. Focus groups and interviews as well as responses to the web survey support the view that ICfL provides a rare combination of leadership and support for libraries. While the primary activity carried out under Goal 3.2 is less than transformative (collection, analysis and dissemination of library statistics is a routine function), evidence supports the conclusion that ICfL both understands and enables libraries to serve the public more effectively.

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

Appendix F displays the alignment between Idaho's 2013 - 2017 Goals and the Measuring Success focal areas. The activities that ICfL has carried out under its Five-Year Plan have clearly addressed the national priorities in the Lifelong Learning and Information Access focal areas to a significant degree. Activities have also substantively addressed national priorities in two of the three Institutional Capacity intents (Improving the Library Workforce and Improving Library Operations). Although ICfL has actively promoted the development of makerspaces in libraries with considerable success (improving physical infrastructure) Idaho's LSTA-funded activities had much less impact on improving technological infrastructure. The remaining Measuring Success focal area results are mixed. Idaho's emphasis on partnerships and collaboration (and other select projects) brought notable results in the Civic Engagement focal area. Although ICfL participates in Economic & Employment Development activities (as described in the Human Resources focal areas) its LSTA-funded efforts have been minimal. ICfL's lack of involvement in some Measuring Success focal areas is largely due to the high priority that ICfL has placed on children and youth. Several projects and activities targeting adults, such as those in the "Mid-Life Adults" project, do address workforce development, personal finances, and health and wellness. Some of ICfL's early literacy programs include a family component, and this emphasis yields notable results related to the Human Resources "Improve users' ability to apply information that furthers their parenting and "family skills" aspect.

A-3. Did any of the ten groups identified as targets by IMLS represent a substantial focus for ICfL's Five-Year Plan activities?

Five of the ten target audiences received substantial focus (using the IMLS threshold of ten-percent of expenditures) in Idaho's implementation of the 2013-2017 Five-Year Plan. They are:

- Individuals with disabilities
- Library workforce
- Children (aged 0-5)
- Children (aged 6-17)
- Families

Elements of some programs and initiatives have yielded some impact on several of the other targeted audiences, including efforts to reach low income students as well as Hispanic students and families.

Idaho's Talking Book Service program is sound, and its audio recording program is particularly strong for a state of its size. Usage of the service is on a par with many other states and outreach activities are above average.

The real strength of Idaho's LSTA Grants to States program is its efforts on behalf of children, and to a lesser but not insignificant extent, teens. Efforts are well organized and training efforts (targeting the library workforce) are extremely well integrated into programs ranging from Read To Me to initiatives focused on teens (Make It at the Library). Family literacy is also a specific, highly integrated focus of several initiatives.

B. Process Questions

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

New and old State Program Report data is used annually by the State Librarian to add to the budget submittal to the Governor and the annual presentation to the state legislature. SPR data is also used to compare to the benchmarks outlined in the Five-Year Plan when reporting annually to the state on its Performance Measurement Report. SPR data on the activity level has also been shared with the outside evaluator for the Read To Me program - Dr. Roger Stewart of Boise State University.

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

No changes were made to the 13-17 state plan.

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

Such data is used both internally for planning and evaluation purposes and is indirectly shared with legislators through the Idaho Performance Measurement Report. SPR data has also been shared with outside evaluators including Dr. Roger Stewart of Boise State University, with the Carson Block Consulting group in its role of evaluating the implementation of the LSTA Grants to States program, and with other evaluators who have been engaged to assess other specific programs.

C. Methodology Questions

C-1. Identify how ICfL implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

To ensure rigorous and objective evaluation, ICfL issued a Request for Quotation (RFQ) on July 6, 2016 inviting qualified parties to submit a proposal for carrying out the evaluation. As a result of the competitive bid process, Carson Block Consulting Inc, a library consulting firm, was awarded the contract to conduct the independent evaluation. Carson Block Consulting does not have a role in carrying out LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. Carson Block Consulting has in depth evaluation experience and demonstrated professional competency in that associate consultant, Bill Wilson, of Himmel & Wilson Library Consultants, has implemented more than 29 evaluation studies for the three previous cycles of LSTA evaluation starting in 2003. The associate is also experienced in both quantitative and qualitative methods. Carson Block is a well-known library consultant who is highly experienced in the areas of library technology, planning, facilities, and operations.

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

Carson Block Consulting deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. The firm conducted a site-visit to the state library administrative agency, in person interviews with key staff engaged in LSTA five-year plan projects, a series of focus groups, and one-on-one telephone interviews. The activities provided qualitative evidence and context and was grounded in the observations of the local context. An additional survey collected data from Idaho libraries regarding key programmatic areas. The survey was reviewed for representativeness to ensure the reliability and validity of the findings. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

The State Program Reports (SPR) were reviewed in detail and additional reports, documentation, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence.

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

- All agency staff engaged in LSTA activities were interviewed. Please see Appendix G for a list of ICfL staff.
- Staff recommended participants for focus groups, and invited others to participate through messages to the all-Idaho library staff email discussion list. Four virtual focus group sessions were conducted.
- Librarians and library staff were engaged through virtual focus groups and personal interviews. Please see appendix G for details.
- Librarians and other library staff from school and public libraries were engaged through a web-based survey. Please see appendix J for survey details.

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

The Idaho Commission for Libraries will share the findings of the evaluation with a variety of partner agencies in Idaho (governmental, other public, and nonprofit) and with the larger public by alerting the libraries in Idaho of the availability of the evaluation report. The report will also be presented and reviewed with Board of Commissioners. The report will be publicly available on the agency website as well as on the IMLS website.

EVALUATION

INTRODUCTION

The Idaho Commission for Libraries' (ICfL) 2013 - 2017 LSTA Five-Year Plan includes a total of five goals that are aligned with three major strategic issues. The issues are:

STRATEGIC ISSUE 1: ACCESS

What can the Idaho Commission for Libraries do to help Idaho's libraries not only sustain but also equitably and conveniently increase public access to information and library services?

STRATEGIC ISSUE 2: LITERACY

How will the Idaho Commission for Libraries assist libraries to provide Idahoans with equitable access to literacy and learning opportunities in order to be successful in all of life's endeavors?

STRATEGIC ISSUE 3: COMMUNITY ANCHOR

How can the Idaho Commission for Libraries assist all libraries to become valued community anchors within their unique communities?

ICfL has pursued five goals in its effort to address the three strategic issues. The goals are:

ACCESS (Goal 1.1.): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services.

ACCESS (Goal 1.2.): Libraries reach out to all segments of Idaho's populations.

LITERACY (Goal 2.1.): Libraries flourish as a central place in a learning society.

COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital.

COMMUNITY ANCHOR (Goal 3.2): ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries.

A total of \$3,820,514 were allotted to ICfL for the three Federal Fiscal Years (2013, 2014, and 2015). This is an average of \$1,273,505 per year.

A total of 12 projects and nearly 50 separate categories of activities have been undertaken in support of the plan. The 12 projects are:

- Continuing Education
- Library Capacity Building
- LiLI (Libraries Linking Idaho) Training and Support
- Mid-Life Adults
- Read To Me (RTM) Outreach
- Read To Me Professional Development

- Read To Me Public Information
- School Library Development
- Statewide Resource Sharing
- Summer Reading
- Talking Book Service
- Teen Services

Following is an independent assessment of degree to which ICfL has made progress in meeting its stated goals. It should be noted that the timing of the required evaluation dictates that evaluators have only three years of activity under the Five-Year Plan to examine. The assessment covers actions carried out using the LSTA funds for Federal Fiscal Years (FFY) 2013, FFY 2014, and FFY 2015. Given the fact that only three of the five years covered by the Plan have elapsed, it should not be surprising that all goals may not have been met. Work toward the goals continued even as the assessment was taking place.

The evaluators will address each of the five (5) goals using the approach outlined by the Institute of Museum and Library Services (IMLS) in its ***Guidelines for IMLS Grants to States Five-Year Evaluations OMB 3137-0090***. A summary of the activities undertaken in support of each goal will be presented followed by documentation designed to answer the three retrospective questions, three process questions, and four methodology questions presented by IMLS.

Goal 1.1 EVALUATION

ACCESS (Goal 1.1): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services. (LSTA Purpose #: 1,2,3, & 7)

Four projects were undertaken in support of Goal 1.1. Following are the titles of the projects and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended to carry out these projects.

Projects & Expenditures

Continuing Education	\$ 356,822.43
LiLI (Libraries Linking Idaho) Database Training and Support	\$ 117,315.85
School Library Development	\$ 90,136.50
Statewide Resource Sharing	<u>\$ 54,698.14</u>
TOTAL	\$ 618,972.92

Goal 1.1 expenditures represent 16.20% of the total in the FFY 2013 – FFY 2015 period.

Thirteen separate activity categories were employed in support of this goal. They were:

- Continuing Education
 - Online Continuing Education

- Continuing Education Grants
- Libraries Building Communities Summit
- Customer Service Workshop
- Leadership Development
- Leadership Training Needs Assessment Summit
- Library Leadership Advisory Committee
- Special Projects Library Action Team (SPLAT)
- Public Library Directors' Summit

- LiLI (Libraries Linking Idaho) Training and Support
 - LiLI Databases Support

- School Library Development
 - Summer Summit for School Librarians
 - School Library Consultation/Training Services

- Statewide Resource Sharing
 - Statewide Interlibrary Loan System

Evaluators Assessment of Progress on Goal 1.1: Partly Achieved

Activities carried out under Goal 1.1. were far-reaching and included staff development for public, school, and academic library staff, training in the effective use of a State-funded suite of databases, as well as support for interlibrary loan activities in the state. The evaluators received several strong indications (primarily through focus groups) that much of the training received has been implemented in local libraries to the benefit of end-users. While work toward reaching this goal is certainly unfinished, significant progress has been made and the evaluators believe that the goal has been PARTLY ACHIEVED.

A. Retrospective Questions

A-1. To what extent did the Five-Year Plan activities make progress towards Goal 1.1?

The consultants asked the State Librarian and the LSTA Coordinator to offer their personal assessments of progress toward each of the five goals included in ICfL's 2013-2017 Five-Year Plan. As has been previously noted, because of the aspirational nature of Idaho's goals, it is unlikely that any of the goals would ever be fully achieved. ICfL indicated that they believe that they have PARTLY ACHIEVED Goal 1.1. The evaluators share the state library agency's viewpoint that accomplishing Goal 1.1 will require ongoing effort. ICfL's progress toward Goal 1.1 has been real and substantial; however, the goal has only been partly achieved. Table 2 offers a summary of both ICfL's internal assessments and the evaluators' conclusions.

Table 2: ICfL Self-Assessment and Evaluators' Assessment of Progress on State-Level Goals				
Strategic Issue	Goal	Grants to States Priorities Addressed	ICfL Self-Assessment	Evaluators' Assessment
1. ACCESS	Goal 1.1	1,2,3, & 7	Partly Achieved	Partly Achieved

ICfL established activity targets, output targets, and outcome targets for each of its goals in its 2013 – 2017 LSTA Five-Year Plan. ICfL has met or exceeded a majority of its activity targets. These include many straightforward activities such as “Develop and present training events focusing on current trends in delivering information and services.” Many examples could be offered to demonstrate that these kinds of activities have indeed taken place. For example:

Summer Summit for New School Librarians (Goal 1.1)			
	FFY 2013	FFY 2014	FFY 2015
Participants	25	46	47
School Districts	19	25	17

In fact, Idaho’s array of training opportunities is, in many ways a model for the nation (and to some degree for the world). ICfL’s online Alternative Basic Library Education (ABLE) and Supplemental Alternative Basic Library Education (SABLE) programs have enabled librarians and library staff without formal library education to gain basic skills and to enhance their abilities to serve the public.

The importance of training was underscored by one school librarian who said “Training is not a part of the school budget for libraries. Any training that ICfL supplies is greatly appreciated and helpful in making school libraries more useful and accessible for school families.”

As is evident from the large number of projects that have “summit” as part of their title, ICfL also takes their role as a “convener” very seriously. The state library agency manages to extend its reach by enlisting and engaging professionals in the state as partners in leadership and innovation. The Library Leadership Advisory Committee (LiLAC) and the Special Projects Library Action Team (SPLAT) are examples of this strategy.

ICfL has also met or exceeded many, but not all, of the output targets it established for itself. For example, when individual online continuing education sessions are excluded, the average attendance at training events far exceeds the benchmark of 10 attendees established in the plan. For example, the average LiLi training attendance (for 20 events) reported for FFY 2015

was 20 (a total of over 400 attendees). Similarly, the average attendance at Customer Service workshops over the three-year period has been 34.

Table 3: Customer Service Workshop (Goal 1.1)			
	FFY 2013	FFY 2014	FFY 2015
Attendance	36	23	43

ICfL has had mixed success in meeting their benchmarks. For example, LiLI database use has far exceeded the targets; however the number of interlibrary loan requests has actually decreased during the three years covered by the evaluation (105,810 transactions in FFY 2013 and 93,200 transactions in FFY 2015). However, an explanation for at least part of this decline is offered in Idaho’s FFY 2014 SPR.

“Where libraries in Idaho rely upon the US Postal Service for physical delivery of materials for interlibrary loan, the closing of service points have had a negative impact on receipt of borrowed items. As a result, libraries are finding it more economical to purchase items through large, online retail outlets versus rely on the network of libraries to share materials. Second, where libraries participating in consortia with a shared catalog have seen improvements in functionality like remote patron holds and materials discovery across the shared system, libraries are able to fill user requests within the consortium’s system versus relying on an outside interlibrary loan system for a majority of transactions.”

There has also been progress in achieving some of the *OUTCOMES* identified in the five-year plan. For example, in 2015, the end of the year survey showed that 87% of the individuals who participated in online learning implemented knowledge which helped them provide better library services. End-user benefits included: increased knowledge of library basics, greater confidence in providing library services, and improved customer satisfaction with local library services. Secondary benefits included: increased knowledge of technology and library trends. This exceeds the target for the outcome, which was set at 75%.

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

Appendix F displays the alignment between Idaho’s 2013 - 2017 Goals and the Measuring Success focal areas. The activities that ICfL has carried out in support of Goal 1.1 have clearly addressed the national priorities in the Lifelong Learning, Information Access, and the Institutional Capacity focal areas to a significant degree. These are the focal areas most relevant to Goal 1.1. Often the alignment between specific projects and addressing a focal area is direct. For example, The Continuing Education project has a significant, direct impact on “improving the library workforce.” In other instances, results are indirect. An example of this relationship can be seen in the case of the LiLI Databases Training and Support project.

Because the training takes place, the national priority of “improving users’ ability to obtain and/or use information resources” is indirectly enhanced.

A-3. Did any of the ten groups identified as targets by IMLS represent a substantial focus for your Five-Year Plan activities?

Of the ten target audiences identified by the Institute of Museum and Library Services (IMLS), four audiences received substantial focus under Goal 1.1 (using the IMLS threshold of ten-percent of expenditures) in Idaho’s implementation of the 2013-2017 Five-Year Plan. They are:

- Library workforce
- Children (aged 0-5)
- Children (aged 6-17)
- Families

The library workforce is the focus of the Continuing Education project, and children and families are the indirect focus of some of the training offered under Goal 1.1.

Goal 1.2 EVALUATION

ACCESS (Goal 1.2.): Libraries reach out to all segments of Idaho’s populations.

Five projects were undertaken in support of Goal 1.2. Following are the titles of the projects and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended to carry out these projects.

Programs/Projects & Expenditures

Let’s Talk About It	\$ 1,378.78
Mid-Life Adults	\$ 28,784.87
Read To Me Outreach	\$ 789,712.79
Read To Me Professional Development (also 2.1)	\$ 131,283.38
Read To Me Public Information	\$ 119,137.86
Talking Book Service (also 3.2)	\$ 1,347,532.01
Teen Services	<u>\$ 350,567.61</u>
TOTAL	\$ 2,768,397.30

Goal 1.2 expenditures represent 72.46% of the total in the FFY 2013 – FFY 2015 period. Both the Read To Me Professional Development and the Talking Book Service were categorized by ICfL under two separate goals during the three year period. The evaluators have assigned these two projects to Goal 1.2 (the category used by ICfL in two of the three years) for all three years to aid in the analysis and evaluation.

The percentage expended on Goal 1.2 is under seventy percent (69.03%) if Read to Me Professional Development is excluded. Percentage expended on Goal 1.2 is less than thirty-eight percent (37.19%) if the Talking Book Service is excluded. Percentage expended on

Goal 1.2 is under thirty-four percent (33.75%) if both Read to Me Professional Development and the Talking Book Service are excluded.

It should be noted that Goal 1.2 and Goal 2.1 share many characteristics. A good case could be made for categorizing most of the projects undertaken in support of both goals in either category. In fact, ICfL has placed different components of the Read To Me project under both categories in the course of the last three years. This does not represent confusion on the part of ICfL. First, the two goals are simply very closely linked. Second, the new SPR structure of reporting calls for a reorganizing of projects and activities to align with focal areas and intents. Twenty-two separate activity categories were employed in support of this goal. They were:

- **Mid-Life Adults**
 - Get Involved at Your Library Initiative – VolunteerMatch (VM) Resources
 - Get Involved at Your Library Initiative – VolunteerMatch (VM) Training
 - Let's Talk About It
 - Libraries as Brain Health Centers
 - Money Smart Week @ Your Library

- **Read To Me Public Information**
 - Dia de los Ninos/ Dia de los Libros
 - Idaho Family Reading Week

- **Read To Me Outreach**
 - Fun With Math & Science
 - Idaho Child Care Reads Workshops
 - My First Books
 - Every Child Ready to Read Family Workshops
 - Jump Start Kindergarten

- **Talking Book Service**
 - Talking Book Service Outreach
 - Talking Book Service Recording Studio
 - Talking Book Service Circulation and Collection Management
 - Talking Book Service Public Information
 - Talking Book Service Readers' Advisory
 - Talking Book Service Collection Development

- **Teen Services**
 - Make It at the Library – Resources
 - Make It at the Library – Training
 - Teen Read Week
 - Teen Tech Week

Evaluators Assessment of Progress on Goal 1.2: Achieved

The evaluators believe that Idaho’s activities warrant an ACHIEVED rating due primarily to the comprehensive design and excellent implementation of the Read To Me (RTM) program and other early literacy initiatives. This program is built on a solid research base and there is clear evidence that the clearly stated tenets of this program have been internalized by library staff delivering services to young children. Several librarians reported in interviews and focus groups that involvement in the Read To Me program has successfully changed the way library staff approach children’s services in general, not just programs that are specifically part of Read To Me. The resulting “purposeful programming” has had a significant impact on preschoolers in a state that does not require Kindergarten and has influenced programming for older children as well. The evaluation component for Read To Me (and other services to young children) is among the best the evaluators have witnessed. ICfL is attempting to validate a number of assumptions regarding the impact of access to books, reading, and purposeful programming using valid and reliable research methods under the guidance of an expert in the field (Dr. Roger Stewart of Boise State University). Other activities carried out under Goal 1.2 including Teen Services and Talking Book Services reach out to other targeted segments of the population.

A. Retrospective Questions

A-1. To what extent did the Five-Year Plan activities make progress towards Goal 1.2?

The consultants asked the State Librarian and the LSTA Coordinator to offer their personal assessments of progress toward each of the five goals included in ICfL’s 2013-2017 Five-Year Plan. As has been previously noted, because of the aspirational nature of Idaho’s goals, it is unlikely that any of the goals would ever be fully achieved. ICfL indicated that they believe that they have PARTLY ACHIEVED Goal 1.2. The evaluators share the state library agency’s viewpoint that accomplishing Goal 1.2 will require ongoing effort. However, the evaluators believe that the importance, exemplary nature, and excellence in evaluation of several activities undertaken as part of Goal 1.2 warrants a rating of ACHIEVED. Table 4 offers a summary of both ICfL’s internal assessments and the evaluators’ conclusions.

Table 4: ICfL Self-Assessment and Evaluators’ Assessment of Progress on State-Level Goals				
Strategic Issue	Goal	Grants to States Priorities Addressed	ICfL Self-Assessment	Evaluators’ Assessment
1. ACCESS	Goal 1.2	5 & 6	Partly Achieved	Achieved

ICfL established activity targets, output targets, and outcome targets for each of its goals in its 2013 – 2017 LSTA Five-Year Plan. ICfL has met or exceeded a majority of its activity targets under Goal 1.2. Because of the aforementioned inclusion of the Read To Me program under two separate goals, the objectives, output and outcome targets for the Read to Me program actually appear under Goal 2.1 in the 2013 – 2017 Plan in spite of the fact that most Read To

Me activities were reported under Goal 1.2 in the State Program Reports. The evaluators will offer their primary assessment of the Read To Me initiative in this section (Goal 1.2).

Activity targets for the Read To Me initiative include many general undertakings such as promoting literacy programming, coordinating and supporting early literacy programs, and conducting early literacy training. All three of these things are clearly taking place. Evidence includes reports from the large number of public AND school libraries participating in literacy related programming, anecdotal reports from focus group participants and interviewees, and comments from the web survey.

Furthermore, the scope of the programs carried out is impressive. They include major efforts targeting the Hispanic population (Dia de los Ninos/ Dia de los Libros), programs designed to engage families (Idaho Family Reading Week), and programming related to Science Technology, Engineering, and Math (STEM). Several focus group participants expressed the opinion that the Make It program had been particularly successful in attracting non-traditional audiences to the library.

Table 5: Dia de los Ninos/ Dia de los Libros (Goal 1.2)			
	FFY 2013	FFY 2014	FFY 2015
Number of Public Libraries Participating Libraries	13	12	16
Number of Parents & Children	3,416	1,975	2,873

Table 6: Idaho Family Reading Week (Goal 1.2)			
	FFY 2013	FFY 2014	FFY 2015
Number Public and School Libraries Participating	119	78	114
Number of Attendees	13,539	9,185	11,207

Table 7: Fun With Math and Science Outreach Support (Goal 1.2)			
	FFY 2013	FFY 2014	FFY 2015
Number of Public and School Libraries Participating	24	29	17
Number of Attendees	809	910	937

The impact of these programs on the community is also clear.

ICfL reported that “An average of almost 4000 children were reached annually through the Idaho Child Care Reads Outreach/Support project between 2013 - 2015. In 2014 (when attendance spiked at 6100 children), 98% indicated that as a result of the workshop, they were more likely to utilize their public library’s services. In 2015, 99% of participants felt the workshop was useful to their work and agreed they would apply what they learned; 99% also indicated they were more likely to utilize library services as a result of attending the workshop.” The percentages reported are well above the 80% targets established for these outcomes.

The My First Books project received many positive comments in the web survey and in focus group sessions. One respondent heaped praise on multiple programs. “We love My First Books. It is by far the most valuable Read to Me program available. The JumpStart Kindergarten Registration program is a close second. Availability of books through the Year-Round Underserved program is also a powerful resource. Those three largely build our capacity to serve and help tremendously in allowing us the resources necessary to make a strong impact in our community.”

Another focus group participant shared two anecdotes related to My First Books. “When describing the program to a group of kids at school (learning that they could get up to nine books free) the kids cheered. One girl said ‘9 books? I don’t even have one book!’ The next kid said ‘9 books? I’m so excited I could tear my face off!’”

Measures related to the Talking Book Service (TBS) were not as strong. Over the course of the last three years, TBS circulation has not changed substantially. While the number of physical copies circulated has decreased over the past two years, the number of digital copies downloaded has increased over the past two years (Braille and Audio Download - through BARD). In addition, the Idaho TBS program has seen a substantial increase in the national circulation/download of Idaho materials recorded by TBS (4,522 for FFY 2015 up from 1,952 in FFY 2014).

Table 8: TBS Circulation, TBS Circulation & Collection Maintenance (Goal 1.2)			
	FFY 2013	FFY 2014	FFY 2015
Physical Circulation	206,584	178,186	149,633
BARD Downloads	-	34,703	35,719
Digital Copies Created	-	1,952	3,154

The TBS has also done an exceptionally good job of getting information out to the public about the program. A concerted effort to place public service announcements on the radio and television has been very successful and may, in fact, reverse the prevailing downward trend in circulation.

Table 9: TBS Public Information/Support (Goal 1.2)			
	FFY 2013	FFY 2014	FFY 2015
TV PSAs	691	1,675	9,551
Radio Spots	5,153	6,889	8,345

Mid-Life adults have also been targeted as potential growing audiences for public libraries and schools and public libraries have benefitted from a variety of initiatives aimed at teens. Several of the teen programs have built on the success of national/American Library Association programs (Teen Tech Week). Training and the provision of resources to launch makerspace efforts are bringing new people into libraries across the state.

The librarian from one library participating in the Make It at the Library project said. “This has been a great program in that librarians are being trained in a variety of new technologies, the most obvious being the 3-D printer, and we’re able to expand our services to a new type of patron. I would just say keep the ideas rolling. We love what you’re doing.” The introduction of Make It activities and, in some instances, dedicated spaces for such activities represents an area where the ICfL LSTA program has influenced the Institutional Capacity focal area (specifically the “Improve the library’s physical and technological infrastructure” intent).

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

Appendix F displays the alignment between Idaho's 2013 - 2017 Goals and the Measuring Success focal areas. The activities that ICfL has carried out under in support of Goal 1.2 have clearly addressed the national priorities in the Lifelong Learning, Information Access, and the Institutional Capacity categories to a significant degree.

A-3. Did any of the ten groups identified as targets by IMLS represent a substantial focus for your Five-Year Plan activities?

Of the ten target audiences identified by the Institute of Museum and Library Services (IMLS), five audiences received substantial focus under Goal 1.2 (using the IMLS threshold of ten-percent of expenditures) in Idaho's implementation of the 2013-2017 Five-Year Plan. They are:

- Individuals with disabilities
- Library workforce
- Children (aged 0-5)
- Children (aged 6-17)
- Families

Ethnic or Minority populations were also targeted in several projects; however, expenditures on the activities did not rise to the 10% threshold established by IMLS.

Obviously, individuals with disabilities are the primary audience impacted by the Talking Book Service project.

Goal 2.1 EVALUATION

LITERACY (Goal 2.1): Libraries flourish as a central place in a learning society

Two projects were undertaken in support of Goal 2.1. Following are the titles of the projects and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended to carry out these projects.

Program/Projects & Expenditures:

Read To Me Professional Development (also 1.2)	\$ 131,283.38
Summer Reading	<u>\$ 321,729.47</u>
TOTAL	\$ 453,012.85

Goal 2.1 expenditures represent 11.86% of the total in the FFY 2013 – FFY 2015 period. Percentage expended on Goal 2.1 is less than nine percent (8.42%) if Read to Me Professional Development is excluded.

As was noted in the discussion of Goal 2.1, Goal 1.2 and Goal 2.1 share many characteristics. A good case could be made for categorizing most of the projects undertaken in support of both goals in either category. In fact, ICfL has placed different components of the Read To Me project under both categories in the course of the last three years. This does not represent

confusion on the part of ICfL. The two goals are simply very closely linked. The evaluators have included Read To Me Professional Development under Goal 2.1 because it was categorized in that way by ICfL in two of the three years covered by the evaluation. Twelve separate activity categories were employed in support of this goal. They were:

- Read To Me Professional Development
 - Read To Me Rendezvous Workshop
 - Supporting Beginning Readers: A Workshop for Elementary School Library Staff
 - Early Years Training
 - Read To Me Early Literacy Training
 - Supporting Common Core and Much More Workshops
 - Training for My First Books, Every Child Ready to Read, and Fun With Math & Science
- Summer Reading
 - Stop the Summer Slide Pilot
 - Literacy in the Park
 - Strengthening School Partnerships – Bright Futures Outreach Opportunities
 - Reaching Unserved Children – Bright Futures Outreach Opportunities
 - Summer Reading Statewide Support
 - School Visits – Bright Futures Outreach Opportunities

Evaluators Assessment of Progress on Goal 2.1: Achieved

Goals 1.2 and 2.1 are very closely linked. In fact, a majority of activities carried out under Goal 1.2 could as easily been placed under the Literacy Goal (2.1). These activities as well as the Stop the Summer Slide project and the Bright Futures initiative carried out under Goal 2.1 serve to solidify the place of Idaho libraries as centers of learning, especially for children and teens. The evaluators rate the goal ACHIEVED for many of the same reasons we believe ICfL has ACHIEVED Goal 1.2 and because Idaho libraries appear to be strengthening their claim as learning places. While many states do “nice” things with their LSTA Grants to States funding, the evaluators believe that Idaho’s efforts in early literacy is important work worthy of study and replication by other states.

A. Retrospective Questions

A-1. To what extent did the Five-Year Plan activities make progress towards Goal 2.1?

The consultants asked the State Librarian and the LSTA Coordinator to offer their personal assessments of progress toward each of the five goals included in ICfL’s 2013-2017 Five-Year Plan. As has been previously noted, because of the aspirational nature of Idaho’s goals, it is unlikely that any of the goals would ever be fully achieved. ICfL indicated that they believe that they have PARTLY ACHIEVED Goal 2.1. The evaluators share the state library agency’s viewpoint that accomplishing Goal 2.1 will require ongoing effort. However, the evaluators believe that the importance, exemplary nature, and excellence in evaluation of several activities undertaken as part of Goal 2.1 warrants a rating of ACHIEVED. Table 10 offers a summary of both ICfL’s internal assessments and the evaluators’ conclusions.

Table 10: ICfL Self-Assessment and Evaluators' Assessment of Progress on State-Level Goals				
Strategic Issue	Goal	Grants to States Priorities Addressed	ICfL Self-Assessment	Evaluators' Assessment
2. LITERACY	Goal 2.1	1, 4, 5, & 6	Partly Achieved	Achieved

ICfL established activity targets, output targets, and outcome targets for each of its goals in its 2013 – 2017 LSTA Five-Year Plan. ICfL has met or exceeded a majority of its activity targets under Goal 2.1. Because of the aforementioned inclusion of the Read To Me program under two separate goals, the objectives, output and outcome targets for the Read to Me program actually appear under Goal 2.1 in the 2013 – 2017 Plan in spite of the fact that many Read To Me activities were reported under Goal 1.2 in the State Program Reports. The evaluators will offer a primary assessment of the activities carried out under the Summer reading project and will concentrate on the professional development aspects of the Read To Me program here since other aspects of the program were covered in the discussion of Goal 1.2.

Activity targets for the Read To Me that relate to professional development include conducting early literacy training and demonstrating the role of librarians in the education process. The number and scope of staff development opportunities that are available to Idaho librarians are exceptional. Clear expectations for outcomes are established for every workshop and training event. For example, outcomes established for the Read to Me Rendezvous Workshop held in November 2015 included:

- Participants will increase their ability to implement Read to Me/Summer Reading programs in their communities;
- Participants will begin or strengthen partnerships that advance literacy in their communities;
- Participants will increase their knowledge of how to increase access to print in their communities;
- Participants will increase their knowledge of how to support beginning readers.

A total of 99 individuals participated in this event presented by Dr. Marla Cahill and Dr. Stan Steiner. A variety of types of libraries were represented. Sixty-six attendees were from public libraries, 25 from school libraries, 5 from academic libraries and 3 from other types of organizations. While this is just a single training event, it evidences a common theme. Training generally presents soundly researched concepts, establishes concrete desired outcomes, and attracts participants from all types of libraries (or at least public and school libraries).

The evaluators explored whether early literacy training (Bright Futures, Read To Me, etc.) had changed the way librarians approached programming for young children. It is clear this is the case. For example, one librarian told the evaluators that she thinks about and applies the

principles presented in workshops and training sessions in all her storytime programs; not just in those that fall under the Bright Futures, Summer Slide or Read to Me banners.

Idaho has approached early literacy in a purposeful way seen in few states. The ongoing involvement of Dr. Roger Stewart of Boise State University in the “Stop the Summer Slide” project is providing new insights into what works and what doesn’t work in regard to summer reading initiatives. The project is providing longitudinal data on the impact of reading and various behaviors (such as visiting the public library) on student performance. The ongoing project is tracking differences based on a number of characteristics (Hispanic, Limited English Proficiency, etc.) While some of the data is inconclusive, a variety of hypotheses are being tested to determine the factors that make the biggest difference in maintaining reading proficiency over the summer months. Idaho’s work in this regard is of national significance.

This is an area where activities cross over between goals. Although “promoting the role of the teacher-librarian,” which appeared in the plan as Activity Target f, was addressed by the Summer Summit workshop and the completion of the School Library Action Plan, it was reported under goal 1.1 rather than under goal 2.1.

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

Appendix F displays the alignment between Idaho’s 2013 - 2017 Goals and the Measuring Success focal areas. The activities that ICfL has carried out in support of Goal 2.1 have clearly addressed the national priorities in the Lifelong Learning, Information Access, and the Institutional Capacity categories to a significant degree. Many of the impacts on end users that result from the activities carried out under Goal 2.1 are indirect. That is, because library staff is well trained, the quality of programming and services available is improved. Many of the programs and services with direct impact on the focal areas have occurred as a result of activities performed under Goal 1.2.

A-3. Did any of the ten groups identified as targets by IMLS represent a substantial focus for your Five-Year Plan activities?

Of the ten target audiences identified by the Institute of Museum and Library Services (IMLS), three audiences received substantial focus under Goal 1.2 (using the IMLS threshold of ten-percent of expenditures) in Idaho’s implementation of the 2013-2017 Five-Year Plan. They are:

- Library workforce
- Children (aged 0-5)
- Children (aged 6-17)

Individuals living below the poverty line and ethnic or minority populations were also targeted in several activities carried out under Goal 2.1; however, expenditures on the activities did not rise to the 10% threshold established by IMLS.

Goal 3.1 EVALUATION

COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital.

No projects were undertaken in direct support of Goal 3.1.

Program/Projects & Expenditures:

NO PROJECTS	\$ 0.00
TOTAL	\$ 0.00

Goal 3.1 expenditures represent 0.00% of the total in the FFY 2013 – FFY 2015 period. This again is a result of changes in SPR reporting protocols. At the time that the LSTA Plan was written, projects and activities under Goal 3.1 were anticipated. However, after work on the focal areas was completed, some of these activities aligned more closely with other goals and the SPR allows SLAAs to select only one goal area for each activity.

Evaluators Assessment of Progress on Goal 3.1 : Partly Achieved

While no specific programs or initiatives that fall directly under Goal 3.1 have been undertaken, the evaluators believe that this goal has been PARTLY ACHIEVED based on the impact that other activities (specifically those carried out under goals 1.2 and 2.1) have had in their communities. ICfL is meeting most of the targets outlined in the 2013 – 2017 Plan in spite of the fact that no LSTA dollars have been expended. ICfL's strong staff development efforts are translating into library services that are more closely aligned with community needs. By implementing the concepts that have been shared, libraries are becoming central places of learning in their communities (Goal 2.1). The result is that Idaho's libraries have also increased the degree to which they are seen as vital.

A. Retrospective Questions

A-1. To what extent did the Five-Year Plan activities make progress towards Goal 3.1?

Since no activities were carried out under Goal 3.1, a conclusion that no progress has been made would be quite defensible. However, the evaluators believe that this conclusion would be wrong since activities were actually carried out but were reported under other goals. The consultants asked the State Librarian and the LSTA Coordinator to offer their personal assessments of progress toward each of the five goals included in ICfL's 2013-2017 Five-Year Plan. As has been previously noted, because of the aspirational nature of Idaho's goals, it is unlikely that any of the goals would ever be fully achieved. ICfL indicated that they believe that they have PARTLY ACHIEVED Goal 3.1. The evaluators share the state library agency's viewpoint that accomplishing Goal 3.1 will require ongoing effort and agree that, in spite of the fact that no projects have been conducted under the Goal 3.1, that measurable progress has been made. We conclude that Goal 3.1 has been PARTLY ACHIEVED.

Table 11 offers a summary of both ICfL's internal assessments and the evaluators' conclusions.

Table 11: ICfL Self-Assessment and Evaluators' Assessment of Progress on State-Level Goals				
Strategic Issue	Goal	Grants to States Priorities Addressed	ICfL Self-Assessment	Evaluators' Assessment
3. COMMUNITY ANCHOR	Goal 3.1	1, 3, 4, 5, & 8	Partly Achieved	Partly Achieved

We have reached this conclusion by examining the current status of libraries against the activity, output, and outcome targets identified in the 2013 – 2017 Plan. While ICfL has failed to meet a few of the targets, it has nevertheless met or surpassed the majority.

Activities with targets include a Community Building Summit training conducted for two years by the Continuing Education (CE) Consultant (**Advance libraries as community anchor institutions**); the 2017 hiring of a Broadband Consultant to assist in the expansion of digital literacy opportunities (**Expand and support digital literacy programs started with the broadband opportunity**); the requirement of partnerships for participant eligibility for the Make It and Bright Futures programs (**Coordinate and support development of public and private partnerships**); and the creation of the LiLAC program (The Library Leadership Advisory Committee) to promote the development of leadership skills (**Develop and implement programs to foster leadership**).

Some relevant output targets related to goal 3.1 were also achieved, including **Maintain an average of 10 attendees at each training/CE activity** (when individual sessions such as using archived webinars are excluded, the average target for attendance was exceeded); **Conduct four digital literacy training events each year** (SPLAT conducted two regional face-to-face trainings and five roving Idea Labs for each of the last three years. There were also two face-to-face Make It training sessions in each of the last three years.); **Conduct one training opportunity per year which maintains and expands partnerships** (The Public Library Directors Summit, now in its 2nd year, helps library directors make connections for partnerships); and **Publish trustee newsletter quarterly** (*The Envoy*) has been published quarterly and is available through the ICfL website at: <http://libraries.idaho.gov/node/9176>.

Success in some areas can be quantified. A sampling of workshops and training events sponsored by ICfL during the last three years demonstrates that the average attendance at training/CE activities (if individual web-based studies are excluded) far exceeds the target of 10 attendees per session. For example:

Table 12: Customer Service Workshop (Goal 1.1)			
	FFY 2013	FFY 2014	FFY 2015
Attendance	36	23	43

Some highlights from Continuing Education (CE) outputs include:

LiLI Databases Support Sessions

- Session length (minutes): 60□
- Number of sessions in program: 1□
- Average number in attendance per session: 20
- Number of times program administered: 20

2014 Community Building Summit – attendees 30

- Knowledge of Community Building Basics prior to workshop – 30% indicated 4/5
- Knowledge of Community Building Basics after the workshop – 92% indicated 4/5 (likert scale)

2015 Community Building Summit – attendees 29

- Knowledge of Community Building Basics prior to workshop – 24% indicated 4/5
- Knowledge of Community Building Basics after the workshop – 88% indicated 4/5 (likert scale)

2015 Leadership Accelerator Workshop– 44 attendees

- Knowledge of Leadership Basics prior to workshop – 35% indicated 4/5
- Knowledge of Leadership Basics after the workshop – 94% indicated 4/5 (likert scale)

2016 Public Library Directors Summit – 36 Participants

- Knowledge of Public Library Issues prior to workshop – 34% indicated 4/5
- Knowledge of Public Library Issues after the workshop – 89% indicated 4/5 (likert scale)

The evaluators believe that in addition to the data shared above, another compelling argument for rating progress toward Goal 3.1 as Partly Achieved comes in the form of testimony from the Idaho library community.

Speaking of ICfL’s early literacy efforts, a public librarian in a focus group said, “There has been a change in the relationships between elementary schools and public libraries. We can see a change – Kindergarten teachers seek us out to talk to their kids and parents. We have developed an excellent relationship with teachers. Another said, “The Teens and Technology program has changed the public’s perception of what a public library can be.” A third pointed to another project and offered that, “Dia de los Ninos has been a success. We have developed partnerships with local Hispanic storytellers, musicians, artists and local Hispanic bakeries. We often get a higher Latino turnout at our Dia programs and the families often continue using the

library. Once families come into the library for the first time, they are hooked and we get repeat patrons.” These statements are indicators that the Idaho’s libraries are gaining in importance; that they are becoming vital.

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

Since no specific activities were carried out under Goal 3.1, no activities addressed Measuring Success focal areas.

A-3. Did any of the ten groups identified as targets by IMLS represent a substantial focus for your Five-Year Plan activities?

No audiences were targeted since no activities were carried out under Goal 3.1. However, taken as a whole, Idaho’s LSTA program reached five of the ten target audiences identified by the Institute of Museum and Library Services (IMLS) in a substantial way. They are:

- Library workforce
- Individuals with Disabilities
- Children (aged 0-5)
- Children (aged 6-17)
- Families

Individuals living below the poverty line and ethnic or minority populations were also targeted in several activities; however, expenditures on the activities did not rise to the 10% threshold established by IMLS.

Goal 3.2 EVALUATION

COMMUNITY ANCHOR (Goal 3.2): ICfL’s public stewardship empowers service development and delivery and inspires a passionate commitment to libraries.

Two projects were undertaken in direct support of Goal 3.1.

Program/Projects & Expenditures

Library Capacity Building	\$ 35,348.62
Talking Book Service (also 1.2)	<u>\$ 1,347,532.01</u>
TOTAL	\$ 1,382,880.63

Goal 3.2 expenditures represent 36.20% of the total in the FFY 2013 – FFY 2015 period if the Talking Book Service is included. Percentage expended on Goal 3.2 is less than one percent (0.93%) if the Talking Book Service is excluded. The following evaluation excludes the Talking Book Service since it was included in the discussion of Goal 2.1.

Total expenditure (FFY 2013 – FFY 2015) on Library Capacity Building \$35,348.62 or an average of \$11,782.87 per year.

Three separate activity categories were employed in support of this goal during the three-year period covered by the evaluation. They were:

- Library Capacity Building
 - Library Statistics
 - Pilot Activity Development and Support
 - Regional Public Library Field Consultation Services

Evaluators Assessment of Progress on Goal 3.2: Partly Achieved

The evaluators also rate Idaho's progress on Goal 3.2 as PARTLY ACHIEVED. Focus groups and interviews as well as responses to the web survey support the view that the Idaho Commission for Libraries provides an all too rare combination of leadership and support for libraries. While the primary activity carried out under Goal 3.2 is less than transformative (collection, analysis and dissemination of library statistics is a routine function), evidence supports the conclusion that ICfL both understands and enables libraries to serve the public more effectively. LSTA dollars are used to cover some costs (not salary or benefits) associated with the work of the State Data Coordinator.

A. Retrospective Questions

A-1. To what extent did the Five-Year Plan activities make progress towards Goal 3.2?

Idaho's 2013 – 2017 LSTA Plan lists three objectives under this goal. They are:

1. Support the activities necessary to administer LSTA funds in the state of Idaho.
2. Encourage libraries to develop and deliver innovative programs or services within the LSTA priorities.
3. Survey and evaluate library programs and services.

In fact, ICfL is addressing all three of these objectives. For example, the evaluators witnessed a well coordinated LSTA program with excellent tracking of expenditures and outputs and, in many instances (and more importantly), outcomes. Projects such as Make It and Read to Me have moved many libraries beyond routine services into innovative efforts designed to impact the public. Finally, LSTA dollars have been allocated to cover miscellaneous costs associated with the work of the State Data Coordinator whose primary responsibilities revolve around surveying and evaluating library programs and services.

Since very few activities were conducted under Goal 3.2, a conclusion that no progress has been made would be quite defensible. However, the evaluators believe that this conclusion would be wrong. The consultants asked the State Librarian and the LSTA Coordinator to offer their personal assessments of progress toward each of the five goals included in ICfL's 2013-2017 Five-Year Plan. ICfL indicated that they believe that they have PARTLY ACHIEVED Goal 3.2. The evaluators share the state library agency's viewpoint. We conclude that Goal 3.2 has been PARTLY ACHIEVED.

Table 13 offers a summary of both ICfL’s internal assessments and the evaluators’ conclusions.

Table 13: ICfL Self-Assessment and Evaluators’ Assessment of Progress on State-Level Goals				
Strategic Issue	Goal	Grants to States Priorities Addressed	ICfL Self-Assessment	Evaluators’ Assessment
3. COMMUNITY ANCHOR	Goal 3.2	1, 4, 7, & 8	Partly Achieved	Partly Achieved

We have reached this conclusion by examining the current status of libraries as community anchors as described by focus group participants and interviewees against the activity, output, and outcome targets identified in the 2013 – 2017 Plan. Although ICfL has not directly addressed a few of the targets **using LSTA funds**, it has nevertheless met or surpassed nearly all of them using a combination of state funds and through carrying out LSTA-funded activities that are reflected in other goals.

The evaluators believe that the most compelling argument for rating progress toward Goal 3.2 as Partly Achieved comes in two forms. The testimony provided by public and school library statistics (<http://libraries.idaho.gov/stats>), and the evidence offered through derivative tools that tell the story of libraries using statistical data (Idaho Public Libraries at a Glance - <http://libraries.idaho.gov/files/ID%20Libraries%20at%20a%20Glance%20with%20Logo.pdf>).

The following testimonial offered by an Idaho librarian in a focus group is helpful as well. “I always tell people ICfL does not operate like a typical government agency – they are proactive instead of reactive. They are always looking ahead and are research-based, which I appreciate. I put my trust in them and I know they are addressing things as they can and they are encouraging us all to serve our patrons even better.”

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

The activities carried out under Goal 3.2 addresses the Institutional Capacity Measuring Success focal area; specifically, improving the library operations intent.

A-3. Did any of the ten groups identified as targets by IMLS represent a substantial focus for your Five-Year Plan activities?

Activities under Goal 3.2 targeted the library workforce, however, expenditures on the activities did not rise to the 10% threshold established by IMLS. In fact, expenditures were less than 1% of the total LSTA allotment.

B. Process Questions

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

New and old SPR data is used annually by the State Librarian to add to the annual presentation and budget submittal to the state legislature. SPR data is also used to compare to the benchmarks established by ICfL in the Five-Year Plan when reporting annually to the state on the Performance Measurement Report. SPR data has also been shared with specific evaluators, notably Dr. Roger Stewart of Boise State University and Carson Block Consulting in their roles evaluating specific projects.

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

No changes or amendments were made to the Five-Year Plan.

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

Data derived from the State Program Report (SPR) is used both internally for planning and evaluation purposes and is indirectly shared with legislators through the Idaho Performance Measurement Report. SPR data has also been shared with outside evaluators including Dr. Roger Stewart of Boise State University and the Carson Block Consulting group.

C. 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.

To ensure rigorous and objective evaluation the Idaho Commission for Libraries' (ICfL) implementation of the LSTA Grants to States program, ICfL issued a Request for Quotes (RFQ) on July 6, 2016 inviting qualified parties to submit a proposal for carrying out the evaluation. As a result of the competitive bid process, Carson Block Consulting, a library consulting firm, was awarded the contract to conduct the independent evaluation. Carson Block Consulting does not have a role in carrying out LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. Carson Block Consulting has in depth evaluation experience and demonstrated professional competency in that associate consultant, Bill Wilson of Himmel & Wilson Library Consultants, has implemented evaluation studies for the three previous cycles of LSTA evaluation starting in 2003. The associate is experienced in both quantitative and qualitative methods. Bill Wilson is one of the evaluators and has conducted more than 29 LSTA evaluation before Carson Block is a well-known library consultant who is highly experienced in the areas of library technology, planning, facilities, and operations.

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

Carson Block Consulting deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. The firm conducted a site-visit to the state library administrative agency (SLAA), in person interviews with key staff engaged in the projects carried out under the LSTA Five-Year Plan, a series of focus groups and one-on-one telephone interviews. The site visits, focus groups and interviews provided qualitative evidence and context and was grounded in the observations of the local context. An additional survey was deployed collecting data from libraries in the state regarding key programmatic areas. The survey was reviewed for representativeness to ensure the reliability and validity of the findings. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered. The State Program Reports (SPR) were reviewed in detail and additional reports, documentation, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence.

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

All agency staff engaged in LSTA activities were interviewed.

Staff recommended and recruited participants for focus groups – four virtual focus groups were conducted.

Librarians and library staff were engaged through virtual focus groups; some library staff engaged in personal interviews.

Librarians and other library staff were engaged through a web-based survey

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

The Idaho Commission for Libraries will share the findings of the evaluation with a variety of partner agencies in Idaho (governmental, other public, and non-profit) and with the larger public by alerting the libraries in Idaho of the availability of the evaluation report. The report will be publicly available on the agency website as well as on the IMLS website.

Appendix A: Evaluation Methodology

Briefly describe the evaluation methodology, referencing the four methodology questions below

The consultant team employed a variety of methods to assess the progress that Idaho has made in pursuing its LSTA Grants to States 2013 - 2017 goals. The evaluation began with a telephone conference call between the evaluators and key ICfL staff to discuss the evaluation process and to establish a timeline for the various evaluation tasks. Some key background documents were also identified during the call.

An initial one-day site visit was made to the ICfL offices in Boise, Idaho on November 7, 2016 by evaluators Carson Block and Bill Wilson. Prior to the visit, the evaluators reviewed the State's 2013 - 2017 LSTA Plan and created an expenditure summary based on information contained in State Program Reports (SPRs) submitted to IMLS by ICfL covering FFY 2012, FFY 2013, and FFY 2014. The SPR for FFY 2012 was examined to provide historical context since that year is not included in the five-year assessment. Looking at FFY 2012 was also helpful since FFY 2015 data was not yet available and examining three years provided a longitudinal view of financial priorities not afforded by analyzing only two years of data.

Consultant activities performed during the November 7, 2016 site visit included:

- Agenda review with LSTA Coordinator Kristina Taylor
- "Big Picture" review of LSTA programs and efforts with State Librarian Ann Joslin
- Review of Continuing Education activities with Coordinator Shirley Biladeau
- Summer Reading review with Coordinator Staci Shaw
- Review of Teens & Technology program with Coordinators Tammy Hawley-House & Sue Walker
- Review of Talking Book Program (including tour of recording studio) with Coordinator Sue Walker
- Review of Read to Me program with Coordinators Stephanie Bailey-White, Staci Shaw & Tammy Hawley-House
- Wrap-up meeting with State Librarian Ann Joslin & LSTA Coordinator Kristina Taylor

To answer the key evaluation questions throughout the evaluation process, the consultant team used a multifaceted research protocol, including examination of existing documents, interviews with key ICfL personnel and library community leaders, and focus groups with library representatives from around the state. The evaluators also conducted two online surveys; one directed toward key ICfL staff and a second targeting the broader Idaho library community. The Individual tools are described below.

The strengths of the evaluation methodology derive from:

- Objective, external evaluators not associated with the state in any capacity.

- Varied approaches and tools, allowing analysis and comparison of program data collected by staff and quantitative survey results with comments from librarians and sometimes from end users.
- Credible data, including output and some outcomes, thanks to efforts by ICfL to identify desired outcomes and design and implement ongoing data collection methods.

Methodological weaknesses are associated with several factors:

- Ex post facto evaluation design, which only allowed for review of program data after the fact, resulting in inconsistent data in some areas and sometimes unrecoverable gaps in information.
- Difficulty in identifying trends, with only three full years of data available at the time of this evaluation.
- The online survey dissemination method did not allow collection of responses from a random sample of library staff in the state (it was a self-selected sample); consequently results are biased toward individuals most interested in LSTA.

Review of existing documents.

The evaluators conducted an extensive review of background documents, including the *Evaluation of the Idaho Commission for Libraries 2008-2012 LSTA Five-Year Plan* and the Idaho 2013 - 2017 LSTA Five-year Plan entitled the **Idaho State Plan, 2013-2017**.

State Program Reports (SPRs) submitted to IMLS by the Idaho Commission for Libraries for Federal Fiscal Years (FFY) 2013, 2014, and 2015 were also used extensively and, in addition, the evaluators reviewed the FFY 2012 SPR to provide baseline information even though that Federal Fiscal Year is not covered by the evaluation.

Interviews with key ICFL personnel.

Consultant Bill Wilson and Carson Block visited ICfL on November 7, 2016 and interviewed seven ICfL staff members. A list of individuals interviewed is provided as an appendix.

Web-based input on key questions from ICfL personnel

Himmel & Wilson created a web-based tool to solicit comments from the state library agency head and the LSTA Coordinator regarding the SLAA's performance in implementing their plan. The web-survey asked the key ICfL staff to provide a self-assessment of the agency's performance in pursuing each of the goals in their plan (little or no progress toward goal, progressing toward goal, met goal, surpassed goal). Respondents were also asked to indicate why they believed that assessment was accurate.

Respondents were also asked to respond to each of the key questions posed by IMLS. While only general information could be offered on the optional prospective questions, substantive input was received on the other questions that were applicable.

Focus Groups

Four focus group discussions were held. At the preference of ICfL, all focus groups were performed electronically to allow remote participation from a variety of key stakeholders.

- Monday, December 12, 2016 -- 10:00 – 11:30 a.m. MST
 - Focus Group #1: General / Feedback on all programs
 - 2 Participants

- Monday, December 12, 2016 -- 3:00 – 4:30 p.m. MST
 - Focus Group #2: Feedback on “Read to Me” programs
 - 11 Participants

- Tuesday, December 13, 2016 -- 1:00 – 2:30 p.m. MST
 - Focus Group #3: Feedback on Continuing Education / Professional Development
 - 1Participant

- Wed, Jan 11, 2017 12:00 PM - 1:00 PM MST
 - ID Focus Group #4 - LSTA General/Feedback on all programs
 - 10+Participants

A summary of the focus groups is included as Appendix L.

Interviews with key stakeholders

Consultants Bill Wilson and Carson Block conducted telephone interviews with Idaho library leaders, including ICfL staff members who were unavailable at the time of the site visit. Most of the interviews were conducted during December 2016. A list of participants are attached as Appendix G.

Web-based survey

Himmel & Wilson hosted a web-based survey using SurveyGizmo. This software was selected because it is superior to SurveyMonkey both in its features and in its accessibility for individuals with special needs who may be using screen readers. An email containing an invitation to participate and a “hot-link” to the survey was distributed using existing library email lists and listservs.

Survey results are provided in Appendix I.

Qualitative methods

Evaluators included two qualitative methods – individual interview and focus group – in order to gain a more in-depth understanding of the context and descriptions from stakeholders about successes and challenges related to the projects undertaken.

Qualitative methods excel at providing detailed descriptions of how individuals use a product or service and add information that helps evaluators understand the quantitative data included in usage statistics, surveys, etc. Because these qualitative methods involve individuals, they are susceptible to bias in selection of participants, as well as in interpretation. In order to minimize bias in analysis, the consultants carefully designed open-ended questions that would not lead participants in interviews and focus groups and used standard content analysis techniques to guide analysis.

Development of evaluation report.

- The consultant team analyzed notes from focus groups and personal interviews using content analysis techniques.
- Team members Ethel Himmel and Bill Wilson collated and analyzed results from the web-based survey.
- Block, Himmel and Wilson reviewed other documents (both print and web-based) and State Program Reports. Wilson & Block synthesized the data and information collected and created a draft report in the format provided by IMLS in the “Guidelines for Five-Year Evaluation Report” document.
- Block and Wilson revised and added content to the draft report and shared it with ICfL State Librarian State Librarian Ann Joslin & LSTA Coordinator Kristina Taylor to make sure that it would fully meet the expectations of ICfL and comply with IMLS requirements. After incorporating feedback, they provided the resulting document to the ICfL in print and digital formats.
- Finally, the evaluators submitted the evaluation report in a format suitable for IMLS.

Appendix B: List of Acronyms

ABLE - Alternative Basic Library Education
BARD – Braille and Audio Reading Download (not sure if this needed – not Idaho specific)
CE – Continuing Education
CSLP – Collaborative Summer Library Program
FM & S – Fun with Math & Science
IAEYC – Idaho Association for the Education of Young Children
ICfL - Idaho Commission for Libraries
ILA - Idaho Library Association
ILL - Interlibrary Loan
IMLS - Institute of Museum and Library Services
LILAC – Library Leadership Advisory Committee
LiLI - Libraries Linking Idaho
LiLI-D - LiLI Database
LiLI-U - LiLI Unlimited
LSTA - Library Services and Technology Act
LTAI – Let’s Talk About It
MFB – My First Book
PLC – Personal Learning Community
RTM - Read to Me
SABLE - Supplemental Alternative Basic Library Education
SLAA - State Library Administrative Agency
SPLAT - Special Projects Library Action Team
SR – Summer Reading
SSSP – Stop the Summer Slide Pilot (not sure if this one is needed)
TBS - Talking Books Service
TRW – Teen Read Week
T&T - Teens & Technology
TTW – Teen Tech Week

Appendix C: LSTA FFY 2013 - FFY 2015 Expenditures (Broad View)

Title	StateGoal	FFY 2013 LSTA Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditures	Percentage of FFY 2015 Expenditures	Total FFY 2013 - FFY 2015 Expenditures	Percentage of Total FFY 2013 - FFY 2015 Expenditures
LSTA Administration		\$ 50,125.68	4.00%	\$ 13,693.04	1.07%	\$ 12,246.97	0.95%	\$ 76,065.69	1.99%
Library Capacity Building	Goal 3.2	\$ 24,269.71	1.94%	\$ 2,327.45	0.18%	\$ 8,751.46	0.68%	\$ 35,348.62	0.93%
Let's Talk About It	Goal 1.2	\$ 1,378.78	0.11%	\$ -	0.00%	\$ -	0.00%	\$ 1,378.78	0.04%
Mid-Life Adults	Goal 1.2	\$ 15,857.52	1.27%	\$ 5,474.00	0.43%	\$ 7,453.35	0.58%	\$ 28,784.87	0.75%
Read To Me Public Information	Goal 1.2	\$ 35,422.14	2.83%	\$ 58,103.26	4.53%	\$ 25,612.46	1.99%	\$ 119,137.86	3.12%
Summer Reading	Goal 2.1	\$ 137,888.24	11.00%	\$ 119,090.04	9.29%	\$ 64,751.19	5.04%	\$ 321,729.47	8.42%
School Library Development	Goal 1.1	\$ 9,140.83	0.73%	\$ 43,433.21	3.39%	\$ 37,562.46	2.92%	\$ 90,136.50	2.36%
Read To Me Outreach	Goal 1.2	\$ 241,200.48	19.25%	\$ 258,129.38	20.14%	\$ 290,382.93	22.59%	\$ 789,712.79	20.67%
Goal 3.2 (also reported as 1.2 [2014 & 2015])									
The Talking Book Service		\$ 405,464.09	32.36%	\$ 480,373.74	37.47%	\$ 461,694.18	35.92%	\$ 1,347,532.01	35.27%
Continuing Education	Goal 1.1	\$ 130,709.45	10.43%	\$ 92,037.42	7.18%	\$ 134,075.56	10.43%	\$ 356,822.43	9.34%
Statewide Resource Sharing	Goal 1.1	\$ 27,975.05	2.23%	\$ 15,388.51	1.20%	\$ 11,334.58	0.88%	\$ 54,698.14	1.43%
LILL Database Training and Support	Goal 1.1	\$ 4,683.60	0.37%	\$ 36,678.59	2.86%	\$ 75,953.66	5.91%	\$ 117,315.85	3.07%
Read To Me Professional Development	Goal 1.2 (also reported as 2.1 [2014 & 2015])	\$ 51,588.56	4.12%	\$ 20,982.13	1.64%	\$ 58,712.69	4.57%	\$ 131,283.38	3.44%
Teen Services	Goal 1.2	\$ 117,437.87	9.37%	\$ 136,246.23	10.63%	\$ 96,883.51	7.54%	\$ 350,567.61	9.18%
TOTALS		\$ 1,253,142.00	100.00%	\$ 1,281,957.00	100.00%	\$ 1,285,415.00	100.00%	\$ 3,820,514.00	100.00%
Allotment		\$ 1,253,142.00		\$ 1,281,957.00		\$ 1,285,415.00		\$ 3,820,514.00	

Goal #1 (1.1): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services. (LSTA Purpose #: 1,2,3, & 7)

Goal #2 (1.2): Libraries reach out to all segments of Idaho's populations. (LSTA Purpose #: 5 & 6)

GOAL #1 (2-1): Libraries flourish as a central place in a learning society. (LSTA Purpose #: 1-4,5, & 6)

GOAL #1 (3-1): The citizens of Idaho identify their libraries as vital. (LSTA Purpose #: 1,3,4,5, & 8)

Goal #2 (3-2): ICFI's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries. (LSTA Purpose #: 1,4,7,8)

Appendix D: LSTA FFY 2013 -FFY 2015 Expenditures (Detail)

All Programs

	A	B	C	D	E	F	G	H	I	J
1	Title	StateGoal	FFY 2013 LSTA Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditures	Percentage of FFY 2015 Expenditures	Total FFY 2013 - FFY 2015 Expenditures	Percentage of Total FFY 2013 - FFY 2015 Expenditures
2	LSTA Administration		\$ 50,125.68	4.00%	\$ 13,693.04	1.07%	\$ 12,246.97	0.95%	\$ 76,065.69	1.99%
3	Library Capacity Building	Goal 3.2	\$ 24,269.71	1.94%	\$ 2,327.45	0.18%	\$ 8,751.46	0.68%	\$ 35,348.62	0.93%
4	Let's Talk About It	Goal 1.2	\$ 1,378.78	0.11%	\$ -	0.00%	\$ -	0.00%	\$ 1,378.78	0.04%
5	Mid-Life Adults	Goal 1.2	\$ 15,857.52	1.27%	\$ 5,474.00	0.43%	\$ 7,453.35	0.58%	\$ 28,784.87	0.75%
6	Read To Me Public Information	Goal 1.2	\$ 35,422.14	2.83%	\$ 58,103.26	4.53%	\$ 25,612.46	1.99%	\$ 119,137.86	3.12%
7	Summer Reading	Goal 2.1	\$ 137,888.24	11.00%	\$ 119,090.04	9.29%	\$ 64,751.19	5.04%	\$ 321,729.47	8.42%
8	School Library Development	Goal 1.1	\$ 9,140.83	0.73%	\$ 43,433.21	3.39%	\$ 37,562.46	2.92%	\$ 90,136.50	2.36%
9	Read To Me Outreach	Goal 1.2	\$ 241,200.48	19.25%	\$ 258,129.38	20.14%	\$ 290,382.93	22.59%	\$ 789,712.79	20.67%
10	The Talking Book Service	Goal 3.2 (also reported as 1.2 [2014 & 2015])	\$ 405,464.09	32.36%	\$ 480,373.74	37.47%	\$ 461,694.18	35.92%	\$ 1,347,532.01	35.27%
11	Continuing Education	Goal 1.1	\$ 130,709.45	10.43%	\$ 92,037.42	7.18%	\$ 134,075.56	10.43%	\$ 356,822.43	9.34%
12	Statewide Resource Sharing	Goal 1.1	\$ 27,975.05	2.23%	\$ 15,388.51	1.20%	\$ 11,334.58	0.88%	\$ 54,698.14	1.43%
13	LIL Database Training and Support	Goal 1.1	\$ 4,683.60	0.37%	\$ 36,678.59	2.86%	\$ 75,953.66	5.91%	\$ 117,315.85	3.07%
14	Read To Me Professional Development	Goal 1.2 (also reported as 2.1 [2014 & 2015])	\$ 51,588.56	4.12%	\$ 20,982.13	1.64%	\$ 58,712.69	4.57%	\$ 131,283.38	3.44%
15	Teen Services	Goal 1.2	\$ 117,437.87	9.37%	\$ 136,246.23	10.63%	\$ 96,883.51	7.54%	\$ 350,567.61	9.18%
16	TOTALS		\$ 1,253,142.00	100.00%	\$ 1,281,957.00	100.00%	\$ 1,285,415.00	100.00%	\$ 3,820,514.00	100.00%
17										
18	Allotment		\$ 1,253,142.00		\$ 1,281,957.00		\$ 1,285,415.00		\$ 3,820,514.00	
19										
20	ACCESS (Goal 1.1): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services. (LSTA Priority #: 1,2,3, & 7)									
21										
22	ACCESS (Goal 1.2): Libraries reach out to all segments of Idaho's populations. (LSTA Priority #: 5 & 6)									
23										
24	LITERACY (Goal 2.1): Libraries flourish as a central place in a learning society. (LSTA Priority #: 1,4,5, & 6)									
25										
26	COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital. (LSTA Priority #: 1,3,4,5, & 8)									
27										
28	COMMUNITY ANCHOR (Goal 3.2): ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries. (LSTA Priority #: 1,4,7,8)									

Goal 1.1

	A	B	C	D	E	F	G	H	I	J
	Title	StateGoal	FFY 2013 LSTA Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditures	Percentage of FFY 2015 Expenditures	Total FFY 2013 - FFY 2015 Expenditures	Percentage of Total FFY 2013 - FFY 2015 Expenditures
1	School Library Development	Goal 1.1	\$ 9,140.83	5.30%	\$ 43,433.21	23.16%	\$ 37,562.46	14.51%	\$ 90,136.50	14.56%
2	Continuing Education	Goal 1.1	\$ 130,709.45	75.77%	\$ 92,037.42	49.08%	\$ 134,075.56	51.78%	\$ 356,822.43	57.65%
3	Statewide Resource Sharing	Goal 1.1	\$ 27,975.05	16.22%	\$ 15,388.51	8.21%	\$ 11,334.58	4.38%	\$ 54,698.14	8.84%
4	LILI Database Training and Support	Goal 1.1	\$ 4,683.60	2.71%	\$ 36,678.59	19.56%	\$ 75,953.66	29.33%	\$ 117,315.85	18.95%
5	TOTALS		\$ 172,508.93	100.00%	\$ 187,537.73	100.00%	\$ 258,926.26	100.00%	\$ 618,972.92	100.00%
6										
7	Allotment		\$ 1,253,142.00		\$ 1,281,957.00		\$ 1,285,415.00		\$ 3,820,514.00	
8										
9	ACCESS (Goal 1.1): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services. (LSTA Priority #: 1,2,3, & 7)									
10	ACCESS (Goal 1.2): Libraries reach out to all segments of Idaho's populations. (LSTA Priority #: 5 & 6)									
11	LITERACY (Goal 2.1): Libraries flourish as a central place in a learning society. (LSTA Priority #: 1,4,5, & 6)									
12	COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital. (LSTA Priority #: 1,3,4,5, & 8)									
13	COMMUNITY ANCHOR (Goal 3.2): ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries. (LSTA Priority #: 1,4,7,8)									
14	Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 1.1									
15	16.20%									

Goal 1.2

	A	B	C	D	E	F	G	H	I	J
	Title	StateGoal	FFY 2013 LSTA Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditures	Percentage of FFY 2015 Expenditures	Total FFY 2013 - FFY 2015 Expenditures	Percentage of Total FFY 2013 - FFY 2015 Expenditures
1	Let's Talk About It	Goal 1.2	\$ 1,378.78	0.16%	\$ -	0.00%	\$ -	0.00%	\$ 1,378.78	0.05%
3	Mid-Life Adults	Goal 1.2	\$ 15,857.52	1.83%	\$ 5,474.00	0.57%	\$ 7,453.35	0.79%	\$ 28,784.87	1.04%
4	Read To Me Public Information	Goal 1.2	\$ 35,422.14	4.08%	\$ 58,103.26	6.06%	\$ 25,612.46	2.72%	\$ 119,137.86	4.30%
5	Read To Me Outreach	Goal 1.2	\$ 241,200.48	27.78%	\$ 258,129.38	26.91%	\$ 290,382.93	30.87%	\$ 789,712.79	28.53%
6	The Talking Book Service	Goal 3.2 (also reported as 1.2 [2014 & 2015])	\$ 405,464.09	46.69%	\$ 480,373.74	50.07%	\$ 461,694.18	49.08%	\$ 1,347,532.01	48.68%
7	Read To Me Professional Development	Goal 1.2 (also reported as 2.1 [2014 & 2015])	\$ 51,588.56	5.94%	\$ 20,982.13	2.19%	\$ 58,712.69	6.24%	\$ 131,283.38	4.74%
8	Teen Services	Goal 1.2	\$ 117,437.87	13.52%	\$ 136,246.23	14.20%	\$ 96,883.51	10.30%	\$ 350,567.61	12.66%
9	TOTALS		\$ 868,349.44	100.00%	\$ 959,308.74	100.00%	\$ 940,739.12	100.00%	\$ 2,768,397.30	100.00%
11	Allotment		\$ 1,253,142.00		\$ 1,281,957.00		\$ 1,285,415.00		\$ 3,820,514.00	
13	ACCESS (Goal 1.1): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services. (LSTA Priority #: 1,2,3, & 7)									
15	ACCESS (Goal 1.2): Libraries reach out to all segments of Idaho's populations. (LSTA Priority #: 5 & 6)									
17	LITERACY (Goal 2.1): Libraries flourish as a central place in a learning society. (LSTA Priority #: 1,4,5, & 6)									
19	COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital. (LSTA Priority #: 1,3,4,5, & 8)									
21	COMMUNITY ANCHOR (Goal 3.2): ICFL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries. (LSTA Priority #: 1,4,7,8)									
23	Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 2.1					72.46%				
24	Percentage if Read To Me Professional Development is excluded					69.03%				
25	Percentage if the Talking Book Service is Excluded is excluded					37.19%				
26	Percentage if BOTH Read to Me Professional Development and the Talking Book Service are excluded								33.75%	

Goal 2.1

	A	B	C	D	E	F	G	H	I	J	
	Title	StateGoal	FFY 2013 LSTA Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditures	Percentage of FFY 2015 Expenditures	Total FFY 2013 - FFY 2015 Expenditures	Percentage of Total FFY 2013 - FFY 2015 Expenditures	
2	Summer Reading	Goal 2.1	\$ 137,888.24	72.77%	\$ 119,090.04	85.02%	\$ 64,751.19	52.45%	\$ 321,729.47	71.02%	
3	Read To Me Professional Development	Goal 1.2 (also reported as 2.1 [2014 & 2015])	\$ 51,588.56	27.23%	\$ 20,982.13	14.98%	\$ 58,712.69	47.55%	\$ 131,283.38	28.98%	
4	TOTALS		\$ 189,476.80	100.00%	\$ 140,072.17	100.00%	\$ 123,463.88	100.00%	\$ 453,012.85	100.00%	
6	Allotment		\$ 1,253,142.00		\$ 1,281,957.00		\$ 1,285,415.00		\$ 3,820,514.00		
8	ACCESS (Goal 1.1): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services. (LSTA Priority #: 1,2,3, & 7)										
10	ACCESS (Goal 1.2): Libraries reach out to all segments of Idaho's populations. (LSTA Priority #: 5 & 6)										
12	LITERACY (Goal 2.1): Libraries flourish as a central place in a learning society. (LSTA Priority #: 1,4,5, & 6)										
14	COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital. (LSTA Priority #: 1,3,4,5, & 8)										
16	COMMUNITY ANCHOR (Goal 3.2): ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries. (LSTA Priority #: 1,4,7,8)										
18	Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 2.1				11.86%						
19	Percentage if Read To Me Professional Development is excluded				8.42%						

Goal 3.1

	A	B	C	D	E	F	G	H	I	J	K	
	Title	StateGoal	FFY 2013 LSTA Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditures	Percentage of FFY 2015 Expenditures	Total FFY 2013 - FFY 2015 Expenditures	Percentage of Total FFY 2013 - FFY 2015 Expenditures		
2	TOTALS		\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%		
4	Allotment		\$ 1,253,142.00		\$ 1,281,957.00		\$ 1,285,415.00		\$ 3,820,514.00			
6	ACCESS (Goal 1.1): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services. (LSTA Priority #: 1,2,3, & 7)											
8	ACCESS (Goal 1.2): Libraries reach out to all segments of Idaho's populations. (LSTA Priority #: 5 & 6)											
10	LITERACY (Goal 2.1): Libraries flourish as a central place in a learning society. (LSTA Priority #: 1,4,5, & 6)											
12	COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital. (LSTA Priority #: 1,3,4,5, & 8)											
14	COMMUNITY ANCHOR (Goal 3.2): ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries. (LSTA Priority #: 1,4,7,8)											
16	Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 3.1						0%					

Goal 3.2

	A	B	C	D	E	F	G	H	I	J
	Title	StateGoal	FFY 2013 LSTA Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditures	Percentage of FFY 2015 Expenditures	Total FFY 2013 - FFY 2015 Expenditures	Percentage of Total FFY 2013 - FFY 2015 Expenditures
1										
2	Library Capacity Building	Goal 3.2	\$ 24,269.71	5.65%	\$ 2,327.45	0.48%	\$ 8,751.46	1.86%	\$ 35,348.62	2.56%
3	The Talking Book Service	Goal 3.2 (also reported as 1.2.[2014 & 2015])	\$ 405,464.09	94.35%	\$ 480,373.74	99.52%	\$ 461,694.18	98.14%	\$ 1,347,532.01	97.44%
4	TOTALS		\$ 429,733.80	100.00%	\$ 482,701.19	100.00%	\$ 470,445.64	100.00%	\$ 1,382,880.63	100.00%
5										
6	Allotment		\$1,253,142.00		\$ 1,281,957.00		\$ 1,285,415.00		\$ 3,820,514.00	
7	ACCESS (Goal 1.1): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services. (LSTA Priority #: 1,2,3, & 7)									
8										
9										
10	ACCESS (Goal 1.2): Libraries reach out to all segments of Idaho's populations. (LSTA Priority #: 5 & 6)									
11										
12	LITERACY (Goal 2.1): Libraries flourish as a central place in a learning society. (LSTA Priority #: 1,4,5, & 6)									
13										
14	COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital. (LSTA Priority #: 1,3,4,5, & 8)									
15										
16	COMMUNITY ANCHOR (Goal 3.2): ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries. (LSTA Priority #: 1,4,7,8)									
17										
18	Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 3.2					36.20%				
19	Percentage if the Talking Book Service is excluded					0.93%				

Appendix E: Idaho LSTA Target Population Summary

1	PROGRAM/INITIATIVE	STATE GOAL	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)				
2		STRATEGIC ISSUE - ACCESS													
3	SCHOOL LIBRARY DEVELOPMENT	GOAL 1.1	YES	NO	NO	NO	NO	NO	NO	NO	NO				
4	Summer Summit for School Librarians	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
5	School Library Consultation/ Training Services	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
6															
7	CONTINUING EDUCATION	GOAL 1.1	YES	NO	YES	NO	NO	NO	NO	NO	NO				
8	Online Continuing Education	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
9	Continuing Education Grants	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
10	Libraries Building Communities Summit	Goal 1.1	Yes	No	Yes	No	No	No	No	No	No				
11	Customer Service Workshop	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
12	Leadership Development	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
13	Leadership Training Needs Assessment Summit	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
14	Library Leadership Advisory Committee	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
15	Special Projects Library Action Team (SPLAT)	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
16	Public Library Directors' Summit	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
17															
18	STATEWIDE RESOURCE SHARING	GOAL 1.1	YES	NO	NO	NO	NO	NO	NO	NO	NO				
19	Statewide Interlibrary Loan System	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
20															
21	LILI DATABASE TRAINING AND SUPPORT	GOAL 1.1	YES	NO	NO	NO	NO	NO	NO	NO	NO				
22	LILI Databases Support	Goal 1.1	Yes	No	No	No	No	No	No	No	No				
23															
24	MID-LIFE ADULTS	GOAL 1.2	YES	NO	NO	NO	NO	NO	NO	NO	NO				
25	Get Involved at Your Library Initiative - VolunteerMatch Training	Goal 1.2	Yes	No	No	No	No	No	No	No	No				
26	Get Involved at Your Library Initiative - VolunteerMatch - Resources	Goal 1.2	Yes	No	No	No	No	No	No	No	No				
27	Money Smart Week @ Your Library	Goal 1.2	No	No	No	No	No	No	No	No	No				
28	Let's Talk About It	Goal 1.2	No	No	No	No	No	No	No	No	No				
29	Libraries as Brain Health Centers	Goal 1.2	Yes	No	No	No	No	No	No	No	No				

30												
31	READ TO ME PUBLIC INFORMATION	GOAL 1.2	YES	YES	NO	YES	YES	NO	NO	YES	YES	YES
32	Dia de los Ninos/ Dia de los Libros	Goal 1.2	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes
33	Idaho Family Reading Week	Goal 1.2	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes
34												
35	READ TO ME OUTREACH	GOAL 1.2	YES	YES	NO	YES	NO	NO	NO	YES	YES	YES
36	Fun with Math & Science	Goal 1.2	Yes	No	No	No	No	No	No	Yes	Yes	Yes
37	Idaho Child Care Reads Workshops	Goal 1.2	No	No	No	No	No	No	No	No	No	No
38	My First Books	Goal 1.2	Yes	Yes	No	Yes	No	No	No	Yes	Yes	No
39	Every Child Ready to Read Family Workshops	Goal 1.2	Yes	No	No	Yes	No	No	No	Yes	No	No
40	Jump Start Kindergarten	Goal 1.2	Yes	Yes	No	Yes	No	No	No	Yes	Yes	No
41												
42	TEEN SERVICES	GOAL 1.2	YES	NO	NO	NO	NO	NO	NO	NO	NO	YES
43	Teen Read Week	Goal 1.2	Yes	No	No	No	No	No	No	No	No	Yes
44	Teen Tech Week	Goal 1.2	Yes	No	No	No	No	No	No	No	No	Yes
45	Make It at the Library - Resources	Goal 1.2	Yes	No	No	No	No	No	No	No	No	Yes
46	Make It at the Library - Training	Goal 1.2	Yes	No	No	No	No	No	No	No	No	No
47												
48	TALKING BOOK SERVICE	GOAL 1.2	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO
49	Talking Book Service Outreach	Goal 1.2	No	No	No	No	No	Yes	No	No	No	No
50	Talking Book Service Recording Studio	Goal 1.2	No	No	No	No	No	Yes	No	No	No	No
51	Talking Book Service Circulation & Collection Maintenance	Goal 1.2	No	No	No	No	No	Yes	No	No	No	No
52	Talking Book Service Public Information	Goal 1.2	No	No	No	No	No	Yes	No	No	No	No
53	Talking Book Service Readers' Advisory	Goal 1.2	No	No	No	No	No	Yes	No	No	No	No
54	Talking Book Service Collection Development	Goal 1.2/3.2	No	No	No	No	No	Yes	No	No	No	No
55												
56	READ TO ME PROFESSIONAL DEVELOPMENT	Goal 2.1	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO
57	Read to Me Rendezvous Workshop	Goal 2.1	Yes	No	No	No	No	No	No	No	No	No
58	Supporting Beginning Readers: A Workshop for Elementary School Library Staff	Goal 2.1	Yes	No	No	No	No	No	No	No	No	No
59	Early Years Training	Goal 2.1	Yes	No	No	No	No	No	No	No	No	No
60	Read to Me Early Literacy Training	Goal 2.1	Yes	No	No	No	No	No	No	No	No	No
61	Supporting the Common Core and Much More Workshops	Goal 2.1	Yes	No	No	No	No	No	No	No	No	No
62	Training for My First Books, Every Child Ready to Read, and Fun with Math and Science	Goal 2.1	Yes	No	No	No	No	No	No	No	No	No
63												
64		STRATEGIC ISSUE - LITERACY										
65	SUMMER READING	GOAL 2.1	YES	YES	NO	NO	NO	NO	NO	YES	YES	YES
66	Stop the Summer Slide Pilot	Goal 2.1	No	Yes	No	No	No	No	No	No	Yes	Yes
67	Literacy in the Park	Goal 2.1	No	No	No	No	No	No	No	Yes	Yes	Yes
68	Strengthening School Partnerships - Bright Futures Outreach Opportunities	Goal 2.1	Yes	No	No	No	No	No	No	No	Yes	Yes
69	Reaching Underserved Children - Bright Futures Outreach Opportunities	Goal 2.1	No	No	No	No	No	No	No	No	Yes	Yes
70	Summer Reading Statewide Support	Goal 2.1	Yes	No	No	No	No	No	No	No	Yes	Yes
71	School Visits - Bright Futures Outreach Opportunities	Goal 2.1	Yes	No	No	No	No	No	No	No	Yes	Yes
72												
73		STRATEGIC ISSUE - COMMUNITY ANCHOR										
74												
75	NO SPECIFIC PROGRAMS	GOAL 3.1	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
76												
77	LIBRARY CAPACITY BUILDING	GOAL 3.2	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO
78	Library Statistics	Goal 3.2	Yes	No	No	No	No	No	No	No	No	No
79	Pilot Activity Development and Support	Goal 3.2	Yes	No	No	No	No	No	No	No	No	No
80												
81	ACCESS (Goal 1.1): Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services. (LSTA Priority #: 1,2,3, & 7)											
82												
83	ACCESS (Goal 1.2): Libraries reach out to all segments of Idaho's populations. (LSTA Priority #: 5 & 6)											
84												
85	LITERACY (Goal 2.1): Libraries flourish as a central place in a learning society. (LSTA Priority #: 1,4,5, & 6)											
86												
87	COMMUNITY ANCHOR (Goal 3.1): The citizens of Idaho identify their libraries as vital. (LSTA Priority #: 1,3,4,5, & 8)											
88												
89	COMMUNITY ANCHOR (Goal 3.2): ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries. (LSTA Priority #: 1,4,7,8)											

Appendix F: Idaho - Measuring Success Table

	Goal 1.1 - Continuing Education	Goal 1.1 - LIL Databases Training and Support	Goal 1.1 - School Library Development	Goal 1.2 - Statewide Resource Sharing	Goal 1.2 - Talking Book Service	Goal 1.2 - Read To Me Outreach	Goal 2.1 - Teen Services	Goal 1.2 - Read To Me Professional Development	Goal 1.2 - Read To Me Public Information	Goal 1.2 - Summer Reading	Goal 2.1 - Mid-Life Adults	Goal 3.2 - Library Capacity Building
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												

Appendix G: List of People Interviewed

ICfL Staff

- Ann Joslin, State Librarian
- Dian Scott, Office Services Supervisor & Let's Talk About It Project Coordinator
- Gina Persichini, Technology & Access Services Consultant
- Jeannie Standal, School Library Consultant
- Kristina Taylor, Grants Officer/LSTA Coordinator
- Marj Hooper, Associate State Librarian
- Pam Bradshaw, Program Supervisor
- Patrick Bodily, Eastern Idaho Field Consultant & Public Library Statistics
- Roger DuBois, Administrative Services Manager
- Shirley Biladeau, Continuing Education Consultant
- Stephanie Bailey-White, Read to Me Project Coordinator
- Staci Shaw, Read to Me Project Coordinator & Summer Reading
- Sue Walker, Library Consultant for the Underserved - Talking Book Service, Mid-Life Adults and Teens & Technology/Make It
- Tammy Hawley-House, Read to Me Project Coordinator, Mid-Life Adults and Teens & Technology/Make It

Focus Group Participants

Focus Group #1:	
Susan Tabor-Boesch	Hailey Public Library
Sandi Shropshire	Idaho State University
Focus Group #2:	
Heather Stout	Lewiston Public Library
Kathryn Poulter	Marshall Public Library
Karen Stahlecker	Desert Sage Elementary Library
Susan Biggins	DeMary Public Library
Fiona May	Caldwell School District
Jennifer Redford	Boise Public Library
Julie Woodford	Burley Public Library

Marcy Price	South Bannock District Library
Clay Ritter	Shoshone Public and Richfield District Libraries
Laura Abbott	Meridian Library District
Suzanne Davis	East Bonner County Library District
Focus Group #3:	
Beth Swenson	Idaho Falls Public Library
Focus Group #4:	
Audra Green	Meridian Library District
Tifani Young	Lakeland School District
Faye Nagler	Moscow School District
Jody Vestal	Boise Public Library
Kasi Allen	Twin Falls Public Library
Kiersten Kerr	Jerome School District
Lynn Johnson	Mountain View School District
Terri Summerfield	Weippe Public Library
Chris Sokol	Latah Public Library

Individual Interview Participants

Amy Vecchione	Albertson's Library, Boise State University	Albertsons Library's MakeLab & Idaho Library Association President (Academic)
Gena Marker	Centennial High School	Teacher-Librarian, Make It participant representing a high school, SPLAT member & School Summit participant (School)
Jeannie Standal	Idaho Commission for Libraries	School Library Consultant (ICfL)

Gina Persichini	Idaho Commission for Libraries	Technology & Access Services Consultant (ICfL)
Mary DeWalt	Ada Community Library	Ada Community Library Director & CE Grantee, RTM (Public)
Nick Madsen	Community Library Network	SPLAT member, Make It, Youth Services (Public)
Jennifer Hills	Twin Falls Public Library	Adult Ref. Librarian, SPLAT member, Magic Valley (Public)
Valerie Lloyd	Madison Public Library	Director, Customer Service Workshop, CE Advisory member, LiLI user, Resource Sharing user (Public)
Karen Yother	Community Library Network	Youth Services Librarian (Public)

Appendix H: Web Survey Instrument

Idaho LSTA Survey

WELCOME

LIBRARY DESCRIPTION

- 1) Please provide the name of your library.
- 2) Please describe the type of Library you represent.
Public library
School library
Academic library
Special library
Other (Please specify below.)

If you responded "other" in the question above, please indicate the type of library or other organization you represent in three words or less in the text box provided below.

LIBRARY AND RESPONDENT DESCRIPTION

- 3) We're interested in the context within which libraries that respond to the survey are operating. In order to help us understand the area served by your library, please indicate the name of the county in which your library is located. (*NOTE: County information will be used for demographic analysis purposes only and will not be used to identify individual libraries.*)
- 4) Please select the category that most closely describes your role/responsibilities in your library.
Library director
Manager/ department head
Other library administrator
Children's/youth services librarian
Reference/information services librarian
Interlibrary loan/document delivery librarian
Technical services librarian (cataloger)
Library technology specialist
Other library staff
Library trustee
Library Friend
Other (Please specify below.)

If you responded "other" to the question above, please indicate your role in the library or other organization you represent in three words or less in the text box provided below.

5) Please indicate the size of the population served by the library you represent.

Fewer than 250
250 - 499
500 - 999
1,000 - 1999
2,000 - 4999
5,000 - 9,999
10,000 - 24,999
25,000 - 49,999
50,000 - 99,999
100,000 or more
DON'T KNOW

6) Please estimate the overall annual operating budget (excluding capital expenses) of the library you represent.

Less than \$10,000
\$10,000 - \$49,999
\$50,000 - \$99,999
\$100,000 - \$199,999
\$200,000 - \$299,999
\$300,000 - \$399,999
\$400,000 - \$499,999
\$500,000 - \$999,999
\$1,000,000 - \$1,999,999
\$2,000,000 - \$2,999,999
\$3,000,000 - \$4,999,999
\$5,000,000 or more
DON'T KNOW

7) Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent.

Less than 2
2 - 4
5 - 9
10 - 19
20 - 34
35 - 49
50 - 99
100 - 249
250 - 499
500 - 999

1,000 or more
DON'T KNOW

INTRODUCTION

LIBRARY SUMMER READING PROGRAM INTRODUCTION

8) Did your library offer a summer reading program in 2016?

Yes

No

LIBRARY SUMMER READING PROGRAM - NON-PARTICIPATING LIBRARY

9) What was the main reason your library did not offer a summer reading program in 2016?

Limited resources to purchase materials

Insufficient staff to manage a summer reading program

Lack of physical space to support a summer reading program

Other (Please explain below.)

If you answered "other" in the question above, please explain in the text box provided below.

10) Briefly describe any services that ICfL could provide that would help your library mount a successful summer reading program in the future?

LIBRARY SUMMER READING PROGRAM - PARTICIPATING LIBRARIES

11) In which of the following ICfL Bright Futures Outreach programs has your library participated in the last three years?

School visits

Reaching Underserved Children

School Partnerships

None

Not Sure

12) Participation in a Bright Futures Outreach program helped my library build capacity to better meet the needs of my community.

	1 - Strongly disagree	2 - Disagree	3 - Neither disagree nor agree	4 - Agree	5 - Strongly agree
Participation in a Bright Futures Outreach program helped to build capacity					

13) My staff have the skills and training they need to plan and conduct an effective summer reading program.

	1 - Strongly disagree	2 - Disagree	3 - Neither disagree nor agree	4 - Agree	5 - Strongly agree
Staff have needed skills					

14) Which of the following training opportunities would make the most difference in terms of improving your summer reading program? (Please check all that apply.)

- Help with program planning/curriculum design
- Training on grant writing/securing financial resources for the program
- Training on outreach
- Training on public engagement
- Language/cultural competency training
- Assistance with program evaluation
- None
- Other (Please specify below.)

15) Briefly describe the types of additional ICfL support you feel would help your library plan and conduct an effective summer reading program

16) General summer reading program advice and consultation

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Excellent
- Not aware of this resource
- Did not use this resource

17) If you have any additional feedback for ICfL regarding its support for your library's summer reading program, please insert that feedback in the text box provided below.

CONTINUING EDUCATION/STAFF DEVELOPMENT

18) Please indicate the degree to which you are aware of the following continuing education offerings supported by ICfL.

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service	Not applicable
Leadership Development						
Community Building Summit						
Continuing Education Grants						
Public Library Directors' Summit						
School Library Summit						
Customer Service Workshop						

19) Please indicate whether you or any member of your staff has participated in any of the following continuing education offerings supported by ICfL.

	I have personally participated	Other staff members from my library have participated	Neither I nor any of the other staff at my library have participated	Not applicable
Leadership Development				

Community Building Summit				
Continuing Education Grants				
Public Library Director's Summit				
School Library Summit				
Customer Service Workshop				

20) Please rate each of the following continuing education opportunities offered by ICfL:

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely satisfied	Not applicable
Leadership Development						
Community Building Summit						
Continuing Education Grants						
Public Library Directors' Summit						
School Library Summit						
Customer Service Workshop						

21) If you have any additional feedback for ICfL regarding its support for continuing education and staff development, please insert that feedback in the text box provided below.

IDAHO TALKING BOOK SERVICE

22) IDAHO TALKING BOOK SERVICE

The Idaho Commission for Libraries (ICfL) provides a large collection of materials in a special format to individuals eligible to use the program (visual and physical impairments, etc.).

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
Idaho Talking Book Service					

23) IDAHO RECORDED BOOKS: The Talking Book Service maintains a collection of Idaho-related audiobooks recorded by volunteers and available to Talking Book Service participants. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
Idaho Recorded Books					

24) BRAILLE AND AUDIO READING DOWNLOAD (BARD): This free service, offered by the Talking Book Service, allows eligible patrons with Internet access and an email address to search for and download titles to either a personal flash drive or a digital cartridge for immediate listening. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
BARD: Braille and Audio Reading Download service					

25) Please indicate the degree to which you disagree or agree with each of the following statements.

	1 - Strongly disagree	2 - Disagree	3 - Neither agree nor disagree	4 - Agree	5 - Strongly agree
My staff have the skills and training they need to inform patrons about the Idaho Talking Book Service					
My staff have the skills and training they need to register patrons for the Idaho Talking Book Service					

26) How does the availability of this program/service affect your ability to serve patrons? (Please mark the response that is most important to your library.)

- Reduces the overall cost of services to patrons
- Improves the quality of service we can provide to patrons
- Broadens the range of services/resources our patrons can access
- Enhances staff skills
- Other (Please specify below.)

27) If you answered "other" to the question above, please specify in the text box provided below.

28) If the Talking Book Service was no longer available through ICfL, how likely is it that your library would be able to provide comparable services through your library's budget?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral or unsure
- 4 - Likely
- 5 - Extremely likely

29) If you have any additional feedback for ICfL regarding its support for the Idaho Talking Book Service, please insert that feedback in the text box provided below.

READ TO ME

30) In which, if any, of the following programs/initiatives has your library participated?

	My library has participated	My library has not participated	I was unaware of this program	Not applicable/ my library isn't eligible for this program
My First Books				
Every Child Ready to Read				
Fun with Math and Science				
Books to Go				
EatPlayGrow				
Idaho Child Care Reads				
Jump Start Kindergarten				

Registration				
Year-Round Underserved				
School Access Mini-Grants				
Dia de los Ninos				
Idaho Family Reading Week				
Early Literacy Support Materials				

31) Participation in Read to Me programs has increased the number of young children and families using my library.

	1 - Strongly disagree	2 - Disagree	3 - Neither disagree nor agree	4 - Agree	5 - Strongly agree
Library use by young children and families					

32) The Read to Me program has changed the public's perception of what a public library can be.

	1 - Strongly disagree	2 - Disagree	3 - Neither disagree nor agree	4 - Agree	5 - Strongly agree
Perception of the library					

33) Families and caregivers participating in the Read to Me program are gaining valuable learning experiences.

	1 - Strongly disagree	2 - Disagree	3 - Neither disagree nor agree	4 - Agree	5 - Strongly agree
Learning experiences					

34) My library has increased our presence in the community as a result of our participation in Read to Me programs.

	1 - Strongly disagree	2 - Disagree	3 - Neither disagree nor agree	4 - Agree	5 - Strongly agree
Presence in the community					

35) My library has increased the amount of outreach we are doing in the community as a result of our participation in Read to Me programs.

	1 - Strongly disagree	2 - Disagree	3 - Neither disagree nor agree	4 - Agree	5 - Strongly agree
Outreach into the community					

36) What ICfL services or resources would best build the capacity of your library staff to serve young children and their families better?

37) If you have any additional feedback for ICfL regarding its support for Read to Me programs, please insert that feedback in the text box provided below.

38) Has your library participated in the Teen Tech Week program?

Yes

No

Unaware of the program

Not applicable/ My library is not eligible to participate in the program

TEEN TECH WEEK - NON-PARTICIPATING LIBRARY

39) What is the primary reason that your library has NOT participated in the Teen Tech Week program?

TEEN TECH WEEK - PARTICIPATING LIBRARY

40) What do you like best about the Teen Tech Week program?

41) What could be changed or tweaked to improve the Teen Tech Week program?

42) What do you see as the top TWO benefits of the Teen Tech Week program? *Please select no more than two.*

Experience with new/ relevant technologies

Exposure to job skills

Experience with hands-on problem solving

Other (Please specify below.)

43) If you responded "other in the question above, please specify in the text box that appears below.

MAKE IT AT THE LIBRARY PARTICIPATION

44) Has your library participated in the Make It at the Library program?

Yes

No

Unaware of the program

Not Applicable/ My library is not eligible to participate in the program

MAKE IT AT YOUR LIBRARY - NON-PARTICIPATING LIBRARY

45) What is the primary reason that your library has NOT participated in the Make It at Your Library program?

MAKE IT AT YOUR LIBRARY - PARTICIPATING LIBRARY

46) What do you like best about the Make It at Your Library program?

47) What could be changed or tweaked to improve the Make It at Your Library program?

48) What do you see as the top TWO benefits of the Make It at Your Library program? *Please select no more than two.*

- Experience with new/ relevant technologies
- Exposure to job skills
- Experience with hands-on problem solving
- Other (Please specify below.)

49) If you responded "other in the question above, please specify in the text box that appears below.

TEENS AND TECHNOLOGY

50) Participation in Teens and Technology programs has increased the number of teens using my library.

	1 - Strongly disagree	2 - Disagree	3 - Neither disagree nor agree	4 - Agree	5 - Strongly agree
Library use by teens					

51) The Teens and Technology program has changed the public's perception of what a public library can be.

	1 - Strongly disagree	2 - Disagree	3 - Neither disagree nor agree	4 - Agree	5 - Strongly agree
Perception of the library					

52) Teens participating in the Teens and Technology program are gaining valuable learning experiences.

	1 - Strongly disagree	2 - Disagree	3 - Neither disagree nor agree	4 - Agree	5 - Strongly agree
Learning experiences					

53) If you have any additional feedback for ICfL regarding its support for Teens and Technology programs, please insert that feedback in the text box provided below.

THANK YOU!

Appendix I: Web Survey Summary

Idaho LSTA Evaluation Web Survey Summary

Sixty-three people responded to the LSTA evaluation web survey. This included forty-nine in public libraries, ten in school libraries, two in academic libraries and two in special libraries. Thirty-nine percent of the respondents identified themselves as library directors. Thirty-one percent of the public library responses (the highest percentage) served communities with 25,000 to 49,999 population. Twenty-five percent of the public library respondents were in libraries with less than two full-time equivalent (FTE) staff members. Another twenty percent had staff FTEs of 10 to 19. Among the school library respondents, seventy percent served populations between 500 and 999.

Summer Reading Program

All the public library respondents and half of the school library respondents said their library offered a summer reading program in 2016.

Fifty-nine percent of the public library respondents said their library had participated in school visits in the last three years. Eighty percent (four respondents) of the school participants said their school had participated in school partnerships.

Fifty-seven percent of the public library respondents and seventy-five percent of the school library respondents agreed that participation in a Bright Futures Outreach program helped to build capacity.

Eighty-five percent of the public library respondents and eighty percent of the school library respondents agreed that their staff have the skills and training they need to plan and conduct an effective summer reading program.

Public library respondents indicated training on public engagement and on outreach would make the most difference in improving their summer reading program.

Fifty-five percent of the public library participants and eighty percent of the school library participants rated the general summer reading program advice and consultation as good or excellent.

Continuing Education

Public library respondents were most aware of the leadership development and continuing education grants and least aware of the customer service workshop and the community building summit.

Fifty-seven percent said they had participated in the continuing education grants and forty-five percent said they had personally participated in the leadership development offering.

School library respondents were most aware of the leadership development and school library summit and unaware of the community building summit and customer service workshop. Respondents said they personally had participated in the school library summit, leadership development and the continuing education grants.

Public library respondents were most satisfied with the continuing education grants and leadership development and least satisfied with the school library summit.

School library participants gave their highest completely satisfied ratings to the school library summit, leadership development, and the continuing education grants.

Talking Book Service

Fifty-four percent of the total survey respondents said they were very aware of the Idaho Talking Book Service.

Forty-two percent of the total were very aware of the Idaho Recorded Books.

Thirty-four percent of the total participants were unaware of the Braille and Audio Recording Download (BARD) service.

Thirty-eight percent of the total respondents disagreed with the statement, my staff have the skills and training they need to inform patrons about the Idaho Talking Book Service.

Forty-one percent disagreed with the statement, my staff have the skills and training they need to register patrons for the Idaho Talking Book Service.

Sixty-six percent of the public library participants believe that the availability of the Talking Book service broadens the range of services/resources their patrons can access.

Sixty-six percent of the total respondents said it was unlikely that their library would be able to provide comparable services through their library's budget if the Talking Book Service was no longer available through ICfL.

Read to Me Programs

Ninety-one percent of the public library respondents said their library had participated in the Idaho Family Reading Week.

Participation among the school library respondents was highest with the School Access Mini-Grants and the Idaho Family Reading Week.

Sixty-four percent of the public library respondents and sixty-two percent of the school library participants agreed that participation in Read to Me programs has increased the number of young children and families using their library.

Fifty-three percent of the public library respondents and fifty percent of the school library respondents agreed that the Read to Me program has changed the public's perception of what a public library can be.

Seventy-five percent of the public library respondents and fifty percent of the school library respondents agreed that families and caregivers participating in the Read to Me program are gaining valuable learning experiences.

Seventy-two percent of the public library participants and sixty-two percent of the school library respondents agreed that their library has increased its presence in the community as a result of participation in Read to Me programs.

Seventy percent of the public library participants and sixty-two percent of the school library respondents agreed that my library has increased the amount of outreach we are doing in the community as a result of our participation in Read to Me programs.

Teen Tech Week Program

Fifty percent of the total respondents said their library had participated in the Teen Tech Week program. Survey respondents see the top two benefits of the Teen Tech Week program as experience with new/relevant technologies and experience with hands-on problem solving.

Make It at the Library Program

Only forty-six percent of the survey participants said their library had participated in the Make It at the Library program. Participants see the top two benefits of the Make It at Your Library program as experience with new/relevant technologies and experience with hands-on problem solving.

Thirty-two percent agreed that participation in Teens and Technology programs has increased the number of teens in their library.

Sixty-three percent agreed that the Teens and Technology program has changed the public's perception of what a public library can be.

Sixty-six percent agreed that teens participating in the Teens and Technology program are gaining valuable learning experiences.

Appendix J: Idaho LSTA Evaluation Web Survey Report

Sixty-three people responded to the LSTA evaluation web survey. This included forty-nine in public libraries (77.8 percent of total respondents), ten (15.9 percent) in school libraries, two (3.2 percent) in academic libraries and two (3.2 percent) in special libraries. Twenty-seven of the forty-four Idaho counties were represented. Thirty-nine (39.7) percent of the respondents identified themselves as library directors although three more were in small public libraries and were “all” of the jobs listed, including director. Seven more were in school libraries where the titles are different: district library media specialist, coordinator, school district librarian, teacher librarian. Nine of the forty-nine public library respondents were children’s/youth services librarians.

Thirty-one (31.3) percent of the public library responses (the highest percentage) served communities with 25,000 to 49,999 population, although one respondent was in a community of 250 to 499 and another one was in a community of 100,000 or more. Fourteen (14.9) percent of the public library respondents said their annual operating budget was \$50,000 to \$99,999. Two respondents had operating budgets of \$5,000,000 or more. Four said their operating budget was between \$10,000 and \$49,999. Twenty-five (25.0) percent were in public libraries with less than two full-time equivalent (FTE) staff members. Another twenty (20.8) percent had staff FTEs of 10 to 19. Four (8.3 percent) had FTE staff of 35 to 49.

Among the school library respondents, seventy (70.0) percent served populations between 500 and 999. One served a school population of 250 to 499 and another one served a population of 25,000 to 49,999. Seventy (70.0) percent reported an annual operating budget of less than \$10,000. Fifty percent (5 respondents) of the school libraries had FTE of less than two. One respondent was in a school setting with FTE of 50 to 99.

Summer Reading Program

All the public library respondents said their library offered a summer reading program in 2016. Half (50.0 percent) of the school library respondents said their library did so. Of those who had not offered the program, two respondents (40 percent) said their library had insufficient staff to manage a summer reading program. Another school respondent said the program was offered elsewhere in the district and another said the district elementary schools host the programs, but not the secondary schools. Among the four respondents from other types of libraries, three commented that it was not the audience they served.

The survey asked what services the Idaho Commission for Libraries (ICfL) could provide that would help the respondent’s library mount a successful summer reading program in the future. *(Please see the survey compilation for complete responses to this question.)* “Assistance with staffing, school/public partnerships at school sites would be ideal...” “...If there was some sort of grant or informational workshop specifically for secondary schools with information about reading programs from pre-teens and teens, that would be great.”

Fifty-nine (59.2) percent of the public library respondents said their library had participated in school visits in the last three years. Fifty-five (55.1) percent had participated in reaching underserved children programs and forty-nine (49.0) percent had participated in school partnerships. Eighty percent (four respondents) of the school participants said their school had participated in school partnerships. One had participated in the school visits program and one in the reaching underserved children program.

Questions 15 and 16 asked respondents to indicate their level of agreement with statements. Fifty-seven (57.2) percent of the public library respondents agreed or strongly agreed that participation in a Bright Futures Outreach program helped to build capacity. Eleven (11.9) percent strongly disagreed or disagreed. Seventy-five (75.0) percent of the school library respondents agreed or strongly agreed with the statement. None of the school library respondents strongly disagreed or disagreed.

Eighty-five (85.4) percent of the public library respondents agreed or strongly agreed that their staff have the skills and training they need to plan and conduct an effective summer reading program. Eighty (80.0) percent of the school library respondents agreed with the statement.

Respondents were asked to indicate which of six training opportunities would make the most difference in terms of improving their summer reading program. The table below lists the training opportunities in descending order of their selection by public library respondents.

Summer Reading Training Opportunity	% checking this opportunity
Training on public engagement	53.2%
Training on outreach	40.4%
Training on grant writing/securing financial resources for the program	38.3%
Help with program planning/ curriculum design	27.7%
Assistance with program evaluation	25.5%
Language/cultural competency training	21.3%
None of the above	10.6%

Public library respondents indicated training on public engagement and on outreach would make the most difference in improving their summer reading program.

Two school library respondents (forty percent) checked help with program planning/curriculum design as the training that would make the most difference.

Question 18 asked respondents to describe the types of additional ICfL support that would help them plan and conduct an effective summer reading program. Thirty people provided answers. *(Please see the survey compilation for complete responses to this question.)* School library respondents said, “because I work in the public school system, the main issue is funding. I’ve been able to have a summer program for the past three years only because of a grant from ICfL.” Another said, “Our public library staffed reading programs at free lunch offered at our school. For partnering, I am finding the early deadline for applications a challenge.” Responses from public library participants included: “Although I sent home fliers with each child K-6th grade, I did not get children to come to the summer reading program. I also did Kindergarten registration. I went to the school and did a field trip at school for the first graders as they were not able to walk to the library due to the weather. What else can I do?” “Marketing, including tech and graphic design skills.” “Outreach for low income.” “We receive wonderful materials and my children’s librarian is very dynamic. The materials and ideas are very helpful. We don’t need any more help in this area.”

Fifty-five (55.3) percent of the public library participants rated the general summer reading program advice and consultation as good or excellent. Nineteen (19.1) percent said they were not aware of this resource. Eighty (80.0) percent of the school library participants rated the advice and consultation as good or excellent.

Fourteen participants provided additional feedback regarding the ICfL support for the summer reading program. *(Please see the survey compilation for complete responses to this question.)* A school library participant noted the focus of the survey on public libraries. Public library participant responses included positive comments and some not so positive. “ICfL is good about getting things and info to us.” “Some staff love the CLSP manual, and some staff do not find it useful. How to best make that manual effective? Also, we have gotten ourselves on an unsustainable trend of spending more and more money on prizes to bribe children to read. We need advice on other ways to encourage love of reading that do not cost us so much in cheap plastic toys from China.”

Continuing Education

Question 21 asked participants about their degree of awareness of six continuing education offerings supported by ICfL. The table below lists the offerings in descending percentages of public library respondents rating their awareness as a 4 or a 5. (The survey used a five-point scale in which 1 indicated unaware of this service and 5 indicated very aware. Three, the mid-point, indicated moderately aware.)

Offerings	% Aware	% Unaware
Leadership Development	71.4%	8.2%
Continuing Education Grants	71.4%	10.2%
Public Library Directors' Summit	59.1%	10.2%
Community Building Summit	46.9%	34.7%
School Library Summit	31.2%	18.8%
Customer Service Workshop	29.2%	45.9%

Public library respondents were most aware of the leadership development and continuing education grants and least aware of the customer service workshop and community building summit. Fifty-seven (57.8) percent said they had participated in the continuing education grants and forty-five (45.7) percent said they had personally participated in the leadership development offering. Thirty-one (31.0) percent had participated in the public library director's summit. Their staff members had participated in leadership development (30.4 percent), the public library director's summit (26.2 percent) and the continuing education grants (20.0 percent).

School library respondents were most aware of the leadership development and school library summit and unaware of the community building summit and customer service workshop. Respondents said they personally had participated in the school library summit (77.8 percent), leadership development (66.7 percent) and the continuing education grants (33.3 percent).

Question 23 asked participants to rate their satisfaction with each of the continuing education offerings. The table below lists the offerings in descending order of satisfaction as rated by the public library respondents. Percent satisfied is a combination of a four or a five rating. Only one or two respondents were dissatisfied with each of the offerings. Neither satisfied nor dissatisfied is a neutral point...just OK. A relatively high percent of respondents checked the 'Not applicable' option, indicating they could not rate satisfaction, presumably because they had not attended the offering.

Offerings	% Satisfied	% Neither Satisfied nor Dissatisfied
Continuing Education Grants	56.5%	13.0%
Leadership Development	51.1%	12.8%
Public Library Directors' Summit	30.4%	19.6%
Customer Service Workshop	21.7%	15.2%
Community Building Summit	19.5%	26.1%
School Library Summit	4.4%	15.2%

Public library respondents were most satisfied with the continuing education grants and leadership development and least satisfied with the school library summit. The community building summit received the highest percent of neither satisfied nor dissatisfied ratings.

School library participants gave their highest completely satisfied ratings to the school library summit (66.7 percent said they were completely satisfied with this offering), leadership development (44.4 percent) and the continuing education grants (44.4 percent).

Seventeen participants provided additional feedback regarding support for continuing education and staff development. *(Please see the survey compilation for complete responses to this question.)* Some of the comments from public library respondents include “The Customer Service Workshop requires that we watch a webinar before and one after the actual workshop. This is difficult for me since I have limited hours of work and the webinars are not short.” “I would like to have more community building and customer service webinars or workshops offered so that we are all on the same page as far as what we can and cannot offer legally to the public as far as advice or services.” “We miss Gardiner Hanks! He used to bring us good hands-on workshops monthly on subjects we needed training on. This crap they are feeding us now such as the public director summit which limited who could attend and was not inclusive for every director was not worth the time spent away from the library...Times have changed too much and your training is not keeping up. We don't need community development training, we might need computer maintenance, readers' advisory, staff development, book...”

School library respondents said “ICfL is working towards more and more school library trainings. We do need more, especially for the paras who work in the libraries. I do appreciate those activities they have planned. It is a continuing need.”

Talking Book Service

Overall fifty-four (54.0) percent said they were very aware of the Idaho Talking Book Service. This included fifty-nine (59.1) percent of the public library participants and fifty (50.0) percent of the school library respondents.

Overall forty-two (42.9) percent were very aware of the Idaho Recorded Books. This included forty-six (46.9) percent of the public library participants and forty (40.0) percent of the school library respondents. Fourteen (14.3) percent of the public library respondents said they were unaware of the Recorded Books service.

Overall thirty-four (34.9) percent of the participants were unaware of the Braille and Audio Recording Download (BARD) service. This included thirty (30.6) percent of the public library respondents and fifty (50.0) percent of the school library respondents.

When asked for their level of agreement with the statement, my staff have the skills and training they need to inform patrons about the Idaho Talking Book Service, thirty-eight (38.1) percent of the total respondents strongly disagreed or disagreed with the statement. Forty-six (46.9) percent of the public library respondents either agreed or strongly agreed with the statement, but thirty-four (34.7) percent strongly disagreed or disagreed. Among the ten school library respondents, forty (40.0) percent strongly disagreed or disagreed with the statement. One school library respondent strongly agreed with the statement (representing 10.0 percent).

A second statement, my staff have the skills and training they need to register patrons for the Idaho Talking Book Service, garnered even stronger levels of disagreement. Overall forty-one (41.3) percent strongly disagreed or disagreed with the statement. Among the public library respondents thirty-four (34.7) percent, the same percent as disagreeing with the earlier statement, strongly disagreed or disagreed with the statement that their staff had the skills and training needed to register patrons for the service. Sixty (60.0) percent of the school library respondents strongly disagreed or disagreed with the statement that their staff had the skills and training they needed to register patrons.

Sixty-six (66.0) percent of the public library participants believe that the availability of the service broadens the range of services/resources our patrons can access. School library respondents were evenly split. Thirty (30.0) percent said the availability broadens the range of services/resources our patrons can access and thirty (30.0) percent believe it improves the quality of service we can provide to patrons. Seven people overall chose to comment. Their comments ranged from "I'm unaware of the program," to "in our institution, these services would be handled outside of our agency," to "great service but directors have no training on signing up recipients." (*Please see the survey compilation for complete responses to this question.*)

Overall sixty-six (66.7) percent of the total respondents said it was extremely unlikely or unlikely that their library would be able to provide comparable services through their library's budget if the Talking Book Service was no longer available through ICfL. Only two public library

respondents and one school library respondent said it was likely that their library would be able to provide the services.

Fourteen people provided additional feedback regarding the Talking Book Service. *(Please see the survey compilation for complete responses to this question.)* “ICfL needs to provide more comprehensive training for facilitating access to the Talking Book Service. While most libraries have a cursory knowledge of the service, it is apparent that it has not been marketed or promoted at places where it’s need most: residential care facilities. This is part of a larger issue, that there is virtually no ICfL supported programs developed for seniors. Additionally, libraries need information and opportunities to foster good working relationships with care facilities in order to give seniors and those in long-term care better access to resources.”

Read to Me Programs

Respondents were asked about participation in Read to Me programs. The table below lists the percentages of public library respondents participating in each program in descending order.

Program	My Library Participated	Unaware of This Program
Idaho Family Reading Week	91.1%	2.2%
My First Books	75.6%	6.7%
Every Child Ready to Read	75.6%	2.2%
Early Literacy Support Materials	75.6%	8.9%
Jump Start Kindergarten Registration	68.2%	18.2%
Books to Go	64.4%	17.8%
Fun with Math and Science	55.6%	15.6%
Dia de los Ninos	43.2%	18.3%
Year-Round Underserved	41.9%	23.3%
Idaho Child Care Reads	36.4%	18.2%
EatPlayGrow	20.5%	25.0%
School Access Mini-Grants	4.5%	20.5%

Ninety-one (91.1) percent of the public library respondents said their library had participated in the Idaho Family Reading Week. Seventy-five (75.6) percent had participated in My First Books, Every Child Ready to Read, and Early Literacy Support Materials. Twenty-five (25.0) percent were unaware of the EatPlayGrow program.

Participation among the school library respondents was highest with the School Access Mini-Grants and the Idaho Family Reading Week. Fifty-five (55.6) percent said their library had participated in these programs. Forty-four (44.4) percent had participated in the JumpStart Kindergarten Registration and the Early Literacy Support Materials.

The next five questions in the survey asked respondents their level of agreement with statements. "Participation in Read to Me programs has increased the number of young children and families using my library." Sixty-four (64.4) percent of the public library respondents agreed or strongly agreed with the statement. Sixty-two (62.5) percent of the school library participants agreed or strongly agreed.

"The Read to Me program has changed the public's perception of what a public library can be." Fifty-three (53.3) percent of the public library respondents agreed or strongly agreed. Forty-four (44.4) percent neither disagreed nor agreed. Fifty (50.0) percent of the school library respondents agreed or strongly agreed. Fifty (50.0) percent neither disagreed nor agreed.

"Families and caregivers participating in the Read to Me program are gaining valuable learning experiences." Seventy-five (75.6) percent of the public library respondents agreed or strongly agreed with the statement. Fifty (50.0) percent of the school library respondents strongly agreed.

"My library has increased our presence in the community as a result of our participation in Read to Me programs." Seventy-two (72.1) percent of the public library participants agreed or strongly agreed. Sixty-two (62.5) percent of the school library respondents agreed or strongly agreed.

"My library has increased the amount of outreach we are doing in the community as a result of our participation in Read to Me programs." Seventy (70.4) percent of the public library participants agreed or strongly agreed with the statement. Sixty-two (62.5) percent of the school library respondents agreed or strongly agreed.

Question 39 asked what ICfL services or resources would best build the capacity of your library staff to serve young children and their families better? Twenty participants commented. *(Please see the survey compilation for complete responses to this question.)* Examples of comments include "Love the read to me meetings, but lately not worth time spent away from the library. Too much repetitive theory. We want and need ideas on what others are doing. Something we can take back to the library and actually use. Give us two days of ideas and examples and everyone would be happy. Maybe bring ideas from out of state." "Anything that can get books into children's hands." "Training is not a part of the school budget for libraries. Any training that ICfL supplies is greatly appreciated and helpful in making school libraries more useful and accessible for school families."

Question 40 asked for any additional feedback regarding support for Read to Me programs. Fifteen people commented. *(Please see the survey compilation for complete responses to this question.)* “More emphasis on preschool.” “Thank you! Keep the fabulous ideas coming!” “We love My First Books. It is by far the most valuable Read to Me program available. The JumpStart Kindergarten Registration program is a close second. Availability of books through the Year-Round Underserved program is also a powerful resource. Those three largely build our capacity to serve and help tremendously in allowing us the resources necessary to make a strong impact in our community.”

Teen Tech Week Program

Fifty (50.8) percent of the total respondents said their library had participated in the Teen Tech Week program. Eleven (11.1) percent were unaware of the program. The primary reason that the respondents’ libraries had not participated was lack of staff followed by lack of teen interest.

Twenty-two respondents shared their opinion on what they like best about the Teen Tech Week program. *(Please see the survey compilation for complete responses to this question.)* “That it encourages us to focus on teens.” “It engages teens in exciting projects they would likely not get the opportunity to do otherwise. This exposure could support a future career path, closing our job gap.”

Seventeen participants shared ideas concerning what could be changed or tweaked to improve the Teen Tech Week program. *(Please see the survey compilation for complete responses to this question.)* “For us, ‘Tweens could be more involved.” “More stuff and more personnel. I would love to have them come out more often as our school is so limited that it is a service that fits nicely into our programs.” “Teen Tech Week should be altered so that it provides year long support of teens and technology rather than emphasizing a few weeks throughout the year. Teens, especially as they get older, need a solid support for tech and tech related careers and often their schedules do not align with a few weeks.”

Survey respondents see the top two benefits of the Teen Tech Week program as experience with new/relevant technologies (82.1 percent) and experience with hands-on problem solving (79.6 percent).

Make It at the Library Program

Only forty-six (46.0) percent of the survey participants said their library had participated in the Make It at the Library program. Twenty-six respondents provided their reason for not participating in the program. *(Please see the survey compilation for complete responses to this question.)* Three said their grant application was not successful. The most frequent responses were lack of staff and funding.

Twenty-six respondents commented on what they liked best about the Make It at the Library program. *(Please see the survey compilation for complete responses to this question.)* “I like

the hands on learning that the children receive.” “It gets people excited, it’s ‘buzz-worthy’.” “Repeating our offerings has slowly gotten the word out and brought new families into the library. Now our staff needs to encourage these families to branch out and take advantage of other library resources while they’re there.” “The training portion I believe will be most helpful and how to implement the programs in our community. I am hoping for training on how to involve my community in what we are trying to do here.”

Seventeen participants shared suggestions on tweaking or changing the program to improve it. *(Please see the survey compilation for complete responses to this question.)* “So far, this has been a great program in that librarians are being trained in a variety of new technologies, the most obvious being the 3-D printer, and we’re able to expand our services to a new type of patron. I would just say keep the ideas rolling. We love what you’re doing.” “Tailor something for school libraries.”

Participants see the top two benefits of the Make It at Your Library program as experience with new/relevant technologies (88.2 percent) and experience with hands-on problem solving (76.5 percent).

Questions 53, 54, and 55 ask survey participants their level of agreement with statements.

“Participation in Teens and Technology programs has increased the number of teens in my library.” Thirty-two (32.3) percent agreed or strongly agreed with the statement. Forty-seven (47.1) percent neither disagreed nor agreed. (Presumably many of those who neither disagreed nor agreed might not have had the program in their libraries.)

“The Teens and Technology program has changed the public’s perception of what a public library can be.” Sixty-three (63.6) percent agreed or strongly agreed with the statement. Thirty-three (33.3) percent neither disagreed nor agreed.

“Teens participating in the Teens and Technology program are gaining valuable learning experiences.” Sixty-six (66.7) percent agreed or strongly agreed.

Seven participants provided additional feedback regarding the Teens and Technology programs. *(Please see the survey compilation for complete responses to this question.)* “I’d like to see the ‘teens and technology’ program expanded to include all ages.” “Staff needs more training, perhaps from the splat team.” “Our teens just are not as interested in the coding-type tech programming that we’ve offered, with the exception of those requiring the 3D printer.”

Appendix K: Bibliography of all documents reviewed

The annual State Program Report (SPR) to IMLS; *LSTA 2013 and LSTA 2014* and *LSTA 2015* (via the SPR).

LIBRARY SERVICES AND TECHNOLOGY ACT, IDAHO STATE PLAN, FY2013-2017

Approximately 150 Continuing Education grant applications, along with the final reports and six-month follow-up evaluations with sub-grantees (as contained in the grant files at ICfL);

Statewide Resource Sharing Needs Assessment by JK Sweeney & Associates LLC, completed on July 30, 2015

Public Library Broadband Access Survey by consultant Steve Maloney, completed on December 31, 2014

Stop the Summer Slide Pilot Project annual program evaluations by Roger A. Stewart, Ph.D., completed on February 5, 2016 and February 17, 2015

School Library Access Grant program evaluation by Roger A. Stewart, Ph.D., completed on February 27, 2015

Summer Literacy in the Park program evaluation by Roger A. Stewart, Ph.D., completed on September 15, 2014

Idaho Public Elementary School Library Study: Children's Access to Books report by Roger A. Stewart, Ph.D., completed on September 17, 2012;

SFY 2013 – SFY 2015 State Audit Report

Minutes from LiLI Steering Committee meetings, CE Advisory Committee meetings, TBS Advisory Committee meetings, LILAC Advisory Committee meetings and ICfL Board of Library Commissioners meetings.

ICfL newsletters and other venue for communicating with libraries and library users;

SLAA Annual Survey report to IMLS (*SFY13* and *SFY 14*)

Annual Performance Measurement report to the State of Idaho, Division of Financial Management (*SFY13* and *SFY 14*)

Appendix L: Focus Group Summary

The consultants performed four remote focus groups to explore the LSTA-funded program experiences of library staff throughout Idaho. Potential participants in the focus groups were made aware of the opportunities via a message from ICfL to the all-Idaho Libraries email list.

For a list of focus group participants, please see **Appendix G: List of People Interviewed**. Other than publicizing the focus groups, ICfL staff did not participate in the focus groups.

The focus groups were held during December 2016 and January 2017. Each had a specific content emphasis as indicated below.

Focus Group 1: General/Feedback on all programs

Monday, December 12, 2016 -- 10:00 – 11:30 a.m. MST

Focus Group 2: Feedback on “Read to Me” program

Monday, December 12, 2016 -- 3:00 – 4:30 p.m. MST

Focus Group 3: Feedback on Continuing Education/Professional Development Programs

Tuesday, December 13, 2016 -- 1:00 – 2:30 p.m. MST

Focus Group 4: General/Feedback on all programs

Wednesday, Jan 11, 2017 12:00 PM - 1:00 PM MST

Prior to each focus group, the consultants provided participants with a brief overview of the LSTA Grants to States program, Idaho’s implementation of LSTA-funded programs, and the evaluation process itself.

Below is a synopsis (by focus group) of feedback. “Raw” notes from each focus group (containing more detail) were taken and provided to ICfL following each focus group session.

Focus Group 1: General/Feedback on all programs

Participants reported experience with several programs, including Teens & Tech, Read to Me, Books to Go, Summer Reading Program, small grants for continuing education, the School Library Summit, and participation on the State Database Committee.

Early Literacy

- Participants agreed that readiness to read is a major issue in Idaho.
- “It’s very difficult to make up for a lack in early literacy. Once a kid comes into school if they don’t have those early literacy experiences it’s hard to ‘make it up’ and hard for the kids to thrive at school.”

Library for the Blind/Talking Book Service

- “It’s critical and almost a lifeline” ... for people I know.
- “It’s more than entertainment – for a friend with macular degeneration this is very important to her life.”

Future Needs

- “Public and school libraries rely heavily for ICfL for leadership in thinking about the future and future needs.”
- “There continues to be resource sharing needs and their needs to be a response from the ICfL” to help.
- “Resource sharing in schools is spotty. Some don’t participate due to cost, or perhaps don’t see the need.”
- “Professionalism of school librarians is uneven throughout the state. There does need to be certified librarian in the school building – but not necessarily in the library. Sometimes a teacher has a certification as a secondary credential but is not offering library services.”

Teens and Tech – STEM and STEAM

- “ICfL has reached out for the last three years to school libraries to engage them. Whether it is effective outreach depends on if and how the school library is staffed.”

Other Critical Needs that LSTA might help with?

- Information Literacy and training – and how to help students, teachers, adults and communities improve their own information literacy. “It falls between the cracks with a lot of the curricula we work with – no one is really responsible so it is a need.” “The need doesn’t stop at High School but is also needed beyond in higher ed.”
- Lack of broadband in libraries is a major impediment in adopting eBooks and eContent.
- “There is not a statewide offering for eBooks and eMedia. This is not a failing of ICfL but reflective of how libraries currently provide for this need throughout the state.”

Final Thoughts and Comments?

- “ICfL has been sensitive to problems and responsive to changes in the environment and has helped the library community compensate for those situations. I’m impressed with their ability to make the best use of the resources that they can get their hands on and maximizing the benefits for libraries. I think they do a tremendous job.”
- “I always tell people ICfL does not operate like a typical government agency – they are proactive instead of reactive. They are always looking ahead and are research-based, which I appreciate. I put my trust in them and I know they are addressing things as they can and they are encouraging us all to serve our patrons even better.”

Focus Group 2: Feedback on “Read to Me” program

- “We include a little of the research from every child ready to read and it helps derive themes – allowing us to focus on different literacy skillset. We cycle through so that parents can have exposure to all. We use the handouts and posters and displays to illustrate the literacy concepts.”
- “We give out 1,000 books over the course of a couple of hours – getting quality books in English and Spanish to homes that don’t have books.”
- Impressed with what the commission does with the Read to Me dollars. Reaching underserved and unserved members of community.
- Preschool teachers use the Read to Me resources and are always available.
- “The Every Child Ready to Read program has reached a lot of parents. It is the best source of formal information for parents. Besides that we have adapted that into our regular stories. We are well supported by the ICFL. They give us training, support materials, and ideas. The My First Books and Summer reading partnerships have been just as successful. We are building a reading community.”
- “We use the My First Book and Every Child Ready to Read as well as Fun with Math and Science and Books to Go. We have integrated the concepts of Every Child Ready to Read into all of our children's programming. I think I can say that these programs are the reason that we can claim to have a quality preschool storytime. We have what we call an Enhanced storytime in which we model the early literacy concepts to the parents that attend.”
- “We have participated in many of the Read to Me programs. We have also incorporated the six literacy skills into our programming, and we use the handouts regularly. Probably the program that has some of the widest reach is the My First Books program. We target two of the least affluent schools and we have had wonderful comments and response.”
- “We present the program as the only free preschool opportunity in our community.”
- “We give away many, many books during the summer at the School Lunch Outreach program. This reaches all kinds of children from all demographics, especially those who do not have regular attendance at the library.”
- “The Every Child Ready to Read has probably been the most influential program and we’ve incorporated the concept into every storytime or program (summer reading program) that we do – everything links back to the 6 early literacy skills.” Thematic ‘play literacy’ kits. Valuable to patrons. Important for underserved – 3 sites give out lunches in summer.”
- “I value the ICFL. Without their support and structure that is easily adaptable for each library, many libraries would not be able to reach the underserved populations so well. Through My First Books at a local elementary, those kids are receiving a book a month. For many of those kids those books are their first books in the home. This week, I will be meeting with the parents of the MFB kids at a school night and using the early literacy support materials from the ICFL's read to me team.”
- “The My First Book program has helped us with the underserved patrons of the library district it has made a big difference with the children from the pre-school and daycares entering schools.”
- “Our children’s library position has turned over fairly quickly (it’s a 28 hr/week position) and we’ve found that with our new people coming in there is enough training so that the new folks

can quickly step into the shoes of the person who has left. Right now we're doing the "First Book" program. We have a strong summer reading program (in the park) with 500 kids and a little library program to support that. The training component is strong and is working for us to inform part time people who turn over quite frequently. The program is making a big difference."

- "We would not be providing this quality of literacy services without these programs and so are very grateful for the way the Commission has chosen to spend this money."
- "The training is invaluable!"
- "These programs have definitely impact the way that our community views the library. We have maintained our relevance."
- "Patrons who participate in Summer Reading, Every Child Ready to Read, First Book, Dia de los Ninos, and Books to Go are so grateful for what the library provides."

How have Read To Me activities helped change the image of libraries?

- "Last week met with superintendent of Caldwell schools and was very impressed and excited; wanted to get as many books into kids hands as possible (perhaps even exceeding the number of available books)"
- "There has been a change in the relationships between elementary schools and public libraries. Kindergarten teachers seek us out to talk to their kids and parents. We have an excellent relationship with teachers (many administrators are too busy to engage deeply) helping battle the summer reading loss and the wonderful ICfL pamphlets are by far some of the best ways we've gotten into the schools."
- "The Read to Me team has ads on a local PBS station that reach thousands and remind families how important reading and literacy is. They provide a way for families to connect for free online and at local libraries. They are pro-active with helping increase reading."
- "Fun with Math and Science helps position the library as a place where kids can learn skills for the 21st century workforce"
- "Read to Me has helped us solidify partnerships with local schools & headstarts"
- "Our partners in the My First Books are very impressed with the quality of and the method of the early literacy skills are seen throughout all the programs that we offer them. They view us as an invaluable resource."
- "The Read To Me program has definitely changed the way the community and schools interact with the Library and view the Library community in general. The fact that we can offer actual concrete benefits to partnerships is amazing. Our schools in shoshone especially are able to view us on more of an equal footing as far as resources and educational materials is an amazing benefit."

Has this changed the way you've approached other programming, such as STEM and STEAM?

- We started a STEM and STEAM program called "Teens Make It." Started with teens but younger kids and parents started joining in as well. We've broadened into the younger ages. It's been an excellent way to shoe the library is more than books.
- We incorporate STEAM activities in our summer reading program as well as weekly activities during the regular school year.
- "Over the past year I've been giving pre-schoolers workshops on basic computers science. I had research from Read To Me on the importance of teaching the "logic" parts of the program.

When I do the workshop I'm able to tie in a lot of the "Read to Me" research to show how these skills help kids become strong readers later. Bookmarks with information connecting early literacy and early computer science skills – I would never be able to do that without the Read To Me research."

- "My library loves the 'Have Fun with Math and Science' workshops. Participating in them, and receiving books and materials related to STEM has been amazing.
- "I held several Every Child Ready to Read programs at a local WIC district health building but also at an alternative high school. The ECRTR program got added as part of the high school's curriculum. The alternative student mothers and a few fathers were able to be with their children at school sharing the early literacy information together. Since the program was over the course of 9 months, library staff were able to develop relationships with the students and help them with any problems or provide helpful advice to learning with their young ones. It was a beneficial community partnership that would not have been as effective without the materials from the Read to Me team."

What are you doing outside your building that's related to the program?

- Dia De Los Ninos: (When I was working in Boise) we had the books and also activities, AND performers in Boise; in Caldwell it is very Latino in focus: ballet folklorico and mariachis. We're seeing Spanish speakers who we don't see at other community events.
- We're part of our school district's "Century 21" program
- Every April or May I talk to headstart parent meeting and talk about the "5 practices" – getting children to get interested about reading is all about love. The message is very well received and makes the concepts accessible.
- "We visit schools every month in the communities for the My First Books program. Our Summer Reading and Maker Camps are held in the local park. We use Read to Me materials at all of the parent-teacher conferences and parent nights at the schools to spread information as well as participating in the Books to Go program. Without Read to Me materials and programs our outreach would not be nearly as effective or informative."
- "The Read To Me Funds is how we do our outreach through My First Books, Every Child Ready to Read, the summer reading program, Books to Go, and Little libraries are all done outside of the library. We are able to reach children that do not come to the library ordinarily. And we are able to reach parents in order to let them know what we are doing in hopes that they might bring their kids to the library."
- "Dia de los Ninos has been a success. We have developed partnerships with local Hispanic storytellers, musicians, artists and local Hispanic bakeries. We often get a higher Latino turnout at our Dia programs and the families often continue using the library. Once families come into the library for the first time, they are hooked and we get repeat patrons. The free book is often the biggest draw for the families. Free books are a huge incentive for families. Families will use them for years afterwards often going through many children. The book is a gift that increases in value -- an educational value that creates family-centered activities."

On training opportunities:

- ICfL has presented some wonderful multi-day training in Boise. The training was so good we were able to incorporate it into our storytimes the very next day. Other training

results in training other child-care providers in these fundamentals – and are getting the “5 practices” and “6 early literacy skills” We applauded ICfL for the training!

- The yearly training when we all meet together is wonderful! We can network and learn new things and really make connections with each other!
- We’re excited to see the opportunity for training to come out to the regional level – the face-to-face makes a difference for us.
- ICfL came to our family night and talk with the parents about the summer program and the importance of reading over the summer.
- The trainings that I've been to on Read to Me has always been very effective. The fact that the funding is provided by ICfL is amazing and that the training is so easy to implement in our Library setting. It helps that the Read to Me staff members are so passionate when it comes to training and really break it down for ease of access.
- “We’ve had access to ICfL-sponsored nationally-recognized early literacy trainers which has made a difference. Even when you can’t immediately implement the ideas. I appreciate having access to trainers whose books are on my shelves
- For me, a little training goes a long way. The ICFL has been so consistent in its RTM focus, that intensive training from several years ago, along with additional info over the years has been helpful.
- Training is so accessible, I've been impressed how many part-time staff and even volunteers have been able to take advantage of it.
- The Read to Me trainings are wonderful. I look forward to the annual training and any other regional trainings. The information is current, relevant and inspirational. We have a hard time deciding which program we should concentrate on since they are all good. We base it on our communities need. The Read to Me team makes it easier to keep my Youth Services staff trained. Stephanie, Staci, and Julie are all approachable, caring, and enthusiastic. The high quality Read to Me team does wonders with their limited budget and helping all libraries throughout the state. They are fiscally responsible, fair, and creative with their resources. I think they are a model group of ladies and Idaho is fortunate to have them.

Any other comments? Anything that could be done to strengthen the program?

- Would love to see training and/or focus on homeschooling families (our community has 10% homeschooling population. Would love to see some funding for exploring homeschooling support
- Return to the READ TO ME conference every year would be great.
- One of the benefits is when we can all get together in the same room to share ideas. We all can’t go to a conference in Boise every month – is there a better mechanism for sharing and connecting across the state? We get a lot done when we’re able to connect with each other.
- We could use some training or information on literacy helps for the k-3 crowd on the same quality, research based, etc. as Every Child Ready to Read.
- The Read to Me team needs more funding and resources. PLEASE don't decrease it. Do everything you can to increase it. They put money to very good use basing it on science, surveys, stats, etc. A lot of our societal woes can be solved by putting more funding into our young children, their education and care.

This evaluation helps inform the next five-year plan. By the end of June ICfL needs to submit a new five-year plan. Any thoughts or priorities for other needs that should be addressed?

- Homeschooling support
- “I feel like the materials that I purchase for our community – I never know if I’m hitting what they need. We try to check in with the schools to ensure we’re getting the right resources but often feel like I’m in a vacuum in terms of collection development.”
- I’ve appreciated the opportunities that CfL has given us to meet online. Looking for training that suits this format would be great.
- The special grants to school libraries for materials was a great addition the last couple of years. Idaho does not fund school libraries well enough, so those grants helped many school libraries and I would like to see that funding continued

What is the most important thing you heard during this session?

- The compliments about the Read to Me can’t be overstated – they are fantastic. Work through all difficulties gracefully and diplomatically. Special people doing a great job
- ICfL new hire (Tammy) is excellent
- I liked hearing and reading about all the different ways people are implementing the same programs. It stimulates new ideas!
- The ICFL Read to Me team is valuable. They support us so we can support our patrons. They help make our job easier and more effective.
- I’ve been so impressed with the way the commission staff is able to make money go further than I could – just the sheer number and quality of books that they are able to provide is astonishing and the amount of training that they go to and pre-process for all of us to help our community is amazing. I can’t stay enough – they are astonishing!
- They are good at providing individual help – you can call with any need. I was writing something specifically for parents that they connect me to the information I needed. And if you have an idea for something statewide and you have a person to point them to they can make things happen on a statewide level (like the parks passes).
- I don’t think our library would be as successful in our children’s programming without these programs. We are very grateful for them.
- I’ve learned that ICfL is far more reaching than I knew and I’ve learned about many more programs. These ladies are amazing
- That while not all of us are participating in all of the same programs at the same time. The level of support and training we receive is always amazing across the board.
- Not only do they provide training they also help connect us to each other – we are a diverse and large state with a small population and the ICfL is able to connect us all. When I travel nationally I’m amazed at what we have here in our state vs. much larger states where staff are not nearly as accessible or well trained.

Focus Group 3: Continuing Education/Professional Development Programs

What impact have LSTA dollars had on your library?

- Huge difference – focusing on professional development and continuing ed. Our director has to be careful with budget dollars so outside assistance is most welcome. I've worked in my current position (mgt) for just over a year and have taken advantage of an outreach conference in San Diego. Association of Bookmobiles and Outreach Services. Instrumental for my role at the library – has made me better in helping to reach people who are not able to get to the library.
- LILAC (Leadership Focus Group) – they come out with monthly newsletters to help new supervisors like me. This is a community I can fall back on – and at conferences.
- Staff are delighted by the opportunity and information to have the same base library knowledge.
- We do a lot of the Read to Me (Books to Go in 3 locations). 86-90 percent of students in one areas on free to reduced lunches. Partnerships with schools for summer reading. I also go to assisted living home and talking up the talking book service. Have introduced folks to talking books who did not know it did not exist. Because of Read to Me partnerships the doors have been opened for more collaboration with schools (like an invite to special reading nights).
- Without Read to Me there and other funding there is no way I could do several programs because we don't have funds to get books to just give to Children's. In the case of "My First Book" this is sometimes the case of it really being the kid's first book. **When describing this to a group of kids at school (learning that they could get up to nine books free) the kids cheered. One girl said "9 books? I don't even have 1 book!" The next kid said 9 books? I'm so excited I could tear my face off!"**
- Grateful for ICfL. The state of ID is lucky to have it – there are things we couldn't do without their help and support. All other states might be jealous because ICfL's focus is on helping librarians do their jobs better and they keep knocking it out of the park!

Focus Group 4: General/Feedback on all programs

What has been the most impactful from your perspective?

- Read to me has empowered staff to get into community and have also used other initiatives (first books) to create even more reach.
- Talking Book Service and Continuing Ed (to help paraprofessionals running school libraries)
- Continuing Ed (for school paraprofessionals; summer reading program have increased use of public libraries
- "I'm a children's librarian so I'm biased in the fact that that's where I see the most impact, but I definitely agree that Read to Me and Summer Reading are very impactful for us"

- “We are rural – First Books and Summer Reading are where its at for us. Teens are not coming to library programs so we haven’t invested resources there – but youngsters with Read To Me have been successful – and encouraged a fabulous partnership with school district.”
- The Teen Tech program is so helpful! I work in a high school library, and this has been a great program for us.
- Read to Me programs have been part of the Boise Public Library youth services efforts and BPL branch libraries also use the Read to Me program ideas and also Talking Books for customers that need that service. We participate in the Continuing Ed offerings too.

Has Read to Me changed the way you’re doing other Children’s programming?

- Our K12 school district (5 libraries) – the partnership aspect has been huge in getting Kindergartners enrolled; before they come to school they’re getting books. Especially effective in getting books in the hands of low-economic students. Gives them multiple areas of support. Bolster’s ID’s lack of state emphasis on early childhood education.
- In the largest school district in the state – we’ve strengthened relationship, identified gaps and addresses them.
- We’re a public library and we use a lot of the Read to Me programs, but specifically I think Fun with Math & Science has had a huge impact on our programming. Even when we’re not running one of the math & science programs we integrate the things we’ve learned during trainings and the tools we’ve been sent.

What’s missing? If you were to change or design a program based on the past five years what changes would you make or new directions would you explore?

- Advertisement: We’ve found that our para’s don’t know where to start. We started some welcome packets (folders) to help connect people to the promotional materials from ICfL. We’re a paper community (not online) so the paper is important. (Requests to share the packet)
- I still go to conferences where people don’t know about The Scoop or about Read to Me and they’ve been working in libraries for years. That would be an amazing resource.
- Summer summit has been successful.
- Summer Summit is AMAZING!!!
- My Youth Services librarian has always been confused with program schedules and deadlines; this past winter we created a calendar. If the commission could publish an annual planning calendar (with events and deadlines) that would be very helpful. (agreement)
- Summer summit provides an opportunity for us all to share and collaborate. Great ideas and activities. I agree we definitely could use more opportunities like this.

Other unmet staff development needs?

- Common Core State Standards (agreement)
- RDA in cataloging
- Boise Public Library has new staff take the ABLE/SABLE courses so that helps new employees learn the preferred ways of libraries.
- Very worthwhile!

- Able/Sable very beneficial for Moms who become librarians (no previous experience). Also expansion of the Summer Summit would be very helpful. More regional trainings.
- Program is hugely beneficial.

Are there other areas of need that might require greater attention?

- Audra – outreach. It's been difficult to reach daycare providers to identify gaps.
- I think Social Media and learning tools would be very helpful to add to continuing ed.
- Strong ELL adult population – working with what happens inside and outside library for GED students and others.
- I agree Social Media training tools could be helpful to all staff.
- We have a huge refugee population that we have difficulty reaching. We even have a refugee Head Start. Language barriers and difficulty purchasing items in their languages is a problem.
- Development Preschools – with our new school access mini-grants we've been able to successfully address some lower reading level needs. We are encouraged to target this new population.
- Rural libraries do not have computer technicians – work falls on the library directors. BTOP increased computer numbers but now we need to maintain them. Public doesn't like it when they are glitch and slow. Either continuing ed or a person to help would be helpful (agreement)
- how to compliant with state and federal laws
- Our staff would also benefit from some IT training if it were available.
- As a school librarian I would like to see more continuing ed
- And more in-depth cataloging training. It's expensive to do on our own.

What are your biggest takeaways from our conversation?

- It's awesome that you're asking my opinion – that you and commission care about my needs!
- Its nice to not be alone and have a big community. A lot of the activities provided through this funding allows us to interact and realize we're on the same page in so many areas. This money helps us collaborate.
- How varied the different opportunities are – reflects the different needs of our communities so we need a variety of flexible resources
- Boise Public Library is very fortunate collaborate with Idaho Commission for Libraries and interactions with other libraries locally and around the state. We enjoy and value the networking with our Idaho colleagues.
- I agree with everything – especially being asked of our opinion. In schools we are rarely asked and it's huge to feel important to the library community
- It's a reminder that we get to have programming that we wouldn't normally have – I would be able to participate in family read week or teen tech week otherwise (no budget for those activities) – created new options for school libraries

· “As a children’s librarian, I think the most important task for us is to get books into the hands of young children, through services like My First Books, which is one facet of Read To Me. Another way the commission is helping get reading materials out to the public is through a subscription to TumbleBooks (e-books) provided by the commission, and our communities in Idaho are fortunate to have this. And of course, the support ICFL provides for summer reading, and their efforts to build partnerships between schools and public libraries is extremely helpful and greatly appreciated. I am a public librarian, but I see such great need in many of our elementary schools, where they have little or no budget for library books. Perhaps providing grants for individual schools to beef up’ their circulating collections is called for.”

Appendix M: Idaho Libraries At A Glance (Infographic)

Idaho Public Libraries At A Glance

2014 Public Library Statistics

On average,
Idaho libraries spend
\$35.81 for each person
they serve



Libraries have:
4.32 MILLION Books
233,624 Audio Materials
315,790 Movies
& **308,725**
Downloadable Items
ALL AVAILABLE FOR FREE

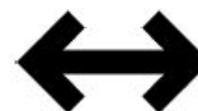


89% of all
libraries provide
wireless internet
access



Nearly **20%** of all
collections monies
spent went towards
Electronic Materials

Libraries sent
142,869
Interlibrary Loans and
received **138,456**



100 Central
Libraries



44 Branches &
11 Bookmobiles
throughout Idaho



Librarians answered **1,270,355**
Reference Questions last year
- or -
3,480 questions each day



Idaho Public Libraries At A Glance

2014 Public Library Statistics

Over 846,000



Idahoans have a
public library card



2.14 Million

computer uses annually
or more than **5,850**
sessions each day

14,986,237 items
circulated



Or more than **10** items for
each person in the state

There are over
FOUR TIMES
as many libraries
in Idaho than
Albertsons stores



8.73 Million

Visits were made to Idaho
Public Libraries this year

That's enough people to fill:

Albertsons Stadium (BSU) - **236 times**
The Kibbie Dome (U of I) - **545 times**
Holt Arena (ISU) - **727 times**

765 librarians



deliver **274,000**

hours of service
each year

Idaho public
libraries serve
a range of
populations
varying from
over **216,000** people
(Boise Public) to almost
100 (Clarkia District)



Libraries held **30,313**
programs with a total
attendance of **767,031**



Appendix N: Consultant Recommendations for ICfL

INTRODUCTION

The evaluation of the Idaho Commission for Libraries' (ICfL) implementation of the Library Services and Technology Act (LSTA) Grants to States program reveals that Idaho has a highly-targeted, well-managed LSTA program. For a state with a modest LSTA allotment, much work has been done (and is being done) that is not simply fundamentally sound; several programs are, in fact, exemplary and worthy of attention and replication by other states. Examples include the outstanding Read To Me (RTM) program and the innovative Special Projects Library Action Team (SPLAT) approach to encouraging new ideas and integrating new technologies and service delivery practices throughout the state. Nevertheless, the finest organizations are those that are constantly seeking to improve, and it is in that spirit that the LSTA evaluators offer the following recommendations.

RECOMMENDATIONS

1. Maintain a sharp focus on early literacy

In part, this is a “don’t throw out the baby with the bath-water” recommendation. It is an affirmation that what is being done is working. Although some may be critical that early literacy and a focus on young children consumes such a significant portion of Idaho’s LSTA allotment, the evaluators believe that this is warranted in terms of needs (given the lack of a mandate for Kindergarten in the State) and that programs in these areas are highly effective.

It is particularly important for the field of librarianship that ICfL continue to build on the baseline of research on the relationship between early literacy programming in libraries and student achievement. The research already conducted raises almost as many questions as it offers answers and determining what factors related to library services are most effective in preparing children for school is of national significance.

2. Seek ways to create greater integration between/among LSTA-funded projects/activities

Most of Idaho’s LSTA projects are “standalone” in nature. This is not at all unusual. The evaluators have observed that this is the case in most states. However, given Idaho’s relatively modest LSTA allotment, leveraging dollars to achieve the greatest results is essential.

Given Idaho’s estimated population of 1,655,000, the state’s annual LSTA allotment of approximately \$1.275 million per year translates into 77 cents per person on an annual basis. It is obvious that LSTA funds alone are inadequate to meet the library and information needs of all Idaho residents. Meeting the library and information needs of Idaho’s residents requires, and will continue to require, partnerships involving local governments, school districts, public and private

institutions of higher learning, and an array of governmental and non-profit agencies. The Idaho Commission for Libraries' (ICfL) challenge is to find ways to make 77 cents per person transformative in terms of library services; to leverage a small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services. Creating greater integration between/among services by crafting programs in such a way as to create dividends in multiple areas through a single activity is one strategy for doing this.

We believe that Missouri may provide an excellent model for Idaho to examine. Like Idaho, Missouri invests a significant number of LSTA dollars in both early literacy (Racing to Read) and in its talking books program (Wolfner Library). Missouri recently launched an early literacy component of its talking book program that may both increase the number of children using library for the blind and physically handicapped resources AND may increase the readiness of a group of children for their school years. This "two for one" strategy is something that Idaho may find feasible as well.

This strategy could also be employed to expand into Measuring Success focal areas that have received little attention in the past. An example might be the development of a project that addresses the "Economic and Employment Development" focal area in conjunction with early literacy events to give parents an opportunity to hone their employment skills while their child is involved in developmental programming. The evaluators recognize that this may not be feasible in many, if not most libraries due to limited staff or space. The idea is offered as a conversation starter to say "How can we leverage LSTA funds by integrating more than a single Measuring Success focal area into one project or activity?"

3. Develop "Human Resource" measures for the evaluation of the Talking Book Service

It is very difficult to justify expenditures on the Talking Book Services on a transactional basis. The costs per circulation transaction common among NLS affiliate programs across the nation are extremely high. Using circulation as a measure of the talking book services represents a misunderstanding of the importance of the program. Developing and tracking qualitative "Human Resource" impacts based on the outcomes described in the Measuring Success intents will provide a much better picture of the efficacy of the program and will also suggest ways in which the Talking Book Service could be modified to produce measurable results. The Human Resource intents are:

- Improve users' ability to apply information that furthers their personal, family or household finances
- Improve users' ability to apply information that furthers their personal or family health & wellness
- Improve users' ability to apply information that furthers their parenting and family skills

4. Seek to develop a stronger funding partnership with the State of Idaho for the Talking Book Service

The evaluators recognize that the likelihood of securing additional state funding for ANY program in the current fiscal environment is a “long-shot” at best. However, we are able to cite at least one recent example of a state that has managed to do this. The State of At the persuasive urging of grassroots and advocacy organizations representing individuals with visual impairments, the state of Maryland recently allocated additional state funding to support the Maryland Library for the Blind and Physically Handicapped. While it goes without saying that LSTA funds cannot be used for lobbying purposes, a grassroots effort to secure additional direct aid for the Talking Book Service would have the same impact as receiving NEW LSTA funding. Imagine the possibilities if even \$100,000 in additional LSTA funding was “freed up” for other purposes.

5. Examine the success in changing staff practices brought about by the Read To Me program and attempt to replicate this success in relation to Teen Services

The evaluators saw that one of the greatest strengths of the Read To Me program was the fact that the structure and concepts introduced in Read To Me training were “internalized” by youth services staff across the state. Children’s librarians have applied what they have learned to a much broader array of programming activity than just programs branded as Read To Me. Examining why this worked with Read To me and trying to replicate this success in the area of teen services could prove transformational with an important target audience.