

# The New Mexico State Library Library Services and Technology Act (LSTA) Grants to States Implementation Evaluation FFY 2013 – FFY 2017

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## Evaluation Summary

Given New Mexico's 2015 estimated population of 2,085,109, the state's annual Library Services and Technology Act (LSTA) Grants to States<sup>1</sup> allotment of approximately \$1.4 million per year translates into 70 cents per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of all New Mexico residents. The New Mexico State Library's (NMSL) challenge has been to find ways to make 70 cents per person transformative in terms of library services; to leverage a small amount of Federal money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

NMSL has used a portion of its LSTA funding to address basic equity of access needs with projects such as El Portal, New Mexico's statewide database program. LSTA funds have also been used to confront what is perhaps New Mexico's largest library services challenge: extending basic library services to dispersed population in an enormous state with very low population density. The State Library has provided services to print disabled individuals and has, at the same time, reserved enough funding to spark innovation through the Makerstate program and to provide a solid baseline of staff development in a state with a very limited number of professionally trained library staff.

If one were to identify a single criticism of New Mexico's LSTA program, it would be that the New Mexico State Library has tried to do too much with too little; that, faced with multiple overwhelming challenges, it has tried to address all of them resulting in not fully meeting any of them. That said, in the opinion of the evaluators, the New Mexico State Library has, using the measure of leveraging a small amount of money to confront tremendous needs, accomplished a great deal by effectively pursuing the goals contained in its five-year LSTA Plan for 2013 – 2017. The New Mexico State Library has done most of what it said it would do, and, while it hasn't been entirely successful in meeting all of the ambitious objectives set in the five-year plan, it has nevertheless diligently pursued and has largely succeeded in accomplishing the overarching goal of providing equitable access to quality library and information services in the face of daunting odds.

There are four goals in the New Mexico State Library's LSTA Five-Year Plan 2013 – 2017. They are:

***GOAL 1: Support the libraries of New Mexico and their capacity to address user needs.***

***GOAL 2: Support the increase of literacy skills (e.g. digital literacy, early childhood literacy) and provide information access in a variety of formats for New Mexicans' personal, educational, and professional reading needs to enable them to participate fully in their community and wider society.***

***GOAL 3: Strengthen relationships between NMSL and the New Mexico library community as well as foster collaboration and cooperation within the library community.***

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<sup>1</sup> NOTE: For simplicity's sake, the Library Services and Technology Act Grants to States program will be referred to simply as LSTA in this report rather than constantly using the "Grants to States" designation.

**GOAL 4: Provide library services to visually impaired, rural, homebound, and underserved New Mexico residents, while exploring new models for delivery of services.**

For purposes of this summary, the evaluators will look at the accomplishments of the New Mexico State Library in implementing their Plan at the Goal level. In the body of the evaluation, details will be provided supporting the conclusions that are reached regarding whether goals have been achieved, partly achieved or not achieved.

**A. Retrospective Questions**

**A-1. To what extent did the New Mexico State Library’s Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

As part of the assessment process, the evaluators asked key New Mexico State Library staff involved with the LSTA program to offer their personal appraisals of progress toward each of the three goals included in the New Mexico State Library’s 2013-2017 five-year Plan. In the self-assessment, the New Mexico State Library’s internal appraisal was that the state library agency had advanced enough to qualify as having ACHIEVED Goals 1 and 2 and that it had progressed sufficiently to warrant a rating of PARTLY ACHIEVED on Goals 3 and 4. The evaluators concur with this assessment.

Table 1 offers a summary of both the New Mexico State Library’s internal assessments and the evaluators’ conclusions.

<b>Table 1 – New Mexico State Library and Evaluator’s Assessment of Progress</b>		
<b>Goal</b>	<b>New Mexico State Library Assessment</b>	<b>Evaluator’s Assessment</b>
GOAL1: Support the libraries of New Mexico and their capacity to address user needs.	Achieved	Achieved
GOAL 2: Support the increase of literacy skills (e.g. digital literacy, early childhood literacy) and provide information access in a variety of formats for New Mexicans’ personal, educational, and professional reading needs to enable them to participate fully in their community and wider society.	Achieved	Achieved
GOAL 3: Strengthen relationships between NMSL and the New Mexico library community as well as foster collaboration and cooperation within the library community.	Partly Achieved	Partly Achieved
GOAL 4: Provide library services to visually impaired, rural, homebound, and underserved New Mexico residents, while exploring new models for delivery of services.	Partly Achieved	Partly Achieved

**GOAL 1 - Support the libraries of New Mexico and their capacity to address user needs.**

The evaluators find two reasons to conclude that the New Mexico State Library has ACHIEVED Goal 1. They are:

1. NMSL subsidizes several mechanisms that enable libraries to participate in resource-sharing activity. By providing ILLiad with LSTA funds, NMSL greatly extends the capacity of small libraries to meet the needs of their users.
2. Although limited LSTA funds are expended for staff development purposes under Goal 1, the amount of training that takes place exceeds what is apparent in this Goal because many training activities are associated with specific programs included in other Goals. Examples include training provided as part Summer Reading and Makerstate efforts. Taken as a whole, NMSL's staff development efforts greatly enhance the capacity of libraries to serve the public.

**GOAL 2 - Support the increase of literacy skills (e.g. digital literacy, early childhood literacy) and provide information access in a variety of formats for New Mexicans' personal, educational, and professional reading needs to enable them to participate fully in their community and wider society.**

The evaluators believe that NMSL has been most successful in its efforts undertaken in support of Goal 2. We find three compelling reasons to conclude that NMSL has ACHIEVED Goal 2. They are:

1. The EI Portal database program helps level the information resources playing field for New Mexicans and provides equitable access to quality information to school children, college students and the general public. The addition of Brainfuse has added a valuable new dimension to the way in which EI Portal impacts the residents of the State.
2. The Makerstate program delivers on the promise of increasing digital literacy skills and impacts both library staff and the public in positive ways.
3. Support for Summer Reading and the AWE Workstation project directly and successfully addresses early literacy needs.

**GOAL 3: Strengthen relationships between NMSL and the New Mexico library community as well as foster collaboration and cooperation within the library community.**

While NMSL has made progress on this Goal, it is only PARTLY ACHIEVED. The evaluators wish to cite two reasons for arriving at this conclusion:

1. NMSL has been successful in fostering collaboration within the library community. Examples include positive involvement with the NM Library Association particularly in the area of staff development, work with NM Consortium of Academic Libraries on electronic resources, and the facilitation of improved access to the resources of other state agencies through the SALSA Consortium.
2. NMSL has not been successful in pursuing its primary objective of establishing and building a fully functional statewide union catalog.

**GOAL 4: Provide library services to visually impaired, rural, homebound, and underserved New Mexico residents, while exploring new models for delivery of services.**

Although NMSL is providing services to all of the targeted audiences listed in Goal 4, penetrating the underserved residents of New Mexico who live in the State's vast remote areas remains a daunting challenge. (See Appendix G for a mapping of LSTA-funded projects to

targeted audiences.) The evaluators conclude that Goal 4 is only PARTLY ACHIEVED for the following reasons:

1. NMSL has successfully maintained its level of service to print disabled individuals. At a time when many other National Library Service (NLS) affiliates are registering fewer patrons, the New Mexico Library for the Blind and Physically Handicapped has maintained its level of usership.
2. Both the Books-by-Mail and the Bookmobile programs are greatly appreciated by their users. There is absolutely no question that these programs make a positive difference in the lives of the people that they serve. Unfortunately, the number of users of both programs is small and costs per transaction are very high. There has been some work directed toward the exploration of the new models of delivery of service, particularly the exploration of the installation of book kiosks; however, costs were simply too high to make this approach feasible. Most efforts have been focused on improvement of the existing models (e.g., the Koha catalog.)

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

Appendix F shows that the New Mexico State Library’s LSTA program has been most successful in addressing the intents falling under the LIFELONG LEARNING, INFORMATION ACCESS, and INSTITUTIONAL CAPACITY categories and that the program has had only marginal impacts in addressing the intents included in the ECONOMIC & EMPLOYMENT DEVELOPMENT, HUMAN RESOURCES, and CIVIC ENGAGEMENT categories. There have been specific activities that have had some impact in the later categories; however, the effects have generally been localized or limited to a small number of individuals.

**A-3. Did any of the groups identified by IMLS as target audiences represent a substantial focus of New Mexico’s Five-Year LSTA Plan activities? (Yes/No)**

None of the targeted audiences reach the 10% expenditure threshold established by IMLS as representing a substantial focus. This is primarily due to the fact that neither of the two largest projects carried out in support of the 2013 – 2017 Plan (Rural Library Services and the EI Portal database program), which account for over eighty-five percent of total LSTA expenditures, target any of the identified groups. While the EI Portal project serves the general population, the Rural Library Services project targets the State’s rural residents. Demographics in the areas served by Rural Services would suggest that a significant number of individuals who benefit from this program fall into the IMLS Individuals Living Below the Poverty Line category.

**B. Process Questions**

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

The New Mexico State Library has used SPR data to adjust and refine programs and to make decisions regarding priorities among projects. For example, data collected for the SPR factored into the decision to change the approach to the Emerging Technology position to focus more on the support on basic technologies.

**B-2. Specify any changes the New Mexico State Library made to the Five-Year Plan, and why this occurred.**

No formal changes or amendments were made to the Plan.

**B-3. How and with whom has the New Mexico State Library shared data from the old and new SPR and from other evaluation resources?**

SPR data has been used internally for planning and evaluation purposes and has been shared directly with the Department of Cultural Affairs (DCA is the NMSL's parent organization), the New Mexico State Library Commission, the LSTA Advisory Council, and indirectly with the New Mexico State Legislature and Committees. Data from the SPR was also shared with QualityMetrics for the purpose of conducting this evaluation.

**Methodology Questions**

**C-1. Identify how New Mexico State Library 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 of the New Mexico State Library's implementation of the LSTA Grants to States program, NMSL issued a Request for Bid document on August 2, 2016. Bids were due on August 22, 2016. As a result of this competitive bidding process, QualityMetrics LLC, a library consulting firm familiar with LSTA and with considerable expertise in evaluation methodologies, was awarded the contract. Quality Metrics received a purchase order and permission to proceed with the work of conducting an independent LSTA evaluation in a manner consistent with IMLS guidelines on October 19, 2016.

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

QualityMetrics employed a mixed-methods evaluation approach that included a review of the SPR and other relevant documents and statistics, focus groups, personal interviews and a web-based survey to collect information from stakeholders.

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

New Mexico State Library staff were engaged through personal interviews during a site visit to the agency, via telephone calls, and through frequent e-mail exchanges. During a second site visit, one of the evaluators met with the New Mexico State Library Commission and the New Mexico Consortium of Academic Librarians to gather additional information using a modified focus group format. Additional virtual focus groups were held with Bookmobile staff and with rural bookmobile patrons. A web-based survey was used to collect information from the New Mexico library community and a separate print survey, specifically on the Brainfuse online tutoring service, was given to the Special Interest Group of the tribal librarians.

**C-4. Discuss how the New Mexico State Library will share the key findings and recommendations with others.**

The New Mexico State Library will share the findings directly with the Department of Cultural Affairs (NMSL's parent organization), the New Mexico State Library Commission, the LSTA Advisory Council, and indirectly with the New Mexico State Legislature and Committees. Key findings will also be shared with the library community by alerting the libraries in New Mexico of the availability of the evaluation report. The report will be publicly available on the state library agency's website as well as on the IMLS website.

# Evaluation Report

## INTRODUCTION

This evaluation is based on a review of three years of performance by NMSL in implementing the ***NEW MEXICO STATE LIBRARY LSTA Five Year Plan 2013 – 2017***. It covers activities conducted using Library Services and Technology Act (LSTA) Grants to States funding for Federal Fiscal Year (FFY) 2013, FFY 2014, and FFY 2015. The challenges associated with evaluating this period were significant. The Institute of Museum and Library Services (IMLS) transition from a legacy State Program Report (SPR) system to a new SPR system represents a major change in the way in which State Library Administrative Agencies (SLAAs) report on their projects and activities.

Changes built into the new system to enhance the ability to track outcomes, focal areas and targeted audiences in the long-term affected the ways in which states reported their projects in the short-term. In fact, the structure in which SPR data was captured during the three-year period varied somewhat from year to year. This was particularly true in reporting for FFY 2015. The New Mexico State Library appropriately reported the same or similar activities in different ways in different years due to new reporting protocols established by the Institute of Museum and Library Services.

This change in reporting protocols as well as the fact that the SPR system itself was still undergoing revision during the period covered by the evaluation often resulted in a lack of parallel reporting. While the change in the SPR was long overdue and should enhance reporting in the future, it nevertheless often left the evaluators with a difficult task in making “apples to apples” comparisons. Fortunately, the mixed methods evaluation approach used by QualityMetrics that incorporated focus groups, a web-based survey, and interviews in addition to a review of the SPR and other statistical reports provided by the state library agency proved invaluable and successfully dealt with most of these challenges.

In an effort to fairly evaluate the New Mexico State Library’s progress, the evaluators have taken some liberty in standardizing the reporting of projects into fewer categories. The hybrid approach tries to group projects undertaken to further each goal with similar projects. Charts that appear in Appendix H (New Mexico LSTA Grants to States Expenditures – FFY 2013 – FFY 2015), present all the hybrid project categories used as well as expenditures in each of these categories for each of the three years. One chart shows all expenditures for efforts undertaken in pursuit of all goals followed by a breakdown of project categories and expenditures for each of the three goals. These combinations were not always completely successful. For example, in FFY 2013, LSTA support for the New Mexico Library for the Blind and Physically Handicapped (LBPH) as

well as services to rural areas including the State-operated bookmobiles and books-by-mail program were all included under the single project heading “Direct Services.” In FFY 2014 and FFY 2015, using the new reporting protocols, these services were appropriately categorized separately. This results in an under-reporting of expenditures for LBPH in the evaluators’ charts and a balancing over-reporting of expenditures for Rural Services. It should be noted that all dollars are appropriately accounted for; they are simply characterized differently during separate fiscal years.

The evaluation that follows is structured around the IMLS’ “**Guidelines for IMLS Grants to States Five-Year Evaluation**” and the four goals that appeared in the **NEW MEXICO STATE LIBRARY LSTA Five Year Plan 2013 – 2017**. After presenting a short background section, we will proceed to report on the “Retrospective Questions” (Section A) posed by IMLS for each of the four goals. We will then continue to respond to the “Process Questions” (Section B) and “Methodology Questions” (Section C) as a whole, noting any differences that apply to individual goals.

## **BACKGROUND**

Since the LSTA Grants to States program uses a formula that is primarily population-driven to determine state allotments, New Mexico, as a state with a relatively small population, receives a relatively small allocation. New Mexico’s LSTA funding allotment ranks 37<sup>th</sup> among the states and territories included in the Grants to States program. The Land of Enchantment received an average of just over \$1.4 million (\$1,450,727) per year over the course of the three years (Federal Fiscal Year [FFY] 2013, FFY 2014, and FFY 2015) covered by this evaluation.

Given New Mexico’s 2015 estimated population of 2,085,109, the state’s annual LSTA allotment of approximately \$1.4 million per year translates into 70 cents per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of all New Mexico residents. The New Mexico State Library’s challenge has been to find ways to make 70 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.

NMSL has used a portion of its LSTA funding to address basic equity of access needs with projects such as El Portal, New Mexico’s statewide database program. El Portal ensures equitable access to a basic set of high-quality information resources. LSTA funds have also been used to confront what is perhaps New Mexico’s largest library services challenge: extending basic library services to dispersed population in an enormous state with very low population density. NMSL has done this through its state-operated bookmobiles (three) and its books-by-mail program. The State Library has

provided services to print disabled individuals and has, at the same time, reserved enough funding to spark innovation through the award-winning Makerstate program. Finally, using a combination of LSTA and State funds, NMSL has managed to provide a solid baseline of library consulting and staff development services in a state in which the number of professionally trained library staff is limited.

If one were to identify a single criticism of New Mexico's LSTA program, it would be that the New Mexico State Library has tried to do too much with too little; that, faced with multiple overwhelming challenges, it has tried to address all of them resulting in not fully meeting any of them. The evaluators have worked with many states on LSTA evaluations and have observed many states that are confronted with significant obstacles to services. We can truthfully say that New Mexico ranks very near the top of the list in terms of the magnitude of needs. It is difficult to overstate the challenges confronting NMSL in its efforts to improve access to quality library services. In the opinion of the evaluators, the New Mexico State Library has, using the measure of leveraging a small amount of money to accomplish major results by strategically deploying funds, accomplished a great deal by very methodically and effectively carrying out the four goals included in its five-year LSTA Plan for 2013 – 2017. The New Mexico State Library has done almost all of what it said it would do. While NMSL hasn't been entirely successful in meeting all of the ambitious objectives it set in the five-year Plan, it has nevertheless diligently pursued and has largely succeeded in accomplishing the overarching goal of providing equitable access to quality library and information services in the face of daunting odds.

New Mexico holds the dubious distinction of having one of the highest poverty rates in the nation. Depending on which measure of poverty is used, the State routinely competes with Mississippi, Kentucky, and Louisiana for the bottom spot. Statistics (2014) from the U.S. Census Bureau place the percentage of New Mexico's population living below the poverty line at 20.6%. Only Mississippi recorded a larger percentage. In contrast, the percentage of the New Hampshire population under the poverty line was 9.2% and the U.S. average was 14.8%.

This high level of poverty coupled with the enormity of the State and the sixth lowest population density of any state present overwhelming obstacles for library services. Many small, remote communities have very small, extremely underfunded libraries. Many other areas have no physical library service within a reasonable driving distance even by New Mexico standards. It is within this context that NMSL is attempting to leverage its LSTA funds to achieve great things!

There are four goal statements in the New Mexico State Library's ***LSTA Program Five-Year Plan for Years 2013 – 2017***. They are:

***GOAL 1: Support the libraries of New Mexico and their capacity to address user needs.***

***GOAL 2: Support the increase of literacy skills (e.g. digital literacy, early childhood literacy) and provide information access in a variety of formats for New Mexicans' personal, educational, and professional reading needs to enable them to participate fully in their community and wider society.***

***GOAL 3: Strengthen relationships between NMSL and the New Mexico library community as well as foster collaboration and cooperation within the library community.***

***GOAL 4: Provide library services to visually impaired, rural, homebound, and underserved New Mexico residents, while exploring new models for delivery of services.***

The New Mexico State Library directs over half (51.30% of total FFY 2013, FFY 2014, and FFY 2015 expenditures) of its LSTA funding to projects that address Goal 4. An additional forty percent (40.84%) of LSTA funds were expended on projects supporting Goal 2. With the exception of a very small amount allocated for administrative purposes (well below the four percent threshold established for the program under law), the balance of the allotment (5.70% of total FFY 2013, FFY 2014, and FFY 2015 expenditures) is spent on projects supporting Goals 1 and 3 combined.

## A. Retrospective Questions

**Goal 1 Retrospective Question A-1. To what extent did the New Mexico State Library's Five-Year Plan Goal 1 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

### **GOAL 1:**

***Support the libraries of New Mexico and their capacity to address user needs.***

Following are the titles of the projects and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on Goal 1 activities.

### **Projects & Expenditures**

ILLiad/ Atlas Systems	\$ 113,696.79
Matching State Grants-in-Aid (support services)	\$ 18,828.82
Newspaper Microfilm (FFY 2015 only as separate project)	\$ 21,463.72
Training and Professional Development (FFY 2015 only)	\$ 20,688.85
Training and Professional Development for Tribal Librarians (FFY 2014 only)	\$ 14,264.25
<b>GOAL 1 TOTAL</b>	<b>\$ 188,942.43</b>

Goal 1 expenditures represent 4.34% of New Mexico's total LSTA allotment in the FFY 2013 – FFY 2015 period.

### **ILLiad/ Atlas Systems**

The New Mexico State Library provides interlibrary loan services to libraries throughout the state that are unable to afford or staff an OCLC interlibrary loan service at their library. By investing in the ILLiad system and serving as an interlibrary loan clearinghouse, NMSL enables small libraries to be active participants in resources sharing and, by doing so, affords access to residents who would otherwise be very limited in their information and reading choices.

During the FFY 2013 – FFY 2015 period, NMSL has improved the functionality of the system, processes and workflows, and has increased the staffing component to improve the overall level of services. NMSL serves as the primary facilitator of interlibrary loan for 62 small and/or rural public libraries, 20 small academic and K-12 school libraries, 14 prison libraries and 5 tribal libraries. Although the volume of transactions remains small (4,923 reported for FFY 2015), the impact on the viability of the libraries served is great.

## **Matching State Grants-in-Aid**

The State of New Mexico is empowered through statute NMSA 18-2-4 to provide state grants in aid to libraries. A small amount of LSTA funding was used in FFY 2013 and FFY 2014 (\$6,022 and \$12,807 respectively) to manage the statistical calculations used to determine eligibility for the program. LSTA helps to enable NMSL to provide an essential program that increases the capacity of public libraries to serve the public.

## **Newspaper Microfilm**

“Newspaper Microfilm” is broken out as a distinct project in FFY 2015 although it represents work that is ongoing and has received LSTA funding as part of Electronic and Print Information Access and the EI Portal program under Goal 2 in previous years.

The purpose of this project is to improve the ability of New Mexicans to obtain and use historical newspaper microfilm in their local community. The New Mexico State Library is one of a few libraries in New Mexico that lends newspaper microfilm to other libraries for use by their patrons. The State Library also holds one of the most comprehensive historical newspaper microfilm collections in the state. This project allows the State Library to maintain complete runs of several local New Mexican newspapers which will provide New Mexicans with future access to their historical record. Microfilm for 19 New Mexico newspapers was purchased with LSTA funds enhancing the resources available to the public.

## **Training and Professional Development and Training and Professional Development for Tribal Librarians**

A majority of LSTA-supported staff development activities are actually undertaken as part of projects that support Goal 2 (e.g., Summer Reading, Makerstate, EI Portal). Consequently, the magnitude of library “capacity building” activity captured under goal 1 is understated. The training components that are included under Goal 1 are better characterized as preparation for staff development.

The FFY 2014 funded project entitled Training and Professional Development for Tribal Librarians was actually a two-day conference for representatives (librarians and para-professionals) from 18 tribal libraries to address the specific and unique challenges they face. NMSL partnered with the Leadership Institute at the Santa Fe Indian School to coordinate the workshop. While it is difficult to assess the long-term impact of this event, these types of conferences sometimes prove to be transformational.

The FY 2015 funded project entitled simply Training and Professional Development is paying for the development of curriculum and content for an online training program covering topics covered by the statutorily mandated certification exam. This effort represents an elevation of NMSL’s overall staff development efforts.

**A-2. To what extent did the New Mexico State Library’s Goal 1 Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?**

Three of the five projects undertaken in support of Goal 1 address the Institutional Capacity focal area (ILLiad, and the two Professional Development projects). They specifically address the improvement of the library workforce intent. However, it is easy to argue that the ILLiad project also impacts both the improvement of library’s technological infrastructure intent in the Capacity Building category and the improve users’ ability to obtain and/or use information resources intent in the Information Access focal area.

The support for the Matching State Grants in Aid project indirectly improves library operations and therefore falls into the Institutional Capacity category as well. The Newspaper Microfilm project improves users’ ability to obtain information resources, a component of the Information Access focal area.

**A-3. Did any of the following groups represent a substantial focus for the New Mexico State Library’s Five-Year Plan Goal 1 activities? (Yes/No) NO**

All of the projects and activities undertaken in support of Goal 1 were identified as having a statewide audience. However, a strong case could be made that the Training and Professional Development for Tribal Librarians project indirectly addresses several focal areas related to the economic realities in the areas served by many of the tribal libraries.

**GOAL 1 CONCLUSION**

The evaluators find two reasons to conclude that the New Mexico State Library has ACHIEVED Goal 1. They are:

1. NMSL subsidizes several mechanisms that enable libraries to participate in resource-sharing activity. By providing ILLiad with LSTA funds, NMSL greatly extends the capacity of small libraries to meet the needs of their users.
2. Although limited LSTA funds are expended for staff development purposes under Goal 1, the amount of training that takes place exceeds what is apparent in this Goal because many training activities are associated with specific programs included in other Goals. Examples include training provided as part Summer Reading and Makerstate efforts. Taken as a whole, NMSL’s staff development efforts greatly enhance the capacity of libraries to serve the public.

The evaluators conclude that New Mexico has ACHIEVED Goal 1.

**Goal 2 - Retrospective Question A-1. To what extent did the New Mexico State Library’s Five-Year Plan Goal 2 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

**GOAL 2:**  
*Support the increase in literacy skills and provide information access in a variety of formats for New Mexican’s personal, educational, and professional reading needs to enable them to participate fully in their community and wider society.*

Following are the titles of the projects and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 2.

<b>Projects &amp; Expenditures</b>	
Summer Reading Program	\$ 36,928.66
Digital Literacy – New Mexico Makerstate Initiative	\$ 36,975.71
Digital Literacy – AWE Workstations for Libraries (FFY 2015)	\$ 61,070.00
EI Portal (Electronic and Print Information Access)	<u>\$ 1,642,608.71</u>
<b>GOAL 2 TOTAL</b>	<b>\$ 1,777,583.08</b>

Goal 2 expenditures represent 40.84% of New Mexico’s total LSTA allotment in the FFY 2013 – FFY 2015 period.

**Summer Reading Program**

The New Mexico State Library helps libraries with their Summer Reading program efforts in three way. They are:

1. Providing staff development opportunities related to summer reading/early literacy
2. Providing Collaborative Summer Library Program (CSLP) materials including the program manual
3. Providing small vouchers that enable the purchase of \$75 - \$100 worth of materials to support local programs

The web-survey conducted as part of the evaluation showed that the vast majority of public libraries are providing summer reading programs. Only one (1) of 35 public libraries responding to the survey indicated that they didn’t have a summer reading program. Furthermore, summer reading programs in New Mexico are no longer limited to pre-school and young school-aged children. Half (50%) of the libraries with summer reading programs said that they provided resources and staff-led events for teens and another quarter (26.5%) of the libraries said they at least provided summer reading

resources for teens. The number of libraries that offer summer reading events or resources for adults was also significant.

<b>Target Groups</b>	<b>Resources provided without staff led events/programs</b>	<b>Resources provided with staff or others leading events/programs</b>	<b>No summer reading program offered</b>
Pre-school children	5	29	0
School-aged children	3	31	0
Teens	9	17	4
Adults	5	7	13

Summer Reading workshops are typically held in multiple locations around the State and attract a good audience. Training conducted using FFY 2015 funds (training held in 2016) was held in six (6) locations with a total attendance of 85 library staff members. Librarians were effusive in their praise for summer reading program training, which are conducted by the NMSL Youth Services Coordinator.

“The pre SRP workshop is terrific. I think they do a great job with helping us plan our summer.”

“I was so glad that they held the Summer Reading Program workshop. I was brand new at the time and I just didn’t know where to start!”

It is apparent that there is a growing understanding that summer reading programs can be integral to learning and performance in school. One survey respondent offered that she wanted,

“Information and ideas for tracking actual outcomes would be helpful. We collect attendance and satisfaction data, but would like to have other measures of effectiveness.”

Summer reading clearly plays a role in “increasing literacy skills.”

In fact, NMSL is moving the library community toward outcome-based measurement of the impact of the Summer Reading Program with an excellent data collection effort that tracks information both from participating libraries and from parents. Rather than simply collecting information about number of programs and program attendance, NMSL has started to request (and receive) detailed information about both the extent of summer reading services that are offered and the impact that these services are having in the communities involved. The library survey has moved from basic statistical tracking to the collection of process detail (Did you use a performer or other presenter that you’d recommend to other libraries?), and the 2016 parents’ survey has begun the exploration of even more important data. Over 80 libraries reported some basic information in the

summer of 2015 and a similar number responded to a considerably more detailed survey in the summer of 2016. Many of the stories collected from the libraries are well worth repeating. For example:

“Four Tribal Police Officers (including the Chief Officer) came to read books to the children and answer their questions. Very touching to see a softer side of law enforcement and children ready to ask them questions.”

In the summer of 2016, several dozen libraries participated in administering an even more important survey to the parents of summer reading participants. Over 650 parents submitted completed surveys. The survey asked parents to indicate whether a variety of behaviors or observed outcomes increased, decreased, or remained the same as a result of participation in the Summer Reading Program. Areas explored included:

- Enjoyment of reading (increase, decrease or remain the same)
- Read more voluntarily (increase, decrease, or remain the same)
- Increase their reading skill (increase, decrease, or remain the same)
- Amount of reading (increase, decrease, or remain the same)
- Use of the library (increase, decrease, or remain the same)
- Socialization (increase, decrease, or remain the same)
- Verbal communication skills (increase, decrease, or remain the same)
- Written communication skills (increase, decrease, or remain the same)

This is one of the most impressive efforts the evaluators have witnessed in SLAAs to move toward outcomes measurement. We encourage NMSL to continue to expand and refine this effort with the goal of collecting longitudinal data that documents the impact of summer reading.

### **Digital Literacy – New Mexico Makerstate Initiative**

Following is the program description of the New Mexico Makerstate Initiative provided by the New Mexico State Library:

“The goal of the New Mexico Makerstate Initiative is to excite NM communities about STEAM (science, technology, engineering, art, and math). The Makerstate Initiative encourages participants to reclaim New Mexico’s rich heritage of making, and introduces exciting new technologies in a fun and accessible way. The New Mexico State Library promotes digital learning opportunities for kids, teens, and adults. These hands-on programs expose patrons to new technology, as well as build a fundamental understanding of how electronics work.”

The program has received national attention and was featured in a *techsoup for libraries* article entitled “**How New Mexico Does Digital Inclusion: Meet the Makerstate Initiative.**” (<http://www.techsoupforlibraries.org/blog/how-new-mexico-does-library-digital-inclusion-meet-the-makerstate-initiative>)

The Makerstate Initiative has involved a training component, a traveling demonstration component, and ongoing support for libraries that develop their own local maker programs. It is apparent that all aspects of the initiative are working. With FFY 2015 funds, NMSL presented 32 maker programs in 18 communities. These sessions were attended by 2,576 participants.

<b>Maker State Offerings</b>	<b>I participated</b>	<b>Staff participated</b>	<b>No participation</b>	<b>Not applicable</b>
Maker State training events	5	15	14	4
Pop-up Maker Events	6	10	13	3
Locally organized and Implemented maker events/programming	9	10	11	6

Efforts to model a program that can be replicated are working as well.

“We value the Maker State programs and they have been well received by our community.”

“Thank you for this program! We are able to see what interest the community has and bring those programs back.”

Some libraries are seeing the Makerstate initiative as a way to increase their audience. In the web-survey conducted as part of the evaluation, almost nineteen percent (18.9%) agreed with the statement: The Maker State program has attracted new people to my library and another five (5.4) percent strongly agreed.

The Makerstate initiative is delivering on its promise of exciting communities about STEAM concepts and advancing both the educational and community participation aspects of Goal 2.

**Digital Literacy – AWE Workstations for Libraries**

The impact of this relatively recent effort (first reports were submitted in September 2016) are not fully known; however, initial responses have been very positive. A total of 25 AWE early literacy computers were placed in 25 libraries across the State. In September of 2016, libraries reported that 185 sessions were initiated and that kids

spent 3,532 minutes using the computers. Statistics for October and November nearly doubled these totals.

Reports from libraries include an anecdote about a mother who home schools her children and is very strict with her children and their use of electronics. The library indicated that now that the library has an educational learning station (AWE), the mother has approved her children's use of the device. Yet another parent has reported that her children are learning and having fun, including learning numbers, letters and directions. Finally, a side benefit noted by libraries is that the addition of AWE stations has freed up Internet accessible machines for older patrons to use, thereby decreasing competition for computers.

This small project (\$61,070 in FFY 2015 LSTA funds), is helping "increase literacy skills."

### **EI Portal (Electronic and Print Information Access)**

The EI Portal database program has had positive impacts in public, school, and academic libraries. The purpose of the project as described by NMSL is

"to enhance the quality of research, teaching, and education in the state by providing electronic journal articles and newspaper databases, as well as a homework help/tutoring service and job/career assistance to all New Mexico residents through their local public, academic, or school libraries."

New Mexico citizens can also access these databases from their homes or offices from anywhere in New Mexico through EI Portal, the gateway Web site - (<http://www.elportalm.org/>)"

Responses to the web survey and the discussion in a focus group conducted with the New Mexico Consortium of Academic Librarians revealed that different types of libraries find different sorts of value in the EI Portal program. Among public libraries, the Brainfuse product and the Chilton's Auto Repair databases were clearly the resources that were valued the most highly. School librarians placed the Opposing Viewpoints in Context at the top of the list. Academic librarians were more likely to identify more traditional research database resources as most prized. A sampling of comments is instructive.

“BrainFuse is useful for homework help and job searching - both are things that are very useful to our patrons.” (Public Library)

“We are a poverty/below poverty level community. Those residents who have vehicles maintain them at home. Our access to repair information is very valuable to our patrons. We love this service.” (Public Library)

“Opposing Viewpoints is an essential tool for our school... it is heavily used by secondary students and helps them improve their research skills, which are needed for success in college and career.” (School Library)

“These databases provide a solid foundation for elementary and high school students so that they are ready for advanced research when they reach college and beyond.” (School Library)

“Without EI Portal my students wouldn't be able to complete their degree.” (Small Academic Library)

“EI Portal provides a baseline of resources and enables us to target our own limited funding on specific online resources that are closely aligned with the programs our institution offers.” (Academic Library)

“EI Portal is fantastic!” (School Library)

Overall satisfaction with the resources that are provided is relatively high.

<b>Resources</b>	<b>% Dissatisfied (rate=2)</b>	<b>% Neutral (rate=3)</b>	<b>% Satisfied (rate=4+5)</b>	<b>unfamiliar/ unable to rate</b>
ChiltonLibrary.com (auto maintenance and repair)	0.0%	7.7%	82.7%	1.1%
BrainFuse	1.9%	17.0%	69.8%	0.7%
Gale Virtual Reference Library (many different databases)	0.0%	17.0%	69.8%	0.9%
Opposing Viewpoints in Context	0.0%	15.4%	61.5%	0.7%
Gale Newsstand (newspapers)	0.0%	21.2%	59.6%	0.6%
Kids InfoBits	0.0%	23.5%	58.8%	0.5%

For very small public libraries and school libraries, the databases offered through EI Portal are the ONLY databases they are able to offer. Multiple librarians indicated that if EI Portal was not supported with LSTA, that they simply would have nothing in the way of licensed databases. For larger public libraries and for most academic libraries, the value of cost-shifting becomes a larger factor.

One question on the web-survey asked respondents to select the biggest impact of the availability of these e-resources/databases. Respondents were asked to choose the one response that is most important for their library. The highest percent of public library (51.4 percent) and academic library (63.6 percent) participants said the availability of the resources in broadening the range of services/resources their patrons can access is most important for their library. Another twenty (20.0) percent of public library respondents indicated that these resources improve the quality of service the library can provide to patrons. Among academic libraries, twenty-seven (27.3) percent said the resources reduce their overall cost of services to patrons.

Changes in the resources licensed through the New Mexico Consortium of Academic Librarians has reduced academic library use of EI Portal (although usage from academic libraries is still significant and the resources are still highly valued). Total sessions continue to exceed 2,000,000 per year and use by the general public (accessing EI Portal from outside of a library) is climbing reaching nearly half-a-million (456,848) in the period funded with FFY 2015 LSTA money.

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

The Summer Reading Program and the AWE Workstation projects address the improve users' general knowledge and skills intent of the Lifelong Learning focal area. The EI Portal project improves users' ability to discover information resources and users' ability to obtain and use information resources (both intents are part of the Information Access focal area). The Makerstate project addresses intents in two focal areas. Makerstate improves users' formal education through its connection to STEAM concepts (Lifelong Learning focal area) and it addresses Library Capacity through the staff development component of the program.

**A-3. Did any of the following groups represent a substantial focus for the New Mexico State Library's Five-Year Plan Goal 1 activities? (Yes/No) NO**

None of the groups identified by IMLS as targeted audiences rise to the 10% level of funding identified as constituting a substantial focus. See Appendix G for a mapping of projects to targeted audiences.

## GOAL 2 CONCLUSION

The evaluators find three compelling reasons to conclude that the New Mexico State Library has ACHIEVED Goal 2. They are:

1. The EI Portal database program helps level the information resources playing field for New Mexicans and provides equitable access to quality information to school children, college students and the general public. The addition of Brainfuse has added a valuable new dimension to the way in which EI Portal impacts the residents of the State.
2. The Makerstate program delivers on the promise of increase digital literacy skills and impacts both library staff and the public in positive ways.
3. Support for Summer Reading and the AWE Workstation project directly and successfully addressed early literacy needs.

The evaluators conclude that New Mexico has ACHIEVED Goal 2.

**Goal 3 - Retrospective Question A-1. To what extent did the New Mexico State Library's Five-Year Plan Goal 3 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

### **GOAL 3:**

**Strengthen relationships between NMSL and the New Mexico library community as well as foster collaboration and cooperation within the library community.**

Following is the title of the single project and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 3.

### **Projects & Expenditures**

Technology and Resource Sharing Catalog		<u>\$ 59,353.58</u>
	Total	\$ 59,353.58

Goal 3 expenditures represent 1.36% of New Mexico's total LSTA allotment in the FFY 2013 – FFY 2015 period.

The smallest percentage of LSTA funding was devoted to pursuing Goal 3. When the LSTA Five-Year Plan was written, NMSL envisioned this Goal as encompassing a true union catalog. The Plan included the following language:

“NMSL will provide a union catalog through an Integrated Library Management System (ILMS) that will serve as a platform with the capacity for multiple libraries to participate and the ability to be customized according to local needs and facilitate a statewide resource sharing initiative.”

A stated outcome in the Plan was that:

“50% of holdings in public/tribal libraries statewide will be represented in the shared union catalog by FY17.”

Unfortunately, the union catalog has not materialized as envisioned. While the idea has not been abandoned, NMLS staff characterized the effort as being “...still in the research phase.” Because this major initiative has not been undertaken, NMSL has not achieved Goal 3. However, the evaluators find enough substantive activity to conclude that the Goal has been PARTLY ACHIEVED. There are several components that are included in the Technology and Resource Sharing Catalog project that are worthy of note.

### **Technology and Resource Sharing Catalog**

This project actually encompasses a number of diverse activities. Perhaps the major achievement has been the completion of the migration of Bookmobile and Books-by-Mail to an automated Koha-based ILS system. This was a significant effort, but is paying real returns in streamlining operations.

A second component is related to the State’s Polaris catalog that contains records for the holdings of New Mexico State agency libraries that participate in the SALSA Consortium, which is a member-driven group of libraries that was founded by the New Mexico State Library to support an integrated library system (ILS) and to establish standard practices for resource sharing among participating libraries.

The third component is related to resource sharing and involves providing OCLC World Share access to libraries.

These efforts, while important, are not sufficient to conclude that NMSL has achieved Goal 3. We conclude that Goal 3 has been PARTLY ACHIEVED.

**A-2. To what extent did the New Mexico State Library’s Five-Year Plan Goal 3 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?**

The Technology and Resource Sharing Catalog project addresses the Institutional Capacity focal area by improving library operations both through the Rural Services Koha ILS project and the NMSL Polaris ILS effort.

**A-3. Did any of the following groups represent a substantial focus for the New Mexico State Library’s Five-Year Plan Goal 3 activities? (Yes/No) NO**

The activities undertaken focus on a general audience. Therefore, none of the groups identified by IMLS as targeted audiences rise to the 10% level of funding identified as constituting a substantial focus.

**GOAL 3 CONCLUSIONS**

The evaluators find two reasons to conclude that the New Mexico State Library has PARTLY ACHIEVED Goal 3. It is:

1. NMSL has been successful in fostering collaboration within the library community. Examples include positive involvement with the NM Library Association particularly in the area of staff development, work with NM Consortium of Academic Libraries on electronic resources, and the facilitation of improved access to the resources of other state agencies through the SALSA Consortium.
2. NMSL has not been successful in pursuing its primary objective of establishing and building a fully functional statewide union catalog.

The evaluators conclude that New Mexico has PARTLY ACHIEVED Goal 3.

**Goal 4 - Retrospective Question A-1. To what extent did the New Mexico State Library’s Five-Year Plan Goal 4 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

**GOAL 4:**

**Provide library services to visually impaired, rural, homebound, and underserved New Mexico residents, while exploring new models for delivery of services.**

Following are the titles of the two projects and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 4.

**Projects & Expenditures**

Rural Library Services	\$ 2,073,453.30
Library for the Blind and Physically Handicapped	<u>\$ 159,121.89</u>
TOTAL	\$ 2,232,575.19

Goal 4 expenditures represent 51.30% of New Mexico’s total LSTA allotment in the FFY 2013 – FFY 2015 period.

**Rural Library Services**

The evaluators have already established the enormous challenges faced by NMSL in reaching a population that is dispersed throughout a huge geographic area. Economic and historical factors add to the complexity of the New Mexico library landscape.

The New Mexico State Library provides direct library services statewide to rural and underserved populations. The Rural Services program provides these library services by operating three bookmobile programs and a books-by-mail program. The three bookmobiles and books-by-mail serve New Mexico residents who would otherwise be without library services.

Providing rural residents with access to quality library services is not controversial. Everyone gives lip-service to the concept. A librarian from one of the State’s urban areas said,

“Although these services are not for the urban population I serve, I believe that they are very important. New Mexico is a rural state, and one without internet connectivity in many places. A literate and educated population benefits us all, and these resources help rural New Mexicans access valuable resources.”

This service has a small army of extremely devoted followers who are regular users. One librarian explained it this way.

“We are not only rural; we are designated as a ‘frontier’ county. Some residents drive nearly an hour to get to our library. Access to library services through the bookmobile and books-by-mail is very valuable to those patrons.”

While the **concept** of providing rural residents with access to quality library services may not be controversial, bookmobile service itself can be. While the romance of the bookmobile on the open road servicing remote communities is very much alive and well, some question the cost of this mode of delivery.

In response to an open-ended survey question regarding rural services, one librarian said,

“Rural library services are indeed important to a state like New Mexico. I'm not sure the traditional delivery methods still being used today are the most cost effective, in relation to the number of people served. Has a thorough cost benefit analysis of rural library services been conducted recently?”

Tremendous effort goes into making bookmobile service as viable as possible. The recent conversion of bookmobile holdings and the addition of borrower data to the Koha automation system was based on the premise of achieving greater efficiency. A focus group held with bookmobile staff revealed a talented and devoted crew of people who care deeply about the people they serve.

Anecdotes about the importance of service are very simple to find and many speak to an importance of the service that goes beyond the delivery of a physical book or DVD. Bookmobile users build valued personal connections with staff and express their appreciation in no uncertain terms. One user said,

“This is the best day of my life. I love when the bookmobile comes for a visit.”

Another expressed their opinion after their bookmobile had been off the road for a period of time due to an accident.

“We are so glad you're back, we were afraid you would never return to see us. We love our bookmobile and the staff and are glad you are fully staffed and able to come see us again!”

Records from 2015 reveal that there were 6,069 registered bookmobile users and that 1,476 could be considered “active” users who frequent bookmobile stops on a regular basis. The evaluators have enough evidence through personal interviews, a virtual focus group of users and anecdotes provided by NMSL staff to conclude that some of the most dedicated library users in New Mexico are part of this group of 1,476. Books-by-mail currently serves 352 households. It is impossible to identify the exact number of borrowers since ordering is often done by one person on behalf of all family members.

The bookmobile has a very long history of serving the public (the Rural Bookmobile Program was established in 1956 – sixty-one years ago). Every twelve months, the three bookmobiles collectively serve 24 New Mexico counties at 93 stops per month. Bookmobile circulation has been declining in recent years, although the fact that one bookmobile was off the road for an extended period of time certainly contributes to that decline. On the other hand, books-by-mail circulation has remained steady over the same period.

<b>Table 5 – Bookmobile Usage</b>				
	2014	2015	2016	Change 2014 - 2016
East	31,548	17,251	20,016	-36.6%
Northeast	31,849	32,267	26,383	-17.2%
West	22,536	22,442	14,179	-37.1%
Total	85,933	71,960	60,578	-29.5%

<b>Table 6 – Books-by-Mail Usage</b>				
	2014	2015	2016	Change 2014 - 2016
Circulation	8,600	8,285	8,677	+ 0.8%
Reserves	1,348	1,724	1,628	+20.8%

The number of households served by the books-by-mail program increased when an accident and other issues forced two bookmobiles off the road in 2015. This could be seen as an indicator that books-by-mail may be an alternative for at least some bookmobile

users. On the other hand, books-by-mail did not see an increase in circulation during this period that was commensurate with the decline in bookmobile circulation.

The question that remains is what viable alternative exists that would ensure that an important segment of New Mexico’s population continues to have access to library services.

Deciding the fate of bookmobile service in New Mexico is not the focus of this evaluation and the issue is quite complicated. The New Mexico State Library is a division of the Department of Cultural Affairs (DCA). The DCA Administration is fully aware of the operational costs of three bookmobiles (personnel, fuel, lodging, and books) as well as of the number of active patrons served. The New Mexico State Library has been mandated to fully operate three bookmobiles in order to deliver traditional rural library services. Following is an estimated cost per bookmobile user:

<b>Table 7 – Estimated Bookmobile Costs</b>			
	Total 2015 Program Cost	Number of Patrons	Estimated Cost Per Patron
2015 Registered Patrons	\$ 543,072	6,069	\$ 89.48
2015 “Active” Patrons	\$ 543,072	1,476	\$ 367.93

There is absolutely no question that the services currently provided by both the bookmobiles and the books-by-mail program are appropriate expenditures of LSTA funds and fit within the intent of Goal 4. The question for the New Mexico State Library will be to determine whether viable alternatives exist.

The 2013 – 2017 Five-Year Plan called for “exploring new models” of service. NMSL actively explored the alternative of book kiosks as an alternative; however, the cost for a small pilot would have been over \$ 250,000 and the cost of full-scale implementation in every community currently served by the bookmobile made pursuing this model unfeasible. In short, models have been explored, but no solutions have been found to date. For no other reason than this, the evaluators conclude that Goal 4 is only PARTLY ACHIEVED.

**Library for the Blind and Physically Handicapped**

New Mexico’s Library for the Blind and Physically Handicapped (LBPH), like other units of the New Mexico State Library, has a small staff. The number of paid staff members is extremely small for an operation generating the outputs documented by the statistics provided. The Library for the Blind’s productivity is a testament both to the dedication of

the staff and of a corps of approximately fifty volunteers. It is impossible to verify without conducting a detailed comparative study, but from our surface-level observations and a review of output measures, it appears as if the NMSL LBPH is as efficient a small-scale talking books operation as we have observed in working with more than two-dozen state library agencies.

The NMSL LBPH program has been remarkably successful in retaining usership at a time when many other National Library Service (NLS) affiliates have been losing users. Usership has remained steady at around 3,000 qualified borrowers for a number of years. The circulation of materials has also remained relatively steady.

	FY 2015	FY 2016
Cassettes	9,954	5,878
Digital	79,391	78,350
BARD	41,614	44,511
<b>TOTAL</b>	<b>130,959</b>	<b>128,739</b>

When the usage of the Braille and Audio Reading Download (BARD) program is added to the usage of physical talking books (cassettes and digital media), annual circulation is approximately 130,000 per year.

It appears that part of the credit for maintaining the level of service has been the priority that NMSL has placed on outreach activities. In spite of having a very small paid staff component, human resources are devoted to outreach on a regular basis.

In spite of current outreach efforts, work remains to be done to integrate the talking book program into a continuum of service for library users in the State. The web-survey conducted as part of this evaluation explored the awareness of LBPH services by New Mexico librarians. While a majority of public librarians were aware of basic NLS and talking book services, only slightly more than a third (36.4%) said that they were aware of the BARD program. Awareness of even basic LBPH services was very low among academic librarians.

<b>Services</b>	<b>Public Libraries</b>		<b>Academic Libraries</b>	
	<b>Unaware</b>	<b>Aware</b>	<b>Unaware</b>	<b>Aware</b>
National Library Service (NLS) Service	0.0%	65.7%	9.1%	36.4%
Talking Books Collection	2.9%	65.7%	0.0%	36.4%
BARD: Braille and Audio Reading Download service	17.1%	36.4%	37.1%	9.1%

The marginal awareness and knowledge of the program results in a lukewarm reception to the program from the library community. Librarians are cautious about saying anything negative about the program, but few are truly engaged in promoting the services.

“There has not been a high demand for these services in our community, but they are important to maintain.”

**A-2. To what extent did the New Mexico State Library’s Five-Year Plan Goal 4 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?**

All three of the programs implemented under Goal 4 (Bookmobile, Books-by-Mail, and the Library for the Blind and Physically Handicapped address the improve users’ general knowledge and skills intent of the Lifelong Learning focal area.

**A-3. Did any of the following groups represent a substantial focus for the New Mexico State Library’s Five-Year Plan Goal 4 activities? (Yes/No) NO**

Several groups identified as target audiences are impacted by services conducted under Goal 4. This includes individuals with disabilities (LBPH) and individuals living below the poverty line (many patrons of the rural services programs). However, expenditures on these projects do not approach the 10% identified by IMLS as constituting a substantial focus.

**GOAL 4 CONCLUSIONS**

The evaluators conclude that Goal 4 is only PARTLY ACHIEVED for the following reasons:

1. NMSL has successfully maintained its level of service to print disabled individuals. At a time when many other National Library Service (NLS) affiliates are registering fewer patrons, the New Mexico Library for the Blind and Physically Handicapped has maintained its level of usership.
2. Both the Books-by-Mail and the Bookmobile programs are greatly appreciated by their users. There is absolutely no question that these programs make a positive difference in the lives of the people that they serve. Unfortunately, the number of users of both programs is small and costs per transaction are very high. Although there has been some work directed toward the exploration of the new models of delivery of service, most efforts have been focused on improvement of the existing models (e.g., the Koha catalog.)

## **B. Process Questions**

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

The New Mexico State Library has used SPR data to adjust and refine programs and to make decisions regarding priorities among projects.

### **B-2. Specify any changes the New Mexico State Library made to the Five-Year Plan, and why this occurred.**

No formal changes or amendments were made to the Plan.

### **B-3. How and with whom has the New Mexico State Library shared data from the old and new SPR and from other evaluation resources?**

SPR data has been used internally for planning and evaluation purposes and has been shared directly with the Department of Cultural Affairs (NMSL's parent organization), the New Mexico State Library Commission, the LSTA Advisory Council, and indirectly with the New Mexico State Legislature and Committees. Data from the SPR was also shared with QualityMetrics for the purpose of conducting this evaluation.

## **C. Methodology Questions**

### **C-1. Identify how New Mexico State Library 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 of the New Mexico State Library's implementation of the LSTA Grants to States program, NMSL issued a Request for Bid document on August 2, 2016. Bids were due on August 22, 2016. As a result of this competitive bidding process, QualityMetrics LLC, a library consulting firm familiar with LSTA and with considerable expertise in evaluation methodologies, was awarded the contract. Quality Metrics received a purchase order and permission to proceed with the work of conducting an independent LSTA evaluation in a manner consistent with IMLS guidelines on October 19, 2016.

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

QualityMetrics employed a mixed-methods evaluation approach that included a review of the SPR and other relevant documents and statistics, focus groups, personal interviews and a web-based survey to collect information from stakeholders.

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

New Mexico State Library staff were engaged through personal interviews during a site visit to the agency, via telephone calls, and through frequent e-mail exchanges. During a second site visit, one of the evaluators met with the New Mexico State Library Commission and the New Mexico Consortium of Academic Librarians to gather additional information using a modified focus group format. Additional virtual focus groups were held with Bookmobile staff and with rural bookmobile patrons.

A web-based survey was used to collect information from the New Mexico library community and a separate print survey, specifically on the Brainfuse online tutoring service, was given to the Special Interest Group of the tribal librarians.

**C-4. Discuss how the New Mexico State Library will share the key findings and recommendations with others.**

The New Mexico State Library will share the findings directly with the Department of Cultural Affairs (NMSL's parent organization), the New Mexico State Library Commission, the LSTA Advisory Council, and indirectly with the New Mexico State Legislature and Committees. Key findings will also be shared with the library community by alerting the libraries in New Mexico of the availability of the evaluation report. The report will be publicly available on the state library agency's website as well as on the IMLS website.

**Appendix A - Acronyms**

## **Appendix A – Acronyms**

**ALA – American Library Association**

**BARD – Braille and Audio Reading Download**

**BBM – Books-by-Mail**

**CSLP – Cooperative Summer Library Program**

**DCA – Department of Cultural Affairs**

**FFY – Federal Fiscal Year**

**ILL – Interlibrary Loan**

**ILLiad – Interlibrary Loan System**

**IMLS – Institute of Museum and Library Services**

**LBPH – Library for the Blind and Physically Handicapped**

**LSTA – Library Services and Technology Act**

**NLS – National Library Service**

**NMLA – New Mexico Library Association**

**NMSL – New Mexico State Library**

**SLAA – State Library Administrative Agency**

**SPR – State Program Report**

**SRP – Summer Reading Program**

**Appendix B – Interviewees and Focus Groups**

## **Appendix B: Individuals Interviewed and Focus Groups**

### **Interviewees**

#### **New Mexico State Library (NMSL)**

Kathleen Peiffer, State Librarian

Joy Poole, Deputy State Librarian

Amber Espinosa-Trujillo, LSTA Coordinator

John Mugford, Regional Librarian, Library for the Blind and Physically Handicapped

Brad Carrington, Bureau Chief, Technical Services

Lori Thornton, Bureau Chief, Public Services

Patricia Moore, Library Development Staff

Alana McGrattan, Library Development Staff

Deanne Dekle, Youth Services (interviewed via telephone)

### **Focus Groups - Virtual Sessions**

Bookmobile Users

Bookmobile Staff

### **Focus Groups – Live/Physical Sessions**

New Mexico State Library Commission

New Mexico Consortium of Academic Libraries

## **Appendix C – Bibliography of Documents Reviewed**

## Appendix C – Bibliography of Documents Reviewed

Institute of Museum and Library Services  
***Guidelines for IMLS Grants to States Five-Year Evaluation***  
OMB Control Number: 3137-0090,

Institute of Museum and Library Services  
***Purposes and Priorities of LSTA***

Institute of Museum and Library Services  
***LSTA Grants to States State Program Reports***

***New Mexico FFY 2012*** (for context and longitudinal purposes)  
***New Mexico FFY 2013***  
***New Mexico FFY 2014***  
***New Mexico FFY 2015***

New Mexico State Library  
***New Mexico State Library LSTA Five Year Plan 2013 – 2017***

New Mexico State Library  
***NMSL FY 2016 Final Report and Statistics***

Penny Hummel Consulting  
***2016 New Mexico Libraries Assessment***

New Mexico State Library Website  
<http://nmstatelibrary.org/>

New Mexico State Library Website – El Portal  
<http://www.elportalnm.org/>

New Mexico State Library Website – Rural Services – Bookmobiles  
<http://nmstatelibrary.org/direct-and-rural-services/rural-bookmobiles>

New Mexico State Library Website – Rural Services – Books by Mail  
<http://nmstatelibrary.org/direct-and-rural-services/books-by-mail>

New Mexico State Library Website – Library for the Blind and Physically Handicapped  
<http://nmstatelibrary.org/direct-and-rural-services/lbph>

In addition, the evaluators reviewed many internal documents including:

- Books-by-Mail Statistics
- Bookmobile Statistics
- Talking Book Program Statistics

## **Appendix D – Focus Group Questions**

## Appendix D – Focus Group Questions

### Focus Group Protocol

Please introduce yourselves and indicate who you are, which library you represent, what job you hold or role you fulfill and, finally, tell us how long you have been involved in (state) libraries.

A brief introduction was provided about the Library Services and Technology Act Grants to States Program and basic information was given regarding the total amount of LSTA funding that is received per year by the (state library agency) and a sampling of the larger programs and categories of projects that have been funded in recent years.

1. Which, if any of the LSTA programs I have mentioned have been most impactful for your library and why do you believe that is true?
2. Which, if any, have had the least impact in your community and why do you believe that is true?
3. One role that LSTA funds often play in a state is to spark innovation. Is that the case in (state)? Where does innovation come from in (state's) libraries?
4. Has the library you represent received an LSTA grant within the last three years (FFY 2013, FFY 2014, FFY 2015 – roughly calendar years 2014 – 2016)? Talk about the difference that the grant you received has had on your library and the people that it serves.
5. Tell us about the process used to secure a grant. Is the effort worth the reward? Have you received the support from the (state library agency) that you have needed to apply, implement, and evaluate your grant?
6. Turning forward, the (state library agency) will begin work on the next five-year LSTA plan soon. What new directions should it take? What would make a difference for your library?
7. FINAL SAY. Each participant was asked in turn to share the single most important thing that they are taking away from participating in the session.

NOTE: These questions were modified a bit depending on the make-up of the groups involved.

**Appendix E – Web Survey Instrument**



## New Mexico LSTA Survey

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### WELCOME

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#### LIBRARY AND RESPONDENT DESCRIPTION

**1) Please indicate the type of library that you represent.**

Public library

School library

Community college library

College or university library

Other (Please specify below.)

**If you responded "other" to the question above, please specify in the text box provided below.**

**2) Please select the category that most closely describes your role/responsibilities in your library.**

Library director

Manager/ department head

Children's/youth services librarian

Reference/information/adult services librarian

Technical services librarian (cataloger)

Library technology specialist

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.**

**3) In order to help us better understand the area served by your library, please indicate the name of the county in which your library is located.**

**4) Please indicate the approximate 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

DON'T KNOW

**5) Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent. (To get the FTE staff, divide the total number of paid hours worked by library staff in a typical week by the number of hours considered to be full-time... usually something between 35 and 40.)**

Less than 1

1 or more, but 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

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**SUMMER READING PROGRAM INTRODUCTION**

**6) Did your library offer a summer reading program in the Summer of 2016?**

Yes

No

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**SUMMER READING PROGRAM - NO PROGRAM IN 2016**

**7) 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.**

**8) Are there services or training opportunities that the NMSL could provide that would help your library plan and implement a successful summer reading program in the future?**

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**SUMMER READING PROGRAM - PARTICIPATING LIBRARIES**

**9) Please identify the summer reading program services you provided to each of the following targeted groups in 2016.**

	<b>Only reading lists, reading logs, and other resources provided without staff led events or programs</b>	<b>Resources provided with staff or other presenters leading events or programs</b>	<b>No summer reading program offered for this group</b>
Pre-school children			
School-aged children			
Teens			
Adults			

**10) Are there services or training opportunities that the NMSL could provide that would help your library plan and implement a more successful summer reading program in the future?**

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

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**NEW MEXICO MAKER STATE INITIATIVE**

**12) Please indicate whether you or any member of your staff has participated in Maker State activities supported by NMSL.**

	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
Maker State training events				
Pop-up Maker Events				
Locally organized and Implemented maker events/programming				
Other (Please specify below.)				

**If you responded "other" to the question above, please specify in the text box provided below.**

**13) The Maker State program has attracted new people to my library.**

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither disagree nor agree
- 4 - Agree
- 5 - Strongly agree
- DON'T KNOW/CAN'T RATE

**14) The Maker State program has changed the way people think about my library.**

1 - Strongly disagree

2 - Disagree

3 - Neither disagree nor agree

4 - Agree

5 - Strongly agree

DON'T KNOW/CAN'T RATE

**15) If you have any additional feedback for NMSL regarding its support for the Maker State program, please insert that feedback in the text box provided below.**

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**NEW MEXICO LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED**

**16) NATIONAL LIBRARY SERVICE (NLS)**

**NMSL is able to provide special-format reading materials and other services through a partnership with the National Library Service for the Blind and Physically Handicapped (NLS), which is a program of the Library of Congress. Are you aware of this national program?**

	1 - Unaware of the program	2	3 - Moderately aware of the program	4	5 - Very aware of the program
National Library Service Talking Books Program					

**17) TALKING BOOKS COLLECTION** The Talking Books Collection of the Library for the Blind and Physically Handicapped offers a wide range of popular fiction and non-fiction titles for adults, teens, and children in special formats for eligible readers. 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
Talking Books Collection					

**18) BARD: Braille and Audio Reading Download** This free service, offered by the Library for the Blind and Physically Handicapped 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. New titles are frequently added to this service. 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					

**19) My staff have the skills and training they need to inform patrons about the Library for the Blind and Physically Handicapped program and to help them register for the service.**

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

**20) If you have any additional feedback for NMSL regarding its support for the Library for the Blind and Physically Handicapped program, please insert that feedback in the text box provided below.**

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**EL PORTAL - ONLINE DATABASES/RESOURCES**

**21) Please describe your satisfaction with each of the following e-resources.**

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely Satisfied	6 - NOT FAMILIAR WITH THIS RESOURCE/UNABLE TO RATE
BrainFuse						
Gale Newsstand (newspapers)						
ChiltonLibrary.com (auto maintenance and repair)						
Gale Virtual Reference Library (many different databases)						
Kids InfoBits						
Opposing Viewpoints in Context						

**22) Which two of the e-resources offered through EI Portal do you believe are of the greatest importance to your patrons/ users? (Please select only two.)**

- BrainFuse
- Gale Newsstand (newspapers)
- ChiltonLibrary.com (auto maintenance and repair)
- Gale Virtual Library (many different databases)
- Kids InfoBits
- Opposing Viewpoints in Context

**23) Please explain the reason that your first choice is of the greatest importance.**

**24) Please indicate the degree to which you agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use the EI Portal resources.**

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

**25) How does the availability of these e-resources/databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)**

- Reduces the overall cost of services to patrons
- Broadens the range of services/resources our patrons can access
- Enables my library to buy/license other resources
- Improves the ability of my staff to serve the public
- Improves the quality of service we can provide to patrons
- Other (Please specify below.)

**26) Please indicate your overall satisfaction with the EI Portal program.**

- 1 - Completely dissatisfied
- 2 - Mostly dissatisfied
- 3 - Neither satisfied nor dissatisfied
- 4 - Mostly satisfied
- 5 - Completely satisfied

**27) If you have any additional feedback for the New Mexico State Library regarding the EI Portal program, please insert that feedback below.**

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**RURAL SERVICES**

**28) The New Mexico State Library spends a significant portion of its Library Services and Technology Act (LSTA) Grants to States funding to support bookmobile and books-by-mail programs that target residents of rural areas who lack easy access to physical public libraries. Our evaluation is gathering information about these services from NMSL staff and from users of the services. However, we are interested in your viewpoint regarding the importance of these services as well as any innovative ideas you may have about how to improve library services to rural residents. Please enter your thoughts in the text box provided below.**

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**THANK YOU!**

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**Appendix F – Measuring Success Table**

## Appendix F - Measuring Success Focal Areas

	ILLiad/ Atlas System	Rural Library Services	Library for the Blind and Physically Handicapped	Summer Reading Program	Digital Literacy - New Mexico	Digital Literacy - AWE Workstations Initiative	El Portal (Electronic and Print Access)	Technology and Resource Sharing for Libraries	Matching State Grants in Aid (support)	Newspaper Microfilm	Training and Professional Development	Training and Professional Development for Tribal Libraries
<b>Lifelong Learning</b>												
Improve users' formal education				YES								
Improve users' general knowledge and skills	YES	YES	YES		YES							
<b>Information Access</b>												
Improve users' ability to discover information resources						YES						
Improve users' ability to obtain and/or use information resources	YES					YES	YES		YES			
<b>Institutional Capacity</b>												
Improve the library workforce	YES			YES						YES	YES	
Improve the library's physical and technological infrastructure						YES						
Improve library operations							YES					
<b>Economic &amp; Employment Development</b>												
Improve users' ability to use resources and apply information for employment support												
Improve users' ability to use and apply business resources												
<b>Human Resources</b>												
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												
<b>Civic Engagement</b>												
Improve users' ability to participate in their community												
Improve users' ability to participate in community conversations around topics of concern												

**Appendix G – Targeted Audience Table**

## Appendix G - Targeted Audiences

PROGRAM/INITIATIVE	STATE GOAL	Targeted Audiences											
		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)			
ILLiad/ Atlas System	GOAL 1	Y											
Rural Library Services	GOAL 4												
Library for the Blind and Physically Handicapped	GOAL 4					Y							
Summer Reading Program	GOAL 2								Y	Y			
Digital Literacy - New Mexico Maker State Initiative	GOAL 2												
Digital Literacy - AWE Workstations for Libraries	GOAL 2	Y							Y	Y			
EI Portal (Electronic and Print Access)	GOAL 2												
Technology and Resource Sharing Catalog	GOAL 3	Y											
Matching State Grants in Aid (support)	GOAL 1												
Newspaper Microfilm	GOAL 1												
Training and Professional Development	GOAL 1	Y											
Training and Professional Development for Tribal Libraries	GOAL 1	Y											

**Appendix H – Expenditure Tables**

**Appendix H  
New Mexico LSTA Grants to States Expenditures FFY 2013 - FFY 2015 - ALL GOALS**

ProjectTitle	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditure TOTAL	Percentage of FFY 2013 - FFY 2015 TOTAL
Atlas System/ ILLiad	Goal 1	\$ -	0.0%	\$ -	0.0%	51117.74	3.5%	\$ 51,117.74	1.2%
Rural Library Services	Goal 4	\$ 791,650.00	55.2%	\$ 689,561.36	47.0%	\$ 592,241.94	40.8%	\$ 2,073,453.30	47.6%
LSTA Administration	Goal 1	\$ 33,344.00	2.3%	\$ 4,161.83	0.3%	\$ 56,222.89	3.9%	\$ 93,728.72	2.2%
Library for the Blind and Physically Handicapped	Goal 4	\$ -	0.0%	\$ 69,864.15	4.8%	\$ 89,257.74	6.1%	\$ 159,121.89	3.7%
Summer Reading Program	Goal 2	\$ 11,028.00	0.8%	\$ 11,545.45	0.8%	\$ 14,355.21	1.0%	\$ 36,928.66	0.8%
Digital Literacy - New Mexico Maker State Initiative	Goal 2	\$ 22,219.00	1.6%	\$ 6,173.44	0.4%	\$ 8,583.27	0.6%	\$ 36,975.71	0.8%
Digital Literacy - AWE Workstations for Libraries	Goal 2	\$ -	0.0%	\$ -	0.0%	\$ 61,070.00	4.2%	\$ 61,070.00	1.4%
El Portal (Electronic and Print Information Access)	Goal 2	\$ 509,800.00	35.6%	\$ 624,019.89	42.5%	\$ 508,788.82	35.0%	\$ 1,642,608.71	37.7%
Technology	Goal 3	\$ 5,063.00	0.4%	\$ 25,572.76	1.7%	\$ -	0.0%	\$ 30,635.76	0.7%
Technology & Resource Sharing Catalog	Goal 3	\$ -	0.0%	\$ -	0.0%	\$ 28,717.82	2.0%	\$ 28,717.82	0.7%
Matching State Grants in Aid	Goal 1	\$ 6,022.00	0.4%	\$ 12,806.82	0.9%	\$ -	0.0%	\$ 18,828.82	0.4%
Newspaper Microfilm	Goal 1	\$ -	0.0%	\$ -	0.0%	\$ 21,463.72	1.5%	\$ 21,463.72	0.5%
Training and Professional Development	Goal 1	\$ -	0.0%	\$ -	0.0%	\$ 20,688.85	1.4%	\$ 20,688.85	0.5%
Training and Professional Development for Tribal Librarians	Goal 1	\$ -	0.0%	\$ 14,264.25	1.0%	\$ -	0.0%	\$ 14,264.25	0.3%
ILLiad Librarian	Goal 1	\$ -	0.0%	\$ 8,758.05	0.6%	\$ -	0.0%	\$ 8,758.05	0.2%
ILLiad Upgrade, Emerging and Technology Librarians	Goal 1	\$ 53,821.00	3.8%	\$ -	0.0%	\$ -	0.0%	\$ 53,821.00	1.2%
<b>TOTALS</b>		<b>\$ 1,432,947.00</b>	<b>100.0%</b>	<b>\$ 1,466,728.00</b>	<b>100.0%</b>	<b>\$ 1,452,508.00</b>	<b>100.0%</b>	<b>\$ 4,352,183.00</b>	<b>100.0%</b>

Allotment Check                      \$ 1,432,947.00                      \$ 1,466,728.00                      \$ 1,452,508.00                      \$ 4,352,183.00

**Goal 1. Support the libraries of New Mexico and their capacity to address user needs**

**Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 1                      6.49%**

**Goal 2. Support the increase of literacy skills and provide information access in a variety of formats for New Mexicans' personal, educational, and professional reading needs to enable them to participate fully in their community and wider society**

**Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 2                      40.84%**

**Goal 3. Strengthen relationships between NMSL and the New Mexico library community as well as foster collaboration and cooperation within the library community**

**Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 3                      1.36%**

**Goal 4. Provide library services to visually impaired, rural, homebound, and underserved New Mexico residents, while exploring new models for delivery of services**

**Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 4                      51.30%**

**Appendix H**  
**New Mexico LSTA Grants to States Expenditures FFY 2013 - FFY 2015**  
**GOAL 1**

ProjectTitle	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditure TOTAL	Percentage of FFY 2013 - FFY 2015 TOTAL
Atlas System/ ILLiad	Goal 1	\$ -	0.0%	\$ -	0.0%	51117.74	34.2%	\$ 51,117.74	18.1%
LSTA Administration	Goal 1	\$ 33,344.00	35.8%	\$ 4,161.83	10.4%	\$ 56,222.89	37.6%	\$ 93,728.72	33.2%
Matching State Grants in Aid	Goal 1	\$ 6,022.00	6.5%	\$ 12,806.82	32.0%	\$ -	0.0%	\$ 18,828.82	6.7%
Newspaper Microfilm	Goal 1	\$ -	0.0%	\$ -	0.0%	\$ 21,463.72	14.4%	\$ 21,463.72	7.6%
Training and Professional Development	Goal 1	\$ -	0.0%	\$ -	0.0%	\$ 20,688.85	13.8%	\$ 20,688.85	7.3%
Training and Professional Development for Tribal Librarians	Goal 1	\$ -	0.0%	\$ 14,264.25	35.7%	\$ -	0.0%	\$ 14,264.25	5.0%
ILLiad Librarian	Goal 1	\$ -	0.0%	\$ 8,758.05	21.9%	\$ -	0.0%	\$ 8,758.05	3.1%
ILLiad Upgrade, Emerging and Technology Librarians	Goal 1	\$ 53,821.00	57.8%	\$ -	0.0%	\$ -	0.0%	\$ 53,821.00	19.0%
<b>TOTALS</b>		<b>\$ 93,187.00</b>	<b>100.0%</b>	<b>\$ 39,990.95</b>	<b>100.0%</b>	<b>\$ 149,493.20</b>	<b>100.0%</b>	<b>\$ 282,671.15</b>	<b>100.0%</b>

Allotment Check                      \$ 1,432,947.00                      \$ 1,466,728.00                      \$1,452,508.00                      \$ 4,352,183.00

**Goal 1. Support the libraries of New Mexico and their capacity to address user needs**

**Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 1                      6.49%**

Goal 2. Support the increase of literacy skills and provide information access in a variety of formats for New Mexicans' personal, educational, and professional reading needs to enable them to participate fully in their community and wider society

Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 2                      40.84%

Goal 3. Strengthen relationships between NMSL and the New Mexico library community as well as foster collaboration and cooperation within the library community

Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 3                      1.36%

Goal 4. Provide library services to visually impaired, rural, homebound, and underserved New Mexico residents, while exploring new models for delivery of services

Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 4                      51.30%





**Appendix H**  
**New Mexico LSTA Grants to States Expenditures FFY 2013 - FFY 2015**  
**GOAL 4**

ProjectTitle	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditure TOTAL	Percentage of FFY 2013 - FFY 2015 TOTAL
Rural Library Services	Goal 4	\$ 791,650.00	100.0%	\$ 689,561.36	90.8%	\$ 592,241.94	86.9%	\$ 2,073,453.30	92.9%
Library for the Blind and Physically Handicapped	Goal 4	\$ -	0.0%	\$ 69,864.15	9.2%	\$ 89,257.74	13.1%	\$ 159,121.89	7.1%
<b>TOTALS</b>		<b>\$ 791,650.00</b>	<b>100.0%</b>	<b>\$ 759,425.51</b>	<b>100.0%</b>	<b>\$ 681,499.68</b>	<b>100.0%</b>	<b>\$ 2,232,575.19</b>	<b>100.0%</b>

Allotment Check                      \$ 1,432,947.00                      \$ 1,466,728.00                      \$ 1,452,508.00                      \$ 4,352,183.00

Goal 1. Support the libraries of New Mexico and their capacity to address user needs

Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 1                      6.49%

Goal 2. Support the increase of literacy skills and provide information access in a variety of formats for New Mexicans' personal, educational, and professional reading needs to enable them to participate fully in their community and wider society

Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 2                      40.84%

Goal 3. Strengthen relationships between NMSL and the New Mexico library community as well as foster collaboration and cooperation within the library community

Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 3                      1.36%

**Goal 4. Provide library services to visually impaired, rural, homebound, and underserved New Mexico residents, while exploring new models for delivery of services**

**Percentage of FFY 2013 - FFY 2015 LSTA expended on Goal 4                      51.30%**

**Appendix I – Web Survey Report**

## Appendix I – Web-Survey Report

### ***Who participated?***

Fifty-five individuals responded to the LSTA evaluation web survey representing twenty-three counties in New Mexico. Of these, thirty-five (66.0 percent of the total responses) were in public libraries and twenty (20.7) percent were academic libraries that includes six college or university libraries and five community college libraries. Two were school libraries, and five from other types of libraries, i.e., tribal, private, and NM State Library Rural Bookmobile Program. Sixty-four (64.2) percent of the respondents were library directors and another seventeen (17.0) were managers/ department heads.

Because the thirty-five public library respondents overwhelm the range of responses to survey questions, cross-tab analysis is included in some of the responses.

The largest group, twelve (22.6 percent) said they served a population of 25,000 to 49,999. Another eleven served a community of 2,000 to 4,999 and eleven served a community of 50,000 to 99,999. Among public libraries, eleven (the highest percent) served a population of 25,000 to 49,999. Another nine were in a community of 50,000 to 99,999. The highest percent of academic libraries served a population of 2,000 to 4999.

Overall, thirty-two (32.7) percent, the greatest group, had two to four full-time equivalent (FTE) staff members. Another twenty-one (21.2) percent were in libraries with ten to nineteen FTE. Nine public libraries fell into this category and seven had two to four FTE. Among the eleven academic libraries, over fifty (54.5) percent were two to four FTE.

### ***Summer Reading Program Support***

Thirty-five public library and two school library survey participants were asked if their library offered a summer reading program in the Summer of 2016. Ninety-seven (97.1) percent of public library respondents replied “yes” and both school library participants replied “no.”

Reasons that the two school libraries did not offer the program included “No funding to pay for workers in the summer - we are a school” and “We are a district library services department for a public school system.” The one public library gave the following reason for not offering the program: “As a school system, we encourage our students to participate in the Public Library reading programs, particularly those sponsored by the State Library.”

When this group was asked if there are services or training opportunities that the NMSL could provide that would help their library plan and implement a successful summer reading program in the future, two replied. “Not unless funding were available to pay for staff.” “We plan to continue encouraging our students to use the Public Library programs. We work closely with public librarians and it works well.”

The next question asked the thirty-four public library respondents that offered a 2016 summer reading program to identify the summer reading program services they provided to each of the following targeted groups. The table below represents to count of respondents in each category. Ninety-one (91.2) percent reported providing school-aged children summer reading programs with staff or other presenters leading events or programs. Eighty-five (85.3) percent provided this level of programming for pre-school children; fifty-six (56.7) percent provided this level for

teens; and twenty-eight (20.8) percent provided this level of programming for adults. Fifty-two (52.0) percent provided no summer reading program for adults.

Target Groups	Resources provided without staff led events/programs	Resources provided with staff or others leading events/programs	No summer reading program offered
Pre-school children	5	29	0
School-aged children	3	31	0
Teens	9	17	4
Adults	5	7	13

When this group was asked if there are services or training opportunities that the NMSL could provide that would help their library plan and implement a successful summer reading program in the future, sixteen commented. *(Please see the survey compilation for the complete answers to this question.)* One said they did not need anything and four were positive comments about the existing summer reading program workshop. Three responses wanted more coordinated information and ideas across the libraries. “Perhaps a venue to share ideas once a year via webinar, to see what other libraries are doing and what has worked for their communities. Innovative and unique ideas that we could incorporate.” Another three desired help in attracting more teens and adults to the program and one suggested assessment support. “Information and ideas for tracking actual outcomes would be helpful. We collect attendance and satisfaction data, but would like to have other measures of effectiveness.” Another comment indicated a need for assistance with a competing state program conflict. “Provide the leadership needed to persuade the governor’s office to support the New Mexico libraries’ summer reading programs, rather than launching its own program. The libraries’ summer reading programs have been in existence much longer, and have a proven track record. Why are we asked to promote a different statewide reading program that competes with our efforts?”

Nine respondents shared additional feedback for NMSL regarding its support for your library’s summer reading program. Seven were positive providing praise and appreciation of the program. “The training and materials that are currently provided by NMSL are quite helpful and appreciated.” *(Please see the survey compilation for the complete answers to this question.)*

**New Mexico Maker State Initiative**

Thirty-five public library and two school library participants were asked to indicate in which of the three Maker State activities supported by NMSL they had personally participated, in which other staff members from their library had participated, and in which neither they nor any of their other staff had participated.

<b>Maker State Offerings</b>	<b>I participated</b>	<b>Staff participated</b>	<b>No participation</b>	<b>Not applicable</b>
Maker State training events	5	15	14	4
Pop-up Maker Events	6	10	13	3
Locally organized and Implemented maker events/programming	9	10	11	6

The respondents reported that thirty-nine (39.5) percent of their staff members had participated in Maker State training events, thirty-one (31.3) percent in Pop-up Maker Events, and thirty (30.6) percent in Locally organized and Implemented events. The respondents had personally participated in Locally organized and Implemented events (25.0 percent had participated), Pop-up Maker Events (18.8 percent), and Maker State training events (13.2 percent). The training opportunities with the highest percent of respondents who said neither they nor their staff had participated in were Pop-up Maker Events (40.6 percent), Maker State training events (36.8 percent), and Locally organized and Implemented events (30.6 percent). Two people checked the “other” category and one respondent from the school library included the comment, “We have offered our own Makerspace events and trainings.”

Eighteen (18.9) percent agreed with the statement: The Maker State program has attracted new people to my library and another five (5.4) percent strongly agreed. An equal percent (5.4 percent) disagreed or strongly disagreed with the statement. However, thirty-two (32.4) percent neither disagree nor agree with the statement while the highest percent (37.8 percent) didn’t know or couldn’t rate the question.

Sixteen (16.2) percent agreed with the statement: The Maker State program has changed the way people think about my library and another two (2.7) percent strongly agreed. Eight (8.1) percent disagreed with the statement and zero percent strongly disagreed. However, thirty-two (32.4) percent neither disagree nor agree with the statement while the highest percent (40.5 percent) didn’t know or couldn’t rate the question.

Ten respondents shared additional feedback for NMSL regarding its support for the Maker State program. Four were positive providing praise and appreciation for the program. “Thank you for this program! We are able to see what interest the community has and bring those programs back.” Two said there was a need for more marketing about the program and another mentioned low attendance. “We can’t always guarantee good attendance at the times maker space is available, due to the distance that must be traveled.” *(Please see the survey compilation for the complete answers to this question.)*

***Library for the Blind and Physically Handicapped***

Questions 16-20 asked all fifty-five survey participants about their awareness of NMLS’s range of services and resources through its Library for the Blind using a five-point scale where one indicated unaware of the program and five indicated very aware. The table below lists the services where “aware” is the combined rating of 4 and 5 and the unaware column is a rating of 1.

Services	Public Libraries		Academic Libraries	
	Unaware	Aware	Unaware	Aware
National Library Service (NLS) Service	0.0%	65.7%	9.1%	36.4%
Talking Books Collection	2.9%	65.7%	0.0%	36.4%
BARD: Braille and Audio Reading Download service	17.1%	36.4%	37.1%	9.1%

Twenty-three public library respondents were aware of NMSL's ability to provide special-format reading materials/ services through a partnership with the NLS. While ten were moderately aware, zero were unaware of the program. Four academic libraries rated the program as a four or a five and four respondents were moderately aware of the program. One academic library was unaware of the program. All survey participants were more aware of the Talking Books Collection than BARD. Academic library respondents were most unaware of BARD.

Thirty-nine (39.6) percent, the highest percent, disagreed that their staff have the skills and training they need to inform patrons about and help them to register for the Library for the Blind and Physically Handicapped program. One academic library respondent strongly disagreed. Twenty-two (22.6) percent of respondents agreed and zero percent strongly agreed with the statement. Among public libraries, the highest percent (37.1 percent) neither agreed nor disagreed with the statement and thirty-four (34.3) percent disagreed.

Ten public library respondents shared additional feedback for NMSL regarding its support for the Library for the Blind and Physically Handicapped program. Half of the comments concerned training—the need for more, a preference for training at the state conference over webinars, and an account that low demand makes it difficult to keep staff trained. Other comments mentioned the need for more information/publicity. *(Please see the survey compilation for the complete answers to this question.)*

### ***El Portal (Online Databases)***

Questions 21 through 27 pertain to the e-resources and databases available through the NMSL El Portal.

Respondents were asked to describe their satisfaction with each of six databases using a five-point scale where one indicated completely dissatisfied and five indicated completely satisfied. The percent satisfied in the table is the sum of the four and five ratings for each database in descending order of percent satisfied. Respondents were also given the choice of saying they were “not familiar with this resource or were unable to rate” it.

<b>Resources</b>	<b>% Dissatisfied (rate=2)</b>	<b>% Neutral (rate=3)</b>	<b>% Satisfied (rate=4+5)</b>	<b>unfamiliar/ unable to rate</b>
ChiltonLibrary.com (auto maintenance and repair)	0.0%	7.7%	82.7%	1.1%
BrainFuse	1.9%	17.0%	69.8%	0.7%
Gale Virtual Reference Library (many different databases)	0.0%	17.0%	69.8%	0.9%
Opposing Viewpoints in Context	0.0%	15.4%	61.5%	0.7%
Gale Newsstand (newspapers)	0.0%	21.2%	59.6%	0.6%
Kids InfoBits	0.0%	23.5%	58.8%	0.5%

ChiltonLibrary.com had the highest satisfaction rating. Among public libraries, ChiltonLibrary.com also had the highest satisfaction rating (88.6 percent), but the highest satisfaction rating (63.6 percent) for academic libraries was tied for Opposing Viewpoints in Context and Gale Virtual Reference. No respondents were completely dissatisfied with any of the databases or e-resources, however, one academic library was dissatisfied with BrainFuse.

The next question asked which two e-resources offered through EI Portal are of greatest importance to your patrons/users. Overall, fifty-one (51.9) percent selected ChiltonLibrary.com and another fifty (50.0) percent selected Gale Virtual Library. Twenty public library respondents selected ChiltonLibrary.com and nineteen selected BrainFuse. Nine academic library respondents selected Kids InfoBits and five chose ChiltonLibrary.com.

When asked for their reason for the first choice, forty-three respondents provided feedback. The majority of respondents said the e-resource was the best resource to support users' needs or it provided the most suitable and greatest amount of content for their patrons. (*Please see the survey compilation for the complete answers.*)

Respondents were asked to indicate the degree to which they agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use the EI Portal resources. Overall, forty-five (45.3) percent of respondents agreed with the statement and eleven (11.3) percent strongly agreed. Fifteen (15.1) percent disagreed, but only five (5.7) percent strongly disagreed. Twenty-two (22.6) percent of respondents neither agreed nor disagreed with the statement. Among public and academic libraries, the highest percent of respondents agreed with the statement but while only five (5.7) percent of public respondents strongly agreed thirty-six (36.4) percent of academic library respondents strongly agreed. Seven public library respondents disagreed with the statement and one strongly disagreed. No academic library respondents disagreed or strongly disagreed with the statement.

Question 25 asked respondents to select the biggest impact of the availability of these e-resources/databases. Respondents were asked to choose the one response that is most important for their library. The highest percent of public library (51.4 percent) and academic library (63.6 percent) participants said the availability of the resources in broadening the range of services/resources their patrons can access is most important for their library. Another twenty (20.0) percent of public library respondents indicated that these resources improve the quality of service the library can provide to patrons. Among academic libraries, twenty-seven (27.3) percent said the resources reduce the overall cost of services to patrons.

Respondents were asked to describe their overall satisfaction with the EI Portal program. Fifty (50.9) percent were mostly satisfied and another twenty-two (22.6) percent were completely satisfied. Only seven (7.6) percent said they were dissatisfied (mostly or completely). The highest percent of public libraries, (68.6 percent) were mostly satisfied with EI Portal, one respondent was mostly dissatisfied, and zero were completely dissatisfied. Among academic library respondents, forty-five (45.5) percent were completely satisfied and two participants said they were dissatisfied (mostly or completely).

Eighteen public library respondents shared additional feedback for the New Mexico State Library regarding the EI Portal program. Several offered positive remarks for EI Portal and one provided a critical comment about the interface. “Navigating the site could be easier: it is not always easy to quickly determine which resource to search for a particular question.” Other feedback included a need for more training, the desire for access to system usage statistics, and ability to offer content input. *(Please see the survey compilation for the complete answers to this question.)*

### ***Rural Services (Bookmobile and Books-by-Mail)***

The final question asked respondents to share their viewpoint regarding the importance of bookmobile and books-by-mail programs, as well as any innovative ideas they may have about how to improve library services to rural residents. Thirty-three respondents provided feedback. The majority of comments were very much in favor of these programs noting that they were vital services to support the rural populations of NM. “Our rural library patrons appreciate the bookmobile program. For many individuals in relatively isolated areas, the bookmobile stops also function as social occasions.” “Although these services are not for the urban population I serve, I believe that they are very important. New Mexico is a rural state, and one without internet connectivity in many places. A literate and educated population benefits us all, and these resources help rural New Mexicans access valuable resources.” Comments also discussed the need for more marketing, training, and “One suggestion is that the Bookmobiles contain Internet Hotspots so NM citizens can get online while the Bookmobile is in their area.” Respondents also showed concern for the cost-benefits of these services and inquired about a program review. *(Please see the survey compilation for the complete answers to this question.)*

**Appendix J – Web Survey Results**

# Appendix J - New Mexico LSTA Web-Survey

## Response Counts



1. Please indicate the type of library that you represent.

Value		Percent	Responses
Public library		64.4%	38
School library		3.4%	2
Community college library		10.2%	6
College or university library		13.6%	8
Other (Please specify below.)		8.5%	5

Total: 59

2. If you responded "other" to the question above, please specify in the text box provided below.

<b>Count</b>	<b>Response</b>
1	New Mexico State Library Rural Bookmobile Program
1	Public/school combined
1	Tribal
1	Tribal Library
1	private

3. Please select the category that most closely describes your role/responsibilities in your library.

Value		Percent	Responses
Library director		64.4%	38
Manager/ department head		16.9%	10
Children's/youth services librarian		10.2%	6
Reference/information/adult services librarian		1.7%	1
Other (Please specify below.)		6.8%	4

**Total: 59**

4. 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.

Count	Response
1	Administrative Assistant
1	Deputy Library Director
1	Library Board Member
1	Library Dean

5. In order to help us better understand the area served by your library, please indicate the name of the county in which your library is located.

Count	Response
8	Santa Fe
4	Bernalillo
3	Cibola
3	Dona Ana
3	Grant
3	Otero
3	Sandoval
3	Taos
2	Chaves County
2	Lea
2	McKinley
2	San Juan
1	Bernillio
1	Chaves
1	De Baca
1	Doña Ana County
1	Eddy County, NM
1	Guadalupe
1	Hidalgo
1	Lincoln
1	Los Alamos
1	McKinley County
1	McKinnley

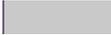
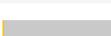
<b>Count</b>	<b>Response</b>
1	Rio Arriba County
1	San Miguel
1	Sandoval County
1	Socorro
1	Valencia
1	We serve 8 counties in SW New Mexico
1	sandoval
1	torrance

6. Please indicate the approximate population served by the library you represent.

Value		Percent	Responses
Fewer than 250		1.7%	1
250 - 499		5.1%	3
500 - 999		3.4%	2
1,000 - 1999		5.1%	3
2,000 - 4999		20.3%	12
5,000 - 9,999		15.3%	9
10,000 - 24,999		8.5%	5
25,000 - 49,999		20.3%	12
50,000 - 99,999		20.3%	12

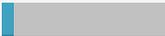
Total: 59

7. Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent. (To get the FTE staff, divide the total number of paid hours worked by library staff in a typical week week by the number of hours considered to be full-time... usually something between 35 and 40.)

Value		Percent	Responses
Less than 1		1.7%	1
1 or more, but less than 2		15.5%	9
2 - 4		31.0%	18
5 - 9		10.3%	6
10 - 19		20.7%	12
20 - 34		6.9%	4
35 - 49		6.9%	4
50 - 99		3.4%	2
100 - 249		3.4%	2

Total: 58

8. Did your library offer a summer reading program in the Summer of 2016?

Value		Percent	Responses
Yes		92.5%	37
No		7.5%	3
			Total: 40

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

Value		Percent	Responses
Other (Please explain below.)		100.0%	2
			<b>Total: 2</b>

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

Count	Response
1	As a school system, we encourage our students to participate in the Public Library reading programs, particularly those sponsored by the State Library.
1	No funding to pay for workers in the summer - we are a school
1	We are a district library services department for a public school system.

11. Are there services or training opportunities that the NMSL could provide that would help your library plan and implement a successful summer reading program in the future?

Count	Response
1	Not unless funding were available to pay for staff
1	We plan to continue encouraging our students to use the Public Library programs. We work closely with public librarians and it works well.

12. Please identify the summer reading program services you provided to each of the following targeted groups in 2016.

	Only reading lists, reading logs, and other resources provided without staff led events or programs	Resources provided with staff or other presenters leading events or programs	No summer reading program offered for this group	Responses
Pre-school children Count Row %	5 13.5%	32 86.5%	0 0.0%	27.8%
School-aged children Count Row %	3 8.1%	34 91.9%	0 0.0%	27.8%
Teens Count Row %	9 27.3%	20 60.6%	4 12.1%	24.8%
Adults Count Row %	6 23.1%	7 26.9%	13 50.0%	19.5%
Total				100.0%

13. Are there services or training opportunities that the NMSL could provide that would help your library plan and implement a more successful summer reading program in the future?

Count	Response
1	All training is greatly appreciated.
1	Coordinate reading lists with schools
1	How to attract teens as both participants and volunteers
1	I appreciate that we are able to purchase items from CSLP because of the state library's membership.
1	Information and ideas for tracking actual outcomes would be helpful. We collect attendance and satisfaction data, but would like to have other measures of effectiveness.
1	It would be nice to see calendars from other libraries. It helps to get ideas by seeing what other libraries are offering.
1	More assistance with vetted programs.
1	N/A
1	NMSL already provides a great Summer Reading workshop. This is very useful.
1	Perhaps a venue to share ideas once a year via webinar, to see what other libraries are doing and what has worked for their communities. Innovative and unique ideas that we could incorporate.
1	Provide the leadership needed to persuade the governor's office to support the New Mexico libraries' summer reading programs, rather than launching its own program. The libraries' summer reading programs have been in existence much longer, and have a proven track record. Why are we asked to promote a different statewide reading program that competes with our efforts?
1	Summer Reading programs for adults, how do we keep the adults in the program?
1	The limitations in our program are lack of staff. We would otherwise use the available resources to expand our teen* and adult programs. *We have a very small teen population, which limits program attendance, but with more staff, we would try.
1	The pre SRP workshop is terrific. I think they do a great job with helping us plan our summer.
1	We appreciate the Workshop offered each year
1	Yes, especially with a model to get teens involved. I really enjoy having the SRP workshops. Those are very helpful in hearing from what other libraries are doing and seeing the presenters.
1	coding technology
1	no



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

Count	Response
1	Because staffing is really small and there are few qualified librarians in the smaller libraries, some centrally coordinated reading lists might be very useful.
1	I enjoy attending a regional SRP workshop each year to interact with other librarians and share ideas.
1	N/A
1	NMSL conducts workshops which are very helpful.
1	NMSL does a great job of providing summer reading program information and ideas to our libraries.
1	None at this time.
1	Please supply more summer reading event suggestions,
1	Thank you for the \$100. voucher. It allows us to give t-shirts as prizes.
1	The Summer Reading Workshops hosted by NMSL were very helpful and a great to talk to other libraries about what they're doing and what's working at their libraries.
1	The training and materials that are currently provided by NMSL are quite helpful and appreciated.
1	We are well-served by the current support.
1	Without their support the events would not be able to be successful.

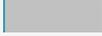
15. Please indicate whether you or any member of your staff has participated in Maker State activities supported by NMSL.

	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	Responses
Maker State training events Count Row %	6 15.8%	18 47.4%	14 36.8%	4 10.5%	62.3%
Pop-up Maker Events Count Row %	6 18.2%	11 33.3%	14 42.4%	4 12.1%	54.1%
Locally organized and Implemented maker events/programming Count Row %	10 27.0%	12 32.4%	12 32.4%	6 16.2%	60.7%
Other (Please specify below.) Count Row %	1 7.7%	0 0.0%	3 23.1%	9 69.2%	21.3%
Total					100.0%

16. If you responded "other" to the question above, please specify in the text box provided below.

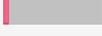
Count	Response
1	I was not here during 2016, so cannot answer this accurately
1	We have offered our own Makerspace events and trainings.

17. The Maker State program has attracted new people to my library.

Value		Percent	Responses
1 - Strongly disagree		2.5%	1
2 - Disagree		2.5%	1
3 - Neither disagree nor agree		30.0%	12
4 - Agree		20.0%	8
5 - Strongly agree		7.5%	3
DON'T KNOW/CAN'T RATE		37.5%	15

Total: 40

18. The Maker State program has changed the way people think about my library.

Value		Percent	Responses
2 - Disagree		7.5%	3
3 - Neither disagree nor agree		30.0%	12
4 - Agree		17.5%	7
5 - Strongly agree		5.0%	2
DON'T KNOW/CAN'T RATE		40.0%	16
			<b>Total: 40</b>

19. If you have any additional feedback for NMSL regarding its support for the Maker State program, please insert that feedback in the text box provided below.

Count	Response
1	Although I have not attended any makerspace programs or trainings, I have acquired funding recently that will help me create a makerspace in our library. I am very interested in this subject at this time.
1	Having the program is beneficial
1	If this resource is available to school libraries, it should be better marketed to them.
1	Our library has been providing maker space programming for many years.
1	Our library was told we were not eligible for the maker materials being offered by NMSL.
1	Thank you for this program! We are able to see what interest the community has and bring those programs back.
1	We can't always guarantee good attendance at the times maker space is available, due to the distance that must be traveled.
1	We feel that the program could offer more information on types of programs being offered, more dates and help with publicity in order to attract more community members.
1	We value the Maker State programs and they have been well received by our community.
1	Would like more opportunities for programs at my library.

20. NATIONAL LIBRARY SERVICE (NLS) NMSL is able to provide special-format reading materials and other services through a partnership with the National Library Service for the Blind and Physically Handicapped (NLS), which is a program of the Library of Congress. Are you aware of this national program?

	1 - Unaware of the program	2	3 - Moderately aware of the program	4	5 - Very aware of the program	Responses
National Library Service Talking Books Program	1	6	17	14	21	
Count	1.7%	10.2%	28.8%	23.7%	35.6%	100.0%
Row %						
Total						100.0%

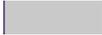
21. TALKING BOOKS COLLECTION The Talking Books Collection of the Library for the Blind and Physically Handicapped offers a wide range of popular fiction and non-fiction titles for adults, teens, and children in special formats for eligible readers. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service	Responses
Talking Books Collection	1	5	17	15	21	
Count	1.7%	8.5%	28.8%	25.4%	35.6%	100.0%
Row %						
Total						100.0%

22. BARD: Braille and Audio Reading Download This free service, offered by the Library for the Blind and Physically Handicapped 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. New titles are frequently added to this service. 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	Responses
BARD: Braille and Audio Reading Download service Count Row %	12 20.3%	12 20.3%	16 27.1%	8 13.6%	11 18.6%	100.0%
Total						100.0%

23. My staff have the skills and training they need to inform patrons about the Library for the Blind and Physically Handicapped program and to help them register for the service.

Value		Percent	Responses
1 - Strongly disagree		1.7%	1
2 - Disagree		37.3%	22
3 - Neither agree nor disagree		37.3%	22
4 - Agree		23.7%	14

Total: 59

24. If you have any additional feedback for NMSL regarding its support for the Library for the Blind and Physically Handicapped program, please insert that feedback in the text box provided below.

Count	Response
1	A training for this would be helpful or a one pager that shows the steps of how we can get services for patrons.
1	I think this continues to be a useful program.
1	I would like a training, possible at our state conference, about these programs. Not a webinar!
1	It would be nice to have pamphlet or information to give to staff so that they are more aware of this service and procedure for our patrons
1	Most librarians understand support services for the blind and physically handicapped are available through the State Library and would refer patrons as necessary.
1	Need for workshops to learn about services for the Blind and Physically Handicapped program.
1	Need more info form the Department to educate staff
1	There has not been a high demand for these services in our community, but they are important to maintain. Because of the low demand for services, it has been difficult to keep new staff up-to-date on the services provided.
1	This is a wonderful service, and provides services that each individual library cannot. Thank you!
1	We are aware of the program and direct them to the library phone number. If there is a way to register them otherwise, I am not aware of it.
1	needs more publicity within library community
1	none at this time

25. Please describe your satisfaction with each of the following e-resources.

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely Satisfied	6 - NOT FAMILIAR WITH THIS RESOURCE/UNABLE TO RATE	Responses
BrainFuse Count Row %	0 0.0%	1 1.7%	11 18.6%	17 28.8%	23 39.0%	7 11.9%	16.9%
Gale Newsstand (newspapers) Count Row %	0 0.0%	0 0.0%	12 20.7%	18 31.0%	18 31.0%	10 17.2%	16.6%
ChiltonLibrary.com (auto maintenance and repair) Count Row %	0 0.0%	0 0.0%	6 10.3%	15 25.9%	31 53.4%	6 10.3%	16.6%
Gale Virtual Reference Library (many different databases) Count Row %	0 0.0%	0 0.0%	9 15.3%	15 25.4%	27 45.8%	8 13.6%	16.9%
Kids InfoBits Count Row %	0 0.0%	0 0.0%	14 24.6%	18 31.6%	15 26.3%	10 17.5%	16.3%
Opposing Viewpoints in Context Count Row %	0 0.0%	1 1.7%	10 17.2%	14 24.1%	20 34.5%	13 22.4%	16.6%
Total							100.0%

26. Which two of the e-resources offered through EI Portal do you believe are of the greatest importance to your patrons/ users? (Please select only two.)

Value		Percent	Responses
BrainFuse		41.4%	24
Gale Newsstand (newspapers)		15.5%	9
ChiltonLibrary.com (auto maintenance and repair)		48.3%	28
Gale Virtual Library (many different databases)		53.4%	31
Kids InfoBits		19.0%	11
Opposing Viewpoints in Context		15.5%	9

27. Please explain the reason that your first choice is of the greatest importance.

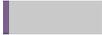
Count	Response
1	An assignment for our LIB 101 course requires students to use GVL. We also have 59 LibGuides that link to the GVL.
1	Brain Fuse helps our after school kids with their homework
1	BrainFuse is not only for children but for adults too, with BrainFuse Help Now and BrainFuse Job Now
1	BrainFuse is useful for homework help and job searching - both are things that are very useful to our patrons. Gale databases provide access to research not held (or possible to hold) at our library.
1	BrainFuse meets diverse needs in our community by providing tutoring, test preparation and career support. We would not be able to provide the same level and depth of support without this resource.
1	Chilton is the most used database here inside the library.
1	Community college students can make use of the resources in the Gale Virtual Library when conducting research for class projects, as well as for personal interest.
1	Content is on the broadest range of subjects, with the potential to be used by the greatest number of people.
1	Gale Virtual Library offers New Mexicans a variety of sources for their information needs.
1	Gale virtual library has multiple databases.
1	Great reference resources
1	I am only aware of the Gale Database - we use Kids InfoBits the most. Chilton Library and Opposing Viewpoints are the only other ones that show up in our Gale Database.
1	I don't believe any of my rural patrons use these resources. there is very limited internet service in our service area and many of our patrons are elderly and/or do not use internet resources.
1	I feel these two databases are used the most
1	I find Opposing Viewpoints in Context to be a great resource for students beginning work on research projects because it gives a great overview of an issue.
1	I use this to help all ages of patrons find basic information or journals.
1	In our community Bainfuse is used most often to achieve help with GED certifications.
1	It is a homework resource that our patrons can use at all hours, not just while we are open and provides school help
1	It mostly about reminding our patrons that this service is available to them.
1	Its a resource that can be accessed any where in the state. I like that it has a wide range of topics from young to college age.

Count	Response
1	Many patrons need information on fixing their cars as this is a low income area and they cannot afford to take it to a repair shop.
1	Opposing Viewpoints is a database we use to help students find sources on topics for their argument papers in their college-level English classes.
1	Opposing Viewpoints is an essential tool for our and many other schools. It is heavily used by secondary students and helps them improve their research skills, which are needed for success in college and career.
1	Our district's usage of Opposing Viewpoints is high and we wouldn't be able to offer this resource to students if it were not provided by the State Library.
1	Our library is no longer keeping print back files, so we rely on the databases to help patrons find articles, etc. they need.
1	Our students use these resources in consultation with us, so they be using BrainFuse just as much, but I am not aware of it.
1	Our youth have access that we cannot provide due to budget issues.
1	Patron usage is high
1	Rural location of library, limited access to, book stores etc.
1	Staff have explored the two; however, have not utilized nor introduced to the public
1	Students in the NMSU-Grants automotive program utilize the Chilton database for their reference in coursework.
1	Students make great use of the Gale Virtual Library at our library, and the Chilton database keeps expensive and bulky volumes of our shelves. The patrons really find the products user-friendly.
1	Students need this type of research for assignments
1	The Gale Virtual Library has a variety of databases that support the academic curriculum.
1	The Gale Virtual Library is utilized by many students for their general research and information needs. Many use this as their first stop dbase for information. The fact that it's free means that everyone can use it.
1	The databases eliminate a need for us to subscribe to many printed publications.
1	These databases provide a solid foundation for elementary and high school students so that they are ready for advanced research when they reach college and beyond.
1	Virtual Library provides full article access to many journals we cannot buy ourselves. Brainfuse has a great job search component
1	We are a poverty/below poverty level community. Those residents who have vehicles maintain them at home. Our access to repair information is very valuable to our patrons. We love this service.
1	We do not have the funding to provide on a local library level
1	We do not own a complete set of Chilton's. The online version makes it accessible and easier to make copies of needed pages.

**Count    Response**

1	We have a lot of patrons who like to work on their own vehicles or restoring older model vehicles, and this provides to much needed information to patrons.
1	We like Chilton Library because we can't provide that comprehensive amount on vehicles within the space or budget restrictions we have. Patrons who use it are pleased with it.
1	While the other databases have exceedinly useful information (from a librarian point of view) ee find that we show Brainfuse database to people most often. It has practical support for improving one's education across the spectrum whether it be the career resources, GED, resume making or support for students at school still.
1	car repair is expensive, these books are expensive, patrons love finding out about it
1	legal forms
1	need the databases and any homework help is helpful.
1	valuable free information

28. Please indicate the degree to which you agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use the EI Portal resources.

Value		Percent	Responses
1 - Strongly disagree		5.1%	3
2 - Disagree		15.3%	9
3 - Neither agree nor disagree		23.7%	14
4 - Agree		44.1%	26
5 - Strongly agree		11.9%	7

Total: 59

29. How does the availability of these e-resources/databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)

Value		Percent	Responses
Reduces the overall cost of services to patrons		8.5%	5
Broadens the range of services/resources our patrons can access		50.8%	30
Enables my library to buy/license other resources		11.9%	7
Improves the ability of my staff to serve the public		6.8%	4
Improves the quality of service we can provide to patrons		18.6%	11
Other (Please specify below.)		3.4%	2

**Total: 59**

30. Please indicate your overall satisfaction with the EI Portal program.

Value		Percent	Responses
1 - Completely dissatisfied		3.4%	2
2 - Mostly dissatisfied		3.4%	2
3 - Neither satisfied nor dissatisfied		18.6%	11
4 - Mostly satisfied		50.8%	30
5 - Completely satisfied		23.7%	14
			<b>Total: 59</b>

31. If you have any additional feedback for the New Mexico State Library regarding the El Portal program, please insert that feedback below.

Count	Response
1	El Portal allows us to provide resources and services on par with much larger communities.
1	El Portal is fantastic!
1	Every citizen in New Mexico has access to these resources at their fingertips with phones, computers, etc. without having to physically be in the facility.
1	I believe the El Portal program should include the Reference USA database. I think it would be helpful for patrons and businesses throughout the state.
1	I believe very few, if any, of our patrons use El Portal, despite our having advertised its availability in the past.
1	I repeatedly talk El Portal up to staff but find that they forget about it and do not use it as one of their reference resources when answering a reference query. Regular focused trainings (Webinars) on sections of El Portal might be useful
1	I wish more patrons would use this excellent resource. Staff tell patrons about it but we are not sure they follow up on our advise to use it.
1	I would like further training in how to use/access all of the resources mentioned in this survey. I have been the librarian at this school for almost 3 years and have had no communication from the State Library regarding these services. I just knew about them because the previous librarian left me the log in information.
1	If El Portal could somehow include Learning Express, and a language program it would be of great value to our campus community.
1	If possible, some way to view database usage for our area. We have no idea how often or what specific database are being accessed from patrons at home. Knowing this would help us better know the impact the databases are having in our community.
1	It would be great if libraries had some input into the selection and retention of the El Portal database content.
1	It would be really helpful if we learn of any NMSL plans to add/drop databases in time for our own budget planning. Usage statistics are needed, for our annual reports!
1	N/A
1	Navigating the site could be easier: it is not always easy to quickly determine which resource to search for a particular question.
1	Not at all familiar with El Portal program.
1	Our satisfaction is tied to the databases that we use and consider useful. We do not use all of them.
1	Still learning how to use so that I may teach patrons and staff

**Count    Response**

1        The El Portal database series is a vital source of information not only to our students, but our visiting public patrons as well. I present the various databases to our patrons to fit their information needs. I have presented the El Portal databases for primary/secondary students to various schools as a tool to augment the existing curriculum and assist teachers with their assignments.

1        We could use some training at our library to fully embrace what these services can do for our patrons.

1        We would love access to help in mathematical homework as well as language.

1        webinar teaching how and whys of El Portal

1        without El Portal my students won't be able to complete their degree

32. The New Mexico State Library spends a significant portion of its Library Services and Technology Act (LSTA) Grants to States funding to support bookmobile and books-by-mail programs that target residents of rural areas who lack easy access to physical public libraries. Our evaluation is gathering information about these services from NMSL staff and from users of the services. However, we are interested in your viewpoint regarding the importance of these services as well as any innovative ideas you may have about how to improve library services to rural residents. Please enter your thoughts in the text box provided below.

Count	Response
1	Although these services are not for the urban population I serve, I believe that they are very important. New Mexico is a rural state, and one without internet connectivity in many places. A literate and educated population benefits us all, and these resources help rural New Mexicans access valuable resources.
1	As a child growing up in a rural area the books-by-mail program was a great service. Provided my family with books that we were not able to access any where else.
1	As long as they are cost effective I don't have a problem with them, but I think that needs to be monitored closely to get the most bang for the buck.
1	As the Manager of Bookmobile West, I believe our services are VERY important to our patrons. But then I'm biased. :-) We are often unable to serve our patrons due to Department of Finance restrictions regarding the maintenance of our vehicles.
1	Bookmobile is highly valued in McKinley County.
1	Books by mail is an excellent service. However, a bookmobile to service these areas may serve the public better. Discovery by browsing may be diminished with online selection of books for two reasons. First, the rural patron may not have internet access, and second, the act of discovery through serendipitous physical browsing cannot be accomplished.
1	Have more than simply GO Bond funding!
1	Have the bookmobile staff actively encourage and train their patrons to use the databases and ebooks on El Portal. Many of the rural residents do not even know these exist.
1	I am glad our state provides these services to our citizens.
1	I am in favor of the New Mexico State Library supporting rural residents. By nature of their location, they have considerably more restricted access to other information resources, and so the service the NMSL provides is especially important.
1	I do think it is good to have bookmobile services available.
1	I haven't had any personal experience using or helping a patron use books-by-mail but I think its a great thing to offer for library patrons across New Mexico who do not have easy access to public libraries. I haven't seen bookmobiles around our area but I think the concept is really awesome and would love to see them implemented more.

Count	Response
1	I think that rural bookmobile services are extremely important to state residents who are unable to use public library services due to physical disabilities and financial challenges to personally visiting libraries, as well as lack of Internet availability to many rural New Mexicans (even if they could afford it).
1	I think the two services are critical to rural residents. I would like to see more funding available to replace or add bookmobiles.
1	I think this service is crucial to the rural population in New Mexico.
1	I would like to be able to promote this service more to our patrons. The State Library provides some information, but more ways to promote would be excellent
1	Improving the access to the internet and electronic resources is important. Many agencies and companies require communication via email and online applications.
1	In northern NM I think the bookmobile does a great job of reaching rural areas in Rio Arriba County, I have not heard any complaints.
1	It is really time to review this service - especially how counties get away with paying so little and then don't fund their city library as all
1	It is the fundamental role of libraries to meet unmet needs of the communities they are serving. In rural areas you might consider running library services (or associating the library) with the local Ag Extension Office so that they could share physical resources.
1	It would be of great service to some of our outlying areas if internet service could be provided. Many of our students from Laguna and Acoma Pueblos do not have internet access at home. This hinders their ability to complete assignments, information seeking, and general communication outside of the different communities.
1	NA
1	Need to emphasize books by mail--book mobiles are too cost prohibitive per books checked out
1	New Mexico is huge, thus book mobile or books by mail services are essential to reach those far from a library. I have anecdotes of people driving 2 hours one way to use my library. While this is good for my library statistics, it is a significant investment of time and resources on the part of that patron family. I have discussed downloadable digital library options with this patron, but the technological sophistication (lack of) on the part of one family member makes them reluctant to go in this direction.
1	Our community is small so there is no need for bookmobiles.
1	Our library serves a more urban area and people enjoy coming to the library for materials and programs. I think the bookmobile and books-by-mail are wonderful programs - we do have some extremely rural areas of the state. Maybe NMSL could offer downloadable e-books and e-audio books for state residents.
1	Our rural library patrons appreciate the bookmobile program. For many individuals in relatively isolated areas, the bookmobile stops also function as social occasions. I am concerned about the cost-benefit of the bookmobiles. With access to e-books (if Internet is available) as well as the books-by-mail program, bookmobiles may no longer make sense unless they also leverage other services such as access the Internet and technology training.

**Count Response**

1	Rural library services are indeed important to a state like New Mexico. I'm not sure the traditional delivery methods still being used today are the most cost effective, in relation to the number of people served. Has a thorough cost-benefit analysis of rural library services been conducted recently? People who live in rural areas do periodically go to a town -- for school, church, groceries, mail, tractor parts. How many of these towns have public libraries? Can the services available at these public libraries be adapted to serve rural populations? (For example, longer check-out periods and higher check-out limits, to accommodate less frequent visits to the library. Also adjust program schedules to match "going to town" patterns.) How many people living in these rural areas carry cell phones or have internet access? Online books-by-mail systems, and downloadable models, and even automated book kiosks parked at a crossroad could be managed by nearby larger public librarie
1	Service to rural areas is vital, especially in a state like New Mexico with such a large and diverse rural population. Also, lack of broadband throughout the state makes the bookmobile and books-by-mail programs even more crucial.
1	The Bookmobile is crucial in this state where its population is spread across many miles of rural areas, areas that are oftentimes difficult to get in and out of. One suggestion is that the Bookmobiles contain Internet Hotspots so NM citizens can get online while the Bookmobile is in their area. Please keep funding this important service.
1	The library in Sunland Park is adjacent to the State of Texas and their outlining area residents alongside of the New Mexico stretch bordering the two states is not serving patrons due to the proximity to a local or county library. Residents who live in Anthony, NM for instance will come to the library in Sunland Park and we provide them with free library services and a library card. Even though they do have a small library. Those residents who live in Anthony, Texas however, pay a fee to use the El Paso Public Library, it is far and sometimes due to poverty levels can not afford to pay. It saddens me to no end that we can't serve these individuals. However, sometimes the NM services such as Portal helps to buffer and assist students. The library is not very big and has limited resources, definitely without the help from the State resources and State Library it could be worse. We are extremely grateful and we do take advantage of those services provided. The Library also received
1	These services are vital part of rural areas by far, the best resource or patrons can have.
1	These services per patron are really expensive. The bookmobiles specifically seem so expensive in this age of tight budgets and information that can be delivered in other ways (bookmobiles can serve people via mail). I know they are loved politically, but I think it is really unrealistic to continue a program that has such a high cost and serves relatively few people. I also believe that bookmobiles may inhibit communities from starting their own community centers/libraries. Libraries are more than books - they are places to gather and places for discussion - and those places leave for these communities when the bookmobile leaves town. Creative ways to spend that money might include - using the funds to help key communities start their own libraries, buying book collections for communities that might be kept in a town hall or police station (not a formal library, but access to books), if any wifi is available in near by areas, those areas could be identified as "library hotspots"
1	We are not only rural, we are designated as a "frontier" county. Some residents drive nearly an hour to get to our library. Access to library services through bookmobile and mail is very valuable to those patrons. Visible marketing of the service would help. Some county residents have little to no access to radio or television stations from New Mexico, so fliers, mailings, posters or other like materials put in post offices or businesses would improve awareness of these services. Many county residents are not aware of what is offered.
1	advertising the services not only in the area you serve.
1	because we are a small Public Library the services provided are important to our community.
1	no thoughts - we aren't rural

