

South Carolina State Library



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STATE LIBRARY

**Evaluation of the
Library Services and Technology Act
Five-Year Plan
2013-2017**

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Evaluation Summary

The use of federal Library Services and Technology Act funds by the South Carolina State Library during the past five years has been guided by the SCSL LSTA Five-Year Plan for 2013-2017. The intent of this evaluation is to examine the extent to which the SCSL has met the goals that are defined in its Five-Year Plan.

The specific evaluation questions addressed in the body of this evaluation include the following:

- To what extent did your Five-Year Plan activities make progress towards each goal?
- To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

The methodology employed in this evaluation included interviewing the individuals listed in Appendix B, examining the documents listed in Appendix C, conducting a Web-based survey of public librarians in South Carolina (the results of which are outlined in Appendix F), conducting a Web-based survey of Library Friends and Trustees in South Carolina (the results of which are outlined in Appendix G), facilitating a focus group with South Carolina public librarians (Appendix H), and comparing the targets for LSTA-funded activities in the LSTA Five-Year Plan with actual performance (Appendix I).

Based on the results of these evaluations, this report makes the following findings:

- Goal 1 (Information and library services are expanded and are made more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and are aligned with documented needs of South Carolinians) has been achieved through the following projects: Book To Action; Collections for South Carolinians; Digital Services for South Carolinians; Electronic Resources for South Carolinians; LSTA Administration; subgrants to six libraries; Workforce Development; and Young Adult Library Services.
- Goal 2 (Recruitment and training of library staff are improved to increase leadership and skills needed to better serve the public) has been achieved through the following projects: Bookmobile Promotional Support subgrants to ten libraries; Conference Attendance subgrants to 26 libraries; Continuing Education and Outreach for South Carolina Library Staff; Digitization Projects and Preservation of Materials; Leadership Development Mini-

Grants (ILEAD USA Leadership Development); Library Services for South Carolina Young Adults; LSTA Administration; Makerspace Travel Grants to four libraries; Resources for Child and Family Literacy; State Aid, Data, & Library Administration; StoryfestSC; subgrants to 11 libraries; Summer Reading Support for South Carolina Libraries; Support for MLIS Candidates to two libraries; and Training and Consultation for Public Library Development.

- Goal 3 (Libraries play a larger role in children’s lives, particularly children at risk, and especially in regard to reading and family literacy) has been achieved through the following programs: Early Literacy Services; subgrants to six libraries; Summer Reading Program subgrants to 35 libraries; Summer Reading Support for South Carolina Libraries; and Support for MLIS Candidates to two libraries.
- Goal 4 (Access to quality library services is enhanced for people who have difficulty using a library) has been achieved through the following projects: Electronic Collections and Access for South Carolina; South Carolina Digital Library Support; subgrants to two libraries; Technology for Library Development; and Talking Books Services for South Carolinians.
- Goal 5 (Library services are improved, through collaborative and partnering efforts whenever possible, for people of diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy) has been achieved through the following projects: Grandfamilies Plus Mini-Grants; subgrants to five libraries; Talking Books Services for South Carolina; and Young Adult Services for South Carolinians.
- Goal 6 (The technological environment of libraries, including linkages between libraries, is improved to enhance access to information and services) has been achieved through the following projects: AWE Literacy Stations subgrants to six libraries; IT/Technology Services; South Carolina Digital Library Support; subgrants to two libraries; and Talking Books Services for South Carolinians.
- Goal 7 (All people in South Carolina have access to information through electronic resource sharing) has been achieved through the following projects: DISCUS; and Mango Languages.
- The SCSL plan activities met the following national priorities associated with the Measuring Success focal areas and their corresponding intents:
 - Lifelong Learning: Improve users’ general knowledge and skills
 - Information Access: Improve users’ ability to discover information resources
 - Information Access: Improve users’ ability to obtain and/or use information resources
 - Institutional Capacity: Improve the library workforce
 - Institutional Capacity: Improve the library’s physical and technological infrastructure
 - Institutional Capacity: Improve library operations

- Economic & Employment Development: Improve users' ability to use resources and apply information for employment support
- Human Services: Improve users' ability to apply information that furthers their personal or family health & wellness
- Human Services: Improve users' ability to apply information that furthers their parenting and family skills
- Civic Engagement: Improve users' ability to participate in their community
- Individuals with disabilities represented a substantial focus for the SCSL Five-Year activities. These individuals were the focus of the Talking Books Services for South Carolina project, which represented 19 per cent of the total LSTA expenditures for the period of time under consideration.
- Children (aged 0-5) also represented a substantial focus for the SCSL Five-Year activities. These individuals were the focus of several statewide projects – Summer Reading Support for South Carolina Libraries, Early Literacy Services, Resources for Child and Family Literacy, StoryfestSC – as well as the Summer Reading Grants for South Carolina Libraries subgrant program. These projects represented 14 per cent of the total LSTA expenditures for the period of time under consideration.
- In six cases, targets that appeared in the plan were not fully achieved during the period under consideration. These included a mentoring program between well- and under-developed public libraries to encourage best practices in providing information services (Goal 1); use of GIS technology to examine and gather data about library users and positioning of service outlets (Goal 4); services for Website development for public libraries (Goal 6); and review of standards for Technology in South Carolina Public Libraries (Goal 6, Goal 7). In several cases, these targets have been partially achieved, and in each case, SCSL intends to develop projects with similar foci.
- Four groups of stakeholders were involved in the Five-Year Plan Evaluation. First, 45 public librarians throughout South Carolina (including half of the public library directors in the state) responded to an online survey in the last half of December 2016 and the first half of January 2017. Second, 21 South Carolina public library Friends and trustees responded to an online survey in the last two weeks of December 2016. Third, four focus groups were held, two in Columbia on February 7 and two in Spartanburg on February 8. Twenty-eight individuals attended these focus groups. Fourth, ten SCSL staff members were interviewed to gather information and thoughts regarding LSTA-funded projects and activities during the time period under consideration.

Based on the results of these evaluations, this report makes the following recommendations (Appendix J):

- **Awareness.** During the next LSTA planning effort, SCSL should engage in better marketing of its use of LSTA funds so that public library staff members, library Friends and trustees, and other stakeholders understand the breadth and impact of LSTA-funded initiatives.
- **Grants Process.** Focus group participants and survey respondents noted some concerns with the grants process, and SCSL staff should examine these concerns and adjust the grants process where possible.
- **Build on strengths.** SCSL staff are to be commended for their efforts in several areas – expanding library services through collaboration and partnership, recruitment and training of library staff, children’s services, library services to diverse audiences, and electronic resource sharing – and are encouraged to build on these strengths by continuing to support these projects.
- **Next Five-Year Plan.** As the SCSL staff begin drafting their next LSTA Five-Year Plan, they are encouraged to involve as many stakeholders as possible and to consider the ideas that were shared on the surveys of public librarians, library Friends, and library trustees; and the focus groups.

Evaluation Report

This section of the evaluation addresses the key questions provided by the IMLS in its “Guidelines for IMLS Grants to States Five-Year Evaluation.”

A. Retrospective Questions:

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

The SCSL plan had seven goals, which sought to address the national priorities associated with the Measuring Success focal areas and their corresponding intents. These seven goals were:

1. Information and library services are expanded and are made more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and are aligned with documented needs of South Carolinians;
2. Recruitment and training of library staff are improved to increase leadership and skills needed to better serve the public;
3. Libraries play a larger role in children’s lives, particularly children at risk, and especially in regard to reading and family literacy;
4. Access to quality library services is enhanced for people who have difficulty using a library;
5. Library services are improved, through collaborative and partnering efforts whenever possible, for people of diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy;
6. The technological environment of libraries, including linkages between libraries, is improved to enhance access to information and services; and
7. All people in South Carolina have access to information through electronic resource sharing.

Goal 1. Information and library services are expanded and are made more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and are aligned with documented needs of South Carolinians.

Achieved

Goal 1 from the SCSL LSTA Five-Year Plan is “Information and library services are expanded and are made more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and are aligned with documented needs of South Carolinians.” According to the SCSL SPRs for FY2013, FY2014, and FY2015, a total of \$1,732,922.09 was allocated to activities associated with this goal. (This total represented 24 per cent of the total LSTA expenditures for this period of time.)

All but one of the nine targets for Goal 1 in the SCSL LSTA Five-Year Plan were met during the FY2013-FY2015 period. The one target that was not met – investigating the feasibility of a mentoring program between well- and under-developed public libraries – has been partially achieved without LSTA funding through the informal mentoring of new library directors provided by the Association of Public Library Administrators (the professional association for public library directors in South Carolina) and through the ongoing mentoring of public libraries that have fallen behind in service delivery, which is addressed through the various activities of the SCSL Library Development Services staff, who provide consulting, counseling, reference to best practices, staff “exchanges,” and more formal training available via the online People Connect Institute webinar database.. (See Table I-1 in Appendix I.)

Over half of the respondents to the library staff survey (56 per cent) believed that the activities of the SC State Library's Five-Year Plan had achieved this goal, and another 44 per cent said that the goal had been partially achieved. None of the respondents thought that the goal had not been achieved. Almost half of the respondents to the library Friends and trustees survey (47 per cent) felt that the plan's activities had achieved the goal, and the same number (47 per cent) of those respondents believed that the goal had been partially achieved. Only 6 per cent of the library Friends and trustees said that the goal had not been achieved.

The following projects were implemented to address this goal:

- Book To Action. This FY2014 competitive grant project provided the Charleston, Georgetown, and Kershaw County public libraries with funding to form book discussion and community service groups that were centered on contemporary social or environmental topics that have been explored in a literary work of fiction or non-fiction.

The libraries conducted group discussions about the books and topics, and participants then translated ideas into action to address local problems or issues in their communities.

- Collections for South Carolinians. In FY2014 and FY2015, this project provided support for print and electronic materials in topical areas important to SCSL customers: librarianship, management, government, and state government documents. The State Library's online e-book collections included ebrary (over 150,000 academic titles) and Safari Books (nearly 14,000 titles). The SCSL print collection is shared with citizens throughout the state through SCLENDS, a consortium of 19 county libraries and the State Library that circulates roughly 362,000 items per month.
- Digital Services for South Carolinians. This FY2015 project included the SCSL digital collections: the SC State Document Depository, the Digitization in a Box project, digitization training, and state agency social media archiving. The State Document Depository allows citizens immediate online access to the historical and contemporary work of state government. The Digitization in a Box project loaned scanning equipment and provided training to three public libraries to encourage best practices in the digitization of materials and the creation of metadata for these materials. The SCSL also contracts with ArchiveSocial to provide access to a state government social media library, with public searching of 35 social media account archives from seven state agencies.
- Electronic Resources for South Carolinians. Through this project, the SCSL provided a variety of collections of electronic resources to the K-12 community, higher education, public libraries, state employees, and SC citizens in FY2015. These resources included Bibliolab's Self-e (a platform that allows local authors to upload their works and allows SC citizens to access the content for free), Mango Languages (a program that offers online access to over 60 foreign language and 17 English courses), NewsBank (an online collection of over 600 newspapers as well as a historical collection of 34 SC newspapers dating back to the late 18th century), DISCUS (access to nearly 50 online databases), and Gale Patron Analytics (a tool for public libraries to gather greater statistical data on their patrons and their local communities).
- LSTA Administration. In FY2014, the SCSL oversaw and facilitated the disbursement and expenditure of LSTA funds to local library jurisdictions and statewide, including 90 subgrants, in accordance with Federal LSTA purposes and SCSL goals and priorities.

- Subgrants to Beaufort, Calhoun, Charleston, Darlington, Georgetown, and Marlboro. These subgrants in FY2014 and FY2015 supported projects that expanded and made more accessible various information and library services, particularly through collaboration and partnering opportunities. For example, the Darlington County Memory Project helped the library partner with the Darlington District Genealogy Society to expand the library's resources that support those doing family history research. Marlboro's "Making Connections" project targeted an underserved population (young, black males), engaging them with library services and helping them build library and history-related skills. In Georgetown's "Sacred Accounts" project, the library collaborated with seven local churches to digitize and preserve 3,000 items and to produce seven oral history videos.
- Workforce Development.¹ In FY2013, FY2014, and FY2015, this project supported workforce development services and resources in the following ways: by training job seekers with presentations at public libraries, in correctional facilities, and in other venues; by training public library staff, employment counselors, and high school and junior college teachers to provide assistance to job seekers; by maintaining a resource-rich job-related Website, WORKSC (<http://worksc.org>); by providing access to Ferguson's Career Guidance Center and its profiles of jobs and industries, career and industry resources, and support for job-hunting and workplace skills such as resume developments and interviewing techniques; by providing access to Learning Express, which provides adult learning, GED test preparation, and college entrance preparation in English and Spanish; by providing extensive training in the use of Ferguson's and Learning Express to state agency personnel and nonprofit and business groups; by providing opportunities for collaborating on workforce development efforts statewide; and by partnering with the SC Department of Employment and Workforce to provide access to the SC DEW's "Job Seeker's Handbook."
- Young Adult Library Services. In FY2014, this project addressed the reading, information literacy, and technology literacy needs of teenagers in the state by focusing on technology as a way of engaging and communicating with teenagers and preparing them for career and academic pursuits. The SCSL provided handheld devices such as E-readers, cameras, and video devices for "Teen Tech" training to librarians who work with teens; loaned video and console games and gaming equipment to public libraries for

¹ This project was incorrectly listed under Goal 3 in the FY2013 SPR. It should have been listed under Goal 1.

teen programs; distributed games and platforms to 17 libraries that submitted applications and service plans through a Game On SC! Program; supported participation in the nationwide Teen Lock-In program, an evening of reading, gaming, and programming; supported a Teen Media SC project, which covered all aspects of filming, editing, and production of short videos; and sponsored a Teen Librarians Exchange day, which offered training and presentations about teen services and additional networking opportunities.

Goal 2. Recruitment and training of library staff are improved to increase leadership and skills needed to better serve the public.
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Achieved

Goal 2 from the SCSL LSTA Five-Year Plan is “Recruitment and training of library staff are improved to increase leadership and skills needed to better serve the public.” According to the SCSL SPRs for FY2013, FY2014, and FY2015, a total of \$2,001,879.93 was allocated to activities associated with this goal. (This total represented 27 per cent of the total LSTA expenditures for this period of time.)

All eight targets for Goal 2 in the SCSL LSTA Five-Year Plan were met during the FY2013-FY2015 period.

Almost half of the respondents to the library staff survey (49 per cent) felt that the activities of the SC State Library's Five-Year Plan had achieved this goal, and just over half (51 per cent) believed that the goal had been partially achieved. None of the respondents said that the goal had not been achieved. Over one third of the respondents to the library Friends and trustees survey (35 per cent) felt that the plan's activities had achieved the goal, and over half (53 per cent) of those respondents thought that the goal had been partially achieved. Another 12 per cent of the library Friends and trustees said that the goal had not been achieved.

The following projects were implemented to address this goal:

- Bookmobile Promotional Support Subgrants to Anderson, Cherokee, Colleton, Florence, Greenville, Kershaw, Laurens, Oconee, Sumter, York. In FY2013, ten subgrants were awarded to increase the usage and promotion of bookmobiles throughout the state. For example, in Anderson County, the project resulted in a new bookmobile schedule with new stops, an updated Website with bookmobile information, a weeded and refreshed

Bookmobile collection, professionally designed posters, a promotional event, and an increase in visits and in circulation of materials.

- Conference Attendance Subgrants to Aiken-Bamberg-Barnwell-Edgefield, Anderson, Berkeley, Charleston, Cherokee, Chester, Chesterfield, Clarendon, Colleton, Darlington, Dorchester, Florence, Georgetown, Greenville, Greenwood, Horry, Kershaw, Lancaster, Laurens, Oconee, Orangeburg, Pickens; Doby's Mill Elementary, Dorman High School, Hillcrest Middle School, Sullivan Middle School. In FY2013 and FY2014, 47 subgrants were provided to enable library staff to attend conferences as part of the ongoing professional development for the libraries. Conferences attended included AASL, ALA, ALSC, the Association of Bookmobile and Outreach Services, the Cooperative Summer Library Program conference, the International Society of Technology for Educators, the LJ Institute, the National Genealogical Society, nErD Camp 2014, PLA, SCLA, the Texas Library Association, and YALSA.
- Continuing Education and Outreach for South Carolina Library Staff. In FY2014 and FY2015, this project provided core skills training, leadership development, and special training for public library directors and staff with the goal of improving the quality of direct library services to SC citizens. In the two years, 967 participants attended 40 training events.
- Digitization Projects and Preservation of Materials. In FY2013, this project allowed the State Library to devote trained staff to the development of collections of historic State resources as well as the mandated digitization of State-produced documents. One professional staff member was devoted to digitization and preservation activities; 2,400 documents from over 50 state government entities were added to the State Documents Depository; and the Website had 73,000 page views.
- Leadership Development Mini-Grants (ILEAD USA Leadership Development). In FY2015, the State Library participated in a collaborative project with the Illinois State Library that provided extensive in-person and online leadership training for SCSL staff who coordinated and conducted the project and for 12 selected staff from three public libraries. Teams attended five workshops on leadership development and created team products. The projects engaged in by each team were technology-based services that were presented at our state professional association and in numerous showcase events sponsored by SCSL, all focused on developing leadership skills. The projects were brought back to the three home libraries, engaging additional staff in the learning

experience and providing additional services to the public. The entire project has been replicated in a number of states nationwide.

- Library Services for South Carolina Young Adults. In FY2013, this project addressed the reading, information literacy, and technology literacy needs of teenagers in the state by focusing on technology as a way of engaging and communicating with teenagers and preparing them for career and academic pursuits. SCSL provided equipment and consultation on eight gaming events in public libraries, facilitated 14 Teen Tech technology presentations, provided two video production training events with a total of 47 teens attending, and provided two programs on bullying with 30 teens attending.
- LSTA Administration. In FY2013, the SCSL oversaw and facilitated the disbursement and expenditure of LSTA funds to local library jurisdictions and statewide, including 83 subgrants, in accordance with Federal LSTA purposes and SCSL goals and priorities.
- Makerspace Travel Grants to Abbeville, Anderson, Berkeley, Charleston. In FY2014, the State Library provided grants to four libraries to enable staff members to attend the Vermont State Library's "E21 Conference," which was seen as a first step in the ongoing support for makerspaces in public libraries statewide.
- Resources for Child and Family Literacy. In FY2013, this project funded activities to meet the reading and information needs of children in SC by helping develop the skills of library staff and by providing print and online resources directly to children and families. One exchange meeting was held with 50 attendees. Six workshops were held with an average of 25 attendees per workshop. Approximately 35 consultations were performed by phone, email, and in person, with a focus on issues related to reading and literacy concerns.
- State Aid, Data, & Library Administration. In FY2015, LSTA funds supported State Library staff carrying out duties related to LSTA-funded and other work, including administering the State Aid application process, the Public Library Survey (which is required for State Aid), and other statewide data collection projects.
- StoryfestSC. In FY2013, the third annual StoryfestSC was conducted as the kickoff for the annual summer reading program. SCSL partnered with the South Carolina State Museum and featured two award-winning authors. A total of 1,284 children, parents, and caregivers attended the event, and just under 100 volunteers contributed nearly 700 volunteer hours. StoryfestSC was also held in FY2014 and FY2015 an important annual literacy and family reading event that kicks off the statewide Summer Reading program.

- Subgrants to Anderson, Charleston, Clarendon, Darlington, Georgetown, Greenwood, Lexington, Marlboro, Orangeburg, Saluda, South Carolina State Library. These subgrants in FY2013, FY2014, and FY2015 supported projects that increased library staff skills needed to better serve the public. For example, Charleston's Pro-Literacy Play Panels project helped staff learn to change user behaviors by increasing instances of parents reading to and interacting with their children, attending the library with children, and checking out books to read with their young children. Anderson's Connections project sought to develop and strengthen the competencies needed by library staff to be effective in serving patrons well and featured training in Verbal Connectivity (learning how to teach patrons about the library's offerings) and in Technological Connectivity (learning about new technology and being able to teach others how to use it). Clarendon, Darlington, Orangeburg, and Saluda received planning grants to enable them to contract with consulting services for strategic planning community assessments and long-term service plans based on these assessments.
- Summer Reading Program Subgrants to Abbeville, Aiken, Allendale, Bamberg, Barnwell, Beaufort, Chapin, Cherokee, Chester, Chesterfield, Colleton, Darlington, Dillon, Edgefield, Fairfield, Florence, Georgetown, Greenville, Hampton, Jasper, Kershaw, Lancaster, Laurens, Marion, Marlboro, Newberry, Oconee, Orangeburg, Saluda, Sumter, Union, Williamsburg. Subgrants in FY2013 supported the participation of 32 public libraries in the statewide Summer Reading Program that is coordinated by the State Library, the goals of which are to attract families to the library, to encourage the use of library collections and services, and to help children to retain reading skills over the summer.
- Summer Reading Support for South Carolina Libraries. In FY2013, this project helped provide materials for the statewide Summer Reading program, conduct staff training in the use of these materials, and coach library staff members in program development. Nearly 120,000 total individuals registered for Summer Reading programs statewide.
- Support for MLIS Candidates to Anderson, Greenville, Lexington, Oconee. In FY2013, staff at two public libraries received support for completing coursework in library school. In FY2014, staff at two public libraries received support for completing coursework in library school. In FY2015, grants were awarded to six South Carolina library staff people to pay for tuition for MLIS-level classes.
- Training and Consultation for Public Library Development. In FY2013, SCSL's Library Development team provided leadership, consultation, and training for skills development

for public library directors and staff. Eleven training events were conducted, and 873 participants attended.

Goal 3. Libraries play a larger role in children’s lives, particularly children at risk, and especially in regard to reading and family literacy.
Achieved

Goal 3 from the SCSL LSTA Five-Year Plan is “Libraries play a larger role in children’s lives, particularly children at risk, and especially in regard to reading and family literacy.” According to the SCSL SPRs for FY2013, FY2014, and FY2015, a total of \$1,305,950.77 was allocated to activities associated with this goal. (This total represented 18 per cent of the total LSTA expenditures for this period of time.)

All nine targets for Goal 3 in the SCSL LSTA Five-Year Plan were met during the FY2013-FY2015 period. (See Table I-3 in Appendix I.)

Over two thirds of the respondents to the library staff survey (69 per cent) thought that the activities of SC State Library’s Five-Year Plan had achieved this goal, and almost one third (31 per cent) believed that the goal had been partially achieved. None of the respondents felt that the goal had not been achieved. By contrast, just one fourth of the respondents to the library Friends and trustees survey (24 per cent) thought that the plan’s activities had achieved the goal, while 71 per cent of those respondents felt that the goal had been partially achieved. Just 6 per cent of the library Friends and trustees believed that the goal had not been achieved.

The following projects were implemented to address this goal:

- Early Literacy Services. In FY2014 and FY2015, this project funded activities to improve the skills of library staff and provided print and online resources directly to children and families. All activities sought to reinforce the love of reading and to emphasize the importance of parents and caregivers as a child’s first teachers. An annual Children’s Librarians Exchange day offered training and presentations on programming and brought together 43 children’s librarians from across the state for a day of learning, sharing, and networking. Library Development Staff participated in various conferences, such as the National Family Literacy Conference, and meetings hosted by children’s services agencies and consortiums on the state and national level to increase their understanding of issues and keep up with trends in children’s services. Several

collaborative programming efforts took place around the state: for example, the All Around Town program involved a partnership with the Richland County Library and the Columbia Museum of Art. Six regional workshops on “Everyday Literacy” were conducted at public libraries by an Early Literacy Specialist and attended by 155 individuals. A STEM programming initiative in nine rural and underserved libraries was held in partnership with the EdVenture Museum in Columbia, and 266 children were served.

- Subgrants to Cherokee, Chesterfield, Greenville, Kershaw, Oconee, Sumter. In FY2014 and FY2015, these subgrants supported projects that addressed reading and family literacy. For example, the Sumter County Library purchased five After School Edge computers from AWE Learning Solutions with corresponding literacy-based software technology for children ages 6-12 years old and hosted five After School Edge classes for students and teachers during the school year and five during the summer. A total of 49 students and five teachers attended the workshops during the school year, and over 900 children used the computers.
- Summer Reading Program Subgrants to Abbeville, Aiken-Bamberg-Barnwell-Edgefield, Allendale-Hampton-Jasper, Anderson, Beaufort, Berkeley, Calhoun, Chapin, Charleston, Cherokee, Chester, Chesterfield, Clarendon, Colleton, Darlington, Dillon, Dorchester, Fairfield, Florence, Georgetown, Greenville, Greenwood, Kershaw, Lancaster, Laurens, Lee, Marion, Marlboro, Newberry, Oconee, Orangeburg, Saluda, Sumter, Union, Williamsburg. Subgrants in FY2014 supported the participation of 35 public libraries in the statewide Summer Reading Program that is coordinated by the State Library, the goals of which are to attract families to the library, to encourage the use of library collections and services, and to help children to retain reading skills over the summer.
- Summer Reading Support for South Carolina Libraries. In FY2015, this project helped provide materials for the statewide Summer Reading program, conduct staff training in the use of these materials, and coach library staff members in program development. Nearly 219,000 total individuals attended almost 5,850 Summer Reading programs statewide.

Goal 4. Access to quality library services is enhanced for people who have difficulty using a library.

Achieved

Goal 4 from the SCSL LSTA Five-Year Plan is “Access to quality library services is enhanced for people who have difficulty using a library.” According to the SCSL SPRs for FY2013, FY2014, and FY2015, a total of \$2,431,257.82 was allocated to activities associated with this goal. (This total represented 33 per cent of the total LSTA expenditures for this period of time.)

All but one of the 14 targets for Goal 4 in the SCSL LSTA Five-Year Plan were met during the FY2013-FY2015 period. The target that was not met – pursuing projects that incorporate GIS technology to examine and gather data about library users and the positioning of service outlet – was partially met through the purchase and use of Gale’s Analytics on Demand community assessment tool, which combines library data with patron consumer behavior to create a knowledge base about each library’s patron community. (See Table I-4 in Appendix I.) Additionally, the SCSL began working on a project, Literacy 2030, which was not completed during this review period, but which will incorporate GIS technology.

Just over one third of the respondents to the library staff survey (36 per cent) believed that the activities of the SC State Library’s Five-Year Plan had achieved this goal, and 64 per cent said that the goal had been partially achieved. None of the respondents thought that the goal had not been achieved. Just under one third of the respondents to the library Friends and trustees survey (31 per cent) thought that the plan’s activities had achieved the goal, while over half (56 per cent) of those respondents believed that the goal had been partially achieved. Another 13 per cent of the library Friends and trustees said that the goal had not been achieved.

The following projects were implemented to address this goal:

- Electronic Collections and Access for South Carolina. In FY2013, this project provided access to electronic materials to the public. The State Library’s online e-book collections included ebrary (over 150,000 academic titles) and Safari Books (nearly 14,000 titles). The SCSL print collection is shared with citizens throughout the state through SCLENDS, a consortium of 19 county libraries and the State Library that circulates roughly 362,000 items per month.

- South Carolina Digital Library Support. In FY2013, this project funded the SC Digital Library, a centralized web-based set of digital collections of rare and special historical materials created and made available in SC and beyond. In FY2013, the SC Digital Library launched a new Website and became one of the first service hubs of the Digital Public Library of America.
- Subgrants to Cherokee, Chester. In FY2013 and FY2015, two subgrants supported projects that addressed enhancing access to library services for people who have difficulty using a library. In Cherokee County, the library purchased a van for outreach services to homebound patrons, patrons at community stops in rural areas of the county, and at-risk families, all of which have constraints that prevent coming to a physical library location. The van reached a total of 1,548 people. In Chester County, the library determined that voter information in the county was not readily available to the public and created a Website to improve information about voting and voter registration.
- Technology for Library Development. In FY2013, funding supported SCSL's ability to share and access resources, provide training and information throughout the state, and maintain an electronic presence for communication and networking within the library community. As a result, there were almost 3,000 subscribers to SCSL listservs, over 210,000 visits to the SCSL Website, and 29 DISCUS training events to approximately 500 users and librarians.
- Talking Books Services for South Carolinians. In FY2014, the Talking Books Service provided direct services to South Carolinians unable to see normal size print, hold a book, or turn pages, and those with learning disabilities or temporary disabilities caused by injury or illness. Collections include more than 8,000 grade 2 Braille books, more than 18,000 large print titles, and over 70,000 recorded general fiction and non-fiction books. In addition, access is provided to the BARD downloading service offered by the National Library Service, and several types of assistive devices are available for in-house use. In FY2014, 1,374 digital players were distributed to customers, over 253,000 items were circulated, and over 700 new customers were registered.

Goal 5. Library services are improved, through collaborative and partnering efforts whenever possible, for people of diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy.

Achieved

Goal 5 from the SCSL LSTA Five-Year Plan is “Library services are improved, through collaborative and partnering efforts whenever possible, for people of diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy.” According to the SCSL SPRs for FY2013, FY2014, and FY2015, a total of \$1,497,506.31 was allocated to activities associated with this goal. (This total represented 21 per cent of the total LSTA expenditures for this period of time.)

All four targets for Goal 5 in the SCSL LSTA Five-Year Plan were met during the FY2013-FY2015 period. (See Table I-5 in Appendix I.)

Almost half of the respondents to the library staff survey (49 per cent) felt that the activities of the SC State Library's Five-Year Plan had achieved this goal, and just over half (51 per cent) thought that the goal had been partially achieved. None of the respondents believed that the goal had not been achieved. Over one third of the respondents to the library Friends and trustees survey (35 per cent) felt that the plan's activities had achieved the goal, and over one fourth (29 per cent) of those respondents thought that the goal had been partially achieved. Over one third of the library Friends and trustees (35 per cent) said that the goal had not been achieved.

The following projects were implemented to address this goal:

- Grandfamilies Plus Mini-Grants. In FY2015, SCSL awarded mini-grants to three libraries to learn about the concept of Grandfamily family units (grandparents raising grandchildren), a growing trend in many underserved, rural areas of SC. Librarians attended a conference on Grandfamilies and a Smart Start conference in order to learn more about the needs of this population, developed grandfamily spaces in their libraries, acquired books and technology suitable for this population, and developed programming for grandfamilies. SCSL provided additional books, program supplies, and payment for expert trainers in the field. The libraries reached almost 200 grandparents and grandchildren with the materials and programming involved in the project.

- Subgrants to Calhoun, Clarendon, Georgetown, Lee, Spartanburg. In FY2013, FY2014, and FY2015, five subgrants supported projects that addressed improving library services for people of diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy. For example, in Greenwood County, the library targeted adult residents over age 16 who spoke a language other than English, who did not attend high school, and who wanted to attain basic reading and writing skills and/or English speaking skills. In FY2015, in Georgetown County, the library provided a program entitled “Buenos Dias, Georgetown County,” which shared resources with ESL instructors and reached children through bilingual story times and summer workshops featuring Latino stories and songs at every library branch.
- Talking Books Services for South Carolina. In FY2015, the Talking Books Service provided direct services to South Carolinians unable to see normal size print, hold a book, or turn pages, and those with learning disabilities or temporary disabilities caused by injury or illness. Collections include more than 8,000 grade 2 Braille books, more than 18,000 large print titles, and over 70,000 recorded general fiction and non-fiction books. In addition, access is provided to the BARD downloading service offered by the National Library Service, and several types of assistive devices are available for in-house use. In FY2014, 1,264 digital players were distributed to customers, over 253,000 items were circulated, and almost 725 new customers were registered.
- Young Adult Services for South Carolinians. This FY2015 project addressed the reading, information literacy, and technology literacy needs of teenagers in the state by focusing on technology as a way of engaging and communicating with teenagers and preparing them for career and academic pursuits. The SCSL provided handheld devices such as E-readers, cameras, and video devices for “Teen Tech” training to librarians who work with teens; supported a Teen Media SC project, which covered all aspects of filming, editing, and production of short videos; sponsored a Teen Librarians Exchange day, which offered training and presentations about teen services and additional networking opportunities; loaned video and console games and gaming equipment to public libraries for teen programs; and supported participation in the nationwide Teen Lock-In program, an evening of reading, gaming, and programming.

Goal 6. The technological environment of libraries, including linkages between libraries, is improved to enhance access to information and services.

Achieved

Goal 6 from the SCSL LSTA Five-Year Plan is “The technological environment of libraries, including linkages between libraries, is improved to enhance access to information and services.” According to the SCSL SPRs for FY2013, FY2014, and FY2015, a total of \$1,777,481.67 was allocated to activities associated with this goal. (This total represented 24 per cent of the total LSTA expenditures for this period of time.)

All but two of the eight targets for Goal 6 in the SCSL LSTA Five-Year Plan were met during the FY2013-FY2015 period. The target, “Reviewing and updating standards for Technology in South Carolina Public Libraries,” was partially met through planning, preparation, and the hiring of a staff member. The second target, “Providing services for Website development for public libraries, utilizing usability practices and principles issued by the NTIA through the Digital Literacy Initiative,” was not achieved in the originally planned method. The SCSL did provide assistance on a case-by-case basis to public libraries. (See Table I-6 in Appendix I.)

Over half of the respondents to the library staff survey (53 per cent) said that the activities of the SC State Library's Five-Year Plan had achieved this goal, while almost half (45 per cent) thought that the goal had been partially achieved. Just 3 per cent of the respondents believed that the goal had not been achieved. Almost half of the respondents to the library Friends and trustees survey (47 per cent) thought that the plan's activities had achieved the goal, and over two fifths (41 per cent) of those respondents felt that the goal had been partially achieved. Another 12 per cent of the library Friends and trustees said that the goal had not been achieved.

The following projects were implemented to address this goal:

- AWE Literacy Stations Subgrants to Abbeville, Anderson, Charleston, Darlington, Georgetown, Laurens. In FY2014, the State Library provided subgrants to six libraries to assist in the purchase of AWE computers or tablets and corresponding literacy-based software. Ten devices were purchased with LSTA funds, and eight more were purchased with local funds.
- IT/Technology Services. In FY2015, the State Library purchased technology and related services to improve the ability of its staff to provide training and consultations, to catalog

and digitize collections, and to perform the day-to-day activities of the agency. These included the consortia purchase of BookWhere software to provide 19 public libraries with an economical alternative to locating and obtaining bibliographic data for their holdings, purchase of a high-volume barcode printer to print the address/return cards to mail out to the Talking Books Service patrons, purchase of a security service subscription to provide threat prevention for the SCSL network infrastructure, purchase of a suite of products from Citrix to provide online meeting and webinar capabilities to SCSL staff for instruction and collaboration as well as an online helpdesk ticketing system to provide technical support to internal and external users, purchase of computer hardware for workstation replacements and upgrades, and purchase of audio book creation software for the Talking Books Services local recording program.

- South Carolina Digital Library Support. In FY2014, this project funded the SC Digital Library, a centralized web-based set of digital collections of rare and special historical materials created and made available in SC and beyond. In FY2014, 16 new collections and eight new institutions were added. In all, 15,560 Website users conducted over 20,350 visits to the SC Digital Library.
- Subgrants to Charleston, University of South Carolina. In FY2014 and FY2015, two subgrants supported projects that addressed the technological environment of libraries. In Charleston, the library purchased tablets for outreach activities and instruction for how to access the eLibrary via mobile devices and made 58 presentations, which were attended by almost 4,600 members of the community. The University of South Carolina received a subgrant to pay for part-time staff members to perform the digitization duties required for the SC Digital Library. Library staff were able to improve the quality of the products and promotion of the SC Digital Library and to improve the SC Digital Library's harvester and search engine. The SC Digital Library Website had 15,364 users over the course of the year.
- Talking Books Services for South Carolinians. In FY2013, the Talking Books Service provided direct services to South Carolinians unable to see normal size print, hold a book, or turn pages, and those with learning disabilities or temporary disabilities caused by injury or illness. Collections include more than 8,000 grade 2 Braille books, more than 18,000 large print titles, and over 70,000 recorded general fiction and non-fiction books. In addition, access is provided to the BARD downloading service offered by the National Library Service, and several types of assistive devices are available for in-house use. In

FY2013, 1,338 digital players were distributed to customers, over 242,000 items were circulated, and 682 new customers were registered.

Goal 7. All people in South Carolina have access to information through electronic resource sharing.

Achieved

Goal 7 from the SCSL LSTA Five-Year Plan is “All people in South Carolina have access to information through electronic resource sharing.” According to the SCSL SPRs for FY2013, FY2014, and FY2015, a total of \$742,588.75 was allocated to activities associated with this goal. (This total represented 10 per cent of the total LSTA expenditures for this period of time.)

All but one of the nine targets for Goal 7 in the SCSL LSTA Five-Year Plan were met during the FY2013-FY2015 period. The one target that was not met – reviewing and updating standards for Technology in South Carolina Public Libraries – was partially met through planning, preparation, and the hiring of a staff member. (See Table I-7 in Appendix I.)

Over three fifths of the respondents to the library staff survey (61 per cent) felt that the activities of the SC State Library's Five-Year Plan had achieved this goal, and another one third (34 per cent) believed that the goal had been partially achieved. Only 5 per cent thought that the goal had not been achieved. By contrast, only 18 per cent of the respondents to the library Friends and trustees survey believed that the plan's activities had achieved the goal of providing access to information through electronic resource sharing for all people in South Carolina. Nearly three fourths (71 per cent) of those respondents felt that the goal had been partially achieved, and just 12 per cent said that the goal had not been achieved.

The following projects were implemented to address this goal:

- **DISCUS**. This project, which stands for Digital Information for South Carolina Users, serves as the state's virtual library and provides free access to nearly 50 online databases. SC institutions that currently participate in DISCUS include all SC public libraries, all public and private (nonprofit) colleges and universities headquartered in SC, all public school districts (K-12) and other state-funded K-12 schools, and most accredited private K-12 schools. DISCUS is funded primarily by an appropriation from the SC General Assembly, and additional funding comes from LSTA. In FY2013, FY2014, and FY2015, 272 DISCUS training sessions or presentations were made to

6,684 participants. In FY2015 alone, SC users retrieved over 42.7 million items through DISCUS.

- Mango Languages. LSTA funds provide access to SC's public libraries to this online language-learning system that teaches conversation skills for over 60 foreign languages and English. In FY2014 and FY2015, users had over 33,000 sessions with Mango.

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

Based on the SPRs, the SCSL plan activities met the following national priorities associated with the Measuring Success focal areas and their corresponding intents.²

Lifelong Learning: Improve users' general knowledge and skills. Several SCSL projects sought to address the goal of improving users' general knowledge and skills. These included statewide projects – Early Literacy Services, Summer Reading Support for South Carolina Libraries, and Young Adult Services for South Carolinians – as well as subgrants – STEAM Carolina Mini-Grants, "Buenos Dias, Georgetown County," Lee County's "Jobseeker and Computer Assistance" project, Greenville County's "Making It! STEM at the Library" project, Oconee County's "Science Saturdays and Summer STEAM Camp," Kershaw County's "Summer Soar Program," and Charleston County's project, "What I Want You to Know: Bridging the Generational Technology Divide with Digital Storytelling." All of the respondents to the library staff survey and almost all of the respondents to the Friends and trustees survey (94 per cent) felt that this priority had been addressed by the activities in the SCSL Five-Year Plan.

Information Access: Improve users' ability to discover information resources. A number of SCSL projects sought to address the goal of improving users' ability to discover information resources. These included the Digital Services for South Carolinians statewide project and the "South Carolina Digital Library Projects" subgrants. Almost all of the respondents to the library staff survey (97 per cent) and almost all of the respondents to the Friends and trustees survey (93 per cent) felt that the activities in the SCSL Five-Year Plan had addressed this priority.

² The national priorities associated with the Measuring Success focal areas and their corresponding intents are taken from Appendix 1 of "Guidelines for IMLS Grants to States Five-Year Evaluation," from the Institute of Museum and Library Services.

Information Access: Improve users' ability to obtain and/or use information resources.

SCSL projects that sought to address the goal of improving users' ability to obtain and/or use information resources included statewide projects – Collections for South Carolinians, Electronic Resources for South Carolinians, and Talking Books Services for South Carolina – as well as Cherokee County's "Library Outreach Van" subgrant. All of the respondents to the library staff survey and almost all of the respondents to the Friends and trustees survey (93 per cent) felt that the activities in the SCSL Five-Year Plan had addressed this priority.

Institutional Capacity: Improve the library workforce. SCSL projects that sought to address the goal of improving the library workplace included statewide projects – Continuing Education and Outreach for South Carolina Library Staff and Early Literacy Services – as well as subgrant – Continuing Education and Conference Grants for SC Libraries, Grandfamilies Plus Mini-Grant, Leadership Development Mini-Grants (ILEAD USA Leadership Development), and Tuition Assistance Grants for MLIS Candidates. According to almost all of the respondents to the library staff survey (95 per cent) and two thirds of the respondents to the Friends and trustees survey (67 per cent), the activities in the SCSL Five-Year Plan addressed this priority.

Institutional Capacity: Improve the library's physical and technological infrastructure. Several SCSL projects sought to address the goal of improving the library's physical and technological infrastructure, including statewide projects – Summer Reading Support for South Carolina Libraries, Electronic Collections and Access for South Carolina, Technology for Library Development, South Carolina Digital Library Support, Electronic Resources for South Carolinians, and IT/Technology Services – as well as subgrants – Charleston County's project ("What I Want You to Know: Bridging the Generational Technology Divide with Digital Storytelling") and Planning Grants. More than five of six respondents to the library staff survey (86 per cent) and two thirds of the respondents to the Friends and trustees survey (67 per cent) felt that this priority had been addressed by the activities in the SCSL Five-Year Plan.

Institutional Capacity: Improve library operations. A number of SCSL projects sought to address the goal of improving library operations. These included two statewide projects – State Aid, Data, & Library Administration and Continuing Education and Outreach for South Carolina Library Staff – and the Planning Grant subgrants. According to almost all of the respondents to the library staff survey (95 per cent) and three fourths of the respondents to the Friends and trustees survey (75 per cent), the activities in the SCSL Five-Year Plan had addressed this priority.

Economic & Employment Development: Improve users' ability to use resources and apply information for employment support. SCSL projects that sought to address the goal of

improving users' ability to obtain and/or use information resources included the Workforce Development for South Carolinians statewide project and Lee County's "Jobseeker and Computer Assistance" subgrant. Almost all of the respondents to the library staff survey (97 per cent) and four fifths of the respondents to the Friends and trustees survey (80 per cent) felt that the activities in the SCSL Five-Year Plan had addressed this priority.

Human Services: Improve users' ability to apply information that furthers their personal or family health & wellness. The goal of improving users' ability to apply information that furthers their personal or family health & wellness was addressed by one statewide project, Early Literacy Services, which provided an early literacy activity calendar and a matching interactive Website in both English and Spanish. The calendar supported new themes each month, incorporating books, songs, activities, developmental information, and family wellness information. Almost nine in ten respondents to the library staff survey (89 per cent) and even more of the respondents to the Friends and trustees survey (93 per cent) felt that the activities in the SCSL Five-Year Plan had addressed this priority.

Human Services: Improve users' ability to apply information that furthers their parenting and family skills. The goal of improving users' ability to apply information that furthers their parenting and family skills was addressed by Early Literacy Services statewide project and the Resources for Child and Family Literacy project. According to almost all of the respondents to the library staff survey (97 per cent) and over five sixths of the respondents to the Friends and trustees survey (85 per cent), the activities in the SCSL Five-Year Plan had addressed this priority.

Civic Engagement: Improve users' ability to participate in their community. One SCSL project – a subgrant entitled "Buenos Dias, Georgetown County!" – sought to address the goal of improving users' ability to participate in their community, in this case, the Hispanic population in the county. According to almost all of the respondents to the library staff survey (97 per cent) and more than three fourths of the respondents to the Friends and trustees survey (79 per cent), the activities in the SCSL Five-Year Plan had addressed this priority.

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities: library workforce (current and future); individuals living below the poverty line; individuals that are unemployed/underemployed; ethnic or minority populations; immigrants/refugees; individuals with disabilities; individuals with limited functional literacy or information skills; families; children (aged 0-5); and school-aged youth (aged 6-17)? (For the

purposes of this question, a substantial focus would represent at least ten percent of the total amount of resources committed by the overall plan across multiple years.)

Individuals with disabilities represented a substantial focus for the SCSL Five-Year activities. These individuals were the focus of the Talking Books Services for South Carolina project, which represented 19 per cent of the total LSTA expenditures for the period of time under consideration. The service sees its mission as “Providing library services to the blind, visually impaired, and physically handicapped of South Carolina,” and the program provides direct services to South Carolinians unable to see normal size print, hold a book, or turn pages, and those with learning disabilities or temporary disabilities caused by injury or illness. Collections include more than 8,000 grade 2 Braille books, more than 18,000 large print titles, and over 70,000 recorded general fiction and non-fiction books. In addition, access is provided to the BARD downloading service offered by the National Library Service, and several types of assistive devices are available for in-house use. The extent to which individuals with disabilities have been reached is reflected in the following statistics from FY2013 and FY2014: 2,712 digital players distributed to customers; 496,371 items circulated in all formats; and 1,382 new customers registered.

Children (aged 0-5) also represented a substantial focus for the SCSL Five-Year activities. These individuals were the focus of several statewide projects – Summer Reading Support for South Carolina Libraries, Early Literacy Services, Resources for Child and Family Literacy, StoryfestSC – as well as the Summer Reading Grants for South Carolina Libraries subgrant program. These represented 14 per cent of the total LSTA expenditures for the period of time under consideration. The extent to which children (aged 0-5) have been reached can be seen in the following statistics: 5,297 children attended StoryfestSC in FY2013, FY2014, and FY2015; 460,192 individuals attended summer reading programs at South Carolina public libraries in FY2013, FY2014, and FY2015; 111 public libraries received Summer Reading Grants in FY2013, FY2014, and FY2015; and 150 librarians attended six workshops on meeting the reading and information needs of children in South Carolina in FY2013 as part of Resources for Child and Family Literacy project.

B. Process Questions

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

Data from the State Program Reports are regularly monitored to ensure that the activities in the Five-Year Plan are making progress towards the goals of the plan and achieving results that address national priorities associated with the Measuring Success focal areas. In addition, a wide range of feedback channels is used to guide the activities in the Five-Year Plan:

- Data from the 2012 LSTA Five-Year Evaluation Report
- Data gathered from several surveys
- Feedback from focus groups with public libraries and other partner organizations
- Feedback from in-depth conversations with stakeholders, including key public library personnel around the state
- Systematic and regular collection, review, and analysis of data about library services, expenditures, facilities, staff in South Carolina
- Attendance at regular meetings of the South Carolina Association of Public Library Administrators
- Discussions with elected officials and their staff at municipal, county, and state government levels
- Attendance by the State Library Director and Library Development staff at meetings of county Library Boards of Trustees
- Conversations and consultations with a variety of State Library and public library stakeholders during project development and implementation;
- Maintenance and subsequent review and analysis of reports and observations made during site visits
- Review of LSTA sub-grant applicants' justification of need for service in local communities
- Periodic auditing of the federal program conducted by the South Carolina State Auditor's Office
- The annual in-depth examination and written description of the activities of the State Library in the Accountability Report mandated for every South Carolina State Agency.

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

In six cases, targets that appeared in the plan were not fully achieved during the period under consideration. These included a mentoring program between well- and under-developed public libraries to encourage best practices in providing information services (Goal 1); use of GIS technology to examine and gather data about library users and positioning of service outlets (Goal 4); services for Website development for public libraries (Goal 6); and review of standards for Technology in South Carolina Public Libraries (Goal 6, Goal 7). In several cases, these targets have been partially achieved, and in each case, SCSL intends to develop projects with similar foci.

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

Data from the old and new SPR and from other evaluation resources have been made available on the SCSL Website, through SCSL's electronic newsletter (*MORE*), through email lists to various stakeholders, through presentations at meetings of the South Carolina Association of Public Library Administrators, and through presentations at the annual South Carolina Library Association Conference.

C. Methodology Questions

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

Hiring an outside evaluator allowed SCSL to acquire a more objective perspective, to take advantage of outside expertise, and to gather an independent, unbiased evaluation from stakeholders.

Dr. Robert Burgin of RB Software & Consulting, Inc. was contracted to conduct the evaluation of the SCSL Five-Year LSTA Plan. Dr. Burgin has provided consulting on strategic planning and technology planning to libraries since 1986, has ten years of experience in public library administration, has two years of State Library experience in North Carolina, and taught for 25 years in the School of Library and Information Science at North Carolina Central University, where he also served as Associate Dean of the School. In addition, Dr. Burgin has

published over 50 articles on library management, information retrieval, and library automation and conducted the 2012 evaluation of the Mississippi Library Commission's Five-Year LSTA Plan as well as the 2016 evaluation of the Georgia Public Library Service's Five-Year LSTA Plan.

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.

Simple descriptive statistics have been provided for the results of the surveys of library staff, library Friends, and library trustees in South Carolina by reporting the percentages of each category of answer provided by the respondents.

Qualitative methods have included interviews, focus groups, open-ended questions on the survey of South Carolina library staff, library Friends, and library trustees, and reviews of documents.

The documents examined are valid and reliable. (A bibliography of all documents reviewed is provided as Appendix C.) The SCSL annual SPR reports to IMLS have been reviewed and accepted by IMLS. The various reports and documents provided by SCSL and libraries that received sub-grants are both valid and reliable.

The focus group's input is valid, as participants were asked to speak freely and provide honest feedback. In combination with the survey results, the validity and reliability of both tools were increased.

Survey results have high reliability as respondents answered the same questions within each survey and each response was consistently analyzed.

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

Four groups of stakeholders were involved in the Five-Year Plan Evaluation. First, 45 public librarians throughout South Carolina (including half of the public library directors in the state) responded to an online survey in the last half of December 2016 and the first half of January 2017 and provided a rich set of evaluative feedback; the survey instrument is provided in Appendix D, and the survey results are provided in Appendix F. Second, 21 South Carolina public library Friends and trustees responded to an online survey in the last two weeks of December 2016 and provided helpful, evaluative feedback; the survey instrument is provided in

Appendix E, and the survey results are provided in Appendix G. Third, four focus groups were held, two in Columbia on February 7 and two in Spartanburg on February 8. Twenty eight individuals attended these focus groups, answering the questions shown in Appendix H. Fourth, ten SCSL staff members were interviewed to gather information and thoughts regarding LSTA-funded projects and activities during the time period under consideration. The individuals involved in providing evaluation data via the focus group and the interviews are listed in Appendix B. Survey respondents were anonymous.

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

The key findings and recommendations of this evaluation will be made available on the SCSL Website, through SCSL's electronic newsletter (*MORE*), through email lists to various stakeholders, through presentations at meetings of the South Carolina Association of Public Library Administrators, and through presentations at the annual South Carolina Library Association Conference.

Appendix A
List of Acronyms

AASL	American Association of School Librarians
ALA	American Library Association
ALSC	Association for Library Service to Children
BARD	Braille & Reading Audio Download
DISCUS	Digital Information for South Carolina Users, South Carolina’s virtual library with free access to nearly 50 online databases
ESL	English for Speakers of Other Languages
FY	Fiscal Year
GED	General Education Development, a group of tests that, when passed, certify that the test taker has high school-level academic skills
Ilead USA	Innovative Librarians Explore, Apply and Discover, a continuing education library immersion program
IMLS	Institute of Museum and Library Services
IT	Information Technology
LSTA	Library Services and Technology Act
MLIS	Master of Library and Information Science
OBE	Outcome-Based Evaluation
PLA	Public Library Association
SC DEW	South Carolina Department of Employment and Workforce
SCLA	South Carolina Library Association
SCLEND	South Carolina Library Evergreen Network Delivery System, a consortium of public libraries and the State Library that share resources
SCSL	South Carolina State Library
SPR	State Program Report
STEAM	Science, Technology, Arts, Engineering, and Math
STEM	Science, Technology, Engineering, and Math
WORKSC	WORKSC, an online jobseeker and workforce skill building resource for South Carolina libraries, government agencies and citizens
YALSA	Young Adult Library Services Association

Appendix B

List of People Interviewed

Focus Group Participants

Columbia, February 7, 2017

Karen Allen, Greenville County Library
Brienne Baxley, Berkeley County Library
Kimberly Bowlin, Charleston County Public Library
Paula Childers, Florence County Library System
Silvana Collins, Georgetown County Library
Rieta Drinkwine, Union County Library System
Karen Edgar, Sumter County Public Library
Jimmie Epling, Darlington County Library System
Sharon Fashion, Berkeley County Library
Jeri Jeffcoat, Calhoun County Library
Charlotte Johnston, Clarendon County Library System
Jan O'Rourke, Beaufort County Library
Amy Schofield, Richland County Public Library
Kristen Setzler Simensen, Calhoun County Library
Matt Steinmetz, Lexington County Library
Sheila Sullivan, Georgetown County Library
Anna Zacherl, Orangeburg County Library

Focus Group Participants
Spartanburg, February 8, 2017

Vanessa Ames, Anderson County Library
Philip Cheney, Oconee County Public Library
Dina Grant, York County Library System
Sarah Holmes, Anderson County Library
Ben Loftis, Cherokee County Library
Susan Myers, Spartanburg County Public Library
Amanda Newman, Spartanburg County Public Library
Stacie Powell, Oconee County Public Library
Travis Sanford, Spartanburg County Public Library
Todd Stephens, Spartanburg County Public Library
Heath Ward, Pickens County Library

SCSL Staff Members Interviewed
February 2017

Leesa M. Aiken, Agency Director
Paul Harmon, IT Manager
Pamela Hoppock, Learning Experiences Coordinator
Paula M. James, Finance Director
Sandy Knowles, Talking Books Services, Department Manager
Denise Lyons, Deputy Director
Kathy Sheppard, Library Development Manager
Patricia Sinclair, Discus Online Electronic Resources
Amanda A. Stone, Manager – Technical Services, Digitization
Monique Walker, SCSL LSTA Consultant
Christopher B. Yates, Deputy Director

Appendix C

Bibliography of All Documents Reviewed

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"Connect the Dots," Volume 39, Issue 2, Spring 2013

"Connect the Dots," Volume 39, Issue 3, Summer 2013

"Connect the Dots," Volume 39, Issue 4, Fall 2013

"Connect the Dots," Volume 40, Issue 1, Winter 2014

"Connect the Dots," Volume 40, Issue 3, Summer 2014

"Connect the Dots," Volume 40, Issue 4, Fall 2014

"Connect the Dots," Volume 41, Issue 1, Winter 2015

"Connect the Dots," Volume 41, Issue 2, Spring 2015

"Connect the Dots," Volume 41, Issue 3, Summer 2015

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Appendix D
Survey of Library Staff

SCSL LSTA Evaluation 2017
Survey of Library Staff

1. What are your primary responsibilities within your library? (Choose up to three.)
 - Director
 - Branch Manager
 - Public Relations
 - Children's and/or Teen Services
 - Training
 - Accounting / Bookkeeping
 - Circulation
 - Public Services / Reference / Public Programs
 - Technology / Website
 - Other (please specify)

2. How familiar are you with LSTA funds and the programming they support?

Not familiar Somewhat familiar Very familiar

3. Are you aware if your library has received LSTA funds in the form of a subgrant to your library at any time (current or past years)?

Yes No

4. Are you aware of how your library has used or currently uses LSTA subgrant funds?

Yes No

5. Have you played an active role in an LSTA subgrant funded project in South Carolina?

Yes No

6. Please identify your primary role(s) in the use of LSTA subgrant funds within your library. (Check all that apply.)
- Created idea for the LSTA-funded project
 - Grant writer
 - Program management (i.e., managed the budget, wrote the reports, etc.)
 - Program implementation
 - Program evaluation
 - No direct role but assisted generally
7. For which types of project(s) has your library applied for LSTA subgrant funds? (Check all that apply.)
- Technology
 - Children's and teen services
 - Family literacy
 - Lifelong learning
 - Workforce development
 - Special needs and diverse audiences
 - Library school tuition and conference attendance
 - Do not know
 - Other (please specify)
8. For which types of program(s) has your library applied for LSTA subgrant funds? (Check all that apply.)
- Large competitive grants
 - LSTA mini-grants
 - Summer reading resource grants
 - Tuition assistance grants
 - Continuing education grants
 - Planning grants
 - Other (please specify)

9. How has your library measured the success of LSTA subgrant funded projects? (Check all that apply.)

- Surveys
- Client follow-up / Interviews
- Focus groups
- Attendance / Participation measurement
- Circulation statistics
- Increase in resources / materials (e.g., computers, books, etc.)
- Do not know
- Other (please specify)

10. How would you characterize the process of applying for LSTA subgrant funds through the SC State Library?

Very easy Somewhat easy Neutral Somewhat difficult Very difficult N/A or do not know

11. How would you characterize your satisfaction with the LSTA subgrant program in general?

Very satisfied Somewhat satisfied Neutral Somewhat dissatisfied Very dissatisfied No opinion

12. Would you or your library apply for LSTA subgrant funds again in the future?

Yes No

13. Identify the reason(s) that your library would consider not applying for LSTA subgrant funds in the future. (Check all that apply.)

- Library has difficulty finding matching dollars
- Lack of program knowledge
- Understaffed for grant writing
- Understaffed for program implementation and management
- Program categories do not fit our current needs
- Application process
- Library is already well funded
- Reporting / evaluation requirements
- Difficulty getting grant funding accepted by or approved by the county
- We will continue to apply

14. What are your library's most critical programming needs over the next three years (even if not LSTA funded or available for LSTA funding)? (Check all that apply.)

- Technology projects and upgrades
- Children and teen services
- Family literacy
- Lifelong learning
- Workforce development
- Special needs and diverse audiences
- Tuition and conference attendance
- Funding for basic library operations
- Space / infrastructure constraints
- Other (please specify)

15. What are your library's most critical grants program needs over the next three years (even if not LSTA funded or available for LSTA funding)? (Check all that apply.)

- Large competitive grants
- LSTA mini-grants
- Summer reading resource grants
- Tuition assistance grants
- Continuing education grants
- Planning grants
- Other (please specify)

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

- Improve users' formal education
- Improve users' general knowledge and skills
- Improve users' ability to discover information resources
- Improve users' ability to obtain and/or use information resources
- Improve the library workforce
- Improve the library's physical and technological infrastructure
- Improve library operations
- Improve users' ability to use resources and apply information for employment support
- Improve users' ability to use and apply business resources
- 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
- Improve users' ability to participate in their community
- Improve users' ability to participate in community conversations around topics of concern

17. To what extent did the SC State Library's Five-Year Plan activities make progress towards the South Carolina LSTA Goals for 2012-2017?

- Information and library services are expanded and are made more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and are aligned with documented needs of South Carolinians.
- Recruitment and training of library staff are improved to increase leadership and skills needed to better serve the public.
- Libraries play a larger role in children's lives, particularly children at risk, and especially in regard to reading and family literacy.
- Access to quality library services is enhanced for people who have difficulty using a library.
- Library services are improved, through collaborative and partnering efforts whenever possible, for people of diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy.
- The technological environment of libraries, including linkages between libraries, is improved to enhance access to information and services.
- All people in South Carolina have access to information through electronic resource sharing.

18. How would you characterize your satisfaction with LSTA funded statewide services as supplied by the State Library, in general? If you would like to comment about any particular statewide service, please use the comment box.

Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	No opinion
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Appendix E

Survey of Library Friends and Trustees

**SCSL LSTA Evaluation 2017
Survey of Library Friends and Trustees**

1. How familiar are you with LSTA funds and the programming they support?

Not familiar Somewhat familiar Very familiar
2. Are you aware if your library has received LSTA funds in the form of a subgrant to your library at any time (current or past years)?

Yes No
3. Are you aware of how your library has used or currently uses LSTA subgrant funds?

Yes No
4. For which types of project(s) has your library applied for LSTA subgrant funds? (Check all that apply.)
 - Technology
 - Children's and teen services
 - Family literacy
 - Lifelong learning
 - Workforce development
 - Special needs and diverse audiences
 - Library school tuition and conference attendance
 - Do not know
 - Other (please specify)

5. For which types of program(s) has your library applied for LSTA subgrant funds? (Check all that apply.)

- Large competitive grants
- LSTA mini-grants
- Summer reading resource grants
- Tuition assistance grants
- Continuing education grants
- Planning grants
- Other (please specify)

6. What are your library's most critical programming needs over the next three years (even if not LSTA funded or available for LSTA funding)? (Check all that apply.)

- Technology projects and upgrades
- Children and teen services
- Family literacy
- Lifelong learning
- Workforce development
- Special needs and diverse audiences
- Tuition and conference attendance
- Funding for basic library operations
- Space / infrastructure constraints
- Other (please specify)

7. What are your library's most critical grants program needs over the next three years (even if not LSTA funded or available for LSTA funding)? (Check all that apply.)

- Large competitive grants
- LSTA mini-grants
- Summer reading resource grants
- Tuition assistance grants
- Continuing education grants
- Planning grants
- Other (please specify)

8. How satisfied are you with LSTA funded statewide services as supplied by the State Library, in general? If you would like to comment about any particular statewide service, please use the comment box. (Examples of LSTA funded statewide services include the Talking Books Services for South Carolina, Electronic Resources for South Carolinians (DISCUS), Summer Reading Support for South Carolina Libraries, Early Literacy Services for South Carolinians, Continuing Education and Outreach for South Carolina Library Staff, etc.)

Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	No opinion
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9. To what extent did the SC State Library's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

- Improve users' formal education
- Improve users' general knowledge and skills
- Improve users' ability to discover information resources
- Improve users' ability to obtain and/or use information resources
- Improve the library workforce
- Improve the library's physical and technological infrastructure
- Improve library operations
- Improve users' ability to use resources and apply information for employment support
- Improve users' ability to use and apply business resources
- 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
- Improve users' ability to participate in their community
- Improve users' ability to participate in community conversations around topics of concern

10. To what extent did the SC State Library's Five-Year Plan activities make progress towards the South Carolina LSTA Goals for 2012-2017?
- Information and library services are expanded and are made more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and are aligned with documented needs of South Carolinians.
 - Recruitment and training of library staff are improved to increase leadership and skills needed to better serve the public.
 - Libraries play a larger role in children's lives, particularly children at risk, and especially in regard to reading and family literacy.
 - Access to quality library services is enhanced for people who have difficulty using a library.
 - Library services are improved, through collaborative and partnering efforts whenever possible, for people of diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy.
 - The technological environment of libraries, including linkages between libraries, is improved to enhance access to information and services.
 - All people in South Carolina have access to information through electronic resource sharing.
11. Are there any specific areas or needs that the South Carolina State Library could assist your local library in?
12. What is your role in your library? (Check all that apply.)
- Friend of the Library
 - Library Trustee

Appendix F

Results of the Survey of Library Staff

During the last half of December 2016 and the first half of January 2017, the South Carolina State Library conducted a survey of public librarians in South Carolina to help evaluate the use of LSTA funds in South Carolina. A total of 45 individuals responded to the online survey, which was hosted on Survey Monkey.

The survey first asked respondents to indicate which areas of the library they work in, and the responses can be seen in Table F-1. As that table shows, nearly half of the respondents were Directors (47 per cent). In fact, exactly half of South Carolina's 42 public library directors responded to the survey. Just under one fourth of the respondents (24 per cent) worked in Children's and/or Teen Services, and another 16 per cent worked on Technology or the library Website.

Nine respondents listed a primary responsibility other than one of those listed on the survey. Six of these were members of the South Carolina State Library staff. The additional responsibilities included Deputy Director, Finance, and Human Resources.

Table F-1. What are your primary responsibilities within your library?
(Choose up to three.)

Director	21	47%
Children's and/or Teen Services	11	24%
Technology / Website	7	16%
Public Relations	4	9%
Public Services / Reference / Public Programs	4	9%
Training	3	7%
Accounting / Bookkeeping	2	4%
Branch Manager	1	2%
Circulation	1	2%
Other (please specify)	9	20%
<i>Total</i>	45	

Familiarity with LSTA Funds and Programming

Respondents were asked to indicate how familiar they were with LSTA funds and the programming those funds support. As Table F-2 shows, over three fifths of respondents (64 per cent) were very familiar with LSTA funds and the programming they support. Fewer respondents reported being somewhat familiar (36 per cent), and none said that they were not familiar with LSTA funds and the programming they support.

Table F-2. How familiar are you with LSTA funds and the programming they support?

	Number	Percentage
Very familiar	28	64%
Somewhat familiar	16	36%
Not familiar	0	0%

Respondents were then asked to indicate whether they were aware if their libraries had received LSTA funds in the form of subgrants in current or past years. As Table F-3 shows, all of the respondents stated that they were aware whether their libraries had received such funds.

Table F-3. Are you aware if your library has received LSTA funds in the form of a subgrant to your library at any time (current or past years)?

	Number	Percentage
Yes	44	100%
No	0	0%

Respondents were also asked to indicate whether they were aware of how their libraries had used or currently use LSTA subgrant funds. As Table F-4 indicates, all but one of the respondents (98 per cent) stated that they were aware of how their libraries had used or currently use LSTA such funds.

Table F-4. Are you aware of how your library has used or currently uses LSTA subgrant funds?

	Number	Percentage
Yes	43	98%
No	1	2%

Role in LSTA Subgrant Funds

The survey then asked respondents to indicate whether they played an active role in an LSTA subgrant funded project in South Carolina. As indicated in Table F-5, a large percentage of respondents (91 per cent) had played an active role in such projects.

Table F-5. Have you played an active role in an LSTA subgrant funded project in South Carolina?

	Number	Percentage
Yes	40	91%
No	4	9%

Respondents were asked to indicate their primary roles in the use of LSTA subgrant funds in their libraries. As shown in Table F-6, nearly three fourths of the respondents (72 per cent) had been involved in project management. Another 63 per cent had been grant writers, and over half had been involved in program implementation (58 per cent), program evaluation (56 per cent), or creating the idea for an LSTA-funded project (54 per cent). Only 26 per cent had no direct role in the projects but did assist generally.

Table F-6. Please identify your primary role(s) in the use of LSTA subgrant funds within your library. (Check all that apply.)

	Number	Percentage
Program management (i.e., managed the budget, wrote the reports, etc.)	31	72%
Grant writer	27	63%
Program implementation	25	58%
Program evaluation	24	56%
Created idea for the LSTA-funded project	23	54%
No direct role but assisted generally	11	26%

Experience with LSTA Projects

Respondents were asked which types of projects their libraries had applied for via LSTA subgrant funds. Table F-7 shows that grants for children’s and teen services (89 per cent of respondents) and library school tuition and conference attendance (66 per cent) were believed to be the most common types of projects. Technology grants were identified by half of the respondents. Only 5 per cent of the respondents stated that they did not know which types of projects their libraries had applied for via LSTA subgrant funds.

Eight respondents selected “Other.” Two of these respondents indicated that they were State Library staff. Another respondent listed several projects – “Digitization Projects and Preservation of Materials, StoryfestSC 2013, Literacy, Access to E-Resources, Interlibrary Loans, Digitization/Preservation, Continuing Education” – while another said, “Our library system may have applied for additional types of programs I am not aware of, as my work is limited to one area of the library - youth services.” Other responses included Adult literacy/ESL, planning grant, story van outreach vehicle, and summer programs for adults.

Table F-7. For which types of project(s) has your library applied for LSTA subgrant funds? (Check all that apply.)

	Number	Percentage
Children's and teen services	39	89%
Library school tuition and conference attendance	29	66%
Technology	22	50%
Family literacy	17	39%
Special needs and diverse audiences	15	34%
Lifelong learning	12	27%
Workforce development	4	9%
Do not know	2	5%
Other (please specify)	8	18%

The survey asked respondents which types of programs their libraries had applied for via LSTA subgrant funds. Table F-8 shows that the largest number of respondents (88 per cent) said that their libraries had applied for summer reading resource grants via LSTA subgrant funds. Nearly two thirds (64 per cent) selected LSTA mini-grants, and exactly half the respondents reported receiving large competitive grants and continuing education grants.

Eight respondents selected “Other.” Three of these respondents indicated that they were State Library staff. Another respondent listed several projects – “Digitization Projects and Preservation of Materials, StoryfestSC 2013, Literacy, Access to E-Resources, Interlibrary Loans, Digitization/Preservation, Continuing Education” – while another said, “Our library system may have applied for additional types of programs I am not aware of, as my work is limited to one area of the library - youth services.” Other responses included Adult literacy/ESL, conference mileage, and “Do not know.”

Table F-8. For which types of program(s) has your library applied for LSTA subgrant funds? (Check all that apply.)

	Number	Percentage
Summer reading resource grants	37	88%
LSTA mini-grants	27	64%
Large competitive grants	21	50%
Continuing education grants	21	50%
Tuition assistance grants	12	29%
Planning grants	7	17%
Other (please specify)	8	19%

Measuring the Success of LSTA Projects

Respondents were asked to indicate how their libraries measured the success of their LSTA projects. As Table F-9 shows, the largest number of respondents (89 per cent) said that

their libraries used attendance and participation measures to gauge how successful projects were. Over three fourths (77 per cent) used surveys, and over two thirds (68 per cent) uses circulation statistics. An increase in resources and materials was used to measure success in more than half the respondents' libraries (64 per cent).

Three respondents selected "Other." One listed usage statistics, and another said, "Observations of attendees. Recording comments." The third respondent stated that "Our library system may have measured the success of funded projects in additional ways I am not aware of, as my work is limited to one area of the library - youth services."

Table F-9. How has your library measured the success of LSTA subgrant funded projects? (Check all that apply.)

	Number	Percentage
Attendance / Participation measurement	39	89%
Surveys	34	77%
Circulation statistics	30	68%
Increase in resources / materials (e.g., computers, books, etc.)	28	64%
Client follow-up / Interviews	19	43%
Focus groups	6	14%
Do not know	1	2%
Other (please specify)	3	7%

Process of Applying for LSTA Subgrant Funds

Respondents were asked to characterize the process of applying for LSTA subgrant funds through the SC State Library, and as Table F-10 indicates, half the respondents said that the process was somewhat easy. Another 23 per cent said that the process was very easy, indicating that nearly three fourths of the respondents (73 per cent) felt that the application process was somewhat or very easy. Only 2 per cent characterized the process as somewhat or very difficult.

Table F-10. How would you characterize the process of applying for LSTA subgrant funds through the SC State Library?

	Number	Percentage
Very easy	10	23%
Somewhat easy	22	50%
Neutral	5	11%
Somewhat difficult	1	2%
Very difficult	0	0%
N/A or do not know	6	14%

Satisfaction with the LSTA Subgrant Program

Respondents were also asked to characterize their satisfaction with the LSTA subgrant program in general. The results are shown in Table F-11, where over two thirds of respondents (68 per cent) indicated that they were very satisfied with the LSTA subgrant program in general. Another 21 per cent said that they were somewhat satisfied, and none of the respondents indicated being somewhat or very dissatisfied with the program.

Table F-11. How would you characterize your satisfaction with the LSTA subgrant program in general?

	Number	Percentage
Very satisfied	30	68%
Somewhat satisfied	9	21%
Neutral	3	7%
Somewhat dissatisfied	0	0%
Very dissatisfied	0	0%
No opinion	2	5%

The survey asked respondents whether they or their libraries would apply for LSTA subgrant funds again in the future. As Table F-12 shows, all of the respondents indicated that they or their libraries would do so.

Table F-12. Would you or your library apply for LSTA subgrant funds again in the future?

	Number	Percentage
Yes	43	100%
No	0	0%

Respondents were asked to indicate why their libraries would consider *not* applying for LSTA subgrant funds in the future. As Table F-13 shows, almost all of the respondents (93 per cent) said that their libraries would continue to apply for LSTA subgrant funds in the future.

Of those who did indicate a reason that their libraries would consider *not* applying for LSTA subgrant funds in the future, the most frequently chosen reasons were that the library is understaffed for grant writing (19 per cent) and that the library is understaffed for program implementation and management (19 per cent).

Table F-13. Identify the reason(s) that your library would consider not applying for LSTA subgrant funds in the future. (Check all that apply.)

	Number	Percentage
We will continue to apply	39	93%
Understaffed for grant writing	8	19%
Understaffed for program implementation and management	8	19%
Program categories do not fit our current needs	6	14%
Reporting / evaluation requirements	3	7%
Library has difficulty finding matching dollars	2	5%
Lack of program knowledge	2	5%
Application process	2	5%
Library is already well funded	1	2%
Difficulty getting grant funding accepted by or approved by the county	1	2%

Future Programming Needs

Respondents were asked to indicate the most critical programming needs of their libraries over the next three years (regardless of LSTA funding). As Table F-14 indicates, technology projects and upgrades (82 per cent) were seen as the most critical programming needs, followed by children and teen services (77 per cent).

Six respondents selected “Other.” Two respondents worked at the State Library and did not select a response from the survey. One respondent indicated adult literacy/ESL, and another suggested collection development. A third listed service to senior citizens. Another respondent stated, “Library Programs and Projects; Library Outreach; General Library Services.”

Table F-14. What are your library's most critical programming needs over the next three years (even if not LSTA funded or available for LSTA funding)? (Check all that apply.)

	Number	Percentage
Technology projects and upgrades	36	82%
Children and teen services	34	77%
Family literacy	22	50%
Space / infrastructure constraints	19	43%
Tuition and conference attendance	18	41%
Lifelong learning	17	39%
Special needs and diverse audiences	15	34%
Funding for basic library operations	12	27%
Workforce development	10	23%
Other (please specify)	6	14%

Future Grants Program Needs

Respondents were also asked to indicate the most critical grants program needs of their libraries over the next three years (regardless of LSTA funding). As Table F-15 indicates, summer reading resource grants (77 per cent) and LSTA mini-grants (72 per cent) were seen as the most critical grants program needs.

Four respondents selected “Other.” Two respondents indicated not knowing enough to answer. Another said, “We need more space. The State constantly gives us money to fill up our already too small building with more technology/ stuff. Building/ Capital improvement grants would be awesome!” Another indicated working at the State Library and therefore not selecting one of the options from the survey.

Table F-15. What are your library's most critical grants program needs over the next three years (even if not LSTA funded or available for LSTA funding)?
(Check all that apply.)

	Number	Percentage
Summer reading resource grants	33	77%
LSTA mini-grants	31	72%
Continuing education grants	21	49%
Large competitive grants	20	47%
Planning grants	10	23%
Tuition assistance grants	8	19%
Other (please specify)	4	9%

Extent to Which LSTA Activities Met IMLS Priorities

The survey asked respondents to what extent the State Library's Five-Year Plan activities had achieved results that addressed the IMLS national priorities associated with the Measuring Success focal areas and their corresponding intents. The results are shown in Table F-16.

Over half of the respondents felt that the Five-Year Plan activities had achieved results associated the IMLS national priorities of improving users’ ability to obtain and/or use information resources (58 per cent) and improving users’ ability to participate in their community (57 per cent). Over half also indicated that the plan’s activities had achieved results associated the priorities of improving users’ general knowledge and skills (55 per cent) and improving users’ ability to discover information resources (53 per cent). Exactly half saw the plan’s activities as improving the library workforce.

Fewer respondents (29 per cent) felt that the Five-Year Plan activities had achieved results that addressed the priority of improving user’s ability to use and apply business resources. Likewise, fewer than one third of the respondents (31 per cent) believed that the activities in the plan had addressed the priorities of improving users’ ability to apply information that furthers their personal, family, or household finances.

All of the respondents felt that the plan's activities had either fully or partly achieved results associated with the IMLS national priorities of improving users' ability to obtain and/or use information resources and improving users' general knowledge and skills. Over 90 per cent of respondents said the same for the following national priorities: improving users' ability to participate in their community (97 per cent); improving users' ability to discover information resources (97 per cent); improving users' ability to apply information that furthers their parenting and family skills (97 per cent); improving users' ability to use resources and apply information for employment support (97 per cent); improving the library workforce (95 per cent); and improving library operations (95 per cent).

In no case did more than 17 per cent of respondents believe that the LSTA plan's activities had not achieved results associated with the IMLS national priorities.

Table F-16. To what extent did the SC State Library's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Priority	Achieved	Partly achieved	Not achieved
Improve users' ability to obtain and/or use information resources	58%	42%	0%
Improve users' ability to participate in their community	57%	41%	3%
Improve users' general knowledge and skills	55%	45%	0%
Improve users' ability to discover information resources	53%	45%	3%
Improve the library workforce	50%	45%	5%
Improve users' ability to apply information that furthers their parenting and family skills	47%	50%	3%
Improve library operations	41%	54%	5%
Improve users' ability to use resources and apply information for employment support	41%	57%	3%
Improve users' ability to apply information that furthers their personal or family health & wellness	39%	50%	11%
Improve users' ability to participate in community conversations around topics of concern	39%	53%	8%
Improve users' formal education	38%	46%	16%
Improve the library's physical and technological infrastructure	35%	51%	14%
Improve users' ability to apply information that furthers their personal, family, or household finances	31%	57%	11%
Improve users' ability to use and apply business resources	29%	54%	17%

Extent to Which LSTA Activities Met Five-Year Plan Goals

The survey also asked respondents to what extent the State Library's Five-Year Plan activities had made progress towards the South Carolina LSTA Goals for 2012-2017. Table F-17 shows these results.

Table F-17. To what extent did the SC State Library's Five-Year Plan activities make progress towards the South Carolina LSTA Goals for 2012-2017?

Goal	Achieved	Partly achieved	Not achieved
Libraries play a larger role in children's lives, particularly children at risk, and especially in regard to reading and family literacy.	69%	31%	0%
All people in South Carolina have access to information through electronic resource sharing.	61%	34%	5%
Information and library services are expanded and are made more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and are aligned with documented needs of South Carolinians.	56%	44%	0%
The technological environment of libraries, including linkages between libraries, is improved to enhance access to information and services.	53%	45%	3%
Recruitment and training of library staff are improved to increase leadership and skills needed to better serve the public.	49%	51%	0%
Library services are improved, through collaborative and partnering efforts whenever possible, for people of diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy.	49%	51%	0%
Access to quality library services is enhanced for people who have difficulty using a library.	36%	64%	0%

Over two thirds of the respondents (69 per cent) felt that the Five-Year Plan activities had fully achieved the goal of helping libraries play a larger role in children's lives, particularly children at risk, and especially in regard to reading and family literacy. Over three fifths (61 per cent) also believed that that plan's activities had fully achieved the goal of providing all people in South Carolina with access to information through electronic resource sharing.

The fewest respondents (36 per cent) felt that the Five-Year Plan activities had achieved the goal of enhancing access to quality library services for people who have difficulty using a library.

In all but two cases, all of the respondents felt that the plan’s activities had either fully or partly achieved the goals from the plan. Just 3 per cent of respondents indicated that the activities did not achieve the goal of improving the technological environment of libraries, including linkages between libraries, to enhance access to information and services, and 5 per cent believed that the plan’s activities did not achieve the goal of providing all people in South Carolina with access to information through electronic resource sharing.

Satisfaction with LSTA-Funded Projects

Finally, the survey asked respondents to indicate their level of satisfaction with LSTA funded statewide services in general. As Table F-18 shows, over three fifths of the respondents (63 per cent) were very satisfied. Another one third of respondents (33 per cent) reported being satisfied, and none of the respondents were either somewhat or very dissatisfied.

Table F-18. How would you characterize your satisfaction with LSTA funded statewide services as supplied by the State Library, in general?

	Number	Percentage
Very satisfied	27	63%
Somewhat satisfied	14	33%
Neutral	2	5%
Somewhat dissatisfied	0	0%
Very dissatisfied	0	0%
No opinion	0	0%

Respondents were asked to comment on any of the statewide services, and eight respondents did so. Those comments are shown in Table F-19.

Almost all of the comments were positive. Statewide services addressed by the comments included DISCUS, Mango Languages, onsite training, Summer Reading, tuition assistance, and Youth Services.

Table F-19. Comments on Specific LSTA Funded Statewide Services

DISCUS is great. Summer Reading assistance is always appreciated.
I really appreciate the onsite library training offered at the State Library. I can immediately put what I have learned to use at my job and it helps me to expand my own knowledge of information and library services as well, which thus serves to increase access to library services to my community. The Youth Services trainings in particular are vital to my professional development and continuing education - thank you so much for these opportunities and please continue in the future, as what we learn and apply can benefit our state in so many useful and necessary ways.

Table F-19. Comments on Specific LSTA Funded Statewide Services
(Continued)

In South Carolina, funding for public libraries is heavily dependent on the property tax base of the various counties; poor, rural counties are unable to offer the same levels of service as the wealthy urban counties. Moreover, the smaller public libraries lack the staff expertise to apply for and monitor major grants, not to mention their inability to provide matching funds. Our mid-sized (for South Carolina) public library system has received several LSTA continuing education grants to allow our staff members to attend library conferences and training, as well a major grant for STEM. The decision that LSTA funds would no longer be granted for computer technology in recent years has meant that our library has been unable to use LSTA funds to try to keep up with the rapidly changing technical environment. Our most recent grant for assistive technology did not allow us to purchase the actual personal computer that would be adapted for use by those who need assistance in accessing the Internet; we could only purchase the software, peripherals, furniture and small assistive devices with LSTA grant funds.

Many systems do not take advantage of LSTA funding or do not follow through on the plans that they receive funding for. As a result, only a few systems benefit annually and maximize the value of the grants.

since I work at the state library I'm not sure how to best answer this. SCSL staff probably need a different type of survey to best answer these types of questions but from our perspective.

The statewide services are GREAT! Discus, Mango, etc., are vastly popular and do so much to level the playing field in SC libraries. I do think, however, that the emphasis on giving subgrants to programs that can serve as "model projects" puts small library systems at a disadvantage.

The Summer Reading Grants are absolutely essential for our library to create a quality summer reading program. In the past, these grants have typically benefited programming for all ages.

We would not be able to do creative projects without LSTA grants. This money is used as the seed (or carrot) to get more money to continue a new program. The tuition assistance grants have helped a number of our staff get their degrees and it's a very valuable program. The conference grants are another important piece for us. It allows us to send staff to national conferences that we normally couldn't afford them to send them to.

Appendix G

Results of the Survey of Library Friends and Trustees

During the last two weeks of December 2016, the South Carolina State Library conducted a survey of library Friends and trustees in South Carolina to help evaluate the use of LSTA funds in South Carolina. A total of 21 individuals responded to the online survey, which was hosted on Survey Monkey.

The survey asked respondents to indicate their role in the library, and the responses can be seen in Table G-1.

As Table G-1 shows, 60 per cent of the respondents were Friends of the Library and 55 per cent were library trustees. Three individuals indicated that they were both Friends and trustees.

Table G-1. What is your role in your library?

	Number	Percentage
Friend of the Library	12	60%
Library Trustee	11	55%
<i>Total</i>	<i>20</i>	

Familiarity with LSTA Funds and Programming

Respondents were asked to indicate how familiar they were with LSTA funds and the programming those funds support. As Table G-2 shows, about three fourths of respondents (76 per cent) were somewhat familiar with LSTA funds and the programming they support. Far fewer reported being either very familiar (10 per cent) or not familiar (14 per cent) with LSTA funds and the programming they support.

Table G-2. How familiar are you with LSTA funds and the programming they support?

	Number	Percentage
Very familiar	2	10%
Somewhat familiar	16	76%
Not familiar	3	14%

Respondents were then asked to indicate whether they were aware if their libraries had received LSTA funds in the form of subgrants in current or past years. As Table G-3 shows, 71 of the respondents stated that they were aware that their libraries had received such funds.

Table G-3. Are you aware if your library has received LSTA funds in the form of a subgrant to your library at any time (current or past years)?

	Number	Percentage
Yes	15	71%
No	6	29%

Respondents were also asked to indicate whether they were aware of how their libraries had used or currently use LSTA subgrant funds. As Table G-4 indicates, 57 of the respondents stated that they were aware of how their libraries had used or currently use LSTA such funds. Interestingly, the percentage of respondents who were aware of *how* subgrant funds were used by the libraries was fewer than the percentage who were aware *that* their libraries had received subgrant funds.

Table G-4. Are you aware of how your library has used or currently uses LSTA subgrant funds?

	Number	Percentage
Yes	12	57%
No	9	43%

Respondents were asked which types of projects their libraries had applied for via LSTA subgrant funds. Table G-5 shows that grants for technology (33 per cent of respondents) and children’s and teen services (29 per cent) were believed to be the most common types of projects. However, almost half of the respondents (48 per cent) stated that they did not know which types of projects their libraries had applied for via LSTA subgrant funds.

One respondent selected “Other” but did not specify the other type of project applied for.

Table G-5. For which types of project(s) has your library applied for LSTA subgrant funds?

	Number	Percentage
Technology	7	33%
Children's and teen services	6	29%
Special needs and diverse audiences	3	14%
Family literacy	2	10%
Library school tuition and conference attendance	2	10%
Lifelong learning	1	5%
Workforce development	0	0%
Do not know	10	48%
Other (please specify)	1	5%

The survey asked respondents which types of programs their libraries had applied for via LSTA subgrant funds. Table G-6 shows that almost half of the respondents (47 per cent) believed that their libraries had applied for summer reading resource grants via LSTA subgrant funds.

Five of the six respondents (29 per cent of all respondents) who selected “Other” indicated that they did not know enough to answer the question. The sixth respondent indicated that the library had received a grant to increase readership in a specific community served by the library.

Table G-6. For which types of program(s) has your library applied for LSTA subgrant funds?

	Number	Percentage
Summer reading resource grants	8	47%
LSTA mini-grants	5	29%
Continuing education grants	3	18%
Large competitive grants	2	12%
Planning grants	2	12%
Tuition assistance grants	1	6%
Other (please specify)	6	35%

Future Programming Needs

Respondents were asked to indicate the most critical programming needs of their libraries over the next three years. As Table G-7 shows, technology projects and upgrades (60 per cent) and children and teen services (60 per cent) were felt to be the most critical programming needs. Lifelong learning (45 per cent) and family literacy (40 per cent) were also seen as strong needs.

Table G-7. What are your library's most critical programming needs over the next three years (even if not LSTA funded or available for LSTA funding)?

	Number	Percentage
Technology projects and upgrades	12	60%
Children and teen services	12	60%
Lifelong learning	9	45%
Family literacy	8	40%
Special needs and diverse audiences	6	30%
Funding for basic library operations	6	30%
Space / infrastructure constraints	6	30%
Workforce development	5	25%
Tuition and conference attendance	1	5%
Other (please specify)	3	15%

Three respondents selected “Other.” One indicated that LSTA funds were needed to “Increase ability for members of the community to read, participate in GED program, and improve vocabulary.” A second suggested funding for “Adult literacy/ESL program,” and a third argued that “in addition, some of the libraries (Friends groups) need help in getting the word out about services and resources available through their libraries... not lobbying but promotion of awareness and encouraging use.”

Future Grants Program Needs

Respondents were also asked to indicate the most critical grants program needs of their libraries over the next three years (regardless of LSTA funding). As Table G-8 indicates, summer reading resource grants (44 per cent) were seen as the most critical grants program needs. As with the previous question about programming needs, fewer respondents selected tuition assistance grants (6 per cent).

Four respondents selected “Other.” One respondent indicated not knowing enough to answer. Another said, “As used book sales diminish, our library system is in need of funds to support children's activities, book purchases, and workforce training.” One respondent indicated “technology upgrades,” and another said, “What we really need are buildings. I know this is local funding and not LSTA but it is a critical need in a rapidly growing county.”

Table G-8. What are your library's most critical grants program needs over the next three years (even if not LSTA funded or available for LSTA funding)? (Check all that apply.)

	Number	Percentage
Summer reading resource grants	8	44%
Large competitive grants	5	28%
Continuing education grants	5	28%
Planning grants	5	28%
LSTA mini-grants	4	22%
Tuition assistance grants	1	6%
Other (please specify)	4	22%

Satisfaction with LSTA Funded Services

Respondents were asked to indicate how satisfied they were with LSTA funded statewide services as supplied by the State Library, in general. As Table G-9 shows, the largest number of respondents were very satisfied (40 per cent) or satisfied (25 per cent). Only 5 per cent of respondents reported being very dissatisfied, and none reported being somewhat dissatisfied.

Three respondents offered comments in conjunction with this question. One noted that “Within the service area many people are in need of Early Intervening of Literacy Programs. Usually there from 10-15 people in need of computer service, most days there an hour or more

wait to use a computer.” Another pointed out that “DISCUS and Talking Books are vital services that are heavily used.” A third stated, “I enjoyed and learned from the webinars offered”

Table G-9. How satisfied are you with LSTA funded statewide services as supplied by the State Library, in general?

	Number	Percentage
Very satisfied	8	40%
Somewhat satisfied	5	25%
Neutral	4	20%
Somewhat dissatisfied	0	0%
Very dissatisfied	1	5%
No opinion	2	10%

Extent to Which LSTA Activities Met IMLS Priorities

The survey asked respondents to what extent the State Library's Five-Year Plan activities had achieved results that addressed the IMLS national priorities associated with the Measuring Success focal areas and their corresponding intents. The results are shown in Table G-10.

Over half of the respondents (53 per cent) felt that the Five-Year Plan activities had achieved results associated with the IMLS national priority of improving users' ability to obtain and/or use information resources. Nearly half (47 per cent) felt that the activities in the plan had achieved results that address the priorities of improving users' ability to discover information resources and improving the library workforce.

Fewer respondents (13 per cent) felt that the Five-Year Plan activities had achieved results that addressed the priority of improving library operations. Likewise, fewer than one fifth of the respondents (14 per cent) believed that the activities in the plan had addressed the priorities of improving users' ability to apply information that furthers their personal, family, or household finances and improving users' ability to apply information that furthers their personal or family health and wellness.

Over 90 per cent of the respondents felt that the plan's activities had either fully or partly achieved the following national priorities: improving users' general knowledge and skills (94 per cent); improving users' ability to obtain and/or use information resources (93 per cent); improving users' ability to discover information resources (93 per cent); and improving users' ability to apply information that furthers their personal or family health and wellness.

By contrast, only two thirds of respondents indicated that the activities in the Five-Year Plan had either fully or partly achieved the national priorities of improving the library workforce (67 per cent) or improving the library's physical and technological infrastructure (67 per cent).

Table G-10. To what extent did the SC State Library's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Priority	Achieved	Partly achieved	Not achieved
Improve users' ability to obtain and/or use information resources	53%	40%	7%
Improve users' ability to discover information resources	47%	47%	7%
Improve the library workforce	47%	20%	33%
Improve users' ability to use and apply business resources	36%	50%	14%
Improve users' ability to participate in their community	29%	50%	21%
Improve users' general knowledge and skills	25%	69%	6%
Improve users' ability to apply information that furthers their parenting and family skills	21%	64%	14%
Improve users' formal education	20%	67%	13%
Improve the library's physical and technological infrastructure	20%	47%	33%
Improve users' ability to use resources and apply information for employment support	20%	60%	20%
Improve users' ability to participate in community conversations around topics of concern	20%	60%	20%
Improve users' ability to apply information that furthers their personal, family, or household finances	14%	57%	29%
Improve users' ability to apply information that furthers their personal or family health & wellness	14%	79%	7%
Improve library operations	13%	63%	25%

Extent to Which LSTA Activities Met Five-Year Plan Goals

The survey also asked respondents to what extent the State Library's Five-Year Plan activities had made progress towards the South Carolina LSTA Goals for 2012-2017. Table G-11 shows these results.

Almost half of the respondents (47 per cent) felt that the Five-Year Plan activities had fully achieved the goal of expanding information and library services, making them more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and aligning these with documented needs of South Carolinians. The same number of respondents believed that the activities in the plan had achieved the goal of improving the technological environment of libraries, including linkages between libraries, to enhance access to information and services.

Table G-11. To what extent did the SC State Library's Five-Year Plan activities make progress towards the South Carolina LSTA Goals for 2012-2017?

Goal	Achieved	Partly achieved	Not achieved
Information and library services are expanded and are made more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and are aligned with documented needs of South Carolinians.	47%	47%	6%
The technological environment of libraries, including linkages between libraries, is improved to enhance access to information and services.	47%	41%	12%
Recruitment and training of library staff are improved to increase leadership and skills needed to better serve the public.	35%	53%	12%
Library services are improved, through collaborative and partnering efforts whenever possible, for people of diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy.	35%	29%	35%
Access to quality library services is enhanced for people who have difficulty using a library.	31%	56%	13%
Libraries play a larger role in children's lives, particularly children at risk, and especially in regard to reading and family literacy.	24%	71%	6%
All people in South Carolina have access to information through electronic resource sharing.	18%	71%	12%

The fewest respondents (18 per cent) felt that the Five-Year Plan activities had achieved the goal of providing all people in South Carolina with access to information through electronic resource sharing, and just under one fourth of respondents (24 per cent) believed that the plan's activities had fully achieved the goal of helping libraries play a larger role in children's lives, particularly children at risk, and especially in regard to reading and family literacy.

Over 90 per cent of the respondents felt that the plan's activities had either fully or partly achieved the following goal from the plan: expanding information and library services, making them more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and aligning these with documented needs of South Carolinians (94 per cent); and helping libraries play a larger role in children's lives, particularly children at risk, and especially in regard to reading and family literacy (94 per cent).

By contrast, fewer than two thirds of respondents (65 per cent) indicated that the activities in the Five-Year Plan had either fully or partly achieved the goal of improving library services, through collaborative and partnering efforts whenever possible, for people of

diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy.

Areas Where the State Library Could Provide Assistance

Finally, the survey asked respondents to indicate whether there were specific areas or needs that the South Carolina State Library could assist their local libraries in. Six of 45 respondents provided comments. These included the following:

- Available monetary sources
- Creation and Development of Friends organization – this can be a valuable tool in letting citizens know about library services and resources
- I am not familiar with the LSTA program
- I would like to see more cooperation and communication between our library system and the local school system.
- If funding were available, we could improve our audio book offerings and ebook offerings.
- Staff development, training for collaboration between citizens and facilitator to improve family strategies for fiscal planning, improve reading readiness and prepare for career development as reflected in said training.

Appendix H

Focus Group Questions

On February 7, 2017, the South Carolina State Library sponsored two focus groups of public library staff members in Columbia, and on February 8, 2017, the South Carolina State Library sponsored two more focus groups of public library staff members in Spartanburg. Twenty-eight individuals attended, and Dr. Robert Burgin served as the facilitator.

Focus group members were provided with a handout outlining SCSL's LSTA activities, the SCSL LSTA Five-Year Plan goals, and the IMLS focal areas. Focus group members were asked to respond to three questions:

- What parts of the SCSL LSTA program have been successful, especially when you consider the goals in the SCSL LSTA plan and the six IMLS areas of focus?
- How well does the subgrant process work?
- What suggestions do you have for improving any of the current SCSL LSTA activities?
- What ideas do you have for the next SCSL LSTA Five-Year Plan?

The responses to these questions have been included throughout the evaluation, where appropriate.

Appendix I

Targets from LSTA Five-Year Plan vs Actual Performance

Table I-1. Programs and Services to Meet Goal 1: Information and library services are expanded and are made more accessible, taking advantage of collaborative and partnering opportunities whenever possible, and are aligned with documented needs of South Carolinians.

Target	Actual	Target Achieved?
1. Investigate feasibility of a mentoring program between well- and under-developed public libraries to encourage best practices in providing information services.	Partially achieved through the informal mentoring of new library directors coordinated with the Association of Public Library Administrators (the professional association for public library directors in South Carolina) and through the ongoing mentoring of public libraries through the various activities of the SCSL Library Development Services staff, who provide consulting, counseling, reference to best practices, staff “exchanges,” and more formal training available via the online People Connect Institute webinar database.	Partially Achieved
2. Provide support for library resources in digital formats (South Carolina Digital Library; sub-grants for local projects).	The SC Digital Library received \$80,391.04 in LSTA funds for FY2013-FY2015. Digitization projects received \$103,515 in FY2013. In FY2013, SC Digital Library became one of the first service hubs of the Digital Public Library of America and launched a new Website. SC Digital Library provided 14 presentations and meetings to various groups, as well as press releases and news articles, and at least 6 new collections were added.	Achieved

Target	Actual	Target Achieved?
<p>3. Prepare library staff to train the public in “21st Century skills” so individuals can access information in formats provided.</p>	<p>In FY2014 and FY2015, the Continuing Education and Outreach for South Carolina Library Staff project provided training for public library staff with the goal of improving the quality of direct library services to SC citizens. In FY2013, FY2014, and FY2015, the DISCUS project (which serves as the state’s virtual library) provided training to library staff to assist patrons in the use of DISCUS resources. In FY2013, FY2014, and FY2015, the Workforce Development project prepared library staff to train job seekers in the use of Ferguson’s and Learning Express.</p>	<p>Achieved</p>
<p>4. Continue to implement the digital conversion of Talking Books Services collections.</p>	<p>Implementation of NLS digital transition was completed during FY2014 and FY2015.</p>	<p>Achieved</p>
<p>5. Maintain and increase the State Library’s investment in E-books (downloadable materials) for our collection, available to all State Library cardholders in relevant content areas.</p>	<p>The Library maintains three online e-book collections: ebrary; Safari Books; and Tumblebooks. The ebrary collection includes over 150, 000 academic titles in a variety of disciplines. Safari Books provides access to nearly 14,000 ebooks on web development, system administration, applications, and management. TumbleBooks provides an online collection of animated, talking picture books that teach kids the joy of reading.</p>	<p>Achieved</p>
<p>6. Ensure, through training in techniques and policies, that public library staff are intellectually invested in developing collections that are useful for the public.</p>	<p>The Digital Services for South Carolinians project included the Digitization in a Box project and digitization training to enable three public libraries to build digitized collections of materials of interest to their communities.</p>	<p>Achieved</p>
<p>7. Continue to initiate and support programs to assist job seekers (including job search and résumé assistance), small business owners and entrepreneurs.</p>	<p>The Library Support for Workforce Development project provides a model for public libraries to address the ongoing needs of job seekers and provides access to resources such as Learning Express, Ferguson’s Career Guidance, and the WORKSC Website. Safari Books offers ebooks on topics related to small businesses and entrepreneurs.</p>	<p>Achieved</p>

Target	Actual	Target Achieved?
<p>8. Provide data and training services (that connect to or emphasize public library resources) on request to government agencies, businesses, academia, non-profit organizations, and private citizens.</p>	<p>SCSL staff continually provide such data and training to these target groups. One example is the Safari Books ebook collection, which includes titles obtained from patron driven acquisitions profiles created to serve the needs of the various state government agencies.</p>	<p>Achieved</p>
<p>9. Explore the need for other special content-based programs and training, such as consumer health, and implement programs/projects as indicated by need.</p>	<p>The FY2014 Book To Action project provided three public libraries with funding to form book discussion and community service groups that were centered on contemporary social or environmental topics that have been explored in a literary work of fiction or non-fiction. The libraries conducted group discussions about the books and topics, and participants then translated ideas into action to address local problems or issues in their communities.</p>	<p>Achieved</p>

Table I-2. Programs and Services to Meet Goal 2: Recruitment and training of library staff are improved to increase leadership and skills needed to better serve the public.

Target	Actual	Target Achieved?
<p>1. Pursue collaborative efforts to develop and implement an effective Continuing Education program emphasizing “21st Century” skills for public library staff with trainings scheduled at the State Library, in the field, and via distance learning.</p>	<p>In FY2014 and FY2015, the Continuing Education and Outreach for South Carolina Library Staff project provided training for public library staff with the goal of improving the quality of direct library services to SC citizens. In FY2013, FY2014, and FY2015, the DISCUS project (which serves as the state’s virtual library) provided training to library staff to assist patrons in the use of DISCUS resources. In FY2013, FY2014, and FY2015, the Workforce Development project prepared library staff to train job seekers in the use of Ferguson’s and Learning Express. The latter program provided opportunities for collaborating on workforce development efforts statewide and enabled partnering with the SC Department of Employment and Workforce to provide access to the SC DEW’s “Job Seeker’s Handbook.”</p>	<p>Achieved</p>
<p>2. Investigate and create a leadership training program for library managers and potential managers.</p>	<p>In FY2015, SCSL offered Leadership Development Mini-Grants to promote leadership training and development. The State Library administered an ILEAD USA subgrant from Illinois with two teams. Additional leadership training was achieved by sending select staff from the field to attend specific conferences: four library directors being sent to Library Journal’s Director Summit or the PLA Bootcamp; one deputy director attending a leadership pre-conference at ALA; and sixteen library staff attending Library Journal’s “Lead The Change” event in Charleston.</p>	<p>Achieved</p>

Target	Actual	Target Achieved?
<p>3. Encourage and fund local “home-grown” staff training programs that address specific local needs through sub-grant funding.</p>	<p>Several subgrants fostered local staff training. For example, Charleston’s “Pro-Literacy Play Panels” project helped staff learn to change user behaviors by increasing instances of parents reading to and interacting with their children, attending the library with children, and checking out books to read with their young children. Anderson’s “Connections” project sought to develop and strengthen the competencies needed by library staff to be effective in serving patrons well and featured training in Verbal Connectivity (learning how to teach patrons about the library’s offerings) and in Technological Connectivity (learning about new technology and being able to teach others how to use it).</p>	<p>Achieved</p>
<p>4. Develop or provide training programs in library strategic planning, budget and financial management.</p>	<p>In FY2015, the State Library offered subgrants to SCSL staff to promote leadership training and development by administering an ILEAD USA subgrant from Illinois with two teams, each consisting of library staff from the field and a mentor. In FY2015, SCSL provided access to and training in the use of Gale Patron Analytics, a tool for public libraries to gather greater statistical data on their patrons and their local community to enable more strategic planning.</p>	<p>Achieved</p>

Target	Actual	Target Achieved?
5. Investigate and create collaborative opportunities with library organizations to recruit and cultivate future library leaders.	In FY2015, the State Library participated in a collaborative project with the Illinois State Library that provided extensive in-person and online leadership training for SCSL staff who coordinated and conducted the project and for 12 selected staff from three public libraries. Teams attended five workshops on leadership development and created team products. The projects engaged in by each team were technology-based services that were presented at our state professional association and in numerous showcase events sponsored by SCSL, all focused on developing leadership skills. The projects were brought back to the three home libraries, engaging additional staff in the learning experience and providing additional services to the public. The entire project has been replicated in a number of states nationwide.	Achieved
6. Maintain and enhance the librarian certification program as mandated by S.C. law.	SCSL continues to coordinate the librarian certification process for the state's professional community. In FY2014, 36 certifications were issued.	Achieved
7. Continue to fund attendance at professional conferences at state and national level.	In FY2013 and FY2014, 47 subgrants were provided to enable library staff to attend conferences as part of the ongoing professional development for the libraries.	Achieved
8. Continue to fund tuition for library school students.	In FY2013, staff at two public libraries received support for completing coursework in library school. In FY2014, staff at two public libraries received support for completing coursework in library school. In FY2015, grants were awarded to six South Carolina library staff people to pay for tuition for MLIS-level classes.	Achieved

Table I-3. Programs and Services to Meet Goal 3: Libraries play a larger role in children’s lives, particularly children at risk, and especially in regard to reading and family literacy.

Target	Actual	Target Achieved?
1. Promote reading skills in children and youth through a variety of programs and services that foster reading readiness, skills, comprehension, and fluency.	In FY2013, the Resources for Child and Family Literacy project funded activities to meet the reading and information needs of children in SC by helping develop the skills of library staff and by providing print and online resources directly to children and families. One exchange meeting was held with 50 attendees. Six workshops were held with an average of 25 attendees per workshop. Approximately 35 consultations were performed by phone, email, and in person, with a focus on issues related to reading and literacy concerns.	Achieved
2. Annual Summer Reading Program support; expand program to year-round activities.	460,192 individuals attended summer reading programs at South Carolina public libraries in FY2013, FY2014, and FY2015; 111 public libraries received Summer Reading Grants in FY2013, FY2014, and FY2015.	Achieved
3. Maintain and expand the South Carolina Day by Day early childhood literacy statewide program.	In FY2014, the Early Literacy Services project funded the reprinting of the State Library’s family literacy activity calendar, “South Carolina Day by Day,” for 760 families. In FY2015, the Early Literacy Services for South Carolinians project continued this work.	Achieved
4. Provide training for public library staff and to daycare operators working with emergent readers and their families.	In FY2014, the Early Literacy Services project funded activities to improve the skills of library and daycare staff. Regional workshops on “Everyday Literacy” were conducted at public libraries by an Early Literacy Specialist. Library staff and daycare workers were invited, and the workshops were sited primarily in rural and underserved areas.	Achieved

Target	Actual	Target Achieved?
5. Strengthen programmatic partnerships with the S.C. Department of Education and South Carolina First Steps to extend services to public school media specialists.	Marlboro’s FY2013 subgrant project, “Ready to Read,” sought to extend library services to South Carolina First Steps and Head Start children, families, and caregivers while providing for appropriate staff development training opportunities. First Steps families, HeadStart children, and local teachers were candidates for the program.	Achieved
6. Train and support public library staff in conduct of services including storytimes and other programming.	In FY2015, the Summer Reading Support for South Carolina Libraries project provided materials for the statewide Summer Reading program, conducted staff training in the use of these materials, and coached library staff members in program development. In FY2014, the Early Literacy Services project funded a Children’s Librarians Exchange day, which offered training on programming and brought together 43 children’s librarians from across the state for a day of learning, sharing, and networking.	Achieved
7. Provide training for public library staff in effective teen service practices, including use of new media and technologies.	In FY2013, FY2014, and FY2015, the Young Adult Library Services project addressed the reading, information literacy, and technology literacy needs of teenagers in the state by focusing on technology as a way of engaging and communicating with teenagers and preparing them for career and academic pursuits. The SCSL provided handheld devices such as E-readers, cameras, and video devices for “Teen Tech” training to librarians who work with teens.	Achieved
8. Support the development of early literacy spaces in public library children’s areas.	In FY2013, Charleston’s “Pro-Literacy Play Panels” project helped staff create an interactive early literacy environment at the library. In FY2013, Georgetown’s “Really Ready Readers” project created an early childhood literacy center at the headquarters library to provide an interactive kiosk environment for adults to work with preschoolers.	Achieved

Target	Actual	Target Achieved?
9. Review and update standards for Children's Services in South Carolina Public Libraries.	The standards were overhauled in FY2014 and have been issued online to http://statelibrary.sc.libguides.com/Id.php?content_id=2852028	Achieved

Table I-4. Programs and Services to Meet Goal 4: Access to quality library services is enhanced for people who have difficulty using a library.

Target	Actual	Target Achieved?
1. Build awareness of South Carolina libraries as community centers offering unique resources for civic engagement.	The FY2014 Book To Action project provided three public libraries with funding to form book discussion and community service groups that were centered on contemporary social or environmental topics that have been explored in a literary work of fiction or non-fiction. The libraries conducted group discussions about the books and topics, and participants then translated ideas into action to address local problems or issues in their communities.	Achieved
2. Create opportunities for public and civic engagement through local libraries, especially collaborative efforts, through the development of a statewide asset map.	SCSL has incorporated the general asset map concept into the ongoing Literacy 2030 initiative, which attempts to bring together literacy service providers in each county and statewide for a more collaborative approach to service delivery. A Literacy 2030 Website (http://www.literacy2030.org/) has been available since 2013 and provides information about the state of literacy in each county as well as the partnership agencies and other assets available to address literacy deficiencies.	Achieved

Target	Actual	Target Achieved?
<p>3. Pursue projects that incorporate GIS technology to examine and gather data about library users and positioning of service outlets.</p>	<p>SCSL did not implement the GIS component of this target but, in order to provide a data gathering mechanism for public libraries, did purchase a statewide instance of Gale's Analytics on Demand product and offer it to all public libraries. Several libraries took advantage of the product, attended training, and created local reports. Additionally, the SCSL's Library Development team provided a comprehensive report with information about each county and the characteristics of library users to each public library director.</p>	<p>Partially Achieved</p>
<p>4. Train and prepare library staff in understanding the library's role as a community hub and in planning services within that role.</p>	<p>Projects that trained library staff in understanding the library's role as a community hub included the Continuing Education and Outreach for South Carolina Library Staff project in FY2014 and FY2015; the Early Literacy Services project in FY2014; the Workforce Development project in FY2013, FY2014, and FY2015; and the Young Adult Library Services project in FY2014 and FY2015.</p>	<p>Achieved</p>
<p>5. Investigate and develop ways of building community and facilitating citizen participation via the Internet.</p>	<p>The Chester County's FY2013 subgrant project, "E-Government Partnership with Chester County Election Commission," created a Website to improve information about voting and voter registration after the library determined that voter information in the county was not readily available to the public.</p>	<p>Achieved</p>
<p>6. Provide reading materials and library services to South Carolina residents with visual or physical disabilities.</p>	<p>The Talking Book Service serves as a regional library for the Library of Congress' National Library Service for the Blind and Physically Handicapped and provides direct services to South Carolinians unable to see normal size print, hold a book, or turn pages, and those with learning disabilities or temporary disabilities caused by injury or illness.</p>	<p>Achieved</p>

Target	Actual	Target Achieved?
<p>7. Develop and implement ways to provide or improve delivery of library resources to targeted underserved populations (e.g. to teen parents, to seniors).</p>	<p>Several subgrants explored ways to deliver library resources to underserved populations. For example, Lexington’s “Community Baby Shower” project in FY2013 showed new or expecting parents – some of them teen parents – how to read with infants and how to choose developmentally appropriate books. Charleston’s FY2013 “Pro-Literacy Play Panels” project also promoted early literacy for young children under age five and their parents, including teen parents. The FY2014 “Darlington Memory Project” involved seniors in collecting and preserving their personal histories and heritage and that of the county. Spartanburg’s FY2014 “E-Readers for Homebound Patrons” project provided pre-loaded e-readers to senior homebound patrons. Charleston’s FY2014 “Spotlight on the eLibrary” project targeted seniors in purchasing tablets for outreach activities and instruction for how to access the eLibrary via mobile devices.</p>	<p>Achieved</p>
<p>8. Fund sub-grants for libraries seeking to develop programs designed to bring community members together to discuss current societal issues.</p>	<p>The FY2014 Book To Action project provided three public libraries with funding to form book discussion and community service groups that were centered on contemporary social or environmental topics that have been explored in a literary work of fiction or non-fiction. The libraries conducted group discussions about the books and topics, and participants then translated ideas into action to address local problems or issues in their communities.</p>	<p>Achieved</p>
<p>9. Fund sub-grants that assist citizens to participate in and benefit from E-government services and resources.</p>	<p>The Chester County’s FY2013 subgrant project, “E-Government Partnership with Chester County Election Commission,” created a Website to improve information about voting and voter registration after the library determined that voter information in the county was not readily available to the public.</p>	<p>Achieved</p>

Target	Actual	Target Achieved?
<p>10. Encourage and support Bookmobile and other innovative mobile library services for rural and remote communities.</p>	<p>In FY2013, ten subgrants were awarded to increase the usage and promotion of bookmobiles throughout the state. For example, in Anderson County, the project resulted in a new bookmobile schedule with new stops, an updated Website with bookmobile information, a weeded and refreshed Bookmobile collection, professionally designed posters, a promotional event, and an increase in visits and in circulation of materials.</p>	<p>Achieved</p>
<p>11. Investigate and develop a plan for serving inmates in South Carolina correctional institutions through the improvement and development of staff and collections.</p>	<p>In FY2014 and FY2015, the State Library took training to job seekers with presentations in correctional facilities. Much of this training involved orientation to local and online resources provided by the State, the State Library, and other sources of assistance, e.g., the State Library’s job-related web site, WORKSC; Ferguson’s Career Guidance Center; Learning Express; and the SC Department of Employment and Workforce Website.</p>	<p>Achieved</p>
<p>12. Offer targeted consultation services to library directors and managers who operate rural or remote facilities.</p>	<p>SCSL staff provide ongoing oversight and consultation for public libraries on a wide range of issues, including the utilization of statewide services funded by LSTA in accordance with program goals and priorities.</p>	<p>Achieved</p>
<p>13. Target Workforce Development services to people unfamiliar with libraries (i.e., returning military, inmates in correctional institutions).</p>	<p>In FY2014 and FY2015, the Workforce Development project supported workforce development services and resources in a variety of ways, including training job seekers with presentations at public libraries, in correctional facilities, and in other venues; maintaining a resource-rich job-related Website, WORKSC (http://worksc.org); providing access to Ferguson’s Career Guidance Center, Learning Express, and Ferguson’s; and partnering with the SC Department of Employment and Workforce to provide these the SC DEW’s “job seeker’s handbook.”</p>	<p>Achieved</p>

Target	Actual	Target Achieved?
14. Investigate and develop the State Library's role in providing E-Government services to South Carolinians.	E-Government services were provided through the Workforce Development for South Carolinians statewide project, which resulted in cooperative training for libraries, state government, and selected audiences as well as resource sharing, including the WORKSC Website. SCSL continues to digitize and curate state government-produced publications and documents.	Achieved

Table I-5. Programs and Services to Meet Goal 5: Library services are improved, through collaborative and partnering efforts whenever possible, for people of diverse geographic, cultural, and socioeconomic backgrounds, for people with disabilities, and for people with limited functional literacy.

Target	Actual	Target Achieved?
1. Continue to serve as a regional library for the Library of Congress' National Library Service for the Blind and Physically Handicapped.	The Talking Book Service serves as a regional library for the Library of Congress' National Library Service for the Blind and Physically Handicapped.	Achieved
2. Provide support for library services to those whose first language is other than English (e.g. Spanish speakers) and provide training for library staff engaged in these services.	In FY2013, SCSL funded a project for the Greenwood County Library, "Adult Literacy/ESL Program," which targeted adult residents over age 16 who spoke a language other than English, who did not attend high school, and who wanted to attain basic reading and writing skills and/or English speaking skills. In FY2015, funded a project for the Georgetown County Library, "Buenos Dias, Georgetown County," which shared resources with ESL instructors and reached children through bilingual story times and summer workshops featuring Latino stories and songs at every library branch.	Achieved

Target	Actual	Target Achieved?
3. Provide support through statewide and/or sub-grant programs for services to people with disabilities.	SCSL's Talking Book Services program provides direct services to South Carolinians unable to see normal size print, hold a book, or turn pages, and those with learning disabilities or temporary disabilities caused by injury or illness. SCSL also funded an FY2014 "E-Readers for Homebound Patrons" project for the Spartanburg County Libraries that integrated e-book access and delivery to homebound patrons across the county.	Achieved
4. Encourage and fund opportunities for people to engage in public discussions and projects that celebrate and interpret their communities and diverse heritages.	In FY2015, SCSL funded a project for the Georgetown County Library, "Buenos Dias, Georgetown County," which helped form a local Hispanic Collaborative Committee, promoted library services in the Christmas Parade with the Hispanic conclave, offered local and area library staff a multicultural workshop, and hosted a large Buenos Dias Festival that focused on local Hispanic heritage and culture.	Achieved

Table I-6. Programs and Services to Meet Goal 6: The technological environment of libraries, including linkages between libraries, is improved to enhance access to information and services.

Target	Actual	Target Achieved?
1. Through the SC LENDS initiative, continue to support and expand membership in the open source ILS resulting in increased sharing of materials via interlibrary loan.	SCLENDS is currently a consortium of 19 county libraries and the State Library, which circulates roughly 362,000 items per month.	Achieved

Target	Actual	Target Achieved?
2. Lead the development and implementation of innovative, cutting-edge resources and services including use of mobile hand held equipment and downloadable materials.	In FY2014, a subgrant was awarded to the Charleston Public Library, "Spotlight on the eLibrary," to purchase tablets for outreach activities and instruction for how to access the eLibrary via mobile devices. The State Library also maintains a collection of downloadable titles that are all available to librarians and to the general public who hold borrowers' cards.	Achieved
3. Continue to develop and maintain the State Library's resource-rich website, exemplifying best practices in web design, as a bank of information and as networking tool for library workers and stakeholders.	The State Library Website had 210,819 visits and 496,021 page views in FY2013 alone.	Achieved
4. Provide consultation services on best practices in managing and operating technology elements in rural or remote facilities.	State Library staff provide these services on an ongoing basis.	Achieved
5. Continue to provide leadership and guidance for E-Rate funding.	SCSL provides support to public libraries who are applying for E-Rate funding. SCSL also requires all public libraries to have technology plans, which are used to support E-Rate applications.	Achieved
6. Provide services for website development for public libraries, utilizing usability practices and principles issued by the NTIA through the Digital Literacy Initiative (http://www.usability.gov/guidelines/index.html)	Assistance with Website development for public libraries is currently handled on a case-by-case, one-on-one basis.	Not Achieved in FY2013-FY2015

Target	Actual	Target Achieved?
<p>7. Expand training efforts for public library staff in technology maintenance topics such as hardware upgrades and network security.</p>	<p>Through the IT/Technology Services project in FY2015, the State Library purchased technology and related services to improve the ability of its staff to provide training for public library staff. In FY2013, FY2014, and FY2015, the Young Adult Library Services project addressed the reading, information literacy, and technology literacy needs of teenagers in the state by focusing on technology as a way of engaging and communicating with teenagers and preparing them for career and academic pursuits. The SCSL provided handheld devices such as E-readers, cameras, and video devices for “Teen Tech” training to librarians who work with teens. In FY2014, Anderson’s “Connections” project sought to develop and strengthen the competencies needed by library staff and featured training in Technological Connectivity (learning about new technology and being able to teach others how to use it).</p>	<p>Achieved</p>
<p>8. Review and update standards for Technology in South Carolina Public Libraries.</p>	<p>SCSL hired a Technology Services Consultant in late 2016, and her job responsibilities include overhauling the technology standards for public libraries. Plans are to convene a study team of public library personnel to review and revise the existing document. Various discussions related to this project have taken place.</p>	<p>Not Achieved in FY2013-FY2015</p>

Table I-7. Programs and Services to Meet Goal 7: All people in South Carolina have access to information through electronic resource sharing.

Target	Actual	Target Achieved?
<p>1. Provide leadership and infrastructure for digital collections, shared catalogs and online resources, database initiatives, and digital preservation throughout the state.</p>	<p>Digital collections include the South Carolina Digital Library, which provides access to over 200,000 items from over 40 cultural heritage institutions across the state. Shared catalogs are provided through SLENDS, a consortium of 19 county libraries and the State Library, which circulates roughly 362,000 items per month. Database initiatives include access to nearly 50 online databases through DISCUS as well as access to Mango Languages, NewsBank, and TumbleBooks. The Digitization in a Box project promotes digital preservation.</p>	<p>Achieved</p>
<p>2. Support the State Library's DISCUS service, providing online databases and other resources to students and the general public.</p>	<p>While the bulk of licensed databases accessed through DISCUS are paid with State funds, federal funds have been used to implement the Ebsco Discovery Service (a federated searching tool that allows user searches across databases), Ferguson's Career Guidance Center (offering profiles of jobs and industries, career and industry resources, and job-hunting and workplace skills such as resume development and interviewing techniques), and Learning Express (adult learning, GED test preparation, and college entrance preparation). DISCUS provides access to nearly 50 online databases for K-12, public, and academic library users.</p>	<p>Achieved</p>
<p>3. Support the South Carolina Digital Library and increase inclusion of local collections in the SCDL through expanded skills training and sub-grants for local projects.</p>	<p>The South Carolina Digital Library provides access to over 200,000 items from over 40 cultural heritage institutions across the state. In FY2015, the SC Digital Library site had 15,364 users. The Digitization in a Box project promotes digital preservation for local institutions. In FY2015, the project provided loans of scanning equipment and training to three public libraries. Three local history projects have been scanned, and two are currently online through the South Carolina Digital Library.</p>	<p>Achieved</p>

Target	Actual	Target Achieved?
4. Develop opt-in arrangements and discount pricing for libraries purchasing online resources.	SCSL staff are in continuous discussions with vendors to lower the purchase options for DISCUS and other resources. Examples include the workforce development databases, Mango Languages, and Analytics on Demand.	Achieved
5. Continue training library staff to utilize online resources, and train staff to work more effectively with the public in finding information through these resources.	In FY2013, FY2014, and FY2015, 272 DISCUS training sessions or presentations were made to 6,684 participants.	Achieved
6. Work with local libraries to preserve and provide access to unique local materials through digital collection building.	The Digitization in a Box project promotes digital preservation for local institutions. In FY2015, the project provided loans of scanning equipment and training to three public libraries. Three local history projects have been scanned, and two are currently online through the South Carolina Digital Library.	Achieved
7. Investigate federated searching services, patron driven acquisitions, and other new trends and technologies to reduce the cost of interlibrary loan.	DISCUS implemented the Ebsco Discovery Service, an enhanced federated searching tool that allows user searches across databases, selected government information sources, electronic books, local content in digital repositories, and selected web resources.	Achieved
8. Continue to support statewide efforts to increase the availability of high speed Internet access.	SLSC staff are actively involved on the advisory council for Connect SC, an ongoing initiative to provide broadband internet access across the state, beginning with schools in the earlier years and expanding to libraries and other venues. The Website for Connect SC (http://www.connectsc.org/) describes the endeavor as “a network of people working together to identify and remove barriers to broadband access and identify opportunities for increased broadband applications and adoption in unserved and underserved areas of South Carolina.”	Achieved

Target	Actual	Target Achieved?
9. Review and update standards for Technology in South Carolina Public Libraries.	SCSL hired a Technology Services Consultant in late 2016, and her job responsibilities include overhauling the technology standards for public libraries. Plans are to convene a study team of public library personnel to review and revise the existing document. Various discussions related to this project have taken place.	Not Achieved in FY2013- FY2015

Appendix J

Recommendations

Based on the results of these evaluations, this report makes the following recommendations:

- **Awareness.** During the next LSTA planning effort, SCSL should engage in better marketing of its use of LSTA funds so that public library staff members, library Friends and trustees, and other stakeholders understand the breadth and impact of LSTA-funded initiatives.
- **Grants Process.** Focus group participants and survey respondents noted some concerns with the grants process, and SCSL staff should examine these concerns and adjust the grants process where possible.
- **Build on strengths.** SCSL staff are to be commended for their efforts in several areas – expanding library services through collaboration and partnership, recruitment and training of library staff, children’s services, library services to diverse audiences, and electronic resource sharing – and are encouraged to build on these strengths by continuing to support these projects.
- **Next Five-Year Plan.** As the SCSL staff begin drafting their next LSTA Five-Year Plan, they are encouraged to involve as many stakeholders as possible and to consider the ideas that were shared on the surveys of public librarians, library Friends, and library trustees; and the focus groups.

The South Carolina State Library has done an effective job of leveraging the use of LSTA funds over the five years under review to support significant improvements and changes in library services in the state of South Carolina. Improvements in the use of LSTA funds to support library services and in the measurement of program outputs and outcomes can be made, and this evaluation provides the following recommendations.

1. **Awareness.** There is evidence that many SC stakeholders do not understand the scope and breadth of LSTA funding in the state and how those program choices relate to federal priorities.

When surveyed, fewer than two thirds of library staff (64 per cent) and only 10 per cent of library Friends and trustees said that they were very familiar with LSTA funds and the programming they support. While nearly all of the library staff (98 per cent) were aware of how their libraries have used or currently use LSTA subgrant funds, only 57 per cent of library Friends and trustees were aware.

Furthermore, there was a discrepancy between the percentage of librarians and the percentage of library Friends and trustees regarding the achievement of two of the Five-Year Plan's goals. While 69 per cent of the library staff surveyed felt that Goal 3 from the Five-Year Plan (Libraries play a larger role in children's lives, particularly children at risk, and especially in regard to reading and family literacy) had been achieved, only 24 per cent of library Friends and trustees agreed. Likewise, 61 per cent of library staff believed that Goal 7 from the plan (All people in South Carolina have access to information through electronic resource sharing) had been achieved, but just 18 per cent of library Friends and trustees agreed.

A handful of library staff members who participated in the focus groups also indicated a lack of familiarity with LSTA and its funded programs. One suggested that it "Would be nice to know what other libraries are doing." A second added that SCSL could "Do a better job of publishing what LSTA grants are used for."

During the next LSTA planning effort, SCSL should engage in better marketing of its use of LSTA funds so that public library staff members, library Friends and trustees, and other stakeholders understand the breadth and impact of LSTA-funded initiatives. Better marketing may also improve the level of satisfaction with the use of LSTA funds in South Carolina. If stakeholders are more aware of what the projects have achieved, their satisfaction with LSTA and its projects may also increase.

Among the ways in which marketing of LSTA could be improved in South Carolina are the continuation of efforts to more broadly market both the availability of LSTA grants and the impact of such grants; the exploration of various ways of sharing project results – webinars, audio-conferences, blogs, roundtables, poster sessions – to both market the LSTA program and provide access to libraries wanting to replicate projects locally; and the sharing of the

Five-Year Plan Evaluation with stakeholders to increase transparency regarding the use of LSTA funds and the significant impact of LSTA funded projects on local library services.

2. **Grants Process.** The process of managing the LSTA funds in South Carolina appears to work very well. However, a few focus group participants and survey respondents noted some concerns with the grants process, and SCSL staff should examine these concerns and adjust the grants process where possible.

One concern is that many libraries, especially smaller ones, “don’t have the staff to apply for or manage subgrants,” as one focus group participant noted. Because of this lack of staff, one survey respondent argued that “the emphasis on giving subgrants to programs that can serve as ‘model projects’ puts small library systems at a disadvantage.” Another survey respondent pointed out that “the smaller public libraries lack the staff expertise to apply for and monitor major grants, not to mention their inability to provide matching funds.” Another suggestion was made in the last Five-Year Plan Evaluation: “Public libraries would benefit from the State Library providing model project descriptions for LSTA subgrant applicants, including ‘best practice’ examples from previously funded projects and additional clarification on desired outputs and outcomes. This additional information would particularly benefit libraries with few resources for grant writing.” (These resources are available to grant seekers, who need to be encouraged to contact the State Library to take advantage of the assistance and resources available.)

Evaluating the grant outcomes was often perceived as burdensome. One focus group member worried that “Data collection and how to manage it can be challenging, particularly measuring success.” Another noted that “Getting staff on board to collect data can be challenging” and that “Getting staff to understand the importance of data collection is sometimes a challenge.” Still another stated that “Reporting and assessment forms are misleading and tedious.” Another agreed, arguing that “Some reporting is tedious.” Another focus group member complained that the “Costs to evaluate projects can be expensive,” and another suggested that SCSL “Simplify the application process.” One individual said that “The hardest part is developing measurable outcomes. Simplify this or provide more assistance.” (The State Library may wish to provide more training on grant application and management or require participation by subgrantees in a training program.)

Some individuals found the time frames of the grants to be problematic. As one focus group participant pointed out, “Time frames for applying and implementing are sometimes short.” As another noted, “There is not a lot of turn-around time.” One individual wanted “More timely communications and reminders about due dates,” although this information appears to be sent out frequently by the State Library. As the previous LSTA Five-Year Plan Evaluation noted, “The State Library should consider the time involved in county budgeting and funding approval requirements when setting its schedule for grant applications.”

Conflicts between state and local requirements were also mentioned. While many of these issues are not within the control of the State Library, one focus group participant said that “There are sometimes issues getting the subgrants set up correctly in the county’s finance system.” Another added, “There can be challenges in bridging gaps between the requirements of all the parties involved in the subgrant.” One individual pointed out that “Sometimes there are conflicts with submission dates, perhaps caused the different state and federal fiscal years.” Another recognized that “SCSL is sometimes caught between federal and local requirements.” One focus group participants suggested that SCSL “Help bridge gaps with counties to make the process easier. Provide flexibility for grantees.”

SCSL is also working on the implementation of an online system for grant applications and reporting on grants. Such systems have been found by other organizations to provide better and more organized information for both applications and reports, to be more convenient for both applicants and administering organization staff, to be more efficient, and to save money, primarily through staff time. One of the focus group participants added, “Allowing digital signatures on documents would be nice.”

- 3. Build on strengths.** From FY2013 through FY2015, SCSL achieved or partly achieved all of the targets associated with five of the goals of its Five-Year Plan (Goals 1, 2, 3, 4, and 5) and all but one of the goals associated with two other goals (Goals 6 and 7). The public librarians who responded to the survey agreed on four of these goals, with over half indicating that Goals 1, 3, 6, and 7 had been fully achieved.

The areas targeted by these goals – expanding library services through collaboration and partnership, recruitment and training of library staff, children’s services, library services to diverse audiences, and electronic resource sharing – represent areas in which SCSL staff

have been able to make substantial progress. SCSL staff are to be commended for their efforts in these areas and are encouraged to build on these strengths by continuing to support such projects.

4. **Next Five-Year Plan.** As the SCSL staff begin drafting their next LSTA Five-Year Plan, they are encouraged to involve as many stakeholders as possible and to consider the ideas that were shared on the surveys of public librarians, library Friends, and library trustees; and the focus groups.

Given the diverse needs faced by public libraries and their users throughout the state of South Carolina, a wide-ranging conversation that involves as many stakeholders as possible should be part of the process of drafting the next LSTA Five-Year Plan. Stakeholders can not only provide the SCSL staff with good ideas for inclusion in the next plan, but their involvement in the planning process will also improve the likelihood that they are aware of support the projects from the plan that is developed.

The survey of public librarians in South Carolina asked respondents to identify their libraries' most critical programming needs over the next three years. As Table F-14 in Appendix F shows, 82 per cent of respondents listed technology projects and upgrades, 77 per cent listed children and teen services, and 50 per cent listed family literacy. The survey of library Friends and trustees found similar results. (See Table G-7 in Appendix G.) When those respondents were asked to identify their libraries' most critical programming needs over the next three years, 60 per cent identified technology projects and upgrades and 60 per cent listed children and teen services.

Respondents were also asked to identify their libraries' most critical grants program needs over the next three years. Table F-15 in Appendix F shows those results, where 77 per cent of respondents listed summer reading resource grants and 72 per cent listed LSTA mini-grants. Similar results were found on the survey of library Friends and trustees. (See Table G-8 in Appendix G.) When those respondents were asked to identify their libraries' most critical grants program needs over the next three years, 44 per cent listed summer reading resource grants.

Members of the February 7 and 8, 2017, focus groups were particularly interested in projects that make the public more aware of library resources and services, projects that establish strong partnerships, and projects that address space, technology, and programming needs.