



Making the data work for your evaluation

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Overview

- Introduction to the SPR
- Analysis files that will be available
 - Datafile documentation
 - Excel – Activity level (state-specific)
 - Excel – Project level (all state)
 - Optional, upon request – Excel project level detailed budget data (state-specific)
- Sample use cases - SPR data as a complement to other evaluation strategies (e.g., interviews, focus groups, surveys)
- *Logistics: program officers will be in touch with you about obtaining your data*

Evaluation questions that can be answered with SPR data

Key Evaluation Questions:

- To what extent did the state achieve the program goals?
- Who were the key beneficiaries of the LSTA program?

Specific questions:

- How do the projects – in number and cost – align with the state's goals?
- How was the budget "balanced" across the portfolio of projects and goals? To what extent did expenses for the project align with different goals?
- What kinds of activities were conducted to implement projects under each state goal?
- What were some key outputs associated with the activities?
- Who were the important partners in implementing activities?
- Have projects funded by the state been evaluated and what were some of the lessons learned from those evaluations?

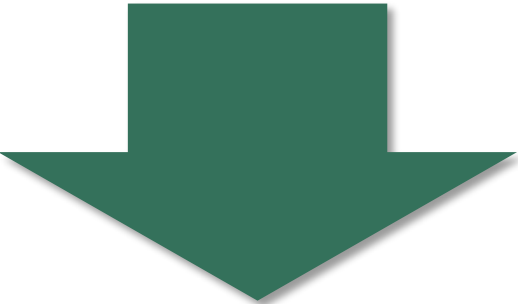
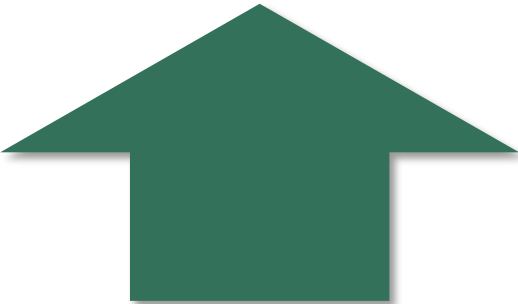
SPR Analytical Capabilities

Rolling up

Drilling down

6 Focal Areas

14 Intents



14 Intents

38 Subjects

2 EXCEL Files
Activity level
Project level

Levels of Analysis







Activities

Projects

States/Territories

Project and Activity Intents Map to Focal Areas

SPR System design - intents align with state five-year plan goals

| 14 Intents (User chooses) | | 6 Focal Areas |
|--|---|--|
| <ul style="list-style-type: none">• Improve the library workforce.• Improve library's physical and technology infrastructure.• Improve library operations. |  | Institutional Capacity <i>Add, improve or update a library function or operation in order to further its effectiveness.</i> |
| <ul style="list-style-type: none">• Improve users' ability to discover information resources.• Improve users' ability to obtain and/or use information resources. |  | Information Access <i>Improve access to information.</i> |
| <ul style="list-style-type: none">• Improve users' formal education.• Improve users' general knowledge and skills. |  | Lifelong Learning <i>Improve users' knowledge or abilities beyond basic access to information.</i> |
| <ul style="list-style-type: none">• 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. |  | Human Services <i>Improve users' ability to apply information that furthers their personal, family or household circumstances.</i> |
| <ul style="list-style-type: none">• Improve users' ability to use resources and apply information for employment support.• Improve users' ability to use and apply business resources. |  | Employment & Economic Development <i>Improve users' ability to apply information that furthers the status of their jobs and/or business.</i> |
| <ul style="list-style-type: none">• Improve users' ability to participate in their community.• Improve users' ability to converse in community conversations around topics of concern. |  | Civic Engagement <i>Improve user engagement through their library that furthers the common or community good.</i> |

National-level SPR roll-up: intents map to 6 focal areas



Project and Activity Topics – Subject and Tag Information

- Fixed choice subjects:
 - Up to two subjects for each intent based on SPR drop-down menu that has 37 choices (plus “other”)
 - Included at the PROJECT and ACTIVITY level worksheets
 - *FLAGS have been constructed to make it easier to do analysis on particular subjects*
- Free-form keyword entry also available as project level “Tags”
 - *Make sure your evaluator knows if there are specific tags that are particularly important to your goals*
 - *Tags are included in the EXCEL files but there are no flags for the tags*
 - *Evaluators will be able use your tags*
 - *To explore specific issues you have identified*
 - *To see if there might be “emerging” topics in your state*

Users assign up to two subjects to projects and activities and click a radio button to flag an “exemplary” project

| | | |
|--|--|--|
| Arts, Culture & Humanities | Health & Wellness | Library Infrastructure & Capacity |
| Business & Finance | Parenting & family skills | Broadband adoption |
| Employment | Personal/Family health & wellness | Buildings & facilities |
| Personal Finance | History | Certification |
| Small Business | Languages | Collection development & management |
| Civic Affairs | Literacy | Continuing education & staff development |
| Community concerns | Adult literacy | Disaster preparedness |
| Government | Digital literacy | Library skills |
| Education | Early literacy | Outreach & partnerships |
| After-school activities | Reading program (<i>not summer reading</i>) | Programming & event planning |
| Curriculum support | Summer reading program | Research & statistics |
| Environment | Science, Technology, Engineering, & Math (STEM) | Systems & technologies |
| General (<i>select only for electronic databases or other data sources</i>) | | Other |

Exemplary project: A project the state library agency considers the best, worthy of imitation or having the most impact. Such projects show innovation and vision, impact on targeted audience, service to a new population group, etc. (Note: users can flag more than one project as “exemplary”)



Methods Note #1:

Flags added to excel files to facilitate evaluators' analysis

- Social scientists* add flags to files to split up multiple choice items into a series of 1/0 (Yes/No) items
- E.g., there are 14 intents
 - When you enter data: you pick one of the 14 from a drop-down menu
 - You might choose two for any given project
 - That means you have an “Intent1” and an “Intent2” ... cumbersome to perform analysis
 - Transformed into 14 separate flags, one for each intent, set to 1 or 0
 - *Makes excel pivot tables a BREEZE!*
- Flags were added
 - Intents, Subjects, and Focal Areas in the Project file
 - Subjects in the Activity file,

**Specifically, quantoids*



Methods Note #2:

Evaluator SPR Analytical Approaches

| Kinds of questions | What's in the file(s) to allow this? | What are key variables to do this in the file? |
|---|---|---|
| Benchmarking: How does my state compare to similar others? | Project-level file includes all* data for all projects for all states FY15-FY18 | Intent flags, subject flags, state abbreviations, and state funding size category. |
| Trends: How does the LSTA portfolio and goals NOW compare to those previously done in the state? | Data for FY15-FY17 are included. | Each row indicates the fiscal year for the data but there is a simple variable that makes it easy to look at FY15-FY17 as one group versus FY18 as another. |

**Except detailed budget breakout data (not included) – only total project budget by source are included.*

SLAA Groupings – General Allotment Level

“Mega”

(FY18 LSTA Allotment > \$8.2 M)

- **4 States**
*(224 Projects; 601 Activities;
Average of 2.68 activities per project)*
CA, FL, NY, TX

Each had 2018 population of >19M

“Larger”

(FY18 LSTA Allotment between \$2.6M and \$5.5 M)

- **19 States**
(733 Projects; 1,536 Activities; Average of 2.10 activities per project)
AZ, CO, GA, IL, IN, MD, MA, MI, MO, MN, NC, NJ, OH, PA, SC, TN, VA, WA, WI

Each had 2018 population between 5-13M

“Smaller”

(FY18 LSTA Allotment <\$2.6 M)

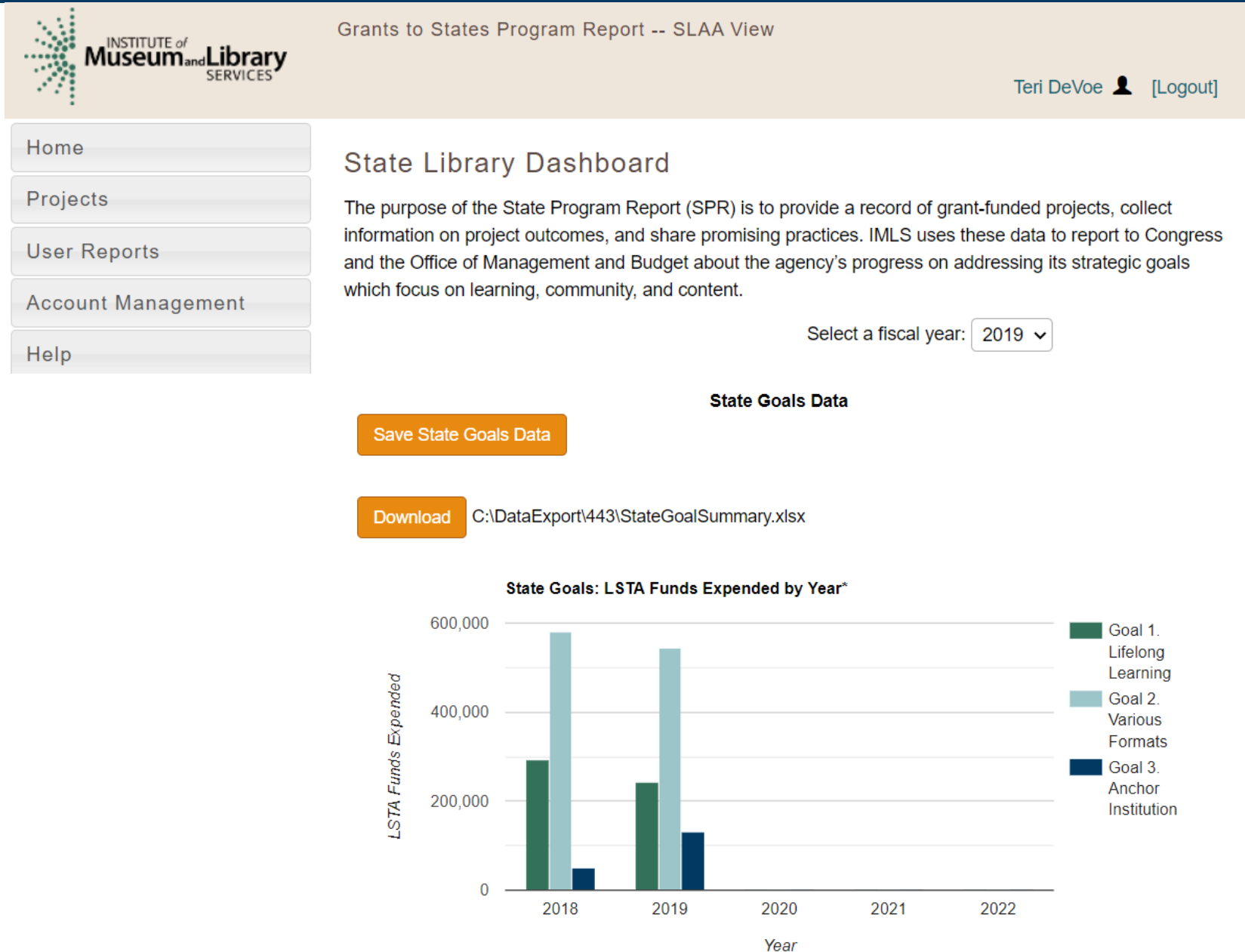
- **28 States (&DC), 5 Territories/outlying areas**
(382 Projects; 800 Activities; Average of 2.09 activities per project)
AK, AL, AR, CT, DE, DC, HI, ID, IA, KS, KY, LA, ME, MS, MT, NE, NV, NH, NM, ND, OK, OR, RI, SD, UT, VT, WV, WY

Terr. & outlying areas: AS, GU, CNMI, PR, VI

Each had 2018 population of <5M

New in the SPR: At-a-glance dashboard (goals by spending/projects)

- State Goal progress by:
 - LSTA funds expended
 - Match funds expended
 - Total funds expended
 - Number of projects
- Downloadable Excel data



Data Files

SPR data can be used to answer various questions about projects and activities

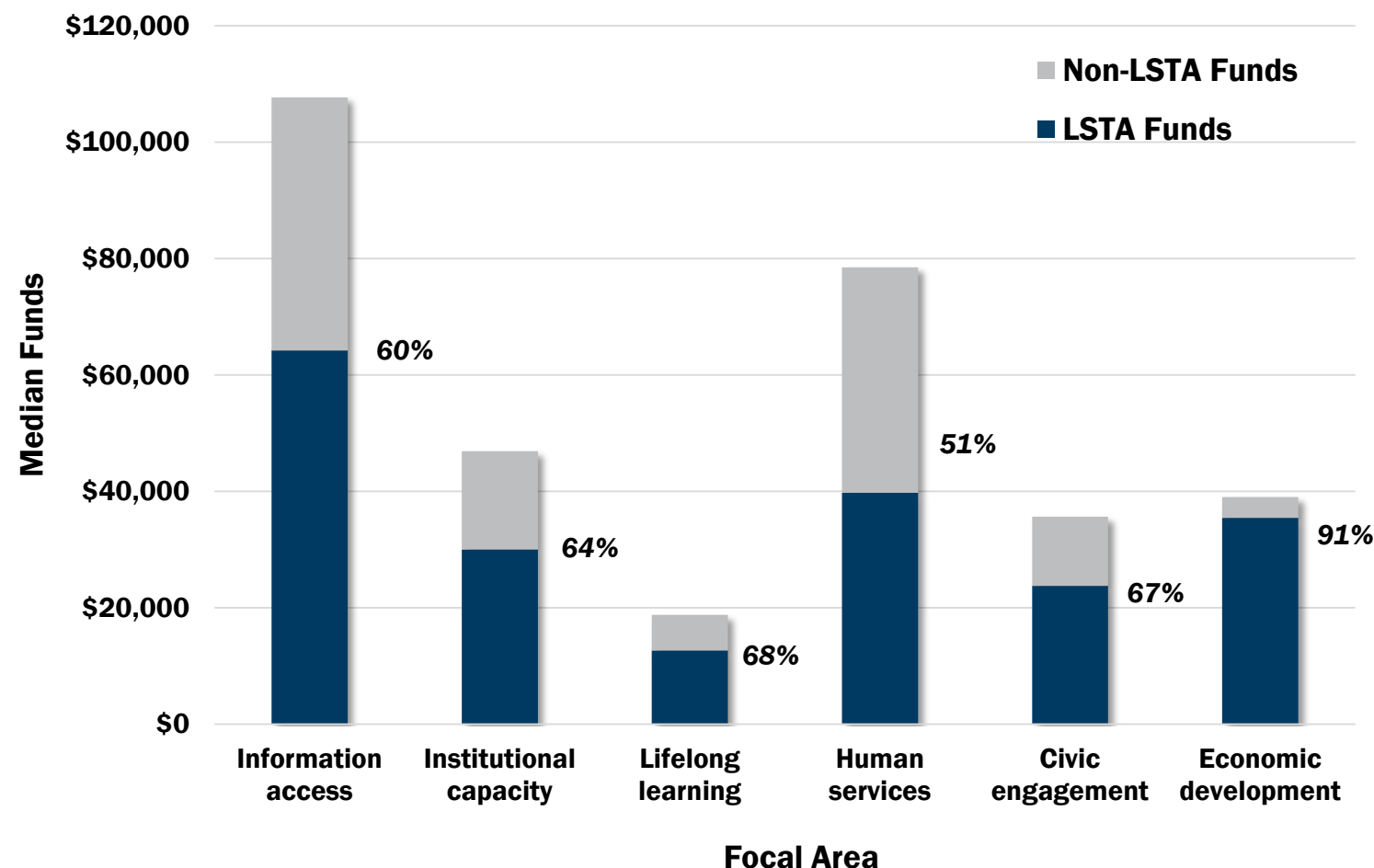
Projects include one or more activities

| Questions | SPR Variables | Project Level | Activity Level |
|---|---------------------------------|-------------------|----------------|
| What was the topic area? | Topics – subject codes and tags | Subjects and tags | Subjects |
| Why – what was the goal? | Intents and focal areas | X | X |
| How much was spent? | Budget | X | |
| What lessons were learned? | Evaluation | X | |
| Was there a target audience? Were there collaborating institutions/organizations? | Partners and beneficiaries | | X |
| What was done? | Activity types | | X |
| How was the work done? | Activity format, mode | | X |
| Where was the activity done? | Locations | | X* |
| What were the results? | Outputs and outcomes | | X |

**These are optional fields at the activity level.*

Sample Project Level Analysis

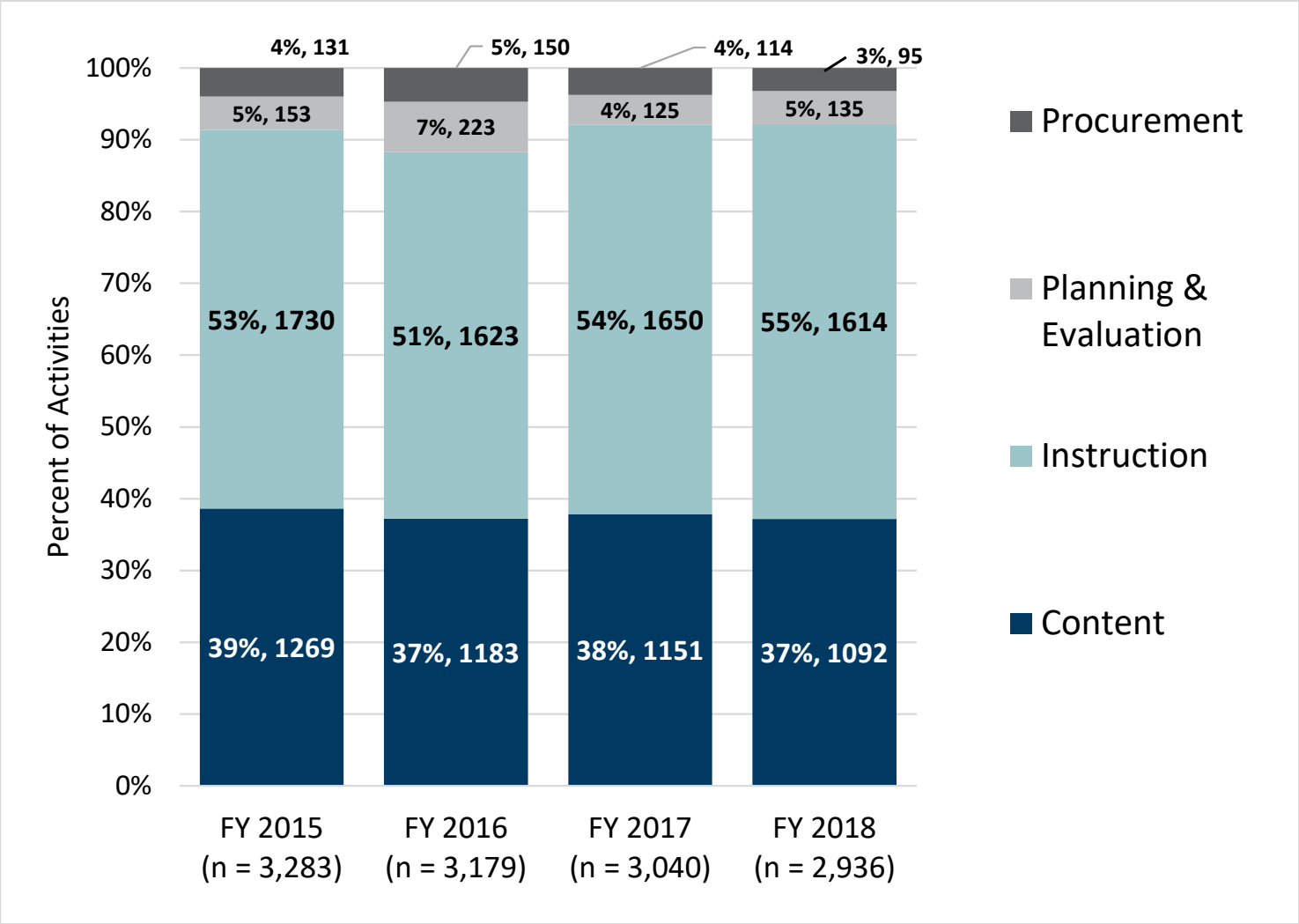
Median Project Budget, by Source, and Percent of Budget from LSTA Funds by Focal Area, FY18



- Median LSTA budgets are consistently largest for Information access projects.
- LSTA funds accounted for a higher proportion of total budget for Economic development projects (91%) versus a relatively low percentage of Human services (51%) project budgets.

Sample Activity Level Analysis

Four Types of Activities, FY15 - FY18



Definitions

Procurement: Includes activities such as purchasing facilities, equipment, supplies, hardware, software, or other materials (not content) that support general library infrastructure.

Planning and Evaluation: An activity that involves design, development, or assessment of a project, program, service, operation, resource or user group.

Instruction: An activity that involves an interaction for knowledge or skill transfer.

Content: Acquisition, development, or transfer of information.

Documentation

- Describes contents of data files
 - Variable names and descriptions
 - How variables were constructed (e.g., flags referenced earlier)
 - Helpful hints for analyzing the data
- Details about the SPR system
- Data quality information
- Descriptive statistics:
 - Frequencies of categorical variables
 - Means and standard deviations of continuous variables

Additional Data Sources: Context and Benchmarking

Handout forthcoming!

- IMLS
 - Public Libraries Survey (PLS)
 - State Library Administrative Agency (SLAA) Survey
 - County-level metrics file
- Census Bureau
 - Census Bureau COVID Pulse Surveys
 - American Community Survey
- National Endowment for the Arts
 - Survey of Public Participation in the Arts
- Department of Education
 - EDGE data tool
 - PIAAC small area estimates tool

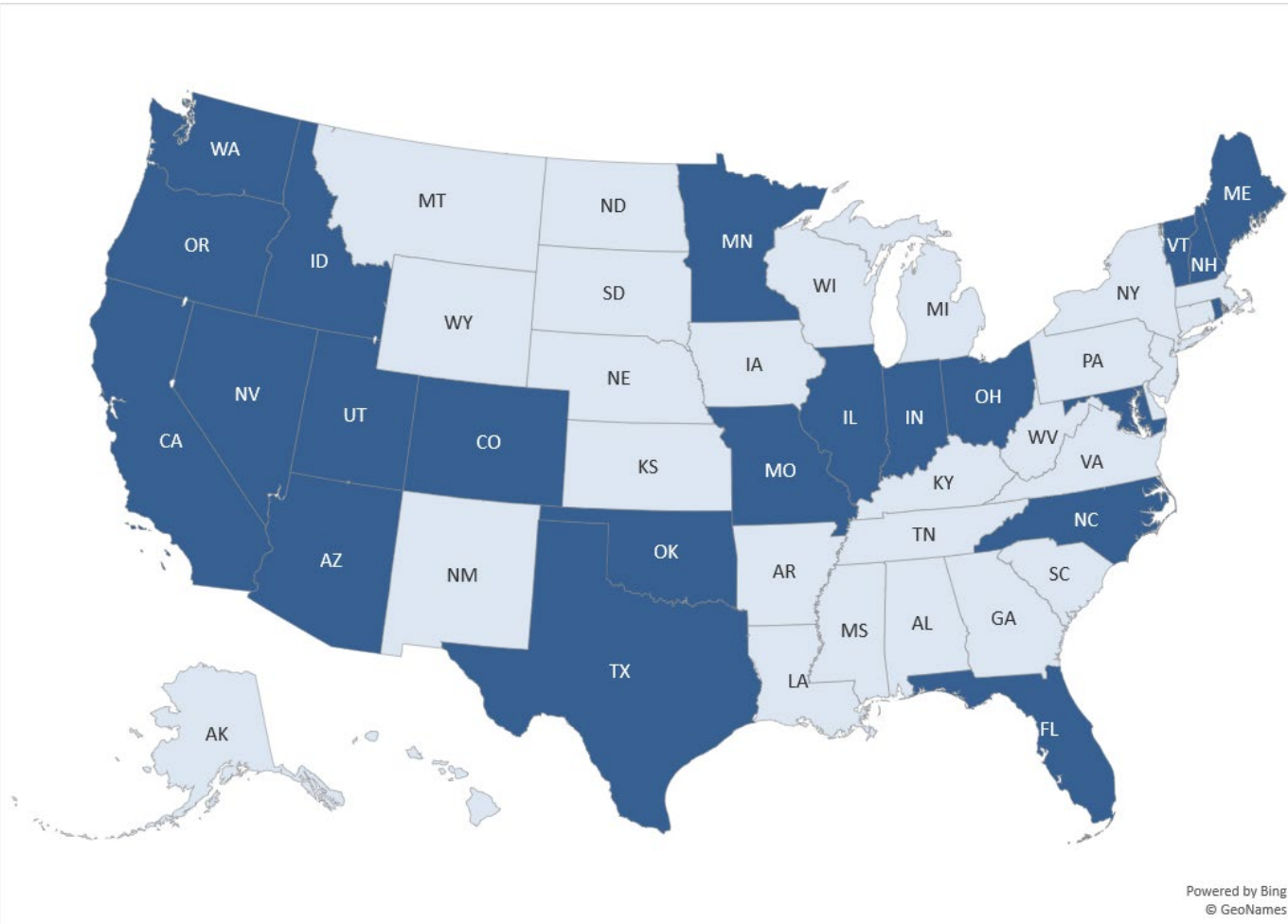
Use Cases:

1. Subjects help to identify topic areas in the project and activity files that align with state goals
2. Evaluators can use the information in the file to determine if there were important lessons learned in project evaluations

Use Case 1: Your state has a goal of increasing digital literacy.

Evaluator can use the SUBJECT flag for “Digital Literacy” in the PROJECT level file to:

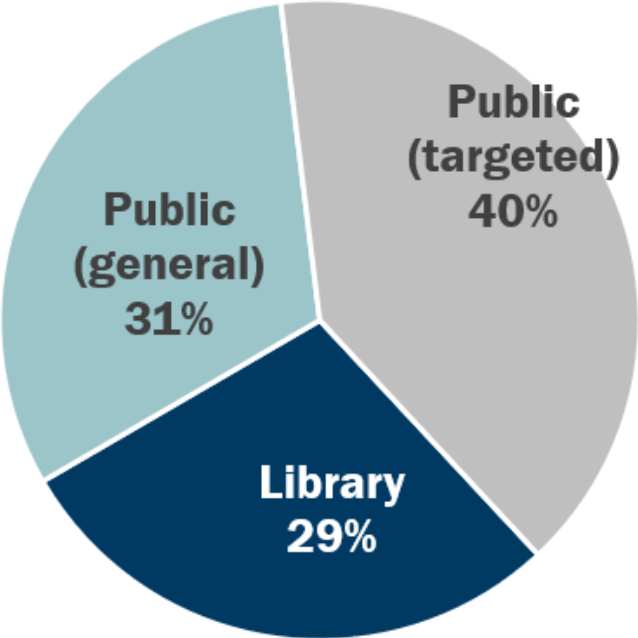
- (1) to look at the budget and whether it was exemplary and
- (2) compare your state’s digital literacy projects with those in other states.



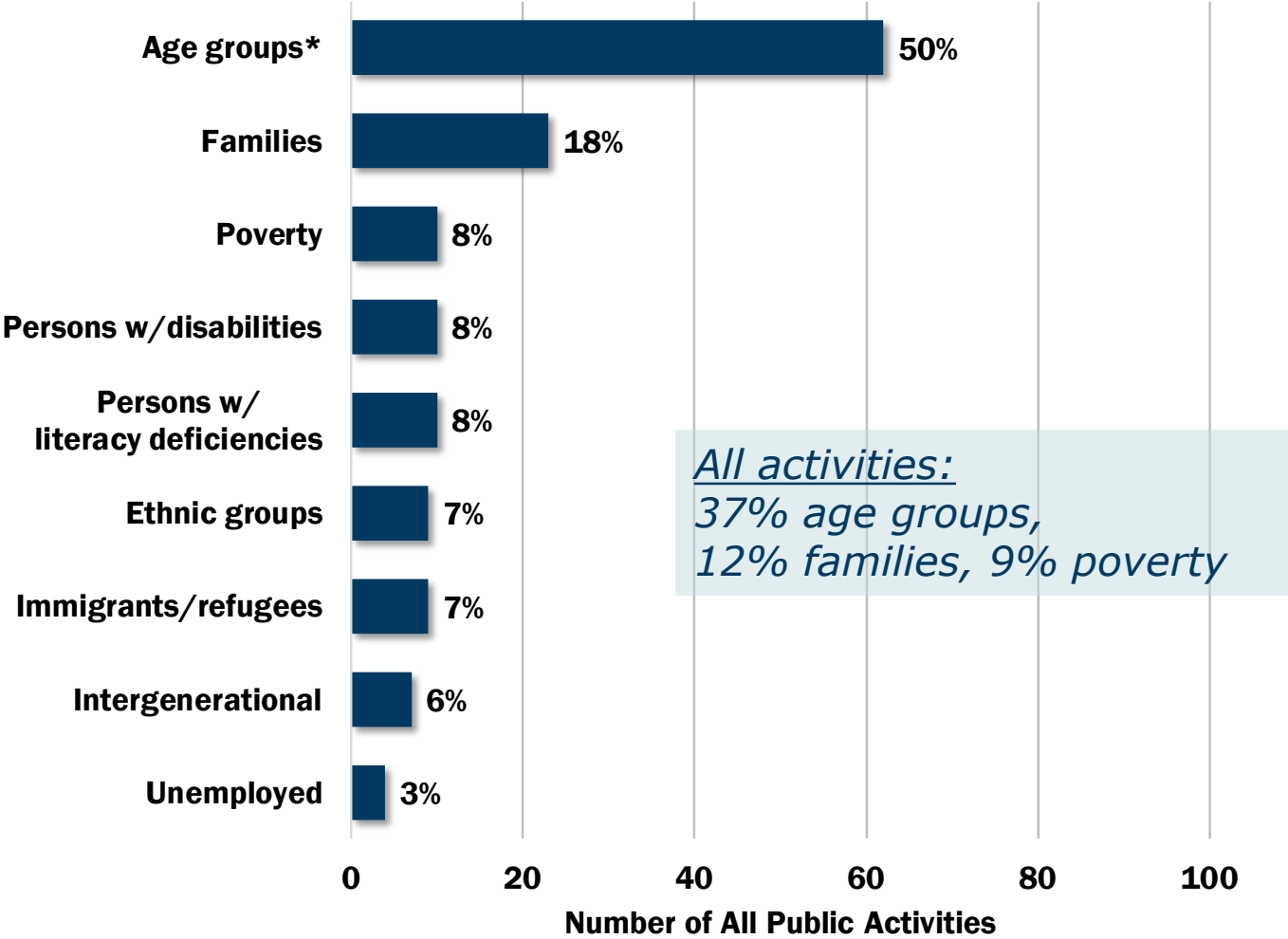
- **70** Projects
- **\$5.1M** Total Budget
- **\$31,453** Median (per project)
- **21.4%** Exemplary

Only Northern Marianas had a digital literacy project. None of the other four territories reported projects in this area

Your evaluator can use the **ACTIVITY** level file with the **SUBJECT** flag for “Digital Literacy” to look at **WHO** were the beneficiaries** and benchmark with all activities



All activities:
32% public (general)
28% public (targeted)
40% library



**Along with information about partners, where the activities were done, what kinds of activities, and the specific age and ethnic groups that were targeted.

Use Case #2. Your evaluator might ask: Have any of the projects funded by the state library completed evaluations? Are there any lessons learned from these?

ANSWER: Point them to the PROJECT level file, which will have the following columns:

| Column | Heading | Information included in the column |
|--------|---------------|---|
| CK | TotalEvalText | Total number evaluation text fields |
| CL | UnrepFind1_F | Important project findings or outcomes not reported elsewhere |
| CM | UnrepFind2_F | Importance of findings |
| CN | FutrFind_F | Findings to inform future project |
| CO | Lesson_F | Lessons learned from findings - outcomes |
| CP | Cont_F | Anticipate continuing project after end of current reporting period |
| CQ | EvalCond_F | An evaluation was conducted |
| CR | EvalWrit_F | Evaluation has a written report |
| CS | EvalPub_F | Evaluation report can be posted to the IMLS website |



Communicating with the Evaluator

- IMLS has prepared excel files to facilitate use of the SPR data, which includes documentation that fully describe the data
- The SPR are hierarchical data – so do not download from the web! Projects have multiple activities
- There are different kinds of data in the project and activity files
- In our state the term “exemplary” was used to highlight / call attention to projects that ...
- There are a lot of “tags” associated with projects in our state’s SPR data – the ones that are most important to us and connected to our current goals are...
- What insights about future directions for LSTA programming are suggested in the SPR data?
- Are there exemplary projects that we might not have flagged as such?
- Questions you might consider in order to “scope” the evaluator’s tasks with the SPR:
 - How important is it to be able to compare the current projects with those of the past for your state?
 - How important is it to be able to compare your state with others?

Thank You!

Backup Slides

Project Level Analyses
Annual IMLS Presentation on SPR
Results

The “Big Picture”: State Project Reports Data Snapshot

| | FY15 | | FY16 | | FY17 | | FY18 | |
|---|--------|---------|--------|---------|--------|---------|--------|---------|
| Number of states/territories | 56 | | 56 | | 56 | | 56 | |
| Number of projects | 1,557 | | 1,459 | | 1,369 | | 1,339 | |
| Number of activities | 3,283 | | 3,179 | | 3,040 | | 2,936 | |
| Activities per project | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 1 - 2 | 1,130 | 73% | 1,040 | 71% | 951 | 69% | 938 | 70% |
| 3 - 5 | 370 | 24% | 352 | 24% | 342 | 25% | 335 | 25% |
| 6 - 8 | 42 | 3% | 47 | 3% | 65 | 5% | 50 | 4% |
| 9 or more | 15 | 1% | 20 | 1% | 11 | 1% | 16 | 1% |
| Intents per project | | | | | | | | |
| 1 | 1,517 | 97.4% | 1,402 | 96.1% | 1,341 | 98.0% | 1,331 | 99.4% |
| 2 | 37 | 2.4% | 56 | 3.8% | 24 | 1.8% | 7 | 0.5% |
| 3 | 3 | 0.2% | 1 | 0.1% | 4 | 0.3% | 1 | 0.1% |
| Outcomes Data Reported by Type | | | | | | | | |
| Total activities w/outcomes | | | | | | | 580 | |
| General public (Instructional programs) | | | | | | | 258 | 49.4% |
| Library workforce | | | | | | | | |
| Instructional programs | | | | | | | 222 | 37.7% |
| Planning and evaluation | | | | | | | 17 | 1.1% |
| Content (creation & acquisition) | | | | | | | 83 | 11.8% |

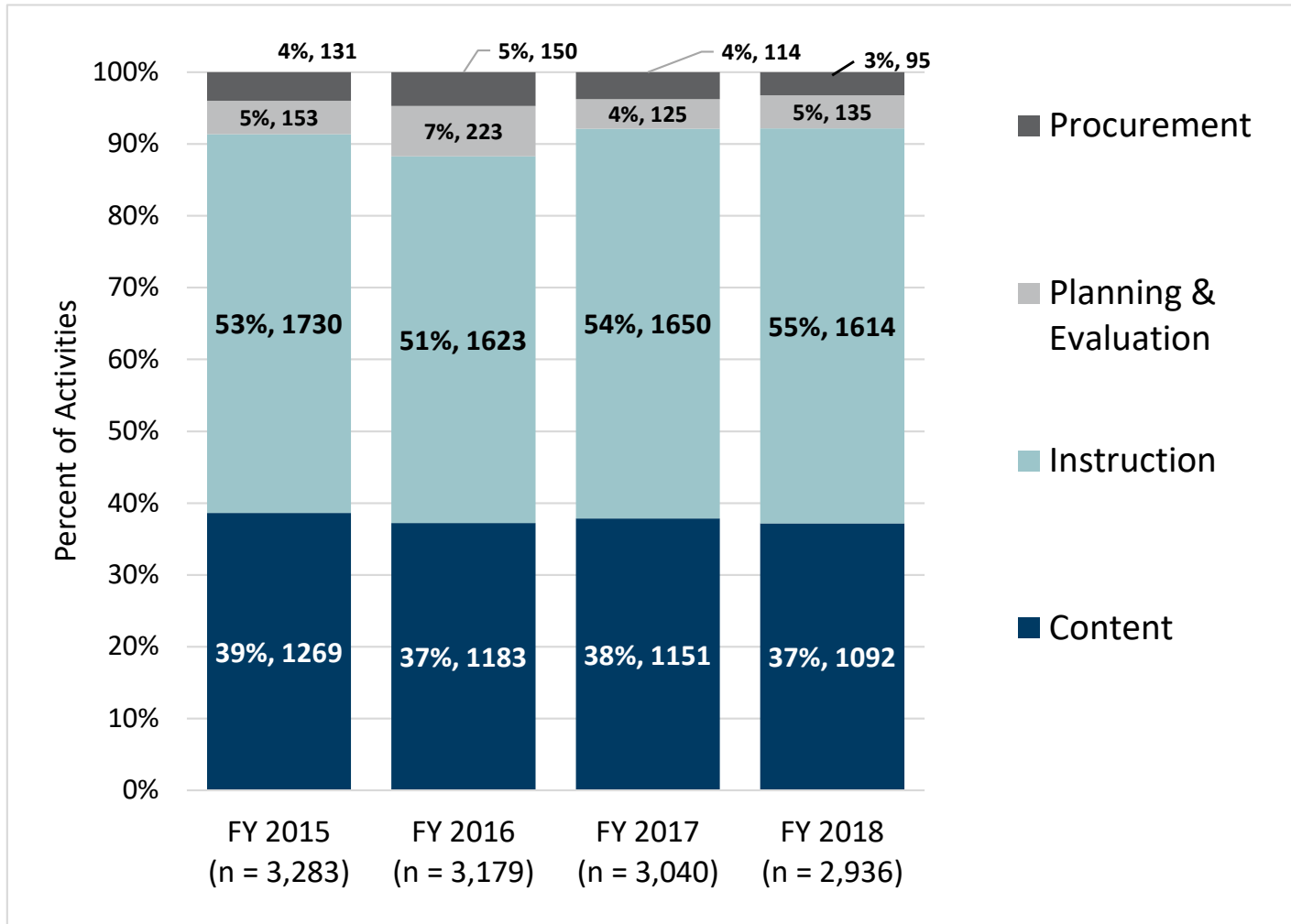
70% of projects had 1-2 activities

Activity Level Analyses

Annual IMLS Presentation of SPR Results

How?

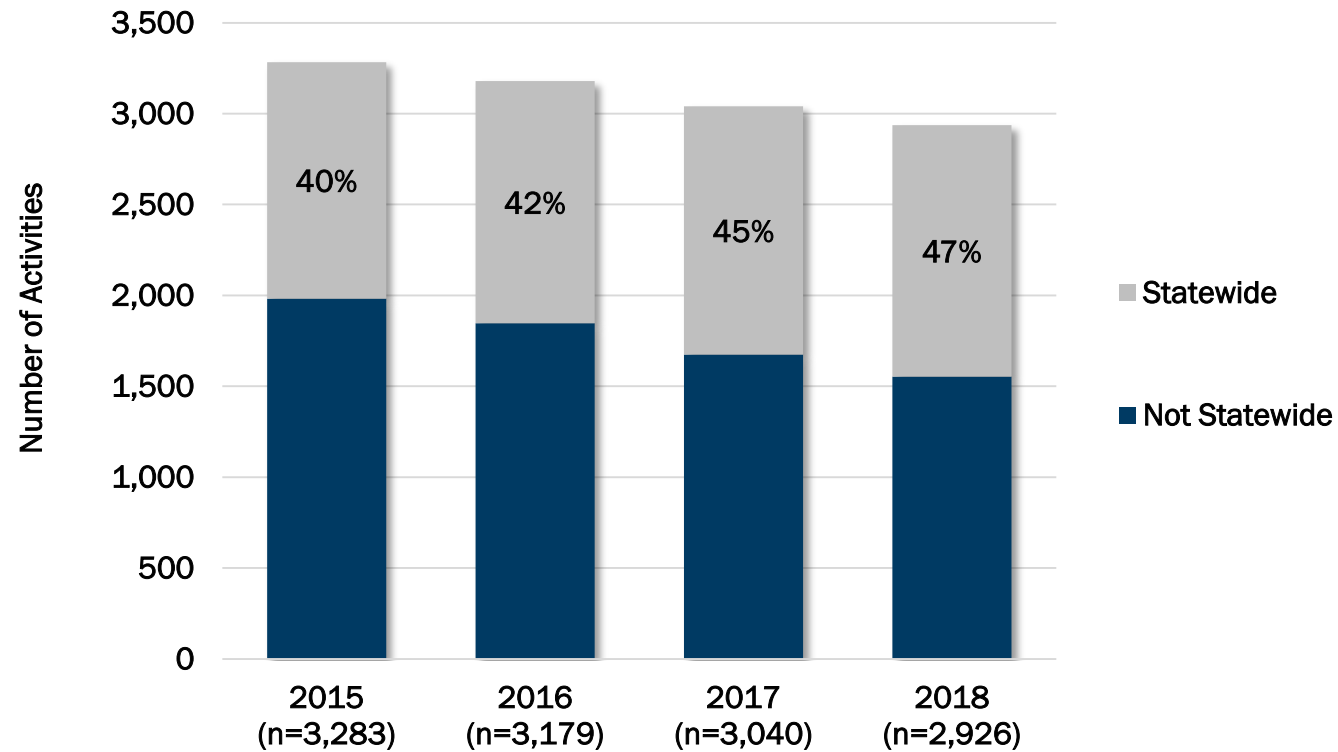
Types of Activities, FY15 - FY18



- Activity type mix - similar across all four years
- Instruction - just over half of all activities
- With 5-year evaluations being completed, Planning evaluation activities peaked in FY16 (n=223, 7% of all activities)

Where?

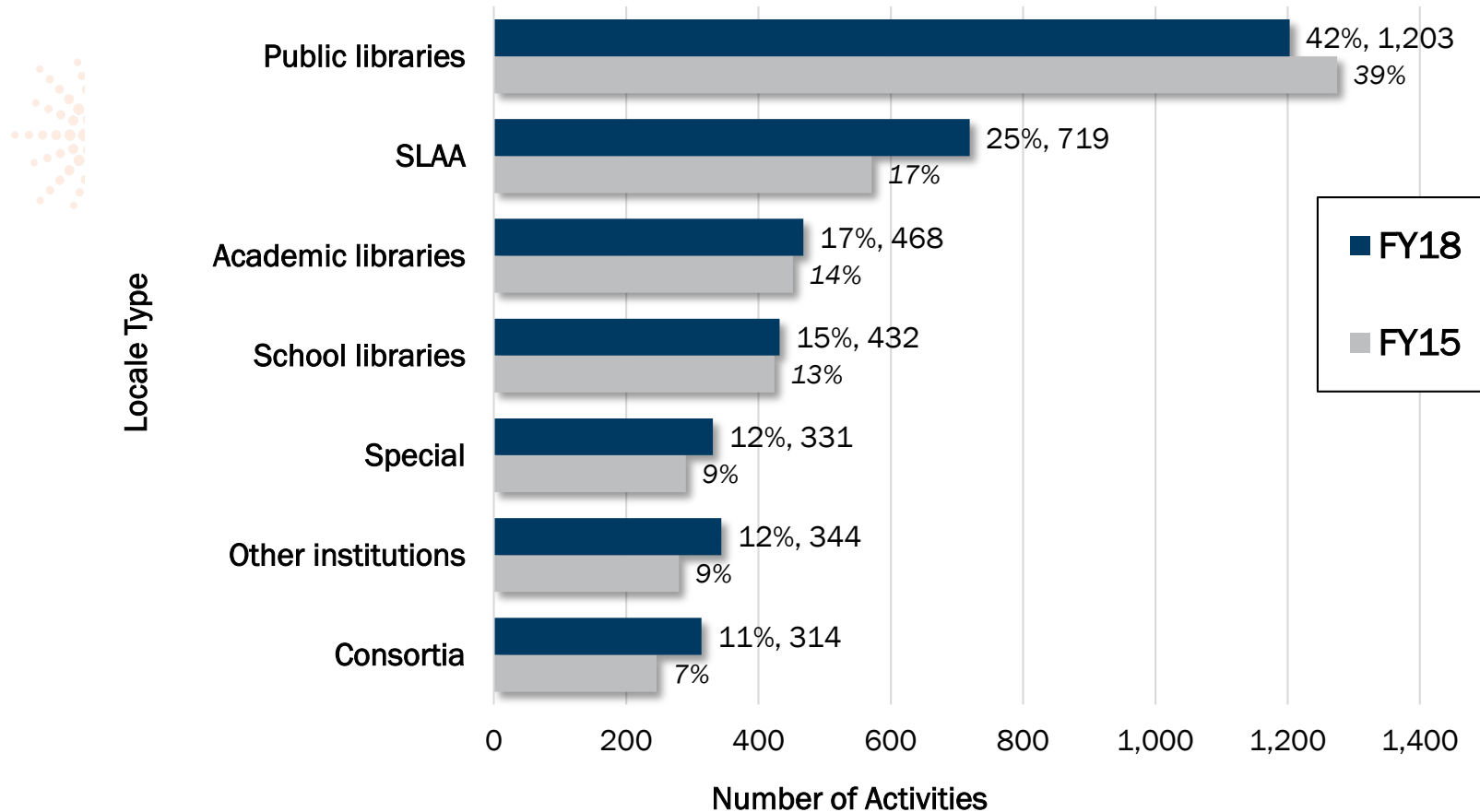
Activity Locales



- *The proportion of Statewide activities has increased since FY15*
- *Nearly half (47%) of LSTA activities were statewide in FY18*

Where?

Activity Locales, FY15 and FY18

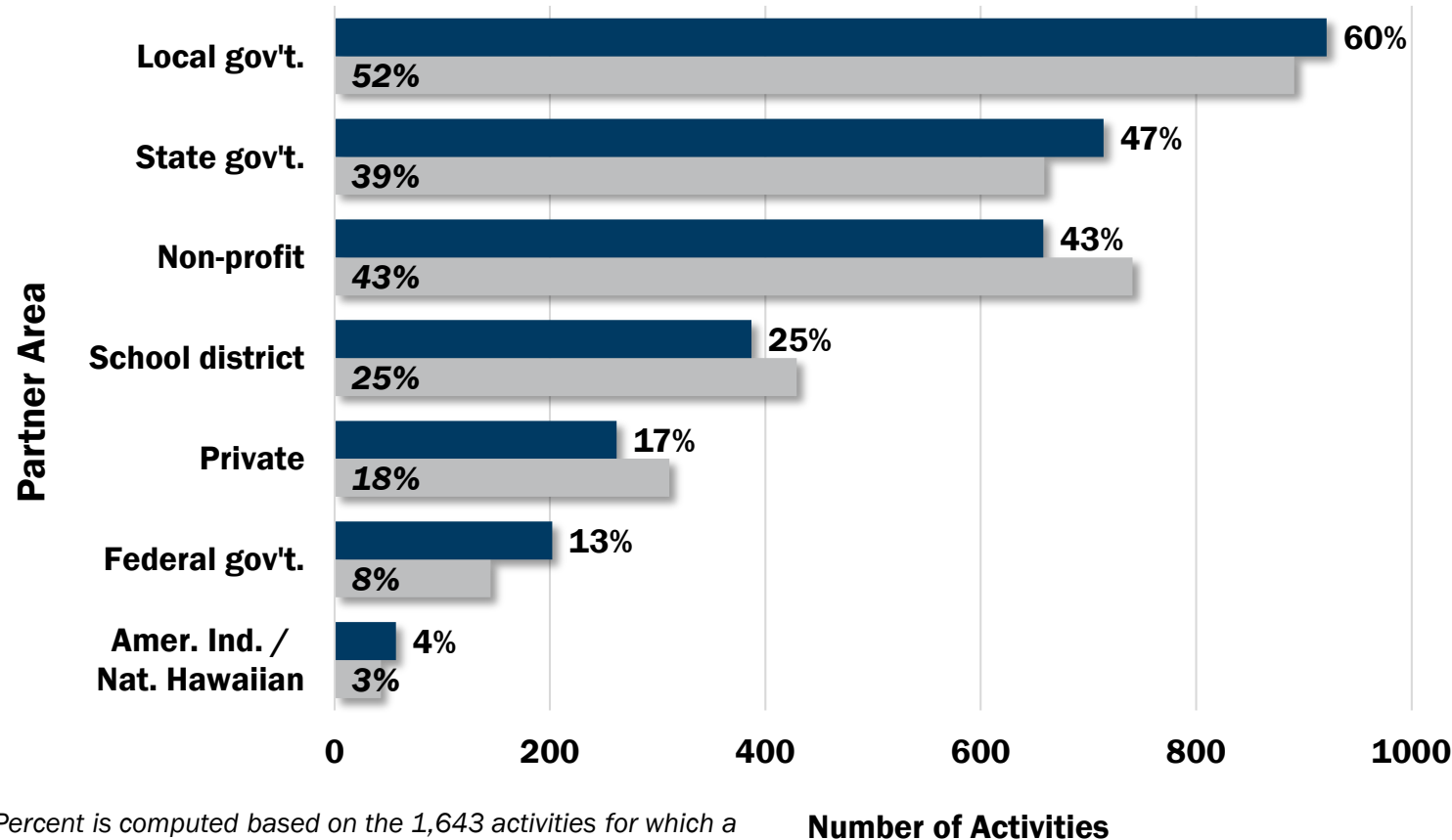


- *Proportion of activities at public libraries - increased slightly since FY15 (39% to 42%)*
- *Proportion of activities at an academic, school or special library has increased by three percentage points between FY15 and FY18*

Notes: Activities can specify more than one locale. Shown is the number of activities (and percentage of all activities) not the number of public libraries. Differences in how states report about sub-grant programs may lead to underestimation of the number of libraries. Some states report each sub-grant as a separate project, while others report the sub-grant program as one project.

Where & with whom?

Activity Partner Areas – Comparison: FY15 and FY18



FY 2018:

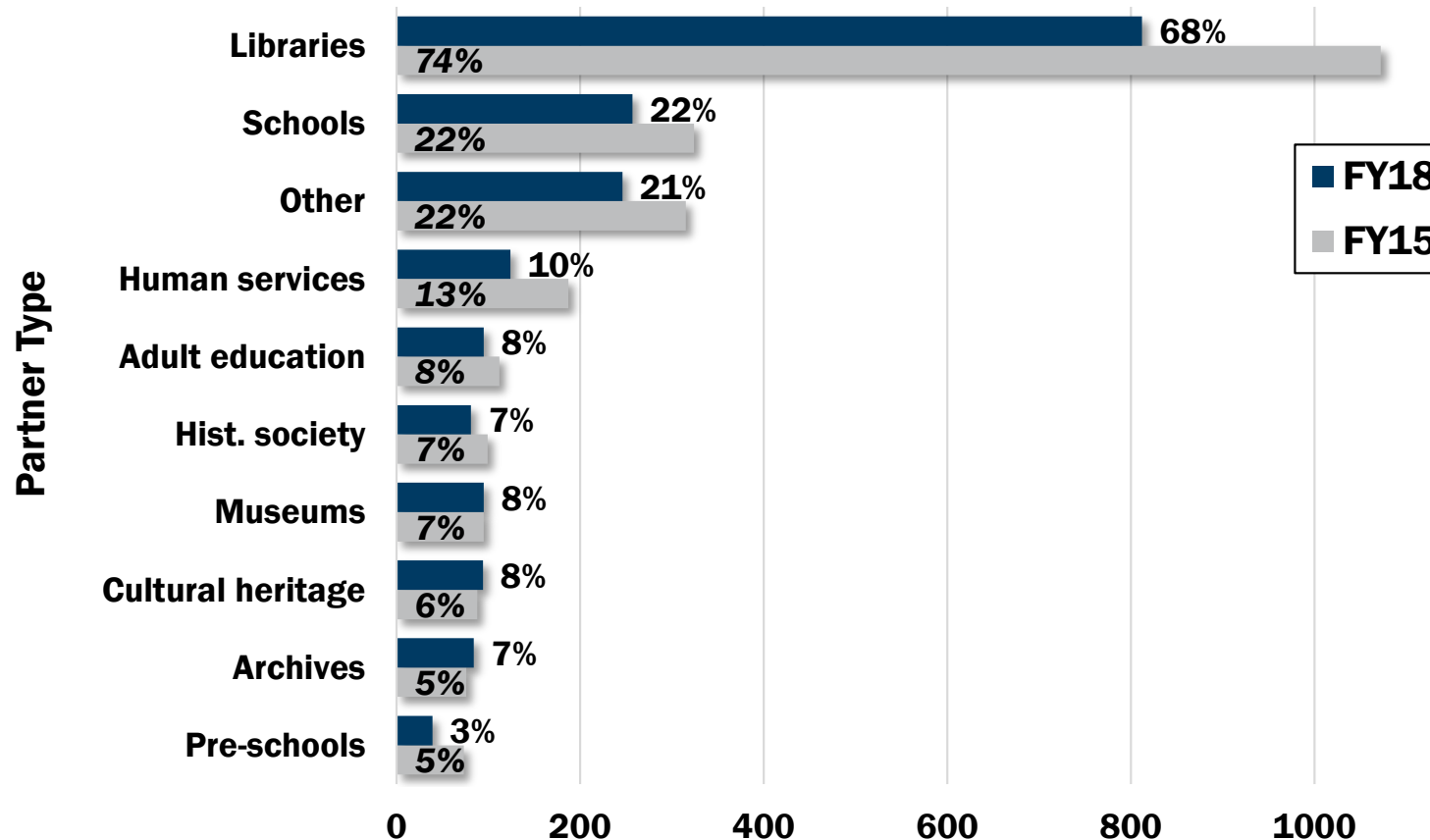
- n = 1,643 (56%) of activities reported a partner area (optional)
- Average #: 2.1 partner areas

Percent is computed based on the 1,643 activities for which a partner area was specified in FY18 and the 1,706 in FY 2015.

- The proportion of activities that specified a government partner (local, state, or federal) increased between FY15 and FY18
- Local government was a partner area for 60% of activities that specified a partner area in FY18

Where & with whom?

Activity Partner Types – Comparison: FY15 and FY18



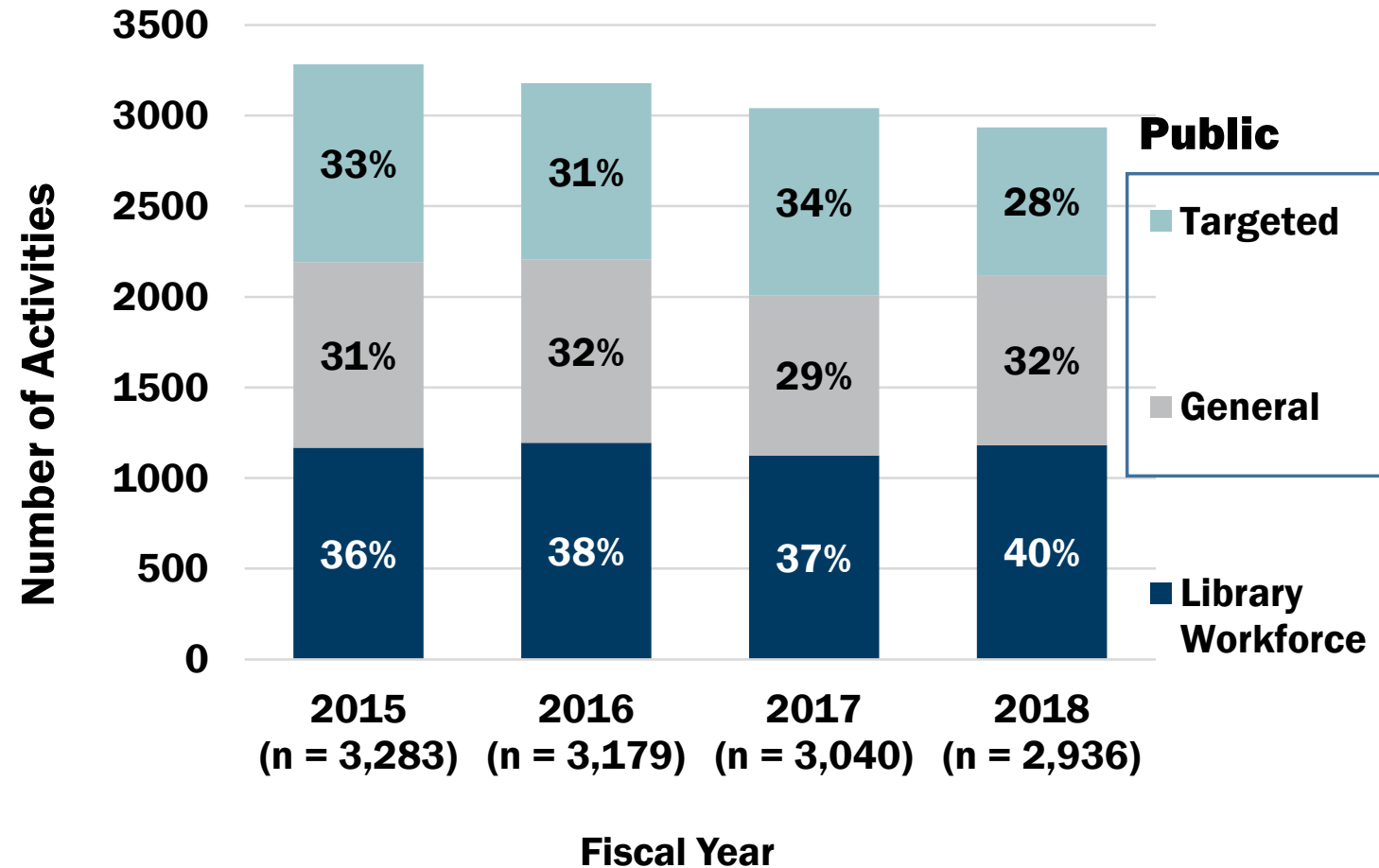
- n = 1,130 (38%) of FY18 activities reported a partner type (optional)
- Average #: 1.6 partner types in FY18

Percent is computed based on the 1,130 activities for which a partner type was specified in FY18 and the 1,448 in FY 2015.

Number of Activities

Who?

Activity Beneficiaries

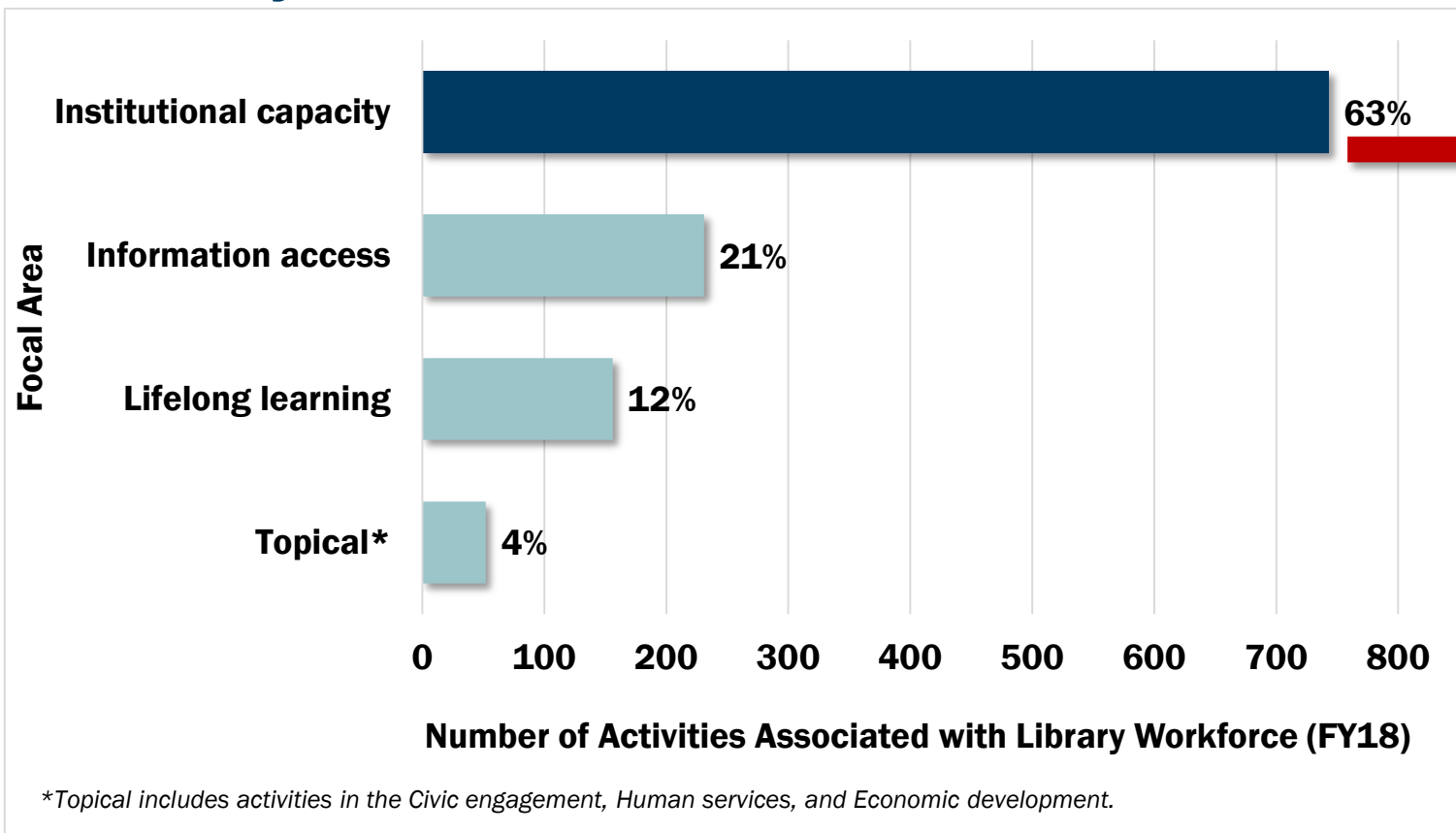


Note: Library Workforce activities could be either general or targeted.

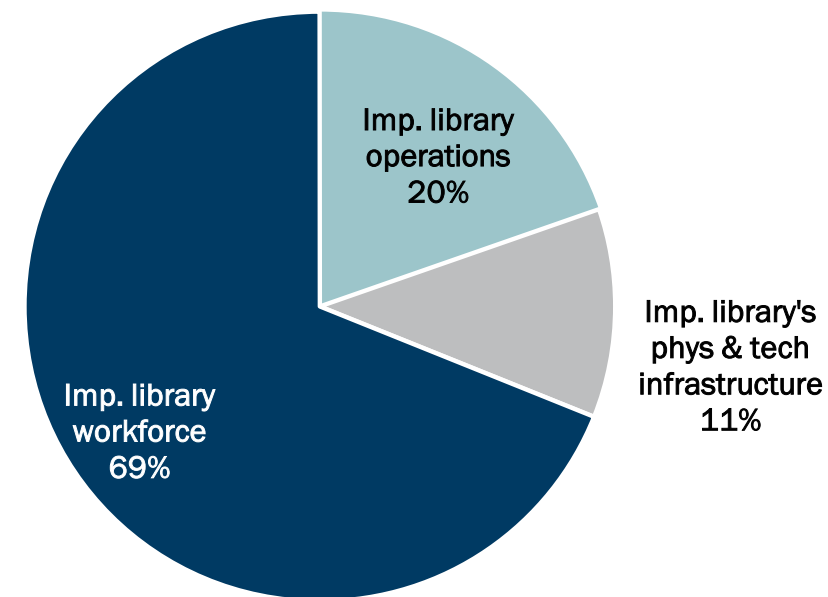
- 40% of FY18 activities were focused on the library workforce, with 60% focused on the public
- Relative percentage of activities focused on the general public - remained about the same from FY15-FY18
- Percentage of activities that target a specific group has decreased

Who / why?

Library Workforce Activities (n =1,182 in FY18)



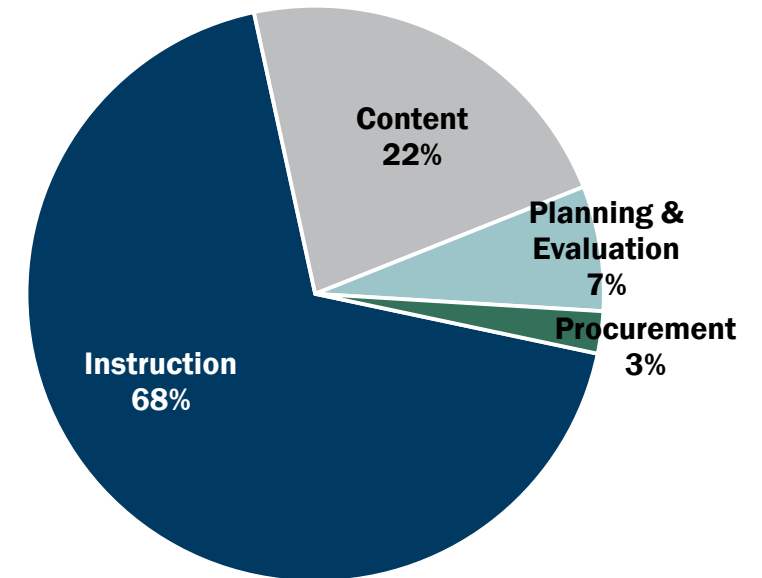
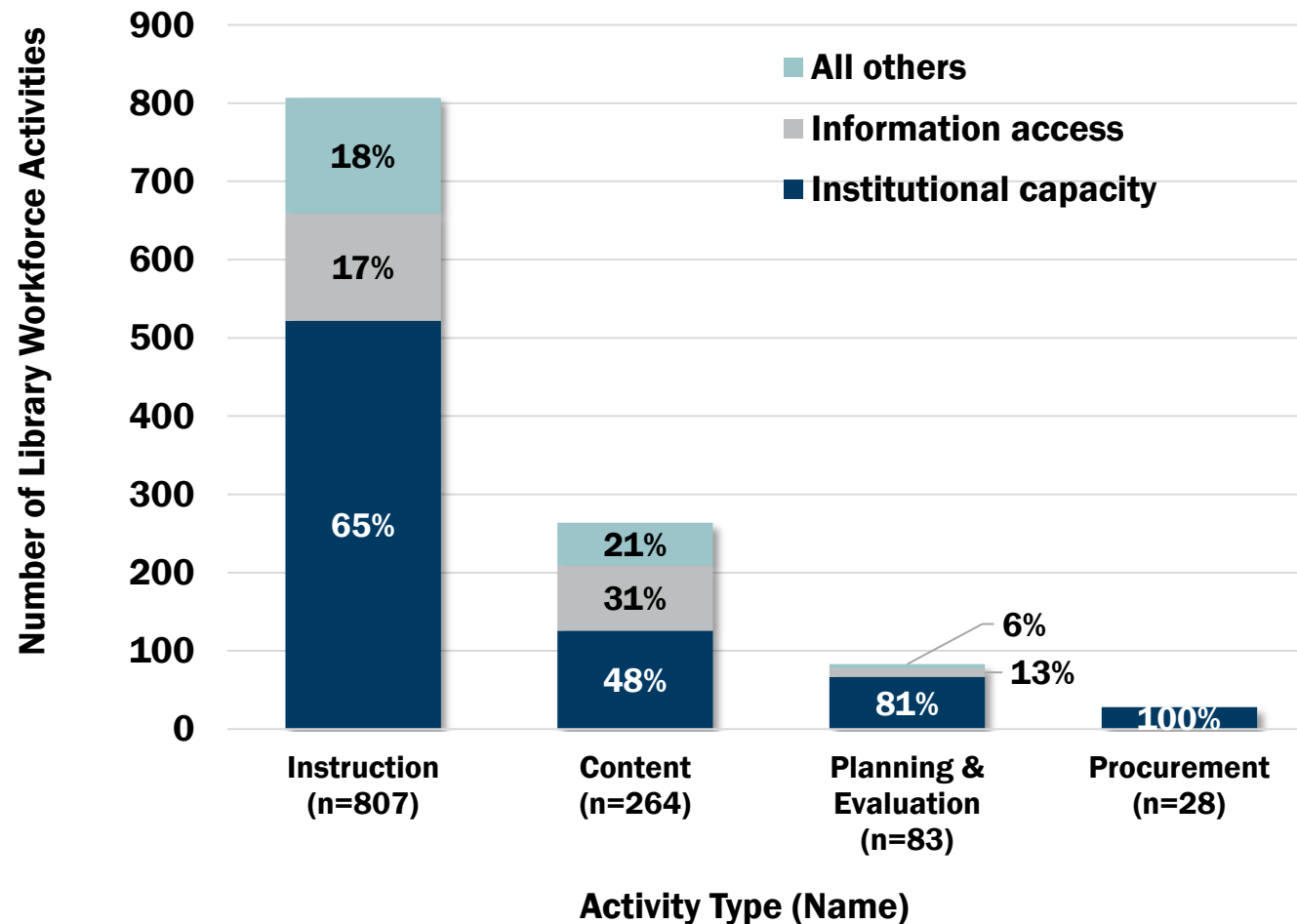
Intents among those in the Institutional capacity focal area (n=743)



- *Nearly two-thirds of the 1,182 library workforce activities were associated with institutional capacity*
- *Drilling down into the 743 activities for the library workforce associated with the Institutional capacity focal area, beyond improving the workforce, 20% intended to Improve library operations and 11% aimed to Improve library infrastructure*

Who / what / why?

Intents and Types of Library Workforce Activities (n = 1,182)

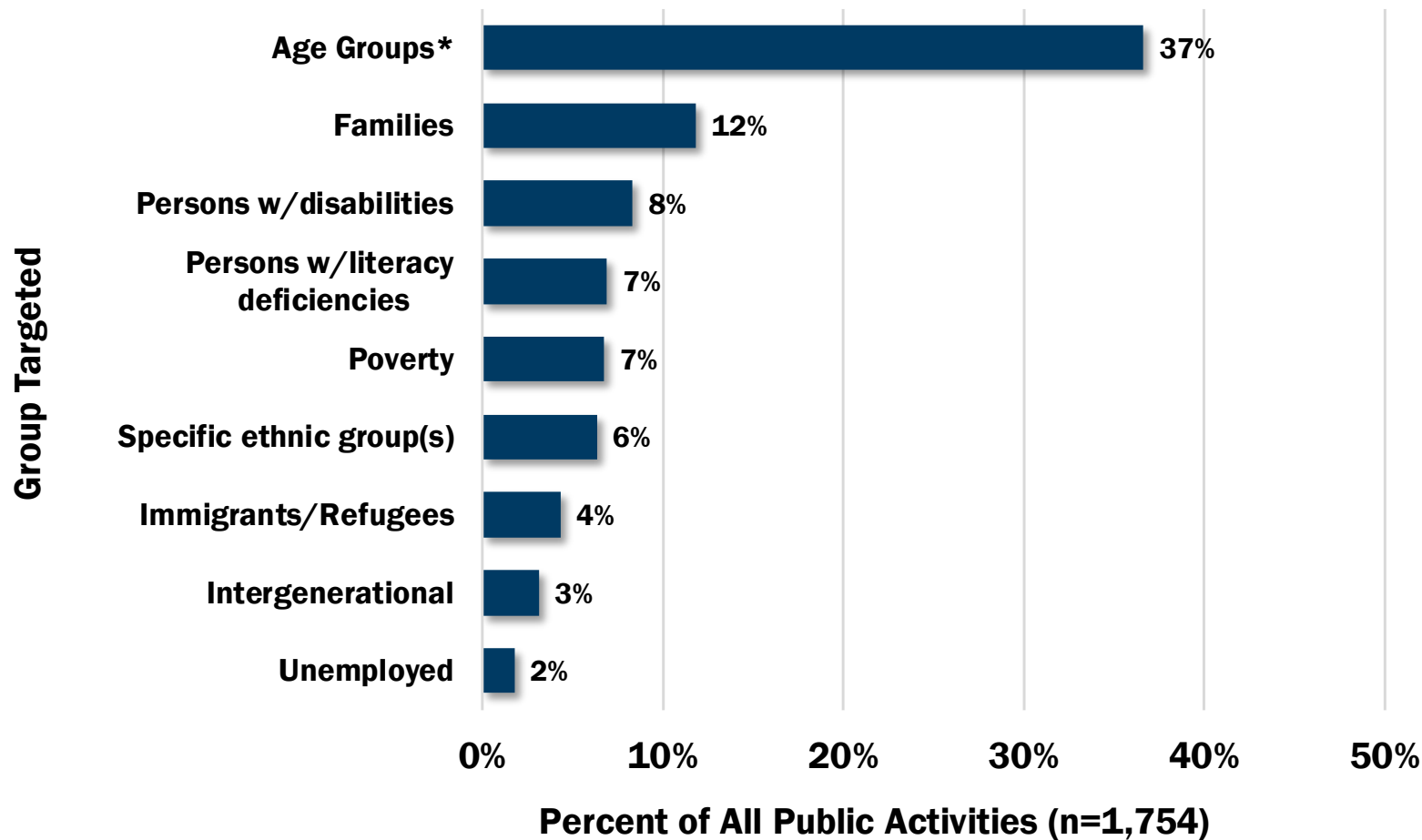


- About 2/3 of Library workforce activities were Instruction;
- And 2/3 of these Instructional activities were related to institutional capacity
- Content activities accounted for just under one-fourth, with these almost evenly split between Institutional capacity and other intents

All others includes the other four focal areas: Lifelong learning, Civic engagement, Human services, and Economic development.

Public Targeted Activities

(n=817, 28% of all activities, 47% of activities for the public)



- More than a third (37%) of the 1,754 activities for the public were targeted at one or more age groups
- Activities targeted to immigrants/refugees, the unemployed, or intergenerational audiences accounted for less than 5% of all public activities in FY18

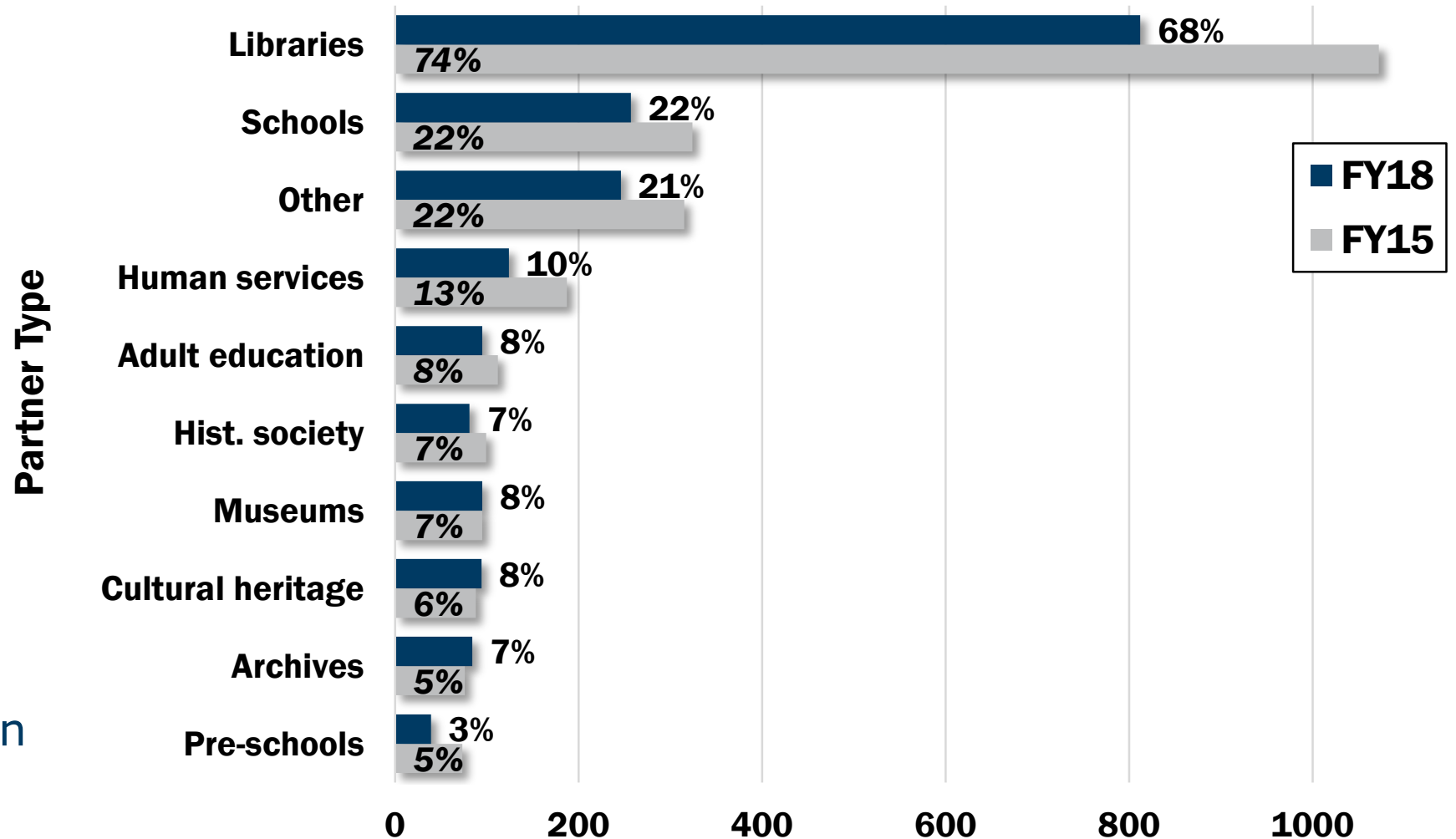
*The relative representation of targeted groups was not substantially different from FY15-FY18 for any other category other than age. In FY15, 41% of all activities targeted at least one specific age group.

Activity Partner Organizations

(Optional info in SPR)

FY18:

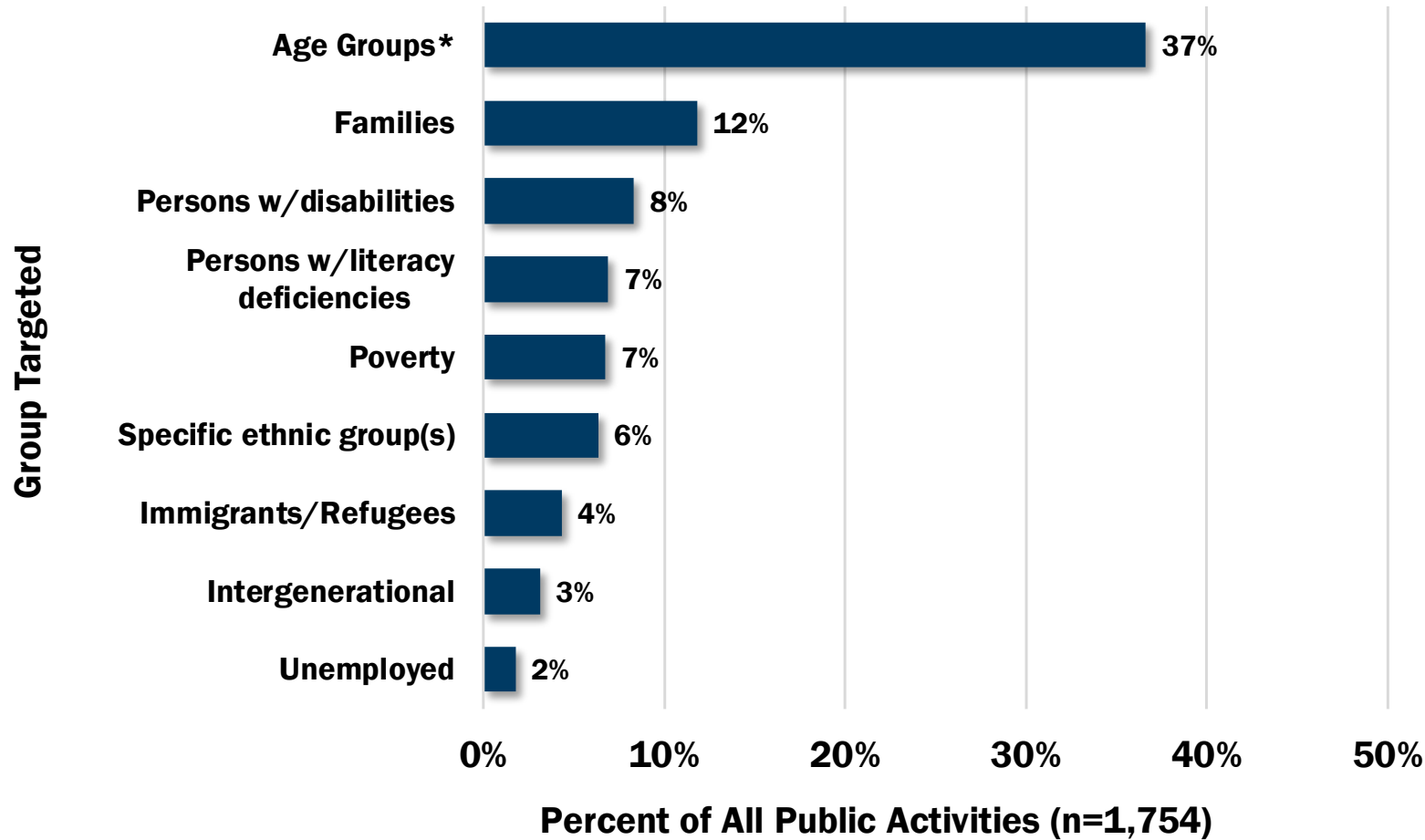
- 1,130 (38%) reported a partner type
- 1.6 partner types on average



Percent is computed based on the 1,130 activities for which a partner type was specified in FY18 and the 1,448 in FY 2015.

Public Targeted Activities

(n=817, 28% of all activities, 47% of activities for the public)

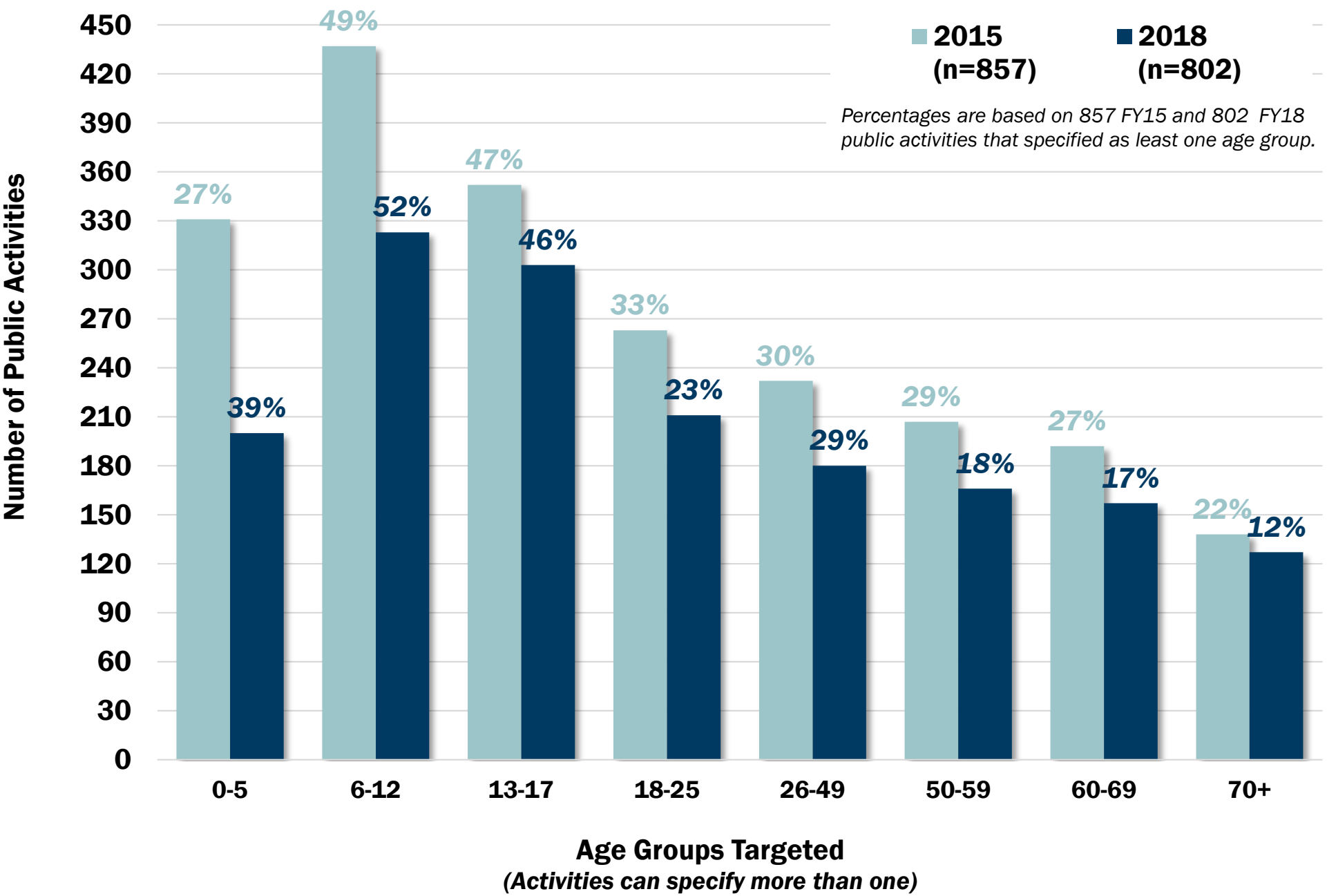


- *More than a third (37%) of the 1,754 activities for the public were targeted at one or more age groups*
- *Activities targeted to immigrants/refugees, the unemployed, or intergenerational audiences accounted for less than 5% of all public activities in FY18*

**The relative representation of targeted groups was not substantially different from FY15-FY18 for any other category other than age. In FY15, 41% of all activities targeted at least one specific age group.*

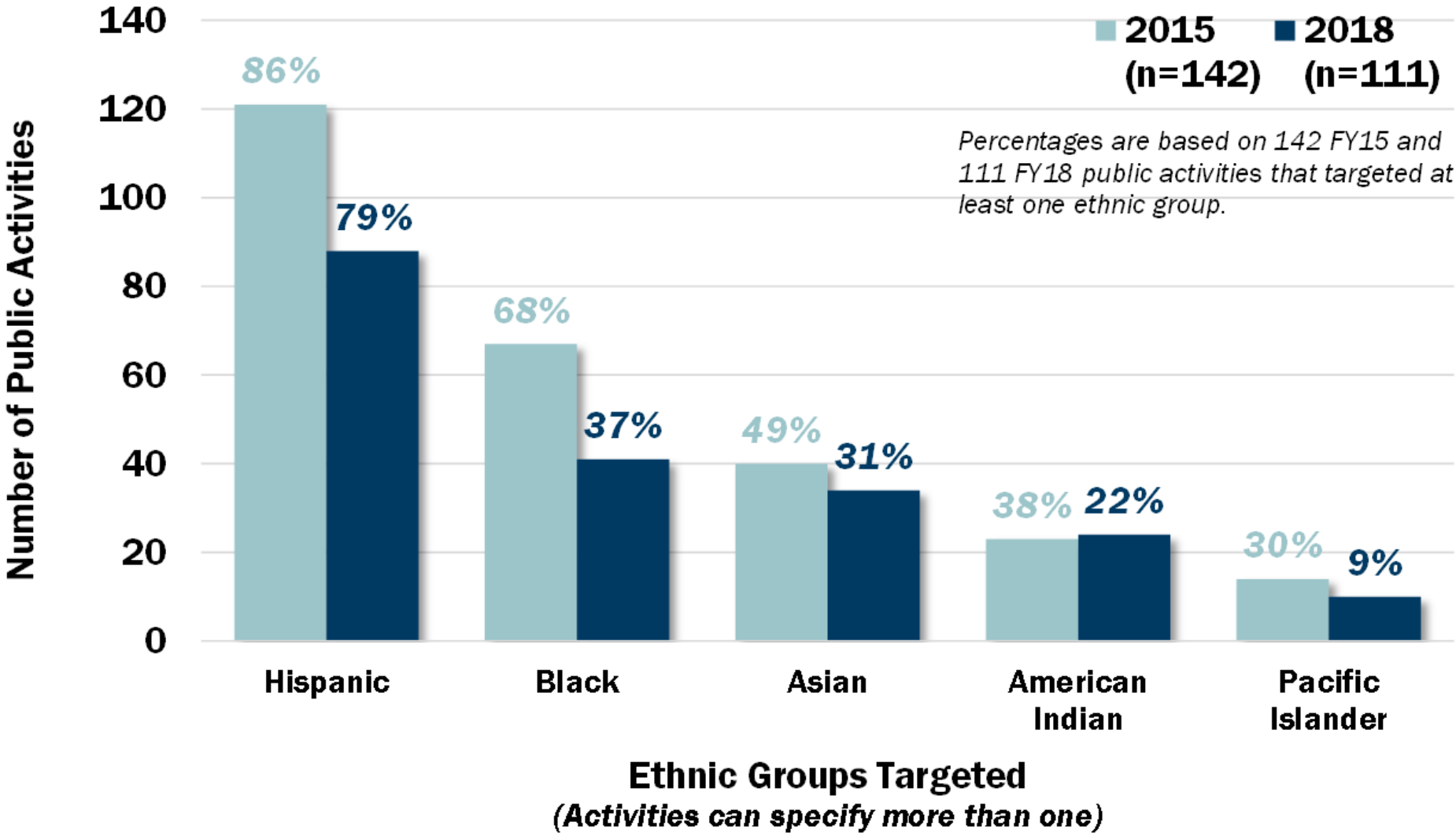
**Beneficiaries:
Age Groups
Targeted by
Public
Activities**

FY18:
802 (37%) of public-
focused activities
targeted one of eight
specific age groups




**Beneficiaries:
Ethnic Groups
Targeted by
Public
Activities**

FY18:
111 (6%) of public-
focused activities
targeted one of five
specific ethnic groups



Activity Outputs

- Data about budgets were matched up to data about activities, including activity outputs
- Selected types of outputs
 - Program Evaluations
 - Databases → Limited to activities with ONLY databases acquired = output
- Metrics
 - Number of states
 - Number of activities
 - Number of evaluations completed or databases acquired
 - Costs (Total and LSTA budgets)
 - Total and median per activity
 - Cost per unit (per evaluation or per database)
 - LSTA as percent of total



A First Look at Activity Outcomes Questionnaire Results

Outcomes Questionnaires – 4 Versions

| | | Beneficiary | |
|-----------------|-----------------------|------------------------------------|---------------------------|
| | | Library Workforce | General Public |
| Activity | Instruction | Mode = program (2) | Mode = program (1) |
| | Content | Mode = Acquisition or creation (3) | No outcomes questionnaire |
| | Planning & evaluation | All modes (4) | No outcomes questionnaire |
| | Procurement | No outcomes questionnaire | No outcomes questionnaire |

Outcomes questionnaires - Example

Instructional Program for General Public



Quick Survey about the Program

Thank you for your participation in this program. Please provide your feedback about the program by completing the following questions. Thank you!

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 1. I learned something by participating in this library activity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 2. I feel more confident about what I just learned. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 3. I intend to apply what I just learned. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 4. I am more aware of resources and services provided by the library. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 5. I am more likely to use other library resources and services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Optional Open-Ended Questions (Not Required by IMLS for reporting into SPR)

1. (OPTIONAL) What did you like most about this library program?

2. (OPTIONAL) What could the library do to better assist you in learning more?

Screen Shot – Input for Questionnaire Data

- ***When we pull the data from the SPR for analysis, there are 108 variables across the four survey types.***
- ***Analysis caveat – data that were NOT in alignment with the beneficiary, type of activity, and mode were dropped from the analysis.***
- ***First pass – next pass could drill into format?***

Activity Outcomes

Activity: *Test*

SD = Number of respondents that reported 'Strongly Disagree'
D = Number of respondents that reported 'Disagree'
NA/ND = Number of respondents that reported 'Neither Agree nor Disagree'
A = Number of respondents that reported 'Agree'
SA = Number of respondents that reported 'Strongly Agree'
NR = Number of respondents that did not answer the question

Total number of survey responses:

I learned something by participating in this library activity.

| SD | D | NA/ND | A | SA | NR |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="8"/> | <input type="text" value="0"/> |

I feel more confident about what I just learned.

| SD | D | NA/ND | A | SA | NR |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="2"/> | <input type="text" value="7"/> | <input type="text" value="0"/> |

I intend to apply what I just learned.

| SD | D | NA/ND | A | SA | NR |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="3"/> | <input type="text" value="6"/> | <input type="text" value="0"/> |

I am more aware of resources and services provided by the library.

| SD | D | NA/ND | A | SA | NR |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="9"/> | <input type="text" value="0"/> |

I am more likely to use other library resources and services.

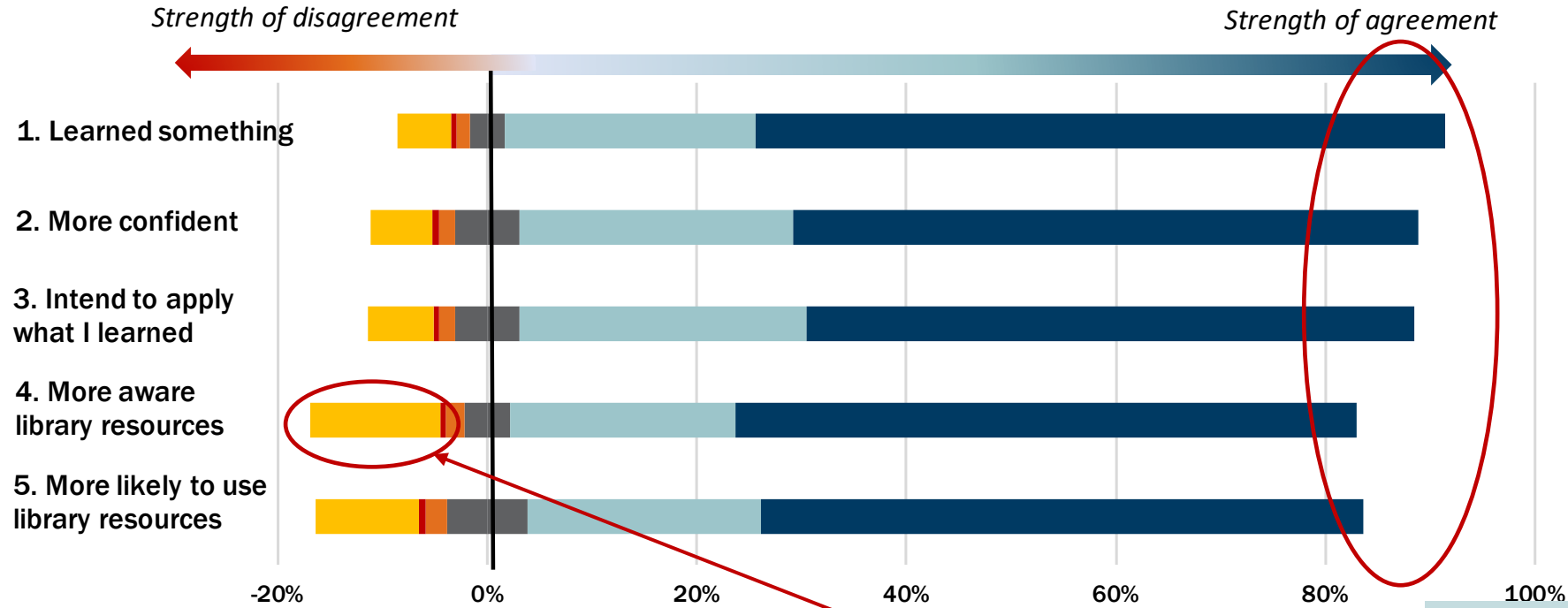
| SD | D | NA/ND | A | SA | NR |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="7"/> | <input type="text" value="0"/> |

Cancel

Save

1. General Public Activity Outcomes

General Public Assessment of Library Instructional Programs
FY 2018 (n=53,661 responses from 240 activities)



| Questionnaire Items |
|--|
| 1. I learned something by participating in this activity |
| 2. I feel more confident about what I just learned |
| 3. I intend to apply what I just learned |
| 4. I am more aware of resources and services provided by the library |
| 5. I am more likely to use other library resources or services |

On all 5 items, more than 80% agreed or strongly agreed

Around 30% of people did not respond to item #4 – among those who responded, like the other items they were very positive.

Digital Literacy and Broadband in Grants to States

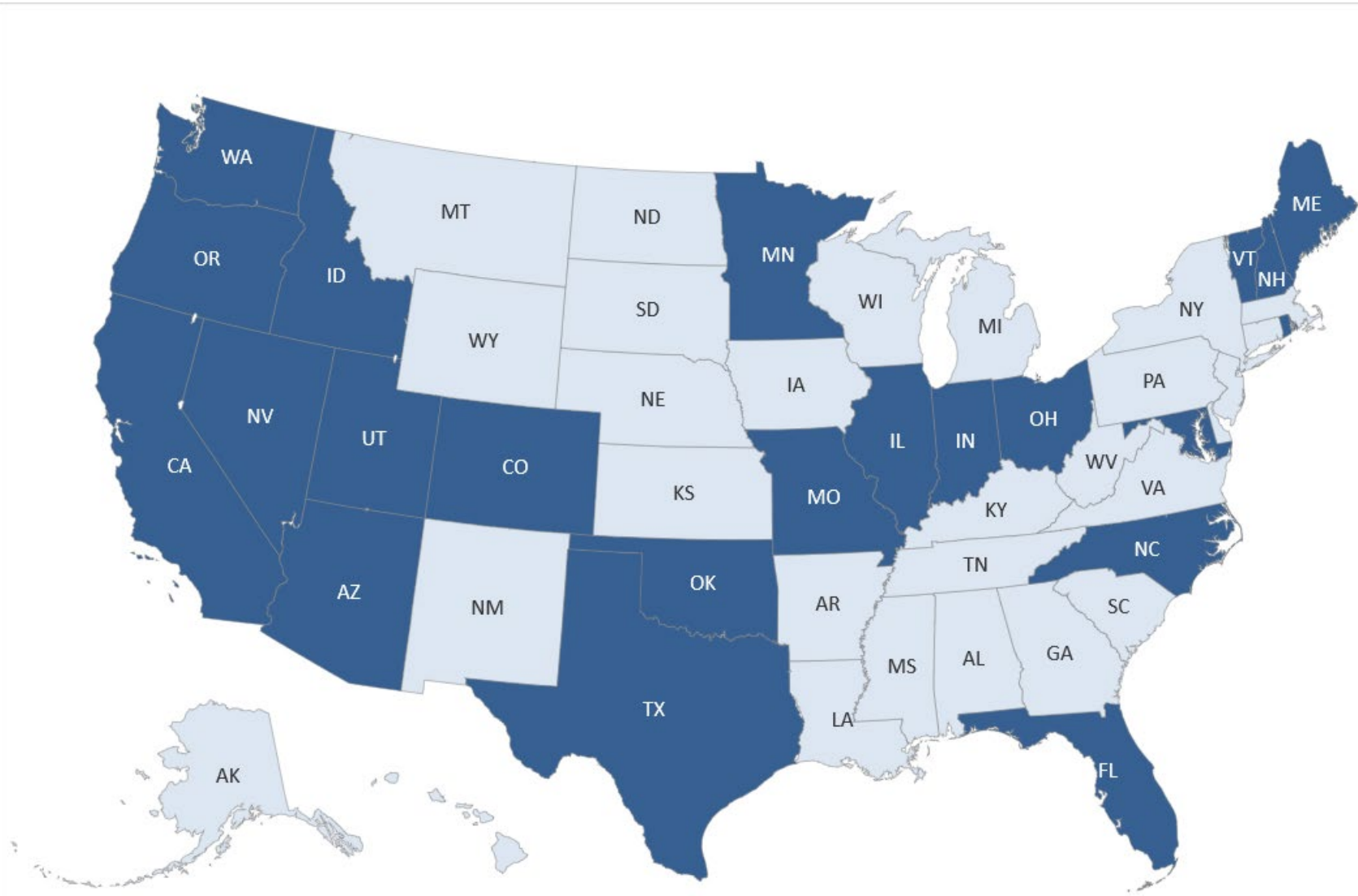
- LSTA Annual Training Meeting

Topical Focus: Broadband and Digital Literacy

Three methods to identify projects

1. Subject fields
2. Project tags

23 States plus Northern Marianas had at least one digital literacy project

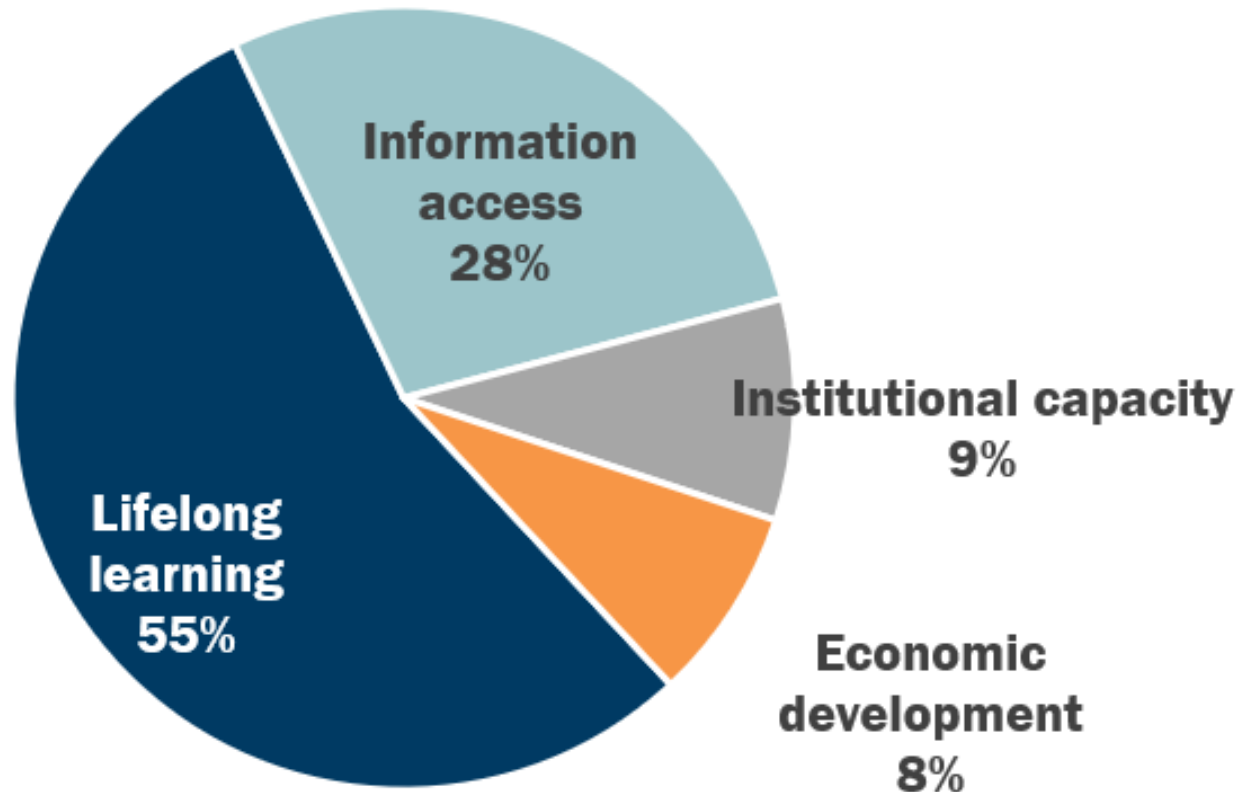


- **70** Projects
- **175** Activities
- **\$5.1M** Total Budget
- **\$31,453** Median (per project)
- **21.4%** Exemplary

Only Northern Marianas had a digital literacy project. None of the other four territories reported projects in this area

FY 2018 Digital Literacy Activities

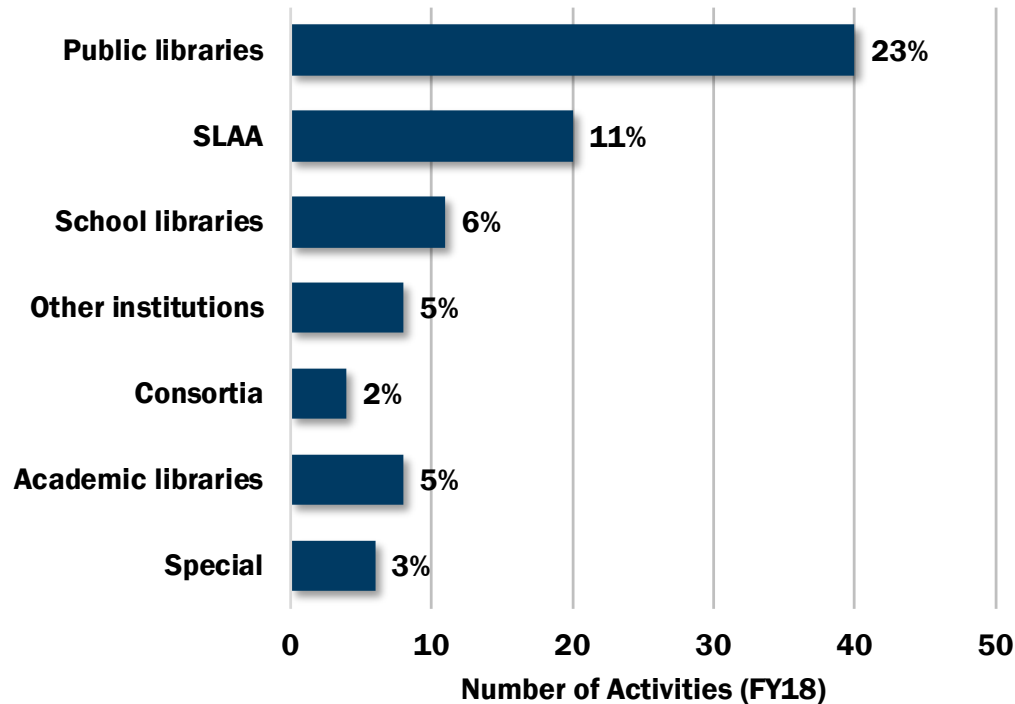
Focal Areas



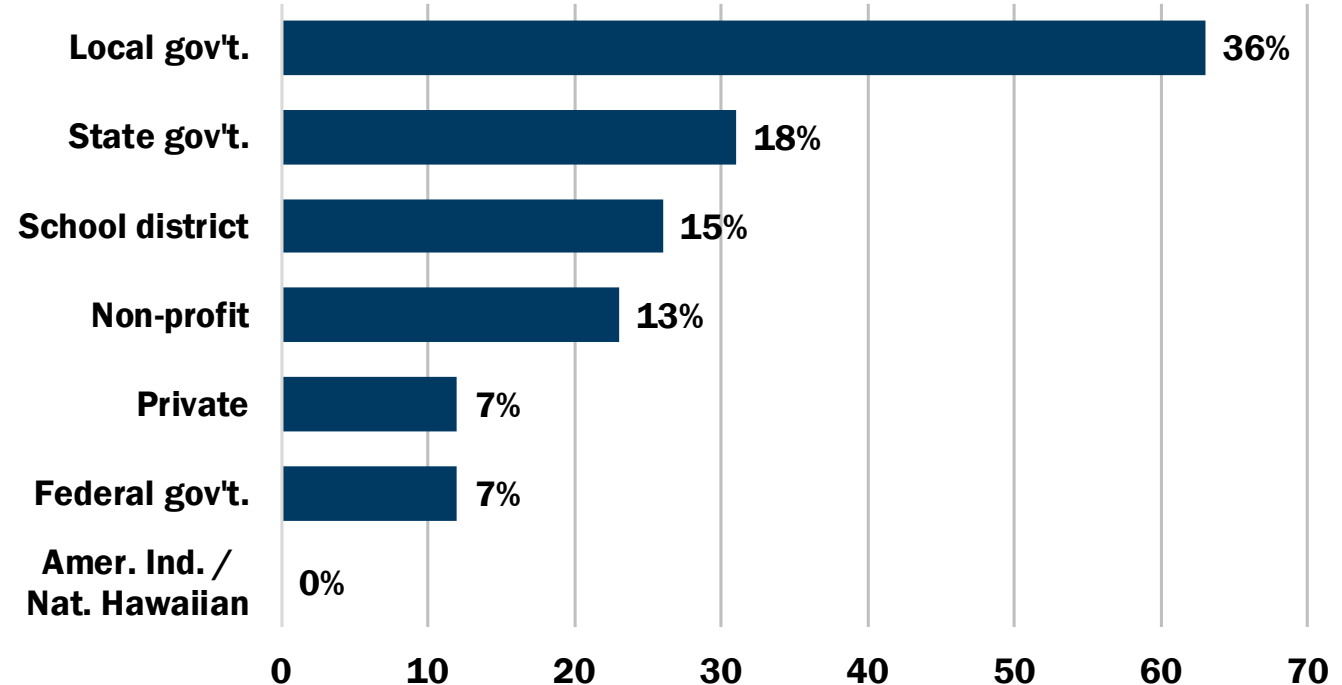
| Focal Area | Digital Literacy | Entire Portfolio |
|------------------------|------------------|------------------|
| Lifelong Learning | 55% | 32% |
| Information Access | 28% | 29% |
| Institutional Capacity | 9% | 32% |
| Economic development | 8% | 2% |
| Civic engagement | 0% | 4% |
| Human services | 0% | 2% |

FY 2018 Digital Literacy Projects: Implementers* and Partners

Implementing Sites (Locales)



Partners



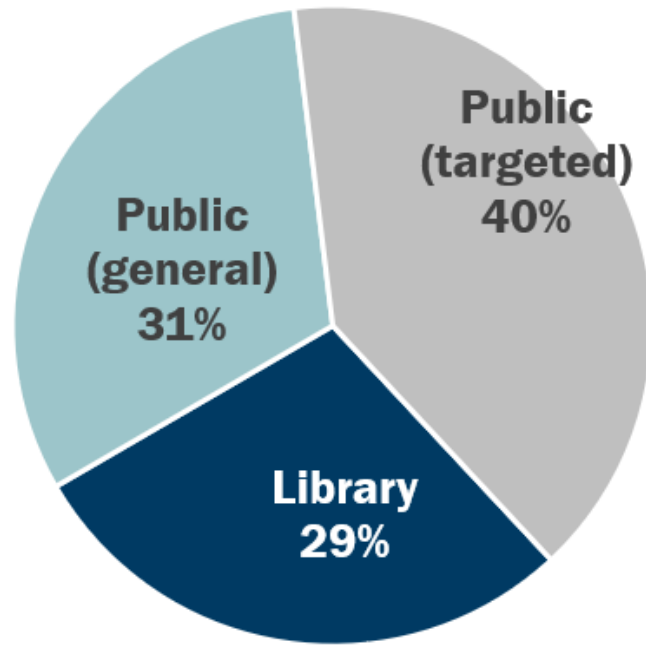
All Projects: public libraries (42%) and SLAAs (25%)

**Optional information in the SPR*

12 May 2020

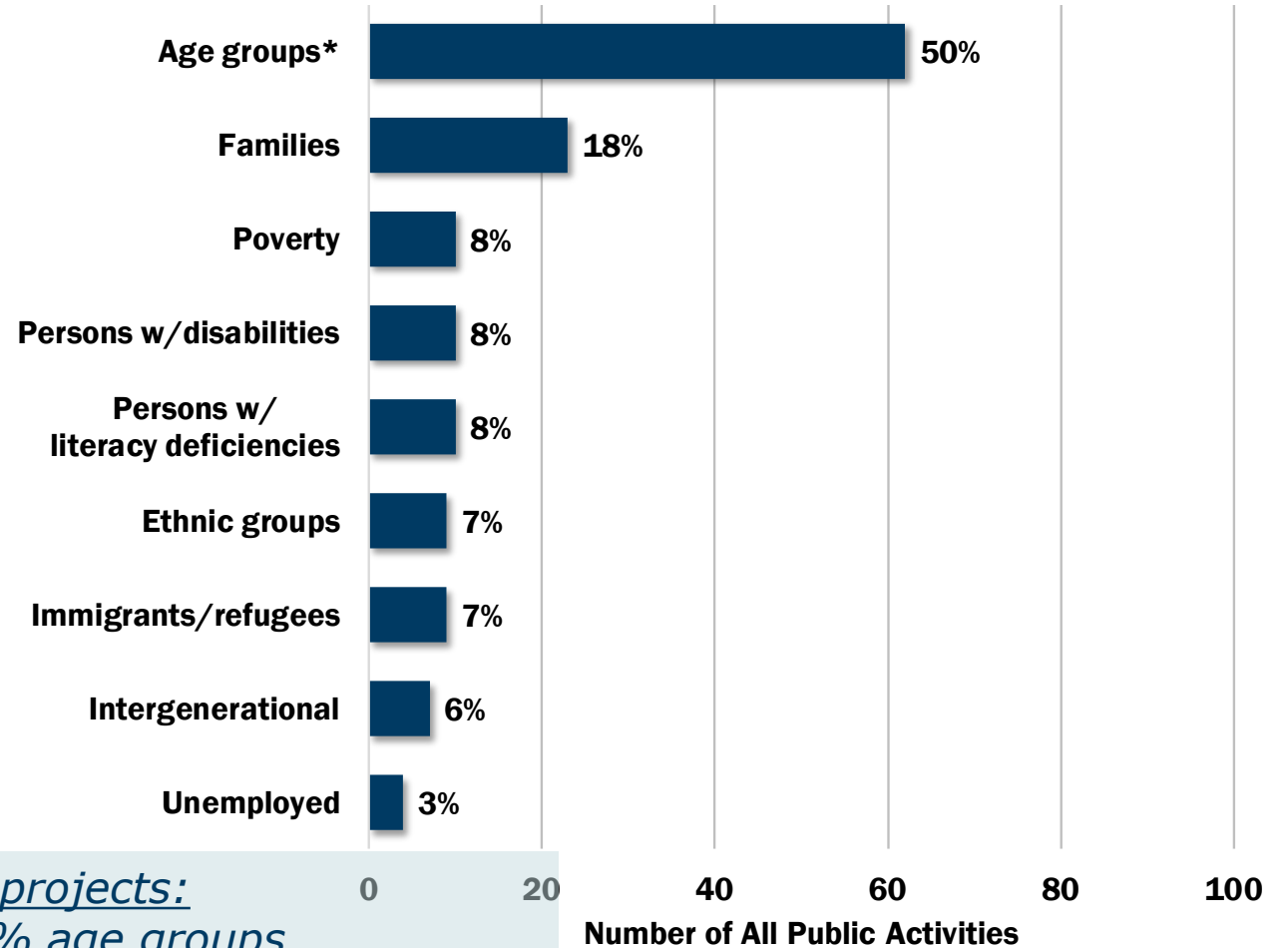
All projects: Local government (60%), School districts (25%) and State government (47%)

FY 2018 Digital Literacy Projects Beneficiaries



All projects:

32% public (general)
28% public (targeted)
40% library

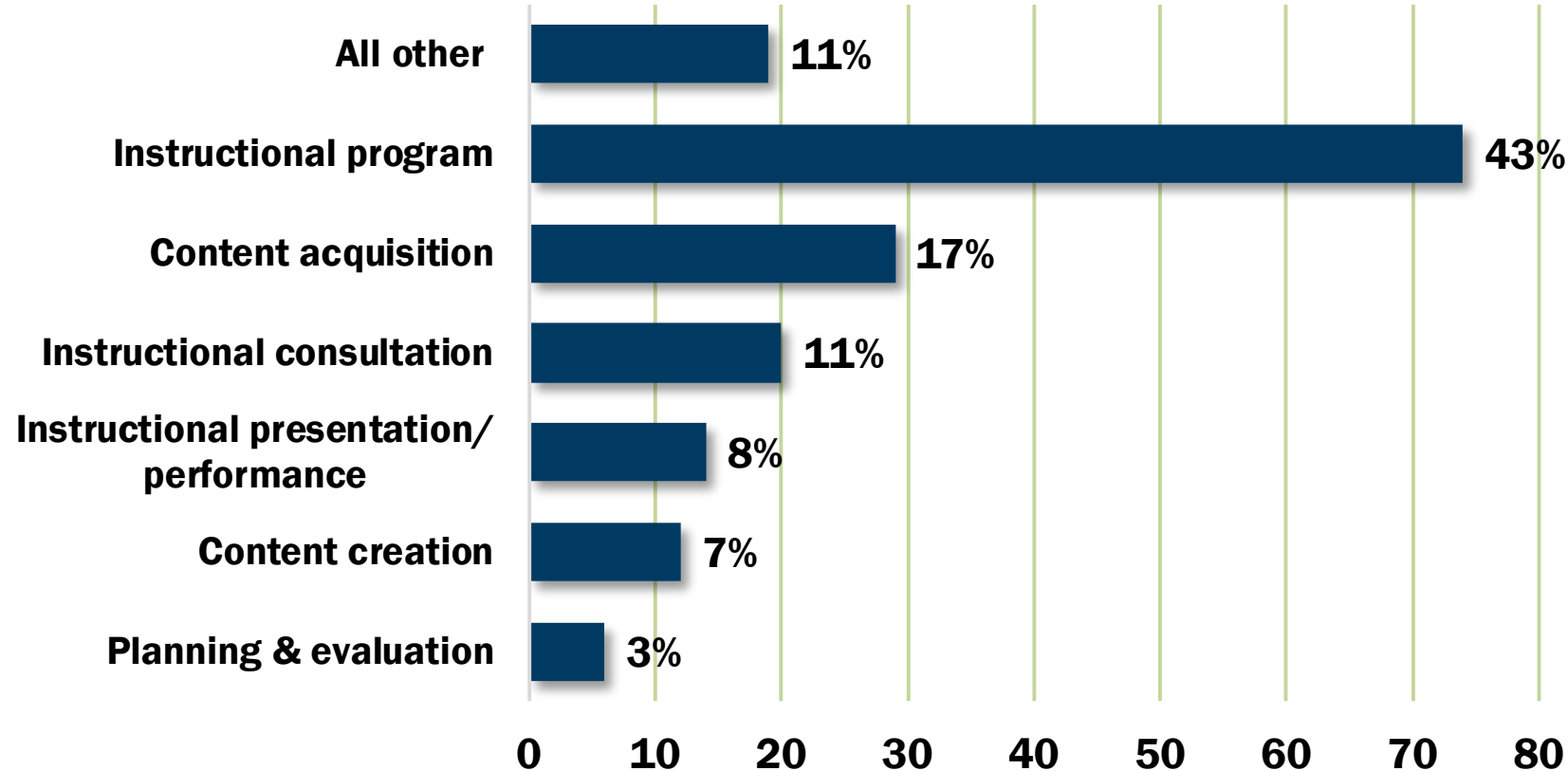


All projects:

37% age groups,
12% families, 9% poverty

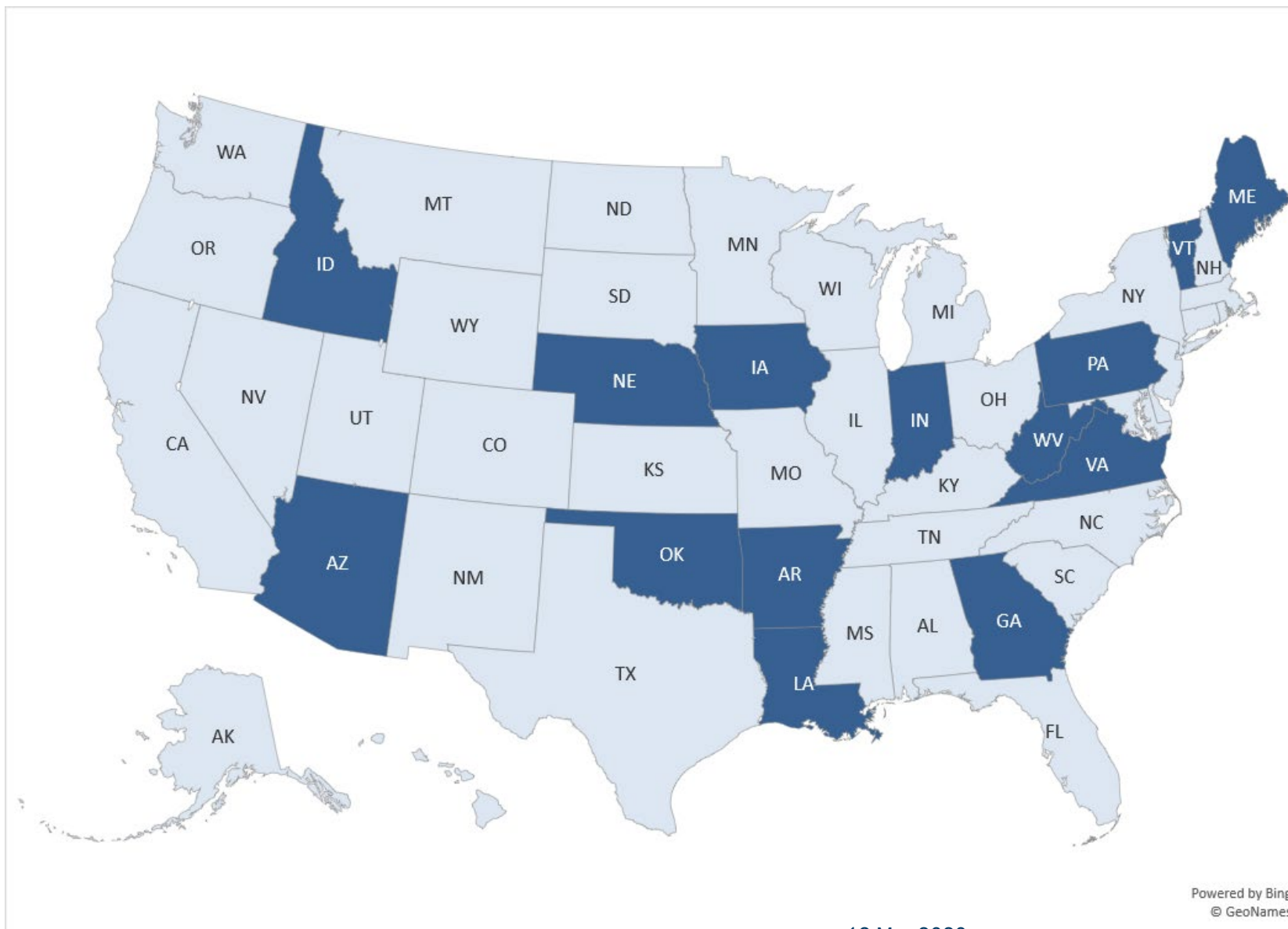
FY 2018 Digital Literacy Projects

Activity Modes



- *62% involved instruction: programs, presentations/performances, consultations*
- *24% involved content acquisition and creation*

14 States had Broadband Projects in FY18

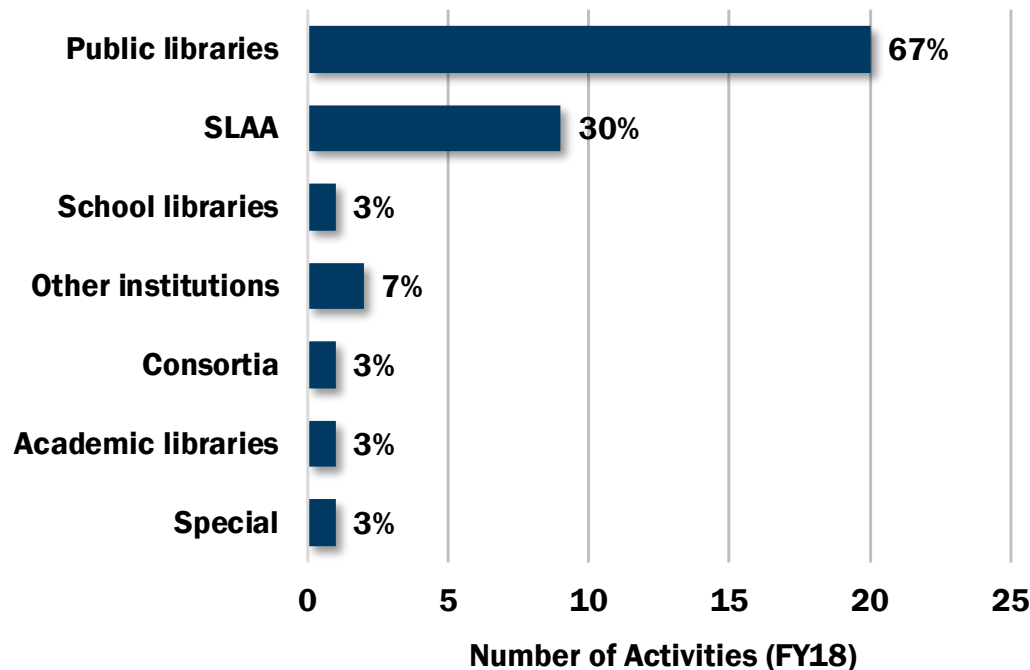


- **15** Projects
- **30** Activities
- **\$3.2M** Total Budget
- **\$116,765** Median (per project)
- **6.7%** Exemplary

None of the five territories reported projects in this area

FY 2018 Broadband Projects: Implementers* and Partners

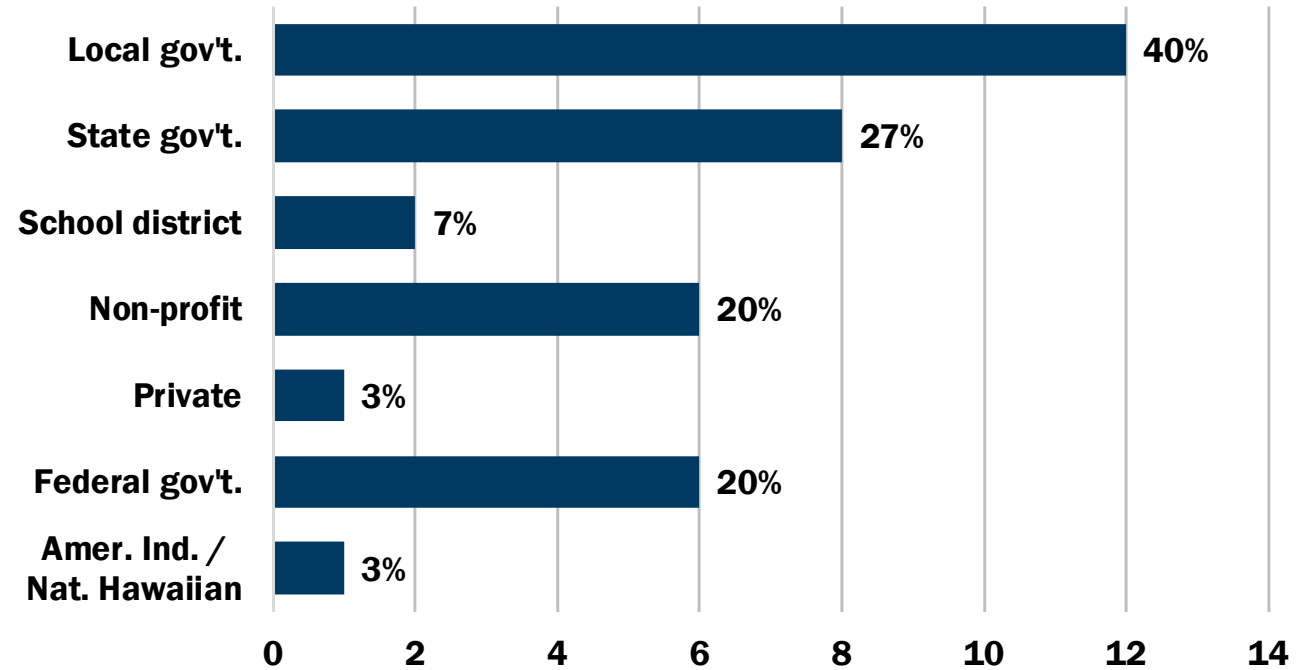
Implementing Sites (Locale)



All Projects: Public libraries (42%), SLAAs (25%)

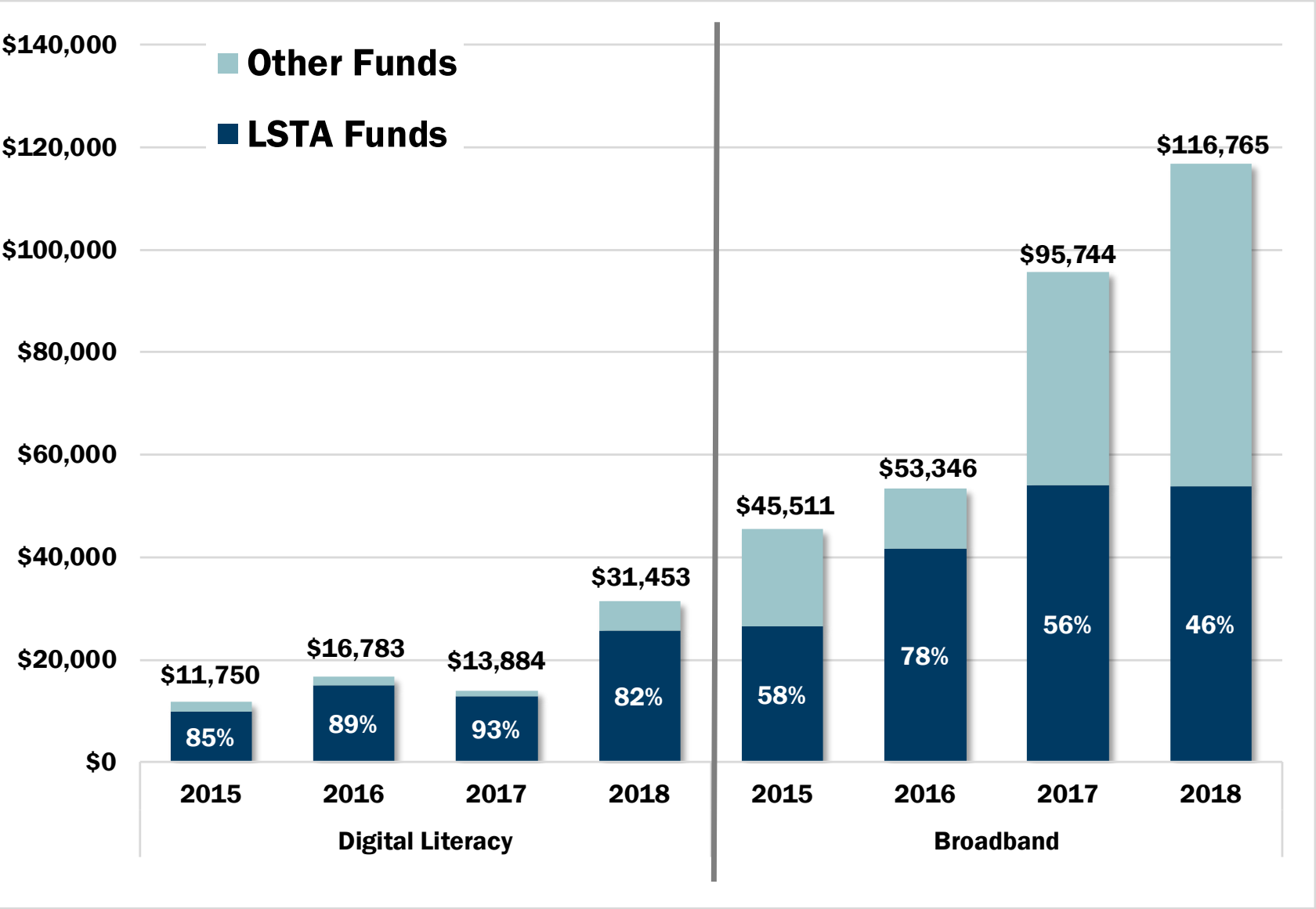
**Optional information in the SPR*

Partner Areas



All projects: Local government (60%), School districts (25%) and State government (47%)

Median Project Budgets by Source of Funds, FY15-FY18



\$XX,XXX = total budget
XX% shows percent of total budget from LSTA funds

- *Broadband - more expensive than digital literacy projects*
- *Total budget for broadband projects more than doubled since FY15*
- *Digital literacy – higher percent from LSTA funds than broadband (82% vs. 46% in FY18)*