

Washington State Library Library Services and Technology Act Five-Year Evaluation Report 2008-2012

An independent evaluation of the use of Library Services and Technology Act (LSTA) funding in Washington,
prepared for the Washington State Library.



March, 2012

Evaluators

University of Washington Information School
Mike Crandall, Senior Lecturer & Chair, MSIM Program
Samantha Becker, Research Manager
Jordan Eschler, Research Assistant
Cortney Leach, Research Assistant

This project was funded by the Institute of Museum and Library Services (IMLS) through the Library Services and Technology Act (LSTA)

Acknowledgements

Office of the Secretary of State

Sam Reed, Secretary of State
Rand Simmons, Acting Washington State Librarian

Washington State Library Staff, *especially*

Jeff Martin, Acting Library Development Program Manager
Gary Bortel, IT Services Manager
Jennifer Fenton, CE/Training Coordinator
Danielle Miller, WTBBL Program Manager
Carolyn Petersen, Assistant Library Development Program Manager
Evan Robb, Project Manager
Laura Sherbo, ILS Program Manager
Martha Shinnars, Assistant Library Development Program Manager
Jeremy Stroud, Communication Consultant
Will Stuiivenga, Cooperative Projects Manager
Anne Yarbrough, LSTA Grants Manager

Library Council of Washington

Barbara Arnett, Williams Kastner, *Special Libraries*
Benita Brown, Sacajawea Elementary School, *School Libraries*
Harry Bruce, University of Washington Information School, *Ex-Officio*
Nancy A. Bunker, Whitworth University Library, *Academic 4-Year*
M. Kate Burton, Fort Vancouver High School Library, *School Libraries*
Eliza Dresang, University of Washington Information School, *Ex-Officio (Alternate)*
Geoff Fitzpatrick, Whatcom County Library System, *Information Technology*
Lillian Heytvelt, Denny Ashby Library, *Rural Libraries*
Pricilla Ice, Spokane County Library District, *Information Technology*
Valerie McBeth, Lummi Library, Northwest Indian College, *Special Libraries*
Pat Partovi, Spokane Public Library, *Public Libraries Serving Over 100,000*
Ana Cristina Romero-Figueroa, Walla Walla County Rural Library District, *Cultural Diversity*
Mary Jo Torgeson, Puyallup Public Library, *Public Libraries Serving Under 100,000*
Joan Weber, Yakima Valley Community College, *Academic 2-Year*
Valerie Wonder, Seattle Public Library, *Disadvantaged Populations*

Table of Contents

Executive Summary	6
1. Overview of Evaluation Methods	15
2. Retrospective Questions	22
Goal 1: Access to Library Resources	25
Program: Statewide Database Licensing	26
Program: Off the Page Downloadable Audiobooks and eBooks	28
Program: Washington Preservation Initiative	29
Program: Connecting to Collections Supplemental Funding.....	29
Program: Washington Rural Heritage	30
Program: One Book	31
Program: Youth Services.....	32
Program: Supporting Student Success	34
Goal 2: Community Needs	36
Program: Department of Corrections and Institutional Library Staffing.....	37
Program: Washington Talking Book & Braille Library	39
Program: Targeted Competitive Grants – Renew Washington	41
Program: Underserved and Special Populations Consulting.....	42
Goal 3: Services to the Library Community	45
Program: Continuing Education & Training and Organizational Memberships	46
Program: IT Consulting, Technical Assistance, and Purchases	49
Program: Broadband Planning & Support	50
Program: K-20 Network.....	51
Program: Wayfinder: The Catalog of Washington Libraries.....	51
Program: Ask WA Virtual Reference Services.....	53
Program: Information Literacy in WA Community & Technical Colleges.....	54
3. Process Questions: How WSL makes decisions regarding the use of LSTA funds.....	56
4. Prospective Questions: The next five years.....	60
Annexes	66
Appendix A: List of Acronyms	66
Appendix B: List of Persons Interviewed	68
Appendix C: Bibliography of Documents Reviewed	69

Appendix D: LSTA Program Expenditures, 2008-2012 (Actual and Projected)	73
Appendix E: Locations of 2008 -2011 WSL LSTA Grant Recipients	74
Appendix F: Washington State Library Staff Interview Protocol	76
Appendix G: Library Council of Washington Focus Group Protocol	81
Appendix H: Focus Group Protocol for Selected Programs	84
Appendix I: Survey of Washington Library Community – Survey Instrument	87
Appendix J: Responses to Survey of Washington Library Community	99

Table of Figures

Figure 1: Actual and projected expenditures for evaluated programs by 5-Year Plan goal as percentage of total expenditures, 2008-2012	7
Figure 2: Programs included in this evaluation and research methods employed.....	16
Figure 3: Analysis approach.....	21
Figure 4: Evaluated programs listed by primary WSL LSTA 5-Year Plan goal and LSTA priorities served	23
Figure 5: Actual and projected expenditures for evaluated programs by 5-Year Plan goal as percentage of total expenditures, 2008-2012	24
Figure 6: Ranking of current program contribution to enhanced and expanded services for Washington residents by survey respondents	24
Figure 7: Statewide Database Licensing Participating Institutions by Type, July 2011-June 2012	27
Figure 8: Supporting Student Success grantee activities by number and proportion of grantees, 2008-2010.....	35
Figure 9: Main activities conducted by Renew Washington grantees per grantee reports, 2009 and 2010.....	42
Figure 10: Number and proportion of CE grants awarded in periods 2008 and 2010, by focus area	47
Figure 11: Proportion of institutions participating in WSL Continuing Education opportunities by type, 2008-2010	48

Executive Summary

This evaluation effort has been primarily designed to assist the Washington State Library (WSL) administration and program managers, as well as the Library Council of Washington (LCW), the State Library's chief advisory body, with planning and program improvement related to Library Services and Technology Act (LSTA) funding. This evaluation also provides the Institute of Museum and Library Services (IMLS) with a critical examination of the use of LSTA funding by WSL during federal fiscal years 2008-2012 to support LSTA priorities in compliance with IMLS reporting requirements. Additionally, this evaluation provides the State of Washington, Office of the Secretary of State, and the citizens of Washington State with information regarding the effectiveness and value of WSL activities and of state Maintenance of Effort (MOE) funding.

Main findings: WSL programs have contributed to the achievement of goals outlined in the 2008-2012 LSTA 5-Year Plan

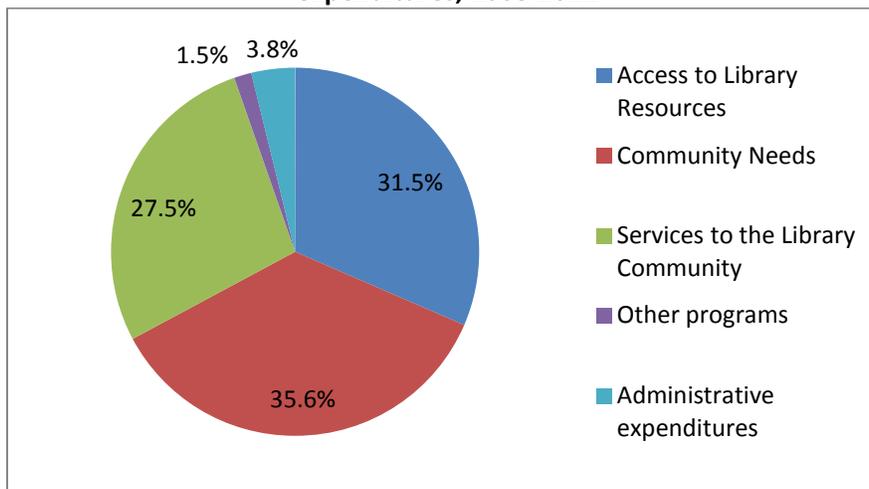
In consultation with WSL, 19 programs about which substantive performance and budget data is available were selected for evaluation. The programs included in the evaluation represent roughly 95 percent of total actual and proposed 2008-2012 LSTA expenditures. To facilitate analysis, each program was associated with the WSL LSTA 5-Year Plan goal they primarily serve.

The goals outlined in WSL's LSTA 5-Year Plan are as follows:

1. **Access to Library Resources:** Washingtonians will have increased physical and remote access to traditional and digital library resources in all areas of the state.
2. **Community Needs:** Washington libraries will provide enhanced and expanded library services, resources, and programs to all segments of their communities.
3. **Services to the Library Community:** Promote delivery, development, expansion, and improvement of library services in all types of libraries through the use of consulting, training, and collaboration in order to better serve all of the people of Washington.

Actual and projected 2008-2012 LSTA expenditures, which equal \$17,202,232, were fairly evenly distributed among the three goal areas (Figure 1).

Figure 1: Actual and projected expenditures for evaluated programs by 5-Year Plan goal as percentage of total expenditures, 2008-2012



Goal 1: Access to Library Resources

Overall, WSL programs substantially contributed to increased access to library resources for Washington residents in all areas of the state. This goal primarily reflects the following congressional priorities identified in the IMLS Grants to States Program:

- *Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills*

Eight programs serving this goal were evaluated. These programs represent \$5,422,455 or 31.5 percent of all actual and projected 2008-2012 LSTA expenditures:

- Statewide Database Licensing
- *Off the Page* Downloadable Audiobooks & eBooks
- Washington Preservation Initiative
- Connecting to Collections Supplemental Grants
- Washington Rural Heritage
- One Book
- Youth Services Programs
- Supporting Student Success

Collectively, these eight programs were highly successful in expanding access to library resources in Washington. The strategies were balanced between increasing access to electronic resources for all Washingtonians through databases and downloadable resources; ensuring continuing and expanded access to historical materials through preservation and digitization initiatives; and targeting special activities to youth and diverse populations. These activities were particularly effective at permitting small and rural Washington public libraries and public school libraries to provide access to electronic resources to their communities at a level they would

have otherwise been unable to provide. This was largely due to the Washington State Library leveraging its buying and convening power, and to the strategic expenditure of LSTA funding.

In the evaluation survey, the Washington library community consistently ranked these eight programs as among the most effective and important of all WSL LSTA programs. Statewide Database Licensing was rated as the program that has most contributed to enhanced and expanded services for Washington residents; *Off the Page* was rated second highest; and Washington Rural Heritage and Youth Services tied for 5th highest contributor.

Beyond increasing access to library services, among the important outcomes emerging from these programs reported by participants was an increase in visibility and awareness of library services; improved coordination and shared learning among libraries; and increased opportunities for collaboration and partnerships with other community organizations, particularly K-12 schools.

Program highlights

- **Statewide Database Licensing:** This program coordinates approximately 2,000 Washington libraries to purchase a discounted statewide license to a package of nearly 6,000 online journals. Through centralized negotiation, the annual 2010 database package licensing fee was \$500,000, substantially less than “list price,” which the vendor estimated at \$22.5 million if each library participating library were to purchase it independently. In 2011, this cooperative program engaged 100 percent of state Educational Service Districts; 100 percent of Community and Technical College libraries; 97 percent of public library systems; 86 percent of federally recognized tribes; more than half of all 4-year academic institutions; and the majority of Washington medical libraries.¹
- **Off the Page Downloadable Audiobooks and eBooks:** This program increases the ability of Washington State residents to access downloadable audiobooks and eBooks. Since 2008, *Off the Page* (OTP) has reached 78 percent (n=49) of Washington public library systems and 35 percent (n=683) of K-12 public schools.² Additionally, the OverDrive consortium, which expands access to audiobook and eBook materials, currently includes 55 percent (n=26) of public libraries with legal service populations under 100,000.³ WSL program managers estimate a total of 23,280 Washingtonians were served by OTP in calendar years 2010 and 2011.
- **Washington Rural Heritage:** Washington Rural Heritage (WRH) helps small, rural public and tribal libraries digitize and increase access to historically unique materials for Washington residents. WRH directly engages approximately 38 percent of eligible Washington library systems. For each library that has received WRH grant support, five additional community-based organizations have engaged as partners. Use of the collection has increased steadily since the online portal launched in 2008: item-levels views numbered 11,482 in 2008, rose to 116,262 in 2009, and reached 202,457 in 2010, a 17-fold increase over the three reporting periods.

¹ Percentages based on information from 2009 IMLS Public Library Survey; Washington State Board of Community and Technical Colleges; Washington Higher Education Coordination Board; National Network of Libraries of Medicine; Washington State Governors Office of Indian Affairs; and Washington State Office of Superintendent of Public Instruction.

² Washington State Office of Superintendent of Public Instruction reports 1,947 unique public schools as of October 2011

³ IMLS 2009 Public Library Survey reports 76.1 percent, or 47 of Washington’s 63 libraries, serve populations of less than 100,000

Goal 2: Community Needs

WSL program activities resulted in enhanced and expanded library services, resources, and programs for all segments of Washington communities. This goal reflects the following congressional priorities identified in the IMLS Grants to States Program:

- *Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills*
- *Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 990(2) of title 42) applicable to a family size involved*

Four programs serving Goal 2 were evaluated: the Department of Corrections and Institutional Library Staffing; the Washington Talking Book & Braille Library; Renew Washington; and Underserved and Special Populations Consulting. These programs represent \$6,129,054 or 35.6 percent of all actual and projected 2008-2012 LSTA expenditures.

These four programs represent the largest area of expenditure of LSTA funding, with the Department of Corrections and Institutional Library Staffing (DOC) and the Washington Talking Book & Braille Library (WTBBL) representing the first and third highest program expenditures among all LSTA programs. Although those programs included in the Washington State library community survey were considered effective in achieving their programmatic goals, the Department of Corrections and Institutional Staffing, Washington Talking Book & Braille Library, and the Renew Washington programs were ranked by survey participants in the bottom half in terms of their contribution to enhanced and expanded services for Washington residents.

To address the needs of Washington's underserved and special populations, the DOC libraries and WTBBL have relied on a high proportion of LSTA funding. This relatively high, ongoing commitment of LSTA funding affects the State Library's ability to support new programs aimed at meeting emerging needs or do outreach to other underserved populations that might also benefit from WSL investment. It may be necessary for WSL to begin working with DOC libraries and WTBBL to reduce dependence on the use of LSTA funding.

Program highlights

- **Washington Talking Book & Braille Library:** The Washington Talking Book & Braille Library (WTBBL) program increases access to library materials for residents of the state by circulating printed materials in formats suitable for individuals with visual impairments, physical handicaps, or learning disabilities. WTBBL was awarded the 2009 Network Library of the Year Award by the National Library Service for the Blind and Physically Handicapped.
- **Renew Washington:** This program was a "ground-up" response to increasingly difficult economic times for the residents of Washington State. The program awarded 25 grants to Washington libraries and served over 39,000 individuals through training classes and one-on-one help. Grantees also reported that partnerships forged or strengthened through Renew WA are ongoing, resulting in referrals for community members and resource sharing. WSL successfully leveraged its LSTA investment to receive

an additional \$515,867 in support from the Bill and Melinda Gates Foundation, resulting in additional public library grants, peer learning for the State Library and grantees, and promotional activities.

- **Underserved and Special Populations Consulting:** The Underserved and Special Populations Consulting (USP) program's purpose is to increase the capacity of underserved mid-to-small, rural, and tribal libraries to serve their communities. WSL estimates 10,117 people were served through USP in periods 2008 through 2010. As a result of this program, 104 public library buildings and 3 tribal libraries will receive enhanced broadband connectivity through coordination with NoaNet's BTOP grant application; 21 library staff received grants to attend rural and tribal library conferences; 278 board members at 16 public libraries were trained; and 680 webinar sessions on subjects aimed at rural libraries were logged by Washington library staff.

Goal 3: Services to the Library Community

WSL programs were successful in promoting delivery, development, expansion, and improvement of library services in all types of libraries through consulting, training, and collaboration. This goal reflects the following congressional priorities identified in the IMLS Grants to States Program:

- *Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services*
- *Enhance efforts to recruit future professionals to the field of library and information service.*
- *Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality and access to library and information service.*
- *Develop public and private partnerships with other agencies and community-based organizations.*
- *Develop library services that provide all users access to information through local, state, regional, and international collaborations and networks*

Seven programs representing \$4,728,561 or 27.5 percent of all actual and projected 2008-2012 LSTA expenditures serving this goal were evaluated:

- Continuing Education & Training and Organizational Memberships
- IT Consulting, Technical Assistance, and Purchases
- Broadband Planning and Support
- K-20 Network
- Wayfinder: The Catalog of Washington Libraries
- Ask WA Virtual Reference Services
- Information Literacy in WA Community & Technical Colleges

Overall, these seven programs were highly successful in enhancing the capacity of Washington libraries to serve their communities. The strategies employed by WSL to build library service capacity were diverse, and focused on improving the knowledge and skills of the current library workforce; increasing knowledge and resource sharing among libraries through networks; and enhancing and expanding the technology infrastructure of Washington libraries. These programs were especially effective at building the capacity of small and rural

libraries to provide public access technology services within their communities, and in connecting the collections and knowledge of Washington libraries to raise service levels statewide.

The continuing education (CE) opportunities offered through WSL have been particularly valuable to the Washington library community. Respondents to the evaluation survey ranked CE the 4th highest contributing program to enhanced and expanded library services for Washington residents. Informants of all types indicated that library training and travel budgets for staff had been cut drastically over the past few years, making most training opportunities out of reach without supplemental funding and centralized coordination from the State Library. Additionally, respondents ranked helping libraries connect to and use high-speed broadband as the 4th most important program focus area in the coming five years, confirming the relevance of WSL investments in library connectivity.

Important outcomes identified by stakeholders as a result of these programs included an increased ability to serve underserved populations, particularly in rural areas; enhanced capacity to use technology in the delivery of library services, such as round-the-clock virtual reference; and the creation and dissemination of new knowledge that benefits the library community as a whole. Successful outcomes resulting from these programs can be largely attributed to WSL's ability to convene and encourage collaboration among Washington libraries.

Program highlights

- **Continuing Education & Training and Organizational Memberships:** The Continuing Education & Training (CE) and Organizational Memberships programs advance the knowledge and skills of Washington's library workforce through provision and support of training opportunities. In periods 2008 to 2010, staff from 457 distinct organizations participated in trainings delivered through WSL. Additionally, the number of library staff who have accessed WebJunction Washington resources increased by over 21 percent between periods 2008 and 2010. In a survey of 784 CE participants, 93 percent reported they were able to incorporate trainings into their daily work and were more effective as a result.⁴
- **Ask WA Virtual Reference Services (Ask WA):** Ask WA provides online reference services that address the informational and educational needs of all Washington residents. In 2009, WSL reported an answer rate of 82 percent, which is higher than QuestionPoint's national rate of 63.4 percent. Ask WA engages 97 percent (n=32) of Washington Community and Technical Colleges; 54 percent (n=13) of public libraries serving populations of over 30,000; 18 percent (n=7) of public libraries serving populations under 30,000; and is available to all Washington residents.
- **Information Literacy in WA Community & Technical Colleges:** IL-CTC program activities have engaged 94 librarians and 47 discipline faculty at 88 percent (n=30) of Washington CTCs to help build information literacy (IL) instruction practice and enhance student outcomes.⁵ The IL-CTC program's 34 projects have produced a large amount of data which will help the Washington library community better understand

⁴ The six trainings selected by WSL for evaluation included Autism Awareness and Understanding the Mysteries of the Teenage Brain (2008); Serving Patrons with Disabilities More Effectively and Presenting Storytime with Jane Cobb (2009); Successful Volunteer Engagement and Providing Library Services across Cultures (2010).

⁵ Proportion based on 34 members of Washington State Board for Community & Technical Colleges, http://www.sbctc.edu/general/c_index.aspx

IL instruction best practices, especially for basic skills students, as well as the lasting impact of information literacy instruction on student learning.

WSL endeavors to meet the needs of Washington libraries and communities despite budget challenges

The Washington State Library actively employs a variety of mechanisms to ensure strategic decisions reflect the needs of the Washington library community and the residents of Washington State. Minor mid-course adjustments were made to LSTA programs to maximize outcomes, and new programs have been developed with input from feedback channels such as advisory bodies and relevant data, as well as in response to changes in the policy environment. Many decisions made by WSL over the past five years have been based on maintenance of ongoing programs, as feedback channels indicated the need for these programs has not changed.

Many decisions have also been made in response to budget pressures and cuts. Since the beginning of the 2007-2009 biennium, WSL's total budget has fallen by 37 percent and the number of FTE staff has decreased by 33 percent. Over the past ten years, WSL's staffing levels have fallen by 57.7 percent, and operating funds have decreased by 45 percent while the average state library agency has seen an operating budget decrease of 24.1 percent.⁶ Accordingly, many of WSL's decisions during this period have been the result of rapid triage in response to dramatic budget reductions and have resulted in lower levels of service to the state's libraries. The state's financial challenges have also affected the ability of WSL to meet its LSTA Maintenance of Effort requirement. There is no foreseeable change to this trend.

Focus on the future: recommendations for the next five years

The WSL's most significant strength is its ability to convene and promote collaboration between and among libraries of all types in the state. Building on this strength, analysis of past performance, and emerging priorities for WSL and Washington libraries, six main recommendations for the Washington State Library have surfaced with regard to future activity funded through LSTA.

1. Support library services for technology and digital literacy development in Washington communities

Beyond having access to information technologies, Washington residents need to understand how to use them and navigate digital content effectively to achieve their educational, economic, and social goals. WSL should focus on launching programs to enhance the digital literacy skills of Washington residents through local libraries, as opposed to delivering direct services to Washingtonians; this approach both increases program efficacy in terms of meeting local needs and provides libraries with additional collateral upon which to build community support. Investing in the advancement of digital literacy skills in Washington communities would directly support the LSTA priority of expanding services to support digital literacy skills.

⁶ Swan, D. W., Owens, T., Miller, K., Beamer, D., Bechtle, S., Dorinski, S., Freeman, M., Sheckells, C. (2011). *State Library Agencies Survey: Fiscal Year 2010 (IMLS-2012-StLA-01)*. Institute of Museum and Library Services. Washington, DC

2. Support local library staff technology competencies and learning

WSL should enhance and expand continuing education and training opportunities for Washington library staff, especially for advancing technology competencies. Increasing the skills and knowledge of local library staff builds library capacity, amplifies the local library's value within the community, and introduces efficiencies that will result in more Washington residents being served. Supporting local library staff technology competencies and learning advances the LSTA priority of staffing libraries with competent professionals equipped to help Washington communities become more digitally inclusive.

3. Enable Washington residents to access new digital content

As Washington residents increasingly look for and consume information in digital formats, local libraries need to respond by providing enhanced access to digital content. WSL has increased the capacity of libraries to meet this need, which enhances the relevance and contributes to the sustainability of local libraries. WSL should continue to invest in programs that increase the capacity of local libraries to provide access to digital content. Enabling Washington residents to access new digital content will advance the LSTA priorities of providing access to information and resources in a variety of formats, enhancing coordination and linkages among and between libraries, as well as the larger LSTA goal of ensuring preservation of knowledge. At the same time, WSL needs to remain cautious about committing ongoing programmatic funding through LSTA grants; goals for increasing local library investment and strategies for reducing ongoing LSTA funding of these programs should be included in strategic plans going forward.

4. Serve as a convener, enabling libraries to leverage collective knowledge

To help Washington libraries face new challenges and thrive, WSL should invest in more programs that encourage sharing of best practices among libraries, and find new ways to enable communities of practice to connect and help one another. By amplifying the ability of local libraries to serve Washington residents, rather than acting as a direct service-provider, WSL is making an efficient and effective investment. Local libraries are better situated to understand the needs of their communities and match services to them. Additionally, empowering local libraries to meet the needs of their communities increases their legitimacy and sustainability, and advances the LSTA priority of improving information services through collaborations and networks.

5. Align programming with goal of seeding innovation

WSL is uniquely suited to "get out in front of" and respond to emerging challenges on behalf of the library community. To accomplish this, WSL should establish an ongoing program with a dedicated funding stream to seed short-term projects that address new needs through innovation. WSL's performance benchmark for innovation projects should be the production and dissemination of new knowledge. To provide funding for innovative efforts, WSL should review all programs and consider developing alternative revenue streams through partnerships or reassigning those ongoing programs to other service providers that serve niche audiences, use a disproportionate amount of LSTA funding, or serve limited goals related to the Act.

6. Build outcome-based evaluation plans into programs at their inception

WSL internal and external stakeholders struggle with assessing program impact and making strategic decisions. While the economic stressors encountered by WSL during the past 5-years have contributed to a focus on maintaining service levels rather than making strategic decisions in terms of LSTA goals, much of this difficulty can be ascribed to a lack of consistent gathering of performance metrics, unclear or undefined programmatic theory of change (how program inputs and activities are expected to contribute to desired outcomes), and difficulty placing programmatic strategies in terms of long-term outcome goals. To address the need for more strategic decision making, WSL should build evaluation plans and performance indicators into programs during the planning phase. Building a performance management plan into each program will enhance the ability of the Library Council of Washington and WSL administrators to assess the relative success of program strategies and make adjustments to maximize contribution to the achievement of LSTA priorities. Changing the role performance data plays in decision-making at WSL represents a cultural shift and will require ongoing championing on the part of WSL leadership to be successful. To facilitate this shift, the evaluators recommend WSL set a benchmark of establishing outcome-based evaluation plans for at least 20 percent of current LSTA programs by January of 2013. Additionally, WSL should establish a goal of transparency and endeavor to clearly articulate and share with stakeholders and staff programmatic theories of change, strategies, and performance measurement to ensure they are well understood across stakeholders.

1. Overview of Evaluation Methods

Evaluation approach, intended users, and uses

To achieve a rigorous and objective evaluation of Library Services and Technology Act (LSTA) funded activities, the Washington State Library contracted with the University of Washington Information School to serve as the evaluator. Samantha Becker served as research project manager for this evaluation; Ms. Becker has a professional background in public policy and librarianship, with broad experience designing and conducting outcome-based evaluation efforts, facilitating productive dialogue between diverse stakeholders, and project management in the library field.

This evaluation effort has been primarily designed to assist the Washington State Library (WSL) administration and program managers, as well as the Library Council of Washington (LCW), the State Library's chief advisory body, with planning and program improvement. The evaluation also provides the Institute of Museum and Library Services (IMLS) with a critical examination of the use of LSTA funding by the WSL during federal fiscal years 2008-2012 to support LSTA priorities in compliance with IMLS reporting requirements. Additionally, this evaluation provides the Washington Office of the Secretary of State and the residents of Washington State with information regarding the effectiveness and value of WSL activities and of state Maintenance of Effort (MOE) funding.

Evaluation questions

Per IMLS guidelines, this evaluation sought to address the following primary questions regarding the Washington State Library's use of LSTA funding during federal fiscal years 2008 through 2012:

- **Retrospective questions** regarding how activities undertaken through the state's LSTA plan achieved results related to priorities identified in the Act; the extent to which these results are due to choices made in the selection of strategies; the extent to which these results relate to subsequent implementation; and to what extent programs and services benefited targeted individuals and groups.
- **Process questions** about how performance metrics have been used by WSL to guide policy and managerial decisions affecting LSTA supported programs and services; whether modifications were made to the 5-Year Plan and if so, how performance metrics were used in guiding those decisions; and identification of important challenges to using outcome-based data to guide policy and managerial decisions experienced by WSL over the past five years.
- **Prospective questions** regarding how WSL plans to share performance metrics and other evaluation-related information within and outside the State Library to inform policy and administrative decisions during the next five years; how performance data collected and analyzed to date can be used to identify benchmarks in the upcoming 5-Year Plan; and key lessons learned by WSL about the use of outcome-based evaluation that other states could benefit from knowing.

In addition, WSL asked the evaluators to make recommendations regarding future programming, and develop indicators of program success in preparation for their next 5-Year Plan.

Evaluation methodology

This evaluation employed a mixed methods approach to engage stakeholders and gather qualitative and quantitative data regarding the activities, performance, and value of programs funded by LSTA. The evaluators collected data through review of program documentation, budgets, and grantee reports provided by WSL; in-depth interviews with WSL administrators and program managers; a focus group with the Library Council of Washington; four deep-dive focus groups for six selected high-investment and/or ongoing programs; and a survey of the Washington library community. A list of programs included in this evaluation and methodology applied to each can be found in Figure 2.

Figure 2: Programs included in this evaluation and research methods employed

Program	Research Methodology Employed					
	WSL Reports	In-depth WSL Staff Interview	Survey of WA Library Community	LCW Focus Group	Deep Dive Program Focus Group	Grantee Reports
Statewide Database Licensing	x	x	x	x	x	
Off the Page Downloadable Audiobooks and eBooks	x	x	x	x	x	
Washington Preservation Initiative	x	x				x
Connecting to Collections Supplemental Grants	x					
Washington Rural Heritage	x	x	x	x	x	x
OneBook	x	x				x
Youth Services Programs	x	x	x	x	x	x
Supporting Student Success	x	x	x	x	x	x
Department of Corrections & Institutional Library Staffing	x	x	x	x		
Washington Talking Book & Braille Library	x	x	x	x		
Targeted Competitive Grants - Renew Washington	x	x	x			x
Underserved and Special Populations Consulting	x	x				
Continuing Education & Training, and Organizational Memberships	x	x	x	x	x	x
IT Consulting, Technical Assistance, and Purchases	x	x				
Broadband Planning and Support	x	x				
K-20 Network	x	x				
Wayfinder Catalog	x	x	x	x		
Ask-WA Virtual Reference Services	x	x	x	x		
Information Literacy in WA Community & Technical Colleges	x	x	x			x

In consultation with WSL, the evaluators selected 19 programs for evaluation about which substantive performance and budget data is available; consequently, much of this evaluation focuses on activities that took place in periods 2008 through 2010. The programs included in this evaluation represent roughly 95 percent of total actual and proposed 2008-2012 LSTA expenditures. A full account of 2008-2012 LSTA expenditures by program cost center can be referenced in Appendix D of this report.

Funds expended on purely administrative activities were not included in this evaluation. Emerging programs that may not have had adequate time to generate outcomes or related data were also excluded from this evaluation. Promising programs slated to launch in 2012 that are not included in this evaluation are as follows:

- **Connecting Libraries through Resource Sharing:** small grants for materials purchases to encourage interlibrary borrowing among libraries that do not currently have formalized interlibrary loan agreements
- **Transforming Life After 50:** project grants to help libraries provide services to and engage adults over 50 who are not yet seniors
- **eBook and eReader Pilot Project:** a program to place eReaders in a limited number of libraries for the purpose of gathering information about the libraries' experiences and developing best practices
- **K-12 Project:** LSTA funds will be used to develop and implement a new initiative to meet the needs of K-12 libraries and staff based on input from Washington Library Media Specialist Association membership and the K-12 library community

Program documentation provided by the Washington State Library

WSL provided the evaluators with extensive documentation regarding LSTA-funded programs. A bibliography of documents reviewed is located in Appendix C. The documents reviewed for this evaluation included budgets, program work plans, grant application guidelines, grantee reports and evaluations, annual reports to the IMLS, web analytics for online resources and services, and other technical documents.

The evaluators used WSL documentation to create detailed program profiles. The program profiles facilitated comparison of levels of investment and performance between and among programs funded by LSTA, and served as the basis for analysis and the formation of subsequent recommendations regarding future activities.

In-depth interviews with Washington State Library program managers and administrators

The evaluators conducted one-hour interviews with seven WSL program managers to contextualize the documentation provided, and to better understand strategy choices, program results, as well as perceived challenges and opportunities. Generally, program managers are responsible for multiple LSTA programs. The evaluators also conducted several multi-hour interviews with both the Acting State Librarian and Acting Library Development Program Manager. In addition to probing about results related to priorities identified in the Act, the evaluators asked the administrators prospective questions about future LSTA program priorities: how WSL plans to collect, use, and share performance metrics and other evaluation information during the next five years; and key lessons learned about outcome-based evaluation that other state library agencies would benefit from knowing. The WSL staff and administrators interviewed are listed in Appendix B. The WSL staff interview protocol can be found in Appendix F of this report.

Focus group with the Library Council of Washington

The mission of the Library Council of Washington (LCW), the State Library's advisory body, is to promote access to library services and information resources for all people of Washington State. To meet this commitment, the Council's membership represents the broadest possible range of library community interests. The Council assists in the development, implementation, and evaluation of statewide library development plans and long range LSTA plans. The Council also advises the State Librarian and the Office of the Secretary of State on the use of federal funds.

A two-hour focus group with the LCW was conducted on November 10, 2011 following the Council's quarterly meeting. The purpose of the focus group was to better understand:

- How the advisory body views the efficacy of policy and program choices with reference to LSTA goals;
- How strategies have changed over the past five years and how those changes might be influenced by data; and
- Lessons learned through LSTA-funded programs that may influence shifts in strategy over the next five years.

The Council was also asked about their strategic decision making processes, how they evaluate program performance, and its vision for LSTA-funded programming over the next five years. The LCW focus group protocol can be found in Appendix G of this report. Because they account for a significant outlay of LSTA funding and are ongoing, retrospective inquiry with the Council focused on the performance of the following programs:

- Statewide Database Licensing
- Ask WA Statewide Cooperative Virtual Reference Services
- Wayfinder: The Catalog of Washington Libraries
- Washington Rural Heritage
- *Off the Page*: Downloadable Audiobooks and eBooks
- Continuing Education & Training and Organizational Memberships
- Washington Talking Book & Braille Library
- Department of Corrections & Institutional Library Staffing
- Youth Services Programs
- Supporting Student Success

Deep-dive focus groups for selected programs

Six high-value, high-visibility programs were selected for in-depth assessment in consultation with WSL administrators:

- Statewide Database Licensing
- *Off the Page* Downloadable Audiobooks and eBooks
- Washington Rural Heritage
- Continuing Education & Training and Organizational Memberships
- Youth Services
- Supporting Student Success

The purpose of each focus group was to learn about perceptions of program outcomes, opportunities and challenges grantees and participants have experienced or observed in the implementation of the program, and additional supports the WSL could provide in the next five years to help libraries meet the needs of their communities. The evaluators conducted focus groups for each program with 3-4 program grantees and participants between December 13th and 16th of 2011. Due to their similarities, Statewide Database Licensing and *Off the Page* were covered during a single focus group, as were the Youth Services and Supporting Student Success programs.

Focus group participants were recruited by the evaluators from lists of grantees and program advisory committee rosters provided by the Washington State Library. Individuals from repeat grantee or participant

institutions who had also served on the program's advisory committee were favored. These individuals were considered valuable informants due to their direct experience implementing these programs and familiarity with the theory of change guiding program strategy. The deep-dive focus group protocol can be found in Appendix H of this report.

Survey of the Washington State library community

A web survey was created and deployed using the University of Washington Catalyst WebQ tool to collect information about how the Washington State library community perceives the value and efficacy of WSL LSTA programs, where the WSL could improve, and what unmet needs might be targeted through future LSTA-funded programs. The survey was designed to be completed by library staff and trustees at all types of Washington libraries.

Survey content

The evaluators and WSL administration selected 11 programs for inclusion in the survey that span multiple years of the evaluation period; have been utilized by a large segment of the Washington library community; represent the largest allocation of LSTA funding since 2008; and represent, collectively, all 5-Year Plan goals. The programs included account for roughly 73 percent of 2008-2012 actual and projected LSTA expenditures. Programs were excluded if there was likely to be low familiarity among the Washington library community with the program itself or with the program's outcomes; this included emerging programs, and programs that did not directly engage a broad segment of the library community.

The following LSTA programs were included in the survey:

- Statewide Database Licensing
- *Off the Page* Downloadable Audiobooks and eBooks
- Washington Rural Heritage
- Ask WA Statewide Cooperative Virtual Reference Services
- Wayfinder: The Catalog of Washington Libraries
- Renew Washington
- Department of Corrections & Institutional Library Staffing
- Washington Talking Book & Braille Library
- Youth Services Programs
- Supporting Student Success
- Continuing Education & Training and Organizational Memberships

Additionally, respondents were asked to evaluate WSL's overall efficacy in relation to priorities outlined in the LSTA Grants to States program, to identify strengths and threats for Washington libraries, as well as opportunities for future LSTA-related programming. Open-ended response opportunities were included throughout the survey to provide for a richer set of insights. The survey instrument can be found in Appendix I of this report.

Survey response

The survey was open for 29 days, between November 4th and December 2nd 2011, and generated 406 completed responses. The responses represent a convenience sample and are limited in their ability to represent the Washington library community as a whole. Nonetheless, survey respondents represented over 280 institutions and a wide variety of library types, roles, and geographic regions.

Responses were fairly evenly distributed among public, academic, and school libraries, though the preponderance came from public libraries (31 percent, n=126), with high participation among public library directors: 39 of Washington's 63 public library directors responded. Participation among tribal libraries was somewhat low, with roughly 14 percent (n=4) of the state's 29 federally recognized tribes responding.⁷ It is notable, however, that not every tribe may have a community library. Responses were fairly evenly dispersed among the state's three primary geographic regions. Additional detail regarding the survey methodology and responses are detailed in Appendix J of this report.

Analysis

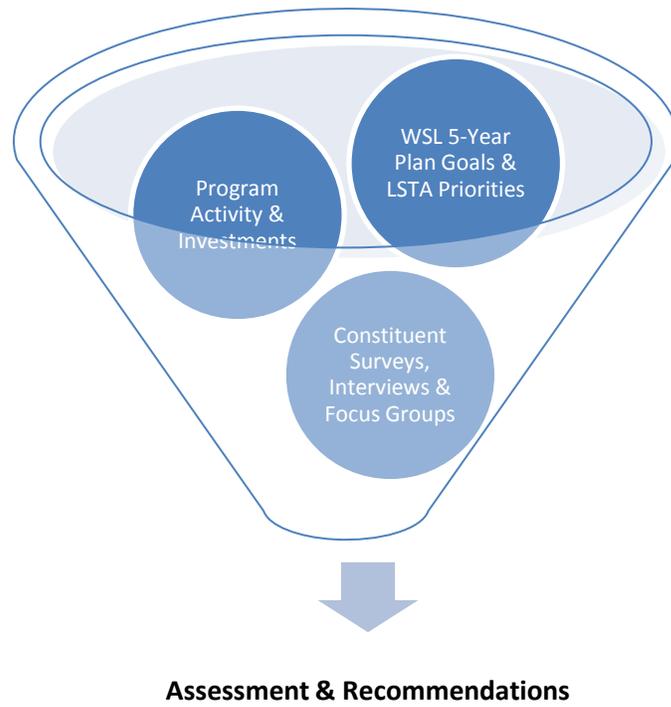
To assess contribution to the achievement of LSTA priorities and form recommendations for the next 5-Year Plan, the evaluators used a mixed methods approach to analysis, incorporating qualitative data collected through interviews and focus groups with quantitative data from surveys, technical documents, and budget analysis.

Analysis began with mapping the three main goals contained in the WSL's 5-Year LSTA Plan and the priorities identified in the LSTA Grants to States program. Using program documentation provided by WSL, the evaluators then conducted an in-depth review of all program-level goals, activities, and outcomes; based on this review, each evaluated program was assigned to the 5-Year Plan goal it had primarily served and compared against LSTA priorities.

Using findings from WSL staff and administrator interviews, the LCW focus group, and the program focus groups, as well as survey data and comments, the evaluators then incorporated and triangulated points of agreement and discord in perceptions between constituent groups. Survey data was cross tabulated by respondent role, library type, and level of engagement in WSL LSTA programs, and the stated priorities of WSL leadership and constituents were compared with actual investments to provide further depth to the analysis (Figure 3).

⁷ Proportions based on 2009 IMLS Public Library Survey and WA Governor's Office of Indian Affairs.

Figure 3: Analysis approach



2. Retrospective Questions

The following section addresses key retrospective questions regarding Washington State Library activities funded through LSTA, including how the activities undertaken through the state's LSTA 5-Year Plan achieved results related to priorities identified in the Act, and how those results were influenced by the strategies selected as well as by their implementation. This section is organized according to the three goals outlined in WSL's 5-Year Plan:

1. **Access to Library Resources:** Washingtonians will have increased physical and remote access to traditional and digital library resources in all areas of the state.
2. **Community Needs:** Washington libraries will provide enhanced and expanded library services, resources, and programs to all segments of their communities.
3. **Services to the Library Community:** Promote delivery, development, expansion, and improvement of library services in all types of libraries through the use of consulting, training, and collaboration in order to better serve all of the people of Washington.

Nineteen programs were included in this evaluation; these programs represent the major activities undertaken by WSL using LSTA funds and approximately 95 percent of all 2008-2012 actual and projected LSTA expenditures. To facilitate analysis, each program was associated with a goal from the 5-Year Plan which best represented its contribution and one or more priorities outlined in the LSTA Grants to States program. Figure 4 shows the relationship between WSL LSTA programs, WSL LSTA 5-Year Plan goals, and priorities identified in the Act.

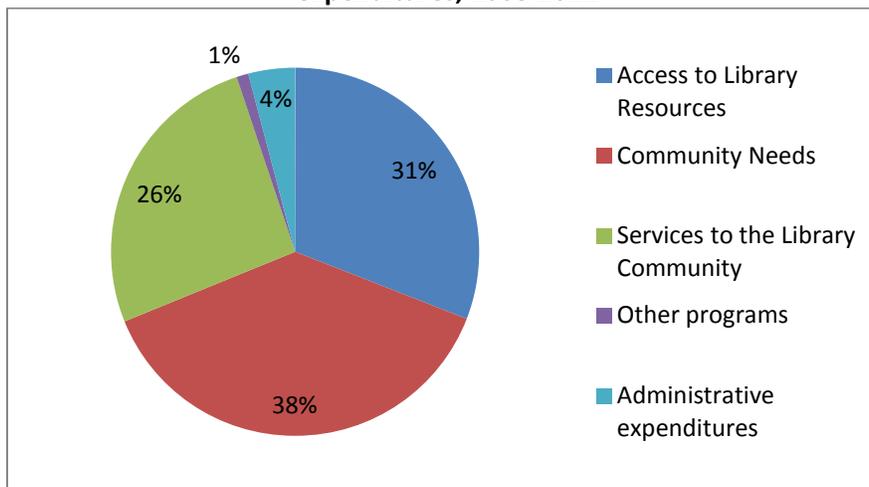
Figure 4: Evaluated programs listed by primary WSL LSTA 5-Year Plan goal and LSTA priorities served

WSL LSTA 5-Year Plan Goal	Programs Primarily Serving Goal	LSTA Priorities Served							
		Expand services and access	Diverse populations	Underserved populations	Enhance populations	Recruit future workforce	Enhance professionals	Develop external partnerships	Develop services through collaboration
Access to Library Resources: Washingtonians will have increased physical and remote access to traditional and digital library resources and services in all areas of the state	Statewide Database Licensing	x					x		x
	Off the Page Downloadable Audiobooks & eBooks	x					x		x
	Washington Preservation Initiative	x			x				
	Connecting to Collections Supplemental Grants	x						x	
	Washington Rural Heritage	x			x			x	x
	One Book	x	x					x	
	Youth Services Programs (Collaborative Summer Reading, Read to Your Baby Booklets, Youth Services Summits, Connecting the Dots)	x		x	x			x	
	Supporting Student Success	x						x	
Community Needs: Washington libraries will provide enhanced and expanded library services, resources, and programs to all segments of their communities	Department of Corrections & Institutional Library Staffing		x	x					x
	Washington Talking Book & Braille Library	x		x					
	Renew Washington		x						x
	Underserved and Special Populations Consulting		x	x	x				
Services to the Library Community: Promote delivery, development, expansion, and improvement of library services in all types of libraries through the use of consulting, training, and collaboration in order to better serve all of the people of Washington	Continuing Education & Training and Organizational Memberships					x		x	
	IT Consulting, Technical Assistance, and Purchases	x			x				
	Broadband Planning & Support	x							x
	K-20 Network	x							x
	Wayfinder Catalog	x						x	x
	Ask-WA Virtual Reference Services	x						x	x
	Information Literacy in WA Community & Technical Colleges	x		x	x				

Though each program contributed *primarily* to one of the three 5-Year Plan goal areas, there is some overlap. This is equally true of each program’s contribution to the achievement of LSTA priorities. Analysis indicates that each program contributed substantially to between two and four LSTA priorities.

As seen in Figure 5, LSTA expenditures were fairly evenly distributed among the three goal areas.

Figure 5: Actual and projected expenditures for evaluated programs by 5-Year Plan goal as percentage of total expenditures, 2008-2012



The evaluation survey asked respondents to choose three WSL LSTA programs among a selection of 12 that they perceive have contributed the most to enhanced and expanded library services for Washington residents. Figure 6 shows these programs and their ranking.

Figure 6: Ranking of current program contribution to enhanced and expanded services for Washington residents by survey respondents

Rank	Program	# votes	% respondents
1	Statewide Database Licensing	279	69%
2	<i>Off the Page</i> Downloadable Audiobooks and eBooks	165	41%
3	Ask WA Virtual Reference Services	103	25%
4	Continuing Education & Training and Organizational Memberships	88	22%
5 - tie	Washington Rural Heritage	82	20%
5 - tie	Youth Services Programs	82	20%
7	Supporting Student Success	81	20%
8	Washington Talking Book & Braille Library	76	19%
9	Renew Washington	59	15%
10	Connecting the Dots	43	11%
11	Wayfinder Catalog	35	9%
12	Department of Corrections & Institutional Library Staffing	30	7%

The remainder of this section presents analysis of how each of the 19 programs included in this evaluation achieved results related to WSL 5-Year Plan goals and to LSTA priorities; the effectiveness of these programs; how they are perceived by the Washington State library community; and suggestions for improving implementation strategies going forward.

Goal 1: Access to Library Resources

Washingtonians will have increased physical and remote access to traditional and digital library resources in all areas of the state.

This goal primarily reflects the following congressional priorities identified in the IMLS Grants to States Program:

- *Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals for all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills*

Eight programs serving this goal were evaluated. These programs represent \$5,422,455 or 31.5 percent of all actual and projected 2008-2012 LSTA expenditures:

- Statewide Database Licensing
- *Off the Page* Downloadable Audiobooks and eBooks
- Connecting to Collections Supplemental Grants
- Washington Preservation Initiative
- Washington Rural Heritage
- One Book
- Youth Services Programs
- Supporting Student Success

Collectively, these eight programs were highly successful in expanding access to library resources in Washington. The strategies were balanced between increasing access to electronic resources for all Washingtonians through databases and downloadable resources; ensuring continuing and expanded access to historical materials through preservation and digitization initiatives; and targeting special activities to youth and diverse populations. These activities were particularly effective at permitting small and rural Washington public libraries and public school libraries to achieve a level of access to electronic resources they would have otherwise been unable to provide. This was largely due to strategic leveraging of the buying and convening power of the Washington State Library.

In the evaluation survey, the Washington library community ranked these eight as among the most effective and important of all WSL LSTA programs. Statewide Database Licensing was rated as the program that has most contributed to enhanced and expanded services for Washington resident; *Off the Page* was rated second highest; and Washington Rural Heritage and Youth Services tied for 5th highest contributor.

Beyond increasing access to library services, among the important outcomes emerging from these programs reported by participants was an increase in visibility and awareness of library services; improved coordination and shared learning among libraries; and increased opportunities for collaborations and partnerships with other community organizations, particularly K-12 schools. Program participants indicated that continuing support by the Washington State Library, and in particular, a greater focus on training for new technology, would help improve outcomes in the future. Additionally, increased use of standard reporting requirements for grantees,

performance metrics for online resources, and clearer definitions of programmatic goals would help better assess contribution to strategic goals in the future.

Program: Statewide Database Licensing

The Statewide Database Licensing (SDL) program coordinates approximately 2,000 Washington libraries to purchase a discounted statewide license to a package of nearly 6,000 online journals. Database materials are aimed at serving academic, K-12, public, and special library audiences. A description of the databases included in the package can be found at <http://www.sos.wa.gov/library/libraries/projects/sdl/products.aspx>. This program represents \$1,719,484 (10.0 percent) of 2008-2012 actual and projected LSTA expenditures.

Program effectiveness

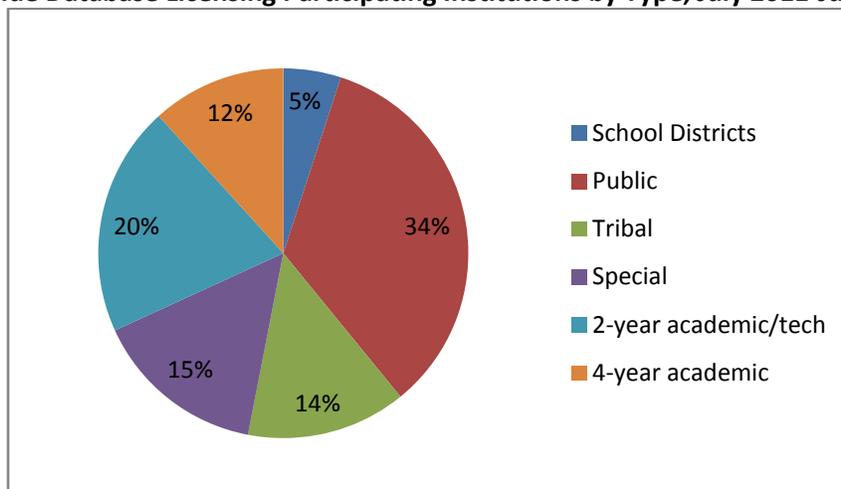
Through participation in this cooperative program, Washington libraries have realized substantial cost savings. The annual database package licensing fee was \$500,000 in 2010. By comparison, the vendor determined in 2006 that the total annual “list price” of the statewide database package would be approximately \$22.5 million if each participating library were to purchase it independently. LSTA funds are also used to subsidize 50 percent of the annual group licensing fee, saving Washington libraries \$250,000 each year in 2008 through 2012 in direct costs. In 2009, Washington libraries and their patrons conducted 6,127,804 searches in SDL databases; the WSL program manager estimates this represents between 680,867 and 1,531,951 persons served annually, or approximately 10 to 23 percent of the state’s population⁸.

Benefits from SDL have been broadly distributed among Washington libraries. The proportion of program institutions by type is detailed in Figure 7. In 2011, this cooperative program engaged 100 percent of state Educational Service Districts; 100 percent of Community and Technical College libraries; 97 percent of public library systems; 86 percent of federally recognized tribes; more than half of all 4-year academic institutions; and the majority of Washington medical libraries.⁹

⁸ Use estimates based on per person use of 2 to 3 sessions of 2 to 3 searches each per year. Coverage estimate based on 2009 Washington State Office of Financial Management population estimate.

⁹ Percentages based on information from 2009 IMLS Public Library Survey; Washington State Board of Community and Technical Colleges; Washington Higher Education Coordination Board; National Network of Libraries of Medicine; Washington State Governors Office of Indian Affairs; and Washington State Office of Superintendent of Public Instruction.

Figure 7: Statewide Database Licensing Participating Institutions by Type, July 2011-June 2012 (n=179)¹⁰



The Washington library community perceives SDL as having been highly effective at contributing to the achievement of LSTA goals, and the program is valued by participating libraries. Among current programs, survey respondents rated SDL as the program that has most contributed to enhanced and expanded services for Washington residents and perceive that SDL has been highly effective in expanding access to electronic library resources for Washington residents. Expanding on these perceptions surfaced in the survey, stakeholders also reported the following significant outcomes from the program:

- **Improves coordination among and between libraries, resulting in substantial cost savings:** Besides decreased costs realized through subsidized annual subscription fees, SDL has saved local libraries the labor and time that would otherwise be required to assess and renew contracts on a regular basis.
- **Expands access to information and educational resources for residents, resulting in enhanced end user outcomes:** Stakeholders feel the program ‘levels the playing field’ for lower-income students and residents across the state. Most Washington K-12 schools would not be able to provide their students with access to databases without assistance from SDL, which enables students to complete required assignments.
- **Enhances library legitimacy:** SDL enhances the perception of the library’s value within the community and helps raise the visibility of libraries, especially with the school and business communities.

Recommendations

- **Continue to ensure database package meets the needs of the library community:** Strategically adding content to the SDL package may help libraries better meet the needs of their constituents and conduct outreach to underserved communities.
- **Assist local libraries to market database resources to their community:** Stakeholders expressed interest in receiving support from the WSL to help them communicate the value of library subscription databases to their communities.
- **Develop sustainable funding options:** Although the benefits of SDL extend far and deep in Washington State, the program is also the third highest use of LSTA funds and represents a significant ongoing

¹⁰ 100 percent of Washington’s nine Educational Service Districts (ESDs) participated in this program.

investment. As a strategic priority for the next five years, the LCW and WSL leadership have expressed a desire to expend a smaller percentage of LSTA funds on ongoing programs in order provide greater support for innovation, which suggests that individual libraries will need to assume greater than 50 percent of the SDL database package expenses in the future.

Program: *Off the Page* Downloadable Audiobooks and eBooks

The goal of the *Off the Page (OTP)* program is to increase the ability of Washington State residents to access downloadable audiobooks and eBooks, especially through small and rural public libraries. LSTA funding is used to negotiate group contracts with OverDrive and NetLibrary/Recorded Books, as well as to partially subsidize the direct costs of subscription for participating libraries. A full program description can be found at <http://www.sos.wa.gov/library/audiobooks/>. This program represents \$532,136 (3.1 percent) of actual and projected 2008-2012 LSTA expenditures.

Program effectiveness

Since 2008, OTP has enrolled 78 percent (n=49) of Washington public libraries and 35 percent (n=683) of K-12 public schools.¹¹ Additionally, the OverDrive consortium currently includes 55 percent (n=26) of public libraries with legal service populations under 100,000.¹² WSL program managers estimate a total of 23,280 Washingtonians were served by the OTP program in calendar years 2010 and 2011.

Survey respondents rated OTP as the second highest contributing program to enhanced and expanded services for Washington residents. More than 53 percent of survey respondents (n=217) rated OTP as highly important for supporting the information needs of Washingtonians; among respondents from participating libraries, the rating of highly important rose to 65 percent (n=106).

Recommendations

- ***Continue to help libraries keep up with new technology:*** While OTP is valued for helping libraries keep up with new technology and increasing the library's relevance within the community, there is a strong need for complementary programs designed to improve the technology competencies of Washington library staff.
- ***Ensure program collections and access mechanisms meet the needs of WA residents:*** Difficulty navigating the OTP online platform, lack of selection or availability of titles, and the need for additional help and training were reported as barriers to the effectiveness of this program. Additional work with vendors to improve these conditions will help ensure that libraries are prepared to respond to increased demand for digital content in the future.
- ***Plan for transitioning to sustainability:*** Without a specific exit plan, this program may become an ongoing budget item in the manner of the current Statewide Database Licensing Program, leaving fewer LSTA funds available for meeting emerging needs and supporting innovation.

¹¹ Washington State Office of Superintendent of Public Instruction reports 1947 unique public schools as of October 2011

¹² IMLS 2009 Public Library Survey reports 76.1 percent, or 47 of Washington's 63 libraries, serve populations of less than 100,000

Program: Washington Preservation Initiative

The purpose of the Washington Preservation Initiative (WPI) was to assist Washington libraries to preserve collections of materials with significant historical or cultural value through competitive grants for assessment of collections and facilities, training, and preservation activities. A total of \$91,014 in grant funding was awarded to seven institutions in 2008. A full program description can be found at <http://www.sos.wa.gov/library/libraries/projects/preservation.aspx>. This program represents 0.5 percent of actual and projected 2008-2012 LSTA expenditures.

Accomplishments of the seven grantee institutions included the following:

- **Preservation training:** Gonzaga University held a preservation workshop attended by representatives from 17 academic, public, museum, private and tribal institutions as well as 14 University staff members.
- **Preservation of materials:** Grantees completed six preservation projects resulting in the preservation of over 9,500 rare and fragile items of historical significance using modern conservation techniques.
- **Increased public access to materials:** WPI grantees increased public access to preserved materials through cataloging, the creation of finding aids, transfer to microfilm, and the creation of online digital collections.

Program effectiveness

In their grant reports, all of the WPI grantees “strongly agreed” that the program helped them to provide better access to library resources to their customers, and 100 percent of them met the goals set forth in their projects. Grant recipients reported that 24,372 students, instructors, researchers, and members of the public have accessed and used these resources to support research and educational objectives. The WPI grantees were also able to enhance the skills of the current library workforce through demonstrated willingness to share increased knowledge, including conducting their own conservation workshop events, as well as sharing knowledge about preservation techniques learned during the course of their grant project.

Recommendations

- **Continue to provide preservation education:** Although the WPI grants were discontinued after 2008, similar programs in the future should continue to incorporate goals for increasing preservation knowledge among library professionals, focusing on sharing knowledge among Washington libraries through cooperative training programs.
- **Make preserved materials available to the public:** The WPI grants increased public access to preserved items to varying degrees during the 2008 round of funding. In order to maximize public value of future similar preservation grant programs, program goals should include increased direct public access to preserved materials for Washington State residents through mechanisms such as digitization.

Program: Connecting to Collections Supplemental Funding

The Connecting to Collections (C2C) supplemental funding program goal was to convene stakeholders to create a statewide plan for preserving the collections of Washington’s cultural organizations (libraries, museums, archives, historical societies, and similar institutions) in conjunction with a \$40,000 IMLS National Leadership

Grant. The C2C program was discontinued after 2009. This program accounts for \$17,518, or 0.1 percent of actual and projected 2008-2012 LSTA expenditures.

Program effectiveness

C2C funding was used to convene two conferences during which work groups prepared recommendations for the preservation plan. The first conference had 85 attendees and the second had 37 attendees. The outcome of the conferences was four sets of recommendations from work groups, which were later consolidated into the preservation plan and final report by Lyasis (available at <http://www.sos.wa.gov/assets/library/libraries/c2c/C2CFinalRpt.pdf>).

Recommendations

The consultant report resulting from work group recommendations has been appropriately posted and archived on the WSL website; there are no additional recommendations for this program, which has been discontinued, or for similar future programs.

Program: Washington Rural Heritage

The purpose of The Washington Rural Heritage (WRH) program is to help small, rural public, and tribal libraries digitize and increase access to historically unique materials for Washington residents through grants, training, and collection hosting services. The WRH program has made 26 grants to 14 public library systems and individual library branches that serve populations of fewer than 25,000 residents for the purchase of digitization equipment, digitization project staffing, and training. Tribal libraries were invited to apply for grant funding starting in the 2011 grant cycle, but to date no tribal libraries have applied for WRH grant funding. WRH program funding has also supported WSL program staffing, training, and central ContentDM software licensing. A full program description can be found at <http://www.sos.wa.gov/library/libraries/projects/rural.aspx>. This program represents \$896,384 (5.2 percent) of actual and projected 2008-2012 LSTA expenditures.

Program effectiveness

Between 2008 and 2010, 56 library staff and individuals from partnering institutions participated in online and in-person trainings in the areas of digitization; copyright; management and funding of digital projects; and use of Dublin Core Metadata. In the same period, roughly 15,000 historically unique items from over 60 library and heritage institution collections and 100 privately held collections were digitized. As of December 2011, approximately 9,000 of these items are available through www.washingtonruralheritage.org. Use of the collection has increased 17-fold since the online portal launched in 2008, with item-levels rising from 11,500 in 2008 to 202,500 in 2010.

WRH engages approximately 38 percent of eligible Washington library systems and supports partnerships with other agencies and community-based organizations: for each library that has received WRH grant support, five additional community-based organizations have engaged as partners (a full list of partner agencies can be found at <http://www.sos.wa.gov/library/libraries/projects/rural.aspx>). In addition to directly contributing to the online access of historically unique collections and helping to build partnerships, WRH stakeholders reported the following benefits:

- **Improves staff technology competencies:** WRH helps smaller libraries ‘keep up’ with the digitization efforts taking place at larger libraries, has increased staff comfort with technology and ability to create a

positive digital experience for users, and increased the library's capacity to do other digitization and technology-intensive work. WRH participation has also increased staff knowledge of the library's local history collection, thereby increasing the quality and efficiency of responses to reference questions.

- **Increases the visibility and value of public libraries:** Focus group participants reported increased foot traffic and increased click-through rates for online library resources as a result of WRH involvement. Additionally, various informants reported that WRH helps preserve the state's identity, builds local pride, and supports the Washington Office of the Secretary of State's mission to improve civic knowledge and participation, and to safeguard vital state records.

The Washington library community perceives WRH as a valuable mechanism for ensuring that Washingtonians have access to historically unique materials, and participating libraries feel it has been effective in improving their capacity to digitize and manage collections of historical and cultural items. Over half of all survey respondents (52 percent, n=212) reported WRH has been highly valuable for ensuring that Washingtonians have access to historically unique materials. Ratings of highly valuable rose to 78 percent (n=29) among survey respondents from program libraries.

Recommendations

- **Continue to focus on enhancing the technology competencies of local library staff through training and consulting:** Making the best practices, standards, and guidelines for library digitization projects that have been developed and maintained by WSL as part of this program more widely available to the Washington library community may help build capacity to conduct future digitization projects without direct WSL support, as well as extend the benefits of WRH to nonparticipating libraries.
- **Provide additional assistance for strategic outreach by participating libraries:** Providing a standard set of tools to assist participating libraries to do outreach to heritage and community-based organizations would help them better capture community interest and further raise library engagement.
- **Collect better data about how the WRH collections are being used:** Outcome data regarding what Washington citizens are able to accomplish as a result of this program would help libraries in their outreach and advocacy efforts, as well as help the Council better understand WRH's impact.

Program: One Book

The purpose of the One Book (OB) program was to assist libraries in initiating or enhancing One Book projects, which encourage communities to read one book together at the same time. OB program grantees designed their own events and marketing materials (such as posters) around a single book. Twenty-eight grants were awarded to libraries through the OB program in 2008. A full program description can be accessed at <http://www.sos.wa.gov/library/libraries/projects/onebook/>. This program represents \$184,100 or 1.1 percent of actual and projected 2008-2012 LSTA expenditures.

Grantee libraries used LSTA funds to complete the following activities:

- **Purchase and distribute One Book books within the community:** To decrease barriers to participation, copies of the selected book were often distributed free of charge to community members, especially to low-income or young readers.

- **Hold community and author events:** Participant libraries hosted events following the chosen book's theme. Events included school assemblies, author talks, presentations from subject matter experts, and book discussion groups.
- **Collaborate with community-based organizations, schools, and other libraries:** Collaboration with other organizations within the community allowed participant libraries to extend the distribution of OB books and materials, increase attendance at OB events, and enhance the library's ability to facilitate meaningful community dialogue.

Program effectiveness

Grantees estimated 57,100 individuals attended events or received a free book as part of the OB program, and 89 percent of participating libraries (n=25) "strongly agreed" that the grant program helped them to provide better service to their customers. Through their grant reports, participating libraries indicated the program helped them to engage their communities through program marketing, to which they attributed high community awareness and event turnout.

While WSL no longer offers competitive grants for One Book programs, State Library staff facilitate resource sharing between larger libraries offering One Book programs and smaller libraries who would like to offer One Book programs but lack sufficient resources. State Library staff work with larger libraries to gather gently used materials from their One Book programs and redistribute them to smaller libraries.

Recommendations

Though the OB program has been discontinued, its focus on community engagement makes it a valuable outreach tool that may be worth future investment. To support similar programs and assess their contribution to strategic goals, utilization of standard reporting in the following areas are suggested:

- **Emphasize collaboration and partnerships with other organizations:** Encourage grantees to include and report on involvement of community partners, and provide space for reporting on positive outcomes resulting from partnerships.
- **Report event attendance by target audience and separate expenditure categories:** Participating libraries would benefit from a standard grant report template to demonstrate engagement by target populations and related outcomes. Reporting expenditures for certain types of grant activities would also help WSL better understand how funds are being used and begin to correlate that spending with reported outcomes.

Additionally, were this program offered in the future, local libraries would benefit from a customizable package of promotional materials provided by WSL as part of the grant program. Many of the participants reported that having to generate these materials independently was a barrier to the success of the program; WSL could leverage its scale to provide these materials.

Program: Youth Services

The Youth Services suite of programs coordinated by the WSL is intended to support the information and educational needs of Washington children and families. Five main programs are administered to advance this goal by improving the capacity of public libraries to serve the literacy needs of youth and parents:

- The **Collaborative Summer Reading** program is a national consortium to provide children with summer reading program materials through their public libraries. Through statewide coordination by WSL, in periods 2008 through 2010, a total of 1,075 Summer Reading manuals were distributed to Washington public, tribal, and military libraries. In periods 2009 and 2010, over 446,000 students participated in CSR. WSL also conducted annual online training seminars to introduce libraries to Summer Reading.
- **Read to Your Baby booklets**, created through a partnership between the WSL and the Pierce County Library, are designed to increase early learning activities by caregivers of pre-literate children. As of October 2011, over 480,000 Ready to Your Baby booklets have been distributed by WSL to various organizations serving youth and families including public libraries, community-based organizations, health care providers, and Educational Service District offices. The booklets have been translated into seven languages.
- **Continuing education** for youth services library staff is provided by WSL program staff to increase local library capacity to serve youth and teens. In periods 2008 through 2010, over 526 youth services library staff attended trainings for enhancing early math and science learning, early childhood language development, and teen services. WSL also facilitated the purchase and distribution of 366 early math and literacy resource kits and 47 Every Child Ready to Read kits for public libraries.
- The **Connecting the Dots** program is aimed at developing research-based self-evaluation tools for demonstrating the value of early learning programs in Washington libraries, and establishing guidelines for best practices in library services to pre-literate children. The research team, headed by Dr. Eliza Dresang of the University of Washington, has developed four evaluation tools: two measure the core knowledge of early literacy principles of providers of early literacy programs in public libraries, and the extent to which those providers incorporate early literacy principles in their storytime programs; and two measure children's behavior and early literacy skills at storytime programs in public libraries.
- The WSL also supports Washington children and families as an active participant in a number of **Early Learning Partnership Efforts**, including the Early Learning Public Library Partnership (ELPLP); Reach Out and Read; the Council for Families and Children; the Friend, Family and Neighbor Program; Head Start and Early Childhood and Parenting Collaborative (ECAP); the Foundation for Early Learning; and Thrive by Five.

More information about WSL Youth Services programs can be found at <http://www.sos.wa.gov/library/libraries/projects/>. Youth Services programs account for \$1,005,020 or 5.8 percent of 2008-2012 actual and projected LSTA expenditures.

Program effectiveness

Youth Services programs have helped Washington public libraries provide a higher level of service for youth and families, reach underserved populations, collaborate, and increase their knowledge and skills. Among the 12 current WSL programs polled, Youth Services tied for 5th highest contributor to enhanced library services for Washington residents among survey respondents, with one in five respondents (n=82) ranking it among the top three most important current initiatives.

Youth Services stakeholders reported the following additional benefits:

- **Expands services for learning and access to information and educational resources:** The Summer Reading program was praised heavily by survey respondents; 27 commented that the program has bridged the learning gap over summer break for high school students especially. This was echoed by focus group participants, who noted that contributing to their communities in this manner was an essential part of their library's mission.
- **Establishes improved coordination among and between libraries, resulting in resource and cost savings:** The library community reported centralized Summer Reading has saved them considerable time and financial resources while providing them with high-quality, well-branded collateral materials. The Read to Your Baby and Collaborative Summer Reading programs have provided an outreach platform for public libraries to connect with schools and other community-based organizations.
- **Targets library and information services to persons having difficulty using a library, and the underserved, including children from families with incomes below the poverty line:** Youth Services programming has helped libraries improve their capacity to serve underserved populations across the state. This has included enhanced outreach to local tribes, Head Start, community-based organizations, hospitals, and community clinics. Read to Your Baby booklets, particularly those in translation, have facilitated needed outreach regarding early learning to targeted populations, such as Eastern Washington's migrant population.
- **Enhances the skills of the current library workforce through research and evaluation:** Stakeholders have valued efforts designed to help libraries develop research-based practices and to help them evaluate the performance and impact of their programs, and reported that Connecting the Dots is valuable in this regard. Of survey respondents, 11 percent (n=43) ranked the program among the top three most important current programs coordinated by WSL.

Recommendations

- **Expand program outreach efforts to engage target audiences:** There is a concern among stakeholders about these programs reaching the children and families who need them most, particularly young families and those in impoverished and rural communities. Facilitating additional outreach to underserved audiences through intermediaries other than public libraries may contribute to bridging this perceived gap.
- **Increase opportunities for collaboration among libraries:** Increased collaboration between program libraries, as well as between public libraries and school libraries, may enhance program outcomes. Stakeholder suggestions included holding a summer reading pre-workshop to bring public libraries together to share tips, programming ideas, and information about favorite performers; opening up the Summer Reading program to include school libraries; as well as organizing events at which school librarians, public librarians, and teachers could come together

Program: Supporting Student Success

The Supporting Student Success (SSS) program was designed to support the state learning community adapt to Revised Code of Washington (RCW) 28A.230.095, which required Washington schools to report on the successful implementation of Social Studies Classroom Based Assessment (CBA) beginning in the 2008-2009 school year, by awarding grants for collaborative projects between public schools and public libraries. Ninety-two grant projects were funded in 2008-2010, representing a variety of different activities (Figure 8).

Figure 8: Supporting Student Success grantee activities by number and proportion of grantees, 2008-2010

n	%	Supporting Student Success Grant Project Activity
79	86%	Purchased materials, subscriptions, and other learning tools to support CBA completion
72	78%	Convened collaboration sessions between public school and public library staff
63	68%	Created or enhanced existing resources to support CBA completion
50	54%	Conducted student trainings to enhance research and information literacy skills
45	49%	Conducted teacher trainings on available resources and information literacy skills
33	36%	Conducted student field trips to the public library to increase awareness of resources
18	20%	Conducted formal needs assessments and evaluations to advance support of CBAs
2	2%	Hired additional staff to support successful CBA completion

A full description of the program can be accessed at

<http://www.sos.wa.gov/library/libraries/SupportStudentsSuccess.aspx>. This program represents \$976,789 or 5.7 percent of actual and projected 2008-2012 LSTA expenditures.

Program effectiveness

In periods 2008 through 2010, 13 public libraries and 72 school libraries collaborated to serve more than 42,000 Washington K-12 students and teachers. Additionally, grant reports indicate that approximately 320 teachers were trained on library resources and information literacy. One in five respondents to the Washington Library Community Survey (n=81) ranked it among the top three most important current initiatives. Of survey respondents from participating institutions, 74 percent (n=63) rated the program as highly valuable in increasing collaboration between schools and libraries.

SSS stakeholders highlighted the following additional benefits from the program:

- ***Expands services for learning and access to information and educational resources, contributing to enhanced learning outcomes for students:*** Stakeholders reported that as a result of tighter integration between curriculum and support resources, students were more able to navigate and use library resources, and were better equipped to pass their social studies CBAs.
- ***Establishes improved coordination among and between libraries:*** SSS has helped public and school librarians better understand each other and build more positive relationships. SSS has also created opportunities for libraries to collaborate with other organizations, most notably with Washington tribes in support of the new OSPI Tribal Sovereignty CBA curriculum.
- ***Raises the profile of school and public libraries as a vital component of the K-12 learning community:*** Focus group participants reported that SSS has helped them demonstrate to their teachers, school administrators, and community that their library is on the cutting edge and the go-to place for vital information literacy instruction.

Recommendations

The WA Office of the Superintendent of Public Instruction has reduced the frequency of Social Studies CBA reporting. Schools have responded by reducing funding for Social Studies curriculum, and WSL leadership has decided to end SSS after the 2011 grant cycle. However, analysis has surfaced several recommendations that may inform future similar programming:

- ***Continue to find ways to help libraries collaborate to meet the needs of students and teachers, particularly with regard to advancing information literacy skills:*** There is additional need and desire for further opportunities for collaborations between public and school libraries. Stakeholders suggested that efforts to help teachers better understand the research process and available tools; expanding similar programs to subjects beyond social studies; and mechanisms to promote more communication among public libraries, school libraries, and teachers would increase the extent and quality of partnerships as well as student outcomes.
- ***Consider exploring and providing guidance on the role of public libraries as school library funding is reduced:*** Focus group participants reported SSS has prompted public libraries to strategize on how to engage and collaborate with public schools. However, they also expressed a desire for guidance on how public libraries can best support their school-based counterparts during budget reductions without harming the political legitimacy of school-embedded libraries. Assistance from the WSL in navigating this issue would be appreciated by libraries working with schools and school libraries.

Goal 2: Community Needs

Washington Libraries will provide enhanced and expanded library services, resources, and programs to all segments of their communities.

This goal reflects the following congressional priorities identified in the IMLS Grants to States Program:

- *Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills*
- *Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 990(2) of title 42) applicable to a family size involved*

Additionally, the Washington State Library 5-Year Plan identified targeting services to individuals with disabilities as a component of this goal. Four programs serving Goal 2 were evaluated. These programs represent \$6,129,054 or 35.6 percent of all actual and projected 2008-2012 LSTA expenditures:

- Department of Corrections and Institutional Library Staffing
- Washington Talking Book & Braille Library
- Targeted Competitive Grants—Renew Washington
- Underserved and Special Populations Consulting

These four programs represent the largest area of expenditure of LSTA funds, with the Department of Corrections and Institutional Library Staffing (DOC) and the Washington Talking Book & Braille Library (WTBBL) representing the first and third highest program expenditures among all LSTA programs. Although those programs included in the Washington State library community survey were considered effective in achieving their programmatic goals, the Department of Corrections and Institutional Staffing, Washington Talking Book &

Braille Library, and the Renew Washington projects were ranked in the bottom half in terms of their contribution to enhanced and expanded services for Washington residents.

To address the needs of Washington's underserved and special populations, the DOC libraries and WTBBL have relied on a high proportion of LSTA funding. This relatively high, ongoing commitment of LSTA funding affects the State Library's ability to support new programs aimed at meeting emerging needs or do outreach to other underserved populations that might also benefit from WSL investment. It may be necessary for WSL to begin working with DOC libraries and WTBBL to reduce dependence on the use of LSTA funding.

The LSTA programs in service of meeting needs of special populations also suffer from a lack of defined performance metrics, which make it difficult to focus programs and ensure quality outcomes. To ensure future success in expanding access to underserved and special populations, the WSL will need to conduct a more systematic needs assessment and design programs with performance and outcome measures at the outset. Engaging WSL staff and other stakeholders in this process will help more clearly identify theories of change – how each program is expected to make a difference – and anticipated results, and will ultimately result in more effective and sustainable services.

Program activities and effectiveness

Program: Department of Corrections and Institutional Library Staffing

The Department of Corrections (DOC) program purpose is to serve the Washington inmate population and the staff that provide treatment and programs for inmates. The WSL is subject to a Washington State statute which calls for the State Library to service the inmate population and mental health facilities in the state. Generally, the State Department of Human Services funds this program in mental health facilities while LSTA funding is used for staff and materials within the correctional system; however, in 2008 13.5 percent of DOC program funds supported library services at two mental health facilities. In each year of 2009 and 2010, the program served approximately 12,300 inmates and staff. DOC represents the largest proportion of LSTA expenditures over the past five years, with \$3,028,653 or 17.6 percent of 2008-2012 actual and proposed expenditures serving this program.

DOC program activities are performed directly by the WSL Program Manager and WSL staff, and fall under three major categories: planning, implementing, and monitoring and evaluation of library services within the correctional system:

- **Plan services, and establish policies and procedures:** Staff maintain awareness of the information needs of their customers and of available print and online resources to meet those needs; select library materials; ensure interagency cooperation by participating in institution meetings and/or committees and meeting regularly with the institution liaison; and confer with institution and contract staff (e.g., educators and nurses).
- **Implement services and meet day-to-day information needs within the correctional system:** Staff manage the automated circulation system, including inmate restricted functions, and register new patrons. Staff also manage day-to-day library services and operations by performing duties related to

circulation, serials, audiovisual services, processing of materials, and outreach, as well as implementing the interlibrary loan process.

- **Monitor and evaluate usage of services and collections:** Staff compile periodic statistical and narrative reports. Staff also hire, train, supervise, coach, and evaluate inmate library clerks. They organize the daily work of inmate library clerks. Staff members establish guidelines for appropriate behavior by inmate library customers; assess and evaluate collections; and maintain collections through periodic weeding and inventory.

Program effectiveness

Survey respondents generally had a high opinion of the DOC program's positive outcomes; two in three (n=275) respondents indicated they "strongly agree" or "agree" that the Department of Corrections program has supported positive impacts for incarcerated populations in Washington State. However, while the effectiveness of the program was rated high by survey respondents, it was ranked lowest in terms of its contribution to enhanced and expanded library services for Washington residents, with only 30 of 406 (7 percent) respondents choosing it among their top three.

In 2010, approximately 0.2 percent (or 16,000 individuals) of the state's population were incarcerated in Washington prisons.¹³ In 2009 and 2010, WSL staff estimate DOC branch libraries served 76 percent of this population. Program effectiveness and outcomes are largely assessed by WSL through anecdotes supplied by inmates. Outcome-focused anecdotes often refer to gains in education and post-release employability. Positive outcomes from this program cited by incarcerated clients included the following:

"The library has and is helping me with finding work opportunities for my release."

"The library not only helped me put together my release plan but with information from the library I was able to get enrolled in school and find money with grants to pay for it."

"I really appreciate the opportunities to learn and educate myself having access to a library has given me. Some of the books I have read which I would not have had access to otherwise have shaped me as a person, changed the way I interact with others and overall altered how I view life and the world."

"Some people have reading problems and this is somewhere for them to come and get the skills to read and to get the help to read and write. There are people that don't speak English and they have books here that help them learn to speak English. They have books to help people with their GED."

Despite a generally good perception among the Washington State library community and the significance attributed to it by WSL staff, the Department of Corrections and Institutional Library Staffing program reaches a relatively narrow segment of the population and uses a disproportionate amount of LSTA funding on a continuing basis. While the expenditures for the DOC program are slightly lower per capita than expenditures in Washington State public libraries (in 2009, approximately \$50.00 for DOC and \$51.00 on average for public libraries), DOC libraries do not provide the comprehensive community programming offered by public libraries.

¹³ Washington State Department of Corrections Prison Snapshot, 2011. http://www.doc.wa.gov/aboutdoc/docs/msPrisonSnapshot_011.pdf U.S. Census Bureau: 2010 Washington State QuickFacts. <http://quickfacts.census.gov/qfd/states/53000.html>

DOC libraries also offer fewer service hours (approximately 11,400 for DOC and on average over 12,100 for public library systems in 2009), suggesting that possible efficiencies have not been realized.¹⁴

Recommendations

- **Incorporate outcome-based evaluation measures:** WSL's reliance on anecdotal information does not sufficiently demonstrate the value of this program. It would be advantageous for WSL to adopt additional metrics by which this program's efficiency and effectiveness are evaluated, particularly around information use related to policy verticals, such as health, education, and employment.
- **Consider transitioning funding for sustainability:** To provide funding for innovative efforts, WSL should begin reducing the scale of the DOC program to a more proportionate level of funding relative to its reach when compared to other programs and compared to expenditures per capita in other libraries. This may be politically challenging due to historic support for this program, and because few alternatives exist for the client population; however, it is necessary, especially in light of further reductions to the LSTA funding pool. As part of a transition plan, goals should be set for developing alternative revenue streams through partnerships, perhaps by using LSTA aid as matching funds with a prison service organization. Ultimately, it may be necessary to transfer operations of the DOC libraries to another organization that can realize economies not possible with the WSL providing direct service.

Program: Washington Talking Book & Braille Library

The mission of the Washington Talking Book & Braille Library (WTBBL) program is to provide free library services in alternate formats to meet the information, self-education, and recreational needs of visually impaired, blind, physically handicapped, and learning disabled Washington residents who are eligible under the criteria of the U.S. Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS).

WTBBL, located in Seattle, increases access to library materials for residents of the state by providing high-touch reference and readers' advisory services, and by both creating and circulating materials in formats suitable for individuals with visual impairments, physical handicaps, or learning disabilities. Formats available include Talking Books, books in Braille and large print, as well as the Evergreen Radio reading service, which broadcasts and streams online readings of newspapers, grocery circulars, and other programming. A computer lab equipped for patrons with visual impairments, including large screens, screen readers, Braille translation readers, and ergonomic mice is available at WTBBL's Jan Walsh Patron Computer Lab. A full program description can be found at <http://www.wtbbl.org/servicesoffered.aspx>. WTBBL is the third largest programmatic investment of LSTA funds, representing \$1,657,686 or 9.6 percent of 2008-2012 actual and projected LSTA expenditures. In fiscal years 2009 through 2012, LSTA support has constituted between 25 and 31 percent of the total WTBBL annual operating budget.

WTBBL has increased access to information and educational resources for patrons with visual impairments and physical or learning disabilities through such activities as:

- Circulation of materials through walk-in service and via postal or other ground delivery service

¹⁴ Miller, K., Swan, D., Craig, T., Dorinski, S., Freeman, M., Isaac, N., O'Shea, P., Schilling, P., Scotto, J., (2011). *Public Libraries Survey: Fiscal Year 2009* (IMLS-2011-PLS-02). Institute of Museum and Library Services. Washington, DC.

- Outreach to individuals who have difficulty using traditional libraries because of the inability to read standard print material, as well as schools, care facilities, or hospitals that may have residents or clients eligible for services
- Training and instruction for technology and downloading of materials in digital formats
- Children’s programming and readers advisory

Program effectiveness

In 2010, WTBBL was awarded the 2009 Network Library of the Year Award by the National Library Service for the Blind and Physically Handicapped. Survey respondents agree that WTBBL has been important to expanding access to library resources for Washington residents with disabilities: nearly 80 percent (n=319) of respondents reported that the program was “highly” or “moderately” important in this regard. However, fewer than 19% of respondents ranked WTBBL among the top three programs that have contributed to enhanced and expanded library services for Washington residents.

WTBBL offers collections of print and digital audiobooks to loan to libraries, schools, senior centers, and long-term care facilities; it also mails materials from its collection to individuals qualifying for the service. Through these programs, WTBBL has been effective in accomplishing the following:

- ***Expands services for learning and access to information and educational resources:*** Although physical materials circulation has decreased between 2008 and 2010, downloads of audiobooks has increased, reflecting a changing delivery model for information and educational resources; by offering materials in this format, WTBBL is being responsive to the changing demands of its user base. WTBBL also expanded its services further by opening an accessible library computer lab, with specialized equipment and knowledgeable staff on hand to help patrons.
- ***Targets library and information services to persons having difficulty using a library, and the underserved, including children from families with incomes below the poverty line:*** In reaching people with sensory impairments, WTBBL is also often reaching members of the community who are experiencing financial hardship, as nationally, approximately 64 percent of people between the ages of 16 and 64 who are blind or significantly visually impaired are not in the labor force.¹⁵ Additionally, by offering deposit collections at a variety of outlets, WTBBL extended access to accessible materials; in periods 2008 through 2011, WTBBL maintained an average of 675 deposit collections at external locations, including public libraries, K-12 schools, hospitals, and convalescent homes. WTBBL also reaches out to children and caregivers of children with visual impairments and physical and learning disabilities by offering a summer reading program and free equipment and materials by mail. Finally, both delivery and download services provide access to WTBBL materials to populations that may otherwise be isolated in rural areas and few appropriate services available. However, the 2010 American Community Survey estimated 124,865 Washingtonians (roughly 2 percent of the state’s population) over the age of 5 have a significant vision disability; with 9,400 registered users in 2010, WTBBL reached approximately 7 percent of this population.¹⁶

¹⁵United States Department of Labor, Bureau of Labor Statistics, December 2011. <http://www.bls.gov/cps/>

¹⁶ U.S. Census Bureau, 2010 American Community Survey.

Recommendations

- **Expand outreach efforts to reach target populations, including professionals and other caregivers:** As an example, a school librarian responding to the survey indicated that occupational therapists (OTs) work most closely with students who have visual impairments, and suggested reaching out to people in OT positions to expand services to students.
- **Enhance training to meet the needs of patrons with disabilities:** Responses to the survey suggested that the rest of the library community may not be aware of the services offered by WTBBL or how to access them. Greater outreach and communication between WTBBL and other libraries, as well as activities that increase the capacity of public libraries to serve the visually impaired may help increase the reach and value of the program.
- **Clarify organizational priorities to avoid mission creep:** WTBBL currently provides a very high-touch level of service and it is not apparent that all day-to-day activities efficiently contribute to advancing programmatic goals. Defining concrete organizational priorities and clarifying how operational activities contribute to advancing those priorities would help WTBBL focus resources on efficiently and effectively serving its target population.
- **Consider transitioning funding for sustainability:** As this program serves a specific audience and uses a significant amount of ongoing LSTA funding, WSL should consider developing alternative revenue streams through partnerships, or find an appropriate alternative service provider. Creative approaches including offering services through local libraries, online, or combining services with other organizations that serve persons with disabilities. This may produce economies of scale for services to Washingtonians who are visually impaired or living with disabilities. However, this may be politically challenging due to historic support for this program. Any transition should be made with broad input from affected stakeholders.

Program: Targeted Competitive Grants – Renew Washington

The mission of Renew Washington (Renew WA) was to provide grant funds to help libraries initiate new services, enhance existing services, conduct outreach and partnership efforts, or complete other activities that are identified as important to the library in addressing the needs of people searching for access to employment-related information, resources, and services. The program was a “ground-up” response to increasingly difficult economic times for the residents of Washington State, according to interviews with WSL staff. The program funded services in libraries related to unemployment, housing issues such as foreclosure, and government assistance. In addition, the program led to the creation of a Hard Times Resource Guide portal available through the WSL website, which the WSL continues to maintain due to ongoing need in the state (<http://www.sos.wa.gov/library/hardtimes/default.aspx>). This program represents \$557,235 or 3.2 percent of actual and projected 2008-2012 LSTA expenditures.

The program awarded 25 grants to Washington libraries. Primary grant activities are described in Figure 9.

Figure 9: Main activities conducted by Renew Washington grantees per grantee reports, 2009 and 2010

Primary Renew Washington Activities Reported by Grantees (n=25)		
	Program year	
	2009	2010
Offered training sessions or online help & training	10	10
Purchased special hardware or software	10	7
Expanded related materials in English or another language	8	5
Created wiki or website	4	0
Trained staff	3	3
Created syllabi or curriculum for skills training	3	0
Collaborated with partners or other grantees	2	2
Added programs in Spanish	1	0
Hired trainers or expert speakers	0	2
Offered childcare	0	1

Program effectiveness

During period 2009, grantees estimate Renew WA served 39,478 individuals through training classes and one-on-one help. One-on-one sessions were reported by grantees to be the most helpful for individuals with limited information skills related to job seeking and resume building. Grantees also reported that partnerships forged or strengthened through the Renew WA program are ongoing, resulting in referrals for community members, event hosting, or expertise/facility resource sharing arrangements. Between March and September of 2009, the Hard Times Resource Guide portal was visited by 5,678 people who viewed 10,782 pages. Though participating libraries did not track outcomes related to job interviews or hires, patrons did self-report positive outcomes. Additionally, of those survey respondents aware of the Renew WA program (65 percent, n=263), 70 percent (n=184) felt the program was highly or moderately valuable for helping libraries provide services to Washington families facing unemployment.

The Renew WA program leveraged LSTA support to receive an additional investment of \$515,867 from the Bill and Melinda Gates Foundation. These funds supported several public library grants, peer learning for State Library and grantee project staff, and promotion of participating public library Renew Washington projects.

Recommendations

- **Streamline grant outcomes and impact reporting:** Participant libraries reported a variety of metrics to WSL regarding program activities and outcomes. However, grantees were not provided with a rubric of measures to report, making assessment of contribution toward programmatic goals across programs difficult. In future programs, WSL should provide grantees with clear instructions regarding which metrics to report and how they should be reported.

Program: Underserved and Special Populations Consulting

The Underserved and Special Populations Consulting (USP) program’s purpose is to increase the capacity of mid-to-small rural and tribal libraries to serve their communities. The USP program manager works with library trustees, library directors, staff, government and community-based organizations, as well as citizens throughout

the state on library management and services issues. This program represents \$885,480 or 5.1 percent of actual and projected 2008-2012 LSTA expenditures.

USP strategies to increase library capacity to serve underserved and special populations have included the following:

- Provide technical assistance and consulting in the areas of library governance, library management and practice, library planning and in other areas as needed
- Develop educational workshops for public library trustees and staff, specific to the needs of an individual library's situation.
- Facilitate collaboration and resource sharing among libraries
- Work directly with libraries to improve service to their customers
- Plan and implement grant cycles
- Provide scholarships to small rural library staff to attend relevant conferences

Program effectiveness

Generally, the Washington library community agrees that the activities of the Washington State Library are targeting library and information services to impoverished or underserved urban and rural communities. Nearly 62 percent of all survey respondents (n=250) agreed or strongly agreed with this statement. However, it is notable that one in three survey respondents (n=134) were unsure of the extent to which WSL has successfully targeted services to impoverished or underserved populations.

WSL estimates 10,117 people were served as a result of USP in periods 2008 through 2010. During this time, a review of USP reports provided by the WSL indicates the program has contributed to the achievement of LSTA goals in the following ways:

- ***Targets library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and with limited functional literacy or information skills:*** 104 public library buildings and 3 tribal libraries will receive enhanced broadband connectivity as a result of the Washington State Library's coordination with libraries in NoaNet's BTOP grant applications. As a result of the partnership with other non-state agencies and NoaNet, the Bill & Melinda Gates Foundation awarded the Washington State Library \$1.5 million dollars in matching funds for Washington public libraries.
- ***Targets library and information services to persons having difficulty using a library, and the underserved, including children from families with incomes below the poverty line:*** Program staff researched and answered 175 substantive questions emerging from libraries and library stakeholders serving Washington's impoverished and underserved.
- ***Enhances the skills of the library workforce:*** 74 site visits to rural and tribal libraries were conducted, enhancing their service capacity through mentorship. Through USP, 680 webinar sessions on subjects aimed at rural libraries were logged by Washington library staff, and 278 board members at 16 Washington libraries were trained. Additionally, 21 Washington library staff received grants to attend appropriate conferences, such as National Conference of Tribal Archives, Libraries, and Museums; Association of Rural and Small Libraries; American Bookmobile and Outreach Services conferences.

Recommendations

- **Continue to serve as a convener, enabling small and rural libraries to leverage collective knowledge and resources:** Across all stakeholders, the benefits of leveraging WSL's potential as a convener were reported as high value. This is particularly true for small and rural libraries. It is recommended WSL continue to find in-person and virtual opportunities to facilitate knowledge and resource sharing among small and rural library leaders and staff.
- **Continue to focus on improving the capacity of local libraries to serve underserved and special populations:** WSL consistently endeavors to improve library services for Washingtonians by increasing the capacity of local libraries to serve their communities. WSL should continue to invest in training and other resources designed to improve the ability of Washington libraries to serve underserved populations. Capacity-building programs are a successful long-term investment as they provide local libraries an opportunity to improve the perception of their value in addition to actually providing services for underserved Washington constituents.
- **Ensure future related programming is sufficiently targeted to meet the needs of underserved populations and set performance goals:** WSL is doing much to improve the capacity of Washington libraries to serve the underserved through targeted programs. However, WSL may wish to identify the populations in greatest need and set performance goals related to outreach to those populations. Such a goal setting exercise would help focus programs on areas of greatest need and prevent investment in programs with limited potential to contribute to LSTA goals.

Goal 3: Services to the Library Community

Promote delivery, development, expansion, and improvement of library services in all types of libraries through the use of consulting, training, and collaboration in order to better serve all of the people of Washington.

This goal reflects the following congressional priorities identified in the IMLS Grants to States Program:

- *Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services*
- *Enhance efforts to recruit future professionals to the field of library and information services*
- *Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality and access to library and information services*
- *Develop public and private partnerships with other agencies and community-based organizations.*
- *Develop library services that provide all users access to information through local, state, regional, and international collaborations and networks*

Seven programs serving this goal were evaluated. These programs represent \$4,728,561 or 27.5 percent of all actual and projected 2008-2012 LSTA expenditures:

- Continuing Education & Training and Organizational Memberships
- IT Consulting, Technical Assistance, and Purchases
- Broadband Planning & Support
- K-20 Network
- Wayfinder: The Catalog of Washington Libraries
- Ask WA Virtual Reference Services
- Information Literacy in WA Community & Technical Colleges

Overall, these seven programs were highly successful in enhancing the capacity of Washington libraries to serve their communities. The strategies employed by WSL to build library service capacity were diverse, and focused on improving the knowledge and skills of the current library workforce; increasing knowledge and resource sharing among libraries through networks; and enhancing and expanding the technology infrastructure of Washington libraries. These programs were especially effective at building the capacity of small and rural libraries to provide public access technology services within their communities, and in connecting the collections and knowledge of Washington libraries to raise service levels statewide.

The continuing education (CE) opportunities offered through WSL have been particularly valuable to the Washington library community. Respondents to the evaluation survey ranked CE the 4th highest contributing program to enhanced and expanded library services for Washington residents. Informants of all types indicated that library training and travel budgets for staff had been cut drastically over the past few years, making most training opportunities out of reach without supplemental funding and centralized coordination from the State Library. Additionally, respondents ranked helping libraries connect to and use high-speed broadband as the 4th

most important program focus area in the coming five years, confirming the relevance of WSL investments in library connectivity.

Important outcomes identified by stakeholders as a result of these programs have included an increased ability to serve underserved populations, particularly in rural areas; enhanced capacity to use technology in the delivery of library services, such as round-the-clock virtual reference; and the creation and dissemination of new knowledge that benefits the library community as a whole.

Successful outcomes resulting from these programs can be largely attributed to WSL's ability to convene and encourage collaboration among Washington libraries. These programs may be enhanced through the development of clear programmatic goals and performance indicators to assist monitoring and evaluation as well as aid performance management. Online services and resources, in particular, would benefit from the establishment of performance metrics. For the CE program, outcomes measures that allow for comparison across trainings and demonstration of overall contribution to targeted populations or service priorities are needed. In addition, informants of all types reported that increased opportunities for collaboration among libraries and between libraries and key partners would contribute to improved outcomes for constituents.

Program activities and effectiveness

Program: Continuing Education & Training and Organizational Memberships

The purpose of the Continuing Education and Training (CE) and Organizational Memberships programs is to advance the knowledge and skills of Washington's library workforce through provision and support of training opportunities pertaining to the advancement of LSTA goals. To accomplish this, WSL has awarded CE grants to individuals and to libraries; has directly provided or facilitated trainings on pertinent topics as well as coordinating a First Tuesday webinar series; and has made trainings available through memberships to learning communities such as WebJunction, Lyris, Amigos, and BCR. This program represents \$977,576 or 5.7 percent of actual and projected 2008-2012 LSTA expenditures.

Training opportunities eligible for grant funding (50 to 75 percent match) must explicitly advance one or more LSTA goals and, following an advisory issued by the IMLS as part of the 2003 congressional reauthorization, must also directly benefit library users. A full description of the CE program may be accessed at www.sos.wa.gov/library/libraries/training/continued.aspx.

Continuing Education & Training

In periods 2008 through 2010, WSL awarded 159 grants which partially subsidized training opportunities for 134 individual library staff, as well as 23 training programs at public, academic, tribal, and special libraries in Washington state to meet organizational needs. WSL also subsidized 18 training courses for individuals who support information technology infrastructure in Washington State libraries. In 2010, LSTA funds also supported in-person trainings across the state on four training topics and online trainings on 16 pertinent training topics. Through the WSL's efforts, an estimated 1,484 individuals from over 450 institutions were served in periods 2008 through 2010. A description of the 159 CE grants awarded in periods 2008 and 2010, categorized by LSTA priority area by the WSL, can be found in Figure 10.

Figure 10: Number and proportion of CE grants awarded in periods 2008 and 2010, by focus area¹⁷

Continuing Education Focus Area	2008 Grant-Funded Trainings	2010 Grant-Funded Trainings	Total	% of Total (2008, 2010 Combined)
Expanding & Enhancing Services	23	28	51	32%
Services to the Underserved	19	16	35	22%
Services to Diverse Populations	14	14	28	18%
Developing Electronic & Other Networks	11	15	26	16%
IT Services	10	1	11	7%
Providing Library Linkages	5	3	8	5%
Total	82	77	159	

Organizational Memberships

In periods 2008 through 2010, 458 Washington library staff attended classes delivered through WSL’s agreement with BCR and Amigos. In this period, the number of Washington library staff with access to WebJunction resources and discussion forums increased by 21 percent (from 1,858 to 2,262). Additionally, library staff in Washington have participated in 2,277 courses and logged over 1500 hours in the Wimba virtual classroom environment through WebJunction. Courses accessed by Washington library staff through WSL organizational memberships have included topics such as MS Excel, Access, PowerPoint, Publisher and Word; Firewalls and VPN; Reaching Teenagers; Web-based reference; Readers Advisory; and Social media business and career tools.

Program effectiveness

Overall, the Washington library community perceives that the CE and Organizational Memberships programs have been effective in contributing to the advancement of LSTA goals. Of all survey respondents, 73 percent (n=299) either strongly agreed or agreed that continuing education opportunities provided by WSL have increased knowledge and skills among Washington library staff. This level of agreement increased to 94 percent (n=155) among respondents who had participated in WSL CE activities.

Additionally, CE and Organizational Memberships stakeholders reported the following outcomes:

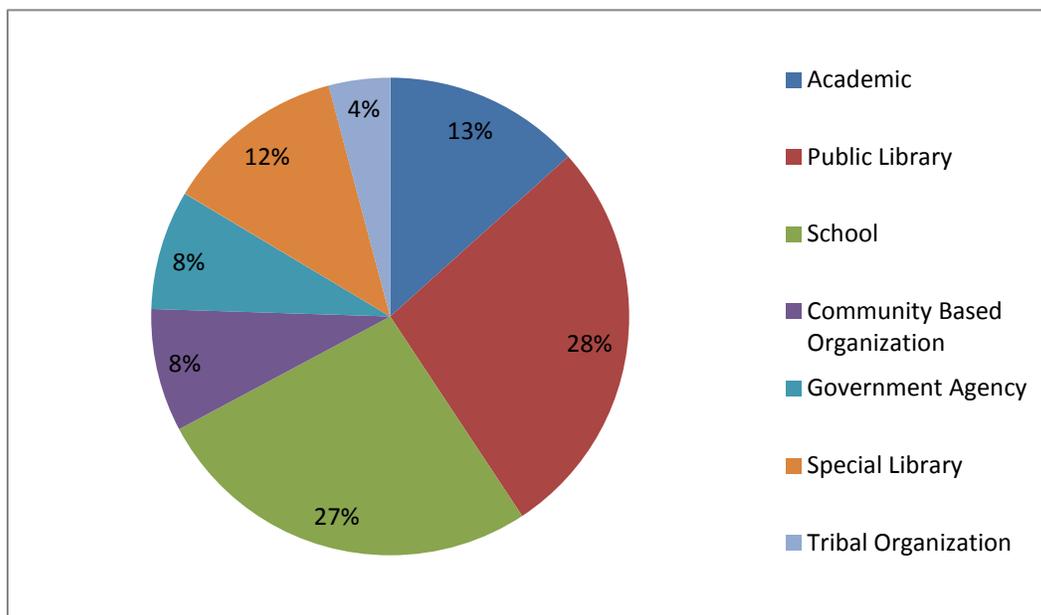
- **Enhances the skills of the current library workforce, resulting in better patron outcomes:** Outcomes reported by program stakeholders included: an increased ability to help patrons navigate a new Evergreen catalog; the confidence to help at-risk and underserved community members with pressing legal needs; a greater understanding of copyright issues and preservation practices; and an increased capacity to assist job seekers. Focus group participants reported that CE and organizational membership activities regularly increase staff confidence, which translates into better service for customers. Focus group participants reported CE opportunities, which many libraries could not afford without WSL assistance, help staff feel valued which contributes to job satisfaction and higher levels of service for library patrons.
- **Establishes improved coordination among and between libraries:** Centralized coordination through WSL allows for more and higher quality training opportunities than the majority of Washington libraries

¹⁷ 2009 CE grant award categorizations unavailable

could afford individually. Informants of all types indicated that library training and travel budgets for staff had been cut drastically over the past few years. As a result, most training opportunities would be out of reach for their staff without supplemental funding and centralized coordination from the State Library. Focus group participants, as well as survey respondents, remarked on the benefits of in-person trainings, chief among these the opportunity for library staff to share knowledge and know-how.

In periods 2008 to 2010, staff from 457 distinct organizations participated in trainings delivered through WSL, encompassing public, school, academic, tribal, and special libraries, as well as government and community-based organizations. The proportion of institutions participating in WSL CE opportunities by type in periods 2008 through 2010 is described in Figure 11. Additionally, the number of library staff who accessed WebJunction Washington resources increased by over 21 percent between periods 2008 and 2010.

Figure 11: Proportion of institutions participating in WSL Continuing Education opportunities by type, 2008-2010 (n=457)



Recommendations

- **Increase awareness of CE and training opportunities and of their value through outreach:** The programs may benefit from an increased awareness of both their availability and potential impact on library staff and patrons.
- **Help libraries be on the cutting edge by increasing staff technology competencies:** As one focus group member exclaimed, “We need digital literacy!” In the coming years, it will be increasingly important to provide train-the-trainer opportunities that will increase the capacity of libraries to help students, patrons, and communities navigate the changing technological landscape.
- **Develop uniform CE grant outcomes and indicators to assist overall program monitoring and evaluation:** Currently, each CE grantee is required to report three specific ways in which their training has made a difference. Though there is a rich set of information about the outcomes of CE grants, there are no uniform outcomes reported across grantees, and consequently no way to track training outcomes

generally, or as they relate to specific target areas. Development of uniform indicators would streamline reporting and provide better data as to the efficacy of the program.

Program: IT Consulting, Technical Assistance, and Purchases

The IT program has shifted its focus over the years from providing computer equipment to ensuring that libraries have the necessary expertise to administer existing technology assets. The program focuses providing mid-to-small, rural and tribal libraries with information technology assistance. Library staff training opportunities through WebJunction and database and online discount opportunities through Lyrasis are also funded through this program. This program is the 4th largest investment of LSTA funds, representing \$1,449,142 or 8.4 percent of actual and projected 2008-2012 LSTA expenditures.

Program activities have fallen under the following LSTA priorities:

- **Expands services to information and educational resources:** The IT program provided K-20 Educational Network data circuit hosting web, email and Domain Name System (DNS) services for libraries, as well as technical assistance and consulting in the application of technology. WSL staff also conducted support consulting for technology and E-Rate issues from the purchase of equipment to reference material and software. WSL hosts websites for smaller libraries, increasing remote access for their patrons. The IT program also used reissued Library Services and Construction Act (LSCA) funding to offer an Assistive Technology grant cycle to assist libraries in serving their disabled customers: in 2008, the WSL awarded four grants ranging from \$500 - \$5,000 to public library systems for the purchase assistive technology, such as text enlarging workstations, voice activated information retrieval, synthetic speech access and telecommunication devices.
- **Enhances the skills of the current library workforce:** The IT program provided oversight of the IT Continuing Education grant program. Other training for library staff was offered through WebJunction, Lyrasis, and Bibliographical Center for Research (BCR). WSL staff also consulted with libraries on the federal E-Rate program and K-20 ISP applications. In addition, the IT program provides technology assistance by phone or in person for libraries who have technical questions related to hardware and software.

Program effectiveness

For the smallest libraries and tribal libraries, the IT program provided critical support to upgrade technology services. In 2008, the IT program consulted with four libraries on firewalls, routing and infrastructure; hosted 14 IT courses for library staff; and oversaw 703 WebJunction online course sessions and 1,473 individuals on WebJunction's discussion group forums.

In addition to overseeing implementation of networking technology and offering training, the IT program enabled WSL staff to work directly with libraries to facilitate service delivery for public access technology. In 2010, the WSL visited 20 libraries to provide IT consulting, assisted 22 libraries with E-Rate applications, and provided centralized Internet filtering for eight small libraries, helping libraries meet the CIPA requirement for subsidized ISP subscriptions. The need for affordable access to Internet providers has increased over the last three years, and the K-20 Education Network assistance program grew from 10 libraries to 32 libraries between 2008 and 2010.

Recommendations

- **Establish performance metrics:** The IT program is crucial for helping small and tribal libraries with technology needs, giving residents in rural Washington or living on tribal land the same opportunities to use public access technology as residents using large libraries. Should the program continue to utilize LSTA funding, WSL should establish a set of metrics to monitor program performance. Such metrics could include the number of staff served by IT Continuing Education courses, libraries served through site visits or phone consultations, and cost savings to libraries that successfully apply for subsidized ISP services (a net value to their communities, freeing funds to provide additional services or open hours). Additionally outcomes of service encounters and satisfaction ratings could be used to better measure success in this program.

Program: Broadband Planning & Support

The mission of the Broadband program is to explore methods by which libraries might take advantage of an enhanced broadband network within Washington State. With the award of Round One and Round Two ARRA Broadband (BTOP) funding from the US Department of Commerce to the Northwest Open Access Network (NoaNet), greatly enhanced broadband will be available to community anchor institutions, including over one hundred public library outlets and three tribal libraries in Washington. This program represents \$583,743 or 3.4 percent of actual and projected 2008-2012 LSTA expenditures.

Program activities can be grouped according to the following LSTA priorities:

- **Expands services for learning and access to information and educational resources:** In the 2010 cycle, a \$20,000 planning grant supported informational webinars for public and tribal libraries to help them prepare for installation of broadband and subsequent adoption by their communities. These instructional opportunities were designed to assist the affected institutions to plan for implementation of BTOP services. The Broadband program also funded opportunities for the WSL staff to work with participating libraries to utilize the federal E-rate telecommunications discount program.
- **Develops library services that provide all users with access to information through collaborations and networks:** Broadband program staff explored the potential development of a network for the Washington library community. The WSL also coordinated with the Bill & Melinda Gates Foundation to provide a one and a half day BTOP project launch for Washington libraries and decision-makers. The collaboration with the Gates Foundation extended to acting as intermediary for \$1.5 million in match funding for public libraries for the second round of BTOP grants awarded to NoaNet.

Program effectiveness

The Broadband program had its first round of funding in the 2010 grant cycle. To date, program outcomes have been providing reliable information to affected libraries and meeting with local experts to plan the implementation of new BTOP services. Broadband program expenditures will increase from \$21,000 in 2010 to \$400,000 and \$100,000 in the next two funding cycles; accordingly, more information regarding program outcomes is anticipated.

Recommendations

- **Establish performance metrics:** As with the IT program, the Broadband program should establish clear goals and performance metrics by which the program's value can be demonstrated and monitored. Performance metrics could include the number of libraries served and affected service areas; increases in throughput speed to last-mile providers; and cost savings to participating libraries.

Program: K-20 Network

The mission of the K-20 program is to provide technology assistance to public libraries connected to the Washington K-20 Educational Network. The K-20 Educational Network in Washington State is intended to deliver high-speed data and video access to educational institutions in Washington State. The network initially connected 294 of the state's 296 school districts; public higher-education off-campus and extension centers; and the branch campuses of the state's community and technical colleges. In 2001, the K-20 Governing Board voted to allow public libraries to join the K-20 Network. The addition of libraries was partially subsidized by money obtained from a US West (Qwest) court settlement. All public libraries in Washington are eligible to join the Network.

To facilitate participation in the K-20 Network and to encourage small and rural libraries to offer high-speed data and video access to their patrons, the K-20 program provided helpdesk and technical support services through local Educational Service Districts to 30 libraries connected to the K-20 Network. The program also provided partial circuit payments to six small K-20 connected libraries. This program represents \$144,525 or 0.8 percent of actual and projected 2008-2012 LSTA expenditures.

Program effectiveness

Through this program, reliable broadband copper and fiber Internet connectivity was made possible at 30 participating public libraries statewide.

Recommendations

- **Establish performance metrics:** Should the program continue to utilize LSTA funding, the WSL should select and report metrics that provide information about the value of this program to Washington residents. Such metrics could include the number of site visits or phone consultations, or cost savings to libraries that are able to utilize remote help services from the WSL rather than hiring a dedicated IT specialist (i.e., a net value to their communities, freeing funds to provide additional services or open hours).

Program: Wayfinder: The Catalog of Washington Libraries

The mission of the Wayfinder program is to increase cooperation and resource sharing among Washington libraries while making library resources and libraries more visible to library users throughout the state. Wayfinder established a statewide library catalog through OCLC, and is intended to encourage other libraries throughout the state to add their holdings to OCLC and Wayfinder through subsidizing a Group Services subscription. As participation in Wayfinder increases, libraries will open their collections to access by all of the residents of the state. A second goal of the program is to make standard library business services (e.g., cataloging and inter-library loan) available to libraries at a predictable cost, reducing barriers to participation. Finally, the Wayfinder program endeavors to provide a convenient online portal for Washington residents,

supporting discovery of materials held by libraries throughout the state, and eventually to enable resource sharing through inter-library loan. This program represents \$340,288 or 2.0 percent of actual and projected 2008-2012 LSTA expenditures.

Wayfinder activities have included:

- **Establishing a statewide catalog:** Libraries were recruited to purchase a bundle of three OCLC services (cataloging, ILL, and WorldCat subscriptions) through joining Washington Group Services, a membership administered by State Library project staff that includes the holdings of almost all WA libraries – not just those that are members of Washington Group Services. K-12 library holdings are not currently included, but may be in the future.
- **Offering library business services at predictable cost:** Individual libraries contribute by paying for their own OCLC services (cataloging, ILL, WorldCat subscriptions). OCLC provided four-year pricing for these services, making those expenses predictable for participating libraries. Small and underfunded libraries are recruited into a program which offers subsidies on the following schedule: costs 100 percent waived for 3 years, followed by reduced subsidy percentages for an additional 3 years. WSL also funds related trainings for local library staff as appropriate.
- **Opening access to materials statewide to Washington residents:** End user access is facilitated through OCLC's partnerships with major search engines such as Google and Yahoo!, and via the OCLC FirstSearch and WorldCat.org interfaces. In addition, libraries are able to place a Wayfinder search box widget directly on their websites. Users can filter catalog search results on region or type of library. Catalog records are linked directly to local library catalogs, bringing users back to local libraries as the information source.

Program effectiveness

Wayfinder contained almost 21.9 million holdings from 223 Washington libraries as of January 1, 2011. During fiscal period 2010, the FirstSearch interface showed 4,465 searches via 3,938 logons and 5,958 searches via 3,527 logons were made using the WorldCat.org interface. The number of unique users is not available. (OCLC started reporting this metric as of January 1, 2011.) WSL expects to set a baseline with these figures against which to measure future use.

Among survey respondents aware of the Wayfinder program (76 percent, n=309), 62 percent (n=191) reported the catalog was a highly or moderately valuable tool for connecting residents to resources held in Washington libraries. Survey results supported anecdotal evidence that the greatest perceived effect on access (“made accessing library materials and information for customers significantly easier”) has taken place at K-12 and academic institutions.

Recommendations

- **Continue to measure usage:** Usage “baselines” have been established only recently. The number of logons and searches should continue to be tracked to demonstrate and monitor the benefit to Washington State residents.
- **Focus on activity that increases access for Washington residents:** To maximize the value of Wayfinder, the goal of the program should ultimately be to bring all libraries in Washington onto the OCLC platform.

In continuing the program, WSL should encourage new participants to link standalone catalogs to Wayfinder, and measure the collection by a metric of new materials linked in this manner.

- **Clearly communicate the value of joining Wayfinder to smaller libraries:** Smaller libraries may see a future statewide inter-library loan system as a potential drain on resources rather than an advantage to their patrons and may not opt-in. WSL should communicate the value of joining Wayfinder to smaller libraries to ensure program success, including the benefits of program trainings and the potential access to a wider virtual statewide library collection for their communities.

Program: Ask WA Virtual Reference Services

The goal of the Ask WA program is to provide a range of online reference services for all Washington residents by creating a network of collaboration and support among libraries throughout the state. To accomplish this, the Ask WA program offers a platform for libraries to both offer service to their patrons and to contribute on the platform, giving comprehensive coverage to residents statewide, even outside of library operational hours. Though not all Washington libraries participate in Ask WA, all Washington residents may use the service. This program represents \$555,475 or 3.2 percent of actual and projected 2008-2012 LSTA expenditures.

Program activities contributed to the following LSTA priorities:

- **Expands services for learning and access to information:** Ask WA has evolved with the devices Washington state residents use; in 2009, Ask WA started the first virtual reference service available to smart phone users. Also in 2009, Ask WA offered a five-month pilot to 9 participating libraries for text messaging reference.
- **Improved coordination between libraries:** WSL has provided funding and the QuestionPoint platform for all Washington libraries to participate in statewide virtual reference. The WSL also coordinates the schedule within the national virtual reference service cooperative to ensure round the clock coverage. Support for participating libraries has included training and promotional materials; a resource sharing wiki to archive policy, training, and promotional materials to participating libraries; and Ref22, a webinar for reference librarians. WSL hosted seven Ref22 sessions in 2009.
- **Developed library services through collaborations and networks:** The WSL has provided training sessions to help libraries conduct virtual reference. Participating libraries have regularly evaluated and suggested improvements to the platform vendor, coordinated by the WSL.

Program effectiveness

Currently, 61 libraries participate in the Ask WA system. Notably, participation for community and technical college is at 97 percent statewide. This service has proved to be very valuable in academic settings, as evidenced by survey responses: two-year academic library respondents had a much higher value perception than other respondent types – 75.8 percent (n=50) of these respondents rated the program as “highly valuable” compared to 37.4 percent overall.

Interviews with WSL staff, LCW members, and a survey of the Washington library community indicated that the Ask WA program is heavily used and valued. Survey respondents rated Ask WA the third most valuable current program for expanding and enhancing library services for Washington residents, with 25 percent (n=103) ranking it among the top three most important programs.

WSL has reported that “Washington State has some of the best-trained, most active, and most vocal librarians in the country when it comes to the benefits of chat reference.” This is reflected in the behavior of Washington librarians online: in 2009, WSL reported an answer rate of 82 percent, higher than that of the most recent cooperative answer rate via QuestionPoint’s national 24-hour virtual reference service, 63.4 percent. While other statewide cooperatives provide service through a generic statewide “Ask” portal, Ask WA operates mainly through the websites of participating institutions. As a result, participating institutions feel a sense of ownership over the project.

Recommendations

- **Increase marketing efforts:** Survey respondents (n=21) suggested that the service could be marketed more widely to the public, and recommended centralized advertising through newspapers, radio, and providing libraries with pamphlets or other materials with which to advertise the service.
- **Increase robustness of State Library administrative support:** Many survey respondents called for more frequent training (n=11), citing, in particular, past training sessions from WSL staff that were particularly beneficial. Respondents reported WSL staff support for this program has diminished, and worried about program sustainability.

Program: Information Literacy in WA Community & Technical Colleges

This 2-phase program has focused on promoting information literacy (IL) in Washington Community and Technical Colleges (CTC) by developing authentic assessment of information literacy instruction, and by educating librarians and faculty about the needs and characteristics of basic skills students. Phase I of this program, conducted in periods 2009 and 2010, concentrated on developing a body of knowledge and community of practice around information literacy in Washington community colleges. Phase II of IL-CTC, which will take place in periods 2011 and 2012, is aimed at building on this knowledge, analyzing the data collected in Phase I, and providing advanced information literacy leadership training for CTC librarians. A full program description can be found at <http://www.sos.wa.gov/library/libraries/projects/lail.aspx>. This program represents \$687,812 or 4.0 percent of actual and projected 2008-2012 LSTA expenditures.

Program effectiveness

IL-CTC program activities have engaged 94 librarians and 47 discipline faculty at 88 percent (n=30) of Washington CTCs to help build information literacy instruction practice and enhance student outcomes.¹⁸ During phase I, the project team convened 45 librarians and 10 faculty members from 22 Washington colleges to showcase successful collaborative information literacy instruction projects; review key assessment concepts; and draft plans for mini-grant projects. Mini-grants were awarded to 21 information literacy research project teams. Another workshop attended by 44 librarians, library directors, and discipline faculty was conducted on preparing CTC students to successfully transfer to 4-year institutions. The day focused on preparing participants to conduct mini-grant projects to promote information literacy for students intending to transfer to upper division studies. A total of 12 CTC library research project teams received mini-grants. Grant funded projects have been diverse and varied based on perceived library needs. A summary of all program projects can be accessed on the grant wiki: <http://informationliteracywactc.pbworks.com/w/page/19923193/FrontPage>

¹⁸ Proportion based on 34 members of Washington State Board for Community & Technical Colleges, http://www.sbctc.edu/general/c_index.aspx

IL-CTC reports provided by WSL indicate the following outcomes related to this project:

- ***Expands services for learning and access to information and educational resources to students through librarian-faculty collaboration:*** WSL reports that workshop evaluations noted the value in bringing colleagues together in a structured manner to explore how they can use information literacy to improve student learning. The WSL program manager has also noted that grant projects have consistently helped develop relationships between librarians and faculty across campus that have resulted in the integration of IL within college curriculum.
- ***Targets library and information services to persons having difficulty using a library, and the underserved, including children from families with incomes below the poverty line:*** WSL reports indicate activities have produced new knowledge applicable to serving ESL and basic skills students. These have included that students' ability to negotiate technology is often more limited than library and discipline faculty assume, as well as that IL sessions should be tailored carefully to acknowledge the actual level of skill students have with navigating related tools, especially with English language learners.
- ***Enhances the skills of the current library workforce:*** The IL-CTC program's projects have produced a large amount of data which is being analyzed by a contracted researcher at this time. This analysis will help the Washington library community better understand IL instruction best practices, especially for basic skills students, as well as the lasting impact of information literacy instruction on student learning.

Recommendations

- ***Continue to help libraries develop research-based best practices:*** Across all WSL stakeholders, the desire to look to the State Library as a source for cutting edge services and research-based best practices was reported. The library community appreciates WSL exploring new territory and reporting back with guidance. It will be critical to ensure the information emerging from this research project reach the practitioners who can put it to best use.
- ***Continue to find opportunities to help libraries and their stakeholders collaborate to enhance constituent outcomes:*** Feedback from IL-CTC efforts provided to WSL indicates a shift toward increasingly programmatic approaches in CTCs that emphasize information literacy integration as a process that requires individual and institutional change to be successful. Feedback from IL-CTC projects also reveal that the most powerful impact has been realized by collaborations that span multiple academic quarters. Embedded, ongoing processes that encourage collaboration between library and discipline CTC faculty will be necessary to realize the long-range benefits of this program.
- ***Continue to enhance knowledge sharing among Washington libraries:*** This project clearly points to the benefits of knowledge sharing among Washington academic libraries. As budgets diminish, the opportunities for collaboration may as well. It is recommended that WSL continue to find in-person and virtual methods of convening and encouraging knowledge sharing among Washington libraries.

3. Process Questions: How WSL makes decisions regarding LSTA funded activities

Decision-making mechanisms

The Washington State Library actively employs a variety of mechanisms to ensure strategic decisions reflect the needs of the Washington library community and the residents of Washington State. These mechanisms have included seeking guidance and feedback through **formal channels** such as advisory bodies; regular surveys of the library community; participation in professional organizations such as COSLA (Chief Officers of State Library Agencies); grantee reports; and post-program feedback surveys. Additionally, WSL leadership has used a variety of **informal channels** to inform their decision-making, including maintaining and seeking input through email listservs for specific communities of practice; and gathering input from program managers, who maintain close contact with the constituencies they serve. WSL leadership also has also reviewed **relevant data** from national and state-level surveys; web analytics for online resources and services; and data collected through program evaluations.

Advisory bodies

WSL leadership maintain and regularly consult a number of advisory bodies to stay informed on Washington library needs and trends, and to gather input on strategic and programmatic decisions. WSL advisory bodies, composed of active library practitioners and partners, include the Library Council of Washington and program advisory committees. WSL leadership has also cultivated a team of well-informed program managers who are expert in their respective areas and able to represent the needs of their constituencies in decision-making conversations.

Library Council of Washington

The Library Council of Washington, the chief advisory group for WSL administrators regarding use of LSTA funds, represents a broad range of library types and constituencies. Council members seek input from their respective communities of practice and the constituencies they serve to inform policy and program development.

Members represent the following library types, interests, and service populations:

- Public libraries serving populations under 100,000
- Public libraries serving populations over 100,000
- Rural libraries
- School libraries
- 2-year and 4-year academic libraries
- Special libraries
- Information technology
- Disadvantaged populations
- Cultural diversity

The Council, which convenes quarterly, serves as a catalyst for surfacing, and guiding successful responses to, library-related issues of statewide concern. The LCW participates in annual priority setting and LSTA budget allocation discussions. WSL leadership presents an annual work plan to the Council for the upcoming year; Council members discuss the work plan, consult their respective constituencies, and provide input to WSL for consideration.

Focus group discussions revealed that LCW members regularly engage their communities of practice to seek input regarding priorities and activities related to LSTA funding. The LCW endeavors to serve the most pressing needs of the Washington library community, to support programs that serve the largest number of residents possible, and to be sufficiently nimble to respond to emerging needs. An excellent example of the Council's responsiveness was the creation of the Renew Washington program and Hard Times Resource Guide, which served Washington libraries and residents during the height of the economic recession.

Program Advisory Committees

Each LSTA program is guided by input from an advisory committee overseen by the program manager. Advisory committees are composed of volunteers from various library and partner institutions with relevant expertise, as well as representatives from the program's established target audience. Committee members regularly advise on strategic and administrative aspects of the program to support its success.

Through Interviews with WSL program managers it is clear they frequently use program advisory committees as sounding boards when making program implementation decisions, and when changes occur in the program's policy or administrative environment. Program advisory committees members help ensure programs funded through LSTA reflect the operational realities of the libraries and constituents they seek to serve.

Program Managers

WSL program managers are well-informed experts in their respective focus area and are empowered to make strategic decisions regarding the programs they oversee. The WSL's eight LSTA program managers generally oversee several programs which provide them with a rich set of insights regarding the service needs and priorities of Washington libraries. Program managers also maintain regular contact with their program advisory committees, program grantees/participants, professional organizations, and relevant partner organizations. In addition, program managers meet with each other to exchange lessons learned regarding their programs, the libraries they serve, and to collectively problem-solve when challenges emerge. WSL leadership also consult program managers to ensure their strategic decisions are grounded in the current needs of Washington libraries and reflect relevant best practices.

Interviews revealed that WSL program managers have made budget-driven programmatic decisions that endeavor to respond to the most pressing needs expressed by libraries, and increase the capacity of Washington's most challenged libraries to meet the needs of their communities.

Data

Needs assessments

The WSL has conducted regular needs assessments by surveying the Washington library community. However, due to budget cuts and staff reductions, the last such broad assessment was conducted in 2007. Insights

regarding community priorities and perceptions of WSL performance gathered through the survey of the library community completed as part of this evaluation will be used to inform the next 5-Year Plan.

In addition, program managers frequently poll their constituencies through informal channels, such as email listservs and post-event surveys. This feedback often informs program-level decisions, such as CE session topic or electronic resource purchasing priorities.

Performance data

Though WSL has established a wide range of feedback loops to inform organizational decision-making, it has struggled with implementing outcome-based evaluation (OBE) and collecting OBE data¹⁹. WSL collects a wide variety of information regarding program outputs and some information regarding outcomes, mostly through grantee reports and web analytics for online resources and services. However, WSL has found gathering, analyzing, and using performance data to be challenging.

The Collaborative Summer Reading program serves as an example. The WSL's previous LSTA Five-Year Plan established a benchmark that the number of summer reading participants at Washington CSLP public libraries would increase by 3 percent annually. For those public libraries participating in both 2006 and 2010, WSL reported the number of summer reading participants increased by 21,545 or 15.9 percent. Though this is encouraging, WSL has found tracking statewide summer reading participation problematic and uneven, as local libraries vary in the way they define and monitor participation. The Collaborative also selected number of reading hours as a performance indicator; a more feasible and reliable indicator, such as number of books read, is recommended.

Through a review of program documentation, interviews, and focus groups, the evaluators have observed that lack of clarity surrounding expected program outcomes, the selection of indicators, and inadequate direction given to grantees regarding which data points to report has contributed to WSL's difficulty in successfully adopting OBE.

Future decision-making practices

The past five years

Though no changes requiring IMLS approval were made to the Washington State Library's 2008-2012 LSTA 5-Year Plan, minor mid-course adjustments were made to LSTA programs to maximize outcomes, and new programs have been developed with input from feedback channels mentioned in the previous section as well as in response to changes in the policy environment.

Many decisions made by WSL over the past five years have been based on maintenance of ongoing programs, as feedback channels have indicated the need for these programs has not changed. Many decisions have also been made in response to budget pressures and cuts. Since the beginning of the 2007-2009 biennium, WSL's total budget has fallen by 37 percent and the number of FTE staff has decreased by 33 percent. Over the past ten

¹⁹ Outcome-based evaluation is the process of systematic inquiry to determine the extent to which a program has achieved its intended goals. It attempts to ascertain how the program made a difference, in what ways, and for whom.

years, WSL's staffing levels have fallen by 57.7 percent, and operating funds have decreased by 45 percent while the average SLA has seen an operating budget decrease of 24.1 percent. Accordingly, many of WSL's decisions during this period have been the result of rapid triage in response to dramatic budget reductions and have resulted in lower levels of service to the state's libraries. There is no foreseeable change to this trend.

The state's financial challenges have also affected the ability of WSL to meet its LSTA Maintenance of Effort (MOE) requirement. As WSL adapts to new budget pressures and explores alternative program funding models to meet strategic objectives, the financial implications of such decisions must be carefully considered; it is possible that transitioning programs to funding sources that are supported in part by WSL general state fund dollars may further reduce the MOE dollars available to support future LSTA funding levels. WSL has consistently and effectively used the Library Council of Washington and program-specific advisory committees to engage, gather input, and build support among its constituencies. WSL should continue to use these channels to inform and engage stakeholders affected by changes in funding models.

Future focus

A significant driver of this evaluation effort has been a conscious decision on the part of WSL to adopt a rigorous, strategic approach to decision-making grounded in OBE in order to foster increased organizational learning and clarity. This includes developing programs that include a well-articulated theory of change, as well as clear, measurable outcomes that are specific, unique, observable, cost-effective, understandable, relevant, time-bound, and valid.²⁰ A key lesson learned by WSL through this evaluation process from which other SLAs may benefit is the importance of integrating OBE into each program at the start of the program planning stage.

To foster organizational and peer learning, WSL will make this report available publicly and share findings internally. WSL will incorporate lessons learned into the next 5-Year Plan. WSL will also incorporate performance data to help identify benchmarks to measure outcomes and manage performance over the next five years.

²⁰ Hatry, Harry P. *Performance Measurement: Getting Results*. Washington, D.C: The Urban Institute, 2006.

4. Prospective Questions: The next 5 years

Washington Libraries: Strengths, threats, and opportunities

Strengths

Much has been accomplished during this period thanks to the strengths of WSL leadership, staff, and partners, as well as the strengths of Washington libraries. Washington libraries are now better equipped to help residents cope with the economic downturn; through digitization, the state's rural heritage is being safeguarded and made accessible; and more Washington libraries are able to offer, and help their patrons navigate, information resources in digital formats.

In the survey, when asked about the major strengths of their library, respondents highlighted **operational capacity** in the form of robust collections (n=131); quality of service provided to patrons (n=104); and expertise of library staff (n=104). Less frequently cited was **the value libraries create within their communities** through contribution to policy priorities such as education, workforce development, and e-government by providing access to information (n=39). Respondents often associated creating value within their community with other assets, such as technology (n=34), the ability to provide excellent research support (n=32), and collaboration with other libraries and community partners (n=24). The least frequently cited strength was the library's **political capital** as a community anchor institution (n=23). Nonetheless, respondents reported strong support from community members or volunteers, and the importance of the 'library as place' within their community.

WSL has supported the enhancement of operational capacity, political capital, and helped refine the value proposition of Washington libraries through LSTA-funded activities. In particular, WSL has demonstrated the power of convening. Through its role as a convener, WSL has provided increased clarity for local libraries, and has helped them to prioritize their efforts. Notably, LSTA programs have also expanded the circle of support for libraries by encouraging partnerships among local libraries as well as between local libraries and public and private organizations.

Threats

Despite their strengths, Washington libraries are facing a variety of persisting and new challenges. Budget cuts have affected local libraries as well as the State Library. Revenue shortfalls resulted in a 7 percent decrease in the State General Fund and a nearly \$10.5 billion reduction in State spending between 2008 and 2011.²¹ Washington is still feeling the effects of the recession; the Governor has proposed an additional \$2 billion in cuts to the state budget for 2012.

Local governments continue to be affected by the recession as well. Of directors from municipal library systems who responded to WSL's December 2010 survey of Washington public libraries (n=26, or 69 percent of WA

²¹ Governor's Proposed 2012 Supplemental Budget, available at <http://www.ofm.wa.gov/budget12/highlights/default.asp>

municipal public library systems), more than 57 percent indicated that their budget had declined since 2009.²² At the same time, demand for library services in Washington has increased while public service hours have decreased. Between 2008 and 2009, Washington public libraries saw a 9.7 percent increase in the number of public access computer users; a 15.5 percent increase in virtual visits; and an 8.3 percent increase in circulation. Between 2003 and 2007, annual public service hours for Washington libraries increased each year. However, between 2008 and 2009, this number actually decreased (by 0.11 percent).²³

Survey respondents cited **lack of funding** and looming budget cuts as the primary threat to Washington libraries (n=293). Respondents reported funding cuts have resulted in both inadequate staffing levels (n=59) and library facilities or resources (n=27). Additionally, respondents cited the challenge of **adapting to the changing digital information landscape** (n=76), and of **envisioning and communicating the library's value** to community members, policy-makers, and funders now that "everything is on the Internet" (n=30).

Library Council members and focus group participants echoed these threats. Additionally, Council members cited increased pressure for Washington libraries as well as WSL to **demonstrate contribution to state and local government policy priorities**, and to **use data** to inform decision making and improve organizational performance.

Opportunities

To meet these challenges over the next five years, WSL stakeholders identified several key opportunities and emerging priorities. These included a desire to build on the success of current digitization efforts and to expand access to content in digital formats; a great deal of excitement about digital literacy; and a call for enhanced opportunities for knowledge and resource sharing among libraries.

The most prevalent emerging opportunity for Washington libraries cited by survey respondents involved participation in the movement to **digitize information** (n=188). Digitization was often coupled with the opportunity to **collaborate** with other libraries, consortia, or community organizations (n=56). Survey respondents also reported the opportunity for **enhanced leadership and strategic planning** to meet community needs (n=65). Accordingly, when asked to select a top priority future program focus area, respondents chose the following:

- eBooks and eReaders (24 percent, n=96)
- Digital literacy skills (20 percent, n=83)
- Helping libraries connect to and use high-speed broadband (15 percent, n=59)
- Enhanced opportunities for sharing among libraries (15 percent, n=59)

²² *How Libraries Are Coping During Difficult Economic Times: December 2010 Survey of Washington Public Libraries*. Washington State Library, January 2011.

²³ *Public Library Visits, Circulation, Reference Transactions, and the Number of Public Computer Users Grow in 2009 in the Face of Declining Library Service Hours: A Washington State Library Usage Report*. Washington State Library, 2010.

Primary emerging opportunities and priorities for the next five years cited by the LCW, WSL administrators, and focus group participants mirror those reported by survey respondents, and included the following:

- **Digital literacy:** both enhancing the digital literacy skills of Washington State residents, and the skills and ability of library staff to assist them
- **Digital content:** eBooks and eReaders, digitization, and increasing access to resources through uniform online cataloging
- **‘Train the trainer’ opportunities** to enable local library staff to help their communities navigate the changing information technology landscape
- Increased **opportunities for local libraries to create, share, and leverage collective knowledge and resources**

The Next 5 Years: Recommendations for keeping Washington libraries on the cutting edge

The WSL’s most significant strength is its ability to convene and promote collaboration between and among libraries of all types in the state. Building on this strength, analysis of past performance, and emerging priorities, **six main recommendations** for the Washington State Library have surfaced with regard to future activity funded through LSTA.

1. Support library services for technology and digital literacy development in Washington communities

Supporting digital inclusion is a major policy and service focus area for public libraries. In addition to feedback from WSL stakeholders, the emerging Framework for Digitally Inclusive Communities from the IMLS, as well as discussions among Chief Officers of State Library Agencies (COSLA) membership indicates this is a priority.

Beyond having access to information technologies, Washington residents need to understand how to use them and navigate digital content effectively to achieve their educational, economic, and social goals. However, WSL is not directly investing in developing technology and digital literacy. WSL should consider launching programs to enhance the digital literacy skills of Washington residents through local libraries, as opposed to focusing on direct services to Washingtonians; this approach both increases program efficiency in terms of meeting local needs and provides libraries with additional collateral upon which to build community support. Interviews and focus groups with WSL stakeholders suggest this could take the form of a digital literacy resource portal for Washington libraries and residents and additional training to enhance the skills and capacity of the library workforce to assist residents. Investing in the advancement of digital literacy skills in Washington communities would directly support to the LSTA priority of expanding services to support digital literacy skills.

2. Support local library staff technology competencies and learning

Across all stakeholder groups, training opportunities for local library staff were perceived as a high-value investment of LSTA funds. Survey, focus group, and LCW feedback indicates that as budgets are cut, local

libraries are increasingly looking to WSL as a professional development lifeline. At the same time, there is also widespread concern among Washington libraries about keeping up with advances in technology and helping community members adapt as well.

Accordingly, WSL should enhance and expand continuing education and training opportunities for Washington library staff, especially for advancing technology competencies. Train-the-trainer opportunities that help library staff learn from each other as well as provide instruction to the public are recommended. Increasing the skills and knowledge of local library staff builds library capacity, amplifies the local library's value within the community, and introduces efficiencies that will result in more Washington residents being served. Supporting local library staff technology competencies and learning advances the LSTA priority of staffing libraries with competent professionals equipped to help Washington communities become more digitally inclusive.

3. Enable Washington residents to access new digital content

As Washington residents increasingly look for and consume information in digital formats, local libraries need to respond by providing enhanced access to digital content. WSL has increased the capacity of libraries to meet this need through support of digital preservation; consortium purchasing of digital content; uniform digital cataloging; and an emerging effort to establish eReader and eBook best practices for libraries. WSL stakeholders reported these programs have increased the relevance of local libraries within Washington communities. Additionally, digital formats contribute to library sustainability by enabling simultaneous remote access to resources and decreasing the burden on physical infrastructure.

Accordingly, WSL should continue to invest in programs that increase the capacity of local libraries to provide access to digital content. Enabling Washington residents to access new digital content will advance the LSTA priority of providing access to information and resources in a variety of formats, enhancing coordination and linkages among and between libraries, as well as the larger LSTA goal of ensuring preservation of knowledge. At the same time, WSL needs to remain cautious about committing ongoing programmatic funding through LSTA grants; goals for increasing local library investment and strategies for reducing ongoing LSTA funding of these programs should be included in strategic plans going forward.

4. Serve as a convener, enabling libraries to leverage collective knowledge

Stakeholders of all types reported finding high value in WSL's role as a convener. In this capacity, WSL has supported opportunities for practitioners to gather in-person and virtually to share knowledge, as well as the expansion of collective knowledge through the development of research-based best practices.

To help Washington libraries face new challenges and thrive, WSL should invest in more programs that encourage sharing of best practices among libraries, and find new ways to enable communities of practice to connect and help one another. By amplifying the ability of local libraries to serve Washington residents, rather than acting as a direct service-provider, WSL is making an efficient and effective investment. Local libraries are better situated to understand the needs of their communities. Additionally, empowering local libraries to meet the needs of their communities increases their legitimacy and sustainability, and advances the LSTA priority of improving information services through collaborations and networks.

5. Align programming with goal of seeding innovation

WSL is uniquely suited “get out in front of” and respond to emerging challenges on behalf of the library community. To accomplish this, WSL should establish an ongoing program with a dedicated funding stream to seed short-term projects that address new needs through innovation. WSL’s performance benchmark for innovation projects should be the production and dissemination of new knowledge. To provide funding for innovative efforts, WSL should review all programs and consider developing alternative revenue streams through partnerships or reassigning to other service providers those ongoing programs that serve niche audiences, use a disproportionate amount of LSTA funding, or serve limited goals related to the Act.

Developing alternative funding models or reducing levels of service for ongoing programs may be problematic due to historical support for them among stakeholders. Additionally, implementing this recommendation involves inherent complexities and risk as it may reduce the amount of funds available to meet Maintenance of Effort and result in a decrease in LSTA funding levels.

6. Build outcome-based evaluation plans into programs at their inception

WSL internal and external stakeholders struggle with assessing program impact and making strategic decisions. While the economic stressors encountered by WSL during the past five years have contributed to a focus on maintaining service levels rather than making strategic decisions in terms of LSTA priorities, much of this difficulty can be ascribed to a lack of consistent gathering of performance metrics, unclear or undefined programmatic theory of change (how program inputs and activities are expected to contribute to desired outcomes), and difficulty placing programmatic strategies in terms of long-term outcome goals.

To address the need for more strategic decision making, WSL should build evaluation plans and performance indicators into programs during the planning phase.

Each program should have an evaluation plan that:

- Clearly articulates the program’s desired outcomes and theory of change;
- Identifies indicators that are specific, unique, observable, cost-effective, understandable, relevant, time-bound, and valid;²⁴
- Provides grantees with explicit instructions regarding data to be reported; and
- Includes a data collection and analysis plan to provide WSL staff and leadership with useful performance data

To the extent possible, WSL should establish indicators that can be used to track performance across like programs to show collective impact. Building evaluation plans into each program will help create a shared understanding of the program’s purpose and goals, create consistency in grant reporting, and increase WSL’s capacity to assess programmatic as well as organizational progress and impact.

Performance data can then be used to bring increased rigor to decision-making conversations. Building a performance management plan into each program will enhance the ability of the Council and WSL administrators to assess the relative success of program strategies, and make adjustments to maximize

²⁴ Hatry, Harry P. (2006). *Performance Measurement: getting results*: The Urban Institute Press.

contribution to the achievement of LSTA priorities. Performance data will also help WSL staff actively manage their programs to achieve successful outcomes, and allow WSL to complement its success stories with supporting data.

Changing the role performance data plays in decision-making at WSL represents a cultural shift and will require ongoing championing on the part of WSL leadership to be successful. To facilitate this shift, the evaluators recommend WSL set a benchmark of establishing OBE plans for at least 20 percent of LSTA programs by January of 2013. Additionally, WSL should endeavor to clearly articulate, make transparent, and share with stakeholders and staff programmatic theories of change, program strategies, and performance measurement to ensure they are well understood across stakeholders.

Annexes

Appendix A: List of Acronyms

ABE	Adult Basic Education
ACRL	Association of College and Research Libraries
ARRA	American Recovery and Reinvestment Act of 2009
AskWA	Ask WA Virtual Reference Services
BCR	Bibliographical Center for Research
BIP	Broadband Initiatives Program
BTOP	Broadband Technology Opportunities Program
C2C	Connecting to Collections Supplemental Funding Program
CBA	Washington State Social Studies Classroom Based Assessment
CE	Continuing Education
CIPA	Children’s Internet Protection Act
CSLP	Collaborative Summer Library Program
CTC	Community and Technical College
DNS	Domain Name System
DOC	Department of Corrections & Institutional Library Staffing Program
ELPLP	Early Learning Public Library Partnerships
ESL	English as a Second Language
GED	General Equivalency Diploma
IL	Information Literacy
IL-CTC	Information Literacy in Washington Community and Technical Colleges Program
ILS	Institutional Library Service
IMLS	Institute of Museum and Library Services
IT	Information Technology
LCW	Library Council of Washington
LSTA	Library Services and Technology Act
MOE	Maintenance of Effort
MOHAI	Museum of History and Industry
NLS	National Library Service for the Blind and Physically Handicapped
NoaNet	Northwest Open Access Network
OB	One Book Program
OBE	Outcome-Based Evaluation
OCLC	Online Computer Library Center, Inc.
OSPI	Office of the Superintendent of Public Instruction (of Washington State)
OT	Occupational Therapy
OTP	Off the Page Downloadable Audiobooks and eBooks Program
RCW	Revised Code of Washington
SDL	Statewide Database Licensing Program

SLA	State Library Agency
SSS	Supporting Student Success
TC	Targeted Competitive Program
TLA 50	Transforming Life After 50
USP	Underserved and Special Populations Consulting Program
W3C	World Wide Web Consortium
WASSAIL	Web-based Augustana Student Survey Assessment of Information Literacy
WJ	WebJunction
WPI	Washington Preservation Initiative
WRH	Washington Rural Heritage Program
WSL	Washington State Library
WTBBL	Washington Talking Book & Braille Library

Appendix B: List of Persons Interviewed

Washington State Library

Jeff Martin, Acting Library Development Program Manager
Gary Bortel, IT Services Manager
Jennifer Fenton, CE/Training Coordinator
Danielle Miller, WTBBL Program Manager
Carolyn Petersen, Assistant Library Development Program Manager
Evan Robb, Project Manager
Laura Sherbo, ILS Program Manager
Martha Shinnors, Assistant Library Development Program Manager
Rand Simmons, Acting Washington State Librarian
Jeremy Stroud, Communication Consultant
Will Stuvenga, Cooperative Projects Manager
Anne Yarbrough, LSTA Grants Manager

Library Council of Washington

Barbara Arnett, Williams Kastner
Benita Brown, Sacajawea Elementary School
Eliza Dresang, University of Washington Information School
Nancy A. Bunker, Whitworth University Library
M. Kate Burton, Fort Vancouver High School Library
Geoff Fitzpatrick, Whatcom County Library System
Lillian Heytvelt, Denny Ashby Library
Pricilla Ice, Spokane County Library District
Pat Partovi, Spokane Public Library
Ana Cristina Romero-Figueroa, Walla Walla County Rural Library District
Mary Jo Torgeson, Puyallup Public Library
Joan Weber, Yakima Valley Community College
Valerie Wonder, Seattle Public Library

Deep-dive Program Focus Group Participants

Julie Ben-Simon, Manager of Vendor Relations and Collection Management Services, King County Library System
Patti Cammack, WRH Project Coordinator, Whitman County Public Library
Sandy Glover, Assistant Director, Camas Public Library
Anne Graham, Senior Computer Specialist, Digital Initiatives, University of Washington Libraries
Jan Hanson, Youth Services Librarian, Longview Public Library
Pamela Mogen, Director of Library Services, Liberty Lake Municipal Library
Angela Morris, Children's Services Manager, North Central Regional Library
Joy Neal, Director, LaConner Regional Library
Karen Prasse, Librarian, Burlington Public Library; Camano Island Historical Society
Amy Rice, Coordinator of Technical Services, Whitworth University
Catherine Sarette, Youth Services Coordinator, Whatcom County Library System
Chris Wolfe, Librarian, Griffin Elementary School
Mike Wood, Librarian, Green River Community College

Appendix C: Bibliography of Documents Reviewed

LSTA plans, reports, and guidelines

- Washington State Library (2008). Washington State Library Services and Technology Plan 2008-2012. Retrieved from http://www.sos.wa.gov/library/libraries/dev/LSTAFiveYearPlan2008_2012.pdf
- Washington State Library (2007). *Washington State Library Services and Technology Act Five-Year Evaluation Report, FFY2003-2007*. Retrieved from <http://www.imls.gov/assets/1/AssetManager/WA03-07Eval.pdf>
- Grants to State Library Administrative Agencies*. Institute for Museum and Library Services. <http://www.imls.gov/programs/default.aspx>
- Library Services and Technology Act, Title 20 CFR, Chapter 72, Subchapter II (2011). Retrieved from <http://uscode.house.gov/download/pls/20C72.txt>
- Guidelines for Five-Year Evaluation*. Institute of Museum and Library Services. Retrieved from http://dpi.wi.gov/pld/pdf/advc_5yr_eval_guid2012.pdf

Budget documents

- Washington State Library LSTA Budget Reconciliation, Federal Fiscal Years 2008, 2009, 2010.
- Washington State Library LSTA Budget, Federal Fiscal Year 2011.
- Washington State Library Proposed Work Plan, 2012.

Annual evaluation reports submitted to the IMLS

- Washington State Library (2009). Washington State Program Report Summary, Fiscal Year 2008.
- Washington State Library (2010). Washington State Program Report Summary, Fiscal Year 2009.
- Washington State Library (2011). Washington State Program Report Summary, Fiscal Year 2010.

Program-specific documentation

Ask-WA Virtual Reference Services

- Program Workplan and Budget: 2008, 2009, 2010, 2011
- Program Website: <http://www.sos.wa.gov/library/libraries/projects/askwa/>
- Web analytics

Broadband Planning and Support

- Program Workplan and Budget: 2011

Connecting to Collections Supplemental Grants

- Connecting to Collections: Preserving Washington's Cultural Heritage. Final Consultant's Report to the Connecting to Collections Steering Committee* (2009). Retrieved from <http://www.sos.wa.gov/library/libraries/c2c/>.

Continuing Education and Training & Organizational Memberships

- CE and Training Workplan and Budget: 2008, 2009, 2010, 2011
- ITCE Workplan and Budget: 2008, 2009, 2010, 2011
- Organizational Memberships Workplan and Budget: 2008, 2009, 2010, 2011
- Quarterly Program Reports to the Library Council of Washington: 2009, 2010, 2011
- Lists of WSL-sponsored training attendees: 2008, 2009, 2010
- Washington State Library (2011). *Issue Update: Continuing Education Grants, September 2011* [Advisory].

Program Website: <http://www.sos.wa.gov/library/libraries/training/continued.aspx>

Washington WebJunction Website: <http://wa.webjunction.org/1>

Program Grantee reports: 2008, 2009, 2010

Post-training evaluation surveys, 2008, 2009, 2010

Department of Corrections & Institutional Library Staffing

Program Workplan and Budget: 2008, 2009, 2011

Circulation statistics, 2008, 2009, 2010

Information Literacy in WA Community & Technical Colleges

Program Workplan and Budget: 2009, 2010, 2011

Program Website: <http://www.sos.wa.gov/library/libraries/projects/lail.aspx>

Program Wiki: <http://informationliteracywactc.pbworks.com/w/page/19923193/FrontPage>

IT Consulting, Technical Assistance, and Purchases

Program Workplan and Budget: 2008, 2009, 2010, 2011

Program Website: <http://www.sos.wa.gov/library/libraries/libDev/technology/>

K-20 Network

Program Workplan and Budget: 2010, 2011

Program Website: <http://www.sos.wa.gov/library/libraries/projects/k20.aspx>

K-20 Education Network Website: <http://www.wa-k20.net/>

Off the Page Downloadable Audiobooks and eBooks

Program Workplan and Budget: 2008, 2009, 2010, 2011

Program Website: <http://www.sos.wa.gov/library/audiobooks/>

Washington Anytime Library Website:

<http://anytime.lib.overdrive.com/AFDC7B9C-D27D-4B8A-ACA8-CD790D48E14A/10/504/en/Default.htm>

Web analytics

OneBook Initiative

Program Workplan and Budget: 2008

Program Grant Guidelines: 2008

Program Grantee Reports: 2008

Program Website: <http://www.sos.wa.gov/library/libraries/projects/onebook/>

Statewide Database Licensing

Program Workplan and Budget: 2008, 2009, 2010, 2011

Program Website: <http://www.sos.wa.gov/library/libraries/projects/sdl/>

Web analytics

Supporting Student Success

Program Workplan and Budget: 2008, 2009, 2010, 2011

Program Grant Guidelines: 2008, 2009, 2010, 2011

Program Grantee Reports: 2008, 2009, 2010

Program Website: <http://www.sos.wa.gov/library/libraries/SupportStudentsSuccess.aspx>

Targeted Competitive Grants – Renew Washington

Program Workplan and Budget: 2009, 2010

Program Grant Guidelines: 2009, 2010
Program Grantee Reports: 2009, 2010
Program Website: <http://www.sos.wa.gov/library/libraries/projects/renewwashington/>
Hard Times Resource Guide: <http://www.sos.wa.gov/library/hardtimes/default.aspx>
Web analytics

Underserved and Special Populations Consulting

Program Workplan and Budget: 2008, 2009, 2010, 2011

Washington Preservation Initiative

Program Workplan and Budget: 2008
Program Grant Guidelines: 2008
Program Grantee Reports: 2008
Program Website: <http://www.sos.wa.gov/library/libraries/projects/preservation.aspx>

Washington Rural Heritage

Program Workplan and Budget: 2008, 2009, 2010, 2011
Program Grant Guidelines: 2008, 2009, 2010, 2011
Program Grantee Reports: 2008, 2009, 2010
Web analytics: January through December, 2010
Program Website: <http://www.sos.wa.gov/library/libraries/projects/rural.aspx>
Washington Rural Heritage Web Portal: <http://www.washingtonruralheritage.org/>

Washington Talking Book & Braille Library

Program Workplan and Budget: 2008, 2009, 2010, 2011
Washington Talking Book & Braille Library Website: <http://www.wtbbl.org/>
Circulation statistics
Annual reports provided to National Library Service, 2008, 2009, 2010, 2011

Wayfinder: The Catalog of Washington Libraries

Program Workplan and Budget: 2008, 2009, 2010, 2011
Program Website: <http://www.sos.wa.gov/library/libraries/projects/Wayfinder.aspx>
List of Wayfinder partner libraries:
<http://www.sos.wa.gov/library/libraries/projects/WayfinderMoreaboutWho.aspx>
Web analytics

Youth Services Programs

Collaborative Summer Reading

Program Website: <http://www.sos.wa.gov/library/libraries/projects/summerreading/default.aspx>

Connecting the Dots

Program Workplan and Budget: 2009, 2010, 2011
Program Website: <http://www.sos.wa.gov/library/libraries/projects/connectingthedots.aspx>
Early Learning Public Library Partnership Website:
<http://earlylearning.org/about-us/early-learning-public-library-partnership>

Youth Services

Program Workplan and Budget: 2008, 2009, 2010, 2011

Read to Your Baby Booklets

List of organizations that have distributed Read to Your Baby Booklets (October, 2011)

Distribution of Read to Your Baby Booklets by language (October, 2011)

LSTA Administration

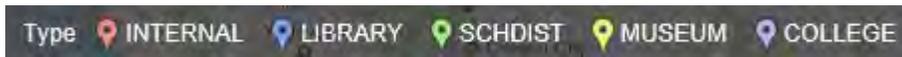
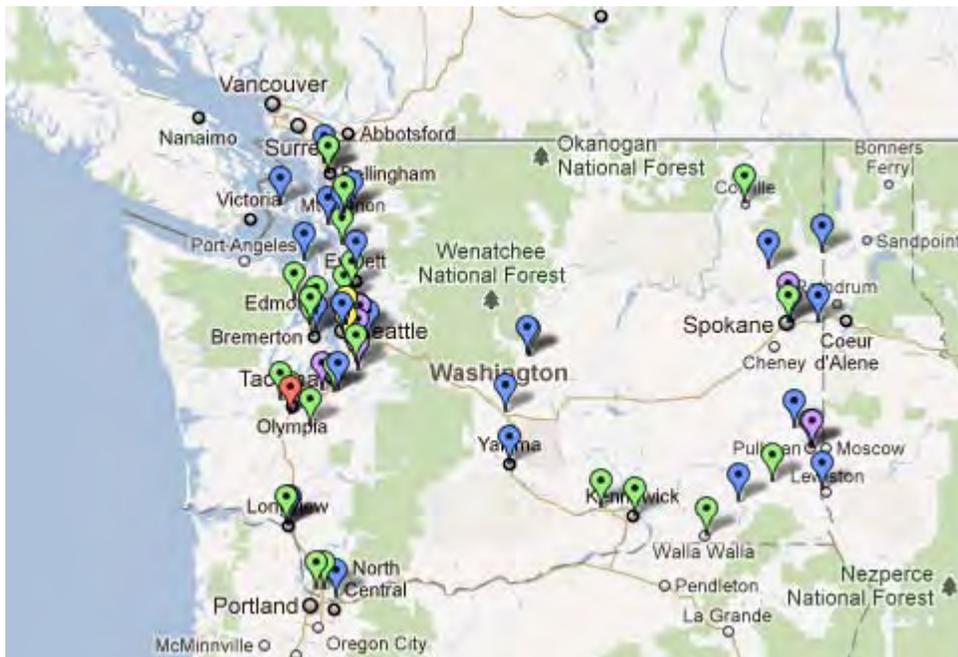
Program Workplan and Budget: 2008, 2009, 2010, 2011

Appendix D: LSTA Program Expenditures, 2008-2012 (Actual and Projected)

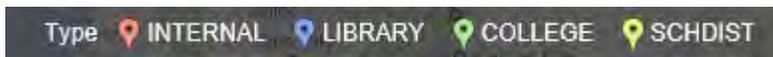
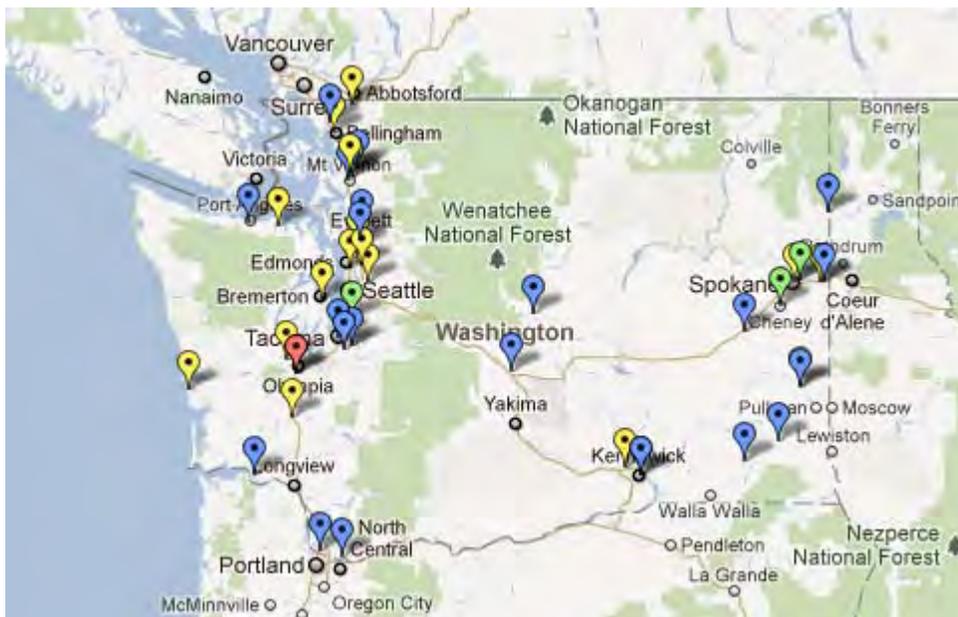
Program	2008 Actual	2009 Actual	2010 Actual	2011 Projected	2012 Projected	Total
Department of Corrections	\$729,769	\$617,609	\$597,600	\$523,211	\$560,464	\$3,028,653
Statewide Database Licensing	\$326,547	\$380,808	\$331,133	\$342,250	\$338,746	\$1,719,484
Washington Talking Book & Braille Library	\$342,277	\$335,835	\$551,574	\$100,000	\$328,000	\$1,657,686
IT Consulting, Technical Assistance, and Purchases	\$343,558	\$352,191	\$244,665	\$250,382	\$258,346	\$1,449,142
Youth Services	\$120,346	\$70,098	\$253,955	\$271,421	\$289,200	\$1,005,020
Continuing Education, Training, and Organizational Memberships	\$157,885	\$107,237	\$195,168	\$263,576	\$253,710	\$977,576
Supporting Student Success	\$325,259	\$228,032	\$219,048	\$204,450	\$0	\$976,789
Washington Rural Heritage	\$184,911	\$172,515	\$134,452	\$209,506	\$195,000	\$896,384
Underserved and Special Populations Consulting	\$216,293	\$252,641	\$128,319	\$111,119	\$177,108	\$885,480
Information Literacy in WA Community & Technical Colleges (Phases I & II)	\$0	\$157,823	\$239,989	\$150,000	\$140,000	\$687,812
LSTA Administration	\$132,135	\$141,886	\$149,429	\$131,954	\$103,250	\$658,654
Broadband	\$0	\$0	\$21,243	\$412,500	\$150,000	\$583,743
Targeted Competitive - Renew Washington	\$0	\$308,266	\$248,969	\$0	\$0	\$557,235
Ask WA Virtual Reference Services	\$99,056	\$97,757	\$114,524	\$97,138	\$147,000	\$555,475
Off the Page Downloadable Audiobooks & eBooks	\$9,950	\$177,099	\$126,597	\$102,000	\$116,500	\$532,146
Wayfinder Catalog	\$57,672	\$67,730	\$67,336	\$75,150	\$72,400	\$340,288
One Book Initiative	\$184,100	\$0	\$0	\$0	\$0	\$184,100
K-20 Network	\$0	\$79,613	\$9,912	\$30,000	\$15,000	\$134,525
K12 Project	\$0	\$0	\$0	\$0	\$100,000	\$100,000
Washington Preservation	\$91,014	\$0	\$0	\$0	\$0	\$91,014
Planning & Evaluation	\$0	\$0	\$10,717	\$73,556	\$0	\$84,273
Transforming Life After 50	\$0	\$0	\$0	\$0	\$38,000	\$38,000
eBook/eReader grants	\$0	\$0	\$0	\$0	\$33,000	\$33,000
Connecting to Collections	\$7,855	\$6,301	\$0	\$3,362	\$0	\$17,518
Connecting Libraries Through Resource Sharing	\$0	\$0	\$0	\$0	\$8,235	\$8,235
Total Annual Program Expenditure	\$3,328,627	\$3,553,441	\$3,644,630	\$3,351,575	\$3,323,959	\$17,202,232

Appendix E: Locations of 2008 -2011 WSL LSTA Grant Recipients

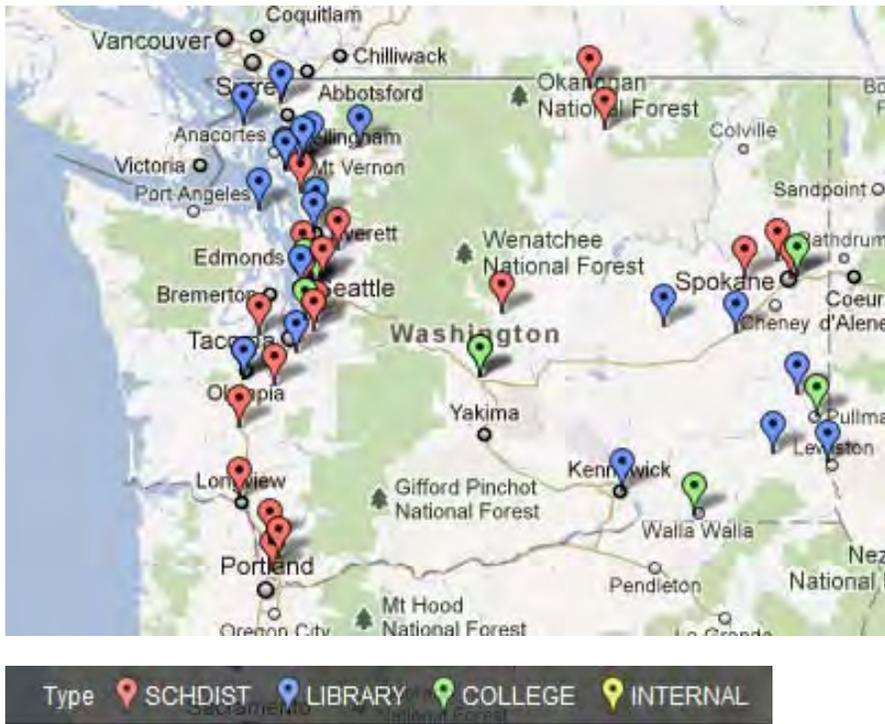
2008 Funding Locations (n=63)



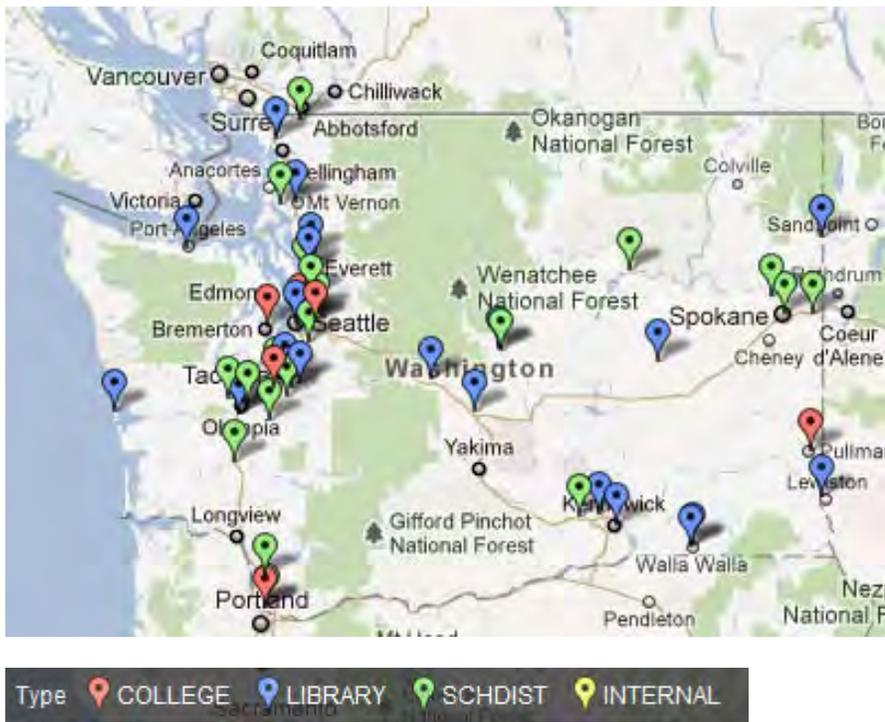
2009 Funding Locations (n=44)



2010 Funding Locations (n=50)



2011 Funding Locations (n=50)



Appendix F: Washington State Library Staff Interview Protocol

Introduction:

I'm [INTERVIEWER NAME] from the University of Washington Information School. I'm here today to interview you about your activities managing LSTA funded projects for the WSL in conjunction with the WSL's five-year evaluation of their LSTA strategic plan.

The goal of this interview is to understand the results of the programs you managed and the opportunities and barriers you encountered in implementing them. We also want to hear about your strategies for implementation and the types of changes you would recommend going forward into the next 5-year LSTA plan.

The information we receive from you will be used to inform our evaluation of the LSTA program and recommendations to the WSL for the next LSTA 5-year plan. Because this interview is related to a program evaluation, it is not considered research and our protocols are not reviewed by the UW Institutional Review Board.

While we do want you to be as open and forthcoming with your answers as possible and will take reasonable precautions to protect your privacy, for example by not connecting your name to your comments, due to the small size of your staff we cannot guarantee complete anonymity of your responses as they pertain to specific programs. Your impressions of the LSTA program overall, however, will only be reported in aggregate with those of your peers and therefore you should feel free to be more candid.

To help me focus on your answers during this interview I would like to record it. I will only be using this recording to complete my notes and once that it done the recording will be destroyed. Is that okay with you?

Do you have any questions before we get started?

Part 1: Project specific questions

I'm going to start out by asking you some questions about how the program(s) you managed contributed to the LSTA goals. We have a lot of other data about this, so I don't expect you to be able to provide specific outcome numbers here, but rather I would like to know in what ways you connect your program activities to the outcomes desired by the IMLS.

My records indicate that you have been managing the "project". Is that correct? How long have you been involved with that program? What specifically do you do? How did that program come into being?

The LSTA program's six goals and priorities are to...

- Expand services for learning and access to information and educational resources:
 - In a variety of formats
 - In all types of libraries
 - For individuals of all ages
 - To support education
 - To support lifelong learning
 - To support workforce development

- To support digital literacy skills
- Improve coordination among and between libraries to improve quality of and access to information services
- Enhance the skills of library workforce and leadership to advance delivery of information services
- *Enhance recruitment of future library and information services professionals*
- Develop public and private partnerships with other agencies and CBOs
- Develop services to provide access to information via collaborations and networks (local, state, regional, national, international)

Part 2: Contribution of program to LSTA goals

That’s a lot of goals! I would like to go through that list and talk about ways you thing the “program” contributed to outcomes in each of those priority areas.

1. How do you see this program as having expanded services for learning and access to information and educational resources? We’re trying to understand how YOU see the program making a contribution. (use probes as necessary)
 - a. Did it encompass activities that developed different types of formats? Did it reach different types of libraries? Was it targeted to people of certain age groups?
 - b. How did it support education? Lifelong learning? Workforce development? Digital literacy skills?
2. Do you think the program or your work in support of the program had any impact on improving coordination among and between libraries? How? Are there any opportunities you see for using your program to improve coordination and resource sharing among libraries?
3. In what ways do you think your program helped the library workforce in Washington enhance its skills and leadership? How do you think your program affected the skills and leadership abilities of library leaders? Did it help them advance the delivery of information services in Washington?
4. Are there any ways you see your program helping to recruit future library or information professionals? Can you think of any ways that your program might be used towards that end?

I’m going to ask you about how your program engaged with organizations besides the libraries involved or relied on partnerships or collaborations to achieve outcomes. This is a little bit complicated because on one hand you have public/private partnerships—like when a library receiving a Rural Heritage grant partners with the local Chamber of Commerce to get extra funding—and on the other hand you have collaboratives like the Ask-WA program where many libraries join together to create a program and provide services. We don’t need to get too fussy about the distinction between these—it’s more of a spectrum of ways the state library works with other organizations and the way individual libraries work with other organizations than two distinct types of approaches to leveraging resources.

For the IMLS, utilizing LSTA funding to form partnerships and leverage resources is very important. They see partnerships as a way to promote sustainability of programs and expand the circle of support for libraries. I would like you to keep that in mind as we talk about how partnerships contributed (or could have contributed) to your program

5. Did your program rely on any public or private partnerships to deliver services? Were those partnerships that the state library engaged in or were they partnerships that individual libraries established?
 - a. What types of agencies or organizations were involved?
 - b. How did being involved in a partnership contribute to the success of the project?
 - c. What were the pitfalls or problems you encountered? How did you overcome them? How do you think those could be avoided in the future?
6. Did your program involve a collaborative or a co-op type of arrangement?
 - a. How did the state library get involved in that? What types of considerations do you evaluate in getting involved in one?
7. Do think there were other partnership opportunities for this program? How would they have helped enhance the outcomes of this program or contributed to its sustainability?

The IMLS also wants LSTA funding to be used to target services to underserved or unserved populations. I would like to know from you how you feel your program contributed to improving access for people belonging to certain groups, and also how you thought about that while you were planning and implementing the program

8. In what ways do you see your program helping to improve access to people of different geographical backgrounds—for example people living in rural communities or maybe immigrants. What kinds of outcomes do you think your program contributes to in those people?
9. What about people with diverse cultural backgrounds? Maybe Native Americans or other minority groups?
10. Does your program improve access or create opportunities for positive outcomes in people with limited means? How do you see it doing that?
11. Does it help people with limited functional literacy or information skills? How does it help with that?
12. Are there ways you think your program might be able to increase access or outcomes for any of those groups?

Providing services for youth, particularly those from families living below the poverty line is another area of special interest for the IMLS and LSTA.

13. In what ways does your program help children from birth through age 17 who come from impoverished families? Are there ways you think your program could be more effective reaching this population?

The IMLS also identifies a goal of helping people who have difficulty using a library for various reasons, so we want to know whether and how your program might help them to use libraries, or at least gain access to library resources in other ways.

14. Persons with disabilities, physical, cognitive, or age related often have difficulty using libraries. The WSL has its own goal targeting these people for improved serves that actually goes beyond what the IMLS sets. Do you see ways that your program might contribute to increased access for people with disabilities? Are there ways that your program could increase access for them?

Part 3: Strategic decisions in program choices

We would like to learn more about and how you thought about the “program”. For example, how you made strategic choices in choosing to implement “program” and how the choices you made while implementing the program were directed to achieving the LSTA goals.

1. Which, if any, of the six LSTA program goals did you have in mind when you were deciding to implement the “program” or planning its implementation? Which was the primary goal you were aiming for?
2. Do you think the “program” was the right approach to making progress in this area? Why? How?
3. Are there other approaches that should be considered for making progress towards that goal?
4. Where there any barriers in implementing the program that may have limited progress?
5. What would have made the implementation of this program more successful?

Part 4: Process & evaluation

We’re going to shift a little bit here and talk about how you went about reflecting on your project and evaluating the outcomes. We would also like to hear about how your approaches and goals might have changed as the project was being implemented. Some of these questions might be going over some areas we’ve already covered, but with a slightly different focus.

1. In terms of the project, when you started out you had some project goals and plans. Did those change as you were implementing it? What were the modifications?
2. What kind of evaluation did you plan and carry out through the project? Do you consider that evaluation approach to be outcomes focused?
3. Were changes you talked about earlier informed by evaluation data? How were performance metrics used in decisions to make modifications to the project?

I want to ask you a little bit more about how performance evaluation, outcomes evaluation, and evaluation metrics are used here in general at WSL.

4. In what ways do you see performance metrics used to guide policy and managerial decisions affecting the WSL’s LSTA-supported programs and services? Does that happen in formal discussions? What kinds of discussions or at what times do you as the LSTA team, or you as an individual consider evaluation data in your decision making about the LSTA funding?
5. Have you found any challenges to using outcome-based data or other types of evaluation to guide policy and managerial decisions over the past five years?

Part 5: The future of LSTA over the next 5 years

We’re getting to the end of this interview. Thanks for sticking with me. This last group of questions is about your vision for the LSTA program over the next 5 years. I’m really interested in hearing about how what you’ve learned about your program over the past 5 years

- What do you think should be the priorities should be for LSTA funding over the next 5-years?
- How much of your thinking about those priorities are driven by your experiences? Thoughts about the needs existing in Washington? What about evaluation of your existing program?
- What do you think the major challenges are to pursuing those priorities?

- What other opportunities do see for using the LSTA funding for meeting the LSTA goals? Are there any partnership opportunities you see on the horizon? Or new ways of using partnerships to pursue the goals?
- **(WSL Administrators Only)** How does the WSL plan to share performance metrics and other evaluation-related information within and outside the WSL to inform policy and administrative decisions during the next 5 years?
- **(WSL Administrators Only)** How can the performance data collected and analyzed to date be used to identify benchmarks in the upcoming 5-year plan?
- **(WSL Administrators Only)** What key lessons has the WSL learned about using outcome-based evaluation that other states could benefit from knowing? What worked and what should be changed?
- **(WSL Administrators Only)** What are the major challenges and opportunities that WSL and its partners can address to make outcome-based data more useful to federal and state policy makers as well as other stakeholders?

Appendix G: Library Council of Washington Focus Group Protocol

Introduction:

I'm _____ from the University of Washington Information School. I'm here today to hear about your perceptions of Washington State Library programs funded through Library Services and Technology Act grants for the LSTA 5-year evaluation report. We are also conducting interviews with WSL staff, grantees, and other stakeholders, as well as conducting an online survey of the library community in Washington State.

The goal of this focus group is to help me understand your perceptions of the results of programs administered by WSL, what kinds of opportunities or challenges you have observed in their implementation, and also what changes to LSTA programs you would like to see going forward into the next 5-year LSTA plan. We are also interested in how you make strategic decisions, for example, how you decide what should be the LSTA funding priorities for the next 5-years, and how data does or does not influence those strategies.

The information we receive from you today will be used to inform our evaluation of the LSTA program and recommendations to the WSL for the next LSTA 5-year plan. To help me focus on your answers during this interview I would like to record it. I will only be using this recording to complete my notes and once that it done the recording will be destroyed. Is that okay with you?

Do you have any questions before we get started?

Part 1: Retrospective

As I outlined in the memo in your packet, the purpose of this focus group is to help gather some data to answer specific questions the IMLS wants to have included in the 5-year evaluation. They want to know about the efficacy of policy and program choices in terms of the LSTA goals; how strategies have changed over the past 5-years and how those changes might be influenced by data; and what lessons you've learned about the LSTA funded programs and how that might change your strategies over the next 5-years.

Cortney is handing out two documents. One is a list of LSTA goals and the other is a partial list of LSTA programs that WSL has administered over the past 5-years. The main goals of the LSTA Grants to States program can more or less be boiled down into three main areas:

- Expand services for learning and access to information and educational resources, particularly for underserved populations
- Improve coordination and collaboration among libraries, encourage collaborations and partnerships to improve quality of and access to information services
- Enhance the skills of library workforce and leadership to advance delivery of information services and recruit library professionals

I've classified the several programs on the list according to these three categories. That doesn't mean there isn't some overlap, but from what we've seen in the program documentation, these are the goals these programs mainly serve.

I want to go through each of the three groupings and hear what you have to say about the programs and how effective they have been towards meeting the overarching goal. I'm particularly interested in hearing in what ways you think they are effective in meeting the goals, so I might probe a little when you start talking about one.

1. So first, the WSL has focused a lot of LSTA money on expanding access to information and resources for underserved populations, including people in rural areas, low-income people, people with disabilities, people who are incarcerated, and youth.
 - a. I want to start with the Statewide Database Licensing program and the Downloadable audiobooks program.
 - i. In what ways do you think these two programs have been effective in helping to expand access to information and resources? Can you give some examples of the kinds of outcomes you might expect to see out of the libraries? What about the end users?
 - ii. How important do you think these programs are? Do they provide any special opportunities for libraries to form partnerships or otherwise amplify value in their communities?
 - iii. Have you observed any problems with these two programs or have any concerns about them?
 - iv. What do you think are the next steps for these two programs?
 - b. How about the Washington Rural Heritage Program?
 - i. In what ways do you think the Rural Heritage Program benefits the people of Washington?
 - c. There are several programs aimed at providing youth services, including the Early Learning Collaborative, summer reading programs, and Supporting Student Success.
 - i. Do you think these programs provide adequate levels of support for the state's youth and youth librarians?
 - ii. What kinds of outcomes do you think can be associated with the programs?
 - iii. How do you think the programs could have been improved or changed to produce better outcomes?
 - d. The DOC branch libraries and the WTBBL are kind of special programs within the LSTA programs. They both provide direct services to a very special and specific population. We have circulation data on both of the libraries, but because of the nature of the programs, we don't have much information on the outcomes patrons might achieve from using those libraries.
 - i. What kinds of outcomes do you think patrons are likely to achieve by using WTBBL? What about the DOC branch libraries?
 - ii. Can you think of any ways that service in those libraries might be improved?
 - iii. What about opportunities for partnerships or collaborations?
2. Moving on to coordination among and between libraries and others, can you speak to your perception of the effectiveness of Wayfinder and Ask-WA?
 - a. What do you think are the next steps for these two programs?
3. The WSL provides support in a couple of ways to help library staff enhance their skills: they provide direct training programs or organize trainings, grants to offset the cost of attendance at outside training programs, and access to online training and support content through WebJunction and others.

- a. Do you feel these approaches are effective for enhancing the skills of the library workforce in Washington?
- b. Where do you feel additional investments in education for library staff could make a big difference in the outcomes for patrons?

Part 2: Strategic decisions in program choices

We would like to learn more about how you thought about the LSTA programs over the past 5-years, and in particular how you made strategic choices to implement certain programs instead of others.

1. Which, if any, of the LSTA program goals do you think are most influential in decisions to implement program? Is there a primary goal you most often aim for?
2. Do you think programs you implemented to reach that goal were the right approach to making progress in this area? Why? How?
3. Are there other approaches that should be considered for making progress towards that goal?
4. Was there any particular data or performance metrics that guided your thinking about what goals to pursue or whether the programs you implemented were successful?
5. Where there any barriers in implementing the program that may have limited progress?
6. What would have made the implementation of this program more successful?

Part 3: The future of LSTA over the next 5 years

We're getting to the end of this focus group. Thanks for sticking with me. This last group of questions is about your vision for the LSTA program over the next 5 years. I'm really interested in hearing about how what you've learned about your program over the past 5 years is going to influence the future and what your priorities are for using the LSTA funding.

1. What do you think should be the priorities should be for LSTA funding over the next 5-years?
2. How much of your thinking about those priorities are driven by your experiences? Thoughts about the needs existing in Washington? What about evaluation of your existing program?
3. What do you think the major challenges are to pursuing those priorities?
4. What other opportunities do see for using the LSTA funding for meeting the LSTA goals? Are there any partnership opportunities you see on the horizon? Or new ways of using partnerships to pursue the goals?

Appendix H: Focus Group Protocol for Selected Programs

Deep dive focus groups:

- Youth Services and Supporting Student Success
- Continuing Education & Training and Organizational Memberships
- Statewide Database Licensing and *Off the Page* Downloadable Audiobooks and eBooks
- Washington Rural Heritage

Introduction

I'm _____ from the University of Washington Information School. Thank you for participating in this focus group. The Washington State Library uses Federal Library Services and Technology Act (or LSTA) funding from the Institute of Museum and Library Services (or IMLS) to support a variety of library development programs and projects in Washington. These programs are described in detail in the Washington State Library Five-Year Plan. The University of Washington Information School is currently assisting the Washington State Library in evaluating progress toward the goals described in the LSTA Five-Year Plan.

As part of this evaluation effort, we are also conducting interviews with Washington State Library staff, with members of the Library Council of Washington, and we just completed an online survey of the Washington State library community, which you may have participated in.

I'm here today to hear about your perceptions of the Washington State _____ program, which is supported by LSTA funding. As I understand it, this program [PROGRAM DESCRIPTION]. The goal of this focus group is to help me understand your perceptions of the **results** of this program, and the kinds of opportunities or challenges you have experienced or observed in the implementation of this program.

The information I receive from you today will be used to inform our evaluation of the Washington State Library's LSTA program, and to help us make recommendations to the WSL for the next LSTA 5-year plan. Your answers will not impact your organization's ability to obtain future funding from or participate in programming offered by the WSL.

Before we begin, I'd like to go over our agenda. We will start out by doing some brief introductions. I'll then ask you some questions about how you see this program fitting into your strategic goals; I will ask about outcomes your organization and the people you serve may have realized as a result of this program; and then I would like to hear feedback from you regarding the implementation of this program and suggestions for how the WSL might best support you in the future.

Do you have any questions before we get started?

Part 1: Program Outcomes

First off, I'd like you to let's go around the 'virtual' room and have everyone briefly introduce yourself. Please give us your name, the organization you are affiliated with and your role there, and tell us a little bit about your experience with the [PROGRAM NAME] program.

Thanks for that. I'm going to start out by asking some general questions about the ways in which you feel participating in this program has helped your organization and the people you serve.

We have a lot of other data about this program, so I don't expect you to be able to provide specific numbers during our discussion. Rather I would like to know in what ways you connect participation in this program to positive outcomes for your organization and the people you serve.

1. First, I'd like you to think back to when you first became involved in this program. I'd like to know what factored into your decision to participate.
 - a. What benefits did you hope to gain through participation? In what ways did you see this program as helping your organization meet strategic goals? (*Use probes as necessary.*)

2. Let's come back to the present moment. I'd like to know about the ways in which you think participating in this program may have benefited your organization.
 - a. How has this program increased your library's capacity to serve your community?
 - b. For the IMLS, utilizing LSTA funding to form partnerships and leverage resources is important. They see partnerships as a way to promote sustainability of programs and expand the circle of support for libraries.
 - i. As part of this program, has your organization developed partnerships or resource sharing arrangements either with other libraries or with community-based organizations?
 - ii. (*For libraries that haven't developed partnerships*) Do you see any ways that involving partners could have helped enhance the outcomes of this program?
 - c. Did you or other library staff learn something new or expand your skills as a result of participating in this program? Are there other ways your library or library staff have benefitted from this program? (*Probe: has your library gained better support in the community as a result of having these resources? How do you know? Does your library staff feel more confident about their ability to serve patrons?*)

3. Let's focus now on the people you serve. I'm interested in the ways you think this program has contributed to positive outcomes for your patrons and community.
 - a. From your perspective, who's benefitting from this program?
 - b. **How** do you think your patrons and community are benefitting from this program? **What outcomes** do you think this program is helping them to achieve? (What are they able to do after that they weren't able to do before?)
 - c. Do you see other ways these outcomes might be achieved or other ways we could go about supporting these positive outcomes?
 - d. What other outcomes do you think are possible through this program?

Part 2: Process feedback

We're getting to the end of this focus group. Thanks for sticking with me. I want to spend a little bit of time talking about the administrative aspects of participating in this program.

1. From your point of view, what has the Washington State Library done really well in the administration of this program? Are there aspects of how this program has been administered that have worked well for you?
2. On the flip side, is there additional support that Washington State Library could have provided that would have helped you achieve more and better outcomes?
3. *(If time allows)* Thinking about the next 5 years, how do you think the Washington State Library should be investing its funds? What additional programs could the WSL support that would help you meet your community's needs?

Closing

Those are all the questions I have for you. Thank you very much for participating in this focus group. Before we close, is there anything else you would like me to know? Or do you have any questions for me or that you would like to ask the group?

Thank you!

Appendix I: Survey of Washington Library Community – Survey Instrument

Introduction

The Washington State Library uses Federal Library Services and Technology Act (LSTA) funding from the Institute of Museum and Library Services (IMLS) to support a variety of library development programs and projects in Washington. The goals and priorities of these programs and projects are guided by the Washington State Library LSTA Five-Year Plan. The LSTA programs are described in detail at <http://www.secstate.wa.gov/library/libraries/>.

The University of Washington Information School is currently assisting the Washington State Library in evaluating progress made toward the goals of the LSTA Five-Year Plan. The purpose of this survey is to learn about how the library community in Washington perceives the efficacy of LSTA programs, where it could improve, and what unmet needs might be targeted in future LSTA-related programs.

Please complete this important survey by December 2, 2011. There are 33 primary questions on this survey, with some follow-up questions depending on your responses. The entire survey will take 15-35 minutes to complete. Your responses will be analyzed as part of a mandatory report to the IMLS about LSTA grant activities over the past five years.

The University of Washington will not share any personally identifiable information from your responses with the WSL and your answers will not impact your library's ability to obtain future grant funding from the WSL. Your responses are, however, critical to ensuring continued WSL services and technology support to the libraries in the state.

Part 1: Opinion of specific programs

The vision of the Washington State Library is to ensure that Washingtonians have access to the information they need today and to the history of Washington for tomorrow. To achieve that vision, the WSL's Five-Year Plan identifies three main goals for the LSTA program:

1. To provide increased physical and remote access to traditional and digital library resources and services in all areas of the state.
2. To help Washington libraries to provide enhanced and expanded library services, resources and programs to all segments of their communities.
3. To promote delivery, development, expansion, and improvement of library services in all types of libraries through the use of consulting, training, and collaboration in order to better serve all of the people of Washington.

Over the past four years, the Washington State Library has supported a number of activities in support of these goals. **The following section will ask your perceptions of how well you think these programs support each of the goals and how or whether you have participated in activities related to them.**

1. The [Washington Rural Heritage](#) program provides training and grant support to enable small and rural libraries to digitize historically unique materials. The aim of the program is to increase library capacity to contribute to the Washington Rural Heritage digital collection. In addition to training and grants for

small and rural libraries, the WSL provides the long-term storage of these digitized collections and the online portal through which they are accessed.

To what extent do you think the Washington Rural Heritage program is valuable for ensuring that Washingtonians have access to historically unique materials?

- Highly valuable
- Moderately valuable
- Limited value
- Not valuable
- Don't know/unsure
- Not aware of the Washington Rural Heritage program

1a. Was your library a participant in Washington Rural Heritage training or a recipient of a Washington Rural Heritage grant? [Yes / No or not sure]

1b. [If yes to 1a] To what extent was the training provided by the WSL effective in improving your library's capacity to digitize and manage collections of historical and cultural items?

- Highly effective
- Moderately effective
- Limited effectiveness
- Not effective
- Don't know/unsure

1c. [If yes to 1a] What was your library's most significant accomplishment related to your participation in the Washington Rural Heritage program? [open-ended]

2. [Ask-WA](#) is the statewide virtual reference portal that provides access to a live librarian 24/7 for every Washington resident. The WSL uses LSTA funds to coordinate the cooperation of more than 60 Washington libraries and to pay for the platform used to interact with customers.

To what extent do you think the Ask-WA program is valuable for expanding access to reference services for Washington residents?

- Highly valuable
- Moderately valuable
- Limited value
- Not valuable
- Don't know/unsure
- Not aware of the Ask-WA program

2b. Is your library a member of the Ask-WA cooperative? [Yes / No or not sure]

2c. [If yes to 2b] To what extent has the WSL been effective in coordinating virtual reference services through Ask-WA?

- Highly effective
- Moderately effective
- Limited effectiveness
- Not effective
- Don't know/unsure

2d. [If yes to 2b] Do you have any suggestions for how the Ask-WA program could be expanded or improved? [open-ended]

3. The WSL subsidizes subscriptions to recorded book and e-book collections for public, academic, and K-12 libraries in Washington State through the [downloadable audiobooks](#) program (also known as *Off the Page* or the OverDrive, NetLibrary consortium). The WSL also provides online and in-person training to help libraries work with these resources.

To what extent do you think the downloadable audiobooks and e-books program is important for supporting the educational and information needs of Washington residents?

- Highly important
- Moderately important
- Limited importance
- Not important
- Don't know/unsure
- Not aware of the downloadable audiobooks project

3a. Is your library a current or former member of the downloadable audiobooks and e-books program? [Yes / No or not sure]

3b. [If yes to 5a] In which of the following years did your library participate in the downloadable audiobooks and e-books program? (check ALL that apply)

- 2010
- 2011

3c. [If yes to 3a] How valuable was/is this program to your library community?

- Highly valuable
- Moderately valuable
- Limited value
- Not valuable
- Don't know/unsure

3d. [If yes to 3a] To what extent did/has the downloadable audiobooks and e-books program increased access to library services for underserved populations or other persons having difficulty using standard print material in your community?

- Significantly increased

- Moderately increased
- Limited increase
- No increase at all
- Don't know/unsure

3e. [If yes to 3a] In what other ways did/has your community or library benefitted from this program? Please be specific and give examples. [open-ended]

3f. [If yes to 3a] If your library is no longer participating in the downloadable audiobooks and e-books program, why were your subscriptions cancelled? (Please put NA if your library is a current participant.) [open-ended]

3g. [Ask all] Does your library plan to join or continue to participate in the downloadable audiobooks and e-books program in 2012? [Yes / No or not sure]

3h. [Ask all] Do you have any suggestions for how the downloadable audiobooks and e-books program could be expanded or improved? [open-ended]

4. [Wayfinder, the Catalog of Washington Libraries](#), provides a single portal for searching and locating materials held in over 250 Washington public, academic, government, and other libraries.

To what extent is Wayfinder a valuable tool for connecting residents to resources held in Washington libraries?

- Highly valuable
- Moderately valuable
- Limited value
- Not valuable
- Don't know/unsure
- Not aware of the Wayfinder catalog

4a. Have you used the Wayfinder catalog in your work with library customers? [Yes / No or not sure]

4b. [If yes to 4a] To what extent has the Wayfinder catalog allowed you to more easily access library materials and information for your customers?

- Significantly easier
- Moderately easier
- Limited improvement in ease
- No increase in ease
- Don't know/unsure

5. The WSL coordinates and subsidizes subscriptions to online research databases through the [Statewide Database Licensing Project](#) (also known as the ProQuest package) in order to help Washington libraries gain more cost effective access to database products.

To what extent has the WSL Statewide Database Licensing Project been effective in expanding access to electronic library resources for Washington residents?

- Highly effective
- Moderately effective
- Limited effectiveness
- Not effective
- Don't know/unsure
- Not aware of the Statewide Database Licensing project

5a. Does your library currently participate, or has it previously participated, in the Statewide Database Licensing Project? [Yes / No or not sure]

5b. [If yes to 5a] In which of the following years did your library participate in the Statewide Database Licensing Project? (Check ALL that apply)

- 2008
- 2009
- 2010
- 2011

5c. [If yes to 5a] How valuable was/is this program to your library community?

- Highly valuable
- Moderately valuable
- Limited value
- Not valuable
- Don't know/unsure

5d. [If yes to 5a] In what ways did/has your community or library benefitted from this program? Please be specific and give examples. [open-ended]

5e. [If yes to 5a] If your library is no longer participating in the Statewide Database Licensing Project, why were your subscriptions cancelled? (Please enter NA if your library is a current participant) [open-ended]

5f. [Ask All] Do you have any suggestions for how the Statewide Database Licensing Project could be expanded or improved? [open-ended]

6. [Renew Washington](#) was a special project to provide grants to help public libraries provide assistance, resources, and training to unemployed and underemployed Washingtonians. The WSL also used Renew Washington funding to create the "Hard Times Resource Guide," an online portal of resources for succeeding in a tough economy.

To what extent do you think this grant program has been valuable for helping libraries provide services to Washington families facing unemployment?

- Highly valuable

- Moderately valuable
- Limited value
- Not valuable
- Don't know/unsure
- Not aware of the Renew Washington grant program

7. The WSL supports initiatives aimed at developing research-based self-evaluation tools for demonstrating the value of early learning programs in libraries, and establishing guidelines for best practices in library services to preliterate children. These efforts have been known as "[Connecting the Dots](#)", the [Early Learning Public Library Partnership](#), and Project VIEWS.

To what extent do you agree that these initiatives have addressed a critical need in improving the quality of community-based early learning?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not sure
- Not aware of these programs

8. The WSL provides the Department of Corrections branch libraries with staffing, materials, and staff training to support institutional programs, development of Life Skills, providing information about drug and alcohol abuse, literacy, self-help, and the productive use of time while incarcerated.

To what extent do you agree that providing staffing, materials, and staff training for the Department of Corrections branch libraries supports positive impacts on incarcerated populations in Washington State?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not sure
- Not aware of this program

9. The "[Supporting Student Success](#)" grants initiative assists schools and public libraries to work together for the success of K-12 students in meeting classroom based assessment in social studies and improving student awareness of library resources.

To what extent do you think the Supporting Student Success grants initiative is valuable for increasing collaboration between schools and libraries?

- Highly valuable
- Moderately valuable
- Limited value

- Not valuable
- Don't know/unsure
- Not aware of the Supporting Student Success grant program

9a. Was your library a recipient of a Supporting Student Success grant? [Yes / No or not sure]

9b. [If yes on 9a] Do you feel your Supporting Student Success grant contributed to students successfully completing CBAs in social studies? Why or why not? [open-ended]

9c. [Ask All] Do you have any suggestions for how the Supporting Student Success initiative could be expanded or improved? [open-ended]

10. The [Washington Talking Book & Braille Library](#) (WTBBL) aims to provide outreach and easy access to library services to meet the information, self-education, and recreational needs of residents who are unable to read standard print material.

To what extent are the activities of the WSL in support of the Washington Talking Books and Braille Library important to expanding access to library resources for people with disabilities?

- Highly important
- Moderately important
- Limited importance
- Not important
- Don't know/unsure
- Not aware of the Washington Talking Book & Braille Library

11. The WSL sponsored the following youth services and early literacy activities through LSTA funding:

- Collaborative summer reading program
- Distribution of Read to Your Baby booklets
- Training for youth services library staff

To what extent do you feel these programs improved the capacity of libraries to serve the literacy needs of Washington youth and parents?

- Significantly improved
- Moderately improved
- Limited improvement
- No improvement
- Don't know/unsure
- Not aware of these programs

11a. Do you have suggestions for how any of these programs could be improved? [open-ended]

11b. What other programs do you think WSL could sponsor to help libraries support caregivers engage in literacy activities with children? [open-ended]

11c. Did your library participate in the statewide collaborative summer reading program? [Yes / No or not sure]

11d. [If yes on 11c] How effective do you feel the summer reading program is for helping students maintain their reading skills?

- Highly effective
- Moderately effective
- Limited effectiveness
- Not effective
- Don't know/unsure

11e. [If yes on 11c] To what extent do you think WSL coordination of the statewide summer reading program is valuable for helping libraries offer summer reading programs?

- Highly valuable
- Moderately valuable
- Limited value
- Not valuable
- Don't know/unsure

11f. [Ask All] Did your library distribute "Read to Your Baby" booklets? [Yes / No or not sure]

11g. [If yes on 11f] How effective do you think the "Read to Your Baby" booklets are for educating caregivers about early literacy?

- Highly effective
- Moderately effective
- Limited effectiveness
- Not effective
- Don't know/unsure

11h. [If yes on 11f] To what extent were the "Read to Your Baby" booklets valuable in helping library staff with outreach to caregivers around early literacy?

- Highly valuable
- Moderately valuable
- Limited value
- Not valuable
- Don't know/unsure

12. The WSL provides grants to members of the Washington library community to help offset the cost of attending pre-conferences and workshops or receiving other types of training, and makes online training available through WebJunction, Lyrisis, and Amigos.

To what extent do you agree that the continuing education opportunities provided by the WSL have increased knowledge and skills among library staff?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not sure
- Not aware of this program

12a. Do you have any suggestions for how the WSL could provide more effective continuing education opportunities? [open-ended]

12b. Did you or your library receive a Continuing Education grant or participate in training provided by or through WSL? [Yes / No or not sure]

12c. [If yes to 12b] In what ways has your community or library benefitted from your Continuing Education grant or participation in training provided by or through WSL? Please be specific and give examples. [open-ended]

13. Which of the following programs do you feel have contributed the most to enhanced and expanded library services for Washington residents? Choose up to 3.

- Washington Rural Heritage (statewide digital repository and digitization training)
- Ask-WA (statewide cooperative virtual reference services)
- Downloadable audiobooks and e-books program (subsidized subscriptions to online collections)
- Wayfinder (statewide catalog of Washington library collections)
- Statewide Database Licensing (subsidized subscriptions to online research databases)
- Renew Washington projects (supporting public libraries to help Washington's unemployed and underemployed)
- Library effectiveness in community-based early learning initiatives
- Department of Corrections library staffing and support
- Supporting Student Success (school and public library cooperation for K-12 student success)
- Washington Talking Book & Braille Library
- Youth Services (collaboration among organizations serving families and children)
- Continuing Education

14. Which of the following program focus areas do you feel would contribute the most to enhanced and expanded library services for Washington residents over the next 5 years?

- Helping libraries connect to and use high-speed broadband
- Digital literacy skills
- Library staff technology competencies
- E-Books and e-readers
- Cooperative and open-source ILS
- Enhanced opportunities for sharing among libraries
- Other: [open text]

Part 2: Washington State Library

This section of the survey will ask you to evaluate the activities of the Washington State Library overall. Please indicate your level of agreement with the following statements.

The WSL has been successful at:

15. Advancing the delivery of library and information services in Washington

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't know/unsure

16. Enhancing the visibility and public understanding of the value of libraries

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't know/unsure

17. Encouraging collaboration among libraries and partnerships with other agencies and organizations.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't know/unsure

18. Providing leadership and coordination of services to all libraries in Washington

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't know/unsure

19. Targeting library and information services to impoverished or underserved urban and rural communities

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't know/unsure

20. Improving library services for individuals with limited functional literacy or information skills

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't know/unsure

21. Supporting increased access to libraries by people with disabilities

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't know/unsure

Part 3: Opportunities for future programs

22. What are the major strengths of your library? [open-ended]

23. What weaknesses or threats endanger the sustainability of your library? [open-ended]

24. What future opportunities lie ahead over the next five years for your library? [open-ended]

25. Besides the programs the Washington State Library has already supported, what additional grant programs could the Washington State Library support to help your library meet its community needs? [open-ended]

26. What consulting, training and/or facilitation services could the Washington State Library offer that would help your library effectively serve its patrons? [open-ended]

Demographic Information

27. Please indicate your position

- Director
- Other Administration
- Manager or Department Head
- Librarian or Library Media Specialist
- Library Technician or Assistant
- Trustee
- Other

28. Indicate the type of library in which you work

- 4-year academic
- 2-year academic or technical
- K-12
- Special
- Public
- Other

29. What is the population of your service area (number of residents/number of students/number of members) [integer]

30. Indicate the number of paid staff in the library (in full-time equivalents or FTEs) [integer]
31. Indicate the region of Washington in which your library is located
 - Puget Sound (King, Pierce, Kitsap and Snohomish Counties)
 - Western Washington outside Puget Sound
 - Eastern Washington
32. Please provide the name of your library. Your answer to this question is necessary for calculating response rates for this survey. Your answer will be held in strict confidence by the University of Washington and no identifying information connected to survey responses will be shared with the Washington State Library. [open text]
33. (Optional) Please provide your name, telephone number, and email address if you are willing to be contacted for a follow-up interview by the University of Washington. Your answers to this survey will remain strictly confidential and no identifying information will be shared with the Washington State Library. [open text]

Thank you for completing the survey.

Introduction

The Washington State Library uses Federal Library Services and Technology Act (LSTA) funding from the Institute of Museum and Library Services (IMLS) to support a variety of library development programs and projects in Washington. The goals and priorities of these programs and projects are guided by the Washington State Library LSTA Five-Year Plan. The LSTA programs are described in detail at <http://www.secstate.wa.gov/library/libraries/>.

Appendix J: Responses to Survey of Washington Library Community

Survey content

The survey consisted of an introduction explaining the survey's purpose followed by three sections, described below. The survey instrument is included in Appendix I of this report.

Section One of the survey asked about perceptions regarding the extent to which specific programs have supported the achievement of LSTA priorities. Respondents from participating libraries were asked about program outcomes and for suggestions regarding how programs could be expanded or improved. The evaluators and WSL administration selected 11 programs for inclusion in the survey.

Programs were selected that span multiple years of the evaluation period; have been utilized by a large segment of the Washington library community; represent the largest allocation of LSTA funding since 2008; and represent, collectively, all 5-Year Plan goals. The programs included account for roughly 73 percent of 2008-2012 actual and projected LSTA expenditures. Programs were excluded if there was likely to be low familiarity among the Washington library community with the program itself or with the program's outcomes; this included emerging programs, and programs that did not directly engage a broad segment of the library community.

The following LSTA programs were included in the survey:

- Statewide Database Licensing
- *Off the Page* Downloadable Audiobooks and eBooks
- Washington Rural Heritage
- Ask-WA Statewide Cooperative Virtual Reference
- Wayfinder: The Catalog of Washington Libraries
- Renew Washington
- Department of Corrections & Institutional Library Staffing
- Washington Talking Book & Braille Library
- Youth Services Programs
- Supporting Student Success
- Continuing Education & Training and Organizational Memberships

Section Two of the survey asked respondents to evaluate WSL's overall efficacy in relation to priorities outlined in the LSTA Grants to States program. **Section Three** of the survey asked respondents to identify strengths and threats for Washington libraries, as well as opportunities for future LSTA-related programming. Open-ended response opportunities were included throughout the survey to provide for a richer set of insights.

Survey response

Efforts were made to solicit feedback from the Washington library community broadly, as well as from targeted stakeholder audiences. The following communities of practice were targeted with invitations sent from Washington State Library staff and administrators to appropriate email listservs: tribal libraries, school media specialists, 4-year academic libraries, and 2-year and technical college libraries. To encourage broad participation, the Washington Library Association email listserv was also targeted. Library directors were asked

to forward a survey invitation to their trustees. Three follow-up postings to the listservs were sent in order to increase participation. In order to increase participation from library directors and recipients of LSTA program grants, a survey invitation was sent by email directly to these constituents; up to three email reminders were also sent.

The survey was open for 29 days, between November 4th and December 2nd 2011, and generated 406 completed responses. The responses represent a convenience sample and are limited in their ability to represent the Washington library community as a whole. Survey respondents represented over 280 institutions and a wide variety of library types, roles, and geographic regions. Respondents represented service population sizes ranging from 21 to 600,000 constituents. The average and median service population size were approximately 108,500 and 5,000, respectively. Survey response rates by library type, region, role are detailed below in Figures 12 through 15.

Figure 12: Survey response by library type

Library Type	n	%
Public	126	31
K-12	104	26
2-year academic/technical	66	16
4-year academic	53	13
Special	38	9
Tribal	4	1
Other	15	4

Figure 13: Survey response by region

Region	n	%
Puget Sound	172	42
Eastern WA	128	32
Western WA (outside Puget Sound)	106	26

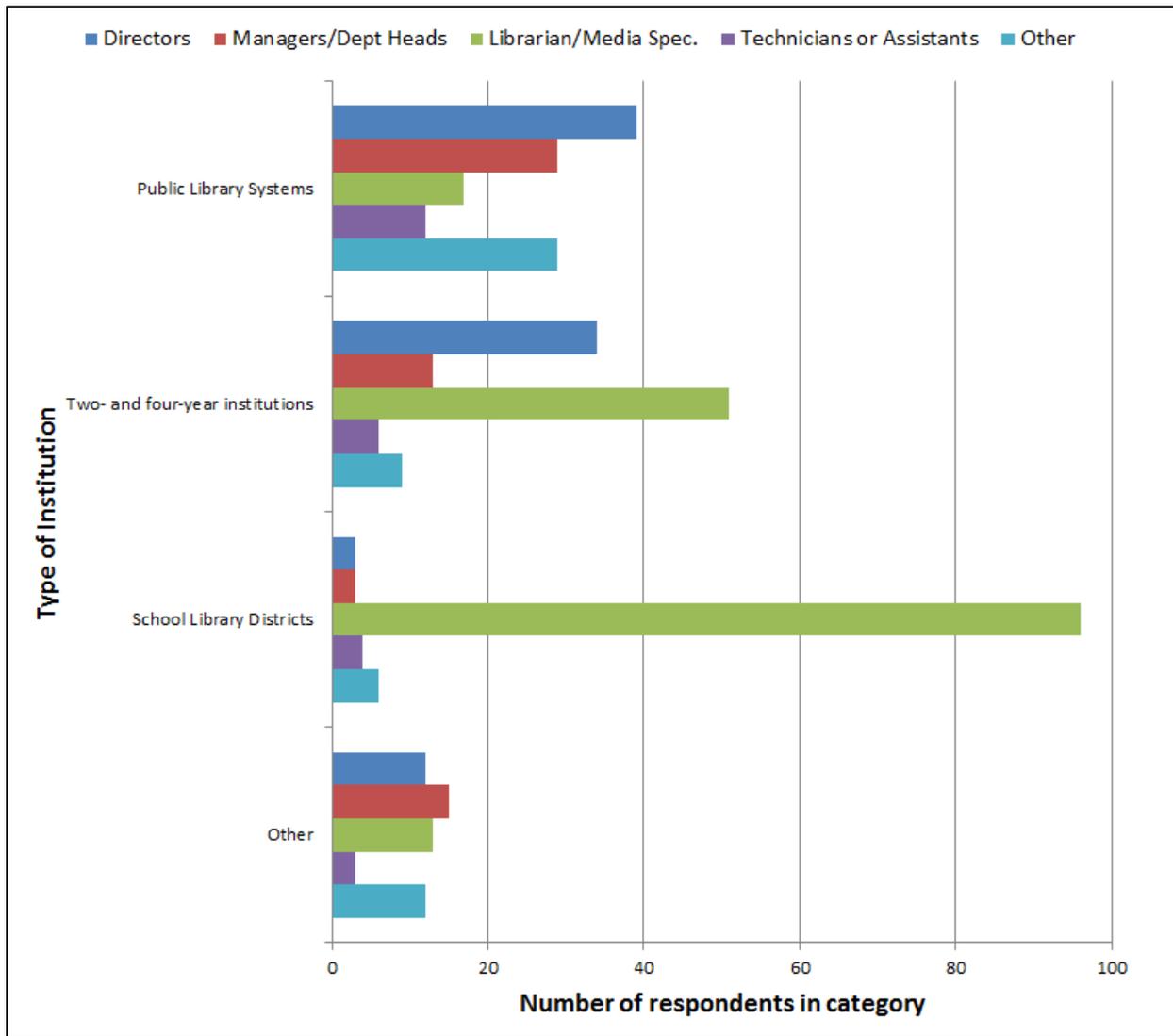
Figure 14: Survey response by respondent role

Role	n	%
Librarian or Library Media Specialist	177	44
Library Director	88	22
Manager or Department Head	60	15
Library Technician or Assistant	25	6
Other Administration	21	5
Library Trustee	12	3
Other	23	6

Responses were fairly evenly distributed among public, academic, and school libraries, though the preponderance came from public libraries (31 percent, n=126), with high participation among public library directors: 39 of Washington’s 63 public library directors responded. Participation among tribal libraries was somewhat low, with roughly 14 percent (n=4) of the state’s 29 federally recognized tribes responding.²⁵ It is notable, however, that not every tribe may have a community library. The majority of respondents self-identified as Librarians or Library Media Specialists. Survey responses were fairly evenly dispersed among the state’s three primary geographic regions.

²⁵ Proportions based on 2009 IMLS Public Library Survey and WA Governor’s Office of Indian Affairs.

Figure 15: Respondent roles by institution type



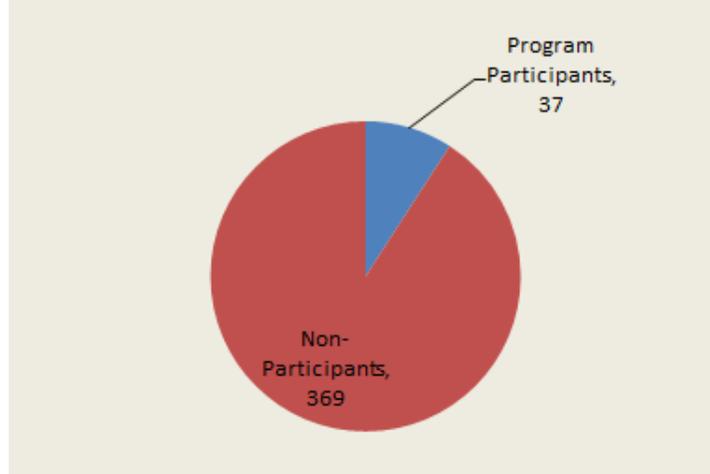
Coverage of Directors in public library systems was particularly high for this survey: with 39 directors of 63 public library systems, 61.9 percent of public library directors responded to the survey. For 2 and 4 year academic libraries, 34 Directors responded, providing 44.7 percent coverage of the 76 campus locations for such institutions in Washington State. With 1,159 Library Media Specialists shown in the 2009-10 census of State of Washington K-12 schools (from the [Office of Superintendent of Public Instruction](#)), and 96 Librarian or Media Specialists responding to the survey, 8.3 percent of individuals in those roles have given input to the WSL programs through this survey.

From the “Other” category, there were 4 respondents self-reporting as tribal librarians or library directors for unique tribes; with 29 Federally-recognized tribes in Washington State as of November 2011 (as reported by the Governor’s Office of Indian Affairs), coverage of tribal libraries was 13.8 percent. Notably, in the “Other” category, 20 of the 55 total respondents (36.3 percent) self-identified as being from a medical library or a library associated with a medical group or hospital.

Program: Washington Rural Heritage

All respondents were asked: “Was your library a participant in Washington Rural Heritage training or a recipient of a Washington Rural Heritage grant?”

Figure 16: Washington Rural Heritage: survey respondents by participation



All respondents were asked: “To what extent do you think the Washington Rural Heritage program is valuable for ensuring that Washingtonians have access to historically unique materials?”

Figure 17: Washington Rural Heritage responses by role: value for ensuring access to historically unique materials for Washingtonians

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Highly valuable	88	59.5%	79	44.6%	17	68.0%	7	58.3%	21	47.7%	212	52.2%
Moderately valuable	34	23.0%	43	24.3%	4	16.0%	2	16.7%	10	22.7%	93	22.9%
Limited value	2	1.4%	4	2.3%	0	0.0%	1	8.3%	0	0.0%	7	1.7%
Don't know/unsure	11	7.4%	12	6.8%	3	12.0%	0	0.0%	4	9.1%	30	7.4%
Not aware of the program	13	8.8%	39	22.0%	1	4.0%	2	16.7%	9	20.5%	64	15.8%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 18: Washington Rural Heritage responses by institution type: value for ensuring access to historically unique materials for Washingtonians

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Highly valuable	65	54.6%	41	39.4%	74	58.7%	24	57.1%	8	53.3%	212	52.2%
Moderately valuable	25	21.0%	26	25.0%	31	24.6%	9	21.4%	2	13.3%	93	22.9%
Limited value	1	0.8%	4	3.8%	2	1.6%	0	0.0%	0	0.0%	7	1.7%
Don't know/unsure	10	8.4%	7	6.7%	13	10.3%	0	0.0%	0	0.0%	30	7.4%
Not aware of the program	18	15.1%	26	25.0%	6	4.8%	9	21.4%	5	33.3%	64	15.8%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

Program participants were asked: “To what extent was the training provided by the WSL effective in improving your library’s capacity to digitize and manage collections of historical and cultural items?”

Figure 19: Washington Rural Heritage participant responses by role re: effectiveness of training

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Highly effective	16	59.3%	0	0.0%	1	33.3%	1	50.0%	4	100.0%	22	59.5%
Moderately effective	6	22.2%	0	0.0%	2	66.7%	0	0.0%	0	0.0%	8	21.6%
Limited effectiveness	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not effective	1	3.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.7%
Don’t know/unsure	4	14.8%	1	100.0%	0	0.0%	1	50.0%	0	0.0%	6	16.2%
Grand Total	27	100.0%	1	100.0%	3	100.0%	2	100.0%	4	100.0%	37	100.0%

Figure 20: Washington Rural Heritage participant responses by institution type re: effectiveness of training

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Highly effective	0	0.0%	1	100.0%	19	63.3%	1	100.0%	1	50.0%	22	59.5%
Moderately effective	1	33.3%	0	0.0%	7	23.3%	0	0.0%	0	0.0%	8	21.6%
Limited effectiveness	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not effective	0	0.0%	0	0.0%	1	3.3%	0	0.0%	0	0.0%	1	2.7%
Don’t know/unsure	2	66.7%	0	0.0%	3	10.0%	0	0.0%	1	50.0%	6	16.2%
Grand Total	3	100.0%	1	100.0%	30	100.0%	1	100.0%	2	100.0%	37	100.0%

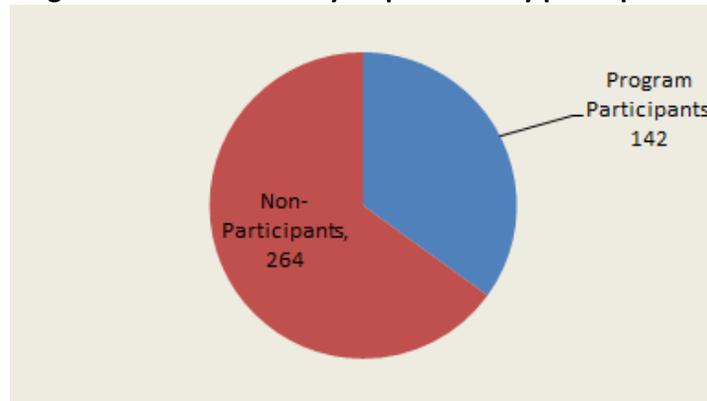
Program participants were asked: “What was your library’s most significant accomplishment related to your participation in the Washington Rural Heritage program?”

Responses to open-ended questions are summarized in the body of the report.

Program: Ask WA Virtual Reference

All respondents were asked: “Is your library a member of the Ask-WA cooperative?”

Figure 21: Ask WA: survey respondents by participation



All respondents were asked: “To what extent do you think the Ask-WA program is valuable for expanding access to reference services for Washington residents?”

Figure 22: Ask WA responses by role re: value in expanding access to reference services for WA residents

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly valuable	54	36.5%	70	39.5%	11	44.0%	1	8.3%	16	36.4%	152	37.4%
Moderately valuable	52	35.1%	51	28.8%	10	40.0%	7	58.3%	15	34.1%	135	33.3%
Limited value	18	12.2%	14	7.9%	1	4.0%	1	8.3%	1	2.3%	35	8.6%
Not valuable	3	2.0%	0	0.0%	0	0.0%	0	0.0%	1	2.3%	4	1.0%
Don't know/unsure	15	10.1%	15	8.5%	2	8.0%	1	8.3%	2	4.5%	35	8.6%
Not aware of the program	6	4.1%	27	15.3%	1	4.0%	2	16.7%	9	20.5%	45	11.1%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 23: Ask WA responses by institution type re: value in expanding references services for WA residents

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		Grand Total	
Highly valuable	71	59.7%	22	21.2%	38	30.2%	15	35.7%	6	40.0%	152	37.4%
Moderately valuable	31	26.1%	30	28.8%	54	42.9%	16	38.1%	4	26.7%	135	33.3%
Limited value	5	4.2%	12	11.5%	16	12.7%	2	4.8%	0	0.0%	35	8.6%
Not valuable	0	0.0%	0	0.0%	3	2.4%	1	2.4%	0	0.0%	4	1.0%
Don't know/unsure	8	6.7%	13	12.5%	11	8.7%	2	4.8%	1	6.7%	35	8.6%
Not aware of the program	4	3.4%	27	26.0%	4	3.2%	6	14.3%	4	26.7%	45	11.1%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

Program participants were asked: “To what extent has the WSL been effective in coordinating virtual reference services through Ask-WA?”

Figure 24: Ask WA participant responses by role re: effectiveness of WSL coordination

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly effective	30	52.6%	26	48.1%	2	20.0%	0	0.0%	9	50.0%	67	47.2%
Moderately effective	14	24.6%	14	25.9%	1	10.0%	2	66.7%	4	22.2%	35	24.6%
Limited effectiveness	4	7.0%	3	5.6%	0	0.0%	0	0.0%	0	0.0%	7	4.9%
Not effective	1	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.7%
Don't know/unsure	8	14.0%	11	20.4%	7	70.0%	1	33.3%	5	27.8%	32	22.5%
Grand Total	57	100.0%	54	100.0%	10	100.0%	3	100.0%	18	100.0%	142	100.0%

Figure 25: Ask WA participant responses by institution type re: effectiveness of WSL coordination

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		Grand Total	
Highly effective	46	63.9%	2	22.2%	18	32.1%	1	50.0%	0	0.0%	67	47.2%
Moderately effective	14	19.4%	3	33.3%	15	26.8%	1	50.0%	2	66.7%	35	24.6%
Limited effectiveness	2	2.8%	1	11.1%	4	7.1%	0	0.0%	0	0.0%	7	4.9%
Not effective	0	0.0%	0	0.0%	1	1.8%	0	0.0%	0	0.0%	1	0.7%
Don't know/unsure	10	13.9%	3	33.3%	18	32.1%	0	0.0%	1	33.3%	32	22.5%
Grand Total	72	100.0%	9	100.0%	56	100.0%	2	100.0%	3	100.0%	142	100.0%

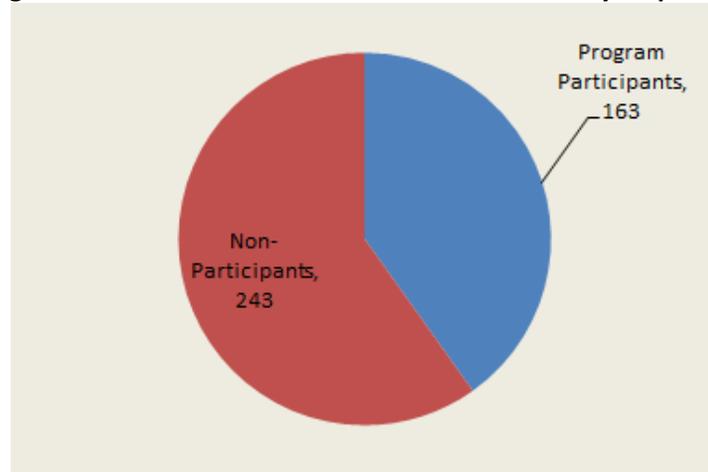
Program participants were asked: “Do you have any suggestions for how the Ask-WA program could be expanded or improved?”

Responses to open-ended questions are summarized in the body of the report.

Program: *Off the Page* Downloadable Audiobooks and eBooks

All respondents were asked: “Is your library a current or former member of the downloadable audiobooks and e-books program?”

Figure 26: Off the Page Downloadable Audiobooks and eBooks: survey respondents by participation



All respondents were asked: “To what extent do you think the downloadable audiobooks and e-books program is important for supporting the educational and information needs of Washington residents?”

Figure 27: Off the Page responses by role re: importance in supporting educational and information needs of WA residents

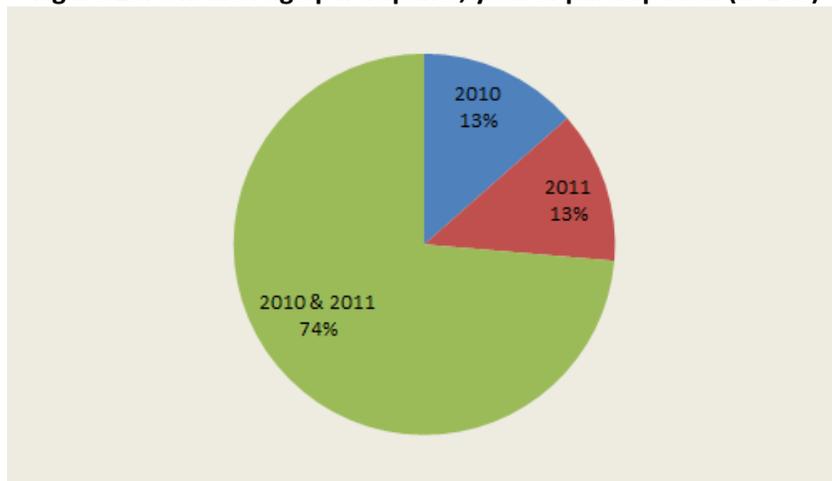
	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly important	82	55.4%	87	49.2%	17	68.0%	9	75.0%	22	50.0%	217	53.4%
Moderately important	39	26.4%	49	27.7%	6	24.0%	1	8.3%	13	29.5%	108	26.6%
Limited importance	13	8.8%	13	7.3%	0	0.0%	0	0.0%	2	4.5%	28	6.9%
Not important	3	2.0%	3	1.7%	0	0.0%	1	8.3%	0	0.0%	7	1.7%
Don't know/unsure	5	3.4%	10	5.6%	0	0.0%	1	8.3%	1	2.3%	17	4.2%
Not aware of the project	6	4.1%	15	8.5%	2	8.0%	0	0.0%	6	13.6%	29	7.1%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 28: Off the Page responses by institution type re: importance in supporting educational and information needs of WA residents

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Highly important	55	46.2%	49	47.1%	86	68.3%	21	50.0%	6	40.0%	217	53.4%
Moderately important	39	32.8%	31	29.8%	26	20.6%	9	21.4%	3	20.0%	108	26.6%
Limited importance	8	6.7%	8	7.7%	9	7.1%	3	7.1%	0	0.0%	28	6.9%
Not important	2	1.7%	2	1.9%	1	0.8%	1	2.4%	1	6.7%	7	1.7%
Don't know/unsure	6	5.0%	4	3.8%	3	2.4%	2	4.8%	2	13.3%	17	4.2%
Not aware of the project	9	7.6%	10	9.6%	1	0.8%	6	14.3%	3	20.0%	29	7.1%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

Program participants were asked: "In which of the following years did your library participate in the downloadable audiobooks and e-books program?"

Figure 29: Off the Page participants, year of participation (n=163)



Program participants were asked: “How valuable was/is this program to your library community?”

Figure 30: Off the Page participant responses by role re: importance to library community

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly valuable	35	55.6%	15	25.4%	9	69.2%	7	70.0%	13	72.2%	79	48.5%
Moderately valuable	17	27.0%	21	35.6%	4	30.8%	1	10.0%	4	22.2%	47	28.8%
Limited value	8	12.7%	11	18.6%	0	0.0%	1	10.0%	0	0.0%	20	12.3%
Not valuable	2	3.2%	9	15.3%	0	0.0%	0	0.0%	0	0.0%	11	6.7%
Don't know/unsure	1	1.6%	3	5.1%	0	0.0%	1	10.0%	1	5.6%	6	3.7%
Grand Total	63	100.0%	59	100.0%	13	100.0%	10	100.0%	18	100.0%	163	100.0%

Figure 31: Off the Page participants by institution type re: importance to library community

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Highly valuable	9	34.6%	5	12.2%	61	68.5%	1	33.3%	3	75.0%	79	48.5%
Moderately valuable	12	46.2%	14	34.1%	21	23.6%	0	0.0%	0	0.0%	47	28.8%
Limited value	3	11.5%	10	24.4%	5	5.6%	1	33.3%	1	25.0%	20	12.3%
Not valuable	2	7.7%	8	19.5%	0	0.0%	1	33.3%	0	0.0%	11	6.7%
Don't know/unsure	0	0.0%	4	9.8%	2	2.2%	0	0.0%	0	0.0%	6	3.7%
Grand Total	26	100.0%	41	100.0%	89	100.0%	3	100.0%	4	100.0%	163	100.0%

Program participants were asked: “To what extent did/has the downloadable audiobooks and e-books program increased access to library services for underserved populations or other persons having difficulty using standard print material in your community?”

Figure 32: Off the Page participant responses by role re: increased services for underserved populations

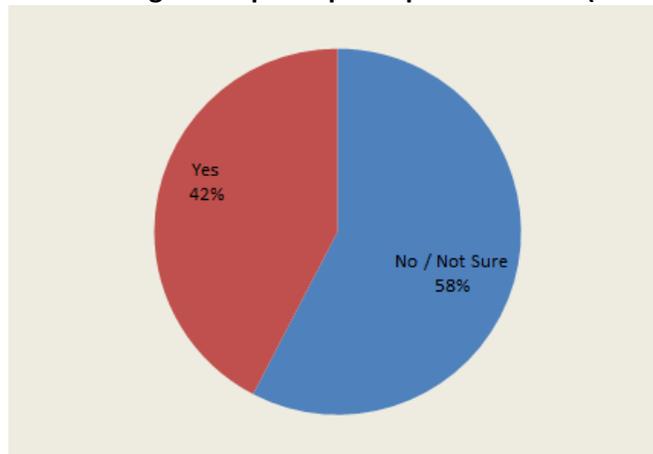
	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Significantly increased	11	17.5%	9	15.3%	4	30.8%	2	20.0%	7	38.9%	33	20.2%
Moderately increased	17	27.0%	14	23.7%	4	30.8%	1	10.0%	5	27.8%	41	25.2%
Limited increase	17	27.0%	13	22.0%	1	7.7%	1	10.0%	1	5.6%	33	20.2%
No increase at all	4	6.3%	11	18.6%	0	0.0%	0	0.0%	0	0.0%	15	9.2%
Don't know/unsure	14	22.2%	12	20.3%	4	30.8%	6	60.0%	5	27.8%	41	25.2%
Grand Total	63	100.0%	59	100.0%	13	100.0%	10	100.0%	18	100.0%	163	100.0%

Figure 33: Off the page participant responses by institution type re: increased services for underserved populations

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Significantly increased	3	11.5%	3	7.3%	25	28.1%	0	0.0%	2	50.0%	33	20.2%
Moderately increased	7	26.9%	9	22.0%	23	25.8%	1	33.3%	1	25.0%	41	25.2%
Limited increase	3	11.5%	12	29.3%	16	18.0%	1	33.3%	1	25.0%	33	20.2%
No increase at all	2	7.7%	10	24.4%	2	2.2%	1	33.3%	0	0.0%	15	9.2%
Don't know/unsure	11	42.3%	7	17.1%	23	25.8%	0	0.0%	0	0.0%	41	25.2%
Grand Total	26	100.0%	41	100.0%	89	100.0%	3	100.0%	4	100.0%	163	100.0%

All respondents were asked: “Does your library plan to join or continue to participate in the downloadable audiobooks and e-books program in 2012?”

Figure 34: Off the Page anticipated participation in 2012 (n=406)



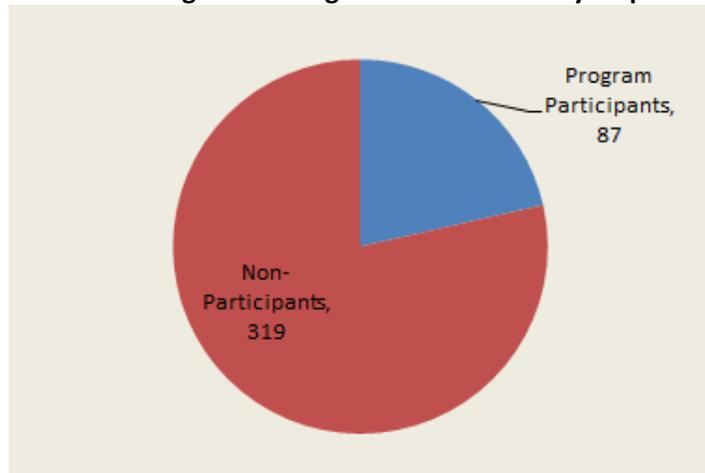
Responses to the following open-ended questions are summarized in the body of the report.

- Program participants were asked: “In what other ways did/has your community or library benefitted from this program? Please be specific and give examples.”
- All respondents were asked: “If your library is no longer participating in the downloadable audiobooks and e-books program, why were your subscriptions cancelled? (Please put NA if your library is a current participant.)”
- All respondents were asked: “Do you have any suggestions for how the downloadable audiobooks and e-books program could be expanded or improved?”

Program: Wayfinder: The Catalog of Washington Libraries

All respondents were asked: “Have you used the Wayfinder catalog in your work with library customers?”

Figure 35: Wayfinder: The Catalog of Washington Libraries: survey respondents by participation



All respondents were asked: “To what extent is Wayfinder a valuable tool for connecting residents to resources held in Washington libraries?”

Figure 36: Wayfinder Catalog responses by role re: value in connecting WA residents to resources held in WA libraries

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly valuable	43	29.1%	38	21.5%	8	32.0%	3	25.0%	6	13.6%	98	24.1%
Moderately valuable	35	23.6%	40	22.6%	3	12.0%	2	16.7%	13	29.5%	93	22.9%
Limited value	27	18.2%	22	12.4%	2	8.0%	2	16.7%	7	15.9%	60	14.8%
Not valuable	4	2.7%	1	0.6%	0	0.0%	2	16.7%	0	0.0%	7	1.7%
Don't know/unsure	20	13.5%	24	13.6%	1	4.0%	1	8.3%	5	11.4%	51	12.6%
Not aware of the catalog	19	12.8%	52	29.4%	11	44.0%	2	16.7%	13	29.5%	97	23.9%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 37: Wayfinder Catalog responses by institution type re: value in connecting WA residents to resources held in WA libraries

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Highly valuable	36	30.3%	22	21.2%	23	18.3%	14	33.3%	3	20.0%	98	24.1%
Moderately valuable	37	31.1%	15	14.4%	27	21.4%	10	23.8%	4	26.7%	93	22.9%
Limited value	20	16.8%	12	11.5%	23	18.3%	5	11.9%	0	0.0%	60	14.8%
Not valuable	1	0.8%	0	0.0%	5	4.0%	0	0.0%	1	6.7%	7	1.7%
Don't know/unsure	8	6.7%	13	12.5%	23	18.3%	4	9.5%	3	20.0%	51	12.6%
Not aware of the catalog	17	14.3%	42	40.4%	25	19.8%	9	21.4%	4	26.7%	97	23.9%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

Program participants were asked: “To what extent has the Wayfinder catalog allowed you to more easily access library materials and information for your customers?”

Figure 38: Wayfinder Catalog participant responses by role re: improved ease of staff access to information

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Significantly easier	12	27.3%	11	34.4%	3	75.0%	0	0.0%	2	28.6%	28	32.2%
Moderately easier	20	45.5%	11	34.4%	0	0.0%	0	0.0%	5	71.4%	36	41.4%
Limited improvement in ease	8	18.2%	3	9.4%	0	0.0%	0	0.0%	0	0.0%	11	12.6%
No increase in ease	3	6.8%	3	9.4%	1	25.0%	0	0.0%	0	0.0%	7	8.0%
Don't know/unsure	1	2.3%	4	12.5%	0	0.0%	0	0.0%	0	0.0%	5	5.7%
Grand Total	44	100.0%	32	100.0%	4	100.0%	0	0.0%	7	100.0%	87	100.0%

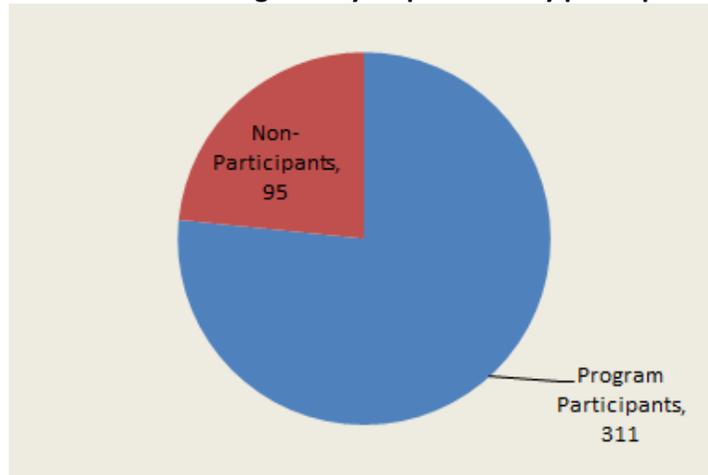
Figure 39: Wayfinder Catalog participants by institution type re: improved ease of staff access to information

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Significantly easier	16	36.4%	3	50.0%	8	28.6%	1	14.3%	0	0.0%	28	32.2%
Moderately easier	16	36.4%	3	50.0%	11	39.3%	4	57.1%	2	100.0%	36	41.4%
Limited improvement in ease	5	11.4%	0	0.0%	5	17.9%	1	14.3%	0	0.0%	11	12.6%
No increase in ease	4	9.1%	0	0.0%	3	10.7%	0	0.0%	0	0.0%	7	8.0%
Don't know/unsure	3	6.8%	0	0.0%	1	3.6%	1	14.3%	0	0.0%	5	5.7%
Grand Total	44	100.0%	6	100.0%	28	100.0%	7	100.0%	2	100.0%	87	100.0%

Program: Statewide Database Licensing

All respondents were asked: “Does your library currently participate, or has it previously participated, in the Statewide Database Licensing Project?”

Figure 40: Statewide Database Licensing: survey respondents by participation (current and past)



All respondents were asked: “To what extent has the WSL Statewide Database Licensing Project been effective in expanding access to electronic library resources for Washington residents?”

Figure 41: Statewide Database Licensing responses by role re: effectiveness in expanding access to electronic library resources for WA residents

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly effective	102	68.9%	142	80.2%	16	64.0%	8	66.7%	25	56.8%	293	72.2%
Moderately effective	23	15.5%	17	9.6%	3	12.0%	3	25.0%	8	18.2%	54	13.3%
Limited effectiveness	8	5.4%	4	2.3%	1	4.0%		0.0%	1	2.3%	14	3.4%
Not effective	3	2.0%		0.0%	1	4.0%		0.0%	0	0.0%	4	1.0%
Don't know/unsure	11	7.4%	9	5.1%	1	4.0%	1	8.3%	3	6.8%	25	6.2%
Not aware of the project	1	0.7%	5	2.8%	3	12.0%		0.0%	7	15.9%	16	3.9%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 42: Statewide Database Licensing responses by institution type re: effectiveness in expanding access to electronic library resources for WA residents

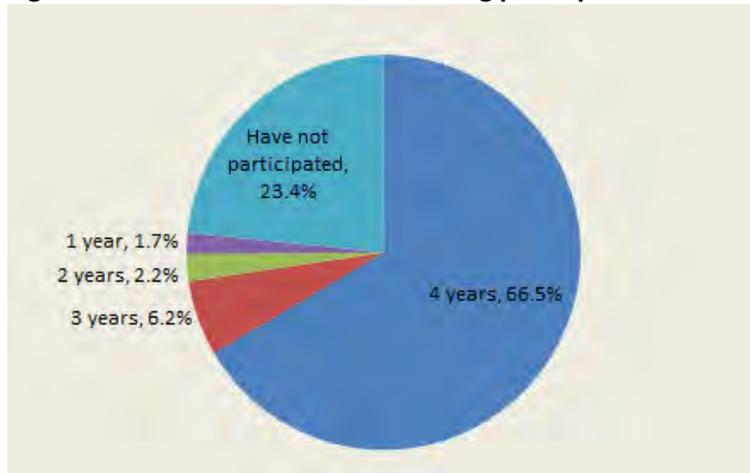
	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Highly effective	98	82.4%	84	80.8%	85	67.5%	23	54.8%	3	20.0%	293	72.2%
Moderately effective	11	9.2%	6	5.8%	25	19.8%	8	19.0%	4	26.7%	54	13.3%
Limited effectiveness	3	2.5%	3	2.9%	6	4.8%	2	4.8%		0.0%	14	3.4%
Not effective	0	0.0%	1	1.0%	3	2.4%	0	0.0%		0.0%	4	1.0%
Don't know/unsure	4	3.4%	7	6.7%	5	4.0%	6	14.3%	3	20.0%	25	6.2%
Not aware of the project	3	2.5%	3	2.9%	2	1.6%	3	7.1%	5	33.3%	16	3.9%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

Program participants were asked: “In which of the following years did your library participate in the Statewide Database Licensing Project?”

Figure 43: Statewide Database Licensing participation by year, all survey respondents (n=406)

	Respondents	% of Respondents
2008, 2009, 2010, 2011	270	66.5%
Have not participated	95	23.4%
2009, 2010, 2011	15	3.7%
2008, 2009, 2010	9	2.2%
2010, 2011	8	2.0%
2008 only	2	0.5%
2009 only	2	0.5%
2011 only	2	0.5%
2010 only	1	0.2%
2008, 2009, 2011	1	0.2%
2009, 2010	1	0.2%
All Respondents	406	100.0%

Figure 44: Statewide Database Licensing participation duration, all survey respondents (n=406)



Program participants were asked: “How valuable was/is this program to your library community?”

Figure 45: Statewide Database Licensing participant responses by role re: value to library community

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly valuable	79	69.9%	117	80.7%	12	80.0%	8	88.9%	21	72.4%	237	76.2%
Moderately valuable	23	20.4%	22	15.2%	3	20.0%	1	11.1%	6	20.7%	55	17.7%
Limited value	7	6.2%	6	4.1%	0	0.0%	0	0.0%	0	0.0%	13	4.2%
Not valuable	4	3.5%	0	0.0%	0	0.0%	0	0.0%	1	3.4%	5	1.6%
Don't know/unsure	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.4%	1	0.3%
Grand Total	113	100.0%	145	100.0%	15	100.0%	9	100.0%	29	100.0%	311	100.0%

Figure 46: Statewide Database Licensing participant responses by institution type re: value to library community

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Highly valuable	86	86.9%	67	81.7%	65	61.9%	14	77.8%	5	71.4%	237	76.2%
Moderately valuable	13	13.1%	9	11.0%	29	27.6%	2	11.1%	2	28.6%	55	17.7%
Limited value	0	0.0%	5	6.1%	6	5.7%	2	11.1%	0	0.0%	13	4.2%
Not valuable	0	0.0%	1	1.2%	4	3.8%	0	0.0%	0	0.0%	5	1.6%
Don't know/unsure	0	0.0%	0	0.0%	1	1.0%	0	0.0%	0	0.0%	1	0.3%
Grand Total	99	100.0%	82	100.0%	105	100.0%	18	100.0%	7	100.0%	311	100.0%

Responses to the following open-ended questions are summarized in the body of the report:

- Program participants were asked: “In what ways did/has your community or library benefitted from this program? Please be specific and give examples.”
- Program participants were asked: “If your library is no longer participating in the Statewide Database Licensing Project, why were your subscriptions cancelled? (Please enter NA if your library is a current participant)”
- All respondents were asked: “Do you have any suggestions for how the Statewide Database Licensing Project could be expanded or improved?”

Program: Renew Washington

All respondents were asked: “To what extent do you think this grant program has been valuable for helping libraries provide services to Washington families facing unemployment?”

Figure 47: Renew Washington responses by role re: value in helping libraries provide services to WA families facing unemployment

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly valuable	55	37.2%	39	22.0%	7	28.0%	8	66.7%	20	45.5%	129	31.8%
Moderately valuable	25	16.9%	20	11.3%	4	16.0%	0	0.0%	6	13.6%	55	13.5%
Limited value	5	3.4%	5	2.8%	0	0.0%	0	0.0%	0	0.0%	10	2.5%
Not valuable	2	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.5%
Don't know/unsure	28	18.9%	29	16.4%	2	8.0%	2	16.7%	6	13.6%	67	16.5%
Not aware of the program	33	22.3%	84	47.5%	12	48.0%	2	16.7%	12	27.3%	143	35.2%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 48: Renew Washington responses by institution type re: value in helping libraries provide services to WA families facing unemployment

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Highly valuable	34	28.6%	22	21.2%	56	44.4%	10	23.8%	7	46.7%	129	31.8%
Moderately valuable	11	9.2%	7	6.7%	29	23.0%	8	19.0%	0	0.0%	55	13.5%
Limited value	2	1.7%	4	3.8%	4	3.2%	0	0.0%	0	0.0%	10	2.5%
Not valuable	0	0.0%	0	0.0%	1	0.8%	1	2.4%	0	0.0%	2	0.5%
Don't know/unsure	26	21.8%	20	19.2%	12	9.5%	7	16.7%	2	13.3%	67	16.5%
Not aware of the program	46	38.7%	51	49.0%	24	19.0%	16	38.1%	6	40.0%	143	35.2%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

Program: Early Learning Programs: Connecting the Dots, Early Learning Public Library Partnership, and Project VIEWS

All respondents were asked: "To what extent do you agree that these initiatives have addressed a critical need in improving the quality of community-based early learning?"

Figure 49: Early Learning Programs responses by role re: agreement initiatives have addressed a critical need in improving quality of community-based early learning

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Strongly Agree	49	33.1%	40	22.6%	5	20.0%	5	41.7%	12	27.3%	111	27.3%
Agree	28	18.9%	24	13.6%	7	28.0%	5	41.7%	6	13.6%	70	17.2%
Not sure	19	12.8%	15	8.5%	1	4.0%	1	8.3%	6	13.6%	42	10.3%
Disagree	1	0.7%	0	0.0%	0	0.0%	1	8.3%	1	2.3%	3	0.7%
Not aware of these initiatives	51	34.5%	98	55.4%	12	48.0%	0	0.0%	19	43.2%	180	44.3%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 50: Early Learning Programs responses institution type re: agreement initiatives have addressed a critical need in improving quality of community-based early learning

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Strongly Agree	17	14.3%	24	23.1%	55	43.7%	10	6.1%	5	33.3%	111	27.3%
Agree	17	14.3%	15	14.4%	29	23.0%	7	4.3%	2	13.3%	70	17.2%
Not sure	12	10.1%	10	9.6%	15	11.9%	3	1.8%	2	13.3%	42	10.3%
Disagree	0	0.0%	0	0.0%	2	1.6%	1	0.6%	0	0.0%	3	0.7%
Not aware of these initiatives	73	61.3%	55	52.9%	25	19.8%	21	12.8%	6	40.0%	180	44.3%
Grand Total	119	100.0%	53	100.0%	15	100.0%	164	100.0%	104	100.0%	406	100.0%

Program: Department of Corrections

All respondents were asked: “To what extent do you agree that providing staffing, materials, and staff training for the Department of Corrections branch libraries supports positive impacts on incarcerated populations in Washington State?”

Figure 51: Department of Correction responses by role re: agreement program supports positive impacts on incarcerated populations in WA

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Strongly Agree	51	34.5%	60	33.9%	11	44.0%	5	41.7%	15	34.1%	142	35.0%
Agree	56	37.8%	51	28.8%	6	24.0%	4	33.3%	16	36.4%	133	32.8%
Not sure	23	15.5%	14	7.9%	2	8.0%	1	8.3%	4	9.1%	44	10.8%
Disagree	1	0.7%	0	0.0%	1	4.0%	0	0.0%	0	0.0%	2	0.5%
Strongly Disagree	1	0.7%	2	1.1%	0	0.0%	0	0.0%	0	0.0%	3	0.7%
Not aware of this program	16	10.8%	50	28.2%	5	20.0%	2	16.7%	9	20.5%	82	20.2%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

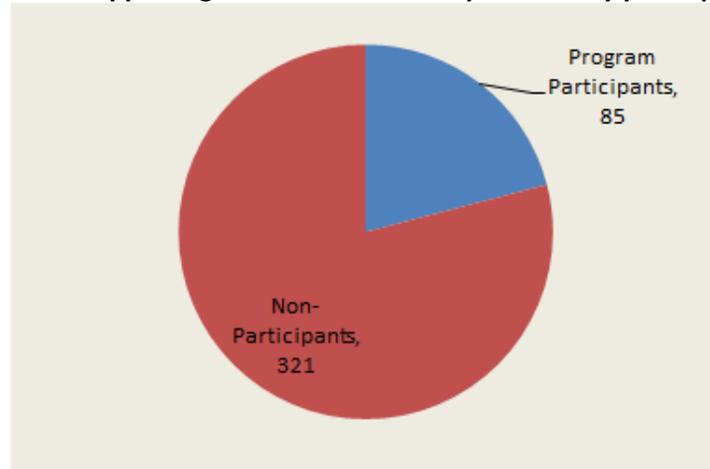
Figure 52: Department of Correction responses by institution type re: agreement program supports positive impacts on incarcerated populations in WA

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Strongly Agree	43	36.1%	34	32.7%	54	42.9%	8	19.0%	3	20.0%	142	35.0%
Agree	37	31.1%	32	30.8%	42	33.3%	17	40.5%	5	33.3%	133	32.8%
Not sure	13	10.9%	7	6.7%	15	11.9%	7	16.7%	2	13.3%	44	10.8%
Disagree	0	0.0%	1	1.0%	1	0.8%	0	0.0%	0	0.0%	2	0.5%
Strongly Disagree	0	0.0%	1	1.0%	2	1.6%	0	0.0%	0	0.0%	3	0.7%
Not aware of this program	26	21.8%	29	27.9%	12	9.5%	10	23.8%	5	33.3%	82	20.2%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

Program: Supporting Student Success

All respondents were asked: “Was your library a recipient of a Supporting Student Success grant?”

Figure 53: Supporting Student Success: respondents by participation



All respondents were asked: “To what extent do you think the Supporting Student Success grants initiative is valuable for increasing collaboration between schools and libraries?”

Figure 54: Supporting Student Success responses by role re: value for increasing collaboration between schools and libraries

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Highly valuable	44	29.7%	68	38.4%	7	28.0%	8	66.7%	19	43.2%	146	36.0%
Moderately valuable	29	19.6%	30	16.9%	3	12.0%	2	16.7%	8	18.2%	72	17.7%
Limited value	8	5.4%	8	4.5%	1	4.0%	0	0.0%	3	6.8%	20	4.9%
Not valuable	3	2.0%	2	1.1%	0	0.0%	0	0.0%	0	0.0%	5	1.2%
Don't know/unsure	29	19.6%	18	10.2%	0	0.0%	2	16.7%	5	11.4%	54	13.3%
Not aware of the program	35	23.6%	51	28.8%	14	56.0%	0	0.0%	9	20.5%	109	26.8%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 55: Supporting Student Success responses by role re: value for increasing collaboration between schools and libraries

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Highly valuable	29	24.4%	56	53.8%	40	31.7%	12	28.6%	9	60.0%	146	36.0%
Moderately valuable	14	11.8%	17	16.3%	32	25.4%	8	19.0%	1	6.7%	72	17.7%
Limited value	3	2.5%	7	6.7%	10	7.9%	0	0.0%	0	0.0%	20	4.9%
Not valuable	1	0.8%	2	1.9%	2	1.6%	0	0.0%	0	0.0%	5	1.2%
Don't know/unsure	22	18.5%	6	5.8%	18	14.3%	7	16.7%	1	6.7%	54	13.3%
Not aware of the program	50	42.0%	16	15.4%	24	19.0%	15	35.7%	4	26.7%	109	26.8%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

Responses to the following open-ended questions are summarized in the body of the report:

- Program participants were asked: “Do you feel your Supporting Student Success grant contributed to students successfully completing CBAs in social studies? Why or why not?”
- All respondents were asked: “Do you have any suggestions for how the Supporting Student Success initiative could be expanded or improved?”

Program: Washington Talking Book & Braille Library (WTBBL)

All respondents were asked: “To what extent are the activities of the WSL in support of the Washington Talking Books and Braille Library important to expanding access to library resources for people with disabilities?”

Figure 56: WTBBL responses by role re: importance to expanding access to library services for people with disabilities

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly important	81	54.7%	106	59.9%	15	60.0%	8	66.7%	29	65.9%	239	58.9%
Moderately important	42	28.4%	27	15.3%	3	12.0%	1	8.3%	7	15.9%	80	19.7%
Limited importance	9	6.1%	1	0.6%	0	0.0%	0	0.0%	3	6.8%	13	3.2%
Not important	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.2%
Don't know/unsure	15	10.1%	43	24.3%	7	28.0%	3	25.0%	5	11.4%	73	18.0%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 57: WTBBL responses by institution type re: importance to expanding access to library services for people with disabilities

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Highly important	75	63.0%	55	52.9%	77	61.1%	22	52.4%	10	66.7%	239	58.9%
Moderately important	22	18.5%	20	19.2%	28	22.2%	10	23.8%	0	0.0%	80	19.7%
Limited importance	3	2.5%	0	0.0%	9	7.1%	1	2.4%	0	0.0%	13	3.2%
Not important	0	0.0%	0	0.0%	1	0.8%	0	0.0%	0	0.0%	1	0.2%
Don't know/unsure	19	16.0%	29	27.9%	11	8.7%	9	21.4%	5	33.3%	73	18.0%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

Program: Summer Reading Program, Read to Your Baby, and Youth Services

All respondents were asked: “To what extent do you feel these programs improved the capacity of libraries to serve the literacy needs of Washington youth and parents?”

Figure 58: Youth Services responses by role re: improved capacity of libraries to serve the literacy needs of WA youth and parents

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Significantly improved	57	38.5%	45	25.4%	7	28.0%	7	58.3%	12	27.3%	128	31.5%
Moderately improved	37	25.0%	36	20.3%	6	24.0%	2	16.7%	10	22.7%	91	22.4%
Limited improvement	9	6.1%	2	1.1%	0	0.0%	1	8.3%	2	4.5%	14	3.4%
No improvement	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	1	0.2%
Don't know/unsure	28	18.9%	40	22.6%	4	16.0%	2	16.7%	12	27.3%	86	21.2%
Not aware of these programs	17	11.5%	53	29.9%	8	32.0%	0	0.0%	8	18.2%	86	21.2%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 59: Youth Services responses by institution type re: improved capacity of libraries to serve the literacy needs of WA youth and parents

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Significantly improved	24	20.2%	29	27.9%	64	50.8%	8	19.0%	3	20.0%	128	31.5%
Moderately improved	24	20.2%	21	20.2%	33	26.2%	12	28.6%	1	6.7%	91	22.4%
Limited improvement	3	2.5%	2	1.9%	6	4.8%	1	2.4%	2	13.3%	14	3.4%
No improvement	0	0.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%	1	0.2%
Don't know/unsure	37	31.1%	22	21.2%	13	10.3%	10	23.8%	4	26.7%	86	21.2%
Not aware of these programs	31	26.1%	29	27.9%	10	7.9%	11	26.2%	5	33.3%	86	21.2%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

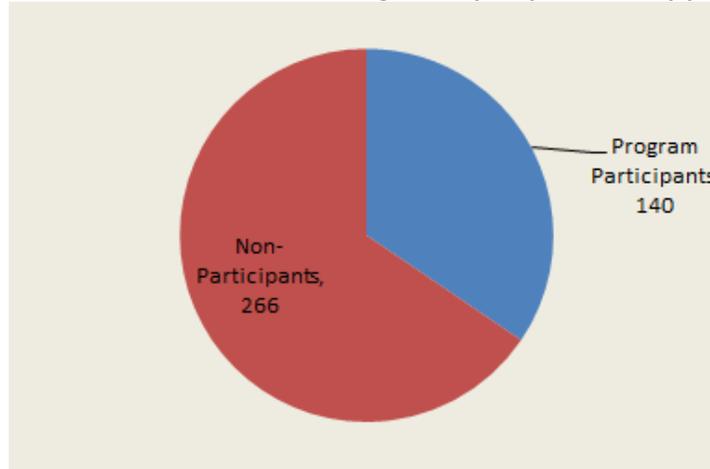
Responses to the following open-ended questions are summarized in the body of this report:

- All respondents were asked: “Do you have suggestions for how any of these programs could be improved?”
- All respondents were asked: “What other programs do you think WSL could sponsor to help libraries support caregivers engage in literacy activities with children?”

Program: Collaborative Summer Reading

All participants were asked: “Did your library participate in the statewide collaborative summer reading program?”

Figure 60: Collaborative Summer Reading: survey respondents by participation



Program participants were asked: “How effective do you feel the summer reading program is for helping students maintain their reading skills?”

Figure 61: Collaborative Summer Reading participant responses by role re: effectiveness for helping students maintain their reading skills

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly effective	37	53.6%	13	41.9%	4	40.0%	10	90.9%	13	68.4%	77	55.0%
Moderately effective	27	39.1%	16	51.6%	5	50.0%	1	9.1%	6	31.6%	55	39.3%
Limited effectiveness	4	5.8%	0	0.0%	1	10.0%	0	0.0%	0	0.0%	5	3.6%
Don't know/unsure	1	1.4%	2	6.5%	0	0.0%	0	0.0%	0	0.0%	3	2.1%
Grand Total	69	100.0%	31	100.0%	10	100.0%	11	100.0%	19	100.0%	140	100.0%

Figure 62: Collaborative Summer Reading participant responses by institution type re: effectiveness for helping students maintain their reading skills

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Highly effective	2	50.0%	11	61.1%	60	53.1%	2	100.0%	2	66.7%	77	55.0%
Moderately effective	0	0.0%	7	38.9%	47	41.6%	0	0.0%	1	33.3%	55	39.3%
Limited effectiveness	1	25.0%	0	0.0%	4	3.5%	0	0.0%	0	0.0%	5	3.6%
Don't know/unsure	1	25.0%	0	0.0%	2	1.8%	0	0.0%	0	0.0%	3	2.1%
Grand Total	4	100.0%	18	100.0%	113	100.0%	2	100.0%	3	100.0%	140	100.0%

Program participants were asked: “To what extent do you think WSL coordination of the statewide summer reading program is valuable for helping libraries offer summer reading programs?”

Figure 63: Collaborative Summer Reading participant responses by role re: value for helping libraries offer summer reading programs

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Highly valuable	39	56.5%	17	54.8%	7	70.0%	10	90.9%	16	84.2%	89	63.6%
Moderately valuable	26	37.7%	10	32.3%	1	10.0%	1	9.1%	3	15.8%	41	29.3%
Limited value	3	4.3%	1	3.2%	1	10.0%	0	0.0%	0	0.0%	5	3.6%
Don't know/unsure	1	1.4%	3	9.7%	1	10.0%	0	0.0%	0	0.0%	5	3.6%
Grand Total	69	100.0%	31	100.0%	10	100.0%	11	100.0%	19	100.0%	140	100.0%

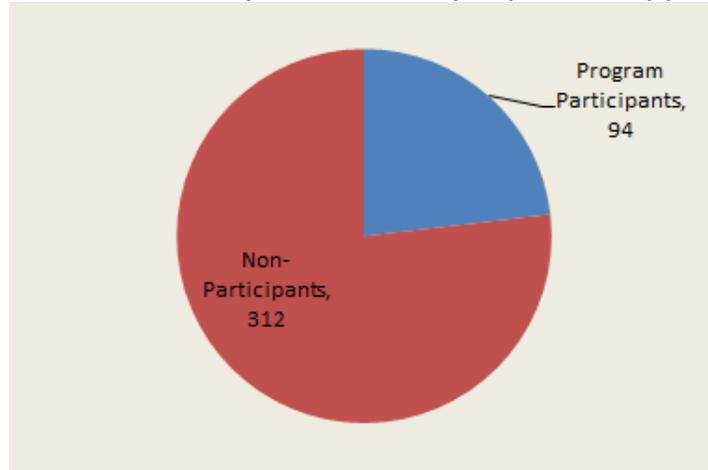
Figure 64: Collaborative Summer Reading participant responses by institution type re: value for helping libraries offer summer reading programs

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Highly valuable	1	25.0%	12	66.7%	74	65.5%	0	0.0%	2	66.7%	89	63.6%
Moderately valuable	1	25.0%	5	27.8%	33	29.2%	1	50.0%	1	33.3%	41	29.3%
Limited value	1	25.0%	0	0.0%	3	2.7%	1	50.0%	0	0.0%	5	3.6%
Don't know/unsure	1	25.0%	1	5.6%	3	2.7%	0	0.0%	0	0.0%	5	3.6%
Grand Total	4	100.0%	18	100.0%	113	100.0%	2	100.0%	3	100.0%	140	100.0%

Program: Read to Your Baby Booklets

All respondents were asked: "Did your library distribute "Read to Your Baby" booklets?"

Figure 65: Read to Your Baby Booklets: survey respondents by participation



Program participants were asked: "How effective do you think the "Read to Your Baby" booklets are for educating caregivers about early literacy?"

Figure 66: Read to Your Baby booklets participant responses by role re: effectiveness for educating caregivers about early literacy

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly effective	12	24.5%	6	31.6%	1	20.0%	6	60.0%	4	36.4%	29	30.9%
Moderately effective	20	40.8%	7	36.8%	3	60.0%	4	40.0%	2	18.2%	36	38.3%
Limited effectiveness	10	20.4%	1	5.3%	1	20.0%	0	0.0%	2	18.2%	14	14.9%
Don't know/unsure	7	14.3%	5	26.3%	0	0.0%	0	0.0%	3	27.3%	15	16.0%
Grand Total	49	100.0%	19	100.0%	5	100.0%	10	100.0%	11	100.0%	94	100.0%

Figure 67: Read to Your Baby booklets participant responses by institution type re: effectiveness for educating caregivers about early literacy

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Highly effective	0	0.0%	2	40.0%	25	32.5%	1	50.0%	1	33.3%	29	30.9%
Moderately effective	4	57.1%	0	0.0%	30	39.0%	0	0.0%	2	66.7%	36	38.3%
Limited effectiveness	2	28.6%	0	0.0%	11	14.3%	1	50.0%	0	0.0%	14	14.9%
Don't know/unsure	1	14.3%	3	60.0%	11	14.3%	0	0.0%	0	0.0%	15	16.0%
Grand Total	7	100.0%	5	100.0%	77	100.0%	2	100.0%	3	100.0%	94	100.0%

Program participants were asked: "To what extent were the 'Read to Your Baby' booklets valuable in helping library staff with outreach to caregivers around early literacy?"

Figure 68: Read to Your Baby booklets participant responses by role re: value in helping library staff with outreach to caregivers around early literacy

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Highly valuable	15	30.6%	6	31.6%	1	20.0%	6	60.0%	3	27.3%	31	33.0%
Moderately valuable	18	36.7%	5	26.3%	3	60.0%	3	30.0%	5	45.5%	34	36.2%
Limited value	9	18.4%	2	10.5%	1	20.0%	1	10.0%	0	0.0%	13	13.8%
Not valuable	1	2.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%	2	2.1%
Don't know/unsure	6	12.2%	6	31.6%	0	0.0%	0	0.0%	2	18.2%	14	14.9%
Grand Total	49	100.0%	19	100.0%	5	100.0%	10	100.0%	11	100.0%	94	100.0%

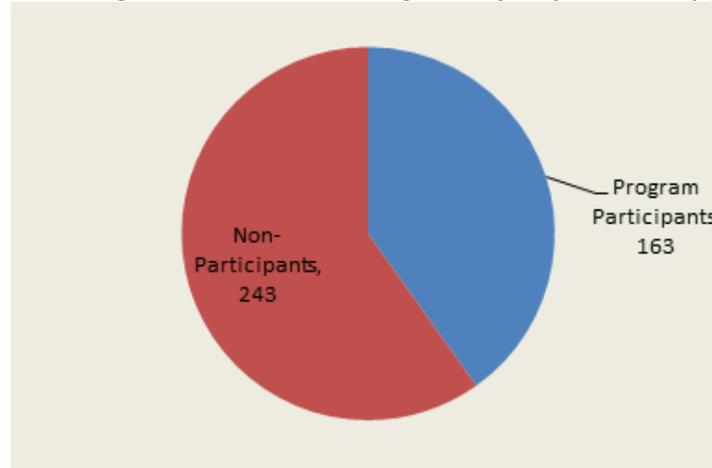
Figure 69: Read to Your Baby booklets participant responses by institution type re: value in helping library staff with outreach to caregivers around early literacy

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Highly valuable	1	14.3%	2	40.0%	26	33.8%	1	50.0%	1	33.3%	31	33.0%
Moderately valuable	3	42.9%	0	0.0%	30	39.0%	0	0.0%	1	33.3%	34	36.2%
Limited value	3	42.9%	0	0.0%	8	10.4%	1	50.0%	1	33.3%	13	13.8%
Not valuable	0	0.0%	0	0.0%	2	2.6%	0	0.0%	0	0.0%	2	2.1%
Don't know/unsure	0	0.0%	3	60.0%	11	14.3%	0	0.0%	0	0.0%	14	14.9%
Grand Total	7	100.0%	5	100.0%	77	100.0%	2	100.0%	3	100.0%	94	100.0%

Program: Continuing Education and Training

All respondents were asked: “Did you or your library receive a Continuing Education grant or participate in training provided by or through WSL?”

Figure 70: Continuing Education and Training: survey respondents by participation



All respondents were asked: “To what extent do you agree that the continuing education opportunities provided by the WSL have increased knowledge and skills among library staff?”

Figure 71: Continuing Education and Training, responses by role re: agreement continuing education opportunities provided by WSL have increased knowledge and skills among library staff

	Director, Manager or Department Head		Librarian or Library Media Specialist		Library Technician or Assistant		Trustee		Other / Other Administration		All Responses	
Strongly Agree	63	42.6%	76	42.9%	17	68.0%	8	66.7%	16	36.4%	180	44.3%
Agree	58	39.2%	42	23.7%	1	4.0%	1	8.3%	17	38.6%	119	29.3%
Not sure	17	11.5%	17	9.6%	1	4.0%	1	8.3%	4	9.1%	40	9.9%
Disagree	4	2.7%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	5	1.2%
Strongly Disagree	1	0.7%	1	0.6%	1	4.0%	0	0.0%	0	0.0%	3	0.7%
Not aware of this program	5	3.4%	40	22.6%	5	20.0%	2	16.7%	7	15.9%	59	14.5%
Grand Total	148	100.0%	177	100.0%	25	100.0%	12	100.0%	44	100.0%	406	100.0%

Figure 72: Continuing Education and Training, responses by institution type re: agreement continuing education opportunities provided by WSL have increased knowledge and skills among library staff

	2- and 4-year academic		K-12		Public		Special & Tribal		Other		All Responses	
Strongly Agree	60	50.4%	26	25.0%	71	56.3%	16	38.1%	7	46.7%	180	44.3%
Agree	38	31.9%	26	25.0%	36	28.6%	18	42.9%	1	6.7%	119	29.3%
Not sure	9	7.6%	12	11.5%	12	9.5%	5	11.9%	2	13.3%	40	9.9%
Disagree	3	2.5%	1	1.0%	1	0.8%	0	0.0%	0	0.0%	5	1.2%
Strongly Disagree	0	0.0%	2	1.9%	1	0.8%	0	0.0%	0	0.0%	3	0.7%
Not aware of this program	9	7.6%	37	35.6%	5	4.0%	3	7.1%	5	33.3%	59	14.5%
Grand Total	119	100.0%	104	100.0%	126	100.0%	42	100.0%	15	100.0%	406	100.0%

Responses to the following open-ended questions are summarized in the body of the report:

- All respondents were asked: “Do you have any suggestions for how the WSL could provide more effective continuing education opportunities?”
- Program participants were asked: “In what ways has your community or library benefitted from your Continuing Education grant or participation in training provided by or through WSL? Please be specific and give examples.”

Perceptions of Current Washington State Library Programs

Respondents were asked the following question: *Which of the following programs do you feel have contributed the most to enhanced and expanded library services for Washington residents? Choose up to 3.*

Figure 73: Programs ranked by level of perceived contribution to enhanced and expanded library services for Washington residents

Program	Number of Responses	% of Respondents (n=406)
Statewide Database Licensing (subsidized subscriptions to online research databases)	279	69%
Downloadable audiobooks and e-books program (subsidized subscriptions to online collections)	165	41%
Ask-WA (statewide cooperative virtual reference services)	103	25%
Continuing Education	88	22%
Washington Rural Heritage (statewide digital repository and digitization training)	82	20%
Youth Services (collaboration among organizations serving families and children)	82	20%
Supporting Student Success (school and public library cooperation for K-12 student success)	81	20%
Washington Talking Book & Braille Library	76	19%
Renew Washington projects (supporting public libraries to help Washington’s unemployed and underemployed)	59	15%
Library effectiveness in community-based early learning initiatives	43	11%
Wayfinder (statewide catalog of Washington library collections)	35	9%
Department of Corrections library staffing and support	30	7%

Future Program Priorities

Respondents were asked the following question: *Which of the following program focus areas do you feel would contribute the most to enhanced and expanded library services for Washington residents over the next 5 years?*

Figure 74: Future program focus areas ranked by perceived potential contribution to enhanced and expanded library services for Washington residents over the next 5 years

Focus Area	Number of Responses	% of Respondents (n=406)
E-books and e-readers	96	24%
Digital literacy skills	83	20%
Enhanced opportunities for sharing among libraries	59	15%
Helping libraries connect to and use high-speed broadband	59	15%
Library staff technology competencies	55	14%
Cooperative and open-source ILS	36	9%
Other	11	3%
Other: Enhancing connections with school libraries and updating their resources	3	1%
Other: Information literacy	2	0%
Other: Digitization of archives; make accessible unique "hidden collections"	2	0%

Perceptions of Washington State Library

This section of the survey asked respondents to evaluate the activities of the Washington State Library overall. Respondents were asked the following questions:

Please indicate your level of agreement with the following statements.

The WSL has been successful at:

- Advancing the delivery of library and information services in Washington
- Enhancing the visibility and public understanding of the value of libraries
- Encouraging collaboration among libraries and partnerships with other agencies and organizations.
- Providing leadership and coordination of services to all libraries in Washington
- Targeting library and information services to impoverished or underserved urban and rural communities
- Improving library services for individuals with limited functional literacy or information skills
- Supporting increased access to libraries by people with disabilities

Figure 75: Perceived success of the Washington State Library in meeting strategic goals

	Strongly Agree	Agree	Don't know or unsure	Disagree	Strongly Disagree	% Agree / Strongly Agree
Advancing delivery of library services	171	183	40	9	3	87.2%
Encouraging collaboration among libraries	153	168	60	23	2	79.1%
Providing leadership & coordination to libraries	135	172	66	26	7	75.6%
Enhancing visibility of libraries	89	215	60	37	5	74.9%
Improving library services for individuals with disabilities	89	179	129	8	1	66.0%
Targeting underserved populations	104	146	134	19	3	61.6%
Improving library services for people with low functional literacy	75	150	164	15	2	55.4%

Figure 76: Perceived success of the Washington State Library in meeting strategic goals, by extent of LSTA program participation

Advancing the delivery of library and information services in Washington								
	No programs		1 or 2 programs		3+ programs		Grand Total	
Strongly Agree	8	24.2%	59	37.6%	104	48.1%	171	42.1%
Agree	11	33.3%	80	51.0%	92	42.6%	183	45.1%
Don't know/unsure	12	36.4%	13	8.3%	15	6.9%	40	9.9%
Disagree	2	6.1%	4	2.5%	3	1.4%	9	2.2%
Strongly Disagree	0	0.0%	1	0.6%	2	0.9%	3	0.7%
Grand Total	33	100.0%	157	100.0%	216	100.0%	406	100.0%
Enhancing the visibility and public understanding of the value of libraries								
	No programs		1 or 2 programs		3+ programs		Grand Total	
Strongly Agree	5	15.2%	34	21.7%	50	23.1%	89	21.9%
Agree	12	36.4%	77	49.0%	126	58.3%	215	53.0%
Don't know/unsure	12	36.4%	27	17.2%	21	9.7%	60	14.8%
Disagree	4	12.1%	16	10.2%	17	7.9%	37	9.1%
Strongly Disagree	0	0.0%	3	1.9%	2	0.9%	5	1.2%
Grand Total	33	100.0%	157	100.0%	216	100.0%	406	100.0%
Encouraging collaboration among libraries and partnerships with other agencies and organizations								
	No programs		1 or 2 programs		3+ programs		Grand Total	
Strongly Agree	6	18.2%	57	36.3%	90	41.7%	153	37.7%

Agree	13	39.4%	63	40.1%	92	42.6%	168	41.4%
Don't know/unsure	10	30.3%	26	16.6%	24	11.1%	60	14.8%
Disagree	3	9.1%	10	6.4%	10	4.6%	23	5.7%
Strongly Disagree	1	3.0%	1	0.6%	0	0.0%	2	0.5%
Grand Total	33	100.0%	157	100.0%	216	100.0%	406	100.0%

Providing leadership and coordination of services to all libraries in Washington

	No programs		1 or 2 programs		3+ programs		Grand Total	
Strongly Agree	4	12.1%	40	25.5%	91	42.1%	135	33.3%
Agree	11	33.3%	73	46.5%	88	40.7%	172	42.4%
Don't know/unsure	14	42.4%	29	18.5%	23	10.6%	66	16.3%
Disagree	2	6.1%	13	8.3%	11	5.1%	26	6.4%
Strongly Disagree	2	6.1%	2	1.3%	3	1.4%	7	1.7%
Grand Total	33	100.0%	157	100.0%	216	100.0%	406	100.0%

Targeting library and information services to impoverished or underserved urban and rural communities

	No programs		1 or 2 programs		3+ programs		Grand Total	
Strongly Agree	4	12.1%	38	24.2%	62	28.7%	104	25.6%
Agree	10	30.3%	57	36.3%	79	36.6%	146	36.0%
Don't know/unsure	16	48.5%	59	37.6%	59	27.3%	134	33.0%
Disagree	2	6.1%	3	1.9%	14	6.5%	19	4.7%
Strongly Disagree	1	3.0%	0	0.0%	2	0.9%	3	0.7%
Grand Total	33	100.0%	157	100.0%	216	100.0%	406	100.0%

Improving library services for individuals with limited functional literacy or information skills

	No programs		1 or 2 programs		3+ programs		Grand Total	
Strongly Agree	3	9.1%	32	20.4%	40	18.5%	75	18.5%
Agree	6	18.2%	55	35.0%	89	41.2%	150	36.9%
Don't know/unsure	21	63.6%	68	43.3%	75	34.7%	164	40.4%
Disagree	2	6.1%	2	1.3%	11	5.1%	15	3.7%
Strongly Disagree	1	3.0%	0	0.0%	1	0.5%	2	0.5%
Grand Total	33	100.0%	157	100.0%	216	100.0%	406	100.0%

Supporting increased access to libraries by people with disabilities

	Non-Participant		Participant: 1 or 2 programs		Participant: 3+ programs		Grand Total	
Strongly Agree	4	12.1%	38	24.2%	47	21.8%	89	21.9%
Agree	9	27.3%	61	38.9%	109	50.5%	179	44.1%
Don't know/unsure	18	54.5%	57	36.3%	54	25.0%	129	31.8%
Disagree	2	6.1%	1	0.6%	5	2.3%	8	2.0%
Strongly Disagree	0	0.0%	0	0.0%	1	0.5%	1	0.2%
Grand Total	33	100.0%	157	100.0%	216	100.0%	406	100.0%

Open-ended questions to inform future programs

Responses are summarized within the body of the report.

- All respondents were asked: *“What are the major strengths of your library?”*
- All respondents were asked: *“What weaknesses or threats endanger the sustainability of your library?”*
- All respondents were asked: *“What future opportunities lie ahead over the next five years for your library?”*
- All respondents were asked: *“Besides the programs the Washington State Library has already supported, what additional grant programs could the Washington State Library support to help your library meet its community needs?”*
- All respondents were asked: *“What consulting, training and/or facilitation services could the Washington State Library offer that would help your library effectively serve its patrons?”*

Respondent Demographic Information

All respondents were asked: “Please indicate your position.”

Figure 77: Survey respondents by role (detail)

	Respondents	% of Respondents
Librarian or Library Media Specialist	177	43.6%
Director	88	21.7%
Manager or Department Head	60	14.8%
Library Technician or Assistant	25	6.2%
Other	23	5.7%
Other Administration	21	5.2%
Trustee	12	3.0%
All Respondents	406	100.0%

All respondents were asked: “Indicate the type of library in which you work.”

Figure 78: Survey respondents by institution type (detail)

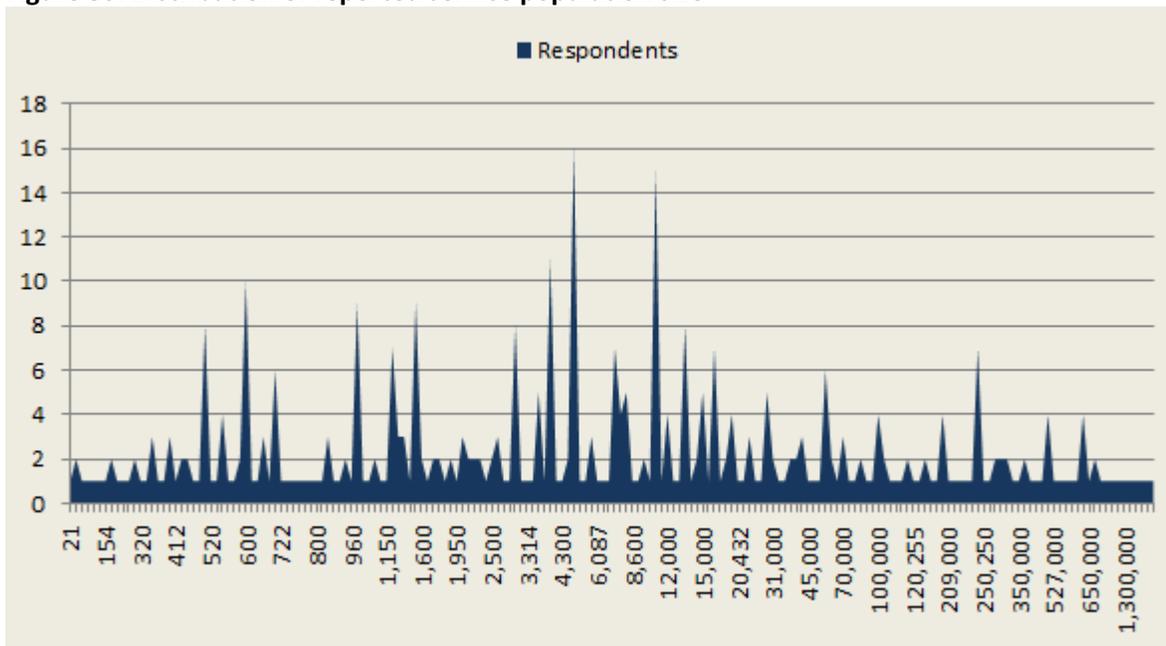
	Respondents	% of Respondents
Public	126	31.0%
K-12	104	25.6%
2-year academic or technical	66	16.3%
4-year academic	53	13.1%
Special	38	9.4%
Other	15	3.7%
Tribal	4	1.0%
All respondents	406	100.0%

All respondents were asked: “What is the population of your service area (number of residents/number of students/number of members)?”

Figure 79: Survey respondents by service population size

	Respondents	% of Respondents
<1,000 People	88	21.7%
1,000 - 9,999 People	143	35.2%
10,000 - 49,999 People	79	19.5%
50,000 - 349,999 People	60	14.8%
350,000 - 999,999 People	24	5.9%
>=1,000,000 People	8	2.0%
Zero or No Answer	4	1.0%
All Respondents	406	100.0%

Figure 80: Distribution of reported service population size



All respondents were asked: “Indicate the number of paid staff in the library (in full-time equivalents or FTEs)”

Figure 81: Survey respondents by number of full-time equivalent paid staff

	Respondents	% of Respondents
<1 FTE	24	5.9%
1 FTE	62	15.3%
2 to 9 FTE	123	30.3%
10 to 19 FTE	62	15.3%
20 to 99 FTE	53	13.1%
>=100 FTE	46	11.3%
All Respondents	406	100.0%

All respondents were asked: “Indicate the region of Washington in which your library is located.”

Figure 82: Survey respondents by region

	Respondents	% of Respondents
Eastern Washington	128	31.5%
Puget Sound (King, Pierce, Kitsap and Snohomish Counties)	172	42.4%
Western Washington outside Puget Sound	106	26.1%
All Respondents	406	100.0%

Information gathered by survey but not shared in this appendix

All respondents were asked: “Please provide the name of your library. Your answer to this question is necessary for calculating response rates for this survey. Your answer will be held in strict confidence by the University of Washington and no identifying information connected to survey responses will be shared with the Washington State Library.”

All respondents were asked: “Please provide your name, telephone number, and email address if you are willing to be contacted for a follow-up interview by the University of Washington. Your answers to this survey will remain strictly confidential and no identifying information will be shared with the Washington State Library.” *(Optional)*

Table of Figures for Appendix J: Responses to Survey of Washington Library Community

Figure 12: Survey response by library type	100
Figure 13: Survey response by region	100
Figure 14: Survey response by respondent role.....	100
Figure 15: Respondent roles by institution type	101
Figure 16: Washington Rural Heritage: survey respondents by participation	102
Figure 17: Washington Rural Heritage responses by role: value for ensuring access to historically unique materials for Washingtonians	102
Figure 18: Washington Rural Heritage responses by institution type: value for ensuring access to historically unique materials for Washingtonians	102
Figure 19: Washington Rural Heritage participant responses by role re: effectiveness of training	103
Figure 20: Washington Rural Heritage participant responses by institution type re: effectiveness of training...	103
Figure 21: Ask WA: survey respondents by participation	103
Figure 22: Ask WA responses by role re: value in expanding access to reference services for WA residents	104
Figure 23: Ask WA responses by institution type re: value in expanding references services for WA residents .	104
Figure 24: Ask WA participant responses by role re: effectiveness of WSL coordination	104
Figure 25: Ask WA participant responses by institution type re: effectiveness of WSL coordination.....	105
Figure 26: Off the Page Downloadable Audiobooks and eBooks: survey respondents by participation.....	105
Figure 27: Off the Page responses by role re: importance in supporting educational and information needs of WA residents	106
Figure 28: Off the Page responses by institution type re: importance in supporting educational and information needs of WA residents	106
Figure 29: Off the Page participants, year of participation (n=163)	106
Figure 30: Off the Page participant responses by role re: importance to library community	107
Figure 31: Off the Page participants by institution type re: importance to library community	107
Figure 32: Off the Page participant responses by role re: increased services for underserved populations	107
Figure 33: Off the page participant responses by institution type re: increased services for underserved populations.....	107
Figure 34: Off the Page anticipated participation in 2012 (n=406).....	108
Figure 35: Wayfinder: The Catalog of Washington Libraries: survey respondents by participation	108
Figure 36: Wayfinder Catalog responses by role re: value in connecting WA residents to resources held in WA libraries.....	109

Figure 37: Wayfinder Catalog responses by institution type re: value in connecting WA residents to resources held in WA libraries	109
Figure 38: Wayfinder Catalog participant responses by role re: improved ease of staff access to information..	109
Figure 39: Wayfinder Catalog participants by institution type re: improved ease of staff access to information	110
Figure 40: Statewide Database Licensing: survey respondents by participation (current and past).....	110
Figure 41: Statewide Database Licensing responses by role re: effectiveness in expanding access to electronic library resources for WA residents.....	110
Figure 42: Statewide Database Licensing responses by institution type re: effectiveness in expanding access to electronic library resources for WA residents.....	111
Figure 43: Statewide Database Licensing participation by year, all survey respondents (n=406).....	111
Figure 44: Statewide Database Licensing participation duration, all survey respondents (n=406).....	111
Figure 45: Statewide Database Licensing participant responses by role re: value to library community	112
Figure 46: Statewide Database Licensing participant responses by institution type re: value to library community	112
Figure 47: Renew Washington responses by role re: value in helping libraries provide services to WA families facing unemployment	113
Figure 48: Renew Washington responses by institution type re: value in helping libraries provide services to WA families facing unemployment	113
Figure 49: Early Learning Programs responses by role re: agreement initiatives have addressed a critical need in improving quality of community-based early learning	113
Figure 50: Early Learning Programs responses institution type re: agreement initiatives have addressed a critical need in improving quality of community-based early learning	114
Figure 51: Department of Correction responses by role re: agreement program supports positive impacts on incarcerated populations in WA.....	114
Figure 52: Department of Correction responses by institution type re: agreement program supports positive impacts on incarcerated populations in WA	114
Figure 53: Supporting Student Success: respondents by participation.....	115
Figure 54: Supporting Student Success responses by role re: value for increasing collaboration between schools and libraries	115
Figure 55: Supporting Student Success responses by role re: value for increasing collaboration between schools and libraries	115

Figure 56: WTBBL responses by role re: importance to expanding access to library services for people with disabilities.....	116
Figure 57: WTBBL responses by institution type re: importance to expanding access to library services for people with disabilities.....	116
Figure 58: Youth Services responses by role re: improved capacity of libraries to serve the literacy needs of WA youth and parents	117
Figure 59: Youth Services responses by institution type re: improved capacity of libraries to serve the literacy needs of WA youth and parents.....	117
Figure 60: Collaborative Summer Reading: survey respondents by participation.....	118
Figure 61: Collaborative Summer Reading participant responses by role re: effectiveness for helping students maintain their reading skills	118
Figure 62: Collaborative Summer Reading participant responses by institution type re: effectiveness for helping students maintain their reading skills	118
Figure 63: Collaborative Summer Reading participant responses by role re: value for helping libraries offer summer reading programs.....	119
Figure 64: Collaborative Summer Reading participant responses by institution type re: value for helping libraries offer summer reading programs	119
Figure 65: Read to Your Baby Booklets: survey respondents by participation	119
Figure 66: Read to Your Baby booklets participant responses by role re: effectiveness for educating caregivers about early literacy.....	120
Figure 67: Read to Your Baby booklets participant responses by institution type re: effectiveness for educating caregivers about early literacy	120
Figure 68: Read to Your Baby booklets participant responses by role re: value in helping library staff with outreach to caregivers around early literacy	120
Figure 69: Read to Your Baby booklets participant responses by institution type re: value in helping library staff with outreach to caregivers around early literacy	120
Figure 70: Continuing Education and Training: survey respondents by participation	121
Figure 71: Continuing Education and Training, responses by role re: agreement continuing education opportunities provided by WSL have increased knowledge and skills among library staff.....	121
Figure 72: Continuing Education and Training, responses by institution type re: agreement continuing education opportunities provided by WSL have increased knowledge and skills among library staff.....	121

Figure 73: Programs ranked by level of perceived contribution to enhanced and expanded library services for Washington residents.....	122
Figure 74: Future program focus areas ranked by perceived potential contribution to enhanced and expanded library services for Washington residents over the next 5 years.....	123
Figure 75: Perceived success of the Washington State Library in meeting strategic goals	124
Figure 76: Perceived success of the Washington State Library in meeting strategic goals, by extent of LSTA program participation	124
Figure 77: Survey respondents by role (detail)	126
Figure 78: Survey respondents by institution type (detail).....	126
Figure 79: Survey respondents by service population size	127
Figure 80: Distribution of reported service population size.....	127
Figure 81: Survey respondents by number of full-time equivalent paid staff	128
Figure 82: Survey respondents by region.....	128