

California State Library

Library Services and Technology Act “Grants to States” Evaluation FFY2018 – FFY2022

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Greg Lucas, California State Librarian



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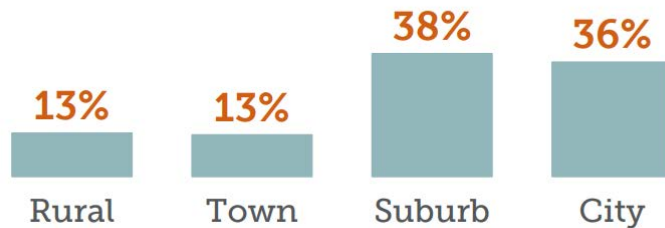
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This project was made possible in part by the Institute of Museum and Library Services.

Evaluation Summary

The California library landscape is both rich and diverse. The 2019 Public Libraries Survey (PLS) reported that California had a total of 220 public library jurisdictions¹ that employed 3,691.11 full-time equivalent (FTE) staff categorized as librarians (3,420.09 FTE are reported as having an

Public Library Outlets by Locale



American Library Association [ALA] accredited Master's degree); similarly, the Academic Libraries Survey (ALS) reported that 363 institutions of higher education employ 2,257.56 FTE librarians. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (EISi), California's 2,140 public school districts employ 87 full-time librarians.

The state's total FTE library staff totaled approximately 12,051 in 1,174 public library outlets. The largest number of libraries (38%) were in suburban areas, and an almost equal portion (36%) were in city environments.² There were no libraries that served fewer than 1,000 people in California, and almost 5% of the library jurisdictions served communities with more than a million people.

Given California's estimated 2020 population of 39,538,223³, the state's annual Library Services and Technology Act (LSTA) Grants to States⁴ allotment from the Institute of Museum and Library Services (IMLS) of \$15,787,833⁵ million per year translated into \$0.40⁶ per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of approximately 39 million residents, even though California's allotment is the largest of all the states.

California is a state of surprising contrasts. Approximately 39.4% of the population is Hispanic, 36.5% is White alone (not Hispanic or Latino), 15.5% is Asian, 6.5% is African American, and 1.6 is American Indian/Alaska Native. The state encompasses large urban areas and remarkably remote rural communities, extremes of wealth and poverty, a plethora of races and ethnicities, and large variations in educational attainment.

This evaluation is based on a review of three years of data. It reflects activities undertaken by the California State Library (CSL) using Library Services and Technology Act (LSTA) Grants to States funding for Federal Fiscal Years (FFYs) 2018, 2019, and 2020. The appraisal of CSL's implementation of the LSTA Grants to States program assesses progress based on the goals

¹ In FY19-20, there were 184 public library jurisdictions in CA. (There are 36 public law libraries that were included in that year in the PLS. We are no longer reporting those at IMLS's request.) This table has statistics for the public libraries only: <https://ca.countingopinions.com/pireports/report.php?bd779312f73ab509cdef26ddf21a92b6&live>

² See https://www.ims.gov/sites/default/files/pls_fy2017_sp_california.pdf

³ United States Census Bureau Population estimate, July 1, 2020

⁴ The report will refer to the Library Services and Technology Act's Grants to States Program simply as LSTA.

⁵ Four-Year LSTA Grants to States Allotment average ((FFY 2018 State allotment + FFY 2019 State allotment + FFY 2020 State allotment + FFY 2021 State allotment) / 4)

⁶ Four-Year LSTA Grants to States State allotment average / United States Census Bureau population estimate July 1, 2020

established for the 2018 – 2022 period in the *Evaluation of the Use of Library Services and Technology Act Institute of Museum and Library Services Funding in California 2013 - 2018* . CSL’s LSTA Plan includes seven goals. They are listed below, together with the evaluators’ assessment and the agency’s self-assessment.

Agency’s Internal Assessment and Evaluator’s Assessment

As part of the assessment process, the evaluators asked the California State Library staff to offer their personal appraisals of progress their agency had made toward achieving each of the seven goals included in the California State Library’s 2018–2022 five-year plan. The evaluators prefaced their request for this internal assessment by noting that the state was only three years into the implementation of the five-year plan. Consequently, it was acknowledged that it was unlikely that any of the goals would be completely achieved. The California State Library’s internal assessment is found below and offers a summary of both the CSL’s internal assessments and the evaluators’ conclusions.

| GOAL | California State Library Staff Assessment | Evaluator’s Assessment |
|--|---|------------------------|
| Goal 1: California libraries provide equitable access to information, services, and resources in a trusted community space. | Partly Achieved | Partly Achieved |
| Goal 2: California libraries deliver essential literacy services and provide learning opportunities for their communities. | Achieved | Partly Achieved |
| Goal 3: California libraries inspire, support and engage in innovation, creativity, connections, and collaboration in their communities. | Achieved | Achieved |
| Goal 4: California libraries have the technology to deliver information and services in the ways their communities expect and need. | Partly Achieved | Partly Achieved |
| Goal 5: California libraries contribute to economic development and workforce innovation in their communities. | Partly Achieved | Partly Achieved |
| Goal 6: California libraries connect Californians to their history and culture by collecting, preserving, and sharing digital access to unique collections and materials that tell the stories of our local communities and celebrate our common heritage. | Achieved | Achieved |
| Goal 7: California libraries are staffed by a skilled and diverse workforce whose members engage in continuing education and leadership development opportunities, deliver high-quality library and information services, and effect positive change in their communities. | Achieved | Achieved |

Appendix H includes the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding, \$18,243,844.11, that was expended on projects undertaken in support of Goal 1 (39.70%), Goal 7 (15.54%), Goal 6 (13.04%), Goal 2 (10.48%), Goal 3 (8.55%) Goal 4 (7.54%), and Goal 5 (1.27%). Each goal is supported by statewide programs and projects as well as subgrants awarded

and managed by specific libraries or library affiliated organizations as depicted in the following table. The task of summarizing all these projects in 25 pages is an impossibility and the evaluators had to make some selections on the projects included in the final report (the total corpus of the SPR narrative data is more than 100 pages for each one of the years of the evaluation).

LSTA FFY 2018 – FFY 2020 Expenditures and Projects by Goal

| | # of statewide projects | Expenditures for statewide projects | # of sub-grants | Expenditures for subgrants | TOTAL | Percent spent ⁷ |
|--------|-------------------------|-------------------------------------|-----------------|----------------------------|------------------|----------------------------|
| Goal 1 | 9 | \$16,644,185.11 | 30 | \$1,599,659.00 | \$ 18,243,844.11 | 39.70% |
| Goal 2 | 3 | \$2,575,591.00 | 62 | \$2,243,038.00 | \$ 4,818,629.00 | 10.48% |
| Goal 3 | 3 | \$2,014,640.00 | 48 | \$1,916,553.00 | \$ 4,602,257.00 | 8.55% |
| Goal 4 | 1 | \$3,418,895.61 | 1 | \$47,250.00 | \$3,466,145.61 | 7.54% |
| Goal 5 | 1 | \$146,643.00 | 7 | \$437,804.00 | \$ 584,447.00 | 1.27% |
| Goal 6 | 4 | \$5,704,285.00 | 7 | \$288,081.00 | \$ 5,992,366.00 | 13.04% |
| Goal 7 | 14 | \$7,141,053.00 | 1 | \$31,698.00 | \$ 7,499,366.00 | 15.54% |

The largest projects were the **Statewide Strategic Library Development Project** (10.76% of the LSTA allocation) and **Library Services for Californians Unable to Use Standard Print** (10.65% of the LSTA allocation), the only two in double digits in Goal 1. Other projects with significant expenditures included **California Revealed** (Goal 6, 9.99%), **Resource Sharing for California** (Goal 4, 7.44%), **California Library Collection Initiatives** (Goal 1, 7.98%), **Information Technology Development** (Goal 1, 2.37%), **Early Learning for Families** (Goal 2, 2.36%), and **Networking California Library Resources** (Goal 3, 2.50%).

SUMMARY OF EVALUATORS’ ASSESSMENT OF GOAL ACHIEVEMENT

Goal 1: California libraries provide equitable access to information, services, and resources in a trusted community space.

LSTA projects addressing this goal accounted for \$18,243,844.11, or 39.70%, of the LSTA allocation over FFY2018, FFY2019 and FFY2020. These initiatives promoted equity of access and allowed individuals in the state to gain access to a wide variety of information resources. The evaluators conclude that the California State Library has funded many projects that increase the information, services, and resources provided by some libraries. However, both the State library staff, as noted in their self-reflection feedback, and the evaluators are aware that few of the projects currently provide truly equitable access to information, services, and resources, especially to members of the community who are minorities or from low-income families. Thus, the evaluators concluded that CSL has **PARTLY ACHIEVED** Goal 1.

Goal 2: California libraries deliver essential literacy services and provide learning opportunities for their communities.

LSTA projects addressing this goal accounted for \$4,818,629.00, or 10.48%, of the LSTA allocation over the three years of this evaluation. Three statewide projects included under this goal are Early Learning with Families, Literacy Initiatives, and Summer @ Your Library: Explore, Learn, Read, Connect; and a variety of subgrants such as Inspiring Summers Camp for Rising K-3 Graders,

⁷ There is also an additional 3.88% administrative costs that are not included in this table.

Primeras Conexiones (First Connections), the Statewide Student Success Initiative and Collaborative Connections. The evaluators have noted that the CSL used LSTA funds to support projects that delivered literacy and learning opportunities for all ages from early learners to seniors. A majority of these projects reached established library users (for example, summer reading primarily reaching people who already patronize libraries) rather than reaching out to the totality of the community members. This goal could benefit from more support for outreach to non-library users and underserved communities; a shift that has been initiated already, e.g. through the equity-based summer project. COVID-19 disrupted many library services and made outreach support to the entirety of the community even more critical than before. Therefore, the evaluators concluded that the CSL has **PARTLY ACHIEVED** Goal 2.

Goal 3: California libraries inspire, support and engage in innovation, creativity, connections, and collaboration in their communities.

LSTA projects addressing this goal accounted for \$3,931,193.00, or 8.55%, of the total LSTA expenditures over the three years of the evaluation. Three statewide projects included under this goal include Networking California Library Resources, California Center for the Book, and Get Involved: Sustaining Skilled Volunteer Engagement in Public Libraries. The evaluators believe that Goal 3 represents one of the biggest areas of focus: Innovation, creativity, connections, and community are prominent themes among many of its funded projects. California State Library staff and the project advisor program supported libraries in developing and maintaining community partnerships that strengthened library work. California public library staff also continued to inspire, support, and engage their communities during the pandemic through their use of curbside and virtual services. Thus, the evaluators concluded that CSL **ACHIEVED** Goal 3.

Goal 4: California libraries have the technology to deliver information and services in the ways their communities expect and need.

LSTA projects addressing this goal accounted for \$3,466,145.61, or 7.54%, of the LSTA allocation over the three years of the evaluation. Over 98% of the funds were spent on Sharing for Californians, a project that provides support to California's entire information network through reference and referral services; access to, preservation of, and enhancement of specialized collections; interlibrary loan; document delivery; government information services; and consultation upon request. Various projects supported libraries in delivering a variety of STEM programming that utilized new technologies. The evaluators agreed that there is strong evidence to indicate that Goal 4 has been **PARTLY ACHIEVED**.

Goal 5: California libraries contribute to economic development and workforce innovation in their communities.

LSTA projects addressing this goal accounted for \$584,447.00, or 1.27%, of the total LSTA expenditures over the three years. The major expenditure was for the Workforce Partnership Initiative project. Since the number of Goal 5 projects that were funded are so few, and the workforce project has not matured yet, the evaluators concluded that Goal 5 is **PARTLY ACHIEVED**.

Goal 6: California libraries connect Californians to their history and culture by collecting, preserving, and sharing digital access to unique collections and materials that tell the stories of our local communities and celebrate our common heritage.

LSTA projects addressing this goal accounted for \$5,992,366.00, or 13.04%, of the LSTA allocation over the three years of the evaluation. Important projects funded as a part of this goal included California Revealed, Harvesting California's Bounty, and L.A. as Subject. The evaluators believe that the **California Revealed** project, which helps digitize, preserve, and provide online access to materials documenting the state's history, art, and cultures, is one of CSL's most extensive statewide programs. Its aim is to offer examples of California's unique character and those of its residents, past and present. The evaluators concluded that Goal 6 is **ACHIEVED**.

Goal 7: California libraries are staffed by a skilled and diverse workforce whose members engage in continuing education and leadership development opportunities, deliver high-quality library and information services, and effect positive change in their communities.

LSTA projects addressing this goal accounted for \$7,141,053.00, or 15.54%, of the LSTA allocation. The evaluators concluded that there is strong evidence that Goal 7 is **ACHIEVED**. This goal supported a rich variety of projects that progressed nicely and helped libraries and librarians acquire new skills and insights. In particular, the work on developing racial equity plans through CREI highlighted the continuing need to support a diverse workforce. The evaluators wished they could have seen evidence of diverse participation in the professional training activities (overall, the profession lacks diversity including California). Even though learning is continuous, the evaluators reached the **ACHIEVED** judgment due to seeing good progress toward the stated goal.

A2: During the review period, the California State Library provided grants that addressed all six of the "measuring success focal areas" and their underlying intentions. Most attention was given to the Lifelong Learning and the Institutional Capacity focal areas, followed by the Information Access focal area. Many projects addressed more than one focal area or intent.

A3: The **Library Services for Californians Unable to Use Standard Print** program accounted for 10.36% of LSTA program expenditures in the FFY 2018, FFY 2019, and FFY 2020 period. This program reached several categories of individuals with disabling conditions. Primary among these categories was individuals with visual impairments; however, recent changes in eligibility requirements and the certification process resulted in additional clients with other print and reading disabilities.

The agency will disseminate the evaluation reports through its website and social media. The evaluators used a mixed methods approach. Data gathering included (a) interviews with agency staff members; (b) interviews with project managers for various SPR-reported projects and activities; (c) focus group discussions with project teams; (d) focus group discussions with project and activity beneficiaries; and (e) a broad-based short survey for library staff and stakeholders with some knowledge of and engagement with LSTA-funded activities.

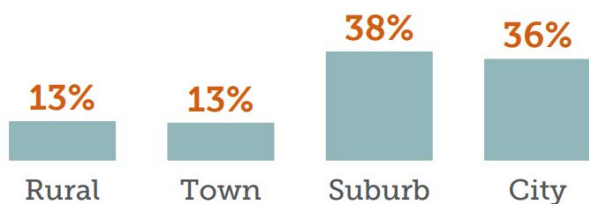
The California LSTA program offers many exemplary projects that can be replicated in other environments and is a treasure trove of good practices and ideas for transforming libraries.

Evaluation Report

“In a world of infinite information, the value comes from the people who can find you, the needle you are looking for in a haystack of infinite information” - Greg Lucas, State Librarian

The California library landscape is both rich and diverse ranging from the Pacific Ocean beaches to the heights of the Sierra mountains. The 2019 Public Libraries Survey (PLS) reported that California had a total of 220 public library jurisdictions⁸ employing 3,691.11 full-time equivalent (FTE) staff

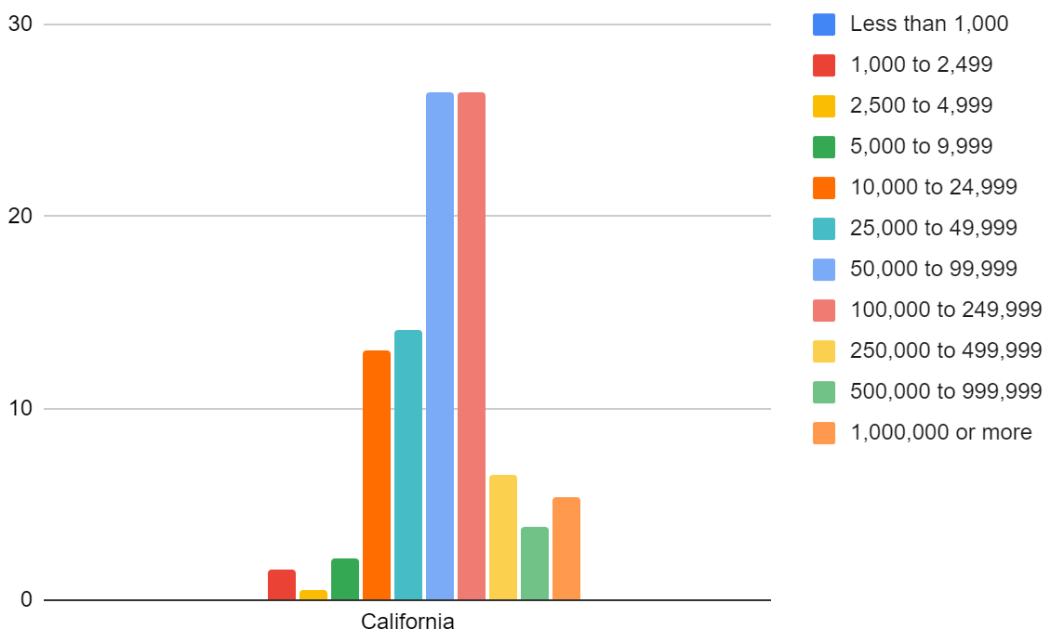
Public Library Outlets by Locale



categorized as librarians (3,420.09 FTE are reported as having an American Library Association [ALA] accredited Master’s degree); similarly, the Academic Libraries Survey (ALS) reported that 363 institutions of higher education employ 2,257.56 FTE librarians. According to the National Center for Educational Statistics’ (NCES) Elementary/Secondary Information System (EISi), California’s 2,140 public school districts employ 87.00 full-time librarians. Total FTE library staff is about 12,051 in 1,174 public

library outlets, the majority of libraries (38%) are in suburban areas and an almost equal portion (36%) in city environments (Public Library Outlets by Locale [figures from PLS2017](#)). There are no libraries that serve fewer than 1,000 people in California and almost 5% of the library jurisdictions serve communities with more than a million people.

Percentage distribution of public libraries, by population of legal service area and state: FY 2019



⁸ In FY19-20, there were 184 public library jurisdictions in CA. (There are 36 public law libraries that were included in that year in the PLS. We are no longer reporting those at IMLS’s request) This table has statistics for the public libraries only: <https://ca.countingopinions.com/pireports/report.php?bd779312f73ab509cdef26ddf21a92b6&live>

Given California's estimated population of 39,538,223, the state's annual Library Services and Technology Act (LSTA) allotment of approximately \$15.8 million per year translates into \$0.40 per person on an annual basis. The California LSTA allotment is the largest in the nation, since the LSTA program uses a population-based funding formula and California is the most populous state. The state's LSTA program is more complex than most – for beginners, it has seven goals, an unusually high number. The allotment also generously funds subgrants in all seven goals, as well as academic and public library (but less so school library) projects. It also funds projects through many intermediary partners, such as the California Library Association and Califa.

The LSTA Plan 2018-2022 articulates the diverse needs of the population in California with great detail and concludes:

As illustrated by our needs statement, California is a large and heterogeneous state whose residents have extensive and wide-ranging needs. In response to this diversity and complexity, the goals in this plan are broad and far-reaching. These goals also help provide libraries with the flexibility and support to effectively address local needs and make positive contributions in their communities. Partnerships and collaborations are priorities to ensure that libraries draw on the benefits of being part of such a large economy when achieving the state's goals.

The partnerships, as articulated in the plan, are a critical part of achieving these goals.

The broad and far-reaching character of the goals, with just a few example projects under each goal, makes this evaluation exercise very challenging. In many ways, the goals are not specified in achievable terms and are highly aspirational; thus, they are hard to achieve and may never be fully realized. Furthermore, the discussions we held emphasized a very strong need for diversity, equity, inclusion, and belonging in every aspect of library work, and thus, the far-reaching goal of achieving these aspirational concepts is another important challenge. Lastly, the CSL underwent some restructuring in the middle of the current evaluation period and in the middle of the pandemic; these changes have led to the realization that the goals are not as focused as the new team members may have wished them to be.

For example, ethnic diversity is mentioned clearly in the needs assessment in the plan, and we did see evidence of Spanish and other non-English language reading programs. Some wonderfully innovative efforts, such as Seguimos Creando Enlaces, a project that convenes representatives from libraries on both sides of the California-Mexico border to foster open dialogue about library development and growth within this shared region, have taken place. However, the majority of funds go into relatively high-profile and well-established programs or support internal agency technology operations, which are probably among the projects with the least outcomes-based evaluation evidence.

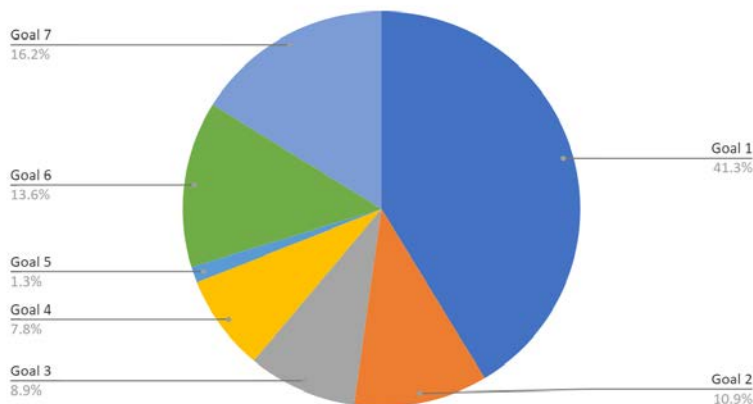
Similarly, issues related to serving the underserved are touched upon in the needs assessment of the plan (homelessness – especially those experiencing homelessness in their teen years – is highlighted in the plan). Despite this documentation, these goals are not addressed in a focused and targeted way that shows impact on this identified area of need. There are indeed library projects that are taking place around this issue, but have they changed the landscape? Our interviews, focus groups, and survey evidence suggest that while these programs may not solve the

issues of homelessness in California, they have impacted the lives of the people in the library communities.

In conversations with the staff at the agency, it is evident that a wish to fund programs that make a difference and have an impact on the underserved is being given more attention by the CSL. Efforts like the CREI project help cultivate and nurture the foundation upon which to build a more focused and targeted strategy, both in the time remaining in the current evaluation cycle (for example, the workforce initiative has promise that can be realized in the timeframe of the current plan) and in future LSTA cycles.

It is obvious that LSTA funds alone are inadequate to meet the library and information needs of all California residents. Meeting the library and information needs of California’s residents requires partnerships involving the State of California; hundreds of local governments, school districts, public and private institutions of higher learning; and a vast array of governmental and nonprofit agencies. The CSL’s challenge through the period covered by the evaluation has been to find ways to make 40 cents per person transformative. This small amount of money must be leveraged and supplemented by other public and private monies to accomplish major results.

LSTA FFY2018-FFY2020 Expenditures and Projects by Goal



There are seven goals in the **Library Services and Technology Act: Five-Year State Plan for Federal Fiscal Years 2018-2022**.

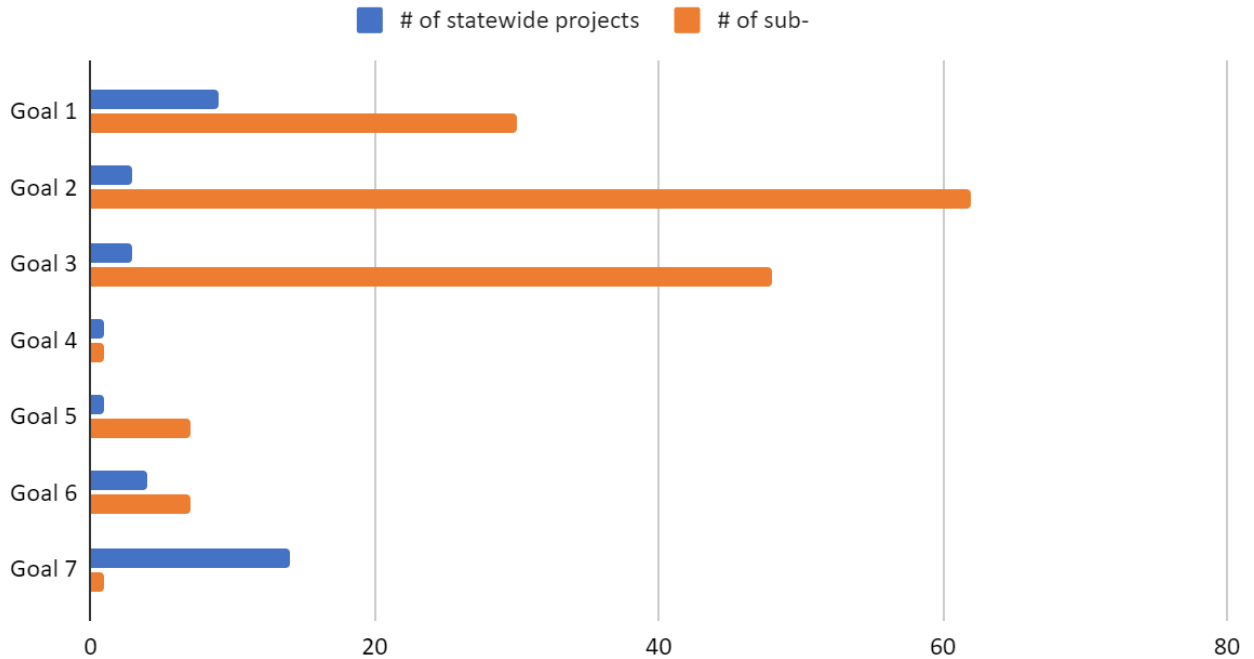
Appendix H includes the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding, **\$18,243,844.11**, that was expended on projects undertaken in support of Goal 1 (39.70%), Goal 7 (15.54%), Goal 6 (13.04%), Goal 2 (10.48%), Goal 3 (8.55%) Goal 4 (7.54%), and Goal 5 (1.27%). Each goal supported statewide programs

and projects, as well as subgrants awarded and managed by specific libraries. Goal 1 (39.70%), which concerns equitable access, received the lion’s share of the funding. Goal 7, the second-highest funded goal, is concerned with a skilled and diverse workforce.

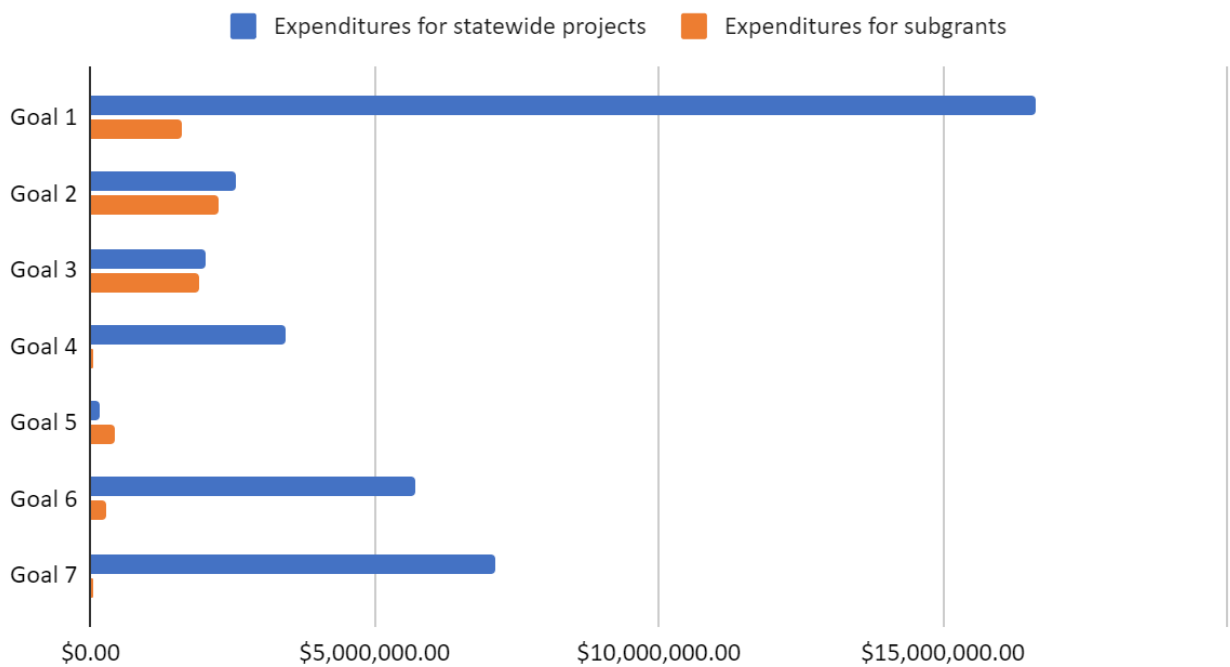
Every goal has statewide funded projects and subgrants (even though there is only one project characterized as a subgrant in Goal 4, *Modern Technology for the 21st Century Learner*, and Goal 7, *AccessABILITY Awareness - California Public Libraries*). Goal 2 has 62 subgrants, the largest number of all the goals; Goal 3, with 48 subgrants, is the second largest; and Goal 1, with 30 subgrants, is the third largest in terms of the number of subgrants. The LSTA funds expended are similarly ordered for the subgrants. Overall though, as can be seen in the next two charts, subgrants are a relatively small portion of the LSTA pie and the majority of the funds support statewide initiatives (please note that some statewide initiatives are implemented through subawards and we have not tried to separate this third category of funding in this evaluation). One of the most notable subgrant processes is the [Copycat Grant Toolkits](#). These toolkits encapsulate grant ideas for small projects that are both easy to implement and can be used to replicate impactful service ideas. Many

of the subgrants we examined supported innovation in their libraries. Although some concepts may not seem as innovative in the urban settings, they are more innovative in the more remote and rural areas.

of Statewide Projects and # of Subgrants



Expenditures for Statewide Projects and Expenditures for Subgrants



LSTA FFY 2018 – FFY 2020 Expenditures and Projects by Goal

| | # of statewide projects | Expenditures for statewide projects | # of sub-grants | Expenditures for subgrants | TOTAL | Percent spent |
|--------|-------------------------|-------------------------------------|-----------------|----------------------------|------------------|---------------|
| Goal 1 | 9 | \$16,644,185.11 | 30 | \$1,599,659.00 | \$ 18,243,844.11 | 39.70% |
| Goal 2 | 3 | \$2,575,591.00 | 62 | \$2,243,038.00 | \$ 4,818,629.00 | 10.48% |
| Goal 3 | 3 | \$2,014,640.00 | 48 | \$1,916,553.00 | \$ 4,602,257.00 | 8.55% |
| Goal 4 | 1 | \$3,418,895.61 | 1 | \$47,250.00 | \$3,466,145.61 | 7.54% |
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| Goal 6 | 4 | \$5,704,285.00 | 7 | \$288,081.00 | \$ 5,992,366.00 | 13.04% |
| Goal 7 | 14 | \$7,141,053.00 | 1 | \$31,698.00 | \$ 7,499,366.00 | 15.54% |

The largest projects are the **Statewide Strategic Library Development Project** (10.76%) and **Library Services for Californians Unable to Use Standard Print** (10.65% of the LSTA allocation) and the only two in double digits in Goal 1. Other projects with significant expenditures include **California Revealed** (Goal 6, 9.99%), **Resource Sharing for California** (Goal 4, 7.44%), **California Library Collection Initiatives** (Goal 1, 7.98%), **Information Technology Development** (Goal 1, 2.37%), **Early Learning for Families** (Goal 2, 2.36%), and **Networking California Library Resources** (Goal 3, 2.50%). Note that Summer @ Your Library was included under Goal 7 for FFY2018 and FFY2019, as its focus in those years was on training library staff members. It was part of Goal 2 for FFY2020, as the focus was on summer reading program users across the state. Many LSTA-funded projects that have been completed cross over the artificial boundaries imposed by the broad goal structure in the plan. The evaluators found many examples in which projects were reported under one goal but had an impact on the stated objectives included in two or more goals. Because of this, and in consultation with the LSTA coordinator, the evaluators rearranged some projects under a different goal than the one selected for SPR reporting purposes. The final list of projects under each goal is presented in Appendix H.

Each of the goals is stated below, along with select LSTA-funded activities carried out in support of the goal. The evaluators' assessment of whether each goal has been achieved, partly achieved, or not achieved is also presented.

Goal 1 Retrospective Assessment - Equitable Access

Goal 1: **California libraries provide equitable access to information, services, and resources in a trusted community space.** LSTA projects addressing this goal accounted for \$18,243,844.11, or 39.70% of the total LSTA expenditures over the three years (2018, 2019, and 2020) analyzed as part of this evaluation. Among the notable statewide projects were Library Services for Californians Unable to Use Standard Print, Statewide Strategic Library Development, Maximizing Learning Spaces or How to MacGyver Your Library, and Information Technology Development. The following section includes brief descriptions of select projects undertaken in support of Goal 1.

Library Services for Californians Unable to Use Standard Print: This project provided library services in specialized formats to California residents unable to use standard print due to sensory, physical, and organic reading disabilities. Users who met the eligibility requirements set by federal law for the Library of Congress' (LOC) National Library Service for the Blind and Print Disabled (NLS) program were served through the Braille and Talking Book Library (BTBL) in Sacramento (the northern California regional library) and by the Braille Institute in Los Angeles (the southern California regional library). Subregional service centers were also provided through the Fresno County Library and the San Francisco Public Library. This project allowed individuals to borrow books, magazines, descriptive videos, and newspapers of their choice in Braille, audio on a digital cartridge, and/or downloaded content through NLS's Braille and Audio Reading Download (BARD) service. The BARD service also allowed eligible patrons to download reading material and transfer it to the free NLS talking book machine or to their own digital playback devices (such as a smartphone). All these services enabled users with disabilities to obtain equal access to print and electronic information needed in their daily lives – both educational and recreational materials – as well as information for lifelong learning (see Appendix K for more detailed statistics on this project).

As part of the evaluation process, the evaluators interviewed the director of the BTBL and several consumers/users of the program. The director pointed out that California has one of the highest, if not the highest, percentage of the BARD program in the nation. He also complimented his staff for their extraordinary efforts (working with mobile phones from home), which allowed for much more continuous service during the pandemic than would have otherwise been possible. One of the consumers of the program offered that, "I'd be nuts if I weren't able to read." Another patron, who had lost their sight at age 43, said, "I had always been a reader and when I lost my sight, I was devastated at the thought of not being able to read. The Talking Book and Braille Library helped give me my life back."

Outputs and Outcomes - The popularity of this service can be demonstrated by the output data shown in the table in Appendix K. As the Covid pandemic continues, the use of the BARD download service continues to increase. The Californians that have registered for this service are impacted in a real and tangible way every time they use the service. Comments from two additional users highlighted the value of this service:

"I just love this service. It's like going back to university and studying exactly the subjects I want. I wish to thank all of you for making my life so rich!"

"When I listen to the books, I am not blind. I can visualize the content that gets more vivid the more I get into each book. I wouldn't know what to do with my life without all the books you send me. I run a group for vision loss and I am an ambassador for your service at my assisted living facility."

Statewide Strategic Library Development: This project supported the State Library's planning and implementation of statewide and local LSTA grant programs for California libraries, cooperative systems, and other library networks, in order to increase public access to library resources and services. The funds allowed staff to leverage monies from other federal sources in order to maximize the impact of LSTA funds. As part of the evaluation, the evaluators held focus groups with the cooperative system directors, and all of them expressed their gratitude for being able to support

their member libraries and initiate many innovative projects. One such project is the Maximizing Learning Spaces, which was managed by the Southern California Library Cooperative (SCLC).

Maximizing Learning Spaces or How to MacGyver Your Library: The Maximizing Learning Spaces project helped public libraries identify, evaluate, and reimagine underutilized spaces to better serve their communities. Libraries worked with a project manager and an interior designer to understand their specific needs and issues, which then informed the evaluation and redesign of their spaces. The project enabled each participating library to acquire new movable furniture. Ultimately, these spaces were transformed: they became more welcoming and appealing, increasing their usability and flexibility while maximizing their potential as places of reading, literacy, and learning. This project was inspired by community aspirations discussed at a previous Public Library Directors' Forum and OCLC's Small Libraries Create Smart Spaces project. Kyrillidou was also the external evaluator for the OCLC project. The pandemic and a staff change seemed to have disrupted this project, but opportunities currently exist for a project such as this to help libraries rethink the use of outdoor spaces and related programming.

Outcomes - Through the showcase presentations and information gained from the project, the participants learned that space planning involved many factors, such as:

- 1) The need for certain age groups to have a designated space in the library. Teens, for example, appreciate having a space they can call their own.
- 2) The texture and fabric of furnishings can impact its longevity and ease of maintenance.
- 3) The style of seating can really encourage families to read together (for example, certain furnishings make it easier for parents to sit with children to read to them).
- 4) Timing the removal of old furnishings and the delivery of new items can be complex, as it can involve other departments, such as facilities.
- 5) Many libraries were able to leverage their plans to gain additional support from local sources, such as their city or county, Friends of the Library groups, and other funding sources. (This was revealed in evaluator interviews.)

A survey of the participants revealed that 100% of respondents agreed or strongly agreed that they:

- learned something by participating in this library activity.
- felt more confident about what they just learned.
- intended to apply what they just learned.
- learned information that would help improve library services to the public.
- learned information that would help effect positive change in the community.

California Library Collection Initiatives: This project supported public libraries in developing collections and resources to support the needs of their communities. Activities included a crisis collections project to provide collection development support for communities experiencing disaster trauma, statewide subscriptions to important resources (New York Times Online and Yewno), and collection development with Bookshare. The collection development with bookshare provided download access to nearly 700,000 recreational fiction and scholarly nonfiction works in electronic braille and text-to-speech/synthetic audio formats for 500 Californians with print disabilities. The Bookshare service augmented the total number of accessible works available to National Library for the Blind and Print Disabled (NLS) Network Library patrons in California by a seven-to-one ratio, mitigating the book famine faced by print disabled American readers with only 3-7 percent of published works produced annually.

Veterans Connect @ the Library: Veterans Connect @ the Library was a multi-year project designed to connect veterans and their family members with the federal and state benefits to which they are entitled. In this cycle, participating libraries provided benefits information to California veterans and their family members. Nine new library-based Veteran Resource Centers (VRCs) were added, bringing the total to 61 sites; seven new Pop Ups (used to bring services to the community and other branches) brought the total to nine Pop Ups. The VRCs were staffed by trained volunteers and/or VA work-study students. Sites provided library collections, featuring local resources, and partnerships with local veterans service organizations.

Because it is estimated that veterans are only using 20% of their earned benefits, the need to connect veterans with their benefits remains a vital initiative for California and the nation. Everyone knows a veteran, but it is easy to overlook the fact that veterans may not know about the benefits to which they are entitled. Because so many members of the community enter a public library, libraries can play a critical role filling that information gap.

Outputs and Outcomes - Due to the pandemic, the number of physical visits by veterans to the library dropped in 2019 and 2020. Veterans and family members reported needing assistance with or information on employment and job searches, shelter (immediate and long term), copies of their DD-214s and other military records, medical and/or retirement benefits, in-home aide and assistance, transportation, VA claim appeals, PTSD, hearing loss, surviving spouse benefits, obtaining furniture and help with utility bills, medals and honors records, and educational benefits.

The components of this project could be easily replicated by any jurisdiction. Three things are critical for success: finding one or two staff members who are passionate about connecting veterans with their benefits; utilizing volunteers and/or VA work-study students who are also passionate about connecting veterans with assistive resources, and a willingness to work with local community agencies serving veterans.

Libraries on the Spectrum: The Libraries on the Spectrum project sought to encourage families of individuals with autism to access their local public library for educational and recreational programs and specially curated resources and to expand their personal networks in a comfortable and welcoming environment. The five participating local public library systems were on their way to achieving these goals when the COVID-19 pandemic abruptly halted and delayed activities. Prior to the closures, public library staff from all partnering libraries participated in staff training. Library directors met individually with Dan Weiss from Library Connections, and each library committed to changing some aspect of their environment to make the library more welcoming and comfortable for people with Autism Spectrum Disorder. Project staff developed and purchased a collection of equipment to be used by and with individuals with autism, library directors co-drafted an equipment lending policy to assure consistent rules, and a menu of the entire collection was created for each library system to have on site as well as online.

Outcomes - One goal of the project was to make the resources and programs available countywide so that families could access these much-needed resources close to their home - an important factor given the geographic spread of the county. One surprising finding was that multiple families traveled to the different programs across the county, essentially “following” the programs because they found them to be so valuable. Another unexpected outcome was the involvement of Applied

Behavioral Analysis (ABA) providers. While planning the program and resources, the libraries connected with families and did not originally consider the role of the ABA provider in supporting individuals with autism. ABA providers became significant in outreach to others within the autism network and provided recommendations on the equipment lending collection.

Other Goal 1 **subgrants** included digitization projects, outreach to immigrants, cataloging Khmer language materials, and encouraging children to read. All of these projects increased information, services, and resources in the benefiting libraries.

Goal 1 Conclusion - Retrospective Question A-1

A-1. To what extent did CSL's Five-Year Plan activities make progress towards Goal 1?

The evaluators conclude that the California State Library has funded many projects that increased the information, services, and resources provided by some libraries. Relatively few of the projects provided truly equitable access to information, services, and resources, especially to members of the community who are minorities or from low-income families. Thus, the evaluators have determined that Goal 1 has been **PARTLY ACHIEVED** and will remain so until the notion of equity is more widespread and enacted more broadly and intentionally, an effort that is underway at CSL.

Goal 2 Retrospective Assessment - Essential Literacy Services

Goal 2: California libraries deliver essential literacy services and provide learning opportunities for their communities.

LSTA projects addressing this goal accounted for \$4,818,629.00, or 10.48% of the total LSTA expenditures over the three years (2018, 2019, and 2020) analyzed as part of this evaluation. Following are some of the projects that received significant funding in support of this goal.

Early Learning with Families: The Early Learning with Families (ELF) initiative leveraged previous years' investments to disseminate cutting-edge research, tools, and strategies that are critical to helping library staff deliver meaningful and effective library services to young children and families. A crucial part of this programming centered around the School Readiness Toolkit that was developed in FFY2017–2018 and shared with many other state libraries. A professional evaluator was hired to help design tools to evaluate the caregiver-focused Stay and Play joint project with the Packard Foundation. A Makerspace toolkit was developed and best practices were tested. Programming in conjunction with the national Dia de los Ninos celebration was also offered.

Outcomes - As a result of the collaboration with the Governor's Early Learning Team and statewide partners, especially First 5 CA, First 5 Association, the California Department of Education, and the Department of Social Services, new joint funding and service/program opportunities opened up. New collaborative projects were developed, and \$5,000,000 in additional funding was approved for libraries in their work as community hubs for children. Two project participants noted the project's success:

"This is such an outstanding resource and so user friendly. It will help us reach more members of our community through social media."

“My library has been consistently working to improve and expand our children’s programming. This information will help us establish a more meaningful program for our young patrons.”

Literacy Initiatives: Literacy Initiatives provided training, technical assistance, and resources for staff, volunteers, and learners in California’s public library literacy programs. California struggles with high levels of low literacy, and library literacy programs have high levels of staff turnover. The Literacy Initiatives project addressed the need for staff and volunteers to receive robust training and support to deliver high-quality services in this regard. The project provided literacy staff, volunteers, and learners with programs and resources that focused on outreach to learners, learner assessment, learner leadership, and encouragement of learners engaging with their communities and the voting process; tutor recruitment, tutor training, and tutoring resources; family literacy; using data; outcome-based evaluation; and how to continue services during the pandemic.

Outcomes - In a field with high staff turnover, training and resources need to be provided (and sometimes repeated) regularly. California’s public library literacy programs are delivered according to an established planning and evaluation framework and set of program essentials. Because program coordinators and staff often change, the state needs to maintain a regular training schedule and comprehensive resources ranging from program basics to enrichment topics; this diversity of scope will ensure that programs align with the essentials and are delivered effectively to adult learners and their families. Although in-person training is optimal, training can be delivered effectively online when using services such as the Zoom platform, which allow participants to interact with one another.



Many programs provide additional leadership training for learners through an Adult Learner Leadership Institute which is funded by the State Library using federal Library Services and Technology Act funds. The Institute is offered regionally three times a year and supports learners in developing self-confidence along with organization, communication, public speaking, and other leadership skills.

Excerpt from the 2019 Report to the Legislature on the California Library Literacy and English Acquisition Services Program of the California State Library

Summer @ Your Library: Explore, Learn, Read, Connect helped libraries plan, present, and evaluate high-quality, equity-based summer reading, learning, and meal programs. Project staff provided training, resources, professional development, networking, and leadership opportunities for library staff, conducted evaluations, helped develop partnerships, and created a community of summer reading practices. Project highlights included year one of a multi-year Building Equity-Based Summers in California Libraries and Communities Co-Design Initiative. A statewide book club highlighted diverse books and stories to support both summer reading program participation by children and families and the construction of diverse children’s book collections in California libraries.

State libraries addressed critical needs of all ages, particularly those of young people, during the summer. With the documented achievement gap between low- and higher-income youth caused by unequal access to summer learning opportunities, these free and accessible library summer learning programs filled a critical need in the lives of children, teens, and families.

Outcomes - The California Summer Reading program is truly a model for the rest of the nation. The programs and services offered to the California library community through the Summer @ Your Library addressed pressing needs and were well received by California library staff. Workshops were consistently filled to capacity, and program networking calls were consistently well attended. Based on evaluation feedback, the project's programs had a significant impact on the way library staff approach programming and think about program outcomes. During summer 2020, project staff administered the annual statewide Summer Reading Participation Survey to California public libraries (163 library jurisdictions responded), which collected summer reading and programming participation numbers, as well as data on the extent to which library programs met the California Summer @ Your Library quality principles.

Inspiring Summers Camp for Rising K-3 Graders: This grant provided the opportunity for children entering 3rd grade in San Mateo County to participate in the Big Lift: Inspiring Summers Camp for Rising K–3rd Graders (BLIS). Inspiring Summers Camp is a county-wide, multi-agency cooperative initiative dedicated to the attainment of grade-level reading proficiency by 3rd grade. BLIS, a free four-week summer camp program, was previously offered to rising K–2 students in response to low reading levels and preparation, particularly for children living at or near poverty levels. The expansion to include the third-grade component allowed children who attended Inspiring Summers in past years to attend the critical summer before third grade, before the achievement gap solidified.

Outcomes - This past summer, families were unable to have on-site interactions with teachers and facilitators due to strict COVID-19 protocols. In a regular summer, families would speak to educators during dropoff and pickup times and would receive weekly print newsletters on camp activities. This year, camp coaches called families every week as a way to mitigate social isolation. They provided support on classroom instruction, answered questions about the camp site itself, and provided referrals to community resources. Staff connected with 157 families, many of whom expressed gratitude for the connection and overall program. One parent said, "I want to thank you for the great work you are doing with the students. My son is really excited about the program, mindfulness and movement activities, and the STEM activities."

Subgrants - Other Goal 2 projects include a variety of STEM and makerspace projects.

Goal 2 Conclusion - Retrospective Question A-1

A-1. To what extent did CSL's Five-Year Plan activities make progress towards Goal 2?

The evaluators noted that the CSL used LSTA funds to support projects that delivered literacy and learning opportunities to patrons of all ages, from early learners to seniors. These notable programs should serve as models for the nation. Many of these programs do not always reach the areas of greatest need. The majority of these projects reach established library users (e.g., summer reading primarily reaches people who already come to libraries), rather than reaching out to the totality of the community members in general and underserved communities in particular. Consequently, this

goal could benefit from more support for outreach to non-library users and underserved communities. Especially with the limitations caused by COVID-19, many library services were disrupted and outreach support to the totality of the community became more critical than ever before. Therefore, the evaluators concluded that Goal 2 has been **PARTLY ACHIEVED**.

Goal 3 Retrospective Assessment - Engage Communities

Goal 3: California libraries inspire, support and engage in innovation, creativity, connections, and collaboration in their communities.

LSTA projects addressing this goal accounted for \$3,931,193.00, or 8.55% of the total LSTA expenditures over the three years (2018, 2019, and 2020) analyzed as part of this evaluation. The following section includes some of the projects that received significant funding and were undertaken in support of Goal 3.

Networking California Library Resources: The Networking California Library Resources project was designed to support and facilitate the sharing of ideas, materials, and resources among California's library leaders and staff and to improve library services to their communities.

Outputs - Project advisors provided library staff with guidance and support relating to project management. The project also provided technical assistance for libraries implementing broadband Internet access, online training for library staff, websites and listservs to help library staff share and access information relating to public programming, and a series of networking conversations for groups of library staff, including library directors, branch managers, youth services, technical services, literacy, and frontline staff.

Outcomes - The outcomes of this project illustrated the importance of being open to adjusting project activities to most effectively meet community needs and achieve project goals and involving the community in program development. For example, the networking conversations were not part of the original project plan, but due to the onset of the pandemic, it was clear that the library community needed virtual spaces to come together, share information, and give and receive support. The conversations, held on Zoom, provided this space while also contributing to the achievement of project goals. Because the conversations resolved a demonstrated need and conversation organizers sought and were responsive to community input, the sessions were well attended and successful despite the many competing demands on library staff time.

California Center for the Book: The California Center for the Book (CCFB) helped California library staff develop and expand programs that promoted reading, community engagement, and lifelong learning for adults and intergenerational groups. In FFY19 and 20, CCFB coordinated the following initiatives: Book to Action, Community Conversations with Veterans, Rural Libraries Tour writing workshops, and Mental Health Initiative programming. CCFB also produced the Adult Services Symposium (a professional development series), which was held virtually in Spring 2020.

Outcomes - Overall, the ability of libraries to successfully engage with adults and intergenerational groups depended on the ability of library staff to place community members, community partners, and their needs at the center of the table. By focusing on core values of community building and support for lifelong learning and community needs, library institutions continued to demonstrate our

role as connectors and facilitators. Two of the attendees noted: “So many ideas for ways to engage with our users during this challenging time” and “Lots of great suggestions and advice!”

Subgrants - A number of projects funded as part of Goal 3 included makerspaces, STEAM programs, augmented and virtual reality programs, and personal fitness programs.

Goal 3 Conclusion - Retrospective Question A-1

A-1. To what extent did CSL's Five-Year Plan activities make progress towards Goal 3?

The evaluators believe that Goal 3 represented some of CSL's biggest areas of focus. Innovation, creativity, connections, and community were prominent themes among many of the funded projects. California State Library staff and the project advisor program supported libraries in the development and maintenance of community partnerships that strengthen their work. California public library staff continued to inspire, support, and engage their communities during the pandemic through their use of curbside and virtual services. Thus, the evaluators concluded that the objectives of Goal 3 have been **ACHIEVED**.

Goal 4 Retrospective Assessment - Deliver Information

Goal 4: California libraries have the technology to deliver information and services in the ways their communities expect and need.

It should be noted that technology is the key aspect of this goal, not delivery of information and services (which is the focus of Goal 1). LSTA projects addressing this goal accounted for \$3,466,145.61, or 7.54% of the total LSTA expenditures over the three years (2018, 2019, and 2020) analyzed as part of this evaluation. The primary project of the LSTA FFY2018 – FFY2020 cycle was the Resource Sharing for Californians project (\$3,418,895.61).

Resource Sharing for Californians: This project deployed the resources and services of the state government's main public research library in order to meet the information needs of the people of California. Working with California libraries statewide, the California State Library provided support to California's entire information network through reference and referral services; access to, preservation of, and enhancement of specialized collections; interlibrary loan; document delivery; government information services; and consultation upon request.

Outcomes - The consistent usage numbers and the complexity of the reference questions received indicated the continued value of this project to the people of California.

Goal 4 Conclusion - Retrospective Question A-1

A-1. To what extent did CSL's Five-Year Plan activities make progress towards Goal 4?

Funded projects provided libraries with technology to deliver virtual programming to teens, with training and equipment to establish makerspaces, and with eResources and materials (e.g., ebooks and audiobooks, e-newspapers, online reading platforms). They have helped libraries develop a variety of STEM programming that utilizes new technologies. The evaluators agreed that the objectives of Goal 4 have been **PARTLY ACHIEVED**.

Goal 5 Retrospective Assessment - Economic Development

Goal 5: California libraries contribute to economic development and workforce innovation in their communities.

LSTA projects addressing this goal accounted for \$584,447.00, or 1.27% of the total LSTA expenditures over the three years (2018, 2019, and 2020) analyzed as part of this evaluation. Following are some of the projects that represented the most significant activity undertaken in support of Goal 5.

Workforce Partnership Initiative: The Workforce Partnership Initiative (WPI) provided resources, training, networking, and support to public library staff that had willing partners in their local Labor and Workforce Development Agency offices. This project was designed in partnership with the California State Labor and Workforce Development Agency. In order to prevent a duplication of services, nine library jurisdictions and their partner local workforce boards came together to share resources, work together on job/career fairs, and develop potential future collaborations, such as co-locating workforce resources in libraries, tracking referrals between agencies, and creating an asset map of other workforce resources in each community.

Outcomes - Building relationships between libraries and workforce boards increased access, information exchange, and reciprocity of effort in working toward the goal of providing services and resources to jobseekers. Libraries and workforce boards that met regularly had better results than those whose interactions were limited. Attendance at the Community of Practice monthly meetings was also an indicator of engagement and participation. Finding the right people to connect with at the partner agencies was also critical to the success of the program.

Future Ready Teens: Get the Balance Right - Teen Health, Wealth & Wellness: The Future Ready Teens: Get the Balance Right project provided job skills workshops and “work ready” certification for library-going teens, ages 15 to 19, through a partner’s “L.A. Youth at Work” Certification Program. In addition, the library raised awareness about mental health and well being for teens through public programs, localized online content, promotion, a brochure, and a circulating collection of new books and e-media (available system-wide). Young Adult (YA) librarians from all 72 branch locations and the Central Library’s Teen’Scape Department attended a series of intensive training programs, which augmented their knowledge of teen resources and their ability to provide much needed programming, education, and support to their clientele.

Outcomes - As a result of this project implementation, the Los Angeles Public Library gained a well-trained corps of expert young adult librarians, whose focus is on excellence in service to teens. Participants felt competent and confident about including and incorporating workforce readiness, teen health, and life skills programming into their regular programming and interactions with teens and their caregivers.

Subgrants - Other subgrants that focused on Goal 5 objectives included Career Visioning for New Adults in Rural California, SBPL Works! For Post Disaster Economic Outreach, Spark! A New Model for a Workforce Development–Focused Digital Media Lab, and Experimental Workforce Development.

Goal 5 Conclusion - Retrospective Question A-1

A-1. To what extent did CSL's Five-Year Plan activities make progress towards Goal 5?

LSTA projects addressing this goal accounted for \$584,447.00, or 1.27% of the total LSTA expenditures over the three years. The major expenditure was for the Workforce Partnership Initiative project. Since the number of Goal 5 projects that were funded are so few, and the workforce project has not matured yet, the evaluators concluded that Goal 5 has been **PARTLY ACHIEVED**.

Goal 6 Retrospective Assessment - Californians to History

Goal 6: California libraries connect Californians to their history and culture by collecting, preserving, and sharing digital access to unique collections and materials that tell the stories of our local communities and celebrate our common heritage.

LSTA projects addressing this goal accounted for \$5,992,366.00, or 13.04% of the total LSTA expenditures over the three years (2018, 2019, and 2020) analyzed as part of this evaluation. Following are some of the projects that supported Goal 6.

California Revealed: Around the state, remarkable local history collections can be found within public libraries, historical societies, archives, and museums. As reported in the Institute of Museum and Library Services *Connecting to Collections: A Report to the Nation* (2018), more than 4.8 billion items are held in public trust by memory organizations nationwide, but a lack of resources places a third of these items at risk of extinction. Preservation and access to local history collections is carried out through digitization, online access, and digital archival practices. Program surveys and conversations with California's public libraries have made it clear that the desire to digitize and preserve local history collections is strong, but personnel, expertise, and technological infrastructure are lacking.

Recognizing the need for a robust digitization and preservation effort, Califa continued to build California Revealed, a large-scale content creation, digitization, digital access, and digital preservation project for local history collections in public libraries and partner memory organizations.

Outputs - During the two years in which the project was funded, almost 75,000 items were digitized and 100,000+ items were added to the repository.

Outcomes - With the support of this round of LSTA funding, libraries were able to maintain additional and dedicated staffing to extend their harvesting code and infrastructure. The results were dramatic: the funding directly enabled significant growth in new contributors and collections represented in Calisphere, and hence, the Digital Public Library of America (DPLA). California-based libraries, archives, and museums now represent one of the largest subsets of DPLA's national-level aggregation, offering students, researchers, and the general public increasingly comprehensive access to the digitized treasures and special collections across the state. A number of people had positive testimonials to share about California Revealed, including this statement from a patron: "California Revealed is an amazing and important program. Especially as COVID-19 and the ever looming and present threat of natural disasters like wildfire season have

shown, it is more important than ever to be able to provide access to newspapers/important documents from home.”

LA as Subject: The [L.A. as Subject](#) online community history platform, provides free public access to information about the holdings of Southern California community archives. The project team adjusted outreach and user education due to the COVID-19 pandemic, conducting two in-person events, including the Los Angeles Archives Bazaar and an edit-a-thon for archives to update their collection information on the portal. In place of in-person programs, "Talk-Shops" and a town hall virtual meeting were offered. In addition to teaching archives how to maintain information about their holdings on the portal, the sessions included training in archival skills, Zoom and virtual collaboration tools, social media, and networking with other archives to pool resources and meet shared challenges.

Outcomes - The project team assisted 43 archives with updating their collections and other directory information with photo galleries, event information, news articles, and other public-facing information during FFY 2020. During FFY 2019, 102 archives updated their collection information, many of which did not previously have established Internet presences or other ways of reliably reaching the public.

Memory Labs: CSL funded several memory lab projects. The public library provided a secure space, procured equipment, composed training for digitizing and preserving materials, and instructions for contributing to the community’s online local history collection. Typically, a Memory Lab connects the library’s communities to their history and culture by collecting, preserving and sharing digital access to unique collections and materials that tell the stories of the local communities.

Outcomes - The Memory Lab created an opportunity to reimagine the use of an existing library space to meet current and future needs of the community. It has been a safe space where users can equitably access technology and services. Memory Lab users were able to document their lives and those of their descendants. Natural disasters like fires and earthquakes have become common in California, and these are both physical and existential threats to primary source material. The creation of the Memory Lab helped to build, maintain, and support the community by ensuring that users’ histories would be available to future generations.

Goal 6 Conclusion - Retrospective Question A-1

A-1. To what extent did CSL's Five-Year Plan activities make progress towards Goal 6?

The evaluators believe that the **California Revealed** project, as well as the other projects funded as a part of this goal, successfully helped digitize, preserve, and provide online access to materials documenting the state's history, art, and cultures. The aim of this goal has been to offer examples of California's unique character and that of its residents, past and present, and the evaluators concluded that Goal 6 has been **ACHIEVED**.

Goal 7 Retrospective Assessment - Library Workforce

Goal 7: California libraries are staffed by a skilled and diverse workforce whose members engage in continuing education and leadership development opportunities, deliver

high-quality library and information services, and effect positive change in their communities.

LSTA projects addressing this goal accounted for \$7,141,053.00, or 15.54% of the total LSTA expenditures over the three years (2018, 2019, and 2020) analyzed as part of this evaluation. Following are some of the projects undertaken in support of Goal 7.

California Library Metrics: Project activities included collecting and presenting the [annual public library survey](#) and state literacy program data for California, providing statewide training to public library staff on various data-related topics, collecting and collating LSTA project outcomes data, providing access to data tools and training to enable libraries to better understand and use data in planning library services and programming.

Outcomes - While the Urban Libraries Council produced quality briefs, webinars, and newsletters about the Edge tool, it cannot be solely responsible for generating library engagement; the onus is on the state library to publicize this tool and encourage use by public libraries. Consistent and frequent communication from the State Library resulted in more libraries using the tool, although few libraries decided to adopt the use of the tool. In response to the question whether the libraries are satisfied that the data tools are meeting library needs 68 percent responded agree or strongly agree; and, similarly, 62 percent indicated that applying the resource will help improve library services to the public.

Mental Health Initiative: The Mental Health Initiative (MHI) provided library staff with intensive training opportunities in mental health that equipped them with the skills and resources needed to provide professional services in accordance with ALA guidelines and the ability to work effectively and compassionately with their communities. In addition to continuing mental health and wellness training for California's Public Library workforce, MHI provided opportunities for patrons of libraries to increase their knowledge of mental health and wellness, receive information on local mental health and wellness services, and develop meaningful relationships through their local library (a crucial component of wellness and recovery). The focus on patron education and engagement was guided by themes and topics identified by library professionals and facilitated by an outreach team of licensed mental health providers with experience working in the community.

Outcomes - Because it is vital to start any mental health project with a basic training module for every staff member, especially security and volunteers, it is important for libraries to mine their communities for available resources. Local health departments were possible partners, especially when library staff could participate in their de-escalation trainings. Health departments were also valuable resources when looking for resources to fulfill needs expressed by patrons in the community. The CSL also provided resources that were developed with experts in the field. One response to the evaluators' survey praised the prescience of this initiative:

"Participating in the Mental Health Initiative prepared staff for the COVID-19 pandemic in one significant way: we were already in the habit of paying attention to and talking about our own wellbeing and that of our community members."

California Libraries Cultivating Racial Equity and Inclusion: The goals of the California Libraries Cultivating Racial Equity and Inclusion (CREI) program were to catalyze a statewide

network of libraries and library staff committed to racial equity and inclusion for all and to improve equity, diversity and inclusion in internal and external library system operations. The purpose of establishing a strong, established network was to share information, deepen conversations, and take action to grow racial equity in library service delivery in the communities served. CREI helped public library jurisdictions to: (1) convene “Core Teams” of up to 6 staff members to guide development of racial equity and inclusion plans, including vision statements, background research, and community indicators of success; (2) learn as a group (through 8 full days of in-person sessions and 3, 3-hour learning sessions) focused on skills building and accessing tools; (3) engage with mentor libraries in Marin County and Santa Monica for coaching; (4) build participant skills to apply a Results Based Accountability Framework to be used in library jurisdiction policy and practice decisions; and (5) draft Racial Equity Action Plans in participating jurisdictions (Appendix J provides a more extensive description of project CREI).

Outputs - Nineteen public library jurisdictions, large and small, urban and rural, participated in the project in 2019. In 2020, twenty-five libraries participated in the project.

Outcomes - As 2020 evolved, both the COVID-19 pandemic and widely shared videos documenting racial violence against Black people and people of color underscored the need for commitment to racial equity and building intentionally anti-racist systems to combat systemic racism. Interest in CREI's framework and the intentional pursuit of racial equity grew exponentially during 2020. CREI and similar efforts could go deeper and grow faster once library staff and communities pass the “Why do this work?” phase and progress to the “How do we prepare and implement racial equity work?” phase'. The new awareness of the “why” of racial equity has positively impacted the speed and depth of progress in library systems. CREI has helped public libraries articulate and begin to implement a commitment to addressing structural and institutional racism, fulfilling these libraries' missions of working to be anti-racist organizations. CREI's partner and training session lead, the Government Alliance on Race and Equity, was an essential component of the grounding in the role of government in racial equity.

The project also conducted a pre-test and post-test with participants to assess their attitudes about racism and racial equity. It found that there were significant changes in the attitudes of participating library staff.

Continuing Education for California Libraries (CALL): A suite of training, mentoring, leadership, and networking projects helped library staff access library education programs, ensured that they had easy access to comprehensive continuing education opportunities, and fostered visionary leaders. The new California Library Learn (CALL) program, which began during the pandemic, saw rapid and great success in providing library staff with an extensive variety of high-quality learning and training opportunities, despite launching during such a challenging time.

Outcomes - The project created a great deal of data that will shape future continuing education plans. During the pandemic, staff capacity for training length and intensity shifted. At first, the desire to connect fostered a focus on follow-up conversations, networking, and resource sharing. At the same time, some libraries reassigned staff to emergency services and there were furloughs and layoffs across the state. As libraries developed new plans for community response to the pandemic, California Libraries Learn was able to respond to the requests made in State Library–sponsored networking calls and other places and quickly developed training to meet immediate demands, such

as for video editing skills needed for virtual programming, self-care and mental wellness for library staff, information on pandemic response, and education surrounding equity, diversity, inclusion, and belonging.

Public Library Staff Education Program (PLSEP): The Public Library Staff Education Program (PLSEP) supported library staff attending library school.

Outcomes - A total of 86 students received reimbursement for PLSEP and they completed 403 courses. Thirty-nine of these students received their MLIS degrees and nine students were promoted in their jobs.

Developing Leaders in California Libraries - The Developing Leaders in California Libraries project delivered inspiring and rigorous leadership training to library workers across the state. One of the most impactful components of this program was the Leadership Challenge, which brought library workers together in small teams to address and identify potential solutions to issues faced by the profession and its constituents.

Outcomes - Developing Leaders in California Libraries (DLCL) provided leadership development skills to 62 individuals representing 52 California public, school, museum, special, and academic libraries. The program conducted 36 formal online workshops attended by 692 individuals. Of the 49 individuals who responded to the evaluation survey, 85 percent agree or strongly agree that they are learning something, 83 percent that they feel more confident, 87 percent intend to apply what they learned, and 75 percent confirmed that applying what they learned will help improve library services to the public.

Summer @ Your Library: Explore, Learn, Read, Connect - The focus of Summer @ Your Library during FFY 2018 and FFY 2019 was on staff development (in FFY 2020, this program moved to Goal 2 as it offered direct support for summer reading rather than staff development). Much of the work of the project involved providing tools and training to libraries to support their summer reading, learning, and meal programs. In light of COVID-19 and the accompanying social distancing guidelines and concerns, summer 2020 and summer 2021 looked significantly different than previous summers.

Goal 7 Conclusion - Retrospective Question A-1

A-1. To what extent did CSL's Five-Year Plan activities make progress towards Goal7?

The evaluators concluded that there is strong evidence that Goal 7 has been **ACHIEVED**. This goal supported a rich variety of projects that progressed nicely and helped libraries and librarians acquire new skills and insights. In particular, the work on developing racial equity plans through CREI highlighted the continuing need to support a diverse workforce. The evaluators also wished they could have seen evidence of diverse participation in the professional training activities (overall, the profession is lacking diversity, including in California). Even though learning is continuous, the evaluators reached the Achieved judgment because they saw good progress toward that goal.

Retrospective Assessment Questions A-2 and A-3

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

The LSTA program in California had projects that addressed all the focal areas and almost all the intents (see Appendix F). The majority of the projects addressed two primary focal areas: Lifelong Learning and Institutional Capacity. The third most popular focal area was Information Access. The three least utilized focal areas were Human Resources, Civic Engagement, and Economic and Employment Development. Among the two intents of the Lifelong Learning focal area, the one that was mostly addressed in the California LSTA program was to “improve users’ general knowledge and skills.” Similarly, in the Institutional Capacity focal area, most projects served to “improve the library workforce” intent.

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No)

Only one project, **Library Services for Californians Unable to Use Standard Print** (see Appendix K), which is essentially California’s implementation of the Library of Congress’ National Library Service for the Blind and Print Disabled program, qualified as being a substantial focus on the basis of percentage of expenditure as specified by IMLS in the evaluation guidelines. While many other projects undertaken by CSL have had significant impacts on specified groups, including children aged 0-5, school-aged youth aged 6-17, and the library workforce, these additional projects and activities either target general audiences in addition to the identified groups or fall substantially below the 10% expenditure threshold (Appendix G). The **Library Services for Californians Unable to Use Standard Print** program accounted for 10.36% of LSTA program expenditures in the FFY2018–FFY2020 period and reached several categories of individuals with disabling conditions. Primary among these categories were individuals with visual impairments; however, recent changes in eligibility requirements and the certification process resulted in additional clients with other print and reading disabilities.

Process Questions B-1, B-2, and B-3

B-1. How have you used any data from the State Program Report (SPR) and elsewhere (e.g., Public Libraries Survey) to guide activities included in the Five-Year Plan?

New and old SPR data is used annually by the CSL director and other CSL staff, especially in relation to their agency strategic planning, to ensure that appropriate overlap of activities is taking place. Data from the SPR is also used to establish benchmarks that are reviewed on a periodic basis to assess progress toward the goals stated in the LSTA 2018–2022 Five-Year Plan. SPR data has also been shared with specific outside evaluators, such as QualityMetrics, LLC, for this assessment.

As shown in the accompanying table, the California State Library has embraced outcomes-based evaluation (OBE), as exemplified by their use of outcomes surveys (see Appendix L for a copy of

the 2020-2021 Outcomes Report for LSTA Funded Projects). In many ways, the collection, analysis, and use of outcomes data can serve as an example for other state libraries.

| | 2018 | 2019 | 2020 |
|--|--------|--------|--------|
| Number of LSTA funded projects | 87 | 82 | 125 |
| Number of projects evaluated | 73 | 60 | 96 |
| Number of programs and activities | 1,956 | 697 | 2,128 |
| Number of people attending programs | 34,401 | 54,280 | 96,964 |
| Number of completed evaluation surveys | 12,351 | 6,786 | 8,191 |
| Overall response rate | 36% | 13% | 35% |

The survey respondents reported that:

| | |
|--|---|
| <ul style="list-style-type: none"> • They found what they wanted and felt welcome at the library. • They trusted library staff and the information they found at the library. • They believed that the library was an important part of their community and they intended to return to the library. | <ul style="list-style-type: none"> • They learned something and intended to apply what they learned. • They were more aware of and more likely to use library resources and services. • They tried something new, they did something creative, and they made connections because of the library. |
|--|---|

CSL staff observed:

“We use data to identify where we are being more and less successful and to identify goal areas to focus on. For example, our SPR data and outcomes data confirmed that we were less active in workforce development due to a combination of relatively few open competitive grant applications on this topic from libraries and the lack of a statewide initiative from the State Library. In response, we developed the Workforce Partnership Initiative, described above, which offers library grants to support workforce development activities and which has increased our work in this area and responded to a need exacerbated by the pandemic. We use data when reviewing grant applications, to inform our understanding of the applicants, their communities, and their proposed projects; when providing support to libraries; when developing and supporting statewide programs and initiatives; and when gathering information to inform our work (e.g., when designing surveys to issue to the field). We are purchasing a grant management system that will make it easier to generate more data and identify the goals, subject areas, communities, libraries, and geographic areas where we are less active and that will support our efforts to target support in underserved communities.”

B-2. Specify any modifications you made to the Five-Year Plan. What was the reason for this change? California’s LSTA Five-Year Plan for 2018–2022 was not amended. No formal changes were made; however, significant adjustments were made at the project and activity levels due to the COVID-19 pandemic. Many events that had originally been scheduled as in-person meetings were adjusted to accommodate new realities that necessitated virtual and hybrid models. Changes were

particularly dramatic in regard to professional development activities, which experienced a year-to-year increase in participation as libraries sought to maximize the value of work-at-home time.

B-3. How and with whom have you shared data from the SPR and from other evaluation resources? How have you used the last Five-Year Evaluation to inform data collected for the new Five-Year Evaluation? How have you used this information throughout this five-year cycle? Data derived from the SPR has been used internally for planning and evaluation purposes. It has been shared directly with key California State Library Division staff, advisory groups, and stakeholders and indirectly with legislators and other public officials through periodic reports from the CSL. SPR data has also been shared with outside evaluators including QualityMetrics, LLC. The CSL staff noted that in response to the last Five-Year Evaluation, they increased the support that is provided to libraries in the area of outcomes-based evaluation. Although the State Library has long provided training in outcome-based evaluation, the data collected through LSTA-funded projects could be inconsistent and the project data included in the last evaluation was largely quantitative (separate from the qualitative data collected from the library community through interviews and focus groups). They wanted to help libraries develop better outcomes data that could be used to evaluate and demonstrate the impact of their work more effectively. As a result, the metrics project now supports libraries in issuing and collating outcome-based project data. Data is now shared with libraries through regular networking conversations with various groups in the library community (e.g., directors, managers, youth services staff, front-line staff, and project-based groups, such as people working on workforce projects), at meetings of the regional cooperatives, at the Public Library Directors Forum, at the annual CLA conference, on the State Library's website, and in the State Library's annual report.

Methodology Questions C-1, C-2, C-3, and C-4

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of an Independent Evaluator. As a result of a competitive process, QualityMetrics, LLC, a library consulting firm headquartered in Silver Spring, Maryland, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics, LLC does not have a role in carrying out other LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. QualityMetrics, LLC has a roster of staff members with in-depth evaluation experience and demonstrated professional competency in conducting LSTA Grants to States evaluations and planning. QualityMetrics Director and Chief Executive Officer Dr. Martha Kyrillidou carried out more than 20 such evaluations in the 2013–2017 cycle. She has amassed extensive experience in library evaluation over her 22 years of service at the Association of Research Libraries (ARL). Dr. Martha Kyrillidou has taught Research Methods, Assessment, and Evaluation courses at the University of Maryland and at Kent State University and has extensive practical experience in mixed methods, evaluation, and outcomes assessment. She is a current member of the Library Statistics Working Group (LSWG), chair of the NISO Z39.7 standard, and mentors the next generation of public library staff and evaluators. Joseph R. Matthews has extensive experience as a library consultant and has worked with numerous public, academic, special, and state libraries. Carolyn F. Norman has research experience in libraries and experience in California universities and community colleges. Bill Wilson has implemented evaluation studies for every LSTA cycle since 2002.

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

QualityMetrics Library Consultants deployed a multifaceted and rigorous mixed-methods protocol for data collection. Demographic data, quantitative Public Libraries Survey (PLS) data, and State Program Report (SPR) data formed the basis of our knowledge from the beginning stage of responding to the RFP for an independent evaluator through the end of the evaluation process. Providing a cloud-based storage space for CSL to deposit additional data and files and reflect on the program was the basis of our initial interaction. All interviews, focus group sessions, and discussions with CSL staff were conducted via Zoom. After conducting an initial Zoom conference call with representatives of the CSL at the beginning of the evaluation process and a second phone call to discuss the agencies' self-reflection on whether goals had been achieved, partly achieved, or not achieved, the evaluators stayed in regular touch (approximately every two weeks) with the agency as the evaluation team was gathering data. In addition to updating CSL leadership on progress, the sessions were used to resolve emerging questions and to solicit additional relevant information. Data gathering included: (a) interviews with agency staff members; (b) interviews with project managers for various SPR-reported projects and activities; (c) focus group discussions with project teams; (d) focus group discussions with project and activity beneficiaries (Appendix D); (e) a broad-based short survey for library staff and stakeholders with some knowledge of and engagement with LSTA-funded activities. This survey primarily collected qualitative contextual information about past activities and future needs (Appendix E).

Researchers and evaluators across the globe needed to adjust to the new realities that accompanied the COVID-19 pandemic. The following technical note from a recent report is merely an example:

“COVID-19 presented special circumstances and a number of considerations had to be taken into account. The crisis brought the imperative of changing how evaluation work is done and how we engage policymakers, programme managers and beneficiaries as restrictions on travel and ‘social distancing’ are expected to last.⁹

While no on-site visits to the State Library were conducted during this evaluation period, two of the four members of the evaluation team hail from California and are deeply knowledgeable about libraries in the state. The CSL library development unit underwent recent restructuring, and discussions took place to ascertain the way in which the restructuring was impacting CSL's services (including those funded in-part or in-while with LSTA funds). Virtual one-on-one interviews were held via Zoom with the agency's State Librarian and with key staff engaged in LSTA activities and in specific projects carried out under the LSTA Five-Year Plan. The Five-Year Evaluation is a summative assessment, and the availability of the SPR data was thus extremely useful, even more so than during other cycles. Furthermore, the COVID-19 pandemic strengthened the state library

⁹ OECD/DAC and IEO/UNDP (2020) Guidance Note: Good practices during COVID-19; UNICEF Evaluation Office (2020) Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis; WFP Office of Evaluation (2020) Technical Note for {Planning and Conducting Evaluations During COVID-19; UNFPA Evaluation Office (2020) Adapting evaluations to the COVID-19 pandemic; UNDP Independent Evaluation Office (2020) Event planning and implementation during COVID-19; ILO Evaluation Office (2020) Implications of COVID-19 on evaluations in the ILO; FAO Office of Evaluations (2020) Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-19 crisis and restrictions.

agency role; during a time of crisis, library professionals and their communities often turned to the state library for answers and advice.

A Web-based survey (conducted between September 21, 2021 through October 28, 2021) provided additional quantitative and qualitative information. For the size of California, the evaluators were expecting a larger number of participants in the survey than the number that was received. One explanation is that, despite how large as the LSTA program appears to be, it is still a very small portion of what makes California libraries operate effectively. The survey provided some supplementary quantitative information, as well as considerable qualitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered (Appendix E).

Validity and reliability analysis reflect a positivist worldview. In a qualitative naturalistic approach, they are being redefined with some divergent views on whether and how one ensures quality and rigor in qualitative inquiry. The notion that naturalistic inquiry needs to exhibit quality, rigor, and trustworthiness is more widespread nowadays.

The evaluators engaged in numerous conversations through Zoom and phone interviews. The quality and rigor of the phone interviews in the evaluation of CSL's LSTA implementation have been enhanced by references to external website links, Google Maps, internal triangulation and, in some instances, by asking interviewees to allow the conversation to be recorded with assurances for confidentiality by the evaluators. Quality and rigor were also enhanced through the presence of two evaluators at most focus groups and interviews (Appendix D). Shared note-taking was available in real time through shared Google Documents and drive access. This approach allowed evaluators to refine their inquiries and tailor them as knowledge of CSL's LSTA program accumulated from one interaction to the next. Recorded conversations also allowed the evaluators to refine their interpretations in a reliable manner. The validity of the inquiry was strengthened by the informed selection of the subjects by the CSL leadership team and staff.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation.

How did you engage them? Numerous small-group virtual sessions and telephone interviews were conducted with librarians and other persons with knowledge of LSTA-funded initiatives (see Appendix B). The focus groups and interviews provided both qualitative evidence and context that supplemented a review of the agency-supplied statistical data and information and the data submitted in the form of the State Program Reports (SPRs).

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

CSL will share the findings of the evaluation with a variety of partner agencies in California (government agencies, other public agencies, and nonprofit organizations) and with the larger public by alerting the libraries in California to the availability of the evaluation report. The report will be publicly available on the agency website and on the IMLS website. The report will also inform the formulation of the five-year plan for FFY 2023–2027.

Conclusion

This evaluation would be remiss if it did not acknowledge the increased funding that the state agencies have received through the Coronavirus Aid, Relief and Economic Security Act (CARES)

and the American Recovery Plan Act (ARPA). The California State Library, like every other state agency, has been successful in disbursing these one-time additional sources of funding. Often with the same level of staff they had before, they successfully dispersed twice the amount of the LSTA funding as the annual funding stream was augmented with this one-time infusion of support. A big thank to all parties involved for helping our communities and libraries thrive during the unprecedented times of COVID-19.

These additional funds helped people get resources that are often not part of the regular LSTA program and their wishes regarding future funding for LSTA includes the ability to have expanded access at home and do more new types of programming in the library. The pandemic had a profound impact on the agency operations and on the California Library community. The California State Library saw services disrupted. At the same time, the state library saw the opportunity to reorganize as staff retired and left and became quite adept at electronic communications and will continue to utilize all communications means to strengthen idea sharing and collaborations; frequent communications is a significant tool for libraries going forward.

Per guidance provided by IMLS, we have not examined the impact of these additional funds; the reason is that it is important to allow for the ability to have continuity of comparability in the five year evaluations as the long term standing funding formula of LSTA is the traditional population based formula. Yet, we want to acknowledge the existence of these funds and the many additional projects and activities they supported in the hopes that a look at these activities will indeed provide a fuller and more accurate picture of what happened during the FFY 2018 - FFY 2022 LSTA Evaluation period.

The California LSTA program offers many exemplary projects that can be replicated in other environments and is a treasure trove of good practices and ideas for transforming libraries.

Appendix A: Acronyms

ACS - American Community Survey
ARPA - American Recovery Plan Act
BARD-Braille and Audio Reading Download
BARHII - Bay Area Regional Health Inequities Initiative
CalREN - California Research and Education Network
CalVet-State of California Department for Veterans
CARES - Coronavirus Aid, Relief and Economic Security Act
CDNC - California Digital Newspaper Collection
CLA - California Library Association
CNP - California Newspaper Project
COP - Community of Practice
CPP - California Preservation Program
CREI - Cultivating Racial Equity and Inclusion
CSL-California State Library
CSUS - California State University, Sacramento
DoD - Duplication on Demand
DPLA- Digital Public Library of America
ELF - Early Learning for Families
ELLI - English Language Learner Intensive
EISi - Elementary/Secondary Information System
FFY - Federal Fiscal Year
FTE - Full Time Equivalent
GARE - Government Alliance on Race and Equity
ILL- Interlibrary Loan
ILS- Integrated Library System
IMLS- Institute of Museum and Library Services
ITB- Information Technology Bureau
K-12- School Libraries
LDS - Library Development Services
LSTA- Library Services and Technology Act
NCES - National Center for Educational Statistics
NLS- Library of Congress National Library Service for the Blind and Print Disabled
OBE- Outcome Based Evaluation
OCLC- Online Computer Library Center
PACE- Projects and Collaborative Education
PLSEP - Public Library Staff Education Project
REAP - Racial Equity Action Plans
SLAA - State Library Administrative Agency
STEAM - Science, Technology, Engineering, Arts, Math
STEM - Science, Technology, Engineering, Math
SPR- State Program Report
VRC- Veteran Resource Centers

Appendix B: Interviewees/ Focus Groups

| Library Development Services Focus Group 1 | | | |
|---|---------|--------------|--|
| 8/16/2021 | Natalie | Cole | <i>Bureau Chief, Library Development Services</i> |
| | Meg | DePriest | Library Data and Statistics / PLS |
| | Chris | Durr | <i>Tween and Teen Svcs/Technology</i> |
| | Jen | Lemberger | American Rescue Plan Act (ARPA) |
| | Lynne | Oliva | <i>Grants and Bureau Operations Manager</i> |
| | Lena | Pham | Lib Facilities/Resource sharing/PLSEP |
| | Annly | Roman | <i>Grants and Bureau Operations Manager</i> |
| | Laura | Sasaki | Broadband/E-rate |
| | Beverly | Schwartzberg | <i>CE/Literacy Services</i> |
| | Shana | Sojoyner | Early Learning & Children's/Mobile Lib Svc/Summer Prog & Meals |
| | Reed | Strege | <i>Assistant Bureau Chief</i> |
| | Jody | Thomas | Adult Svc/Rural/Tribal/Workforce Development |
| | | | |
| | Rebecca | Wendt | Deputy State Librarian |
| | | | |
| Library Development Focus Group 2 | | | |
| 10/18/2021 | Natalie | Cole | <i>Bureau Chief, Library Development Services</i> |
| | Lena | Pham | Lib Facilities/Resource sharing/PLSEP |
| | Beverly | Schwartzberg | <i>CE/Literacy Services</i> |
| | Rebecca | Wendt | Deputy State Librarian |
| | | | |
| Project Advisors Focus Group 1 | | | |
| 8/20/2021 | Jacquie | Brinkley | PACIFIC LIBRARY PARTNERSHIP |
| | Jane | Cook | Advisor |
| | | | |
| Project Advisors Focus Group 2 | | | |
| 8/16/2021 | Karen | Bosch-Cobb | Advisor |
| | Colleen | Foster | Advisor |
| | Loretta | McKinney | Advisor |
| | Laura | Mitchell | Advisor |
| | Cynthia | Smith | Advisor |
| | Linda | Stewart | Advisor |
| | | | |
| | | | |
| | | | |

| | | | |
|---|-------------------------|-------------|---|
| 8/27/2021 | System Directors | | |
| | Diane | Bednarski | SANTIAGO / SERRA COOP / SOUTHERN CAL LIB COOP / INLAND LIBRARY SYSTEM |
| | Glynis | Fitzgerald | BLACK GOLD COOPERATIVE LIBRARY SYSTEM |
| | Carol | Frost | NORTHNET LIBRARY SYSTEM / PACIFIC LIBRARY PARTNERSHIP |
| | Sally | Gomez | SAN JOAQUIN VALLEY LIBRARY SYSTEM |
| | Wayne | Walker | 49-99 COOPERATIVE LIBRARY SYSTEM |
| Public Library Directors Focus Group 1 | | | |
| 9/28/2021 | Hilda | LohGuan | Alhambra Civic Center Library |
| | Yolande | Wilburn | Torrance Public Library |
| Public Library Directors Focus Group 2 | | | |
| 9/29/2021 | Lori | Easterwood | Folsom Public Library |
| | Genesis | Hansen | City of Mission Viejo/Mission Viejo Library |
| | Misty | Jones | San Diego Public Library |
| 10/1/2021 The People's Science Project /Neighborhood Science (2019), LA Public Library | | | |
| | Eva | Mitnik | LAPL |
| | Vivienne | Byrd | LAPL |
| 10/6/2021 Recovering Together: How Libraries Strengthen Communities After a Disaster | | | |
| | Jacque | Brinkley | Northnet Library System |
| | Jane | Cook | Northnet Library System |
| 10/7/2021 Future Ready Teens: Get the Balance Right, LA Public Library | | | |
| | Madeline | Bryant | LAPL |
| | Imani | Harris | LAPL |
| 10/8/2021 Library Services for Californians Unable to use Standard Print | | | |
| | Michelle | Alvarado | California State Library |
| | Michael | Marlin | California State Library |
| 10/12/2021 Summer @ Your Library, California Library Association | | | |
| | Trish | Garone | Program Manager |
| | Beth | Wrenn-Estes | Executive Director |

| | | | |
|--|----------|---------------------------|--|
| 10/20/2021 Books for Good Trouble, San Diego Public Library | | | |
| | Misty | Jones | San Diego Public Library |
| | Adriana | Huertas | San Diego Public Library |
| 9/27/2021 California Libraries Cultivating Racial Equity and Inclusion (CREI) | | | |
| 10/21/2021 | Chantel | Walker | Marin County PL |
| 11/30/2021 | Patty | Wong | Santa Clara PL |
| 12/15/2021 CREI Focus Group 1 | | | |
| | Lessa | Kanani'opua Pelayo-Lozada | Adult Services Assistant Manager, Palos Verdes Library District |
| | Cindy | Chadwick | County librarian, Alameda County Library |
| 12/15/2021 CREI Focus Group 2 | | | |
| | Alison | McKee | County Librarian, Contra Costa Library |
| | Anika A. | Johnson | County Librarian, Solano County |
| | Anthony | Halstead | County Librarian, County of Napa |
| | Karla | Alvarez | Community Programs Administrator - Equity & Inclusion Services, San José Public Library |
| | Mark | Fink | County Librarian / Chief Archivist, Yolo County Library |
| | Mahasin | Abuwi Aleem | Children's Collection Management Librarian, Main Library Services Division, Oakland Public Library |
| | Derek | Wolfgang | Redwood City |
| 11/9/2021 L.A. as Subject: The Southern California Community History Access Project | | | |
| | Stella | Castillo | Archivist, University of Southern California |
| | Liza | Posas | Subject Coordinator, University of Southern California |
| | Mike | Jones | Director of Web and Automation Technologies, U of Southern California |
| | Suzanne | Noruschat | Southern California Studies Specialist, U of Southern California |
| | Bill | Dotson | Director of Grants and Research Communications, U of Southern California |
| 2/10/2022 Workforce Partnership Initiative | | | |
| | Colleen | Foster | Project Advisor/Pacific Library Partnership |
| | Julianna | Robbins | <i>Library Programs Consultant</i> |
| | Reed | Strege | Assistant Bureau Chief |
| | | | |
| | | | |
| | | | |

| Bi-weekly Group Calls between August and November | | | |
|--|---------|----------|---|
| | Lynne | Oliva | <i>Grants and Bureau Operations Manager</i> |
| | Meg | DePriest | Library Data and Statistics / PLS |
| | Natalie | Cole | <i>Bureau Chief, Library Development Services</i> |
| | Rebecca | Wendt | Deputy State Librarian |
| | Reed | Strege | <i>Assistant Bureau Chief</i> |

Interviews

| | First Name | Last Name | Role | Projects | Day |
|----|-------------------|------------------|---|--|------------|
| 1 | Greg | Lucas | State Librarian, CA State Library | State Librarian (all) | 8/16/2021 |
| 2 | Paula | MacKinnon | CALIFA | Executive Director (various) | 8/18/2021 |
| 3 | Veronda | Pitchford | CALIFA | California Libraries Cultivating Racial Equity and Inclusion (CREI) | 9/17/2021 |
| 4 | Chantel | Walker | Marin County PL | California Libraries Cultivating Racial Equity and Inclusion (CREI) | 9/17/2021 |
| 5 | Wayne | Walker | Southern California Library Cooperative | Developing Makerspaces in Libraries throughout California | 9/30/2021 |
| 6 | Carol | Frost | Pacific Library Partnership | Statewide Student Success | 10/5/2021 |
| 7 | Crystal | Duran | Imperial Free Library | Libraries on the Spectrum | 10/6/2021 |
| 8 | Natalie | Cole | CA State Library | Library Development | 10/8/2021 |
| 9 | Cassandra | Issaka | Sacramento Public Library | Creating a Statewide Adult New Reader Collection | 10/12/2021 |
| 10 | Dianne | Satchwell | Consultant (formerly Library Development) | Harwood Institute and the Brazelton Touchpoints Center | 10/14/2021 |
| 11 | Glenda | Williams | Long Beach PL | Khmer Language Materials Cataloging Project | 10/28/2021 |
| 12 | Lisa | Barnhart | California Library Association | California Library Learn (CALL) program | 11/15/2021 |
| 13 | Wayne | Walker | Southern California Library | How to MacGyver Your Library project | 11/19/2021 |

| | First Name | Last Name | Role | Projects | Day |
|----|------------|-----------|---|---|------------|
| | | | Cooperative | | |
| 14 | Ann | Duarte | Buena Park Public Library | Visions of Buena Park project and L.A. as Subject | 11/19/2021 |
| 15 | Christian | Theyer | Consultant | How to MacGyver Your Library project | 12/9/2021 |
| 16 | Karen | Parsegian | Talking Books library user | Library Services for Californians Unable to use Standard Print | 12/21/2021 |
| 17 | Millicent | Williams | Talking Books library user | Library Services for Californians Unable to use Standard Print | 12/29/2021 |
| 18 | Rebecca | Wendt | CA State Library | Resource Sharing for Californians - http://imls-spr.imls.gov/Public/Details/83958 | 1/7/2022 |
| 19 | Gunter | Waibel | University of California Regents Office | Toward a National Archival Finding Aid Network: Planning Phase | 1/14/2022 |
| 20 | Polina | Ilieva | University of California San Francisco | No More Silence—HIV/AIDS | 1/14/2022 |

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

- SPR data (FFY 2018-2020)
 - California FFY 2018 Project Abstracts and Outcomes
 - California FFY 2018 Project Abstracts and Outcomes
 - California FFY 2018 Project Abstracts and Outcomes
- PLS Statistics (FY 2018 - 2020)
- Agency website and social media
- LSTA Plan 2018-2022

Numerous reports and secondary material is available in the California SPR; a treasure trove in some ways of supporting documentation regarding library services. Just the SPR narrative abstracts and outcomes for each FFY 2018 and FFY 2019 are more than 100 pages long each; much more than that of course is included in the SPR through the additional material information. A thorough and detailed evaluation of the California LSTA program and projects will need to exceed the 25 page restriction of the IMLS guidelines.

Federal Government Publications

Federal Agency Data Sources

- Institute of Museum and Library Services, [State Program Report \(SPR\) report](#)
- Institute of Museum and Library Services, [Public Library Statistics](#)
- Institute of Museum and Library Services, [State Profiles](#)
- Institute of Museum and Library Services [“Grants to States” Conference](#)
- Institute of Museum and Library Services, [State Library Administrative Agency Survey](#)
- National Center for Education Statistics, [Academic Libraries](#)
- National Center for Education Statistics, [Elementary and Secondary Information System](#)
- United States Census Bureau, [Decennial Census](#) (April 1, 2020)

Evaluation Resources and COVID-19

- OECD/DAC and IEO/UNDP (2020) [Guidance Note: Good practices during COVID-19.](#)
- UNICEF Evaluation Office (2020) [Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis.](#)
- WFP Office of Evaluation (2020) [Technical Note for Planning and Conducting Evaluations During COVID-19.](#)
- UNFPA Evaluation Office (2020) [Adapting evaluations to the COVID-19 pandemic.](#)
- UNDP Independent Evaluation Office (2020) [Event planning and implementation during COVID-19.](#)
- ILO Evaluation Office (2020) [Implications of COVID-19 on evaluations in the ILO.](#)
- FAO Office of Evaluations (2020) [Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-19 crisis and restrictions.](#)

Other Resources

- Ethel Himmel and William J. Wilson. The Functions and Roles of State Library Agencies. American Library Association, Chicago, 2000.

- The Institute of Museum and Library Services. 2021. [Functions and Roles of State Libraries: 2000 and 2020](#). Washington, DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. (2021). [The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic](#). Washington, DC: The Institute.
- The Institute of Museum and Library Services. 2021. [Understanding the Social Wellbeing Impacts of the Nation's Libraries and Museums](#). 2021 Report. Washington DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. 2021. [Functions and Roles of State Libraries: 2000 and 2020](#). Washington, DC: Institute of Museum and Library Services.
- Measures that Matter: [Workforce Development Literature Review](#), January 12, 2021.
- Pelczar, M., Frehill, L. M., Nielsen, E, Kaiser, A., Hudson, J., & Wan, T. (2021). [Characteristics of Public Libraries in the United States: Results from the FY 2019 Public Libraries Survey](#). Institute of Museum and Library Services: Washington, D.C. Results from the SDC E-Resources Survey (received January 2022).
- Sarah Mervosh, "[The pandemic hurt these students the most](#)." In print "Pandemic widened U.S. Educational Gap into a Gulf, Research Suggests." *New York Times*, July 28, 2021, Section A, Page 13.
- The School Librarian Investigation: Decline or Evolution? <https://libslide.org/>

Appendix D: Focus Group Questions

Focus groups

General Questions

1. What stands out as being the most effective use of LSTA in California over the last three years?
2. Are there specific examples of projects that you think were the most impactful on the lives of the citizens of California?
3. Are there specific changes in how LSTA funds should be expended in the future? Are there new or emerging needs that are unmet that need to be addressed?

Potential Follow-up Questions

1. What type of programs work for library patrons and staff, in general?
2. What type of programs work for public library patrons, school and academic library clientele, and library staff specifically?
3. What do non-participating libraries and borderline participants need to be able to participate in, grant funded projects or statewide programs?
4. How will the library patrons and library staff be satisfied with the delivery of services?
5. What programs will result in cost savings for participating libraries?

Outcome Questions

1. Will more patrons use the library services because of the grant programs?
2. Will there be an increase in community involvement in relation to the grant programs?
3. Will customer service improve due to staff training from LSTA funded events?
4. Will the statewide programs enhance libraries' abilities to serve patrons?

Interview guidelines

1. Introductions (include that you are working for QualityMetrics, a library consulting firm headquartered in Silver Spring, Maryland, established in 2016). Ask them to tell you a bit about themselves.
2. Ask about their familiarity with the LSTA program. If they are unfamiliar you can provide some or all of the below info -
 - a. *The Library Services and Technology Act's (LSTA) "Grants to States" program is the single largest source of ongoing federal funding for libraries. Many states spend funds on a combination of statewide initiatives and on subgrants awarded to individual libraries to enable them to launch innovative efforts or to extend services to populations that are difficult to reach.*
 - b. *The LSTA program requires that each state conduct an evaluation of its LSTA program every five years. These evaluations are overseen by the Institute of Museum and Library Services but are conducted by independent evaluators. QualityMetrics was selected to conduct the state-level evaluations for nine states in the Northeast and our company is also working with more than a dozen additional*

states and territories. The results of our review are due to be submitted to IMLS in March of 2022.

3. FOR THOSE WHO DO NOT WORK FOR THE SLAA (who manage a project):
 - a. Ask them to talk about the particular grant/s they worked with. Allow them to lead the conversation in an exploratory fashion. Ask follow up questions.
 - b. Identify where there are materials or data from their projects that it would be useful for us to see.
4. FOR THOSE WHO DO NOT WORK FOR THE SLAA (high level stakeholder):
 - a. Go through the plan goal by goal, remind them of the goal wording and the percent of funds the state spent on it, get their reflections on progress toward each goal.
 - b. Are there any future needs we should be emphasizing in the evaluation?
5. FOR SLAA STAFF on specific projects:
 - a. Ask them to talk about the particular programs they are responsible for
 - b. Let them know the data available (SPR, output, etc.) and verify that there is no other data or materials they have that would be helpful to us. If they only listed outputs in the SPR outcomes data, ask about plans for outcome data in the future.
 - c. What do you see as the needs moving forward for the next seven years?
6. ALL: What impact have you seen LSTA dollars have on your state?
7. ALL: Is there anything you think we should have asked that we didn't?

Appendix E: Web-Survey Instrument

California State Library LSTA Survey, 2021

WELCOME

You are invited to share your thoughts and ideas on how the [California State Library has implemented its 2018-2022](#) Library Services and Technology Act (LSTA) Grants to States program.

Each State Library Administrative Agency (SLAA) in the nation is required to conduct an independent evaluation of its implementation of its LSTA Grants to States program every five years. This evaluation, plus a plan for the next five years (federal years 2023-2027), must be submitted in order to qualify for ongoing federal funding.

QualityMetrics, a library consulting group, is conducting California's evaluation. The information and data the group is using to conduct the evaluation includes reports from the State Library to IMLS, internal statistical and narrative reports, survey data, and personal interviews with State Library staff and representatives of the California library community.

We'd like your help in assessing the impact of the LSTA program on your library and on the people that your library serves. You are invited to share your thoughts and ideas by answering three short questions. The survey should take no more than ten minutes to complete. It asks you to:

1. Look back over the last few years and to consider how California's LSTA program has benefitted libraries and library users.
2. Think about the future and suggest new ways in which you think California's LSTA funds should be invested.
3. Offer any other observations about California's LSTA program (positive or negative).

Need to know more about California's LSTA goals and funded projects? [Please click here.](#)

LOOKING BACK: Briefly describe

1) [Which, if any of the LSTA programs](#) funded by the California State Library in 2018, 2019 and/or 2020 have had the greatest impact on your library and/or the people your library serves? How is library service in your community better because of the investment in the LSTA funds?

LOOKING FORWARD: Briefly describe

2) Look ahead to the next five years (2023 - 2027). Are there changes in the way that LSTA dollars are invested that you think would significantly improve library services in California? If so, what are they and why do you think that the change(s) would make a difference. *(Note that LSTA funding cannot be used for building facilities or for lobbying purposes.)*

OTHER COMMENTS

3) Please feel free to offer any additional comments about California's LSTA program. What do you like or dislike about the program? What could be improved? *(Note that your responses are confidential and comments will not be identified with an individual or with a specific library.)*

OPTIONAL DEMOGRAPHIC QUESTIONS

4) The library that I represent is:

- A public library in California
- A school library in California
- An academic library in California
- A special library in California
- Other library in California (Please specify below.)
- I work for a library outside California

If you responded "Other" to the question above, please specify the type of library you represent in the text box provided below.

5) My role in the library that I represent is:

- Director
- Manager or Department Head

- Youth Services Librarian
- Adult Services Librarian
- Technical Services Librarian
- Technology Specialist
- Library Trustee
- Other (Please specify below.)

If you responded "Other" to the question above, please specify your role in the library you represent in the text box provided below.

Thank You!

Thank you for taking our survey. Your response is very important to us.

Appendix F: Measuring Success Table

CALIFORNIA Measuring Success Focal Areas and Intents Comprehensive

| | GOAL 1 Equitable Access | GOAL 2 Essential Literacy | GOAL 3 Inspire, Support & Engage Communities | GOAL 4 Deliver Information | GOAL 5 Economic Development & Workforce | GOAL 6 Californians & History | GOAL 7 Skills and Diverse Workforce |
|--|-------------------------|---------------------------|--|----------------------------|---|-------------------------------|-------------------------------------|
| Lifelong Learning | YES | YES | YES | | YES | YES | YES |
| Improve users' formal education | YES | YES | | | | | YES |
| Improve users' general knowledge and skills | YES | YES | YES | | YES | YES | YES |
| Information Access | YES | YES | YES | YES | | YES | |
| Improve users' ability to discover information resources | YES | YES | YES | | | YES | |
| Improve users' ability to obtain and/or use information resources | YES | YES | YES | YES | | YES | |
| Institutional Capacity | YES | YES | YES | YES | YES | | YES |
| Improve the library workforce | YES | YES | YES | | YES | | YES |
| Improve the library's physical and technological infrastructure | YES | YES | | YES | | | |
| Improve library operations | YES | | YES | | | | YES |
| Economic & Employment Development | | | | | YES | | |
| Improve users' ability to use resources and apply information for employment support | | | | | YES | | |
| Improve users' ability to use and apply business resources | | | | | | | |
| Human Resources | YES | YES | YES | | YES | | YES |
| Improve users' ability to apply information that furthers their personal, family or household finances | | | | | | | |
| Improve users' ability to apply information that furthers their personal or family health & wellness | YES | YES | YES | | YES | | YES |
| Improve users' ability to apply information that furthers their parenting and family skills | | YES | | | | | |
| Civic Engagement | YES | YES | YES | | | | |
| Improve users' ability to participate in their community | YES | YES | YES | | | | |
| Improve users' ability to participate in community conversations around topics of concern | | | YES | | | | |

The following table shows **ONLY the focal areas and intents with the largest number** of projects under each goal:

CALIFORNIA
Measuring Success Focal Areas and Intents
Primary selective

| | GOAL 1 Equitable Access | GOAL 2 Essential Literacy | GOAL 3 Inspire, Support & Engage Communities | GOAL 4 Deliver Information | GOAL 5 Economic Development & Workforce | GOAL 6 Californians & History | GOAL 7 Skills and Diverse Workforce |
|--|-------------------------|---------------------------|--|----------------------------|---|-------------------------------|-------------------------------------|
| Lifelong Learning | | YES | YES | | | YES | |
| Improve users' formal education | | | | | | | |
| Improve users' general knowledge and skills | | YES | YES | | | YES | |
| Information Access | YES | | | YES | | | |
| Improve users' ability to discover information resources | | | | | | | |
| Improve users' ability to obtain and/or use information resources | YES | | | YES | | | |
| Institutional Capacity | | | | YES | | YES | |
| Improve the library workforce | | | | | | YES | |
| Improve the library's physical and technological infrastructure | | | | YES | | | |
| Improve library operations | | | | | | | |
| Economic & Employment Development | | | | | YES | | |
| Improve users' ability to use resources and apply information for employment support | | | | | YES | | |
| Improve users' ability to use and apply business resources | | | | | | | |
| Human Resources | | | | | | | |
| Improve users' ability to apply information that furthers their personal, family or household finances | | | | | | | |
| Improve users' ability to apply information that furthers their personal or family health & wellness | | | | | | | |
| Improve users' ability to apply information that furthers their parenting and family skills | | | | | | | |
| Civic Engagement | | | | | | | |
| Improve users' ability to participate in their community | | | | | | | |
| Improve users' ability to participate in community conversations around topics of concern | | | | | | | |

Appendix G: Targeted Audiences Table - select projects

| CALIFORNIA Target Population Served | Targeted Audiences | | | | | | | | | | | |
|---|--|---|--|--------------------------------|---------------------|-------------------------------|----------|---------------------|-------------------------------|----------------------|-------------------|-----|
| | Library Workforce (current and future) | Individuals Living Below the Poverty Line | Individuals who are unemployed/underemployed | Ethnic or Minority Populations | Immigrants/Refugees | Individuals with Disabilities | Families | Children (aged 0-5) | School-aged Youth (aged 6-17) | General (aged 18-64) | Senior (aged 65+) | |
| 1.1 California Library Collection Initiatives | | | | | | YES | | | YES | YES | YES | YES |
| 1.2 Library Services for CA Unable to use ..Print | | | | | | YES | | | YES | YES | YES | YES |
| 1.3 Statewide Strategic Library Development | YES | | | | | | | | | | | |
| 1.4 Veterans Connect @ the Library | YES | | | | | | | | | YES | YES | |
| 1.5 Maximizing Learning Spaces ..MacGyver | YES | | | | | | | | | | | |
| 1.6 Information Technology Development | | | | | | | | | | | | |
| 1.7 Libraries on the Spectrum | | | | | YES | | YES | YES | YES | YES | YES | YES |
| 1.8 Seguimos Creando ... Librarians as Educators | YES | | | | | | | | | | | |
| 2.1 Early Learning with Families (ELF) | YES | YES | | | | | YES | YES | YES | YES | YES | YES |
| 2.2 Literacy Initiatives | YES | | | | | YES | | | | YES | YES | |
| 2.3 Inspiring Summers Camp for Rising K-3 Graders | YES | | | YES | | | | YES | YES | | | |
| 2.4 STEAM Camp | | YES | | | | | | | YES | | | |
| 2.5 Read Together Kits: Bringing Diverse Literature | | | | | | YES | YES | | | | | |
| 3.1 California Center for the Book | YES | | | YES | YES | | YES | YES | | | YES | YES |
| 3.2 No More Silence - .. HIV/AIDS Epidemic | | | | | | | | | | YES | YES | |
| 3.3 Get Involved: Sustaining Skilled Volunteer | YES | | | | | | | | | | | |
| 3.4 Uke Can Do It: Ukuleles at the Los Angeles | YES | | | | | | | | | | | |
| 4.1 Resource Sharing for Californians | | | | | | | | | | | | |
| 6.1 California Revealed - Phase IV | YES | | | | | | | | | | | |
| 6.2 Harvesting California's Bounty, Phase IV | YES | | | | | | | | | | | |
| 7.1 California Library Metrics | YES | | | | | | | | | | | |
| 7.2 Mental Health Initiative | YES | | | | | | | | | | | |
| 7.3 Networking California Library Resources | YES | | | | | | | | | | | |
| 7.4 Summer @ Your Library | YES | | | | | | | | | | | |
| 7.5 Developing Leaders in California Libraries | YES | | | | | | | | | | | |
| 7.6 Economic Mobility and California Public Libraries | YES | | | | | | | | | | | |
| 7.7 Harwood Public Innovation | YES | | | | | | | | | | | |
| 7.8 Public Library Staff Education Program (PLSEP) | YES | | | | | | | | | | | |

Appendix H: Expenditure Tables

| CALIFORNIA LSTA PROJECT EXPENDITURE SUMMARY | | | | | | | | | | |
|---|--|----------|----------|----------|---------------------------|---------------------------|---------------------------|---|------------------------------------|---------------------------------------|
| State Goal Short Title | PROJECT TITLE/ Activities | FFY 2018 | FFY 2019 | FFY 2020 | FFY 2018 LSTA EXPENDITURE | FFY 2019 LSTA EXPENDITURE | FFY 2020 LSTA EXPENDITURE | THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL | PERCENTAGE EXPENDITURE WITHIN GOAL | PERCENTAGE OF TOTAL LSTA EXPENDITURES |
| | Improving Access to Legal Information In Southern Alameda County | | X | | \$ - | \$ 19,303.00 | \$ - | \$ 19,303.00 | 0.11% | 0.04% |
| | Expanding Reading Selections for Californians with Print Disabilities, Phase II LEVEL (helping students achieve success in school) | X | | X | \$ 19,250.00 | \$ - | \$ - | \$ 19,250.00 | 0.11% | 0.04% |
| | Unplugged Amped Up | X | | | \$ 17,000.00 | \$ - | \$ - | \$ 17,000.00 | 0.09% | 0.04% |
| | PACE | X | | | \$ 15,000.00 | \$ - | \$ - | \$ 15,000.00 | 0.08% | 0.03% |
| | Fit Together | | X | | \$ - | \$ 11,515.00 | \$ - | \$ 11,515.00 | 0.06% | 0.03% |
| | 3D Design Coaching | X | | | \$ 10,000.00 | \$ - | \$ - | \$ 10,000.00 | 0.05% | 0.02% |
| | Kern County Library Bike Kitchen | | X | | \$ - | \$ 10,000.00 | \$ - | \$ 10,000.00 | 0.05% | 0.02% |
| | 3D Design Coaching | X | | | \$ 7,091.00 | \$ - | \$ - | \$ 7,091.00 | 0.04% | 0.02% |
| | Read With Me picture book kits | | | X | \$ - | \$ - | \$ 6,500.00 | \$ 6,500.00 | 0.04% | 0.01% |
| | Storytime in a Bag | | X | | \$ - | \$ 3,100.00 | \$ - | \$ 3,100.00 | 0.02% | 0.01% |
| | GOAL SUBTOTAL | | | | \$ 6,270,478.00 | \$ 5,864,463.23 | \$ 6,108,902.88 | \$ 18,243,844.11 | 100.00% | 39.70% |
| Goal 2 | Goal 2: Deliver Essential Literacy Services | | | | | | | | | |
| | Early Learning with Families (ELF) | X | X | X | \$ 522,429.00 | \$ 61,738.00 | \$ 498,372.00 | \$ 1,082,539.00 | 22.47% | 2.36% |
| | Literacy Initiatives | X | X | X | \$ 286,085.00 | \$ 214,130.00 | \$ 390,281.00 | \$ 890,496.00 | 18.48% | 1.94% |
| | Summer @ Your Library: Explore, Learn, Read, Connect | X | X | X | \$ - | \$ - | \$ 602,556.00 | \$ 602,556.00 | 12.50% | 1.31% |
| | Inspiring Summers Camp for Rising K-3 Graders | | X | X | \$ - | \$ 194,675.00 | \$ 99,925.00 | \$ 294,600.00 | 6.11% | 0.64% |
| | First Connections Primeras Conexiones | | X | | \$ - | \$ 230,000.00 | \$ - | \$ 230,000.00 | 4.77% | 0.50% |
| | Tutor Ready Writing Videos | | X | | \$ - | \$ 225,000.00 | \$ - | \$ 225,000.00 | 4.67% | 0.49% |
| | Statewide Student Success Initiative | X | | | \$ 149,674.00 | \$ - | \$ - | \$ 149,674.00 | 3.11% | 0.33% |
| | Collaborative Connections | X | | | \$ 135,040.00 | \$ - | \$ - | \$ 135,040.00 | 2.80% | 0.29% |
| | Neighborhood Science | | X | | \$ - | \$ 97,449.00 | \$ - | \$ 97,449.00 | 2.02% | 0.21% |
| | Belle Haven Afterschool Homework Help Center | | X | | \$ - | \$ 95,000.00 | \$ - | \$ 95,000.00 | 1.97% | 0.21% |
| | Engaging Teens and Tweens in California Public Libraries | X | | | \$ 93,570.00 | \$ - | \$ - | \$ 93,570.00 | 1.94% | 0.20% |
| | Little Learners, Big Futures | | X | | \$ - | \$ 70,690.00 | \$ - | \$ 70,690.00 | 1.47% | 0.15% |
| | The Voice of the Nisenan: "We Are Still Here" | | X | | \$ - | \$ 50,000.00 | \$ - | \$ 50,000.00 | 1.04% | 0.11% |
| | Mission Viejo Kinder-Ready! | X | | | \$ 48,500.00 | \$ - | \$ - | \$ 48,500.00 | 1.01% | 0.11% |
| | Laptops on the Fly | X | | | \$ 46,000.00 | \$ - | \$ - | \$ 46,000.00 | 0.95% | 0.10% |
| | Read Together Kits: Bringing Diverse Literature Home | X | X | | \$ 7,682.00 | \$ 17,600.00 | \$ 20,000.00 | \$ 45,282.00 | 0.94% | 0.10% |
| | Rise Up: A Program for At-Risk Youth | X | | | \$ 43,526.00 | \$ - | \$ - | \$ 43,526.00 | 0.90% | 0.09% |
| | STEAMERS: Learning with STEAM Programs for Early Readers | X | | | \$ 35,000.00 | \$ - | \$ - | \$ 35,000.00 | 0.73% | 0.08% |

| CALIFORNIA LSTA PROJECT EXPENDITURE SUMMARY | | | | | | | | | | |
|---|--|----------|----------|----------|---------------------------|---------------------------|---------------------------|---|------------------------------------|---------------------------------------|
| State Goal Short Title | PROJECT TITLE/ Activities | FFY 2018 | FFY 2019 | FFY 2020 | FFY 2018 LSTA EXPENDITURE | FFY 2019 LSTA EXPENDITURE | FFY 2020 LSTA EXPENDITURE | THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL | PERCENTAGE EXPENDITURE WITHIN GOAL | PERCENTAGE OF TOTAL LSTA EXPENDITURES |
| | Beginning Life Skills ESL Class for Caregivers in Rural Communities | X | | | \$ 32,991.00 | \$ - | \$ - | \$ 32,991.00 | 0.68% | 0.07% |
| | Eat, Move, Grow: Healthy Living | X | | | \$ 32,000.00 | \$ - | \$ - | \$ 32,000.00 | 0.66% | 0.07% |
| | Cybersecurity Training for Teens Using Minecraft | X | | | \$ 31,641.00 | \$ - | \$ - | \$ 31,641.00 | 0.66% | 0.07% |
| | Project: Teen S.T.E.A.M | X | | | \$ 30,000.00 | \$ - | \$ - | \$ 30,000.00 | 0.62% | 0.07% |
| | STEAM Camp | X | X | X | \$ 10,000.00 | \$ 10,000.00 | \$ 9,586.00 | \$ 29,586.00 | 0.61% | 0.06% |
| | SFS Innovates | | X | | \$ - | \$ 26,000.00 | \$ - | \$ 26,000.00 | 0.54% | 0.06% |
| | Bilingual Backpacks = Mochilas Bilingües: Bringing Bilingual Storytimes Home | | X | | \$ - | \$ 20,001.00 | \$ - | \$ 20,001.00 | 0.42% | 0.04% |
| | Grab-'n'-Read! Kits | | X | | \$ - | \$ 20,000.00 | \$ - | \$ 20,000.00 | 0.42% | 0.04% |
| | Read to Me! kits | | | X | \$ - | | \$ 20,000.00 | \$ 20,000.00 | 0.42% | 0.04% |
| | Leemos Juntos and Read Together With Your Baby | | X | | \$ - | \$ 19,525.00 | \$ - | \$ 19,525.00 | 0.41% | 0.04% |
| | STARS (Students' Tools And Resources for Success) | | X | | \$ - | \$ 18,000.00 | \$ - | \$ 18,000.00 | 0.37% | 0.04% |
| | NASA Blast Off! Kits | | | X | \$ - | \$ - | \$ 16,909.00 | \$ 16,909.00 | 0.35% | 0.04% |
| | Anytime Storytime | | | X | \$ - | \$ - | \$ 16,704.00 | \$ 16,704.00 | 0.35% | 0.04% |
| | VREx: Connecting the Community through Virtual Reality | X | | | \$ 15,000.00 | \$ - | \$ - | \$ 15,000.00 | 0.31% | 0.03% |
| | Adulting 101 | X | | | \$ 6,000.00 | \$ - | \$ 8,000.00 | \$ 14,000.00 | 0.08% | 0.03% |
| | Main Reading Room Technology Project | X | | | \$ 12,963.00 | \$ - | \$ - | \$ 12,963.00 | 0.27% | 0.03% |
| | Give Me Space! | | | X | \$ - | \$ - | \$ 12,500.00 | \$ 12,500.00 | 0.26% | 0.03% |
| | Learning2Go: STEM Kits | | | X | \$ - | \$ - | \$ 12,000.00 | \$ 12,000.00 | 0.25% | 0.03% |
| | Early Learning Kits | | X | | \$ - | \$ 11,925.00 | \$ - | \$ 11,925.00 | 0.25% | 0.03% |
| | Coding with the Robot | X | | | \$ 10,000.00 | \$ - | \$ - | \$ 10,000.00 | 0.21% | 0.02% |
| | Coding with the Robot | X | | | \$ 10,000.00 | \$ - | \$ - | \$ 10,000.00 | 0.21% | 0.02% |
| | Learning to Go | X | | | \$ 10,000.00 | \$ - | \$ - | \$ 10,000.00 | 0.21% | 0.02% |
| | Learning to Go | X | | | \$ 10,000.00 | \$ - | \$ - | \$ 10,000.00 | 0.21% | 0.02% |
| | Robots On the Loose! Robotics and Coding for Kids | X | | | \$ 10,000.00 | \$ - | \$ - | \$ 10,000.00 | 0.21% | 0.02% |
| | Science Friday - Pop-Up Makerspace | | X | | \$ - | \$ 10,000.00 | \$ - | \$ 10,000.00 | 0.21% | 0.02% |
| | Learning to Go - MaKits | X | | | \$ 9,600.00 | \$ - | \$ - | \$ 9,600.00 | 0.20% | 0.02% |
| | A World of Stories | | X | | \$ - | \$ 8,785.00 | \$ - | \$ 8,785.00 | 0.18% | 0.02% |
| | Learning to Go | X | | | \$ 8,243.00 | \$ - | \$ - | \$ 8,243.00 | 0.17% | 0.02% |
| | Pop-Up Makerspace | X | | | \$ 8,000.00 | \$ - | \$ - | \$ 8,000.00 | 0.17% | 0.02% |
| | Pop-Up Makerspace | X | | | \$ 8,000.00 | \$ - | \$ - | \$ 8,000.00 | 0.17% | 0.02% |
| | Story Time to Go | | | X | \$ - | \$ - | \$ 7,700.00 | \$ 7,700.00 | 0.16% | 0.02% |

| CALIFORNIA LSTA PROJECT EXPENDITURE SUMMARY | | | | | | | | | | |
|---|--|----------|----------|----------|---------------------------|---------------------------|---------------------------|---|------------------------------------|---------------------------------------|
| State Goal Short Title | PROJECT TITLE/ Activities | FFY 2018 | FFY 2019 | FFY 2020 | FFY 2018 LSTA EXPENDITURE | FFY 2019 LSTA EXPENDITURE | FFY 2020 LSTA EXPENDITURE | THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL | PERCENTAGE EXPENDITURE WITHIN GOAL | PERCENTAGE OF TOTAL LSTA EXPENDITURES |
| | Discovery Kits | | | X | \$ - | \$ - | \$ 7,348.00 | \$ 7,348.00 | 0.15% | 0.02% |
| | Sacramento Reading Ambassadors | | X | | \$ - | \$ 6,150.00 | \$ - | \$ 6,150.00 | 0.13% | 0.01% |
| | Adult 101 | X | | | \$ 6,000.00 | \$ - | \$ - | \$ 6,000.00 | 0.12% | 0.01% |
| | Adult 101 | X | | | \$ 6,000.00 | \$ - | \$ - | \$ 6,000.00 | 0.12% | 0.01% |
| | Adult 101 | X | | | \$ 6,000.00 | \$ - | \$ - | \$ 6,000.00 | 0.12% | 0.01% |
| | Creative Thursdays | X | | | \$ 6,000.00 | \$ - | \$ - | \$ 6,000.00 | 0.12% | 0.01% |
| | Creative Thursdays | X | | | \$ 6,000.00 | \$ - | \$ - | \$ 6,000.00 | 0.12% | 0.01% |
| | Adult 101 | X | | | \$ 5,987.00 | \$ - | \$ - | \$ 5,987.00 | 0.12% | 0.01% |
| | Learning to Go | X | | | \$ 5,685.00 | \$ - | \$ - | \$ 5,685.00 | 0.12% | 0.01% |
| | Reach for the Stars | | | X | \$ - | \$ - | \$ 5,500.00 | \$ 5,500.00 | 0.11% | 0.01% |
| | Let's Read/Leamos: Diverse Books for Home and School | | | X | \$ - | \$ - | \$ 5,000.00 | \$ 5,000.00 | 0.10% | 0.01% |
| | Read to Grow Kits | | X | | \$ - | \$ 4,133.00 | \$ - | \$ 4,133.00 | 0.09% | 0.01% |
| | Creative Thursdays | X | | | \$ 3,925.00 | \$ - | \$ - | \$ 3,925.00 | 0.08% | 0.01% |
| | LifeHacks for Teens | | X | | \$ - | \$ 3,850.00 | \$ - | \$ 3,850.00 | 0.08% | 0.01% |
| | Discovery Kits | | X | | \$ - | \$ 3,400.00 | \$ - | \$ 3,400.00 | 0.07% | 0.01% |
| | Adult 101 | X | | | \$ 656.00 | \$ - | \$ - | \$ 656.00 | 0.01% | 0.00% |
| | GOAL SUBTOTAL | | | | \$ 1,668,197.00 | \$ 1,418,051.00 | \$ 1,732,381.00 | \$ 4,818,629.00 | 100.00% | 10.48% |
| Goal 3 | Goal 3: Inspire, Support & Engage Communities | | | | | | | | | |
| | Networking California Library Resources | X | X | X | \$ 485,871.00 | \$ 368,867.00 | \$ 292,176.00 | \$ 1,146,914.00 | 29.17% | 2.50% |
| | California Center for the Book | X | X | X | \$ 144,650.00 | \$ 298,003.00 | \$ 326,295.00 | \$ 768,948.00 | 19.56% | 1.67% |
| | Developing Makerspaces in Libraries throughout California | | X | | \$ - | \$ 292,772.00 | \$ - | \$ 292,772.00 | 7.45% | 0.64% |
| | No More Silence - Opening the Data of the HIV/AIDS Epidemic | X | X | | \$ 99,325.00 | \$ 97,878.00 | \$ - | \$ 197,203.00 | 5.02% | 0.43% |
| | Creating Sustainable Virtual and Augmented Reality Library Communities | X | | | \$ 192,500.00 | \$ - | \$ - | \$ 192,500.00 | 4.90% | 0.42% |
| | Extended Reality Virtualized: Elevate Learning, Inspire Discovery | | X | | \$ - | \$ 150,000.00 | \$ - | \$ 150,000.00 | 3.82% | 0.33% |
| | Bear River Library Connected Creators | X | | | \$ 122,500.00 | \$ - | \$ - | \$ 122,500.00 | 3.12% | 0.27% |
| | The People's Science Project @ Your Library | X | | | \$ 110,580.00 | \$ - | \$ - | \$ 110,580.00 | 2.81% | 0.24% |
| | Innovative Digital Literacies | | X | | \$ - | \$ 99,870.00 | \$ - | \$ 99,870.00 | 2.54% | 0.22% |
| | Get Involved: Sustaining Skilled Volunteer Engagement in Public Libraries | X | X | X | \$ 31,272.00 | \$ 28,134.00 | \$ 39,372.00 | \$ 98,778.00 | 2.51% | 0.21% |
| | Preparing to Respond & Recover Together | | | X | \$ - | \$ - | \$ 90,000.00 | \$ 90,000.00 | 2.29% | 0.20% |
| | Recovering Together: How Libraries Strengthen Communities After a Disaster | | X | | \$ - | \$ 62,805.00 | \$ - | \$ 62,805.00 | 1.60% | 0.14% |
| | D.I.T. Do It Together Maker Space | | X | | \$ - | \$ 51,476.00 | \$ - | \$ 51,476.00 | 1.31% | 0.11% |

| CALIFORNIA LSTA PROJECT EXPENDITURE SUMMARY | | | | | | | | | | |
|---|--|----------|----------|----------|---------------------------|---------------------------|---------------------------|---|------------------------------------|---------------------------------------|
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| | Promoting Adult Continuing Education (PACE) 4 the Workplace | X | | | \$ 50,000.00 | \$ - | \$ - | \$ 50,000.00 | 1.27% | 0.11% |
| | Rural Arts Project | X | | | \$ 46,700.00 | \$ - | \$ - | \$ 46,700.00 | 1.19% | 0.10% |
| | Uke Can Do It: Ukuleles at the Los Angeles Public Library | X | X | | \$ 29,495.00 | \$ 10,000.00 | \$ - | \$ 39,495.00 | 1.00% | 0.09% |
| | Virtual Youth Programming Authors | | | X | \$ - | \$ - | \$ 37,000.00 | \$ 37,000.00 | | |
| | Sit and Be Fit at the Library: Rotating Resources | X | | | \$ 34,291.00 | \$ - | \$ - | \$ 34,291.00 | 0.87% | 0.07% |
| | Read Together Storytime Kit | | | X | \$ - | \$ - | \$ 20,000.00 | \$ 20,000.00 | 0.42% | 0.04% |
| | San Bruno Looks Up | | | X | \$ - | \$ - | \$ 20,000.00 | \$ 20,000.00 | 0.51% | 0.04% |
| | From Galaxy to Earth: Learning Adventure | | | X | \$ - | \$ - | \$ 20,000.00 | \$ 20,000.00 | 0.51% | 0.04% |
| | School of Cosplay | | X | | \$ - | \$ 18,000.00 | \$ - | \$ 18,000.00 | 0.46% | 0.04% |
| | Ukulele University - Ukuleles at Anaheim Public Library | | X | | \$ - | \$ 18,000.00 | \$ - | \$ 18,000.00 | 0.46% | 0.04% |
| | Be Fit Madera County | | | X | \$ - | \$ - | \$ 17,893.00 | \$ 17,893.00 | 0.10% | 0.04% |
| | Glenn GOALS (Growing Opportunities for Agricultural Education at the Library) | | X | | \$ - | \$ 15,000.00 | \$ - | \$ 15,000.00 | 0.38% | 0.03% |
| | Visions of Buena Park: Past, Present, and Future | X | | | \$ 13,684.00 | \$ - | \$ - | \$ 13,684.00 | 0.35% | 0.03% |
| | Alameda County Library Memory Lab | | | X | \$ - | \$ - | \$ 13,593.00 | \$ 13,593.00 | 0.35% | 0.03% |
| | 3D Design for All | | | X | \$ - | \$ - | \$ 12,000.00 | \$ 12,000.00 | 0.31% | 0.03% |
| | Codable Robot Greeter | | | X | \$ - | \$ - | \$ 10,500.00 | \$ 10,500.00 | 0.27% | 0.02% |
| | Pop-Up Makerspace - The Music Lab | X | | | \$ 10,000.00 | \$ - | \$ - | \$ 10,000.00 | 0.25% | 0.02% |
| | Teen STEAM Makerspace Grab n Go | | | X | \$ - | \$ - | \$ 10,000.00 | \$ 10,000.00 | 0.25% | 0.02% |
| | Coding with the Robot | X | | | \$ 9,650.00 | \$ - | \$ - | \$ 9,650.00 | 0.25% | 0.02% |
| | Make-N-Go Kits | | X | | \$ - | \$ 9,130.00 | \$ - | \$ 9,130.00 | 0.23% | 0.02% |
| | Whokulele? YOUkulele! Learn to play the Ukulele at the Ukiah Branch Library | | X | | \$ - | \$ 8,752.00 | \$ - | \$ 8,752.00 | 0.22% | 0.02% |
| | Limitless Fitness | | X | | \$ - | \$ 8,696.00 | \$ - | \$ 8,696.00 | 0.22% | 0.02% |
| | Get Fit While You Sit | | X | | \$ - | \$ 8,237.00 | \$ - | \$ 8,237.00 | 0.21% | 0.02% |
| | Craft It! with STEAM: Expanding and Enhancing Creativity in the Library | | X | | \$ - | \$ 8,000.00 | \$ - | \$ 8,000.00 | 0.20% | 0.02% |
| | Create El Dorado | | | X | \$ - | \$ - | \$ 8,000.00 | \$ 8,000.00 | 0.20% | 0.02% |
| | Murrieta Makes (Take Home Kits for All) | | | X | \$ - | \$ - | \$ 8,000.00 | \$ 8,000.00 | 0.20% | 0.02% |
| | Handmade at the Library | | X | | \$ - | \$ 7,560.00 | \$ - | \$ 7,560.00 | 0.19% | 0.02% |
| | Artesania En La Biblioteca de El Centro / Crafts at the El Centro Public Library | | X | | \$ - | \$ 7,500.00 | \$ - | \$ 7,500.00 | 0.19% | 0.02% |
| | Craft It Up | | | X | \$ - | \$ - | \$ 7,474.00 | \$ 7,474.00 | 0.19% | 0.02% |
| | Uke Got This! | | | X | \$ - | \$ - | \$ 6,483.00 | \$ 6,483.00 | 0.16% | 0.01% |
| | Creative Thursdays | X | | | \$ 6,000.00 | \$ - | \$ - | \$ 6,000.00 | 0.15% | 0.01% |

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|---|--|----------|----------|----------|---------------------------|---------------------------|---------------------------|---|------------------------------------|---------------------------------------|
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| | Creative Thursdays | X | | | \$ 6,000.00 | \$ - | \$ - | \$ 6,000.00 | 0.15% | 0.01% |
| | Creative Thursdays | X | | | \$ 5,992.00 | \$ - | \$ - | \$ 5,992.00 | 0.15% | 0.01% |
| | Ukas for Everyone | | | X | \$ - | \$ - | \$ 5,493.00 | \$ 5,493.00 | 0.14% | 0.01% |
| | Discover Space | | | X | \$ - | \$ - | \$ 5,000.00 | \$ 5,000.00 | 0.13% | 0.01% |
| | Spring into Creativity | | | X | \$ - | \$ - | \$ 5,000.00 | \$ 5,000.00 | 0.13% | 0.01% |
| | Creative Thursdays | X | | | \$ 4,977.00 | \$ - | \$ - | \$ 4,977.00 | 0.13% | 0.01% |
| | Strummin' Solano | | X | | \$ - | \$ 4,747.00 | \$ - | \$ 4,747.00 | 0.12% | 0.01% |
| | GOAL SUBTOTAL | | | | \$ 1,403,487.00 | \$ 1,573,427.00 | \$ 954,279.00 | \$ 3,931,193.00 | 100.00% | 8.55% |
| Goal 4 | Goal 4: Deliver Information & Services | | | | | | | | | |
| | Resource Sharing for Californians | X | X | | \$ 1,023,432.00 | \$ 809,881.74 | \$ 1,585,581.87 | \$ 3,418,895.61 | 98.64% | 7.44% |
| | Modern Technology for the 21st Century Learner | | | X | \$ - | \$ 47,250.00 | \$ - | \$ 47,250.00 | 1.36% | 0.10% |
| | GOAL SUBTOTAL | | | | \$ 1,023,432.00 | \$ 857,131.74 | \$ 1,585,581.87 | \$ 3,466,145.61 | 100.00% | 7.54% |
| Goal 5 | Goal 5: Economic Development & Workforce | | | | | | | | | |
| | Workforce Partnership Initiative | | | X | \$ - | \$ - | \$ 146,643.00 | \$ 146,643.00 | 25.09% | 0.32% |
| | Future Ready Teens: Get the Balance Right-Teen Health, Wealth & Wellness | | | X | \$ - | \$ 142,000.00 | \$ - | \$ 142,000.00 | 24.30% | 0.31% |
| | Career Visioning for New Adults in Rural California | X | | | \$ 108,470.00 | \$ - | \$ - | \$ 108,470.00 | 18.56% | 0.24% |
| | SBPL Worksl for Post Disaster Economic Outreach | X | | | \$ 70,000.00 | \$ - | \$ - | \$ 70,000.00 | 11.98% | 0.15% |
| | Spark! A New Model for a Workforce Development-Focused Digital Media Lab | | | X | \$ - | \$ 64,000.00 | \$ - | \$ 64,000.00 | 10.95% | 0.14% |
| | Career Vision | X | | | \$ 24,562.00 | \$ - | \$ - | \$ 24,562.00 | 4.20% | 0.05% |
| | Experiential Workforce Development: Riverside Public Library and Riverside at Work | | | X | \$ - | \$ 24,290.00 | \$ - | \$ 24,290.00 | 4.16% | 0.05% |
| | Bike Kitchen | X | | | \$ 4,482.00 | \$ - | \$ - | \$ 4,482.00 | 0.77% | 0.01% |
| | GOAL SUBTOTAL | | | | \$ 207,514.00 | \$ 230,290.00 | \$ 146,643.00 | \$ 584,447.00 | 100.00% | 1.27% |
| Goal 6 | Goal 6: Connect Californians to History | | | | | | | | | |
| | California Revealed - Phase IV | X | X | X | \$ 1,496,132.00 | \$ 1,391,588.00 | \$ 1,705,052.00 | \$ 4,592,772.00 | 76.64% | 9.99% |
| | Virtual Youth Programming | | | X | \$ - | \$ - | \$ 583,135.00 | \$ 583,135.00 | | |
| | Harvesting California's Bounty, Phase IV | X | X | | \$ 148,217.00 | \$ 135,520.00 | \$ - | \$ 283,737.00 | 4.73% | 0.62% |
| | California Preservation Program | X | | | \$ 244,641.00 | \$ - | \$ - | \$ 244,641.00 | 4.08% | 0.53% |
| | L.A. as Subject: The Southern California Community History Access Project | | | X | \$ - | \$ 132,259.00 | \$ - | \$ 132,259.00 | 2.21% | 0.29% |
| | Toward a National Archival Finding Aid Network: Planning Phase | X | | | \$ 69,881.00 | \$ - | \$ - | \$ 69,881.00 | 1.17% | 0.15% |

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| | Butte Digital Preservation Lab | | | X | \$ - | \$ - | \$ 20,000.00 | \$ 20,000.00 | 0.33% | 0.04% |
| | Circulating and Mobile Memory Labs | | | X | \$ - | \$ - | \$ 20,000.00 | \$ 20,000.00 | 0.33% | 0.04% |
| | OC Memory Lab | | | X | \$ - | \$ - | \$ 20,000.00 | \$ 20,000.00 | | |
| | Memory Lab | | | X | \$ - | \$ - | \$ 15,389.00 | \$ 15,389.00 | 0.26% | 0.03% |
| | RetroTech Lab | X | | | \$ 10,552.00 | \$ - | \$ - | \$ 10,552.00 | 0.18% | 0.02% |
| | GOAL SUBTOTAL | | | | \$ 1,969,423.00 | \$ 1,659,367.00 | \$ 2,363,576.00 | \$ 5,992,366.00 | 100.00% | 13.04% |
| Goal 7: Skilled and Diverse Library Workforce | California Library Metrics | X | X | X | \$ 517,808.00 | \$ 506,472.00 | \$ 395,327.00 | \$ 1,419,607.00 | 19.88% | 3.09% |
| | Mental Health Initiative | X | X | | \$ 1,000,000.00 | \$ 234,022.00 | \$ - | \$ 1,234,022.00 | 17.28% | 2.69% |
| | Continuing Education for California Libraries | | | X | \$ - | \$ - | \$ 857,910.00 | \$ 857,910.00 | 12.01% | 1.87% |
| | Public Library Staff Education Program (PLSEP) | X | X | X | \$ 75,071.00 | \$ 357,804.00 | \$ 371,772.00 | \$ 804,647.00 | 11.27% | 1.75% |
| | Developing Leaders in California Libraries | X | X | X | \$ 264,540.00 | \$ 221,905.00 | \$ 230,273.00 | \$ 716,718.00 | 10.04% | 1.56% |
| | Summer @ Your Library: Explore, Learn, Read, Connect | X | X | X | \$ 335,000.00 | \$ 159,093.00 | \$ - | \$ 494,093.00 | 6.92% | 1.08% |
| | California Libraries Cultivating Racial Equity and Inclusion Initiative (CREI) | | X | X | \$ - | \$ 217,069.00 | \$ 233,413.00 | \$ 450,482.00 | 6.31% | 0.98% |
| | Economic Mobility and California Public Libraries | | X | X | \$ - | \$ 208,250.00 | \$ 205,800.00 | \$ 414,050.00 | 5.80% | 0.90% |
| | Harwood Public Innovation for California's Public Libraries 2018-19 | X | X | | \$ 153,450.00 | \$ 226,752.00 | \$ - | \$ 380,202.00 | 5.32% | 0.83% |
| | Rural Initiative: California Rural and Tribal Libraries | X | | | \$ 86,856.00 | \$ - | \$ - | \$ 86,856.00 | 1.22% | 0.19% |
| | Data Privacy and Cybersecurity Best Practices Training | | | X | \$ - | \$ - | \$ 74,043.00 | \$ 74,043.00 | 1.04% | 0.16% |
| | Professional Development Opportunities | | X | | \$ - | \$ 63,140.00 | \$ - | \$ 63,140.00 | 0.88% | 0.14% |
| | Services For Immigrants: A Project to Train Library Staff to Utilize ESL and Immigration Resources | | X | | \$ - | \$ 60,585.00 | \$ - | \$ 60,585.00 | 0.85% | 0.13% |
| | Library Innovation Lab | X | | | \$ 53,000.00 | \$ - | \$ - | \$ 53,000.00 | 0.74% | 0.12% |
| | AccessABILITY Awareness- California Public Libraries | X | | | \$ 31,698.00 | \$ - | \$ - | \$ 31,698.00 | 0.44% | 0.07% |
| | GOAL SUBTOTAL | | | | \$ 2,517,423.00 | \$ 2,255,092.00 | \$ 2,368,538.00 | \$ 7,141,053.00 | 100.00% | 15.54% |
| | LSTA PROGRAM ADMINISTRATION | | | | \$ 626,491.00 | \$ 577,409.25 | \$ 577,409.25 | \$ 1,781,309.50 | 100.00% | 3.88% |
| | GRAND TOTAL | | | | \$ 15,686,445.00 | \$ 14,435,231.22 | \$ 15,837,311.00 | \$ 45,958,987.22 | | |

Appendix I: Web-Survey Report

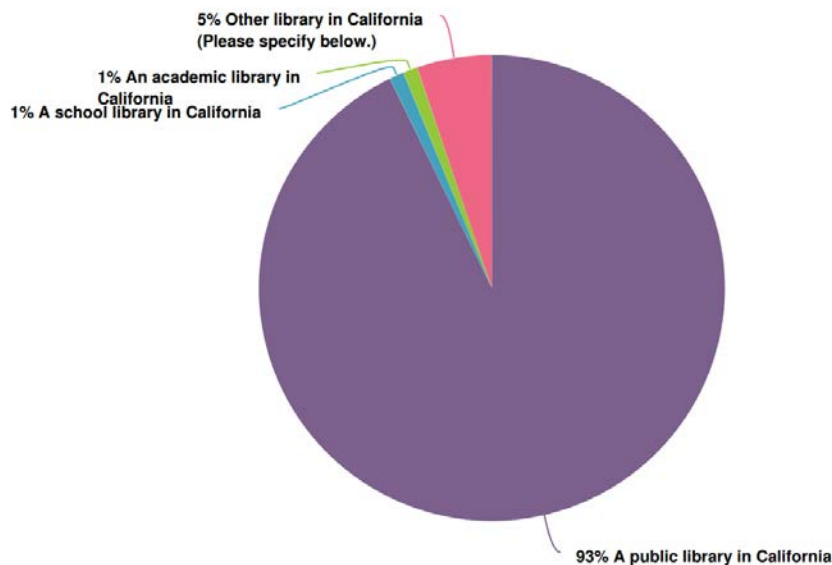
CALIFORNIA LSTA Survey Summary

https://reporting.alchemer.com/r/71852_6168393981d084.57080711

Findings

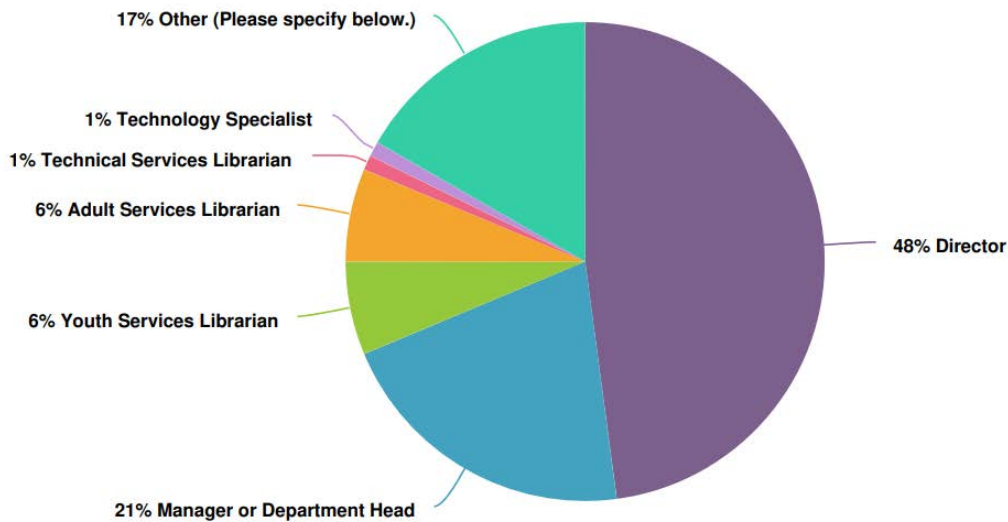
The California State LSTA survey received a total of 346 responses, 102 of which were complete. As shown in figure 1, 92.8% of respondents (90) indicated they are from a public library, 1% of respondents (1) indicated they are from a school library, 1% of respondents indicated that they are from an academic library and 5.2% of respondents (5) indicated “other”. Four of the five who indicated “other” indicated that they are from a county law library and one indicated anonymous.

Figure 1. Types of libraries in which respondents work.



47.9% of the respondents (46) indicated that they are library directors, 20.8% of respondents (20) indicated that they are a manager or department head. 6.3% of respondents indicated that they are Youth Services librarians, 6.3% of respondents (6) indicated that they are Adult Services librarians, 1% of respondents (1) indicated that they are a Technical Services Librarian, and 1% of respondents (1) indicated that they are a technology specialist. 16.7% of respondents (16) indicated “other” which includes various program coordinators, assistant directors, administrative librarians, and senior product managers. Figure 2 below shows the percentage of each group.

Figure 2. Role of the respondents within their library.



Looking Back

The first question to survey respondents asked them to indicate which LSTA programs have had the most impact on their libraries and patrons. Eight main themes emerged from the responses including library capacity, professional development, COVID-19, community connection and support, library access, library content, partnerships, and technology. Figure 3 below shows the number of responses received for each theme.

The most impacted LSTA programs indicated by survey respondents include the New York Times subscription (15 respondents), Summer @ your Library (14 respondents), the Crisis Collection (11 respondents), the Career Online High School program (10 respondents), and Veterans Connect @ the Library (10 respondents). Other notable programs mentioned were NASA @ My Library, CALL, CREI, and Lunch @ the Library. A complete breakdown of impactful LSTA programs can be found in figure 4 below.

Figure 3. Main Themes on LSTA Funding Impact

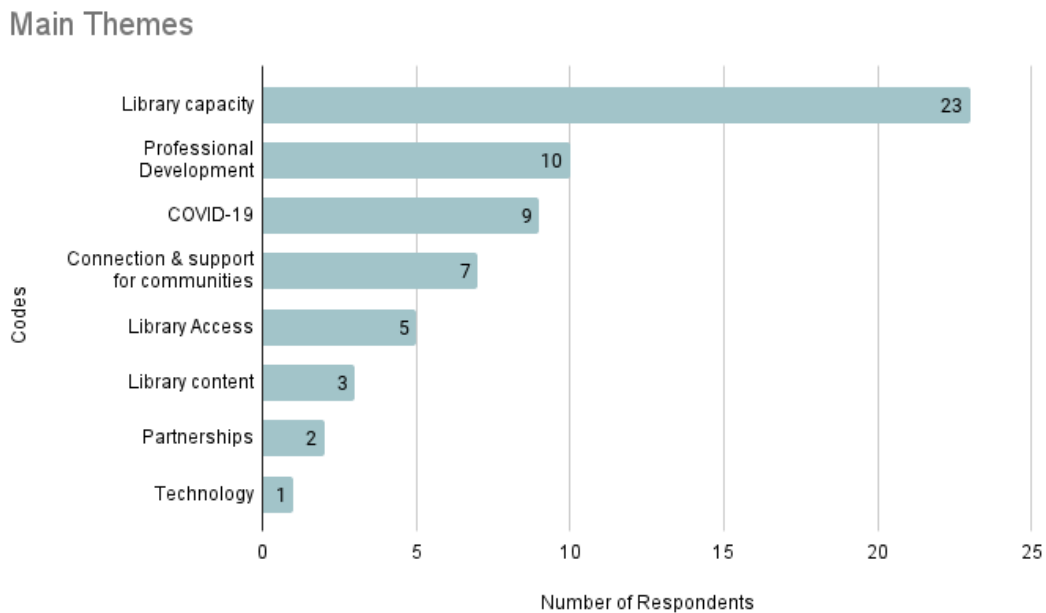
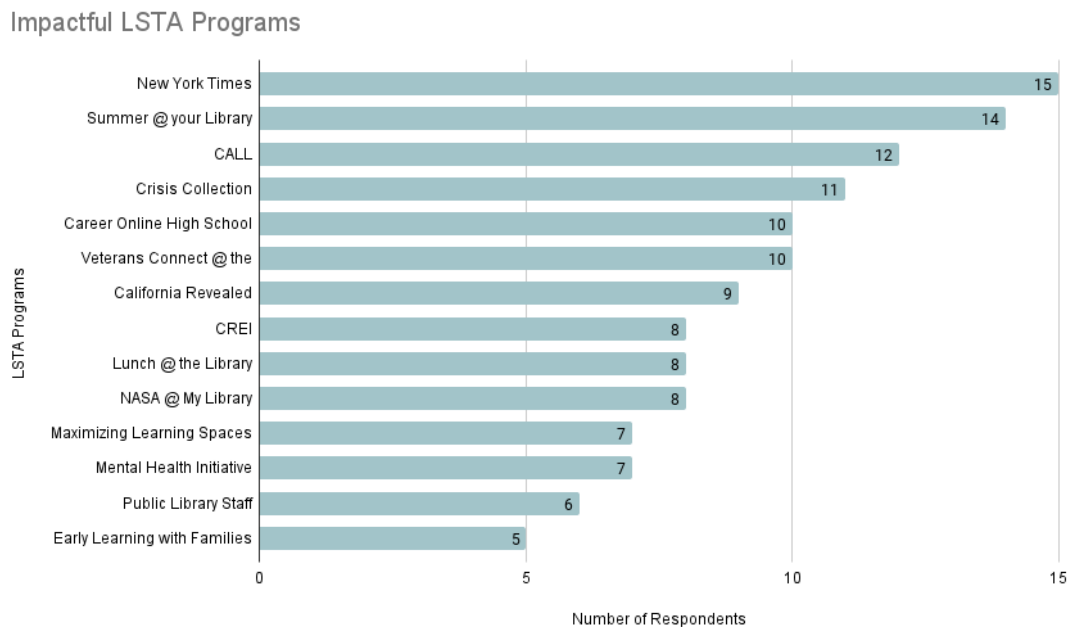


Figure 4. Impactful LSTA Programs



Below are selected comments on the impact of LSTA programs to libraries and their patrons.

I can say wholeheartedly that the NASA @ my library program provided the greatest impact for the community. The combination of science and imagination made this program really special. From story walks to grab and grow kits our youth and families learned something new and explored.

The pandemic delayed [the redesigned children's space from] opening by a number of months but now, even without in person storytimes, we have seen a marked increase in the use of that space by our youngest families, many of whom do not have indoor alternatives locally.

Our New York Times and Crisis Collection grant access to Hoopla together reflect an appreciated investment in reaching constituents where they are when they are physically prohibited or not inclined to visit us in person due to the pandemic.

However the guidance we refer to in this case is that the programming and project initiatives funded by LSTA help guide libraries in the implementation of concepts such as equity, racial inclusion, and staff professional development.

OC Public Libraries now has an established partnership with the local workforce center, which will be important as we continue to experience many changes.

California Revealed is an amazing and important program. Especially as COVID-19 and the ever looming and present threat of natural disasters like wildfire season have shown, it is more important than ever to be able to provide access to newspapers/important documents from home.

We received a crisis collection grant during the pandemic that allowed us to purchase much need e-books to add to our collection. They were heavily used while the library was closed to the public and we saw a 45% increase in usage of digital materials year over year during the first year of the pandemic.

We were awarded a LSTA grant for new technology in our reading room and now have the ability to have events in the room with sound and a screen that pulls down and is able to connect it with a laptop.

Additional e-book funds allowed for the purchase of titles that local educators requested for their remote access K-12 students.

Participating in the Mental Health Initiative prepared staff for the COVID-19 pandemic in one significant way: we were already in the habit of paying attention to and talking about our own wellbeing and that of our community members.

Looking Forward

Regarding changes in LSTA funding to improve library services, many respondents indicated that opportunities to invest in aiding the communities they serve would be the most beneficial, such as electronic resources (8 respondents), specialized staff training (3 respondents), and additional funding for staffing (4 respondents). Additional ideas for changes to LSTA funding include:

- Funding based on need rather than population

- More initiatives for collaborating with various community services in place such as homeless shelters, the Veterans Association, and social and mental health services, but also public agencies such as state parks systems
- Improved services for immigrants and non-English speakers
- Tuition reimbursement program for MLIS degree
- Low-cost internet for rural areas
- Contracts with vendors to get library discounts
- Partnerships between public libraries and schools
- Hire Social Workers in libraries
- Mental health services for teens
- More materials in Spanish
- Spanish literacy

Many respondents noted that the grant application process is seamless and user friendly and they appreciate that.

Below are a selection of comments on suggested funding changes for the future of LSTA.

I would like to see more initiatives for collaborating with homeless shelters, elder services, and other social and mental health services to help us establish productive contacts for patrons that need them. I really think establishing these collaborations would lead to creative ways to help patrons in need of social services.

Build long-term projects that each library can "enter" at their current level, then level up as they work. CREI is a good example, a library can enter at any place in the work, and get help with the work. California Revealed - libraries can have a full staff and professional archive working, or start with the assistance and training provided to get there.

LSTA dollars could be used more to expand the collections for the language immersion programs run through the state by school districts. The school libraries for each of these language schools are very sparse. Mission Viejo Library already has direct relationships with local schools and let them know when new books, ebooks and hard copies, are added. If a grant to expand these collections would have an effect statewide.

I think a focus on services for immigrant populations and non-English speakers would be beneficial as our community is growing in these areas. Perhaps ESL initiatives for the public and language classes of some sort assist non-bilingual staff in serving these patrons, such as basic phrases in other languages focused on library-related topics.

Funding for devices for checkout or updating of in-house technologies such as desktop/laptop computers or tablets; ereaders, etc. Some patrons rely heavily on the library's equipment and having up to date equipment is crucial for providing good service.

We also took a closer look at the evidence that shows the LSTA supports diversity, equity and inclusion. Some of the comments made by California librarians during the recent LSTA survey designed to gather their views about the future of LSTA include:

Our library cannot afford one print subscription let alone digital access to the NY Times. The Crisis Collection funding allowed us to purchase e-books for children and young adults to support their education and mental health

LSTA is right on track. We like the inclusion of equity and digital literacy for all.

I think a focus on services for immigrant populations and non-English speakers would be beneficial as our community is growing in these areas. Perhaps ESL initiatives for the public and language classes of some sort or assist non-bilingual staff in serving these patrons, such as basic phrases in other languages focused on library-related topics

I believe resources sharing through supplying access to collection materials like eBooks, periodicals, learning databases are all ways to help bring equity to those areas and communities that are underserved. It puts every library on equal footing with regard to the resources they can provide

We would love to see OverDrive become a state-funded platform for all Californians to have equal access to. More grant programs that provide services/materials/resources directly without library systems having to accept grant funds and then make purchases themselves (so very difficult for so many of us, especially the rural and underfunded library systems).

Continue funding for CREI so we can continue and keep the energy going so it can impact our community and also bring in more libraries

Develop a statewide inter-library loan system. Create a way to search for and request items from other libraries that does not require an outside vendor (OCLC, etc.). This could even be one of the open-source systems that is currently available. The LSTA funds could simply be used to customize it. Libraries without resources or expertise will then have the option to use that system as their library catalog.

Contract with vendors so that libraries can get discounted pricing instead of us each negotiating on our own

We are in great need of mental health services for our teens. It would be nice to see LSTA dollars go to teen services, which I think are typically underfunded. Social workers in libraries would also significantly improve our services. Having staff who can connect folks to social service from within the library makes the entire space more welcoming to all visitors.

We would like to see the current databases being provided continue to be offered over the next five years

More opportunities to support the purchase of printed material. Our rural library system has limited resources with a print material budget of ~\$100,000 for 13 communities. Print support would help low LIPC libraries become relevant with up-to-date offerings for communities. Multi-year project funding would be very helpful for small, rural libraries. It takes time to implement and get the word out to residents about new services.

Please bring back the TBR (Transaction Based Reimbursement). This would make the absolute biggest difference in our services in the entire state. Both systems I've worked for in the state have been completely gutted because this spending went away. Please find a way to bring it back. Every librarian I've talked to mourns the loss of these funds, we would all much rather have that money back than anything else

We would welcome more resources in services and learning opportunities for older adults impacted by the digital divide, as well as programs focusing on anti-racism, diversity and inclusion to provide learning opportunities for communities to provide meaningful changes. More funding for technology lending and/or support programs would help address the digital divide that affects millions of residents.

Among others, a primary activity here would include ensuring that library resources and collection materials are described using inclusive and culturally sensitive language and advocating for re-description efforts to remediate harmful language.

Providing more access to electronic collections and training, (both workforce and staff). Small libraries such as ours will not be increasing staffing so online training resources are very helpful in helping our public, especially with technology. There is still a large divide between older and younger with regards to technology and job readiness. There is starting to be a divide between even the younger generations. Many do not know how to do basic spreadsheets, electronic file organization, or authoritative research.

Access to live Homework Help and resources that promote family literacy would help libraries continue to promote literacy and strengthen student success.

Appendix J: CREI Project

California Libraries Cultivating Racial Equity and Inclusion (CREI)

A road map to help public libraries articulate and begin to implement a commitment to addressing structural and institutional racism, fulfilling libraries' missions, and working to be anti-racist organizations was the goal (destination) of the California Libraries Cultivating Racial Equity and Inclusion (CREI) project. This two-year project catalyzed a statewide network of libraries and library staff committed to racial equity and inclusion for all, and to improve equity, diversity and inclusion in internal and external library system operations. The purpose of a strong, established network was to share information, deepen conversations, and take action to grow racial equity in library service delivery in the communities served.

The first year connected 19 public library jurisdictions and guided these jurisdictions to: (1) convene Core Teams of up to 6 staff who guided development of racial equity and inclusion plans including vision statements, background research, and community indicators of success; (2) learn as a group (through 8 full days of in-person sessions and 3, three-hour learning sessions) focused on skills building and accessing tools; (3) engage with mentor libraries in Marin County and Santa Monica for coaching; (4) build participant skills to apply a Results Based Accountability Framework to be used in library jurisdiction policy and practice decisions; and (5) draft Racial Equity Action Plans in participating jurisdictions.

In the second project year, CREI project leaders and participants: (1). Supported and strengthened the burgeoning statewide network of libraries and library staff committed to racial equity through: a. Expert led trainings: Government Alliance on Race and Equity (GARE), Luis Herrera, Bay Area Regional Health Inequities Initiative (BARHII) b. Fostering peer-to-peer and expert mentorship opportunities. Libraries had time throughout the course of the training to check in with Racial Equity Experts to hone jurisdiction's Racial Equity Action Plans (REAP) and receive feedback regarding REAP drafts from peers. c. Building participant skills in: performing racial equity root cause analyses; drafting Racial Equity Plans; utilizing Adaptive Leadership skills to manage organizational change; applying a Results Based Accountability Framework; transforming organizational culture to better center voices of underserved community members. (2). Expanded participants' capacity for racial equity in library service delivery in California communities through the ongoing development of Racial Equity Action Plans started by libraries in CREI project year 1, while training and mentoring new participants in the fundamentals of racial equity work and creating Racial Equity Action Plans. (3). Built a stronger network of CREI partners and stakeholders by adding library systems and consortia to foster information sharing and to deepen conversations surrounding Racial Equity in California libraries.

Based on the data provided by Race Counts and Government Alliance on Race and Equity (GARE), California Libraries Cultivating Race Equity and Inclusion (CREI) leaders developed a series of trainings for California libraries wishing to become racially equitable spaces by: providing forums for libraries to build awareness of racial disparities; offering tools and training for libraries to create action plans that advance racial equity; and fostering networking opportunities for California library staff to encourage equitable organizational change. From the partnership with GARE, participants received a dual perspective of the government's role and responsibility in racial equity perspective as well as a library internal and external services framework that is essential to the relevance of the work and its chances of success. These perspectives anchored the work and helped CREI Cohort members engage Library Administrations and support organizations. Engaging all levels of a Library's stakeholder universe with action steps and well-tailored messaging is essential to successful Racial Equity Plan creation and early implementation.

During implementation, the Covid pandemic forced the project to provide participating library systems Zoom-based training and consultation sessions with the broad goal of expanding library jurisdictions' ability to provide equitable services. CREI leaders also collaborated to create innovative web and video resources to connect libraries to continuing education resources.

Twenty-seven California Library Systems from across the state met to train and build the skills of library staff as they developed or implemented Racial Equity Plans for their Library Systems. In addition, there were five webinars focusing on the advanced learning of participants that were driven by learning community's requests and CREI coordinator observations. Attendees invited to the introductory webinar included library board members, Friends leadership, and staff members that were not part of the CREI team, which reportedly brought stronger understanding and support to the library organization. The remaining webinars addressed the needs of directors - to discuss high level organizational needs in a confidential and collaborative setting. The final webinar focused on CREI resources and potential next steps in pursuing equity in one's organization.

CREI project leaders recognized the need for a place where libraries could access worksheets, articles pertaining to racial equity and inclusion, and the Racial Equity Action Plans and deliverables submitted by their colleagues in CREI. They purchased the domain name and web tools needed to create a website, the result of which was the CREI Road Map: a storehouse of valuable, password protected information for CREI participants and a way to introduce prospective CREI libraries to the work of the CREI initiative, its mission and its objectives.

In addition to the fulfilled initial goals, CREI project leaders and participants have developed innovative content which further explored the ways in which California libraries can cultivate racial equity and inclusion through:

1. The creation of an interactive [website](https://www.librariescultivatingracialequityandinclusion.org/) where CREI participants could access and explore continuing education materials and concepts while sharing lessons learned (<https://www.librariescultivatingracialequityandinclusion.org/>)

· <https://tinyurl.com/CREINOWAYOUTREPORT>

2. The creation of a 12 min. video titled “[Building Momentum for Racial Equity and Inclusion in Library Systems](#)” which captured and shared vital lessons learned, stories, impressions, and reflections, from participating CREI libraries and project leaders for California libraries interested in furthering Racial Equity goals (<https://www.youtube.com/watch?v=1RVEpPxeUOw>).

a. The video was produced by XR Libraries and it includes an overview by a CREI Co-creator Chantel Walker, and the soundtrack and media from the "A Way Out of No Way" immersive media program where students created and produced hip-hop songs and a Virtual Reality (VR) experience of the [Marin Shipyard workers during WWII](#) (<https://www.youtube.com/watch?v=0hrbSuJprQw>) as an example for libraries of program creation possibilities which can be accomplished when libraries conduct Racial Equity History Surveys for their jurisdictions.

3. Redwood City Public Library has been a participating cohort since CREI’s inception. Derek Wolfgram, the director, has been a vocal advocate of EDI and is known in his city and in the greater library community for his commitment. CREI training has provided a framework and activation for the library’s change. The library team had reviewed and is made changes to policy and procedures prior to their CREI participation.

The significance of these outcomes lies in the confirmation that the work of CREI is not only sustainable, but reproducible and capable of being augmented and built upon year after year with early adopters (deepening) libraries becoming mentors and guides to libraries which are newer to the process of creating Racial Equity Action Plans.”

The reproducibility of the CREI project year 1 model illustrates the ways in which the model improves when subsequent “generations” of CREI participants have a forum to mentor one another through this type of systemic change. At the same time, CREI project leaders solidified relationships with several entities in the second project year including host consortium Califa and educational partners such as XR Libraries to produce original teaching tools and capacity building forums for participating and potential library partners.

CREI project leaders recognize that having teams of library staff who have been tasked with receiving training for DEI efforts is an admirable first step for individual libraries and library systems, however, the capacity for institutional change rests largely with library, regional and jurisdictional leaders. Consequently, they added an Adaptive Leadership Webinar training to the curriculum, and project managers were able to connect directly with library directors and administrators to offer tools which they could use to better guide, influence and foster wholesale DEI change within their organizations.

A large part of the Racial Equity Action Plan process involves engaging underserved community groups to take lead roles in library organizational change. Specific trainings were added for participating libraries that examined successful community engagement, in order to ground participating libraries in centering community input in the Racial Equity Action Plan process.

The CREI project was comprised of mixed jurisdictions representing the population and geographic diversity of California. According to the project managers, a uniqueness of the CREI project is the collaboration which took place between library jurisdictions from across California. When tackling system-wide racial bias, there is strength in working with other libraries to address the ways in which this racial bias shows up in libraries, specifically. Other libraries wishing to replicate the Cultivating Racial Equity and Inclusion model should offer participating libraries ample time to learn together, celebrate successes together, troubleshoot together and problem solve together.

State Goal: Goal 7: Skilled and Diverse Workforce with the intent to improve the library workforce.

Project Tags: Equity, Diversity, Inclusion

Appendix K: Library Services for Californians Unable to Use Standard Print

| STATE: CALIFORNIA | Oct. 1, 2017 Sept. 30, 2018 FY 2018 | Oct. 1, 2018 Sept. 30, 2019 FY 2019 | Oct. 1, 2019 Sept. 30, 2020 FY 2020 | Oct. 1, 2020 Sept. 30, 2021 FY 2021 | TOTAL FY 2018 FY 2021 | Percentage Difference FY 2018 FY 2021 |
|---|--|--|--|--|-----------------------------|--|
| Braille Readers (Individuals) | 1,716 | 1,415 | 1,562 | 1,017 | 5,710 | -40.73% |
| Cassette Readers (Individuals) | 2,654 | 808 | 0 | 0 | 3,462 | -100.00% |
| Cartridge Readers (Individuals) | 22,276 | 22,132 | 19,164 | 16,271 | 79,843 | -26.96% |
| BARD Braille Book Readers (Individuals) | 925 | 875 | 881 | 856 | 3,537 | -7.46% |
| BARD Audio Book Readers (Individuals) | 5,093 | 5,163 | 5,432 | 5,338 | 21,026 | 4.81% |
| Braille Circulation (excluding magazines) | 9,419 | 9,298 | 4,610 | 3,758 | 27,085 | -60.10% |
| Cassette Circulation (excluding magazines) | 69,367 | 9,634 | 111 | 0 | 79,112 | -100.00% |
| Cartridge Circulation (excluding magazines) | 973,685 | 946,269 | 519,251 | 570,031 | 3,009,236 | -41.46% |
| BARD Braille Downloads (Books Only) | 22,699 | 15,645 | 26,987 | 35,667 | 100,998 | 57.13% |
| BARD Audio Downloads (Books Only) | 422,145 | 407,923 | 446,699 | 468,396 | 1,745,163 | 10.96% |
| TOTAL Readers* | 32,664 | 30,393 | 27,039 | 23,482 | | |
| TOTAL Circulation | 1,497,315 | 1,388,769 | 997,658 | 1,077,852 | | |
| Estimated State Population | 39,358,497 | 39,461,588 | 39,512,223 | 39,538,223 | | |
| Readers as a Percentage of State Population | 0.08% | 0.08% | 0.07% | 0.06% | | |
| Circulation per Reader | 45.84 | 45.69 | 36.90 | 45.90 | | |

Appendix L: Outcomes Based Evaluation Report 2020-2021

Every Year, CSL produces a report that summarizes the survey questions that attempt to measure outcomes from the programs offered. We include here only the latest copy of this report for Fiscal Year 2020-2021. Many of the Outcomes reports collected from individual projects have comments and feedback on the value of the programs. These data inform the delivery of future program offerings.

Outcomes Report for LSTA-Funded Projects

Fiscal Year 2020-2021

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Summary

During fiscal year 2020-2021, the California State Library evaluated 96 of 125 LSTA-funded projects using outcomes surveys developed by the Institute of Museum and Library Services and the State Library. Library staff presented 2,128 programs and activities as part of the 96 evaluated projects. Reported attendance¹ count was 96,964, with 8,191 people completing evaluation surveys. For all surveys, there was an overall response rate of 35%².

¹ Or, number of kits available.

² For limitations of the response rate, see [Appendix](#). As compared to last fiscal year, this was an increase of 10% in response rate, with lower attendance counts yet more survey responses received in FY 20-21.

Libraries continued to face special challenges this fiscal year as a result of the COVID-19 pandemic, continuing necessitated last-minute changes to planned projects and extensive offerings of programs and activities virtually. Many libraries continued to be closed due to the pandemic or open at limited capacity. On June 15, 2021, all libraries had the potential for full opening, however, not all libraries opened entirely. Many libraries continued to offer programs and activities virtually, as well as in person.

In addition to continuing difficulties surrounding program delivery, the COVID-19 pandemic continued to pose challenges for the collection of program-related data. Survey response rates were undoubtedly impacted by pandemic-related circumstances, however, positive increases in response rates indicate a rebound in engaged participants. Response rates increased positively by 6% to 33%. Additionally, unlike FY 19-20, surveys aligned with Goals 5 and 6 were issued in FY 20-21.

Overall, survey responses indicated that LSTA-funded projects achieved positive results and had a positive impact on the people who participated in them. Just like in the previous fiscal year, survey respondents reported that:

- They found what they wanted and felt welcome at the library.
- They trust library staff and the information they find at the library.
- They believe that the library is an important part of their community, and they intend to return to the library.
- They learned something and intended to apply what they learned.
- They are more aware of and more likely to use library resources and services.
- They tried something new and did something creative because of the library.

Similarly, to last year, among community members asked if this was the first time they had taken part in a program at the library, just over a third responded that it was their first time, indicating two-thirds had participated in a library program before.

The majority of library staff who took part in LSTA-funded professional development activities reported that they learned new things and that applying what they learned will improve library services to the public and help to effect positive change in the community.

Detail

The California State Library evaluated 96 of 125 total projects with LSTA funding during the 2020-2021 fiscal year, resulting in 378 surveys. Of these projects, 3 were regional, resulting in a total of 5 surveys; 64 were statewide projects, resulting in a total of 328 surveys; and 29 were copycat projects, resulting in a total of 45 surveys.

Each funded project was aligned with at least one goal in the California State Library’s 2018-2022 LSTA investment plan. All projects were evaluated using outcomes surveys that were developed by the Institute of Museum and Library Services and the California State Library.

Each project was evaluated using at least one survey. Several projects that were aligned with more than one goal were evaluated using more than one survey or using one survey with additional questions from additional outcomes.

Table 1 illustrates the number of times each requested survey³ was aligned with each goal from the State Library’s 2018-2022 LSTA goals⁴ as a part of its associated project. This table also further breaks down surveys to include the total number of programs and activities⁵ presented, the reported attendance of programs and activities, the number of survey responses collected, and the response rate.

Table 1

| Goal | Number of surveys with primary goal | Number of surveys from Local, Regional, & Competitive projects | Number of surveys from Statewide projects | Number of surveys from Copycat projects | Number of reported programs / activities | Reported attendance | Responses collected | Response Rate |
|----------------|-------------------------------------|--|---|---|--|---------------------|---------------------|---------------|
| 1 | 8 | 1 | 5 | 2 | 35 | 1,021 | 220 | 37% |
| 2 | 109 | 1 | 84 | 24 | 265 | 26,353 | 1,734 | 20% |
| 3 | 106 | 3 | 87 | 16 | 1,507 | 54,821 | 3,378 | 19% |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| 5 | 18 | 0 | 18 | 0 | 34 | 2,397 | 227 | 74% |
| 6 | 3 | 0 | 0 | 3 | 5 | 196 | 215 | 58% |
| 7 ⁶ | 127 | 0 | 127 | 0 | 282 | 12,176 | 2,417 | 36% |
| Totals | 377 | 5 | 327 | 45 | 2,128 | 96,964 | 8,191 | 35% |

³ See [Content Creation](#) to see surveys associated with Content Creation. This table only includes surveys using Outcome 1 – 7 questions.

⁴ See [Appendix](#) for a detailed listing of the 2018-2022 LSTA Goals.

⁵ See [Appendix](#) for more information on how projects and activities are counted.

⁶ The “Lunch at the Library” project was a statewide non-LSTA funded project, however, it is included in the total count of projects aligned with Goal 7, as well as throughout this FY 20-21 final report in totals reflecting projects aligned with Goal 7 and training for staff using Outcome 7 questions.

GOAL 1 California libraries provide equitable access to information, services, and resources in a trusted community space.

Outcome 1a: Californians find information, services, and resources at the library.

Outcome 1b: Californians view the library as a trusted community space.

Projects aligned with Goal 1 issued surveys using questions from Outcome 1a⁷, Outcome 2b⁸, and Outcome 7⁹. Projects aligned with Goal 2¹⁰ and Goal 5¹¹ utilized Outcome 1a questions.

Table 2 illustrates a summary of projects and surveys both aligned with Goal 1 and other Goals that specifically utilized Outcome 1a questions.¹²

Table 2

| Goal Alignment | Survey Outcomes | Number of Projects | Number of Surveys | Reported programs & activities | Reported attendance | Number of Responses Collected | Response Rate |
|----------------|-----------------|--------------------|-------------------|--------------------------------|---------------------|-------------------------------|---------------|
| Goal 1 | 1a | 1 | 1 | 0 | 66 | 0 | 0% |
| Goal 1, 2, 5 | 1a | 3 | 3 | 4 | 1,644 | 37 | 2% |
| Goal 1 | 1a, 2b, 7 | 4 | 8 | 35 | 1,021 | 220 | 37% |

Of the above 3 surveys using Outcome 1a questions across all goals with 37 total survey respondents (2% response rate):

- 32 (86%) agreed or agreed strongly that they found what they wanted at the library today.
- 35 (95%) agreed or agreed strongly that they felt welcome at the library.
- 32 (86%) agreed or agreed strongly that they trust the information they find at the library.
- 32 (86%) agreed or agreed strongly that they trust library staff.
- 36 (97%) agreed or agreed strongly that the library is an important part of their community.
- 36 (97%) agreed or agreed strongly that they intend to return to the library.

⁷ Included San Jose Public Library’s “Wee Read! Books to Go and Grow!” project.

⁸ Included Madera County Library’s “Be Fit Madera” project.

⁹ Included Pacific Library Partnership’s “Data Privacy and Cybersecurity Best Practices Training” and “Veterans Connect @ the Library.”

¹⁰ Included Yolo County Library’s “Learning2Go: STEM Kits” project.

¹¹ Included “Workforce Partnership Initiative” project, associated with the Tulare County Library and the Oakland Public Library.

¹² This table format is present for all Outcomes throughout the final report. The table’s first row drills down to the surveys aligned with Goal 1 using Outcome 1a questions. The table’s second row encompasses all surveys, regardless of primary goal, using Outcome 1a questions. The table’s third row encompasses all Goal 1 surveys, regardless of which Outcome questions the surveys utilized.

Results from FY 20-21 surveys using Outcome 1a, as compared to last FY 19-20, saw an increase in positive response rates (agree or strongly agree) across every question. Positive increases ranged from 2% to 12%, depending on the question. In both FY 19-20 and FY 20-21, a similar number of projects and surveys utilized Outcome 1a questions. However, in FY 20-21, there was a much higher number of reported attendances as compared to the number of programs and activities reported; this difference can be directly attributed to a single survey¹³ with an attendance rate that accounts for 90% of all attendance, yet 0% of the response rate.

GOAL 2 California libraries deliver essential literacy services and provide learning opportunities for their community.

Outcome 2a: Californians discover and participate in essential literacy opportunities at the library.

Outcome 2b: Californians discover and participate in learning opportunities at the library.

Projects aligned with Goal 2 issued surveys using questions from Outcome 1a, Outcome 2b, Outcome 3b, and Outcome 7. Projects aligned with Goals 1, 3, and 5 utilized Outcome 2b questions.

Table 3 illustrates a summary of projects and surveys both aligned with Goal 2 and other Goals that specifically utilized Outcome 2b questions.

Table 3

| Goal Alignment | Survey Outcomes | Number of Projects | Number of Surveys | Reported programs & activities | Reported attendance | Number of Responses Collected | Response Rate |
|-----------------|-----------------|--------------------|-------------------|--------------------------------|---------------------|-------------------------------|---------------|
| Goal 2 | 2b | 12 | 58 | 202 | 23,177 | 958 | 20% |
| Goal 1, 2, 3, 5 | 2b | 74 | 166 | 1,737 | 22,453 | 4,132 | 18% |
| Goal 2 | 1a, 2b, 3b, 7 | 15 | 109 | 265 | 26,353 | 1,734 | 20% |

Of the above 166 surveys using Outcome 2b questions across all goals with 4,132 total survey respondents (18% response rate):

- 3,578 (87%) agreed or agreed strongly that they learned something by participating in the library activity.
- 3,391 (82%) agreed or agreed strongly that they feel more confident about what they just learned.
- 3,292 (80%) agreed or agreed strongly that they intend to apply what they just learned.

¹³ Specifically, the “Workforce Partnership Initiative” associated with Tulare County Library. The survey was “Tulare County Library and Employment Connection Take Over.”

- 3,251 (79%) agreed or agreed strongly that they are more aware of resources provided by the library.
- 3,233 (78%) agreed or agreed strongly that they are more likely to use other library resources and services.
- 1,359 (33%) said this was their first time participating in a library activity.

Results from FY 20-21 surveys using Outcome 2b, as compared to last FY 19-20, saw a decrease in positive response rates (agree or strongly agree) across nearly every question. Positive decreases ranged from 6 to 8%, depending on the question. There were fewer surveys using Outcome 2b issued in FY 20-21, as compared to the 37% more issued in FY 19-20. However, in FY 20-21, there was a much lower number of reported attendances as compared to the much higher number of programs and activities reported; this difference can be directly attributed to the more widespread use of programming offered virtually¹⁴.

GOAL 3 California libraries inspire, support, and engage in innovation, creativity, connections, and collaborations in their communities.

Outcome 3a: Californians innovate through their libraries.

Outcome 3b: Californians create through their library.

Outcome 3c: Californians connect and collaborate through their library.

Projects aligned with Goal 3 issued surveys using questions from Outcome 2b, Outcome 3a, Outcome 7, and Content Creation. Projects aligned with Goal 3¹⁵ utilized Outcome 3a questions. Projects aligned with Goal 2¹⁶ utilized Outcome 3b questions. There were no projects that utilized Outcome 3c questions.

Table 4 illustrates a summary of projects and surveys aligned with Goal 3 and other Goals that specifically utilized Outcome 3 questions.

Table 4

| Goal Alignment | Survey Outcomes | Number of Projects | Number of Surveys | Reported programs & activities | Reported attendance | Number of Responses Collected | Response Rate |
|----------------|-----------------|--------------------|-------------------|--------------------------------|---------------------|-------------------------------|---------------|
| Goal 3 | 3a, 3b | 1 | 1 | 1 | 27 | 27 | 100% |
| Goal 2, 3 | 3a, 3b | 2 | 2 | 2 | 71 | 36 | 51% |
| Goal 3 | 2b, 3a, 7 | 15 | 106 | 1,507 | 54,821 | 3,378 | 19% |

¹⁴ Although virtual programming was offered in FY 19-20, there was a specific project associated with virtual programming called "Virtual Youth Programming." In this project, there notably one survey for Riverside County Library System where 322 programs and activities with 10,618 attendance reported; this accounted for significant percentage of the statistics. There was also a clear intention in programming being offered virtually, as opposed to FY 19-20, where many programs were switched focus to accommodate ongoing unknown circumstances.

¹⁵ Included Pacific Library Partnership's "Meet the Robot" project.

¹⁶ Included Mission Viejo Library's "Give Me Space" project.

Of the above two surveys using either Outcome 3a or 3b¹⁷ questions across all goals with 36 total survey respondents (19% response rate):

- 17 (63%) agreed or agreed strongly that they tried something new because of the library.¹⁸
- 8 (89%) agreed or agreed strongly that they did something creative because of the library.¹⁹
- 31 (86%) agreed or agreed strongly that they feel welcome at the library.
- 33 (92%) agreed or agreed strongly that they trust the information they find at the library.
- 33 (92%) agreed or agreed strongly that they trust library staff.
- 36 (100%) agreed or agreed strongly that the library is an important part of the community.
- 35 (97%) agreed or agreed strongly that they intend to return to the library.

Results from FY 20-21 surveys using either Outcome 3a, 3b, or 3c, as compared to last FY 19-20, saw a decrease in positive response rates (agree or strongly agree) across nearly every question. Positive decreases ranged from 6% to 8%, depending on the question. There were fewer surveys using Outcome 3a, 3b, or 3c issued in FY 20-21, as compared to the 40% more issued in FY 19-20. Notably, in FY 19-20, there were surveys issued in all Outcomes of Goal 3, however, in FY 20-21, there were no Outcome 3c surveys. There was also a lower number of reported programs and activities, reported attendance, and survey responses; all of these numbers predictably correlated.

GOAL 4 California libraries have the technology to deliver information and services in the ways their communities expect and need.

Outcome 4: Californians view libraries as relevant technology hubs for accessing information and services.

One project aligned with Goal 4 issued surveys using questions from Content Creation²⁰ and benefitted a total of 239 public libraries. There were no projects that utilized Outcome 4 questions.

Of the above 157 total survey respondents (66% response rate) using Content Creation questions:

¹⁷ There were not any surveys that utilized Outcome 3c questions.

¹⁸ This question is unique to Outcome 3a and therefore the percentage that agreed or strongly agreed only includes total responses for surveys that utilized Outcome 3a questions.

¹⁹ This question is unique to Outcome 3b and therefore the percentage that agreed or strongly agreed only includes total responses for surveys that utilized Outcome 3b questions.

²⁰ Included California Library Association's "Summer at Your Library" project.

- 141 (90%) agreed or agreed strongly that the resource is meeting library needs.
- 137 (87%) agreed or agreed strongly that applying the resource will help improve library services to the public.

Results from surveys aligned with Goal 4 are incomparable to last FY 19-20, as entirely different Outcomes questions were utilized. In both FY 19-20 and FY 20-21, a low number of projects and requested surveys were aligned with Goal 4.

GOAL 5 California libraries contribute to economic development and workforce innovation in their communities.

Outcome 5: Californians engage in economic development and workforce innovation at the library.

Projects aligned with Goal 5 issued surveys using questions from Outcome 1a²¹, Outcome 2b²², and Outcome 7²³. The “LSTA Goals, Outcomes, and Outcomes Surveys” guidance recommends usage of Outcome 1 or 2 questions for any Goal 5 surveys, and therefore there are not any Outcome 5 surveys to reference.

Table 5 illustrates a summary of projects and surveys aligned with Goal 5.

Table 5

| Goal Alignment | Survey Outcomes | Number of Projects | Number of Surveys | Reported programs & activities | Reported attendance | Number of Responses Collected | Response Rate |
|----------------|-----------------|--------------------|-------------------|--------------------------------|---------------------|-------------------------------|---------------|
| Goal 5 | 1a, 2b, 7 | 2 | 18 | 34 | 2,397 | 227 | 74% |

Results from surveys aligned with Goal 5 are a challenge to compare to FY 19-20. There was a significant increase in the number of issued surveys associated with Goal 5; a total of nine times more surveys as compared to last fiscal year. In FY 19-20, all surveys only utilized Outcome 2b questions, however, in FY 20-21, questions were used from multiple Outcomes. There were a similar number of reported programs and activities, as well as reported attendance, across both fiscal years; this indicates that although more surveys were issued in FY 20-21, there were fewer attendees per program. Numbers can also be greatly influenced by kit availability, as opposed to circulation. Also comparably, FY 20-21 resulted in a more successful average response rate of 74%

²¹ Included the “Workforce Partnership Initiative” project associated with the Oakland Public Library.

²² Included the “Workforce Partnership Initiative” project associated with Monterey County Library, Orange County Public Libraries, San Diego Public Library, and Anaheim Public Library.

²³ Included Pacific Library Partnership’s “Statewide Resources for Unemployment, Education, and Veterans” and the “Workforce Partnership Initiative” associated with Orange County Public Libraries, San Jose Public Library, and Anaheim Public Library.

GOAL 6 California libraries connect Californians to their history by collecting, preserving, and sharing digital access to unique collections and materials that tell the stories of our local communities and celebrate our common heritage.

Projects aligned with Goal 6 issued surveys using questions from Outcome 2b²⁴ and Outcome 7²⁵. The “LSTA Goals, Outcomes, and Outcomes Surveys” guidance indicates that there is no Outcome associated with Goal 6, therefore surveys were issued to Outcomes as requested.

Table 6 illustrates a summary of projects and surveys aligned with Goal 6.

Table 6

| Goal Alignment | Survey Outcomes | Number of Projects | Number of Surveys | Reported programs & activities | Reported attendance | Number of Responses Collected | Response Rate |
|----------------|-----------------|--------------------|-------------------|--------------------------------|---------------------|-------------------------------|---------------|
| Goal 6 | 2b, 7 | 2 | 3 | 5 | 196 | 215 | 58% |

Results from surveys aligned with Goal 6 are incomparable to last FY 19-20, as Goal 6’s lack of Outcome 6 questions did not warrant a review of the data in the FY 19-20 report.

²⁴ Included Orange County Public Library’s “OC Memory Lab” project.

²⁵ Included Orange County Public Library’s “OC Memory Lab” project and Butte Public Library’s “Butte Digital Preservation Lab” project.

GOAL 7 California libraries are staffed by a skilled and diverse workforce whose members engage in continuing education and leadership development opportunities, deliver high-quality library.

Outcome 7: California library staff is well-prepared to meet the diverse needs and effect positive change in their communities.

Projects aligned with Goal 7 issued surveys using questions from Outcome 7²⁶ and Content Creation. Projects aligned with Goal 1²⁷, Goal 2²⁸, Goal 3²⁹, Goal 5³⁰, and Goal 6³¹ utilized Outcome 7 questions.

Table 7³² illustrates a summary of projects and surveys both aligned with Goal 7 and other Goals that specifically utilized Outcome 7 questions.

Table 7

| Goal Alignment | Survey Outcomes | Number of Projects | Number of Surveys | Reported programs & activities | Reported attendance | Number of Responses Collected | Response Rate |
|---------------------------|-----------------|--------------------|-------------------|--------------------------------|---------------------|-------------------------------|---------------|
| Goal 7 | 7 | 12 | 127 | 282 | 12,176 | 2,417 | 36% |
| Goal 1, 2, 3, 5, 6 | 7 | 24 | 200 | 388 | 18,321 | 3,986 | 22% |

Of the above 200 surveys using Outcome 7 questions across all goals with 3,986 total survey responses (22% response rate):

- 2,668 (67%) agreed or agreed strongly that they learned something by participating in this library activity.

²⁶ Included projects: Networking California Resources, California Libraries Cultivating Racial Equity and Initiative, California Library Metrics, California Libraries Learn, Developing Leaders in California Libraries, Get Involved, Literacy Initiatives, Lunch at the Library, Planning for Equity-Based Library Summer Services and Decision-Making, Powered by Your Library, Seguimos Creando Enlaces, and Summer at Your Library.

²⁷ Included Pacific Library Partnership’s “Data Privacy and Cybersecurity Best Practices Training” and “Veterans Connect @ the Library.”

²⁸ Included Southern California Library Cooperative’s “Early Learning with Families,” Pacific Library Partnership’s “Literacy Initiatives,” and San Mateo County Library’s “Inspiring Summers Camp for Rising K-3rd Graders.”

²⁹ Included California Library Association’s “California Center for the Book,” NorthNet Library System’s “Preparing to Respond and Recover Together,” Stanislaus County Library’s “Uke Got This,” and Orange County Public Library’s “From Galaxy to Earth.”

³⁰ Included Pacific Library Partnership’s “Statewide Resources for Unemployment, Education, and Veterans” and the “Workforce Partnership Initiative” associated with Orange County Public Libraries, San Jose Public Library, and Anaheim Public Library.

³¹ Included Orange County Public Library’s “OC Memory Lab” and Butte Public Library’s “Butte Digital Preservation Lab.”

³² This table does not include statistics from Content Creation questions, because of the nature of the difference in how this Outcome is tracked.

- 2,494 (63%) agreed or agreed strongly that they feel more confident about what they just learned.
- 2,538 (64%) agreed or agreed strongly that they intend to apply what they just learned.
- 2,525 (63%) agreed or agreed strongly that applying what they learned will improve library services to the public.
- 2,469 (62%) agreed or agreed strongly that applying what they learned will help effect positive change in the community.

Results from FY 20-21 surveys using Outcome 7, as compared to last FY 19-20, saw a significant decrease in positive response rates (agree or strongly agree) across nearly every question. Positive decreases ranged from 21% to 27%, depending on the question. There were six times more surveys using Outcome 7 issued in FY 20-21. There was also an increase in the number of reported programs and activities, as well as attendance. The response rate between fiscal years were similar.

Notably, approaches in survey distribution impacted the potential for an increased response rate. Most surveys associated with Outcome 7 were distributed digitally alongside digital meetings and/or trainings. Sometimes, distribution occurred during the professional development opportunities, however, response rates were impacted when distribution of the survey was delayed.

CONTENT CREATION Five projects created or acquired content for the library workforce.

Projects aligned with Goal 2, Goal 3, Goal 4, and Goal 7 issued surveys using Content Creation questions.

Table 8 illustrates a summary of projects and surveys that specifically utilized Content Creation questions.

Table 8

| Goal Alignment | Number of Projects | Number of Surveys | Number of Libraries Benefitted | Number of Responses Collected | Response Rate |
|----------------|--------------------|-------------------|--------------------------------|-------------------------------|--------------------|
| Goal 2 | 1 | 1 | 53 | 89 | 168% ³³ |
| Goal 3 | 1 | 1 | 128 | 35 | 27% |
| Goal 4 | 1 | 2 | 239 | 157 | 66% |
| Goal 7 | 2 | 3 | 549 | 229 | 53% |

³³ Although most statistics have adjusted reported attendance to match any number of responses that were higher and resulted in a 100%+ response rate, Content Creation surveys and the differences in how they are tracked make a higher-than-expected response rate acceptable. Multiple libraries benefitted, but many staff members from the same institutions could feasibly complete surveys evaluating the Content Creation.

Of the above 7 surveys using Content Creation questions across all goals with 510 total survey responses (71% response rate):

- 427 (84%) agreed or agreed strongly that they learned something by participating in this library activity.
- 435 (85%) agreed or agreed strongly that they feel more confident about what they just learned.

In comparison to FY 19-20, there were a third more created or acquired items that were evaluated under Content Creation in FY 20-21, continuing a downward trend of using these specific questions from the Outcomes guidelines. Results showed positive increases ranging from 6% to 8%, depending on the question.

PLANNING AND EVALUATION There were no projects that utilized planning or evaluation to address library needs.

In FY 19-20, there was at least one project that utilized Planning and Evaluation questions. Since there were not any projects that utilized these questions, there is no comparable data between fiscal years.

Appendix

Number of Evaluated Projects

During fiscal year 2020-2021, the California State Library evaluated 49 of 125 LSTA-funded projects using outcomes surveys developed by the Institute of Museum and Library Services and the State Library.

Some projects may not have required evaluation. Others many not have been evaluated when they were required to be, cancelled due to unforeseen circumstances, or may have utilized an incorrect set of Outcomes questions. Not all issues in survey collection may be apparent; however, best efforts have been made to identify projects that were not appropriately evaluated.

Overall, there were six projects encompassing 20 surveys that resulted in no responses³⁸, and therefore no accompanying data to evaluate their program. These included:

- San Jose Public Library’s “Wee Read! Books to Go and Grow!”
- Tulare County Library’s “Book to Action 2021”
- Beaumont Library District’s “Teen Adulting Workshop 101”
- Tulare County Library’s “Workforce Partnership Initiative”
- California Library Association’s “California Libraries Learn”
- Pacific Library Partnership’s “Literacy Initiatives”

In total, 37 surveys were either fully or partially cancelled. Of the 414 requested, 91% were issued and distributed as intended.

Arriving at Total Programs/Activities

The total number of a survey’s reported programs and activities, which can also be referred to as the number of sessions, is not consistently counted and not necessarily always understood or defined as per IMLS suggestions. It is also not always possible to apply these suggested definitions. A year-to-year comparison of the number of programs/activities is therefore somewhat incomparable, as the definition for these terms is not consistently understood. Moreover, the fact that multiple sessions of a program occurred might not always be conveyed by the survey requester to the Outcomes Evaluation Program Coordinator, so the number of programs reported has the potential to be inaccurate. The term “sessions” typically provides confusion among entities issuing surveys and without additional context, best efforts are made on behalf of the Outcomes Evaluation Project Coordinator and program holders to provide session numbers. All of this combined indicates that comparing programs/activities via yearly trend may not be as dependable of a measure as other indicators, such as reported attendance numbers. However, considering significant changes in presentations of programming and how these can be attended, there may still be notable and incomparable changes in numbers in attendance too.

Presentations Versus Programs

Some programs are reported as Instruction-Program Activities, which require IMLS surveys, while others are reported as Instruction-Presentation Activities, which do not require surveys. There may be some inconsistency with whether a program is determined to be an Instruction-Program or an Instruction-Presentation.

Limitations of the Response Rate

³⁸ These surveys were distributed but there were not any responses received. These surveys had a 0% response rate and total reported programs and activities, attendance, and response results of 0 have been included in total calculations for the purpose of this report.

To arrive at the response rate for a survey, the total number of surveys is divided by the number of attendees. In some cases, with differing project goals, for the purpose of determining a response rate, attendance numbers were supplemented with the number of kits available for circulation and recorded views of a session. This can be seen specifically in Outcome 2b surveys where many included both live attendees and kits, or in Outcome 7 surveys where many included live attendees and recorded views.

This method of tracking may have resulted in an artificially low response rate.

In programs that included both live attendees and recorded views, an attendee could have potentially re-watched the program. Therefore, that would have resulted in a higher attendance rate than accurate, and therefore, a lower survey response rate.

To calculate an average response rate across Goals and Outcomes, multiple individual response rates from each survey were added together and divided by the number of surveys issued.

In programs for families, additional considerations must be made. In these scenarios, there may have only been one survey completed to account for multiple attendees. For instance, if a mom and two children attend a program and complete a survey, the attendance count may be three, while only one survey was formally collected.

Actual response rates therefore may contain some degree of error, although best efforts were made to ensure as accurate a rate as possible. Further variance can be attributed to certain cases where attendance per survey had to be estimated (as detailed below) or had to be rounded up to provide a calculatable response rate.

Arriving at Attendance Numbers

Attendance numbers are reported to the Outcomes Evaluation Project Coordinator. In most cases, this process is straightforward. However, in a limited number of cases, attendance per activity had to be estimated. Occasionally, attendance numbers were lower than the number of responses received, and in those scenarios, attendance was altered to match the number of responses.

For surveys that did not include attendance and instead provided kits for circulation, the number of kits was supplemented as the attendance number for the survey, as this indicated the potential number of individuals that could be reached in the program. Although some statistics were provided for circulation, most libraries did not have access to a reliable statistic regarding circulation, and therefore, number of available kits was used instead.

Estimating attendance occurred when responses for multiple sessions of an activity were collected in one survey. For example, if an activity had two workshops and attendance recorded for each workshop, there was not a reliable way to tell how many of the same attendees were at each workshop. If organizers believed most attendees only attended one workshop,

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attendance for both workshops were added together to get an estimate for attendance. If organizers believed both workshops were attended by mostly the same people, the higher of the two attendance numbers was reported as the final attendance. Estimating attendance was also potentially necessary when multiple surveys existed for the same pool of respondents.

Finally, some projects were only able to provide attendance numbers as they had been reported in the Activity Report Form for IMLS, where attendance is presented as an average attendance per session, as opposed to exact counts.

These instances all make up a small minority of cases; the vast majority of reported attendance numbers are exact and were reported to the Outcomes Evaluation Project Coordinator within a reasonable timeframe.

In light of the previous year's impact by COVID-19, modifications were made in how attendance numbers were tracked. In addition to live attendees, views of recorded events were logged, providing a total attendance number. For the purpose of this report, total attendance includes recorded views. This change occurred partway through the fiscal year and therefore, not all activities reported recorded views, even if they did exist. Attendance gathered earlier in the year was supplemented with recorded views, if possible.

Goals

Goal 1: California libraries provide equitable access to information, services, and resources in a trusted community space.

Goal 2: California libraries deliver essential literacy services and provide learning opportunities for their communities.

Goal 3: California libraries inspire, support, and engage in innovation, creativity, connections, and collaborations in their communities.

Goal 4: California libraries have the technology to deliver information and services in the ways their communities expect and need.

Goal 5: California libraries contribute to economic development and workforce innovation in their communities.

Goal 6: California libraries connect Californians to their history by collecting, preserving, and sharing digital access to unique collections and materials that tell the stories of our local communities and celebrate our common heritage.

Goal 7: California libraries are staffed by a skilled and diverse workforce whose members engage in continuing education and leadership development opportunities, deliver high-quality library and information services, and effect positive change in their communities.

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Here we offer a synthesis of the Outcomes reports from the last three years of the evaluation cycle we are covering:

| California Outcome Report LSTA Funded Projects | 2018 | 2019 | 2020 |
|---|-------------|-------------|-------------|
| Number LSTA Projects | 87 | 82 | 125 |
| Number Projects Evaluated | 73 | 60 | 96 |
| Number Programs Presented | 1,956 | 697 | 2,128 |
| Number People Attending Programs | 34,401 | 54,280 | 96,964 |
| Number of People Completing Surveys | 12,351 | 6,786 | 8,191 |
| Survey Response Rate | 36% | 13% | 35% |
| | | | |
| Goal 1 | | | |
| Number Projects Evaluated | 11 | 6 | 8 |
| Number Programs Offered | 267 | 144 | 35 |
| Number People Attending Programs | 7,289 | 4,736 | 1,021 |
| Survey Response Rate | 11% | 8% | 37% |
| Found what they wanted at the library (A/SA)* | 82% | 77% | 86% |
| Felt welcome at the library (A/SA) | 95% | 88% | 95% |
| Trust the information they find at they library (A/SA) | 92% | 88% | 86% |
| Trust library staff (A/SA) | 90% | 84% | 86% |
| Library is an important part of the community (A/SA) | 92% | 85% | 97% |
| Intend to return to the library (A/SA) | 93% | 86% | 97% |
| Goal 2 | | | |
| Number Projects Evaluated | 50 | 33 | 109 |
| Number Programs Offered | 1,134 | 362 | 265 |
| Number People Attending Programs | 16,894 | 32,756 | 26,353 |
| Survey Response Rate | 35% | 8% | 20% |
| Learned something by participating in this library activity (A/SA)* | 93% | 95% | 87% |
| Feel more confident about what they just learned (A/SA) | 87% | 88% | 82% |
| Intend to apply what they just learned (A/SA) | 85% | 86% | 80% |
| More aware of resources and services provided by the library (A/SA) | 86% | 85% | 79% |
| More likely to use library resources (A/SA) | 83% | 85% | 78% |
| Percent first time attendees | 37% | 39% | 33% |
| Goal 3 | | | |
| Number Projects Evaluated | 12 | 5 | 106 |

| California Outcome Report LSTA Funded Projects | 2018 | 2019 | 2020 |
|---|-------------|-------------|-------------|
| Number Programs Offered | 237 | 0 | 1,507 |
| Number People Attending Programs | 4,121 | 592 | 54,821 |
| Survey Response Rate | 37% | 8% | 19% |
| Felt welcome at the library (A/SA) | 92% | 73% | 86% |
| Trust the information they find at they library (A/SA) | 92% | 84% | 92% |
| Trust library staff (A/SA) | 90% | 84% | 92% |
| Library is an important part of the community (A/SA) | 92% | 84% | 100% |
| Intend to return to the library (A/SA) | 91% | 89% | 97% |
| Goal 4 | | | |
| Number Projects Evaluated | 4 | 2 | 0 |
| Number Programs Offered | 54 | 144 | na |
| Number People Attending Programs | 318 | 4,736 | na |
| Survey Response Rate | 27% | 8% | na |
| Library has the technology I need to do things | 90% | 82% | na |
| Library has technology that I can't access elsewhere | 67% | 53% | na |
| Felt welcome at the library (A/SA) | 92% | 91% | na |
| Trust the information they find at they library (A/SA) | 88% | 88% | na |
| Trust library staff (A/SA) | 92% | 82% | na |
| Library is an important part of the community (A/SA) | 86% | 81% | na |
| Intend to return to the library (A/SA) | 93% | 84% | na |
| Goal 5 | | | |
| Number Projects Evaluated | 4 | 2 | 18 |
| Number Programs Offered | 33 | 15 | 34 |
| Number People Attending Programs | 513 | 2,429 | 2,397 |
| Survey Response Rate | 77% | 25% | 74% |
| Found what they wanted at the library (A/SA)* | 77% | na | na |
| Felt welcome at the library (A/SA) | 97% | na | na |
| Trust the information they find at they library (A/SA) | 96% | na | na |
| Trust library staff (A/SA) | 96% | na | na |
| Library is an important part of the community (A/SA) | 97% | na | na |
| Intend to return to the library (A/SA) | 94% | na | na |
| Learned something by participating in this library activity (A/SA)* | 93% | 93% | na |
| Feel more confident about what they just learned (A/SA) | 89% | 87% | na |
| Intend to apply what they just learned (A/SA) | 89% | 84% | na |
| More aware of resources and services provided by the library (A/SA) | 86% | 86% | na |

| California Outcome Report LSTA Funded Projects | 2018 | 2019 | 2020 |
|---|-------------|-------------|-------------|
| More likely to use library resources (A/SA) | 81% | 84% | na |
| Percent first time attendees | 58% | 33% | na |
| Goal 7 | | | |
| Number Projects Evaluated | 19 | 30 | 127 |
| Number Programs Offered | 264 | 169 | 282 |
| Number People Attending Programs | 5,779 | 14,152 | 12,176 |
| Survey Response Rate | 69% | 25% | 36% |
| Learned something by participating in this library activity (A/SA)* | 95% | 94% | 67% |
| Feel more confident about what they just learned (A/SA) | 90% | 86% | 63% |
| Intend to apply what they just learned (A/SA) | 92% | 88% | 64% |
| Applying what they learned will improve library services to the public (A/SA) | 91% | 88% | 63% |
| Applying what they learned will help effect positive change in the community (A/SA) | 84% | 83% | 62% |
| | | | |
| * Agree/Strongly Agree | | | |
| na = Not applicable | | | |

Appendix M: Organizational Chart

