



**An Independent Evaluation
Of
Idaho's Implementation of the
Library Services and Technology Act Grants
to State Programs
2018 – 2022**

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EVALUATION SUMMARY

Annually, the Institute for Museum and Library Services (IMLS) provides millions in federal funds to all state libraries to develop library services. As part of the grant process, each state library is required to develop a five-year plan that outlines specific goals that will be achieved with these federal funds. The five-year plan is created using IMLS guidelines for measuring success focal areas and intents. Activities and key outcomes are developed to guide implementation of the plan.

IMLS requires that states independently evaluate progress towards plan goals prior to the end of the Five-Year Plan. The evaluation must adhere to the IMLS national framework. Idaho Commission for Libraries (ICfL), the agency that manages Idaho's LSTA Program, engaged a consulting team led by Amanda E. Standerfer (DBA Fast Forward Libraries) for the evaluation.

This report evaluates the Idaho Commission for Libraries Five-Year Plan for 2018 – 2022. Due to ongoing activities, the actual time period covered in the report is fiscal years (FY) 2018, 2019, and 2020. During this time period, ICfL received \$4,366,932 in LSTA funding. In the opinion of the evaluators, ICfL made significant strides in achieving plan goals during this time period despite major disruptions caused by the COVID-19 global pandemic. ICfL was able to pivot programs and activities to respond to library sector needs like providing digital literacy, access to technology, combating disinformation, and addressing community social justice topics.

The ICfL LSTA Five-Year Plan has four goals that addressed four focal areas:

- **GOAL 1:** Build the institutional capacity of Idaho libraries to better serve their communities. (Focal Area: INSTITUTIONAL CAPACITY)
- **GOAL 2:** Support the role of libraries in preparing Idahoans to be college and career ready. (Focal Area: LIFELONG LEARNING and INFORMATION ACCESS)
- **GOAL 3:** Ensure equitable access to information and library services for Idahoans with disabilities, those in rural communities, English-language learners, those living in poverty and all other underserved communities. (Focal Area: LIFELONG LEARNING)
- **GOAL 4:** Support the role of librarians in economic and employment development. (Focal Area: ECONOMIC AND EMPLOYMENT DEVELOPMENT)

These goals all focus on the benefit end-users will receive, either directly or facilitated by library staff. These goals are aspirational, evergreen, and work towards system-level progress. ICfL made real progress in achieving these goals by carrying out a wide-range of proven programs and innovating to respond to library and community needs. However, fully attaining these goals is ongoing and given the system-level issues related to these goals and recent major disruptions and shifts in how libraries are able to carry out their missions. ICfL could continue to invest funds in these goals over the next five-year period and still see a need for more progress.

For purposes of this evaluation, the evaluators will look at the accomplishments of ICfL in implementing their Plan at the goal level. The body of this report contains detail about whether goals have been achieved, partly achieved, or not achieved.

A. Retrospective Questions

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

The consultants asked ICfL staff to offer their personal assessments of ICfL’s performance in pursuing each of the intents/program strategies for each goal included in the ICfL’s Five-Year Plan 2017 - 2022. Respondents were asked if ICfL surpassed the goal, met the goal, was progressing towards the goal, made little or no progress toward the goal, or were not sure / had no knowledge of the goal. For each intent/program strategic, staff respondents felt that the goal was surpassed, met, or progressing. The evaluators agree that each goal has been partly achieved, except for Goal 4, which has been achieved.

Table 1: ICfL Self-Assessment and Evaluators’ Assessment of Progress on State-Level Goals		
Goal	ICfL Self-Assessment	Evaluators’ Assessment
Goal 1: Build the institutional capacity of Idaho libraries to better serve their communities.	Partly Achieved	Partly Achieved
Goal 2: Support the role of libraries in preparing Idahoans to be college and career ready.	Partly Achieved	Partly Achieved
Goal 3: Ensure equitable access to information and library services for Idahoans with disabilities, those in rural communities, English-language learners, those living in poverty and all other underserved communities.	Partly Achieved	Partly Achieved
Goal 4: Support the role of librarians in economic and employment development.	Partly Achieved	Achieved

GOAL 1: Build the institutional capacity of Idaho libraries to better serve their communities.

Projects carried out under Goal 1 focused on improving the library workforce, the libraries’ physical and technological infrastructure, and operations. Since institutional capacity building work is an ongoing process, we looked for not only evidence of work completed towards the goal, but comments in the library staff survey and focus groups that indicated increased ability to do work in the library, along with increased confidence when performing the work. Participants overwhelmingly reported having made changes in library procedures of services as a result of participating in Goal 1 activities. The evaluators believe that the goal has been PARTLY ACHIEVED.

GOAL 2: Support the role of libraries in preparing Idahoans to be college and career ready.

While most of the Goal 2 activities were adjusted due to the COVID-19 global pandemic, evaluators believe this goal has been PARTLY ACHIEVED. Given ICfL’s strong track record of programs to achieve this goal and adjustments previously made to program delivery methods, there was strong evidence

that early literacy and information access programs are strong and have started to rebound after a pandemic related dip.

GOAL 3: Ensure equitable access to information and library services for Idahoans with disabilities, those in rural communities, English-language learners, those living in poverty and all other underserved communities.

The major program for this goal, the Talking Book Service, also experienced an adjustment in usage during the COVID-19 pandemic, but in this case, the result was an increase in usage. Overall program data shows fewer patrons (likely due to the inability of TBS staff to engage in outreach to senior living facilities), but increased usage from engaged patrons (likely due to long periods of isolation caused by the pandemic and the need for additional recreational outlets). In addition, staff interviews indicated resilience and flexibility in program delivery that undoubtedly benefited patrons. Evaluators rate this goal PARTLY ACHIEVED.

GOAL 4: Support the role of librarians in economic and employment development.

While the smallest of the goals when considering program budgets, the Goal 4 activity had a significant impact on participating libraries. Evaluators believe this goal has been ACHIEVED. Libraries receiving grants to hire young adult interns experienced a benefit in increased capacity to offer programs and services, and the community served benefited as a direct result. In addition, interns reported gaining valuable skills to increase their future job prospects. Interviews with ICfL staff indicated that additional program plans for this goal made progress, but did not result in formal or measurable results.

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?

Appendix F displays the alignment between ICfL’s 2018 -2022 Goals and the Measuring Success focal areas. The evaluators believe that ICfL has done a great job in addressing the focal areas.

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities?

IMLS specifies a 10% threshold on expenditures for identifying substantial focus. The following subgroups met the threshold:

Library workforce (current and future)	Yes
Individuals living below the poverty line	No
Individuals that are unemployed/underemployed	No
Ethnic or minority populations	No
Immigrants/refugees	No
Individuals with disabilities	Yes
Individuals with limited functional literacy or information skills	No
Families	Yes
Children (aged 0-5)	Yes
School-aged youth (aged 6-17)	Yes

B. Process Questions

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?

ICfL uses SRP data to annually adjust and refine their approach to projects and activities undertaken to support the four goals included in the Five-Year Plan.

B-2. Specify any modifications you made to the Five-Year Plan. What was the reason for this change?

No formal changes or amendments were made to the Five-Year Plan.

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?

ICfL shares SPR and other evaluation data internally for planning and evaluation purposes.

C. Methodology Questions

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

ICfL disseminated a request for proposal to potential evaluators and a team led by Amanda E. Standerfer (DBA Fast Forward Libraries) was selected to conduct the independent evaluation. Fast Forward Libraries does not have a role in carrying out LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. Amanda Standerfer and her team (Sarah Forbes, Rachel Fuller, and Laura Huddleston) are experienced with in-depth evaluation and methodologies appropriate for library sector organizations. Team members have experience in quantitative and qualitative evaluation methods, strategic planning, and organizational development.

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.

The consultant team used multiple data-collection methods, including document review, surveys, interviews, and focus groups. These methods were selected because they were most likely to provide the quantitative and qualitative data needed to answer the research questions. Using multiple data sources allowed for data triangulation.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation. How did you engage them?

ICfL staff were engaged through a self-assessment survey, personal interviews, via telephone calls and virtual Zoom meetings, and through frequent email exchanges. Stakeholders were engaged through a web-based survey, interviews, and focus groups. ICfL staff was invited to review the draft report and

after changes were incorporated, ICfL staff and stakeholders were invited to a presentation of the final report.

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

ICfL will share findings with Commissioners and staff. This report will also be shared with the Idaho library sector through an announcement in the ICfL newsletter. The report will be publicly available on the state library agency's website as well as on the IMLS website.

EVALUATION REPORT

INTRODUCTION

This evaluation is based on a review of three years of data: FY 2018, 2019, and 2020. It reflects activities undertaken by ICfL using Library Services and Technology Act (LSTA) Grants to States funding. The global COVID-19 pandemic started about half-way through this evaluation period, resulting in ICfL shifting the way plan activities were carried out. While the full impact of the pandemic is impossible to quantify, program outputs and outcomes undoubtedly did not reach their full potential as ICfL and libraries around the state scrambled to adjust services to meet evolving safety concerns and community needs during periods of great uncertainty.

The ICfL LSTA Five-Year Plan has four goals that address four focal areas, each with one or more intents or program strategies:

Goal 1: Build the institutional capacity of Idaho libraries to better serve their communities. (Focal Area: INSTITUTIONAL CAPACITY)

- 1.1. Improve the library workforce.
- 1.2. Improve the library's physical and technological infrastructure.
- 1.3. Improve library operations.

Goal 2: Support the role of libraries in preparing Idahoans to be college and career ready. (Focal Area: LIFELONG LEARNING and INFORMATION ACCESS)

- 2.1. Improve users' formal education.
- 2.2. Improve users' general knowledge and skills.
- 2.3. Improve users' ability to discover information resources.
- 2.4. Improve users' ability to obtain and/or use information resources.

Goal 3: Ensure equitable access to information and library services for Idahoans with disabilities, those in rural communities, English-language learners, those living in poverty and all other underserved communities. (Focal Area: LIFELONG LEARNING)

- 3.1. Improve users' ability to obtain and/or use information resources.

Goal 4: Support the role of librarians in economic and employment development. (Focal Area: ECONOMIC AND EMPLOYMENT DEVELOPMENT)

- 4.1. Improve users' ability to use resources and apply information for employment support.
- 4.2. Improve user's ability to use and apply business resources.

A total of \$4,162,498 was granted to ICfL for three Federal Fiscal Years (2018, 2019, and 2020). This is an average of \$1,387,499 per year.

A total of 13 projects and nearly 40 separate categories of activities have been undertaken in support of the plan. The 13 projects are:

- School Library Development
- Youth Services / Read to Me Professional Development

- Youth Services / Read to Me Outreach
- Youth Services / Read to Me Family Engagement
- Summer Reading / Youth Services Summer Learning
- Continuing Education
- Library Capacity Building
- Teen Services
- Idaho Digital e-Book Alliance (IDEA)
- LiLI (Libraries Linking Idaho) Databases, Training, and Support
- Braille and Audio Reading Download (BARD)
- Idaho Talking Book Service
- Workforce Development Grants

Following is an independent assessment of degree to which ICfL has made progress in meeting its stated goals. It should be noted that the timing of the required evaluation dictates that the evaluators have only three years of activity under the Five-Year Plan to examine. The assessment covers actions carried out using the LSTA funds for fiscal years 2018, 2019, and 2020. Given the fact that only three of the five years covered by the Plan have elapsed, it should not be surprising that all goals may not have been met. Work toward the goals continued even as the assessment was taking place.

The evaluators will address each of the four (4) focal areas using the approach outlined by the Institute of Museum and Library Services (IMLS) in its **Guidelines for IMLS Grants to States Five-Year Evaluations OMB 3137-0090**. A summary of the activities undertaken in support of each goal will be presented followed by documentation designated to answer the three retrospective questions, three process questions, and four methodology questions presented by IMLS.

GOAL 1 EVALUATION

FOCAL AREA: Institutional Capacity (Goal 1): Build the institutional capacity of libraries to better serve their communities.

Five projects were undertaken in support of Goal 1 in the **Institutional Capacity focus area**. Below are the titles of the projects and the total amount of LSTA funding used to carry out these projects from FY18-FY20.

Projects and Expenditures			
	FY18	FY19	FY20
Teen Services	\$51,959.19	\$9,610.21	\$3,950.80
Library Capacity Building	\$88,847.57	\$87,836.08	\$92,644.69
Continuing Education	\$151,817.52	\$136,801.84	\$66,815.69
Read to Me/ Youth Services Professional Development	\$42,214.48	\$27,827.20	\$20,947.33

School Library Development	\$22,780.37	\$44,152.23	\$15,417.61
Total Spent Per FY	\$357, 619.13	\$306.227.56	\$199,776.12
Total Spent FY18-FY20	\$863,622.81		

Expenditure for Goal 1 accounts for 12.21% of the expenditures for FY18-FY20.

Thirty-five activities were undertaken in support of this goal. The activities are as follows:

- Teen Services
 - Make it at the Library - Video 101 Training
 - Make it at the Library - Maker Extravaganza Training
 - YALSA Webinars
 - Power Up Summit Support
 - Libraries in Idaho Talking Trends (LITT)
 - Teens Services Listserv
 - Discord toolkit
 - Author Talk toolkit
- Library Capacity Building
 - Broadband Consulting
 - Public Library Statistics
 - Emerging Trends Training Support
 - Library Technology Consulting
 - Library Content Filtering and Mobile Hotspot Reimbursement
- Continuing Education
 - Online Continuing Education
 - Futures Camp
 - Continuing Education Grants
 - Leadership Development
 - Trustee Connections
 - Public Library Director Summit and Meet and Greet
 - Special Projects Library Action Team
 - Datapalooza
 - Public Library Best Practices Program
- Youth Services/Read to Me Professional Development
 - Early Years Conference
 - Supporting Beginning Readers: A Workshop for Elementary School Library Staff
 - A Place for Space
 - Read to Me Spring Trainings
 - Read to Me Rendezvous
 - Reimagining School Readiness Training
 - Niche Academy Trainings
 - Read to Me Professional Development Library Juice Course
- School Library Development
 - Summer Summit 2019
 - Summer Summit 2020

- Summer Summit 2021
- School Library Consultation/Training Services
- Supporting Beginning Readers

Assessment of Progress Toward Goal 1:

PARTLY ACHIEVED

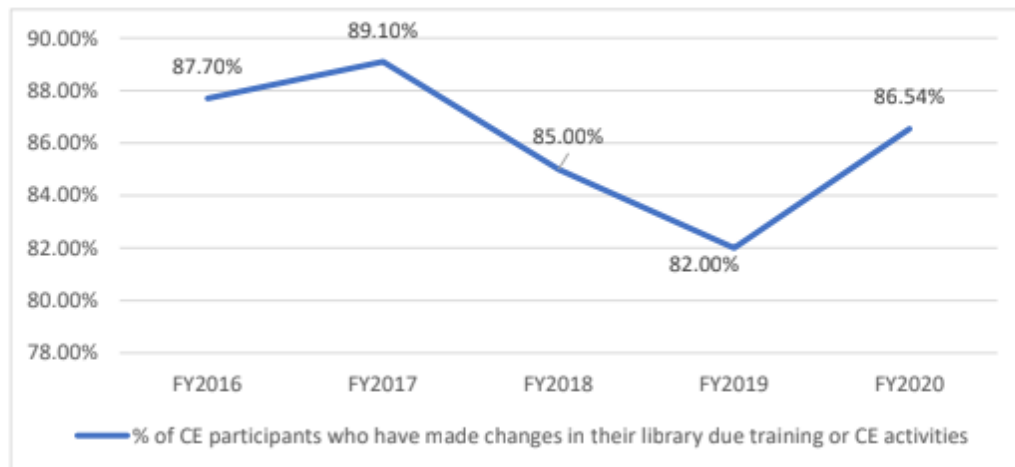
RETROSPECTIVE QUESTIONS

A-1. To what extent did the Five-Year Plan activities make progress toward Goal 1?

Due to the nature of capacity building, the work for Goal 1 will be ongoing; however, the projects and activities carried out under Goal 1 were wide-ranging and numerous. Projects carried out under Goal 1 focused on improving the library workforce, the libraries’ physical and technological infrastructure, and operations. Within these projects, activities such as professional development for library staff and broadband consulting were carried out. Due to the nature of Goal 1, the work will be (and still is) ongoing, and yet the impact made during this evaluation cycle has been significant. For these reasons, evaluators consider this goal PARTLY ACHIEVED.

As part of Goal 1 programs and activities, ICfL developed target outcomes for project areas, with survey results demonstrating they met or surpassed their goals in a majority of those areas. For instance, in ICfL’s 2020 Continuing Education Survey Report, respondents indicated ICfL surpassed their goal of “80% of participants will indicate they have made changes in library procedures or services as a result of participating.” This information is demonstrated in the following chart:

In FY2020, 86.54% respondents said they made changes as a result of our trainings or sponsored activities. Here’s how that looks over time:



Through focus groups and surveys (which were both given by evaluators and ICfL-given, with subsequent evaluator review), evaluators also received ample feedback to demonstrate that much of the training for library staff has been implemented, with a benefit to patrons. Feedback provided demonstrates the value of broadband consulting provided by ICfL as well. The quotes below, which

were obtained from surveys and focus group sessions, are a small selection and generally representative of comments received.

Comment	Submission Method
<i>“My department has made many changes based on the education I've gained from ICFL-sponsored continued education. We've updated the layout of our books, updated the way we market books for Latinx readers, updated the services we offer to children with disabilities, etc.”</i>	ICfL Continuing Education Survey
<i>“Professional development is especially helpful for elementary librarians who are often paraprofessionals with little to no formal training.”</i>	Evaluators' Focus Groups
<i>“The School Librarian Conference helped me understand what I could do to improve my school library and gave me connections with other school librarians that made me a better school librarian. The Read to Me Rendezvous made me more conscious of best practices and helped me improve programs and storytimes. The video trainings have helped me to be more aware of what is available so I can recommend it to people and use it to assist my own educational needs.”</i>	ICfL Continuing Education Survey
<i>“[The library] offer[s] kindergarten readiness programs regularly now.”</i>	Evaluator's Focus Groups
<i>“The grant writing class immediately enabled me to not be intimidated by applying for grants. I have always been a good writer, but this channeled my ideas and goals.”</i>	ICfL Continuing Education Survey
<i>“Professional development is helpful because the outside agency lends power and credibility to the librarian [when working] with colleagues, paraprofessionals, district administrators, etc.”</i>	Evaluators' Focus Groups
<i>“Patrons are able to apply for jobs and have telehealth appointments in ways they could not before thanks to the broadband consulting.”</i>	Evaluators' Focus Groups
<i>“[The library has d]ramatically increased the number of kits offered [and] expanded [the] size of kits.”</i>	Evaluators' Focus Groups

In summation, though the nature of capacity building does not lend itself to being fully achieved, the efforts to complete projects and activities in support of Goal 1 are laudable, and significant and meaningful progress has been demonstrated. For this reason, the evaluators consider this goal PARTLY ACHIEVED.

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

The **Institutional Capacity focal area** was substantially addressed through all Goal 1 activities. Activities such as Summer Summit (held yearly), Read to Me Spring Training, online continuing education opportunities, and continuing education grants all directly address this IMLS focal area. Please see Appendix F to view an activity-by-activity assessment.

Lifelong learning was also addressed in a variety of activities indirectly. Such activities included Make It At The Library (the Video 101 and the Maker Extravaganza training) and the Discord and Author toolkits. Though the training for these activities was provided to library workforce members, the nature of the training equipped library staff so that they could facilitate learning and/or train the “makers,” or end users, as appropriate in their communities. Thus, such activities indirectly addressed lifelong learning.

Information access was, likewise, addressed indirectly in a variety of activities. Activities that addressed information access included broadband consulting, library technology consulting, and library content filtering and mobile hotspot reimbursement. Though the services provided by ICfL staff were provided to libraries and library workforce members, often the services resulted in purchases that impacted end users’ ability to discover, obtain, and/or use information resources. Please see the seventh row of the previous chart for an example of ways end users have benefitted as a result of these services.

A-3. Did any of the ten IMLS-identified groups represent a substantial focus for the Five-Year Plan Activities?

Overall and in Goal 1, the following groups received substantial focus for the 2018-2022 plan:

- Library workforce (current and future)
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

The library workforce is the primary focus for Goal 1 activities. Families, children, and school-aged youth can be considered secondary focuses, as certain Goal 1 activities like the Supporting Beginning Readers workshop provided training on working with families, children, and supporting school-aged youth.

GOAL 2 EVALUATION

FOCAL AREAS: Lifelong Learning and Information Access (Goal 2): Build the institutional capacity of libraries to better serve their communities.

Supporting libraries to prepare Idahoans in the pursuit of college and career readiness is a broad goal with many corresponding projects and activities. Two main focal areas were addressed in Goal 2: Lifelong Learning and Information Access.

Projects included in addressing the Lifelong Learning focal area of this goal include programs that help libraries conduct outreach with and provide targeted services to families, children, and schools. Family engagement, early literacy learning, outreach to underserved populations, and summer reading support are some core facets of these programs.

Projects and Expenditures			
	FY18	FY19	FY20
Continuing Education	\$151,817.52	\$136,801.84	\$66,815.69
YS Family Engagement	\$30,206.02	\$55,868.70	\$67,816.20
YS Outreach	\$330,901.66	\$302,769.90	\$362,952.93
YS Summer Learning	\$75,697.66	\$11,905.63	\$13,355.85

Expenditure for Goal 2 (all projects) accounts for 53.19% of the expenditures for FY18-FY20.

a. Programs and activities to achieve this goal in the **Lifelong Learning focal area** are as follows:

Youth Services Summer Learning / Summer Reading

- Summer Outreach for Underserved Children -Bright Futures Outreach Opportunities - *combined with School Year Outreach program*
- Parent Outreach - Bright Futures Outreach Opportunities
- Bright Futures - Strengthening School Partnerships
- Summer Reading General Support
- Summer STEM

Youth Services / Read to Me Family Engagement

- Dia des Los Ninos / Dia de los Libros
- Idaho Family Reading Week
- Laundromat Literacy Pilot
- Welcoming Libraries Grant (formerly Día de los Libros)

Youth Services / Read to Me Outreach

- Fun with Math and Science
- Every Child Read to Read
- Kindergarten Readiness
- Idaho Child Care Reads
- Jump Start Kindergarten
- My First Books
- School Year Outreach for Underserved Children
- Outreach for Underserved Children

b. Projects included in addressing the **Information Access focal area** of this goal include core resource sharing services, database support and training, and e-book/e-audio collections. These programs include:

Statewide Resource Sharing

- Statewide Interlibrary Loan
- Statewide Resource Sharing

LiLI Databases Training, Support, and Promotion

IDEA - Idaho Digital Ebook Alliance

Projects and Expenditures			
	FY18	FY19	FY20
IDEA	N/A	N/A	\$102,253.15
LiLI Databases	\$50,857.55	\$55,532.80	\$51,788.57
LiLI Statewide Resource Sharing	\$46,688.22	\$178,834.60	\$96,644.06

Expenditure for Goal 2 (all projects) accounts for 53.19% of the expenditures for FY18-FY20.

Assessment of Progress Toward Goal 2:	PARTLY ACHIEVED
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RETROSPECTIVE QUESTIONS

A-1. To what extent did the Five-Year Plan activities make progress toward Goal 2: *Support the role of libraries in preparing Idahoans to be college and career ready?*

As a result of the 2020 COVID-19 pandemic, changes in program delivery and basic adjustments were made in almost every activity. In some cases, the pandemic simply accelerated changes that were already underway. For instance, Jumpstart Kindergarten was already moving away from Kindergarten registration only events due to more school registrations moving online. So while this program suffered a large dip in participation during 2020 due to COVID protocols, they were able to come back in 2021 with adjustments that can be carried forward for success in future years.

Family Read Week, held annually in November, also saw participation numbers dip significantly during 2020, serving 9,427 participants in 2020 compared to 14,536 the previous year. However, libraries worked in new and innovative ways to complete the program activities, and comments from libraries that participated were very positive:

Comments	Sources
<p><i>“The Family Reading Week resources provided by ICfL helped us offer free books to families during a dark time of school closures and confusing times for kids. By applying for the Family Reading Week resources, we were able to improve our library's services to the public by meeting new patrons and building relationships by offering meaningful activities to families.” – Lewiston City Library</i></p>	<p>LSTA Activity Report</p>
<p><i>“Through our activity evaluation, we heard the following encouraging feedback from our participating libraries: ‘This was my favorite Idaho Family Reading Week of all time! I know it looked a lot different from years past and there were many challenges. Yet, this was such a positive and exciting experience. This was my 7th IFRW; this one seemed to have the most impact and generated the most excitement. The deep appreciation from families for this [event] was overwhelming! - 150 bags were claimed within 48 hours...This helped show people how easy and fun curbside is. This activity brought people to the library who did not have library cards and others who had never used curbside or who were hesitant to try it. COVID cases were skyrocketing right around the time of IFRW. People needed something positive...I received so many pictures, videos, and Facebook comments. I cannot overstate how positive this experience was in a difficult time.’ – Coeur d’Alene Public Library”</i></p>	<p>LSTA Activity Report</p>

In fact, most programs were required to shift to virtual models of delivery, grab-and-go options, and other out-of-the-box solutions to carry forward services in 2020. Participation numbers were negatively affected, as they were across the country, but 2021 data already shows improvements. On the other hand, one ICfL program, Outreach to Underserved Children (OUC), thrived during the pandemic and saw record-high numbers of participation due to its unique focus and easily adaptable delivery model. Through this program, 68 libraries conducted outreach activities in 2020 and served 24,739 children, up from 18 libraries serving 4,505 in the previous year. Additionally, 143 library cards were issued in 2020, as compared to 65 the previous reporting period. Libraries worked with various community groups and schools to carry-out these programs which included providing storytimes, promoting library services and library card sign-ups, forgiving library fines, distributing reading logs, distributing books to take home and keep, conducting STEM activities, and engaging with parents about the five early literacy practices.

While 2021 participation in OUC (12,153 children served) was lower than the record-high 2020 numbers, participation still far exceeded 2019 and, thus, shows the potential for this program to remain vital as it reaches underserved children. ICfL reports that higher than average funds were utilized to restock materials for this program due to its overwhelming success.

My First Books is another program that thrived during the pandemic and maintained its participation numbers thanks in large part to the innovative and above-and-beyond work of Idaho librarians who partnered with various organizations and schools to deliver services beyond the (closed) doors of their libraries and into the virtual realm via recorded storytimes. 40 public libraries served 4400 high-need children through this program in 2020, compared to 39 libraries serving 4300 children in 2019. This program also reaches migrant children through a Head Start program which saw participation decrease during the 2020-2021 school year.

Comments from various programs show how important Outreach and Family Engagement programs were for patrons during a time of uncertainty and school closures:

Comments	Programs and Sources
<p><i>“We are trying every year to expand to our Hispanic population and this year I think we were able to have around 15 - 25% of our participants from Hispanic/Latinx families. We have families tell us that Storytime at the Park is their favorite and we do have local daycares visit us. Those summer daycares are mostly for the underserved population in our area so that is great for those kids too.”</i> - Burley Public Library</p>	<p>Outreach to Underserved Children; LSTA Activity Report</p>
<p><i>“Thank you for all you do! The books were a huge hit this year! And the school supplies in the bags made two of the moms at our Open House tear up. Amazing work. It's actually genuinely meeting the needs of families and students here in Kuna. Thank you.”</i> - Kuna Public Library</p>	<p>Jumpstart Kindergarten; LSTA Activity Report</p>
<p><i>“We have seen a large increase in traffic from the neighboring community. This is also an excellent program that helps us build our importance in the eyes of the community. City council and the schools all know how important the library is through this program. Not to mention the taxpayers see us in the community directly affecting early literacy through this program. This program allows the library to develop effective outreach opportunities and create and foster partnerships that allow us to expand library opportunities.”</i></p>	<p>My First Books; LSTA Activity Report</p>
<p><i>“This [grant work] has prompted further conversations about how our library will develop a dedicated translation strategy and budget going forward. This information is key as we work toward equity goals in our new strategic plan, develop a comprehensive 3-year marketing plan this summer, and redesign our website for further inclusivity and accessibility.”</i> - Meridian DL, Cherry Lane Branch</p>	<p>Welcoming Libraries Grant; Welcoming Libraries Grant Report</p>

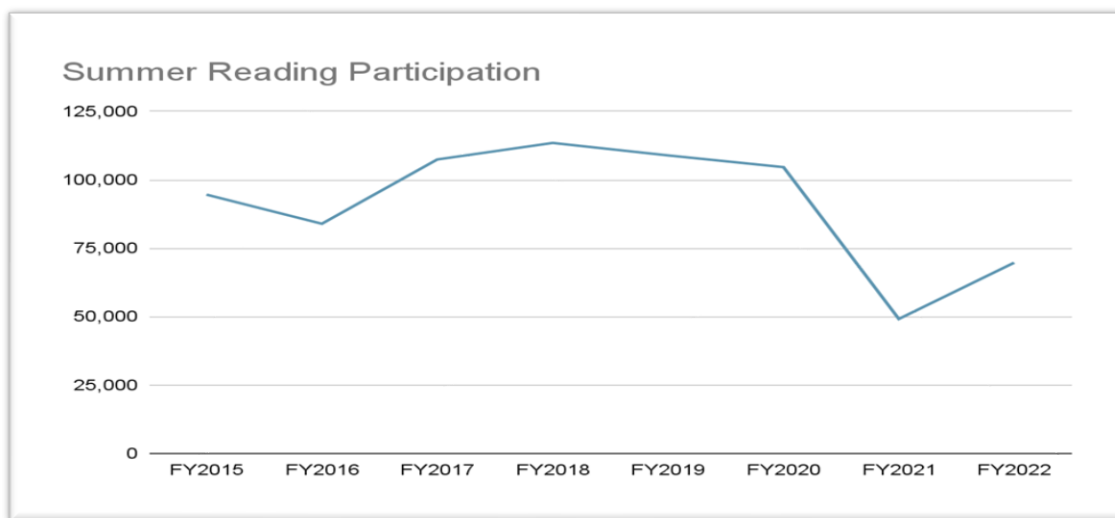
Summer Reading General Support

ICfL does not provide a statewide summer reading program, but instead offers a Collaborative Summer Library Program (CSLP) and provides CSLP program manuals and some promotional materials.

The FY2022 Idaho State Agency Performance Report shows FY2020 summer reading participation numbers nearly 10% higher than they were 6 years prior. With baseline data from FY2015 participation at 94,596 participants, we show that a drop in FY2016 is followed by ample recoveries in

FY2017 at 107,458 participants and FY2018 at 113,492. (As noted in the FY2018 agency performance report, the 2016 drop was due to the 2 largest libraries switching to online registration and experiencing growing pains from the transition.) From a high in FY2018, the participation decreases a bit in FY2019 and again in FY2020. The FY2020 (summer 2019) numbers were still 10,000 above 2015 numbers, however, at 104,640.

The pandemic, however, drastically affected overall Summer Reading participation. In FY2021, ICfL reported 49,164 participants, a significant decrease from the FY2020 participation. This decrease reflects a trend seen across the country, as public libraries were largely closed and operating through virtual programming and curb-side services during the summer of 2020 (FY2021). FY2022 participation increased 42% from FY2021 and Idaho libraries reported 69,725 Summer Reading participants. Continued increases in participation are anticipated over the next few years.



The Summer STEM mini-grant program continues to be popular and, most recently, provided 66 libraries (59 public and 7 school) with \$500 grants for STEM programming. Carried out in partnership with the Idaho STEAM Action Center, the program uses LSTA funding primarily for books. Programming is typically done in an outreach setting to reach underserved audiences. During the pandemic, the programs used take-home kits provided at meal distribution sites and library curbsides and also presented via virtual programs.

Comments show how enthusiastic libraries are about providing this program:

Comments	Sources
<i>"My favorite [Summer STEM] success moments are when children have really become excited about a topic and they want to dive even further into it."</i>	LSTA Activity Report
<i>"The summer STEM was a huge hit in our library. It changed the way we do our summer programming. The kids loved the hands on activities and experiments. We will be incorporating more of these events into our programming."</i>	Evaluator Survey

During this plan period, the ICfL restructured its summer reading program and decreased the budget. The Bright Futures Outreach Programs, which included Strengthening School Partnerships, Parent/Caregiver Outreach, and Summer Outreach to Underserved Children was eliminated. The Summer Outreach to Underserved Children program was combined with the School Year Underserved Program.

Statewide Interlibrary Loan, through libraries participating in ShareIdaho (formerly LiLi Unlimited), is not expected to grow. As noted in the FY 2022 State Performance Report, a recent needs assessment for this program indicated that regional consortia resource sharing transactions have increased. As a result, this program has been revamped and an increase in usage is not anticipated.

Statewide Resource Sharing includes access to WorldCat.org through lili.org and helps to mitigate cost for access to OCLC through which Idaho libraries perform their cataloging, metadata, and interlibrary loan (ILL) functions. These services remain core functions of ICfL services.

88% of ICfL member survey respondents report that they participate in LiLi databases. In a program largely directed at the library workforce, LiLi Databases Training, Support, and Promotion continued mostly in a virtual format through the pandemic, with 9 training sessions offered (compared to 12 the previous year). Vendor-led webinars, archived webinars, and promotional items, including website aids (embedded buttons, logos, etc.) continue to be available to libraries.

Two key desired outcomes for Goal 2 under the Information Access focal area were: *Increase in use of LiLi databases and Increase in use of online books and Open eBooks*. The following data indicates that database and digital book usage are increasing:

1. LiLi Database usage, as measured by full-text views, increased year over year throughout the plan period:

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
LiLi Databases Full Text Views	2,473,942	2,459,588	4,966,184	4,374,014	8,417,236

2. Idaho Digital Ebook Alliance (IDEA) is a new collection of e-books and e-audio titles, primarily targeted at K-12 readers but also available to public libraries. In 2021, ICfL reported 2,372 titles available to 280,000 Idahoans through 108 public libraries and 58 school districts with nearly 20,000 circulations.

Additionally, 74% of respondents on the evaluator’s member survey indicated that their library staff have the skills needed to educate patrons to utilize both LiLi databases and IDEA.

Survey comments about LiLi databases and IDEA show that while some libraries are very enthusiastic, there are still some barriers to access and usage:

Comments
<i>“We LOVE IDEA! My hope is that more public libraries partner up and share their digital collections! If we all play in the sandbox together on this....the collection we are able to offer to our patrons is</i>

HUGE! It is so fun to be able to answer a patron "we don't have it in our collection....but let me show you another way you might be able to get it!"

"Intermediate students love using IDEA to access digital books through Sora, especially with the limitations of Covid."

"We were not successful in getting students access to IDEA -- will try again this year."

"I would say some staff have knowledge on these but not universal. LiLI is probably underused."

"Would love more training for Lill databases. I don't think my students are using it to its full potential. I'd love to see lesson plans on how teachers are teaching the use of Lill in secondary schools."

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 **Lifelong Learning and Information Access focal areas** were substantially addressed through all Goal 2 activities. The Institutional Capacity focal area was addressed indirectly by many Goal 2 programs by increasing library workforce knowledge and capacity in a variety of ways as well as increasing libraries' abilities to provide expanded technology-based services. In fact, virtual delivery of many Goal 2 programs during the plan period was due to significant learning and growth by the library workforce. See Appendix F for more details.

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

Nearly all Goal 2 Lifelong Learning focal area programs are designed to serve children of all ages and families with children. Many of the programs in this Goal are specifically designed to target minorities, immigrants, and other underserved populations such as those living below the poverty line. Specific programs that have a focus on minority, migrant, and low-income populations include, but are not limited to:

- Welcoming Libraries Grant
- Outreach to Underserved Children
- My First Books
- Laundromat Literacy
- Summer STEM

Equity and Diversity outreach is being most purposefully and successfully addressed by the Welcoming Libraries Grant program (formerly Día de los Libros), the Outreach to Underserved Children program, and My First Books. While the Día de los Libros program previously focused on Hispanic language and culture awareness and served as outreach to Hispanic families, the Welcoming Libraries Grants program goes a step further to include outreach to and awareness of various populations of diversity including those with disabilities. This is an example of an expanded focus on helping libraries to serve diverse populations. My First Books serves primarily "underserved"

children, including low-income children, those residing in “book deserts,” English language learners and migrant children, children of teen parents, children residing on tribal lands, and children with developmental delays.

While these programs reach important populations in Idaho, the budgets do not meet the 10% spending threshold needed to by a “substantial focus.”

Survey comments from libraries show the extended impact these programs are having on underserved populations:

Comments
<i>“Many of the above listed programs, especially the outreach for underserved children, have enabled us to get books to children who don't normally visit the library, or who have limited access to quality literature. The biggest population that we have been able to serve through this program is the Shoshone-Bannock Summer Recreation Program, as well as the Early Learning Center on the tribal reservation.”</i>
<i>“Participation in My First Books has led to an ongoing partnership with a local Head Start program and daycare. Beyond the requirements for My First Books, I have provided in person tours of the library to Head Start families and helped the teachers in the program incorporate different early literacy activities into their classrooms. My library also partnered with Head Start in a grant application to a local funder to create STEM programming for pre-school children. The application was a success and the library created take-home STEM kits for the Head Start children as well as regular customers.”</i>
<i>“The Welcoming Libraries Grant allowed us to add more welcoming signage and bilingual books to our library.”</i>

GOAL 3 EVALUATION

The TBS Collection provides more than 200,000 book and magazine titles that include both recreational and educational materials to more than 3,000 Idaho residents of all ages with visual impairments who are unable to read standard print due to a visual impairment or physical disability. Activities associated with this service include collection maintenance, use of two recording studios, reader's advisory to register new users and help all users find the information they need, and widespread promotion to ensure libraries and those eligible for the service are aware of its existence. In FY20, TBS started a book discussion group with users which they hope to expand going forward.¹

¹ The ICfL TBS program experienced turnover during the evaluation period and spent time analyzing how data was previously collected and reported. Staff members have implemented changes in these processes and procedures. Data presented in this section reflects the data gathering and reporting methods used prior to new staff taking over these elements of the program. Therefore, when completing this evaluation in the future, longitudinal evaluation may not be possible given the shift in collection and reporting processes and procedures.

Projects and Expenditures			
	FY18	FY19	FY20
Talking Book Service	\$425,876.73	\$436,836.55	\$527,348.99

Expenditure for Goal 3 accounts for 33.39% of the expenditures for FY18-FY20.

Projects undertaken in support of Goal 3 include programs under the umbrella of the Idaho Talking Book Service (TBS) and address the **Lifelong Learning focal area**. Programs and activities associated with TBS include:

- General Talking Book Services and TBS Circulation
- Talking Book Service Recording Studio
- Talking Book Service Collection Maintenance
- Talking Book Service Public Information
- Talking Book Service Reader's Advisory
- BARD (Braille and Audio Reading Download)

Assessment of Progress Toward Goal 3:	PARTLY ACHIEVED
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Retrospective Questions

A-1. To what extent did the Five-Year Plan activities make progress toward Goal 3: *Ensuring equitable access to information and library services for Idahoans with disabilities, those in rural communities, English-language learners, people living in poverty, and other unserved communities.*

A desired outcome for Goal 3 was to see an increase in TBS patron registration. Overall patron registrations went up prior to the pandemic, and then suffered during FY19 and FY20, coming back down below the baseline data presented for FY17 (577 patrons registered). This performance measure was first included in the state agency performance report for FY18.

TBS New Registrations:

Baseline/FY17	FY18	FY19	FY20
577	714	655	541

Total TBS patrons was also down during the evaluation period, likely also due to the pandemic.

TBS Patrons:

	FY2018	FY2019	FY2020
TBS Patrons	3,543	3,345	3,101

However, total TBS circulation is up, and the service received high marks from users who relied even more heavily on this service during the pandemic.

Talking Book Service Circulation:

	FY2018	FY2019	FY2020
Total TBS Circulation	188,997	191,442	236,810

TBS Recording Studio

The pandemic affected the production rate of ICfL’s two TBS recording studios which focus on recording items that are not available through the National Library Service (NLS). Titles selected for recording focus on information about Idaho and the Pacific Northwest and supplement the NLS collection. The FY20 studio production time was 770 hours and 2154 of these Idaho books were downloaded by patrons. In total 83 new items were digitized and made available to the public. This is up from 23 new items in FY19 when the pandemic made it more difficult to safely accommodate the volunteers that typically provide recording services for this activity.

Talking Book Service Collection Maintenance

TBS reviews and updates subject headings for materials because the presence of strong language, violence, or sexual content is not indicated in the commercial audio books added to the National Library Service (NLS) collection. TBS is also working to switch from physical to digital items; this process had just started when the pandemic hit and Idaho TBS worked to get all patrons switched to a digital service (Scribe) - among the first in the nation to do so. Idaho services were requested by other states, as a result, while they were unable to send out physical items during COVID-19 lockdowns.

TBS Titles Reviewed/Updated and Made Discoverable by Collection Maintenance Activities:

FY18	FY19	FY20
10,838	13,591	8,169

Talking Book Service Public Information

Working to increase awareness of TBS services, Public Information activities include tv/radio ads and digital and print format information, as well as social media outreach. These advertising and outreach efforts are geared to libraries, caregivers, and other partners and service providers for the intended population. A calendar, newsletter, and TBS Ambassador program also help reach care partners and

facilities that serve the target population. Digital advertising methods and reporting varied during the evaluation period, so no one measure shows the impact of these efforts consistently.

Taking Book Service Reader's Advisory

In addition to registering new users, TBS Reader’s Advisory services provide consultations with users via phone, email, and in-person. Reader’s Advisory staff recommend titles, authors, and specific genres as well as answer general questions about the service and utilization help.

The number of consultations shows a consistent pattern in FY18 and FY19, with a COVID-related drop in FY20 (due to fewer walk-ins):

FY18	FY19	FY20
9,120	9,161	7,308

Overall, a majority of library respondents to the Evaluator Survey (56%) stated that they are participating in TBS. Of those, 58% agree or strongly agree that TBS helped improve users’ ability to use or obtain information resources. 51% of respondents agree or strongly agree that their library staff have the skills needed to inform users about TBS, and just 48% feel that their staff has the knowledge necessary to register users for TBS. Finally, 33% of respondents noted that their libraries do not participate in TBS.

The TBS 2021 Survey revealed a high rate of satisfaction from patrons. The percentage of survey respondents rating the service as Excellent remained steady from 2019 (73%) to 2021 (72%).

Comments from both the Evaluator Survey and TBS 2021 Survey highlight some access barriers for both libraries and patrons (awareness and technology resistance) as well as the importance of the overall TBS service for users during the pandemic; comments also show how BARD is less well-known:

Comments	Source
<i>We have shared information regarding these programs with patrons who have loved ones experiencing sight loss, but I do not believe we have convinced anyone to try it. Patron resistance to technology seems to be the largest barrier.</i>	<i>Evaluator Survey</i>
<i>I have recently signed up several elderly community members for the Idaho Talking Book Service. They are so thankful that service exists.</i>	<i>Evaluator Survey</i>
<i>Another great service! I've made patrons cry with happiness when they hear about TBS. I'm not as familiar with BARD, so more information about that should be given out.</i>	<i>Evaluator Survey</i>
<i>It has been a long time since we were able to assist someone with Talking Book Service. We were not aware of the BARD service.</i>	<i>Evaluator Survey</i>

<i>I feel comfortable with reaching out to the ICFL for these services when the time and situation may arise.</i>	<i>Evaluator Survey</i>
<i>Through the pandemic, you have saved my life and sanity. Thank you.</i>	<i>TBS 2021 User Survey</i>
<i>My needs are met! Deeply appreciate the service. I like talking to the librarians—nice persons!</i>	<i>TBS 2021 User Survey</i>
<i>BARD is too confusing. I'm not a robot, I'm 67 years old.</i>	<i>TBS 2021 User Survey</i>

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?

Lifelong Learning and Information Access focal areas are both directly and indirectly addressed by Goal 3 activities. TBS provides a unique service to visually impaired individuals and, by its nature, significantly aids in lifelong learning and information access. Specifically, TBS Reader’s Advisory services directly meet these focal areas by not only in registering new patrons but also through help in discovering new titles, authors, and genres as well as answering questions about how to use the system. Collection Maintenance and Recording Studio activities work to provide a wide variety of easily discoverable materials and, therefore, directly address the lifelong learning and information access focal areas. Public Information’s targeted advertising indirectly meets the information access focal area by increasing the public’s awareness of TBS.

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

Nearly all activities undertaken in service of Goal 3 and TBS work to directly aid Idaho citizens living with a disability (visual impairment). Some Public Information activities (print and digital ads, for instance) are targeted to libraries, caregivers, and those working to help TBS users in their daily lives. In this way, some Public Information activities are only indirectly aiding those with a disability. When considering the total LSTA budget from 2018-2022, Goal 3 spending was 33.39%, making the focus audience of Idaho citizens living with a disability a substantial focus.

GOAL 4 EVALUATION

Focal Area: Economic and Employment Development (Goal 4): Support the role of librarians in economic and employment development.

One project was undertaken in support of Goal 4 in support of the Economic and Employment Development focal area. The project and the total amount of LSTA funding used to carry out this project from FY18-FY20 is listed below.

Project and Expenditures			
	FY18	FY19	FY20
Workforce Development	\$8,971.14	\$4,898.88	\$9,906.70

Expenditure for Goal 4 accounts for 0.57% of the expenditures for FY18-FY20.

Three activities were undertaken in support of this goal. They are as follows:

- Workforce Development
 - 2019 Summer Intern Grant Program
 - 2020 Summer Intern Grant Program
 - 2021 Summer Intern Grant Program

Assessment of Progress Toward Goal 4:	ACHIEVED
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Retrospective Questions

A-1. To what extent did the Five-Year Plan activities make progress toward Goal 4?

The activities carried out under Goal 4 were impactful and successful for both the libraries who received the grant funds and the young adults who were hired by the libraries as a result of the available funding. Between the three fiscal years, 25 grants were awarded to 13 libraries. The number of libraries awarded and interns hosted per fiscal year is shown in the table below.

Libraries Awarded and Interns Hosted			
	FY18	FY19	FY20
Number of Interns	9	9	8
Number of Libraries	9	8	8

In nearly all cases, each library employed one intern; the one exception to this practice occurred during FY19, when one library hosted two interns and split the grant funds accordingly. To date, in all cases except one, the internship was successfully completed by each young adult who was hired for the program.

Each of the libraries was requested to submit reports to ICfL both during the internship program and upon completion. The feedback submitted via the reports from the libraries, which commonly included direct feedback from the interns as well, was overwhelmingly positive. In many cases, feedback indicated that the experience was highly beneficial for the personal and professional growth of interns; in other cases, feedback demonstrated that the experience was also important in the professional

development of library staff. Please see the table below for a small selection of feedback that is generally representative of the comments reported to ICfL.

Comment	Feedback Provided By	Fiscal Year Received
<p><i>“Through her project of building STEM Discovery Kits, Beth was able to practice several “job-related skills” that she would not have been exposed to working in a more traditional summer job (i.e. food service, childcare, etc). These include working within a budget, researching products and pricing, researching product quality and age appropriateness, engaging with Microsoft office software including Word and Excel, keeping track of inventory, designing and assembling written instructions to go with the kits, inputting the kits and their parts into our circulation database, and creating a display for the kits...One area where we as staff could have helped Beth more was in helping her learn how to balance the quality of her work with....her time. This is not a criticism, but more of an observation of where the library staff could have been better engaged as mentors.”</i></p>	<p>Cascade Public Library staff</p>	<p>FY18</p>
<p><i>“Sophia was very excited to work with Caitlyn on marketing, especially with press releases. She had not had prior experience with press releases but after being shown some examples, she was able to create great pieces. And, her confidence in her abilities increased. So much so that we had to discuss with her that materials should be approved before being sent out for distribution. Whoops! ...Deidre also stated that as a mentor, working directly with an intern was an invaluable professional development opportunity.”</i></p>	<p>Hailey Public Library staff</p>	<p>FY18</p>
<p><i>“Skills such as proper grammar, spelling, and punctuation have greatly improved. I have even become familiar with some new technologies to the point of using them in my personal life. Cataloging and organizing have become almost second nature. I am more able to interact with the public in a more formal setting...[and]...I am noticeably better able to conduct myself accordingly and professionally. I am proud of my abilities to gain and keep a child's attention, to facilitate play based learning, and to engage in helping children learn through experience, example, and on the fly. Although there is still much to be improved upon, my time management, coordinating, and scheduling skills are pleasantly better.”</i></p>	<p>Lemhi County District Library, Salmon Branch intern</p>	<p>FY18</p>
<p><i>“Connor is grateful for the experience of working at the library. He might pursue a career as a Youth Director for a library.”</i></p>	<p>Burley Public Library staff</p>	<p>FY19</p>
<p><i>“The intern has been hired on as a part-time employee at the library and plans to continue working...through high school.”</i></p>	<p>Homedale Public Library staff</p>	<p>FY19</p>

<p><i>“At first, I didn’t know what all a library did, I knew that libraries checked out books and had programs but that was the extent of my knowledge. Now, I’ve learned that libraries provide to their communities and are a foundation of learning. They provide programs to parents, children, and the elderly, they provide internet access and computers and give knowledge to all those who seek it. Libraries are extremely important and should be treated with the utmost respect.”</i></p>	<p>Middleton Public Library intern</p>	<p>FY19</p>
<p><i>“As I began working in the library, I’ve realized how much hard work is put into running a library. Each staff member is very knowledgeable when it come to understand [sic] and explaining resources, how to do a specific task, etc. Moreover, I’ve learned that library work heavily entails teamwork. I’ve seen this when multiple staff members help each other to organize and put away books. I’ve also seen this when staff members personally come to check up on me and answer any questions I have. Overall, I feel this internship has introduced me to all of the inner-workings that come with library work that I was once previously unaware of.”</i></p>	<p>Mountain Home Public Library intern</p>	<p>FY20</p>

In addition to the positive feedback received from participating libraries and interns, the sustained participation of libraries across fiscal years speaks to the success of the program. On average, from one year to the next 69.75 % of libraries who had participated the year prior reapplied the following fiscal year; and, in total, 4 libraries applied and were awarded funds all three years. Please see the table below for additional information about the libraries that applied each year.

<p align="center">Summer Intern Grant Program</p>			
<p>Libraries</p>	<p>FY18</p>	<p>FY19</p>	<p>FY20</p>
<p>Burley Public Library</p>	<p align="center">x</p>	<p align="center">x</p>	
<p>Caldwell Public Library</p>	<p align="center">x</p>		
<p>Cascade Public Library</p>	<p align="center">x</p>	<p align="center">x</p>	<p align="center">x</p>
<p>Challis Public Library</p>	<p align="center">x</p>	<p align="center">x</p>	<p align="center">x</p>
<p>Donnelly Library District</p>	<p align="center">x</p>	<p align="center">x</p>	<p align="center">x</p>
<p>Emmett Public Library</p>		<p align="center">x</p>	<p align="center">x</p>
<p>Hailey Public Library</p>	<p align="center">x</p>	<p align="center">x</p>	
<p>Homedale Public Library</p>	<p align="center">x</p>	<p align="center">x</p>	
<p>Lemhi County District Library, Salmon Branch</p>	<p align="center">x</p>		
<p>McCall Public Library</p>			<p align="center">x</p>

Middleton Public Library	x	x	x
Mountain Home Public Library			x
Valley of the Tetons District Library			x
Reapplication Percentage from FY18 to FY19	77.8%		
Reapplication Percentage from FY19 to FY20	62.5%		
Average Reapplication Percentage (FY18-FY20)	70.2%		

Another indicator of success is the number of interns who indicated they would consider future employment in libraries. In total, of the 18 interns who participated in FY18 and FY19 (FY20 data was not yet available), 13 indicated or were reported by library staff as having indicated they would be interested in future employment in libraries. Of the remaining 5 interns, none indicated they were uninterested; rather, they were still learning about working and were still considering the many options for employment and career paths.

In summation, the yearly activities carried out under Goal 4 support the role of libraries and librarians in economic and employment development by providing opportunities for local community members to become employed at their libraries and to consider employment in libraries broadly. For this reason, the evaluators consider this goal ACHIEVED.

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

The **Economic and Employment Development focal area** was substantially addressed through Goal 4 activities. The yearly Summer Intern Grant program employed local community members at 8 or 9 libraries throughout the State of Idaho.

At the same time the program employed local community members, the Summer Intern Grant Program also addressed institutional capacity building, as libraries reported that their workers supervised interns and increased their professional skills in doing so. In other instances, libraries reported that their intern(s) worked on projects and developed services that would otherwise not have been offered by the libraries. For instance, one library reported that their intern conceptualized, researched, and developed a collection of STEM kits that were then made available for circulation. Another library reported that their intern made the library’s summer reading program possible. And, two more libraries indicated expanded and enhanced partnerships with local organizations: one library cited a stronger relationship with the local school district; the other reported receiving grant letters of support from their community’s early childhood education providers thanks to the relationships strengthened through the Summer Intern Grant Program.

In addition to economic and employment development and institutional capacity building, the Summer Intern Grant Program also addressed lifelong learning. For many of the interns, the experience was their

first job. As such, the libraries hosting the interns improved the interns' general knowledge and skills, often helping to improve skills such as critical thinking, interpersonal communication, and customer/patron service; the general knowledge and skills developed by the interns are most certainly transferable to future employment and careers, library-related or otherwise. Please see rows one through three of the comments chart for examples of such learned skills.

Please see Appendix F to view the complete assessment.

A-3. Did the groups listed below represent a substantial focus for the Five-Year Plan Activities?

Overall and in Goal 4, the following groups received focus for the 2018-2022 plan:

- Library workforce (current and future)
- School-aged youth (aged 6-17)

The library workforce (current and future) is the primary focus for Goal 4 activities. Because of the age of some of the successful candidates, several of the interns also fell under the category of school-aged youth (aged 6-17). However, the budget for this Goal did not meet the 10% threshold to be a substantial focus for the audiences addressed.

Appendix A: Evaluation Methodology

Briefly describe the evaluation methodology, referencing the four methodology questions below.

The consultant team employed a variety of methods to assess the progress that Idaho has made in pursuing its LSTA Grants to States 2017 – 2022 goals. The evaluation began with a call between the evaluators and key ICfL staff to discuss the evaluation process and to establish a timeline for various evaluation tasks. A folder of key documents was shared by ICfL staff with the evaluator team.

To answer the key evaluation questions throughout the evaluation process, the consultant team used a multifaceted research protocol, including examination of existing documents, interviews with key ICfL personnel and Board members, and focus groups with library representatives from around the state. The evaluators also conducted two online surveys: 1) A pre-evaluation assessment with ICfL staff, and 2) A broad survey targeting the Idaho library community. The individual tools are described below.

The strengths of the evaluation methodology derive from:

- Objective, external evaluators not associated with the state in any capacity.
- Varied approaches and tools, allowing analysis and comparison of program data collected by staff and quantitative survey results with comments from library staff.
- Credible data, including outputs and some outcomes, thanks to efforts by ICfL to identify desired outcomes and design and implement ongoing data collection methods.

Methodological weaknesses are associated with several factors:

- Ex post facto evaluation design, which only allowed for review of program data after the fact, resulting in inconsistent data in some areas and sometimes unrecoverable gaps in information.
- Difficulty in identifying trends, with only three full years of data available at the time of this evaluation.
- The online survey dissemination method did not allow collection of responses from a random sample of library staff in the state (it was a self-selected sample). Consequently, results are biased toward individuals most interested in LSTA.

Review of existing documents

The evaluators conducted an extensive review of background documents, including the *Evaluation of the Idaho Commission for Libraries 2013 – 2017 LSTA Five Year Plan* and the Idaho 2018 – 2022 Five-Year Plan entitled the *Idaho State Plan, 2017-2022*.

State Program Reports (SPRs) submitted to IMLS by Idaho Commission for Libraries for Federal Fiscal Years (FFY) 2018, 2019, and 2020 were also used extensively. Appendix L contains a comprehensive list of all sources reviewed.

Interviews with Key ICfL personnel and Board members

Consultant Amanda Standerfer interviewed 13 ICfL staff and Board members. A list of individuals interviewed is provided as an appendix (Appendix G).

Internal input on key questions from ICfL personnel

The consultant team created a Survey Monkey survey to solicit comments from ICfL staff regarding the SLAA's performance in implementing their plan. The survey asked that staff provide a self-assessment

of the agency's performance in pursuing each of the goals in their plan. 22 staff members completed the survey. Respondents were also asked to indicate why they believed that assessment was accurate. A summary of the survey is included in Appendix I.

Library sector survey

The consultant team created a Survey Monkey survey to ask staff members working in Idaho libraries about their experiences with LSTA programs. 120 individuals responded to the survey. The survey was broadly distributed in ICfL newsletters, emails, and social media.

Survey results are provided in Appendix K.

Focus Groups

Four general focus group discussions were held. Due to the COVID-19 pandemic, focus groups were held using Zoom.

- Thursday, October 14, 2021, 10:00 – 11:30 a.m. (MT)
 - 2 participants
- Friday, October 15, 2021, 9:00 – 10:30 a.m. (MT)
 - 2 participants
- Monday, October 18, 2021, noon – 1:30 p.m. (MT)
 - 1 participant
- Friday, October 22, 2021, noon-1:30 p.m. (MT)
 - 1 participant
- Monday, October 25, 2021, 2:00 – 3:30 p.m. (MT)
 - 2 participants

A summary of the focus groups is included as Appendix M.

Qualitative methods

Evaluators used three methods for gathering qualitative data – individual interviews, focus groups, open-ended questions in survey instruments. This helped the evaluators gain a more in-depth understanding of the context and descriptions from stakeholders about successes and challenges related to the projects undertaken.

Qualitative methods excel at providing detailed descriptions of how individuals use a product or service and add information that helps evaluators understand the quantitative data included in usage statistics, surveys, etc. Because these qualitative methods involve individuals, they are susceptible to bias in selection of participants, as well as in interpretation. In order to minimize bias in analysis, the consultants carefully designed open-ended questions that would not lead participants in interviews, focus groups, and surveys and used standard content analysis techniques to guide analysis.

Development of evaluation report

- The consultant team analyzed notes from focus groups and personal interviews using content analysis techniques.
- Team members Amanda Standerfer and Sarah Forbes collated and analyzed results from the internal and library sector survey.

- Team members Standerfer, Rachel Fuller, and Lauren Huddleston reviewed other documents (both print and web-based) and State Program Reports. The team synthesized the data and information collected and created a draft report in the format provided by IMLS in the “Guidelines for Five-Year Evaluation Report” document.
- Standerfer revised and added content to the draft report and shared it with ICfL staff to make sure it would fully meet the expectations of ICfL and comply with IMLS requirements. After incorporating feedback, they provided the resulting document to ICfL in digital format.
- The report was presented to the ICfL Commissioners for comment and also presented to the ICfL Library Development staff. Feedback was incorporated.
- Finally, the evaluators submitted the evaluation report in a format suitable for IMLS.

Appendix B: List of Acronyms

BARD	Braille and Audio Reading Download
CE	Continuing Education
CSLP	Collaborative Summer Library Program
ICfL	Idaho Commission for Libraries
IDEA	Idaho Digital e-Book Alliance
ILA	Idaho Library Association
ILL	Interlibrary Loan
IMLS	Institute of Museum and Library Services
LILAC	Library Leadership Advisory Committee
LiLI	Libraries Linking Idaho
LSTA	Library Services and Technology Act
OUC	Outreach to Underserved Children
RTM	Read to Me
SLAA	State Library Administrative Agency
SPLAT	Special Projects Library Action Team
SR	Summer Reading
TBS	Talking Book Service

Appendix C: LST FFY 2018 – 2020 Expenditures (Broad View)

Project Title	State Goal	FFY 2018 Expenditures	Percentage of FFY 2018 Expenditures	FFY 2019 Expenditures	Percentage of FFY 2019 Expenditures	FFY 2020 Expenditures	Percentage of FFY 2020 Expenditures	FFY 2018 - FFY 2020 TOTAL Expenditures	Percentage of FFY 2018 - FFY 2020 TOTAL Expenditures
Admin	x	\$4,860.89	0.37%	\$2,241.38	0.17%	\$19,319.53	1.31%	\$26,421.80	0.63%
Continuing Education	2	\$151,817.52	11.40%	\$136,801.84	10.10%	\$66,815.69	4.53%	\$355,435.05	8.54%
IDEA	2	\$0.00	0.00%	\$0.00	0.00%	\$102,253.15	6.93%	\$102,253.15	2.46%
Library Capacity Building	1	\$88,847.57	6.67%	\$87,836.08	6.48%	\$92,644.69	6.28%	\$269,328.34	6.47%
LiLI Databases	2	\$50,857.55	3.82%	\$55,532.80	4.10%	\$51,788.57	3.51%	\$158,178.92	3.80%
LiLI Statewide Resource Sharing	2	\$46,688.22	3.51%	\$178,834.60	13.20%	\$96,644.06	6.55%	\$322,166.88	7.74%
School Library Development	1	\$22,780.37	1.71%	\$44,152.23	3.26%	\$15,417.61	1.04%	\$82,350.21	1.98%
Talking Book Service	3	\$425,876.73	31.98%	\$436,836.55	32.24%	\$527,348.99	35.74%	\$1,390,062.27	33.39%
Teens	1	\$51,959.19	3.90%	\$9,610.21	0.71%	\$3,950.80	0.27%	\$65,520.20	1.57%
Workforce Development	4	\$8,971.14	0.67%	\$4,898.88	0.36%	\$9,906.70	0.67%	\$23,776.72	0.57%
YS Family Engagement	2	\$30,206.02	2.27%	\$55,868.70	4.12%	\$75,996.50	5.15%	\$162,071.22	3.89%
YS Outreach	2	\$330,901.66	24.85%	\$302,769.90	22.34%	\$379,313.53	25.70%	\$1,012,985.09	24.34%
YS Prof. Development	1	\$42,214.48	3.17%	\$27,827.20	2.05%	\$20,947.33	1.42%	\$90,989.01	2.19%
YS Summer Learning	2	\$75,697.66	5.68%	\$11,905.63	0.88%	\$13,355.85	0.91%	\$100,959.14	2.43%
Expenditures:		\$1,331,679.00		\$1,355,116.00		\$1,475,703.00		\$4,162,498.00	
LSTA Allotment:		\$ 1,331,679.00		\$ 1,355,116.00		\$ 1,475,703.00		\$ 4,162,498.00	

Appendix D: LSTA FFY 2018 – 2020 Expenditures (Detail)

GOAL 1 Expenditures									
Project Title	State Goal	FFY 2018 Expenditures	Percentage of FFY 2018 Expenditures	FFY 2019 Expenditures	Percentage of FFY 2019 Expenditures	FFY 2020 Expenditures	Percentage of FFY 2020 Expenditures	FFY 2018 - FFY 2020 TOTAL Expenditures	Percentage of FFY 2018 - FFY 2020 TOTAL Expenditures
Library Capacity Building	1	\$88,847.57	43.17%	\$87,836.08	51.84%	\$92,644.69	69.68%	\$269,328.34	53.00%
School Library Development	1	\$22,780.37	11.07%	\$44,152.23	26.06%	\$15,417.61	11.60%	\$82,350.21	16.20%
Teens	1	\$51,959.19	25.25%	\$9,610.21	5.67%	\$3,950.80	2.97%	\$65,520.20	12.89%
YS Prof. Development	1	\$42,214.48	20.51%	\$27,827.20	16.42%	\$20,947.33	15.75%	\$90,989.01	17.90%
Expenditures:		\$205,801.61		\$169,425.72		\$132,960.43		\$508,187.76	
LSTA Allotment:		\$ 1,331,679.00		\$ 1,355,116.00		\$ 1,475,703.00		\$ 4,162,498.00	
Goal 1 percentage of allotment:		15.45%		12.50%		9.01%		12.21%	

Goal 2 Expenditures									
Project Title	State Goal	FFY 2018 Expenditures	Percentage of FFY 2018 Expenditures	FFY 2019 Expenditures	Percentage of FFY 2019 Expenditures	FFY 2020 Expenditures	Percentage of FFY 2020 Expenditures	FFY 2018 - FFY 2020 TOTAL Expenditures	Percentage of FFY 2018 - FFY 2020 TOTAL Expenditures
Continuing Education	2	\$151,817.52	22.13%	\$136,801.84	18.44%	\$66,815.69	8.50%	\$355,435.05	16.05%

IDEA	2	\$0.00	0.00%	\$0.00	0.00%	\$102,253.15	13.01%	\$102,253.15	4.62%
LiLI Databases	2	\$50,857.55	7.41%	\$55,532.80	7.49%	\$51,788.57	6.59%	\$158,178.92	7.14%
LiLI Statewide Resource Sharing	2	\$46,688.22	6.80%	\$178,834.60	24.11%	\$96,644.06	12.29%	\$322,166.88	14.55%
YS Family Engagement	2	\$30,206.02	4.40%	\$55,868.70	7.53%	\$75,996.50	9.67%	\$162,071.22	7.32%
YS Outreach	2	\$330,901.66	48.22%	\$302,769.90	40.82%	\$379,313.53	48.25%	\$1,012,985.09	45.75%
YS Summer Learning	2	\$75,697.66	11.03%	\$11,905.63	1.61%	\$13,355.85	1.70%	\$100,959.14	4.56%
Expenditures:		\$686,168.63		\$741,713.47		\$786,167.35		\$2,214,049.45	
LSTA Allotment:		\$ 1,331,679.00		\$ 1,355,116.00		\$ 1,475,703.00		\$ 4,162,498.00	
Goal 2 percentage of allotment:		51.53%		54.73%		53.27%		53.19%	

Goal 3 Expenditures									
Project Title	State Goal	FFY 2018 Expenditures	Percentage of FFY 2018 Expenditures	FFY 2019 Expenditures	Percentage of FFY 2019 Expenditures	FFY 2020 Expenditures	Percentage of FFY 2020 Expenditures	FFY 2018 - FFY 2020 TOTAL Expenditures	Percentage of FFY 2018 - FFY 2020 TOTAL Expenditures
Talking Book Service	3	\$425,876.73	100.00%	\$436,836.55	100.00%	\$527,348.99	100.00%	\$1,390,062.27	100.00%
Expenditures:		\$425,876.73		\$436,836.55		\$527,348.99		\$1,390,062.27	
LSTA Allotment:		\$ 1,331,679.00		\$ 1,355,116.00		\$ 1,475,703.00		\$ 4,162,498.00	

Goal 3 percentage of allotment:		31.98%		32.24%		35.74%		33.39%	
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Goal 4 Expenditures									
Project Title	State Goal	FFY 2018 Expenditures	Percentage of FFY 2018 Expenditures	FFY 2019 Expenditures	Percentage of FFY 2019 Expenditures	FFY 2020 Expenditures	Percentage of FFY 2020 Expenditures	FFY 2018 - FFY 2020 TOTAL Expenditures	Percentage of FFY 2018 - FFY 2020 TOTAL Expenditures
Workforce Development	4	\$8,971.14	100.00%	\$4,898.88	100.00%	\$9,906.70	100.00%	\$23,776.72	100.00%
Expenditures:		\$8,971.14		\$4,898.88		\$9,906.70		\$23,776.72	
LSTA Allotment:		\$ 1,331,679.00		\$ 1,355,116.00		\$ 1,475,703.00		\$ 4,162,498.00	
Goal 4 percentage of allotment:		0.67%		0.36%		0.67%		0.57%	

Appendix E: Idaho LSTA Population Summary

	Library workforce (current and future)	Individuals living below the poverty line	Individuals that are unemployed/underemployed	Ethnic or minority populations	Immigrants/refugees	Individuals with disabilities	Individuals with limited functional literacy or information skills	Families	Children (aged 0-5)	School-aged youth (aged 6-17)
GOAL 1										
Teen Services	No	No	No	No	No	No	No	No	No	Yes
Library Capacity Building	Yes	No	No	No	No	No	No	No	No	No
Continuing Education	Yes	No	No	No	No	No	No	No	No	No
Read to Me / Youth Services Professional Development	Yes	No	No	No	No	No	No	Yes	Yes	No
School Library Development	Yes	No	No	No	No	No	No	Yes	Yes	Yes
GOAL 2										
Continuing education	Yes	No	No	No	No	No	No	No	No	No
YS Family Engagement	Yes	No	No	No	No	No	No	Yes	Yes	Yes
YS Outreach	Yes	No	No	No	No	No	No	Yes	Yes	Yes
YS Summer Learning	Yes	No	No	No	No	No	No	Yes	Yes	Yes
GOAL 2										
IDEA	Yes	No	No	No	No	No	No	No	No	No

LiLI Databases	Yes	No	No	No	No	No	No	No	No	No
LiLI Statewide Resource Sharing	Yes	No	No	No	No	No	No	No	No	No
GOAL 3										
Talking Book Service	Yes	No	No	No	No	Yes	No	No	No	No
GOAL 4										
Workforce Development	Yes	No	Yes	No	No	No	No	No	No	No

Appendix F: Idaho – Measuring Success Table

	Lifelong Learning: Improve users' formal education / Improve users' general knowledge and skills	Information Access: Improve users' ability to discover information resources / Improve users' ability to obtain and/or use information resources	Institutional Capacity: Improve the library workforce / Improve the library's physical and technology infrastructure / Improve library operations
y = yes n = no i = indirect			
Goal 1 - Teen Services			
Make it at the Library - Video 101 Training	i	i	y
Make it at the Library - Maker Extravaganza Training	i	i	y
YALSA Webinars	n	n	y
Power Up Summit Support	n	n	y
Libraries in Idaho Talking Trends (LITT)	n	n	y
Teens Services Listserv	n	n	y
Discord toolkit	i	i	y
Author Talk toolkit	i	i	y
Goal 1 - Library Capacity Building			
Broadband Consulting	i	y	y
Public Library Statistics	n	n	y
Emerging Trends Training Support	i	y	y
Library Technology Consulting	i	y	y
Library Content Filtering and Mobile Hotspot Reimbursement	i	y	y
Goal 1 - Continuing Education			
Online Continuing Education	n	n	y
Futures Camp	n	n	y
Continuing Education Grants	n	n	y
Leadership Development	n	n	y
Trustee Connections	n	n	y
Public Library Director Summit and Meet and Greet	n	n	y
Special Projects Library Action Team	n	n	y
Datapalooza	n	n	y

Public Library Best Practices Program	i	y	y
Goal 1 - Youth Services /Read to Me Professional Development			
Early Years Conference	n	n	y
Supporting Beginning Readers: A Workshop for Elementary School Library Staff	n	n	y
A Place for Space	n	n	y
Read to Me Spring Trainings	n	n	y
Read to Me Rendezvous	n	n	y
Reimagining School Readiness Training	n	n	y
Niche Academy Trainings	n	n	y
Read to Me Professional Development Library Juice Course	n	n	y
Goal 1 - School Library Development			
Summer Summit 2019	n	n	y
Summer Summit 2020	n	n	y
Summer Summit 2021	n	n	y
School Library Consultation/Training Services	n	n	y
Supporting Beginning Readers	n	n	y

	Lifelong Learning: Improve users' formal education / Improve users' general knowledge and skills	Information Access: Improve users' ability to discover information resources / Improve users' ability to obtain and/or use information resources	Institutional Capacity: Improve the library workforce / Improve the library's physical and technology infrastructure / Improve library operations
y = yes n = no i = indirect			
Goal 2 - Youth Services Summer Learning / Summer Reading			
Summer Outreach for Underserved Children - Bright Futures Outreach Opportunities	y	i	n

Parent Outreach - Bright Futures Outreach Opportunities	y	i	n
Bright Futures - Strengthening School Partnerships	y	i	n
Summer Reading General Support	y	y	i
Summer STEM	y	y	i
Goal 2 - Youth Services / Read to Me Family Engagement			
Dia des Los Ninos / Dia de los Libros	y	y	i
Idaho Family Reading Week	y	y	i
Laundromat Literacy Pilot	y	y	n
Welcoming Libraries Grant	y	y	i
Goal 2 - Youth Services / Read to Me Outreach			
Fun with Math and Science	y	i	i
Every Child Read to Read	y	i	i
Idaho Child Care Reads	y	i	n
Jump Start Kindergarten	y	i	i
My First Books	y	y	i
School Year Outreach for Underserved Children	y	y	n
Outreach for Underserved Children	y	y	i
Goal 2 - Statewide Resource Sharing			
Statewide Interlibrary Loan	y	y	i
Statewide Resource Sharing	y	y	i

Goal 2 - LiLI Databases Training, Support, and Promotion	i	y	y
Goal 2 - IDEA - Idaho Digital Ebook Alliance	y	y	y

Appendix G: List of People Interviewed

ICfL Staff and Commissioners	
<u>Name</u>	<u>Title</u>
Dylan Baker	E-Services Program Supervisor
Deana Brown	Emerging Trends Consultant
Janet Franklin	Board of Commissioners
Annie Gaines	Continuing Education Consultant
LeAnn Gelskey	TBS Program Supervisor
Tammy Hawley-House	Deputy State Librarian
Dave Mecham	Board of Commissioners
Judy Mooney	Customer Service Representative
Staci Shaw	Youth Services Consultant
Kristina Taylor	Project Coordinator
Amelia Valasek	Program Supervisor
Rachel Welker	Customer Service Representative
Stephanie Bailey-White	State Librarian
Focus Group #1	
<u>Name</u>	<u>Library</u>
Jennifer Trail	Glenns Ferry Public Library
Laura Abbott	Nampa Public Library
Focus Group #2	
Katie Johnson	Twin Falls Public Library
Erin Downey	Boise School District
Focus Group #3	
Amy Rodda	Community Library Network
Focus Group #4	
Cindy Bjorneberg	Hansen Community Library
Focus Group #5	
Kathy Kent	Oneida County Library
Lynn Johnson	Lewiston City Library

Appendix H: Self-Assessment Survey Instrument

Hi, ICfL Staff! [Fast Forward Libraries](#) is working on an evaluation of Idaho's implementation of the Library Services and Technology Act Grants to State Programs 2018-2022. Our evaluation will involve multiple steps over the course of the next several months.

In our evaluation, we will report on ICfL's performance pursuing each of the goals in the [LSTA Idaho State Plan 2018-2022](#) ("Five-Year Plan 2018-2022"). To inform other aspects of our evaluation process, we'd like to ask you to complete this self-assessment to get your thoughts on ICfL's performance in pursuing each goal and why you believe your assessment is accurate.

We understand that some of the programs and activities may serve several goals, but we have divided the programs and activities to fit the structure of the goals in the Five-Year Plan 2018-2022. There is space in each section for you to comment about any programs or activities that you feel contribute to achieving a goal other than the one it's listed under.

Your responses are anonymous and will only be shared in summary format as part of the final evaluation document.

Please complete this self-assessment by COB on Friday, July 30. If you have any questions about this self-assessment, please contact Amanda Standerfer at amanda@standerferconsulting.com.

In this section, we would like your feedback about ICfL's performance in pursuing Goal 1 of the [Five-Year Plan 2018-2022](#).

GOAL 1: Build the institutional capacity of Idaho libraries to better serve their communities.

Programs and activities to achieve this goal in the Institutional Capacity focal area include:

Teen Services

- Make it at the Library - Video 101 Training
- Make it at the Library - Maker Extravaganza Training
- YALSA Webinars
- Power Up Summit Support

Library Capacity Building

- Broadband Consulting
- Public Library Statistics
- Emerging Trends Training Support

Continuing Education

- Online Continuing Education
- Futures Camp
- Continuing Education Grants
- Leadership Development
- Trustee Connections

- Public Library Director Summit and Meet and Greet
- Special Projects Library Action Team
- Datapalooza

Youth Services / Read to Me Professional Development

- Early Years Conference
- Supporting Beginning Readers: A Workshop for Elementary School Library Staff
- A Place for Space
- Read to Me Spring Trainings
- Read to Me Rendezvous

School Library Development

- Summer Summit 2019
- Summer Summit 2020
- School Library Consultation/Training Services
- Supporting Beginning Readers

1. Please rate ICfL’s performance in pursuing each of the strategies for Goal 1 of the Five-Year Plan in the Institutional Capacity focal area:

	Surpassed goal	Met goal	Progressing toward goal	Little or no progress toward goal	Not sure / No knowledge of this goal
1.1 – Improve the library workforce.					
1.2 – Improve the library’s physical and technological infrastructure.					
1.3 – Improve library operations.					

2. Please provide comments on why you believe your assessment for each of the strategies above is accurate.

3. Please list any other programs or activities not listed for this goal that you also considered when giving your assessment for each of the strategies.

In this section, we would like your feedback about ICfL's performance in pursuing Goal 2 of the [Five-Year Plan 2018-2022](#).

GOAL 2: Support the role of libraries in preparing Idahoans to be college and career ready.

Programs and activities to achieve this goal in the Lifelong Learning focal area:

Youth Services Summer Learning / Summer Reading

- Summer Outreach for Underserved Children - Bright Futures Outreach Opportunities
- Parent Outreach - Bright Futures Outreach Opportunities

- Bright Futures - Strengthening School Partnerships
- Summer Reading General Support
- Summer STEM

Youth Services / Read to Me Family Engagement

- Dia des Los Ninos / Dia de los Libros
- Idaho Family Reading Week
- Laundromat Literacy Pilot
- Welcoming Libraries Grant

Youth Services / Read to Me Outreach

- Fun with Math and Science
- Every Child Ready to Read
- Idaho Child Care Reads
- Jump Start Kindergarten
- My First Books
- School Year Outreach for Underserved Children
- Outreach for Underserved Children

Programs and activities to achieve this goal in the Information Access focal area:

Statewide Resource Sharing

- Statewide Interlibrary Loan
- Statewide Resource Sharing

LiLI Databases Training and Support

4. Please rate ICfL’s performance in pursuing each of the strategies for Goal 2 of the Five-Year Plan in the Lifelong Learning focal area:

	Surpassed goal	Met goal	Progressing toward goal	Little or no progress toward goal	Not sure / No knowledge of this goal
2.1 – Improve users’ formal education.					
2.2 – Improve users’ general knowledge and skills.					

5. Please provide comments on why you believe your assessment for each of the strategies above is accurate.

6. Please list any other programs or activities not listed for this goal that you also considered when giving your assessment for each of the strategies.

7. Please rate ICfL’s performance in pursuing each of the strategies for Goal 2 of the Five-Year Plan in the Information Access focal area:

	Surpassed goal	Met goal	Progressing toward goal	Little or no progress toward goal	Not sure / No knowledge of this goal
2.3 – Improve users’ ability to discover information resources.					
2.4 – Improve users’ ability to obtain and/or use information resources.					

8. Please provide comments on why you believe your assessment for each of the strategies above is accurate.

9. Please list any other programs or activities not listed for this goal that you also considered when giving your assessment for each of the strategies.

In this section, we would like your feedback about ICfL's performance in pursuing Goal 3 of the [Five-Year Plan 2018-2022](#).

GOAL 3: Ensure equitable access to information and library services for Idahoans with disabilities, those in rural communities, English-language learners, those living in poverty and all other underserved communities.

Programs and activities to achieve this goal in the Information Access focal area:

Talking Book Service

- Talking Book Service Recording Studio
- Talking Book Service Collection Maintenance
- Talking Book Service Public Information
- Talking Book Service Reader's Advisory
- Talking Book Service Circulation

10. Please rate ICfL’s performance in pursuing each of the strategies for Goal 3 of the Five-Year Plan in the Lifelong Learning focal area:

	Surpassed goal	Met goal	Progressing toward goal	Little or no progress toward goal	Not sure / No knowledge of this goal
3.1 – Improve users’ ability to obtain and/or use information resources.					

11. Please provide comments on why you believe your assessment for each of the strategies above is accurate.

12. Please list any other programs or activities not listed for this goal that you also considered when giving your assessment for each of the strategies.

In this section, we would like your feedback about ICfL's performance in pursuing Goal 4 of the [Five-Year Plan 2018-2022](#).

GOAL 4: Support the role of libraries in economic and employment development.

Programs and activities to achieve this goal in the Economic and Employment Development focal area:

Workforce Development

- 2019 and 2020 Summer Intern Grant

13. Please rate ICfL's performance in pursuing each of the strategies for Goal 4 of the Five-Year Plan in the Economic and Employment Development focal area:

	Surpassed goal	Met goal	Progressing toward goal	Little or no progress toward goal	Not sure / No knowledge of this goal
4.1 – Improve users' ability to use resources and apply information for employment support.					
4.2 – Improve users' ability to use and apply business resources.					

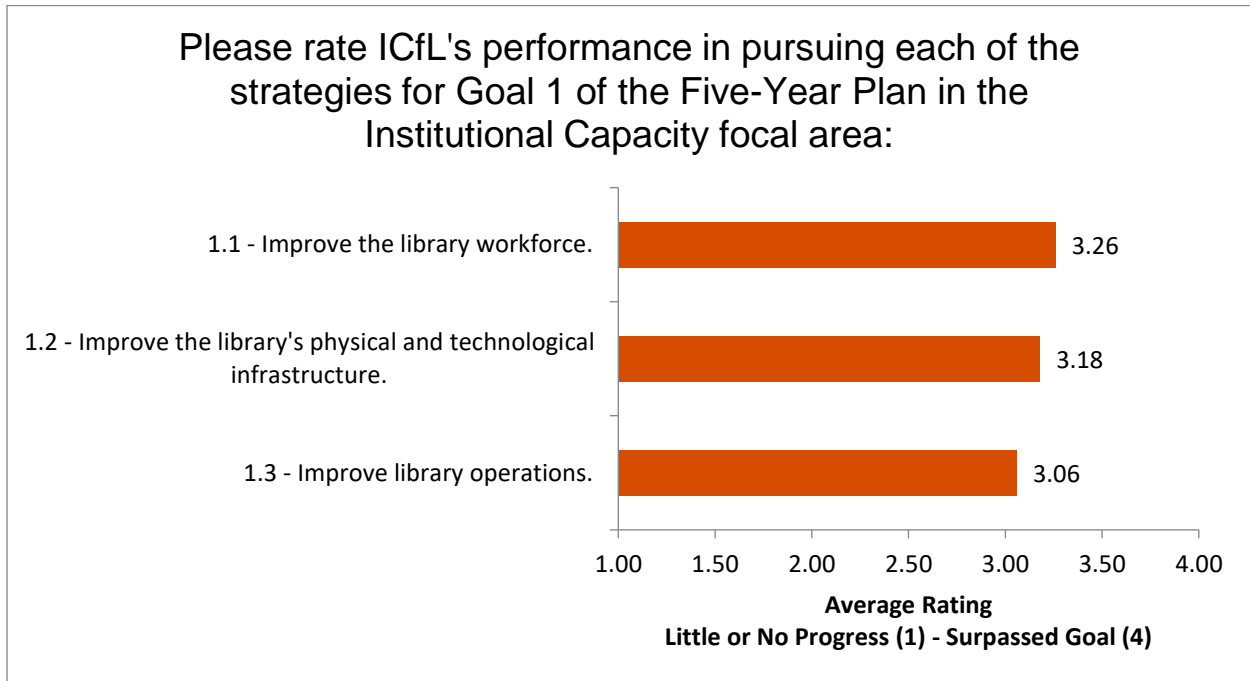
14. Please provide comments on why you believe your assessment for each of the strategies above is accurate.

15. Please list any other programs or activities not listed for this goal that you also considered when giving your assessment for each of the strategies.

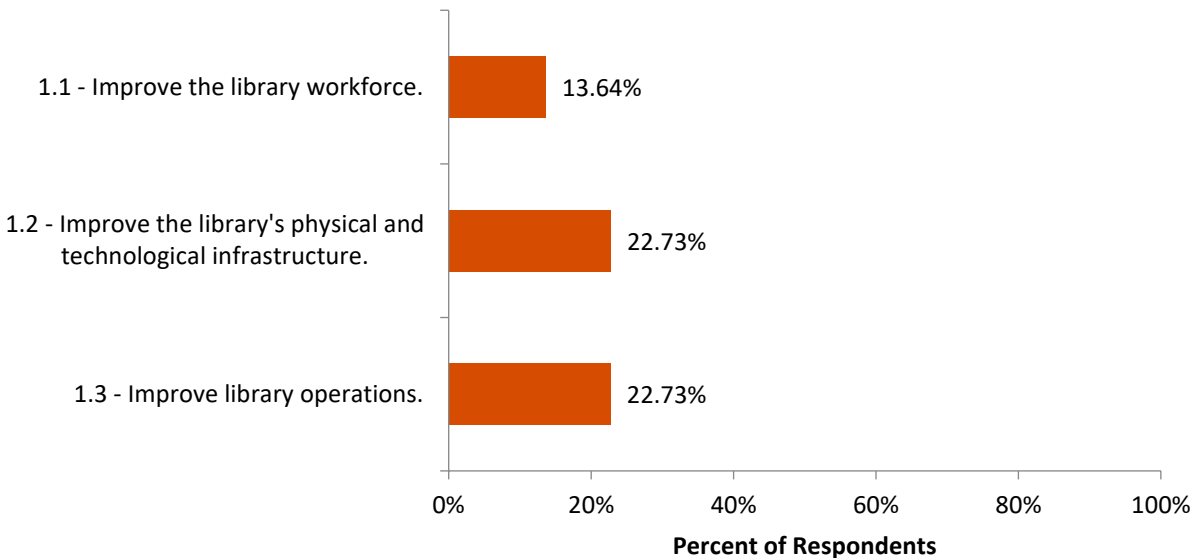
Thank you for completing the self-assessment! If you would like to go back and edit any of your responses, please click PREV. If you are satisfied with your responses, please click DONE.

Appendix I: Self-Assessment Survey Summary and Report

As part of their Library Services and Technology Act (LSTA) Five-Year Plan (2018-2022) evaluation process, the Idaho Commission for Libraries (ICfL) conducted a self-assessment to determine their performance in pursuing each goal. A total of 22 staff members completed the SurveyMonkey survey in July 2021.



Not Sure/No Knowledge of Goal 1 (Institutional Capacity)



Please provide comments on why you believe your assessment for each of the strategies above is accurate.

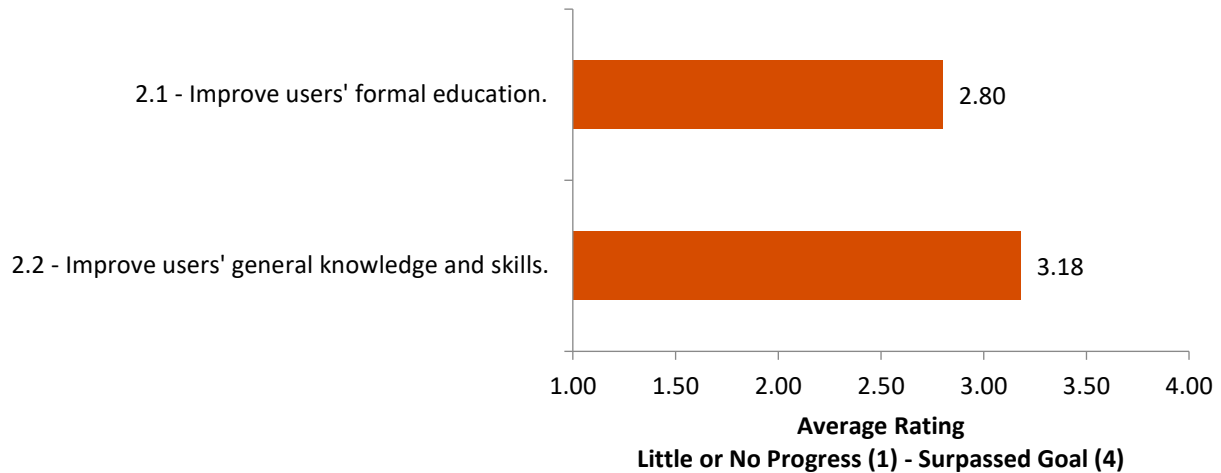
- The Summer Summits and Read to Me Rendezvous' were well attended and great successes. Improved library workforce. The iPads for the Make It operations trained and improved technology in libraries. All of the CE training for librarians helped improve customer service and operations at libraries.
- ICfL has provided many varied continuing education opportunities to Idaho's libraries, and has adapted well, I think, to providing high-quality, interactive remote professional development during the pandemic. PD, grant programs, and other resources have been adapted to the needs of 2020 and it's constantly changing landscape. Technological infrastructure has been improved, but other staff members have those details.
- I believe that we have met the goals but need to work on three to surpass the goals.
- 1.1 Improving the library workforce is at the heart of almost everything library consultants do, including leading and supporting the many professional development opportunities for library staff and trustees.
- 1.1- plethora of webinars and online training opportunities 1.2- many broadband funding opportunities and beginning of Best Practices grant. Since LSTA limits funding of much-needed physical upgrades, this goal is harder to surpass. 1.3 plethora of funding and learning opportunities.
- ICfL continually provided on-going support and assistance to libraries in the state regarding these areas which helps those libraries grow their capacity and serve their communities better.
- 1.1 Opportunities have been given to libraries to improve their workforce. But, have libraries taken full advantage? Idk 1.2 Much time and energy have gone into improving tech infrastructure. Broadband consulting has been very helpful. As for physical infrastructure, I'm not too sure. 1.3 For those that have taken advantage of the many offerings offered, I think we have surpassed the goal.

<ul style="list-style-type: none"> 1.1 - ICfL has developed and provided multiple continuing education opportunities for library staff & trustees that are delivered in multiple ways to meet diverse learning needs. This includes asynchronous classes & videos, discussion groups, live lectures, and conferences. 1.2 - ICfL has provided ongoing broadband consulting and e-rate support. Especially when libraries were solely relied on for broadband during the pandemic (and still are in some places in Idaho). 1.3 - Have been able to greatly increase Idaho libraries' patrons access to services through shared programs initially determined in our goal but also through IDEA, and providing resource page for library staff who manage volunteers.
<ul style="list-style-type: none"> ICfL staff provides robust and well-attended trainings on a diverse set of relevant topics for Idaho library staff in a variety of formats and venues. Consulting support and other resources are also available in a number of key library areas.
<ul style="list-style-type: none"> The ICfL make significant progress in supporting the technological infrastructure of libraries through extensive broadband initiatives, especially during the COVID pandemic. These efforts brought much-needed hardware, training, and support to libraries and ensured that libraries could serve as the internet access points for their communities, even when their doors were closed.
<ul style="list-style-type: none"> For 1.1 I feel like we surpassed the goal, but there is SO MUCH turnover in the libraries right now that we could offer all these trainings again in a year and reach a large number of folks that did not receive the original training.
<ul style="list-style-type: none"> It seems like most of our work is designed around improving the knowledge and skills of the library workforce. I don't know that we have done a ton to improve the libraries' physical features (Best Practices grant gives \$500 for certain items), but we did get \$2 million in CARES funding last year to improve the wireless service in libraries, so we definitely improved a lot of libraries' technology.
<ul style="list-style-type: none"> The support that we have been able to give to improve broadband access has really made a difference. I'm not really sure how we measure improvements in library operations...
<ul style="list-style-type: none"> We regularly receive feedback that our trainings have influenced changes in policies and procedures at libraries, leading me to believe our trainings really do have lasting impacts for libraries in the state.

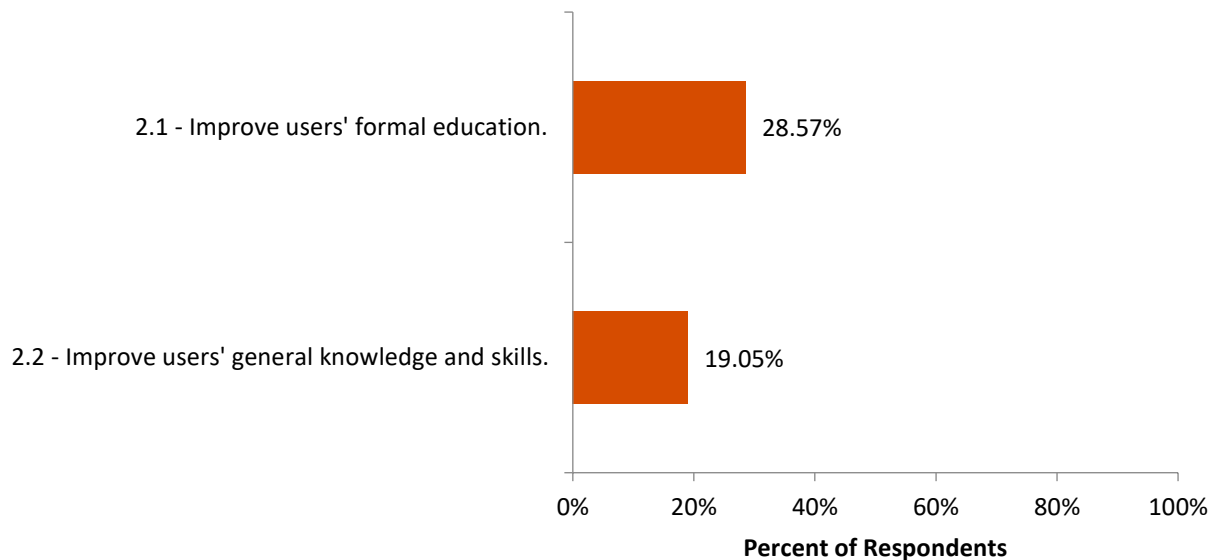
Please provide comments on why you believe your assessment for each of the strategies above is accurate.

<ul style="list-style-type: none"> Info to Go sessions and the introduction of Niche Academy
<ul style="list-style-type: none"> Broadband Toolkit Improvement Program (BTIP), state broadband reimbursement (EOR), e-Branch-in-a-Box website hosting for libraries
<ul style="list-style-type: none"> Best Practices Grant - LSTA/State funding; Broadband Improvement Plan funding/ State Broadband Grant (Cares funding)

Please rate ICfL's performance in pursuing each of the strategies for Goal 2 of the Five-Year Plan in the Lifelong Learning focal area:



Not Sure/No Knowledge of Goal 2 (Lifelong Learning)



Please provide comments on why you believe your assessment for each of the strategies above is accurate.

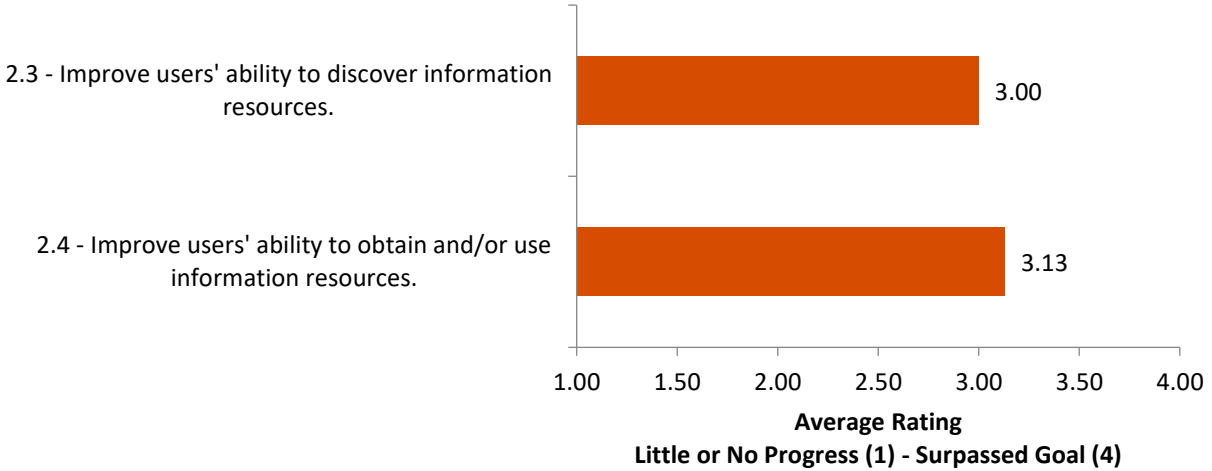
- In terms of RTM and summer learning, final reports submitted by library staff indicate the programs were successful.
- I believe the Summer STEM support and LILI databases training and support have been very effective helping children learn together and in their homes.

<ul style="list-style-type: none"> • Reports of school librarians reporting positive changes were evident in the projects that were turned in and the feedback received from Summer Summit 2020.
<ul style="list-style-type: none"> • Each program was designed to go above and beyond and all that there could be done within our limits.
<ul style="list-style-type: none"> • The ICfL provides a large and diverse number of programs and activities to support youth development at libraries.
<ul style="list-style-type: none"> • We did a lot of CE grants to help pay for library staff to work toward their MLIS degree. We increased funding for these when Emporia University started a cohort in Idaho to make sure we could provide more grants. We also have a ton of early literacy programs.
<ul style="list-style-type: none"> • Since Idaho doesn't require formal education for library staff, it's hard to address that. Other organizations, like Emporia University, are doing a much better job at providing access to formal library education for library workers in Idaho.
<ul style="list-style-type: none"> • It is hard to gauge our impact in improving formal education for library patrons. The go-on rate in Idaho remains pretty low, unfortunately.
<ul style="list-style-type: none"> • Speaking for statewide resource sharing and LiLI databases training and support, these are both perpetually ongoing works in progress. Raising awareness of these services and how to use them requires consistent, sustained effort (which is present!) and therefore we will always be progressing toward this goal.

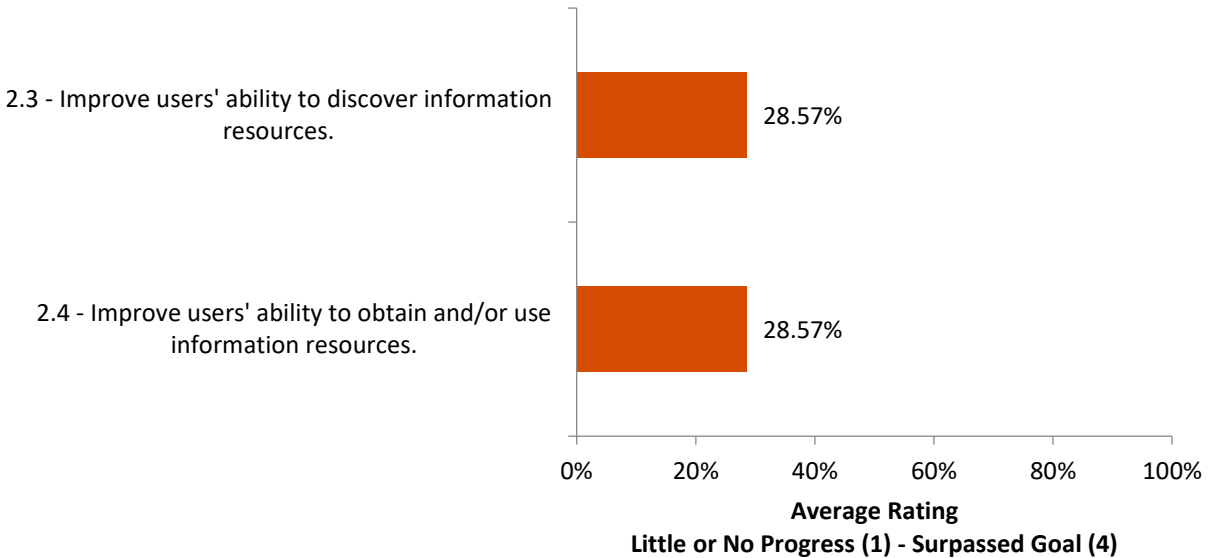
Please list any other programs or activities not listed for this goal that you also considered when giving your assessment for each of the strategies.

<ul style="list-style-type: none"> • Most Summer Summit events offer the opportunity for earning professional development credit for renewing teaching certifications.
<ul style="list-style-type: none"> • Idaho Learning Partnership grant that focused on better meeting the needs of adult learners
<ul style="list-style-type: none"> • It seems we could be doing more in this area.
<ul style="list-style-type: none"> • CE grants
<ul style="list-style-type: none"> • I wanted to consider our CE Grants that allow for library staff to earn their MLIS degree, and how having someone with a graduate degree in your town may be a lightbulb moment for a young person thinking about librarianship as a career.

Please rate ICfL's performance in pursuing each of the strategies for Goal 2 of the Five-Year Plan in the Information Access focal area:



Not sure/No Knowledge of Goal 2 (Information Access)



Please provide comments on why you believe your assessment for each of the strategies above is accurate.

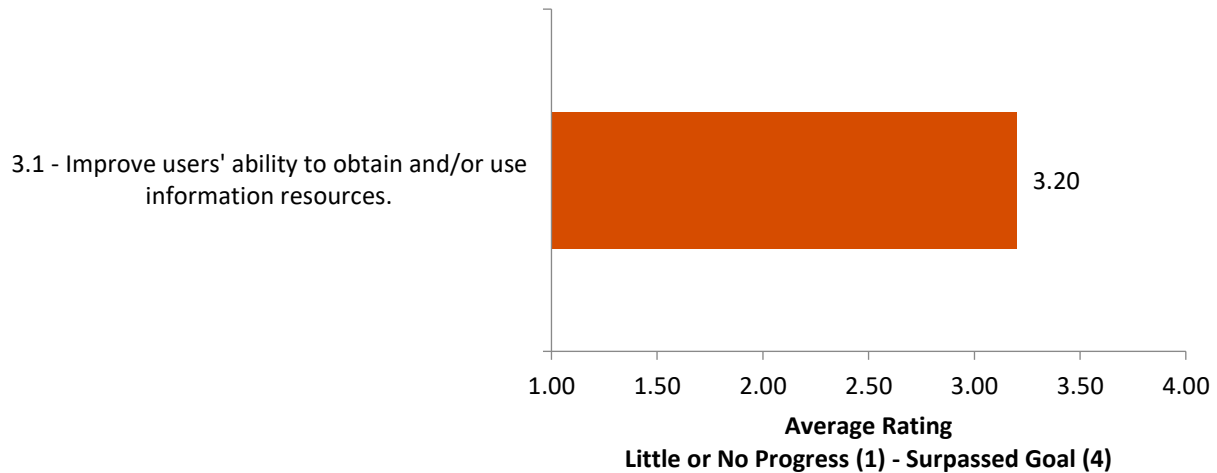
- In regard to library staff attending PD related to early literacy/early learning, number of staff attending increased; in regard to community partnerships to reach more Idahoans, ICfL now has place at early learning "table" and we are invited as a critical partner to address school readiness.
- Children and Adults use the LiLI databases and the training in schools is effective.

<ul style="list-style-type: none"> • LiLI and LiLISchools is promoted and/or demonstrated at nearly every school library development opportunity.
<ul style="list-style-type: none"> • I think in all of these programs that have come up- everyone tried to make sure we could do as much as we can.
<ul style="list-style-type: none"> • Libraries in the state are very good at utilizing and sharing resources from ICfL's LiLI databases to their patrons.
<ul style="list-style-type: none"> • new devices and better access to broadband improve users' ability to use resources, but more still needs to be done to raise awareness of resources and aid patrons
<ul style="list-style-type: none"> • ICfL's statewide databases and new statewide e-book alliance provide rich information and entertainment resources to all Idahoans. Efforts to promote these services are challenging to effectively conduct statewide but significant resources are dedicated to this task.
<ul style="list-style-type: none"> • I do not have direct interactions with most of the programs listed under this goal. Being newer to the agency, I have not had the opportunity to become familiar with all aspects of these programs, so I am not sure about certain areas.
<ul style="list-style-type: none"> • We tried to add more databases during this cycle and had a few more at first, but then decreased funding because of COVID meant we had to cut some services. We also had some issues with our legislature being upset by content included in EBSCO (as did other states) which led to the creation of some school specific resources.
<ul style="list-style-type: none"> • I think this will always be an area where we can improve as needs and technology change.
<ul style="list-style-type: none"> • Our LiLI resources are fantastic. I only wish more people knew about them.
<ul style="list-style-type: none"> • Again speaking for the resource sharing and LiLI database training and support component, both the OCLC services (cataloging, metadata, and interlibrary loan functions) we help to make more widely available in the state and the LiLI databases (and training and support for them) make significant contributions to our constituents' information access, but as these programs are both designed to serve the entire state and ongoing (as opposed to one-offs, like a program with a timeline or a conference or an event), our work, while tenacious, is never done!

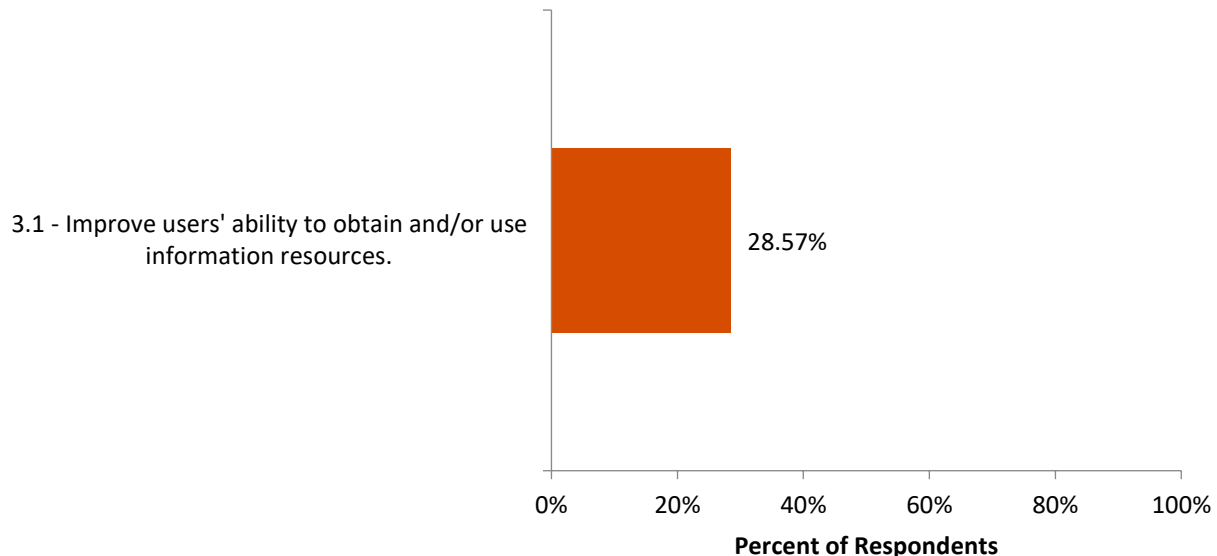
Please list any other programs or activities not listed for this goal that you also considered when giving your assessment for each of the strategies.

<ul style="list-style-type: none"> • IDEA (Idaho Digital E-Book Alliance)
<ul style="list-style-type: none"> • Maybe the intern grant that we started a couple of years ago?

Please rate ICfL's performance in pursuing each of the strategies for Goal 3 of the Five-Year Plan in the Lifelong Learning focal area:



Not Sure/No Knowledge of Goal 3 (Lifelong Learning)



Please provide comments on why you believe your assessment for each of the strategies above is accurate.

- The new Talking Book circulation has reached more Idahoans than ever before.
- The CSR's all take turns making sure things are up to date and they talk to every patron to make sure they are cared for when it comes to Talking Books. Each one over the years have gone beyond what they were asked for to help everyone.

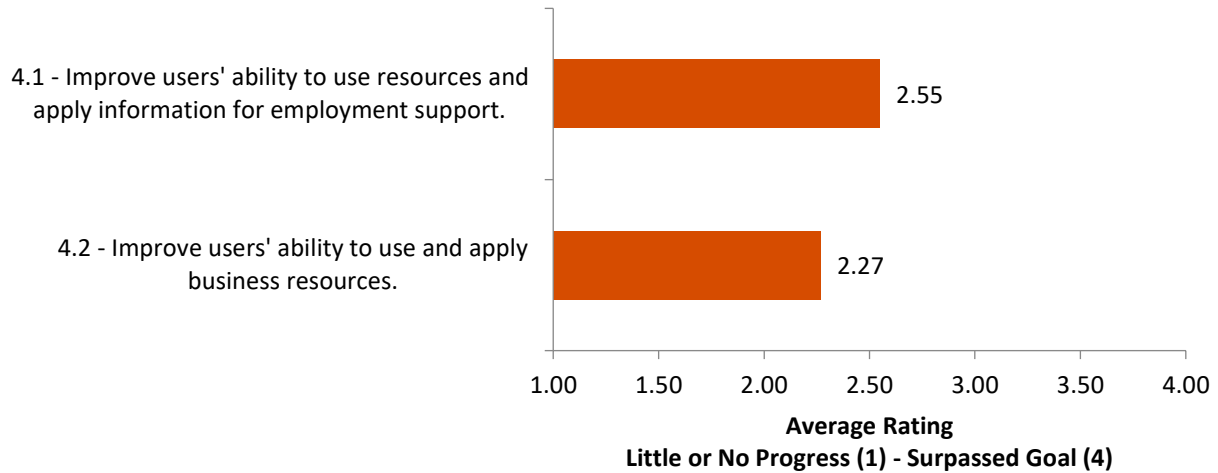
<ul style="list-style-type: none"> Implemented the Scribe system whereby we can download any book automatically to a patron cartridge without waiting. They now have access to all our books in the collection immediately.
<ul style="list-style-type: none"> Talking Book Services were considered essential services and continued throughout the pandemic
<ul style="list-style-type: none"> Many TBS patrons are older and their skill set is limited. Unless they have assistance from a family member or an activities director, they may not be able to obtain resources.
<ul style="list-style-type: none"> In the last 24 months, ICfL has made great strides to meet all aspects of this goal. During the last 5 years, we have provided access to a variety of translated materials for non-English or visually impaired. But have still not had the state-wide outreach and community connections needed to reach all Idaho communities. In the last 2 years, ICfL has strengthened partnerships with Idaho tribal communities, is seeking a Bilingual/Bicultural Project Coordinator, and is expanding its outreach for Talking Book awareness.
<ul style="list-style-type: none"> The ICfL provides a great deal of support for the Talking Book Service to reach those who have trouble reading traditional books. The program is progressing toward incorporating current and more efficient technologies as possible.
<ul style="list-style-type: none"> The TBS program made significant progress toward these goals, especially during the COVID pandemic. The transition to digital cartridges and improvements in the KLAS administration system streamlined services, ensured ongoing access during the pandemic, and improved the end-user experience by providing more options and less wait time.
<ul style="list-style-type: none"> Our TBS service is really awesome. They got most, if not all, TBS patrons moved to the electronic device players instead of the cartridge players and that allowed us to keep them all in content during the COVID shutdowns. We also have a small army of volunteers that help create new recordings and various other activities that really bring added value to our service without costing taxpayers more.
<ul style="list-style-type: none"> We have been able to implement new technology that has improved access to Talking Books.
<ul style="list-style-type: none"> TBS has a great focus but it is not as inclusive and far reaching as our Goal aspires to, I think.
<ul style="list-style-type: none"> The Talking Book Service crew are amazing, and the service seems to be well-loved by the patrons, but I have little direct knowledge of this particular domain, and therefore can't speak to how they assess those goals and their standing with respect to them.

Please list any other programs or activities not listed for this goal that you also considered when giving your assessment for each of the strategies.

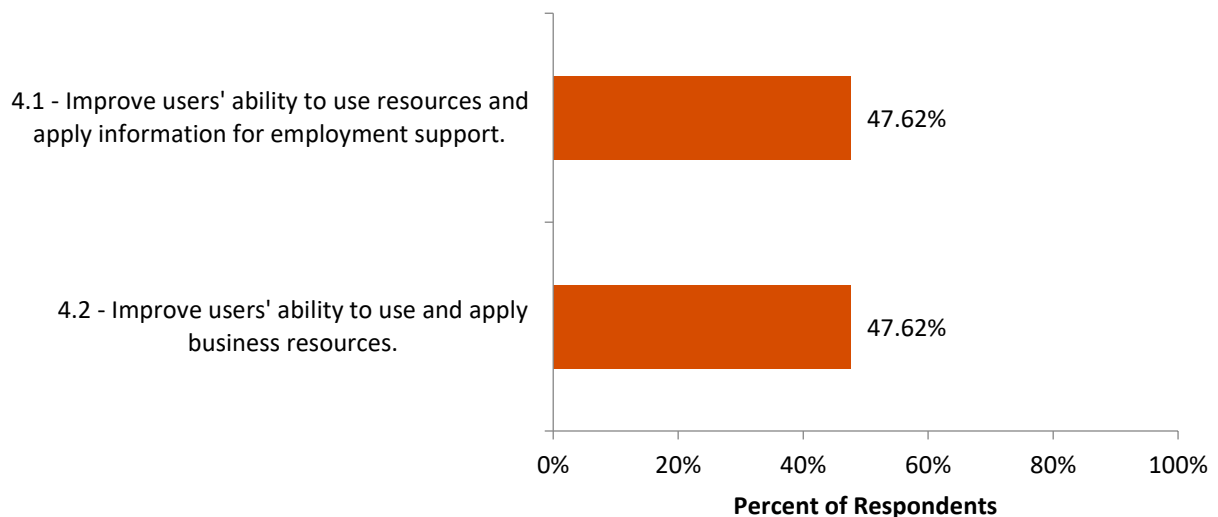
<ul style="list-style-type: none"> There are other programs and activities listed in our five year plan under this goal besides TBS....what happened to Outreach for Underserved and Summer Reading outreach?
<ul style="list-style-type: none"> The My First Books program and others target underserved communities and enhance partnerships with Head Start and others
<ul style="list-style-type: none"> TBS relies on NLS and is sometimes reliant on their resources. I wish NLS would do more to assist Network Libraries.
<ul style="list-style-type: none"> The ICfL's broadband initiative was especially beneficial for Idaho's rural communities, where reliable internet access can be difficult to procure. By ensuring wifi and internet access points in Idaho's rural libraries, the ICfL made it possible for residents in these areas to access information and services they need.
<ul style="list-style-type: none"> Outreach to Underserved Children program.

- The ICfL has an internal Equity in Action Working Group that is working on initiatives to boost our ability to meet Goal 3. These activities include a book club, learning exchange in a staff newsletter, and brown bag lunch conversations with a variety of speakers.

Please rate ICfL's performance in pursuing each of the strategies for Goal 4 of the Five-Year Plan in the Economic and Employment Development focal area:



Not Sure/No Knowledge of Goal 4 (Economic and Employment Development)



Please provide comments on why you believe your assessment for each of the strategies above is accurate.

- It went well but things did get thrown off last year.
- Still a tough area to "add" to many library staff's existing responsibilities
- This program has been brought back and revamped. We don't have conclusive information yet as the program is ongoing in the first year since the overhaul.
- We have a staff position that dedicates time to community outreach with Idaho Department of Labor, and other economic development groups to promote Idaho libraries and connect them with libraries in their community.
- ICfL's Summer Intern Grant has contributed toward workforce development within the library profession and has succeeded on that front.
- Although the Summer Intern grant was successfully carried out in both 2019 and 2020, other activities and services were put on hold due to staff turnover and the pandemic. The previous Partnerships & Programs Supervisor had started to research and develop programs around entrepreneurship and other business-building resources for libraries, but these activities were put on hold when there was turnover in the position and priorities shifted to address the COVID pandemic. The current Partnerships & Programs supervisor currently sits on the state's One Stop Partnership Committee (under WIOA, as overseen by Idaho Dept of Labor), attends the WIOA advisory group meetings, and attends the quarterly Workforce Development Council meetings.
- We have been working on this, but it is not a large part of our programming. Over the last few years we have added the Intern grants, which help people explore work in libraries and we have used other funding sources to provide other services. For example, the Lumina Foundation gave us \$100,000 to award out to libraries in certain Idaho counties to help veterans and other adults work on being career and college ready.
- It is a great start but we could do more.

Please list any other programs or activities not listed for this goal that you also considered when giving your assessment for each of the strategies.

- Idaho Learning Partnership grants
- I think Make It could fit in here too.

Appendix J: Library Sector Survey Instrument

Idaho Commission for Libraries Library Services and Technology Act (LSTA) Evaluation Survey

The Idaho Commission for Libraries (ICfL) is engaged in a process to evaluate progress towards meeting the goals detailed in its [Library Services and Technology Act \(LSTA\) Five-Year Plan \(2018-2022\)](#). ICfL has contracted with [Fast Forward Libraries](#) to complete this evaluation.

The mission of ICfL LSTA program is to assist libraries to build the capacity to better serve their communities.

We are eager to hear from Idaho libraries about their experience with ICfL's LSTA programs and activities and how they have made a difference in staff and trustee knowledge and library operations. Please take 10-15 minutes to complete this survey to help us learn more about your experience with these programs and activities.

In October, we will hold a series of focus groups to gain more specific feedback about ICfL's LSTA programs. If you are interested in attending a focus group session, please [click here](#) to register.

While we are gathering library demographic data as part of this survey, including library name, all responses are strictly anonymous and will only be shared in summary format in the evaluation report.

Please be sure to review all survey questions and click DONE at the end, even if some questions are not applicable to your library and you do not respond. Only complete surveys will be counted in the analysis.

If you have any questions about this survey, please contact Amanda E. Standerfer, Fast Forward Libraries lead consultant, at amanda@standerferconsulting.com.

Thank you for your time!

1. Please provide the name of your library.
2. Please describe the type of library you represent:
Public library
School library
Academic library
Special library
Other (Please specify)
3. Please indicate the name of the county in which your library is located. (Note: County information will be used for demographic analysis purposes only and will not be used to identify individual libraries.)
4. Please select the category that most closely describes your role/responsibilities in your library:
Library director
Manager or department head
Other library administrator

Children's or youth services librarian
Reference or information services librarian
Interlibrary loan or document delivery librarian
Technical services librarian or cataloger
Library technology specialist
Other library staff
Library trustee
Library Friend
Other (please specify)

5. Please indicate the size of the population served by the library you represent:

Fewer than 250
250-499
500-999
1,000-1,999
2,000-4,999
5,000-9,999
10,000-24,999
25,000-49,999
50,000-99,999
100,000 or more
Don't Know

6. Please estimate the overall annual operating budget (excluding capital expenses) of the library you represent:

Less than \$10,000
\$10,000-\$49,999
\$50,000-\$99,999
\$100,000-\$199,999
\$200,000-\$299,999
\$300,000-\$399,999
\$400,000-\$499,999
\$500,000-\$999,000
\$1,000,000-\$1,999,999
\$2,000,000-\$2,999,999
\$3,000,000-\$4,999,000
\$5,000,000 or more
Don't Know

7. Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent:

Less than 2
2-4
5-9
10-19
20-34
35-49
50-99

- 100-249
- 250-499
- 500-999
- 1,000 or more
- Don't Know

In the [Idaho Commission for Libraries' Five-Year Plan \(2018-2022\)](#), Goal 1 is to build the institutional capacity of Idaho libraries to better serve their communities. There are three strategies ICfL has used to achieve that goal in the Institutional Capacity focal area:

- 1) Improve the library workforce.
- 2) Improve the library's physical and technological infrastructure.
- 3) Improve library operations.

Each strategy has a variety of programs and activities that library staff and trustees may have taken part of since 2018. Please respond to the below questions about programs and activities in Goal 1 so we can better understand progress made towards achieving this goal.

Please indicate whether you or any member of your staff has participated in any of the following programs and activities to build the institutional capacity of Idaho libraries to better serve their communities.

	Yes, my library participated in one or more of these programs/activities	No, my library did not participate in any of these programs/activities	No applicable	Unaware of these programs/activities
Teen Services: Make it at the Library - video 101 training or Maker Extravaganza Training; YALSA Webinars; Power Up Summit Support				
Continuing Education: Online continuing education; Futures Camp; Continuing Education Grants; Leadership Development; Trustee Connections; Public Library Director Summit and Meet and Greet; Special Projects Library Action Team; Datapalooza				
Youth Services / Read to Me Professional Development: Early Years Conference; Supporting Beginning Readers - A Workshop for Elementary School Library Staff; Read to Me Spring Trainings; Read to Me Rendezvous				
School Library Development: Summer Summit; School library consulting and training; Supporting Beginning Readers				

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9. If you or a staff member participated in one of these programs, did you make changes in your library procedures or services as a result?

Yes

No

Not sure / Don't remember

10. If you or a staff member participated in one of these programs or activities, please provide an example of a change you made in your library procedures or services as a result.

11. If you or a staff member participated in a leadership development program or activity, please provide an example of how leadership skills improved as a result of your participation.

12. Participation in the following programs and activities has helped build the institutional capacity of Idaho libraries to better serve their communities.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Teen Services: Make it at the Library - video 101 training or Maker Extravaganza Training; YALSA Webinars; Power Up Summit Support						
Library Capacity Building: Broadband consulting services; Broadband Toolkit Improvement Program (BTIP); State Broadband Reimbursement (EOR); e-Branch-in-a-box hosting services; Emerging Trends Training Support						
Continuing Education: Online continuing education; Futures Camp; Continuing Education Grants; Leadership Development; Trustee Connections; Public Library Director Summit and Meet and Greet; Special Projects Library Action Team; Datapalooza						
Youth Services / Read to Me Professional Development: Early Years Conference; Supporting Beginning Readers - A Workshop for Elementary School Library Staff; Read to Me Spring Trainings; Read to Me Rendezvous						
School Library Development: Summer Summit; School library consulting and training; Supporting Beginning Readers						

13. Please share any additional feedback about these ICfL programs and activities to build the institutional capacity of Idaho libraries to better serve their communities.

In the [Idaho Commission for Libraries' Five-Year Plan \(2018-2022\)](#), Goal 2 is to support the role of libraries in preparing Idahoans to be college and career ready. There are two strategies ICfL has used to

achieve that goal in the Lifelong Learning focal area:

- 1) Improve users' formal education.
- 2) Improve users' general knowledge and skills.

Each strategy has a variety of programs and activities that library staff and trustees may have taken part of since 2018. Please respond to the below questions about programs and activities in Goal 2 so we can better understand progress made towards achieving this goal.

14. Please indicate whether your library has participated in any of the following programs and activities to support the role of libraries in improving users' formal education and/or improving users' general knowledge and skills.

	Yes, my library participated in one or more of these programs/activities	No, my library did not participate in any of these programs/activities	No applicable	Unaware of these programs/activities
Summer Reading / Youth Services Summer Learning: Bright Futures Outreach Opportunities (Summer Outreach for Underserved Children); Bright Futures Outreach Opportunities (Parent Outreach); Bright Futures - Strengthening School Partnerships; Summer Reading general support; Summer STEM				
Youth Services / Read to Me Family Engagement: Dia de los Ninos / Dia de los Libros; Idaho Family Reading Week; Laundromat Literacy Pilot; Welcoming Libraries Grant				
Youth Services / Read to Me Outreach: Fun with Math and Science; Every Child Ready to Read; Idaho Child Care Reads; Jump Start Kindergarten; My First Books; School Year Outreach for Underserved Children; Outreach for Underserved Children				

15. Participation in the following programs and activities has increased the number of young children and families using my library.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Summer Reading / Youth Services Summer Learning: Bright Futures Outreach Opportunities (Summer Outreach for Underserved Children);					

Bright Futures Outreach Opportunities (Parent Outreach); Bright Futures - Strengthening School Partnerships; Summer Reading general support; Summer STEM					
Youth Services / Read to Me Family Engagement: Dia de los Ninos / Dia de los Libros; Idaho Family Reading Week; Laundromat Literacy Pilot; Welcoming Libraries Grant					
Youth services / Read to Me Outreach: Fun with Math and Science; Every Child Ready to Read; Idaho Child Care Reads; Jump Start Kindergarten; My First Books; School Year Outreach for Underserved Children; Outreach for Underserved Children					

16. If your library participated in one of these programs, did you make changes in your library procedures or services as a result?

Yes

No

Not sure / Don't remember

17. If you or a staff member participated in one of these programs or activities, please provide an example of a change you made in your library procedures or services as a result.

18. Participation in the following programs and activities has helped support the role of libraries in improving users' formal education and/or improving users' general knowledge and skills.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Summer Reading / Youth Services Summer Learning: Bright Futures Outreach Opportunities (Summer Outreach for Underserved Children); Bright Futures Outreach Opportunities (Parent Outreach); Bright Futures - Strengthening School Partnerships; Summer Reading general support; Summer STEM						
Youth Services / Read to Me Family Engagement: Dia de los Ninos / Dia de los Libros; Idaho Family Reading Week; Laundromat Literacy Pilot; Welcoming Libraries Grant						
Youth services / Read to Me Outreach: Fun with Math and Science; Every Child Ready to Read; Idaho Child Care Reads; Jump Start Kindergarten; My First Books; School Year Outreach for Underserved Children; Outreach for Underserved Children						

19. Please share any additional feedback about these ICfL programs and activities to support the role of libraries in improving users' formal education and/or improving users' general knowledge and skills.

In the [Idaho Commission for Libraries' Five-Year Plan \(2018-2022\)](#), Goal 2 is to support the role of libraries in preparing Idahoans to be college and career ready. There are two strategies ICfL has used to achieve that goal in the Information Access focal area:

- 1) Improve users' ability to discover information resources.
- 2) Improve users' ability to obtain and/or use information resources.

Each strategy has a variety of programs and activities that library staff and trustees may have taken part of since 2018. Please respond to the below questions about programs and activities in Goal 2 so we can better understand progress made towards achieving this goal.

20. Please indicate whether your library has participated in any of the following programs and activities to support the role of libraries in preparing Idahoans to be college and career ready.

	Yes, my library participated in one or more of these programs/activities	No, my library did not participate in any of these programs/activities	No applicable	Unaware of these programs/activities
LiLI databases				
Idaho Digital e-Book Alliance (IDEA)				

21. Participation in the below programs and activities has helped your library increase the knowledge among community partners of the resources you offer in preparing Idahoans to be college and career ready.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
LiLI databases					
Idaho Digital e-Book Alliance (IDEA)					

22. Staff members at my library have the skills they need to use both the LiLI databases and the Idaho Digital e-Book Alliance (IDEA).

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

23. Staff members at my library have the skills they need to teach patrons how to use both the LiLI databases and the Idaho Digital e-Book Alliance (IDEA).

- Strongly agree
- Agree
- Neutral

Disagree
Strongly disagree

24. Please share any additional feedback about these ICfL programs and activities to support the role of libraries in preparing Idahoans to be college and career ready.

In the [Idaho Commission for Libraries' Five-Year Plan \(2018-2022\)](#), Goal 3 is to ensure equitable access to information and library services for Idahoans with disabilities, those in rural communities, English-language learners, those living in poverty, and all other underserved communities. There is one strategy ICfL has used to achieve that goal in the Lifelong Learning focal area:

1) Improve users' ability to obtain and/or use information resources.

This strategy has a variety of programs and activities that library staff and trustees may have taken part of since 2018. Please respond to the below questions about programs and activities in Goal 3 so we can better understand progress made towards achieving this goal.

25. Please indicate whether your library has participated in any of the following program and activities to improve users' ability to obtain and/r use information resources.

	Yes, my library participated in one or more of these programs/activities	No, my library did not participate in any of these programs/activities	No applicable	Unaware of these programs/activities
Idaho Talking Book Service				
Braille and Audio Reading Download (BARD)				

26. Participation in the following programs and activities has helped improve user's ability to obtain and/or use information resources.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Idaho Talking Book Service					
Braille and Audio Reading Download (BARD)					

27. Please indicate the degree to which you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Staff members have the skills and training they need to inform patrons about the Idaho Talking Book Service					
Staff members have the skills and training they need to register patrons for the Idaho Talking Book Service					
Staff members have the skills and training they need to inform patrons about the Braille and Audio Reading Download (BARD) Service					

28. Please share any additional feedback for ICfL regarding its support for the Idaho Talking Book Service and Braille and Audio Reading Download (BARD).

Thank you for taking the time to complete this survey! If you wish to go back and review or revise your responses, click Prev below. If you are satisfied with your responses, click Done to submit.

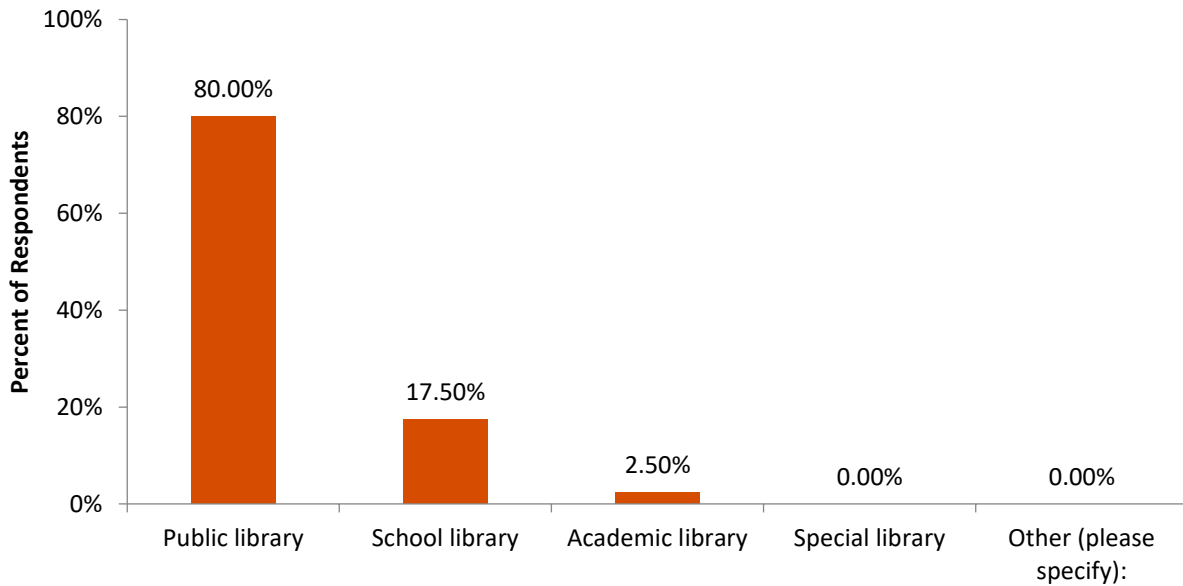
Please watch for information about how you can register for a focus group or interview to give additional feedback about ICfL's LSTA programs and activities. If you have any questions about this survey or the LSTA evaluation process, please contact Amanda E. Standerfer, Fast Forward Libraries lead consultant, at amanda@standerferconsulting.com.

Appendix K: Library Sector Survey Summary and Report

As part of their Library Services and Technology Act (LSTA) Five-Year Plan (2018-2022) evaluation process, the Idaho Commission for Libraries (ICfL) conducted a SurveyMonkey survey to learn more about their libraries: their experiences with ICfL's LSTA programs and activities, and how they have made a difference in staff and trustee knowledge and library operations. A total of 120 individuals completed the survey.

Please provide the name of your library:	
• Ada Community Library (4)	• Lewis and Clark Elementary (1)
• Ada Community Library – Hidden Springs (2)	• Lewiston City Library (4)
• Ada Community Library – Lake Hazel (2)	• Lewisville Legacy Public Library (1)
• Ada Community Library – Star (1)	• Malad High School (1)
• Ada Community Library – Victory (1)	• Mary McPherson Elementary (1)
• Amoral Tuttle Library (1)	• Maxine Johnson Elementary Library (1)
• Atlas Elementary (1)	• Menan Annis Grant Public Library
• Bear Lake County Library (1)	• Meridan Library District (9)
• Blackfoot Public Library (1)	• Midvale Community Library (1)
• Boise Basin Library District (1)	• Mountain Home Public Library (2)
• Boise Public Library (1)	• MSD281 Elementary Libraries (1)
• Boise Public Library – Collister (1)	• Nampa Public Library (3)
• Bovill Community Library (1)	• Oneida County Library (1)
• Caldwell Public Library (5)	• Osburn Public Library (1)
• Cambridge Community Library (1)	• Owyhee High School (1)
• Central Elementary (1)	• Patricia Romanko Public Library (1)
• Coeur d’Alene Public Library (1)	• Plummer Public Library (1)
• Community Library Network (1)	• Pocatello High School (1)
• Community Library Network – Bookmobile (1)	• Portneuf District Library (1)
• Community Library Network – Hayden (2)	• Potlach Jr/Sr High School Library (2)
• Community Library Network – Rathdrum (1)	• Prairie View Elementary (1)
• Community Library Network – Spirit Lake (1)	• Priest Lake Library (1)
• Donnelly Public Library (1)	• Prospect Elementary (1)
• East Bonner County Library (1)	• Salmon Public Library (1)
• Fremont County District Library (2)	• Soda Springs Public Library (1)
• Garden Valley District Library (2)	• St. Maries Public Library (1)
• Glens Ferry Public (1)	• Stanley Community Library (1)
• Hailey Elementary School Library (1)	• Syringa Middle School Library (1)
• Hansen Community Library (1)	• Temple View Elementary School (1)
• Henry’s Fork Elementary (1)	• Thunder Ridge High School (1)
• Idaho Falls Public Library (9)	• Twin Falls Public Library (3)
• Idaho State University (2)	• University of Idaho Library (1)
• Jefferson Middle School (1)	• Valley of the Tetons Library (2)
• Kellogg Public Library (1)	• Wallace Public Library (1)
• Kootenai Elementary Library (1)	• Wapello Elementary (1)
• Lake Hazel Branch Library (1)	• Wendell City Library (1)
• Larsen-Sant Public Library (2)	• West Bonner Library District (1)
• Latah County Library District (1)	

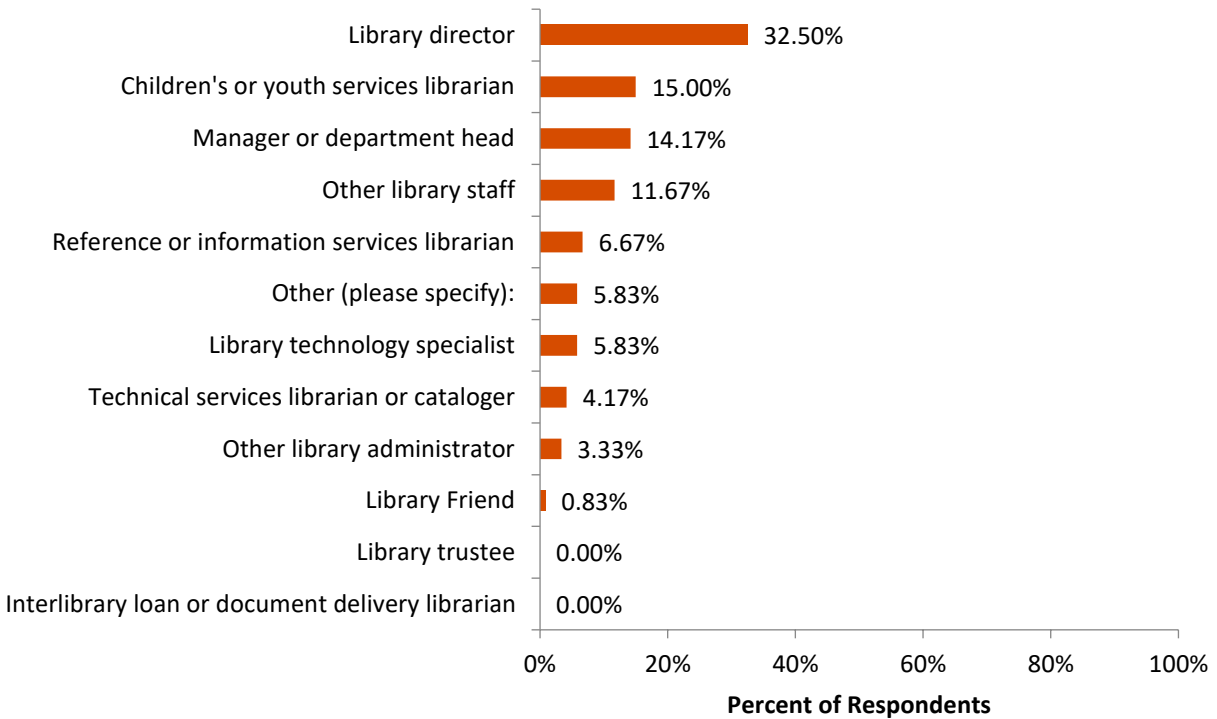
Please describe the type of library you represent:



Please indicate the name of the county in which your library is located:

• Ada (26)	• Fremont (3)
• Bannock (4)	• Gooding (1)
• Bear Lake (1)	• Jefferson (1)
• Benewah (2)	• Kootenai (9)
• Bingham (2)	• Latah (6)
• Blaine (2)	• Lemhi (1)
• Boise (2)	• Nez Perce (4)
• Bonner (6)	• Oneida (2)
• Bonneville (11)	• Payette (1)
• Canyon (14)	• Shoshone (3)
• Caribou (1)	• Teton (2)
• Custer (1)	• Twin Falls (3)
• Elmore (3)	• Valley (1)
• Franklin (2)	• Washington (2)

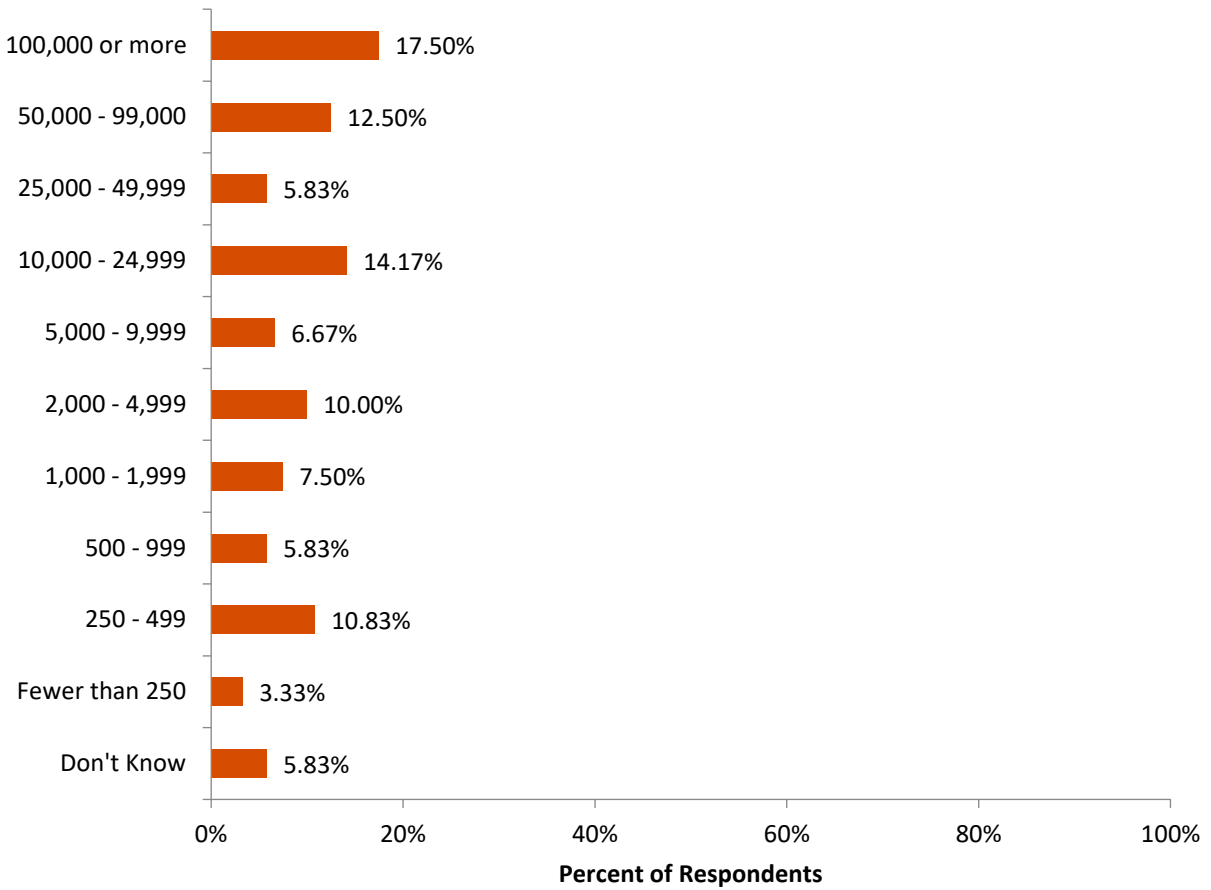
Please select the category that most closely describes your role/responsibilities in your library:



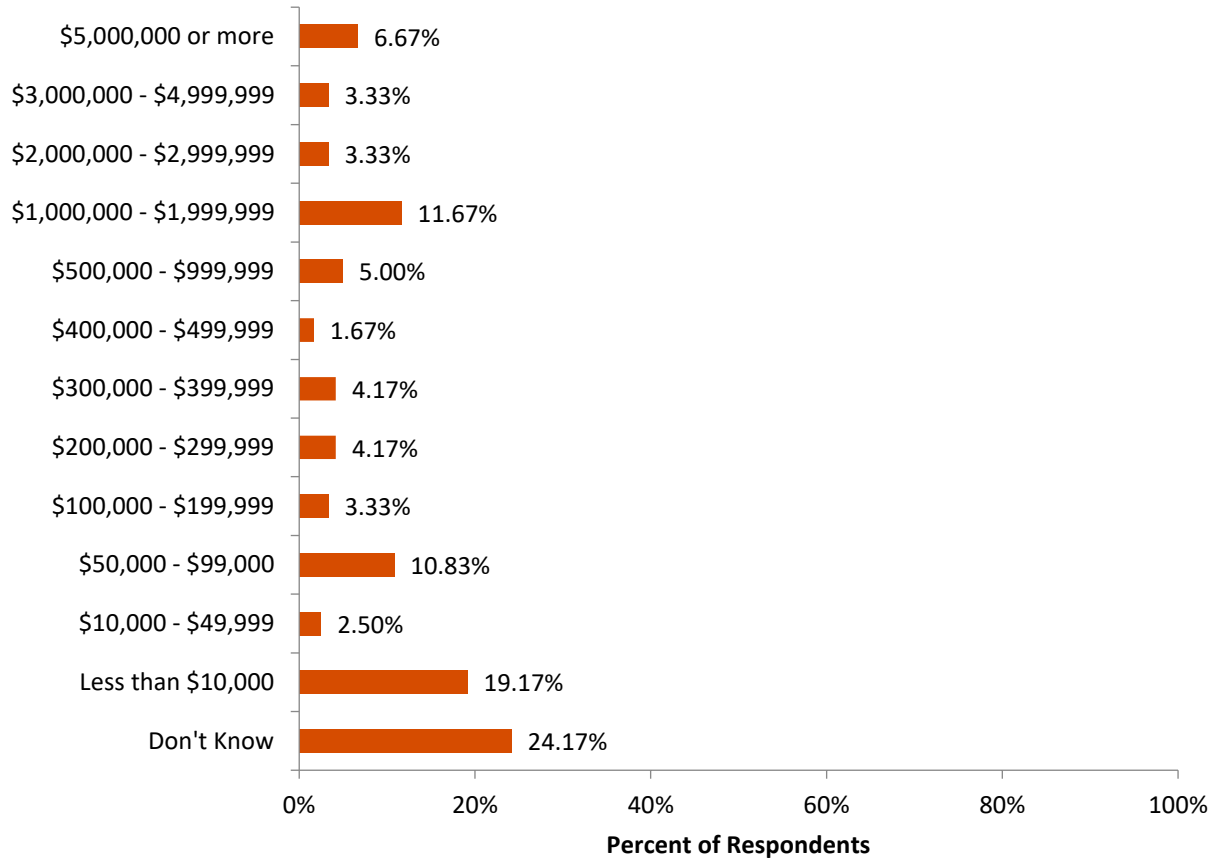
Other role/responsibility in your library:

- Library Media Specialist
- District Coordinator
- Grade School Librarian, we do it all
- Teacher Librarian
- Assistant, Interlibrary Loan, Cataloger
- Associate Librarian (jack of all trades)
- All of the above - there is only one library person here

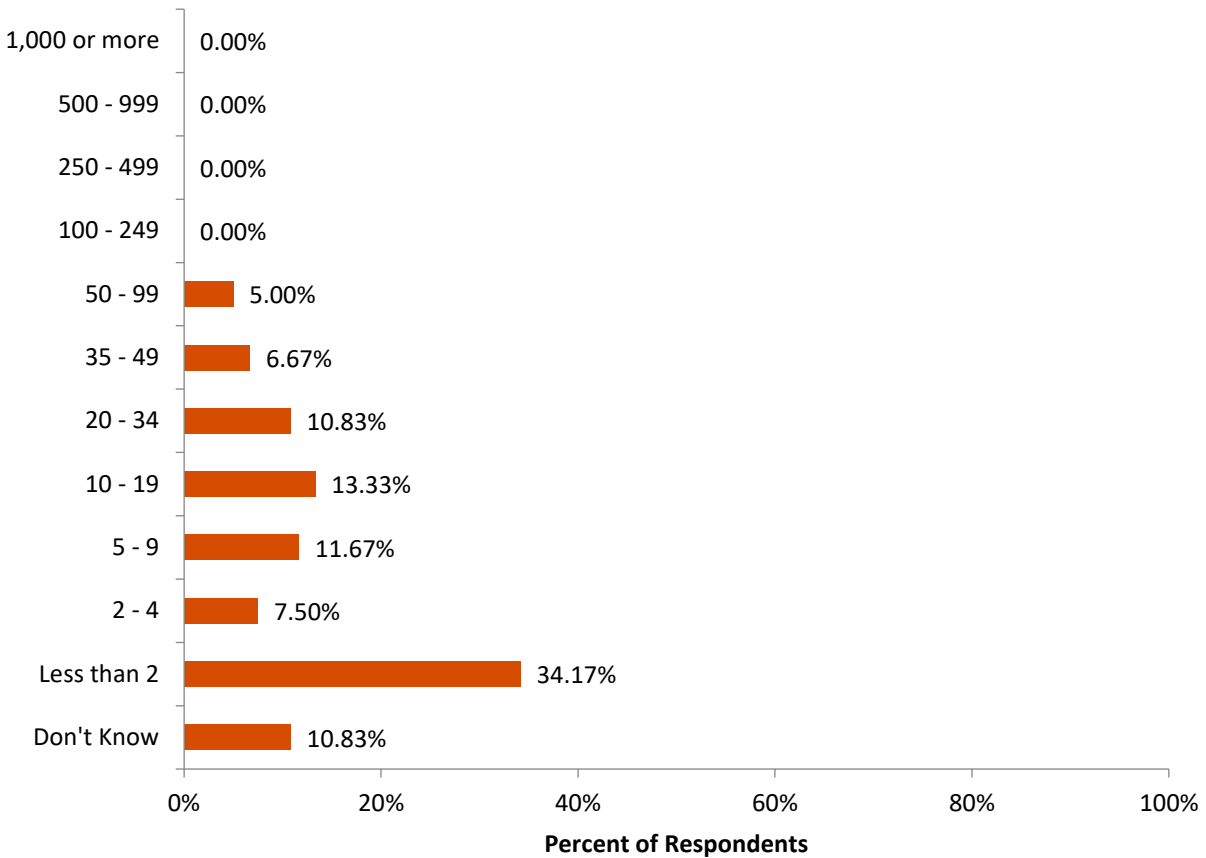
Please indicate the size of the population served by the library you represent:



Please estimate the overall annual operating budget (excluding capital expenses) of the library you represent:



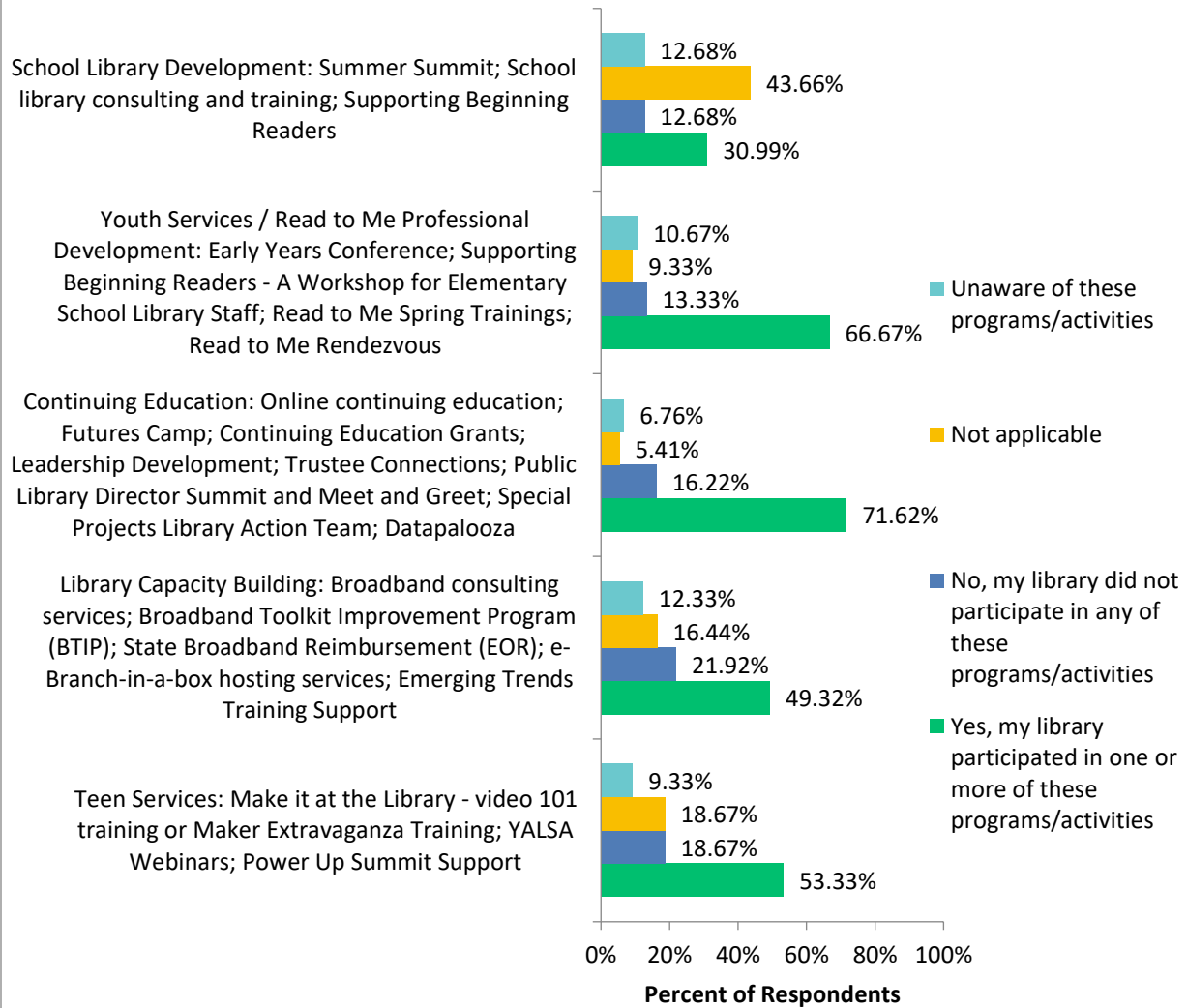
Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent:



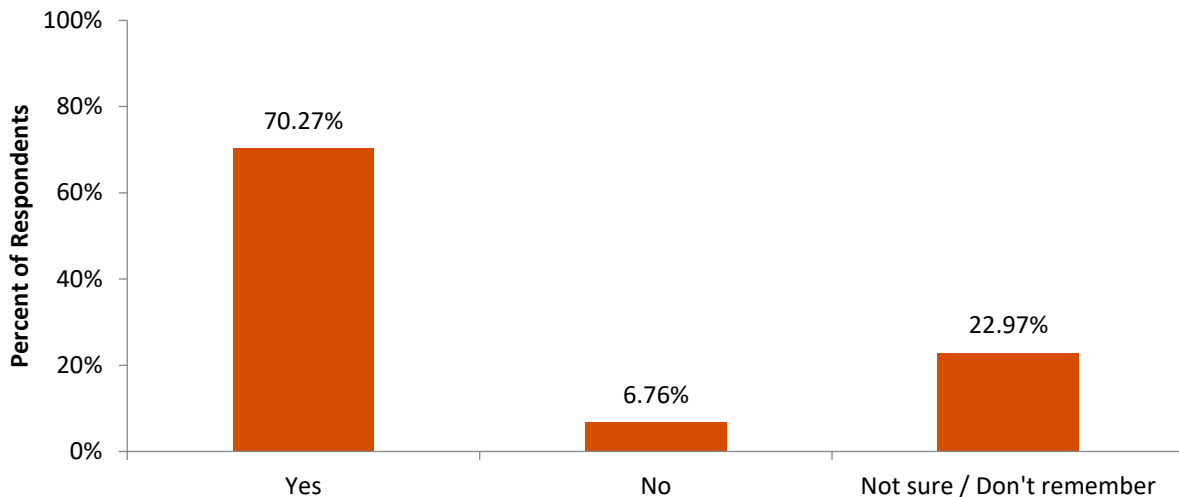
FINDINGS:

- A majority of respondents represent public libraries (80%); serve populations of at least 5,000 (57%); and have less than 10 full-time equivalent staff (53%).
- One third (33%) of respondents are library directors and have an annual operating budget of less than \$100,000.

Please indicate whether you are any member of your staff has participated in any of the following programs and activities to build the institutional capacity of Idaho libraries to better serve their communities.



If you or a staff member participated in one of these programs, did you make changes in your library procedures or services as a result?



If you or a staff member participated in one of these programs or activities, please provide an example of a change you made in your library procedures or services as a result.

Respondents provided changes related to **reading**:

- Libraries are trying to get more students to read by providing more options for check out; expanding early reader collections; selecting inclusive children's books; utilizing literacy development skills during story time and summer reading; increasing the number of books children and students are allowed to check out; creating an early literature program that is more focused and more effective; modeling for adults how to read and interact with children; and creating new displays of teen fiction, nonfiction, and graphic novels

Respondents provided changes related to **policies** and **procedures**:

- Libraries are restructuring staff meetings; using metrics for outcome-based results; reducing limitations on check out policies; updating policies on fines and circulation; sharing programs and activities with the community; revising their weeding process; developing a technology strategic plan; and changing communication with patrons regarding political, religious, and personal opinions

Respondents provided changes related to **programming**:

- Libraries are preparing for a teen reading challenge; creating teen programming; starting teen/tween STEM events; promoting the Teen Top Ten annual contest; creating new virtual reality programs; teaching zine making to students; launching a makerspace program; offering additional young adult and adult programs; opening story times to more ages and family inclusion; developing programs better able to support children at different ages; creating a kindergarten prep class; and adding interactive elements to story times

Respondents provided changes related to **services**:

- Libraries are purchasing materials and technology learning devices; creating a new Wi-Fi infrastructure; making Wi-Fi available 24/7; switching network service providers; updating public computers; providing better direct services for patrons in crisis; and starting a 3D printing service

Respondents provided changes related to **communications** and **marketing**:

- Libraries are using infographics to share library information; coordinating preschool student visits to the library; and focusing on additional outreach, including homeschool families and junior high students in nearby schools

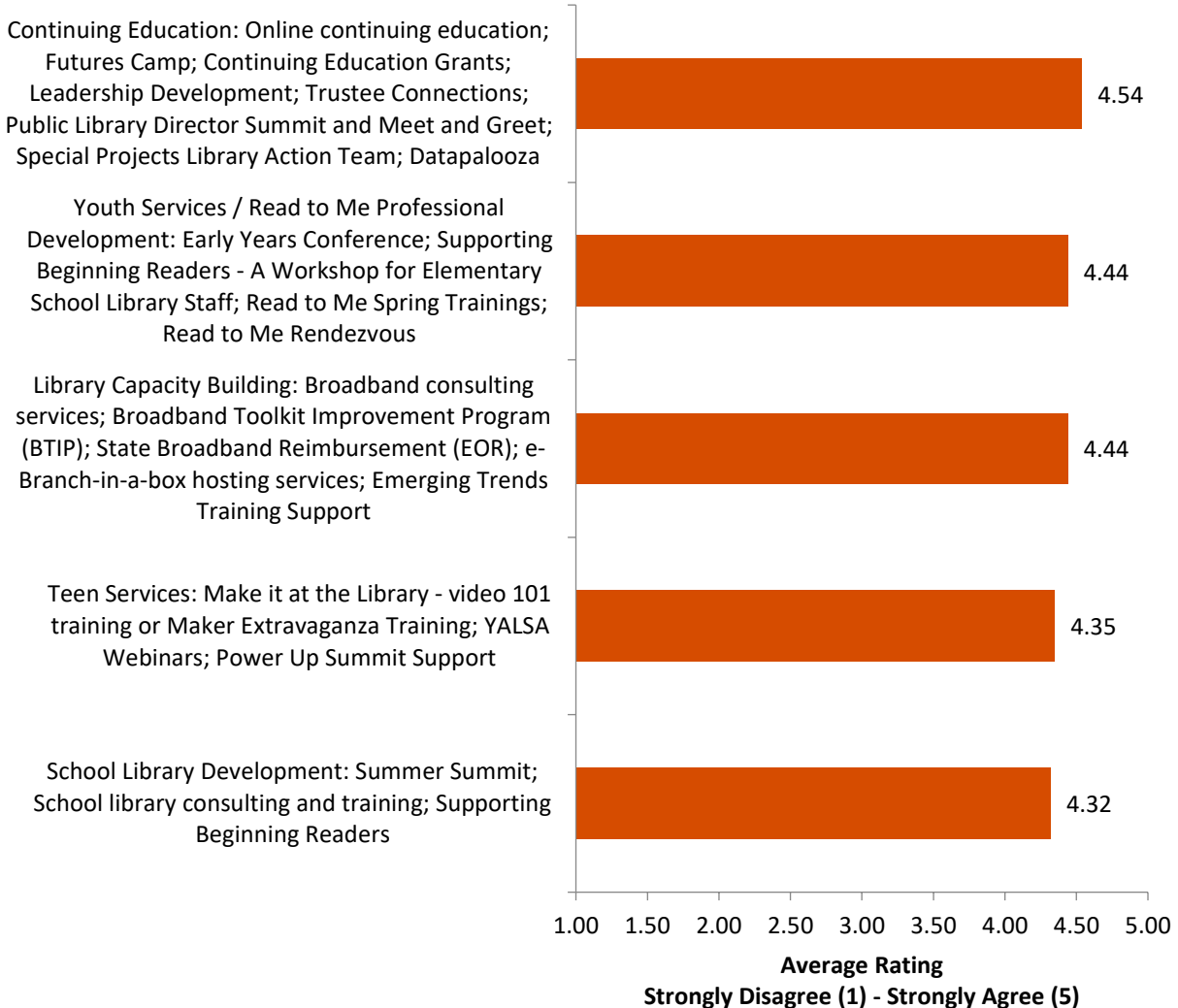
Respondents provided **other** changes:

- Libraries are leveraging continuing education funds to pay for master's degrees; creating an open area meeting room/collaboration space; and approaching the city council to request support for construction

If you or a staff member participated in a leadership development program or activity, please provide an example of how leadership skills improved as a result of your participation.

- Respondents have more confidence, knowledge, and awareness of opportunities and programs; respondents understand how to be a leader; and respondents are networking with other librarians, gaining support and new strategies
- Respondents are focused on community development, and working with patrons to reduce barriers to library services
- Respondents have received promotions and have been encouraged to seek leadership positions

Participation in the following programs and activities has helped to build the institutional capacity of Idaho libraries to better serve their communities.



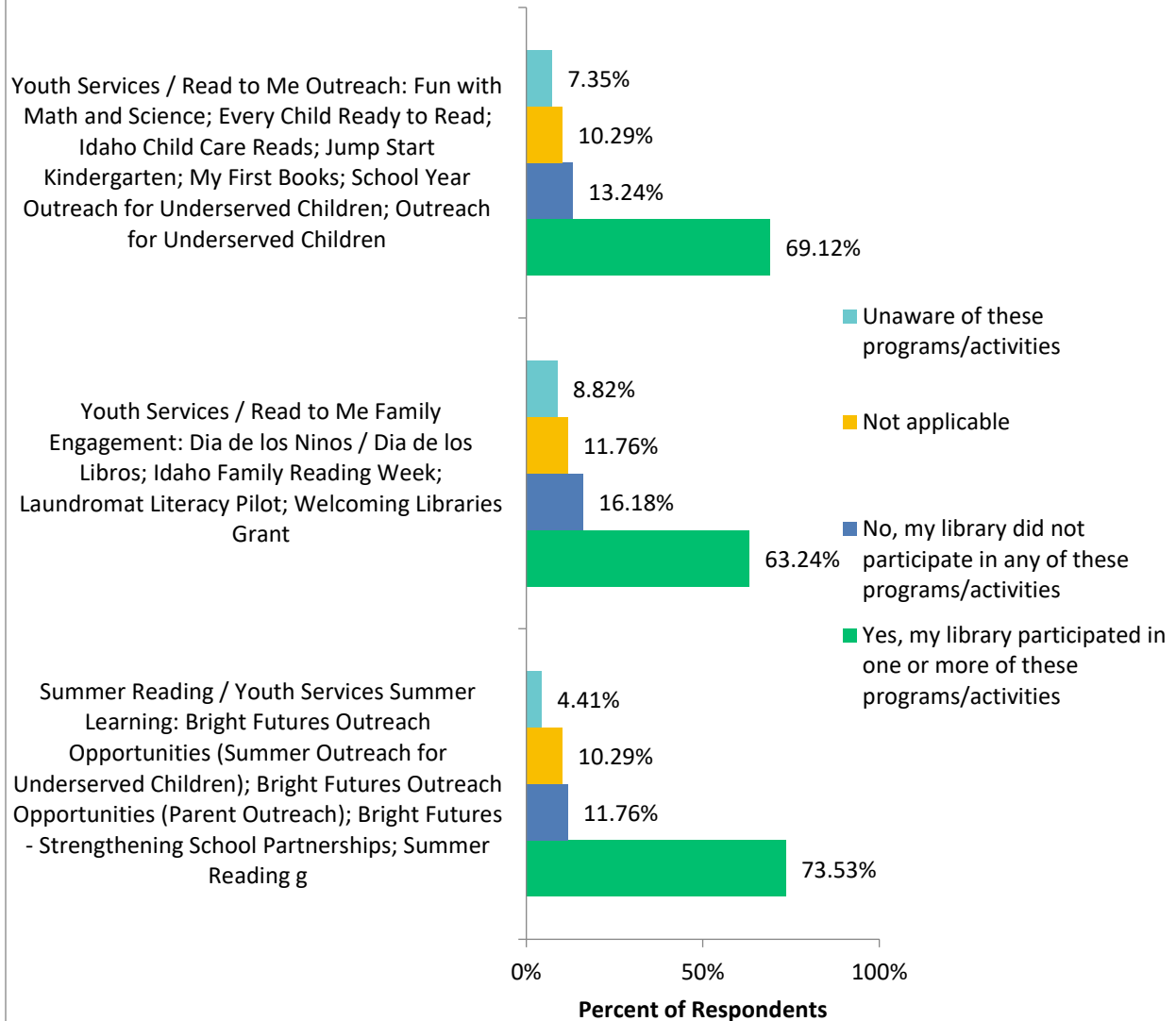
institutional capacity of Idaho libraries to better serve their communities.

- Respondents indicated that the trainings offered by ICfL are a fantastic resource; appreciated the newsletter for updates and program ideas; facilitated the acquisition of new books and ideas to get students to read; broadened their view of community and patrons; and provided additional ways to support students and learning
- Respondents felt that ICfL brings libraries together and allowed libraries to provide the best possible services to their communities
- Respondents desired more communication regarding participation and results; more time to use ICfL services; and more virtual sessions in the future given time and budget constraints

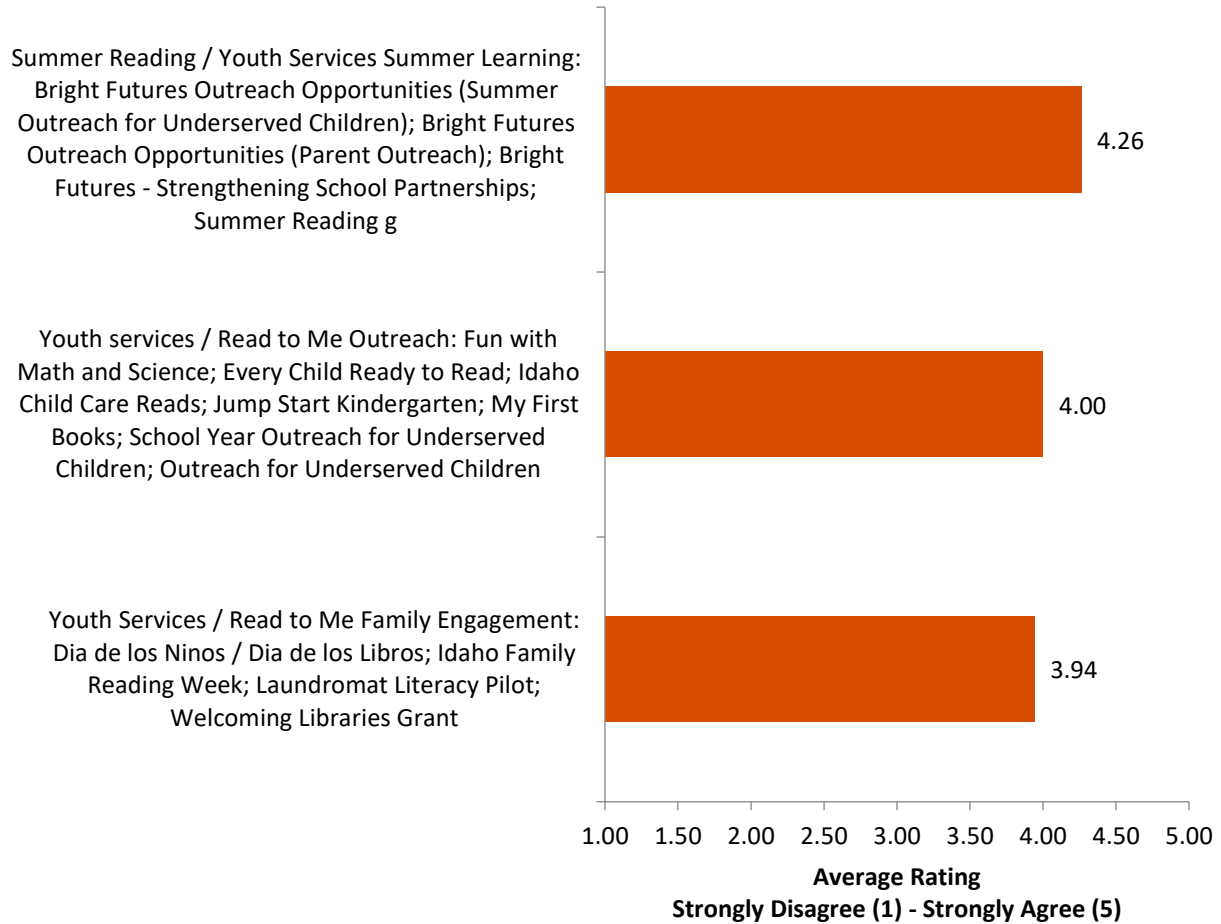
FINDINGS:

- Except for school library development, a majority of the libraries represented have participated in at least one program or activity to build institutional capacity.
- Less than 15% were unaware of any given category of programs and activities.
- A majority of respondents (70%) indicated that they made a change in their library procedures or services as a result.
- Respondents agreed that participation in the various programs and activities helped to build the institutional capacity of Idaho libraries to better serve their communities.

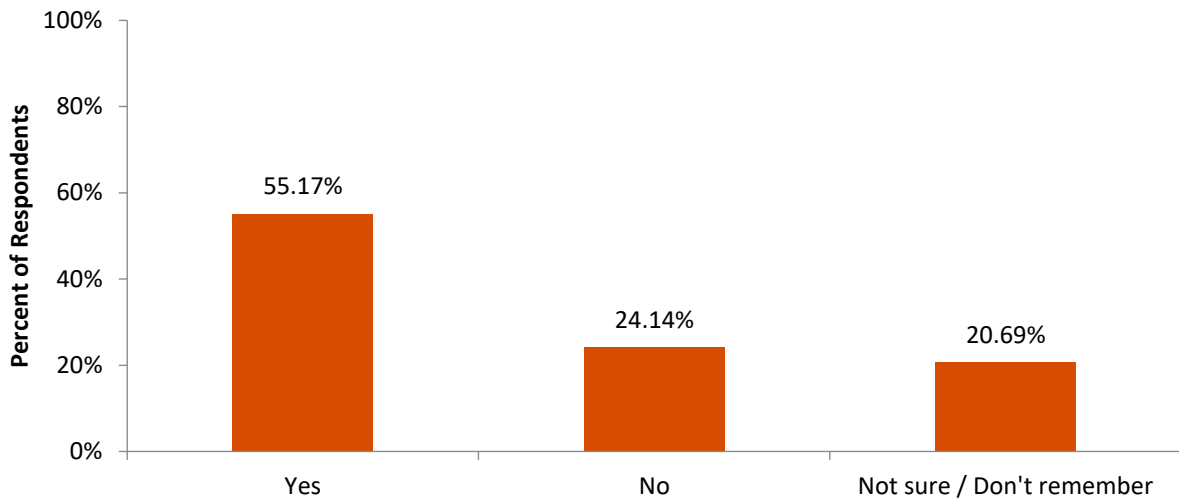
Please indicate whether your library has participated in any of the following programs and activities to support the role of libraries in improving users' formal education and/or improving users' general knowledge and skills.



Participation in the following programs and activities has increased the number of young children and families using my library.



If your library participated in one of these programs, did you make changes in your library procedures or services as a result?



If you or a staff member participated in one of these programs or activities, please provide an example of a change you made in your library procedures or services as a result.

Respondents provided changes related to **services**:

- Libraries added more welcoming signage and bilingual books; added AR items; and developed a sensory sensitive environment

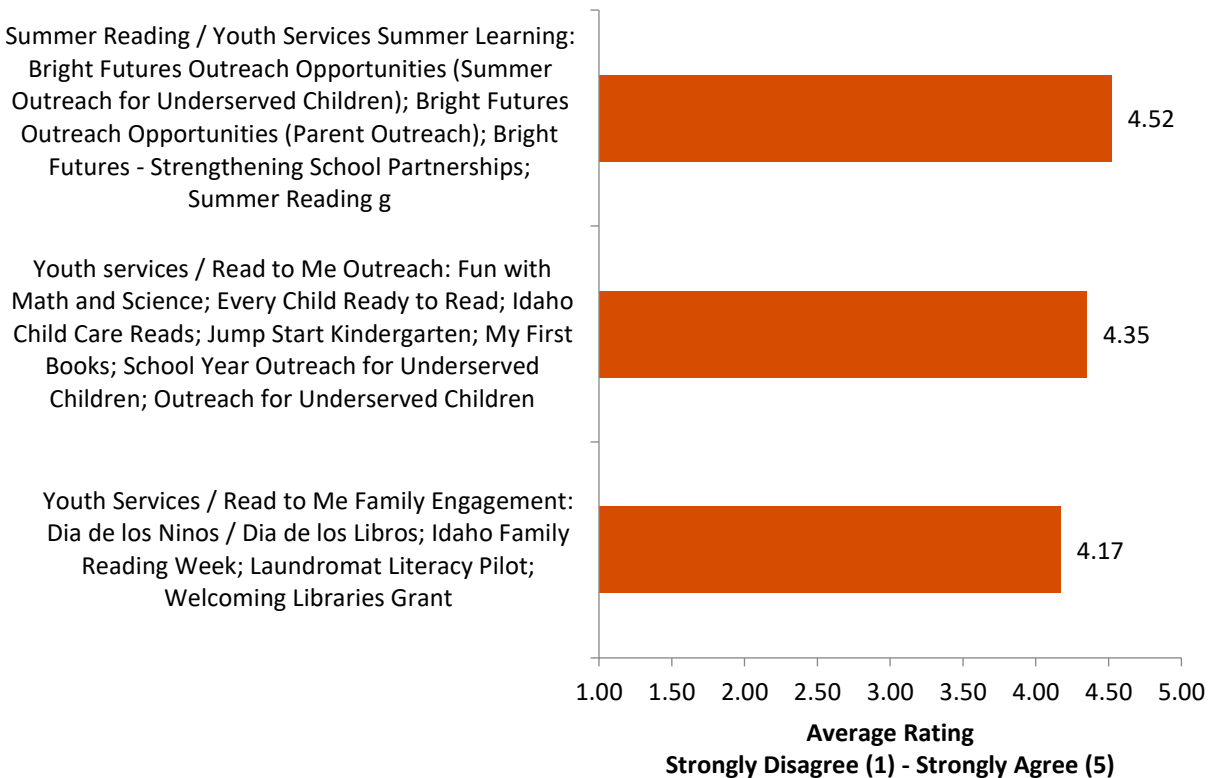
Respondents provided changes related to **programs**:

- Libraries offered both virtual and in person programs; created successful summer reading programs; created STEM stations, STEAM programming, and STEAM kits; started and expanded a My First Books program; and revised their story times

Respondents provided changes related to **outreach**:

- Libraries began a little free library in the community to get more books into the hands of children; participated in kindergarten registration to meet more families; focused on outreach efforts and programs, including creating a video; and created a partnership with Head Start program and daycare

Participation in the following programs and activities has helped support the role of libraries in improving users' formal education and/or improving users' general knowledge and skills.



Please share any additional feedback about these ICfL programs and activities to support the role of libraries in improving users' formal education and/or improving users' general knowledge and skills.

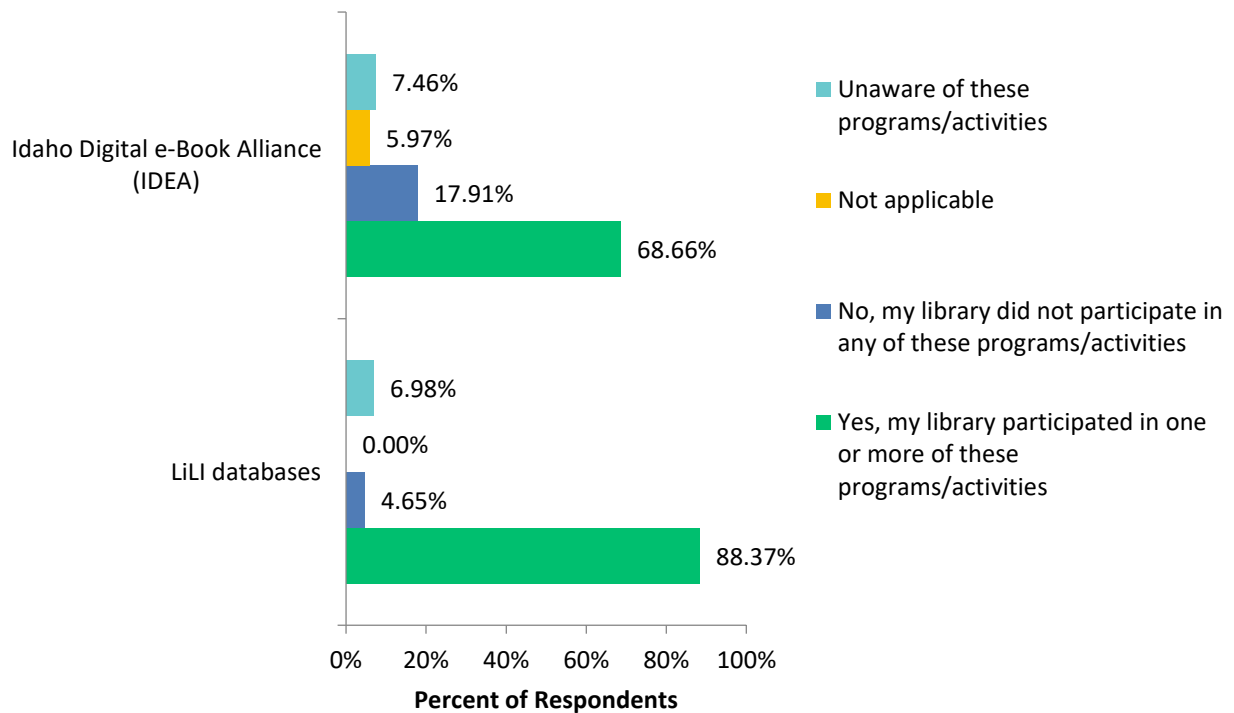
- Respondents noted that an increase in awareness of the library within the community resulted in several new families obtaining library cards; respondents have received feedback regarding child growth from story times and baby stretch activities; respondents indicated that STEM programs sparked discussions and questions from children and adults; and program materials and funds allow libraries to serve the community better
- Respondents indicated that program materials and funds allow libraries to serve the community better; respondents appreciate the opportunities provided as they help libraries thrive; and respondents noted that many rural libraries lack awareness and opportunities

FINDINGS:

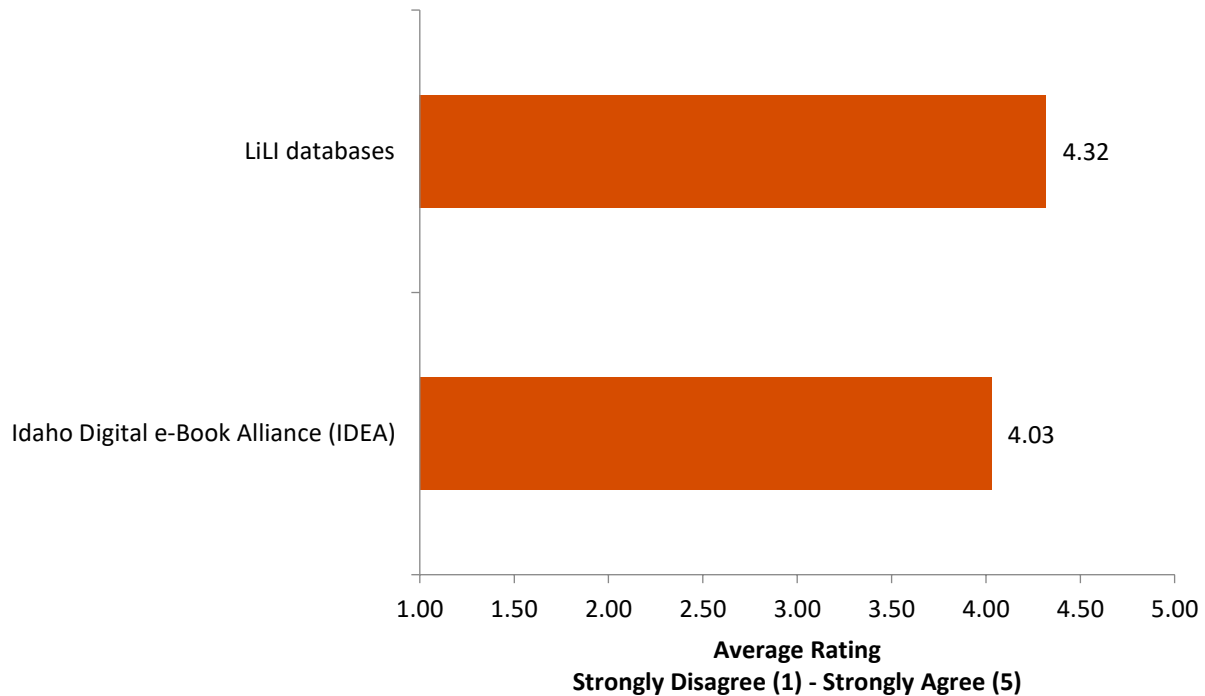
- A majority of the libraries represented have participated in at least one program or activity to improve users' formal education and/or improve users' general knowledge and skills.
- Less than 10% were unaware of any given category of programs and activities.

- Respondents mostly agreed that participation in the various programs and activities has increased the number of young children and families using the library.
- A majority of respondents (55%) indicated that they made a change in their library procedures or services as a result.
- Respondents agree that participation has helped support the role of libraries in improving users' formal education and/or improving users' general knowledge and skills.

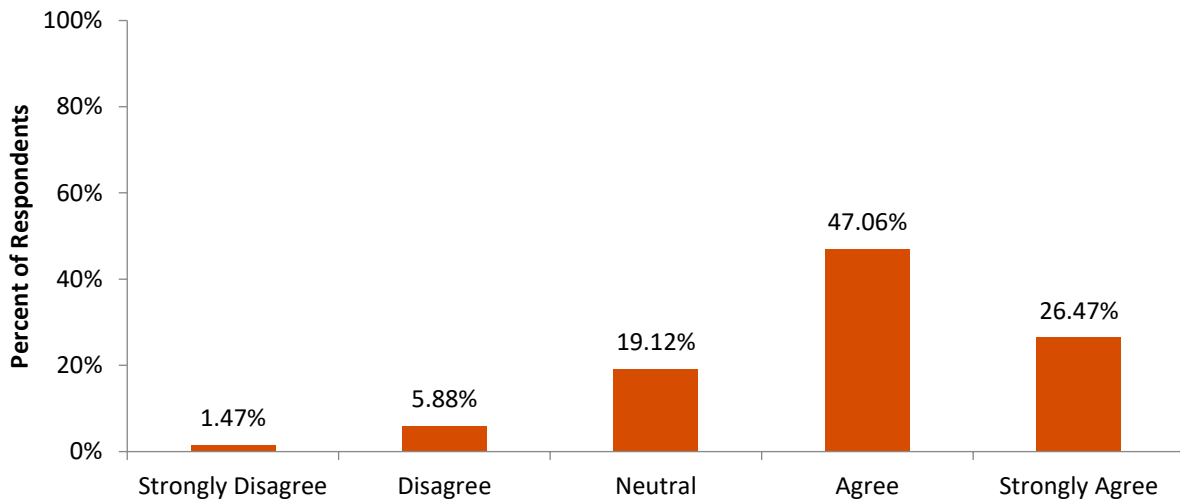
Please indicate whether your library has participated in any of the following programs and activities to support the role of libraries in preparing Idahoans to be college and career ready.



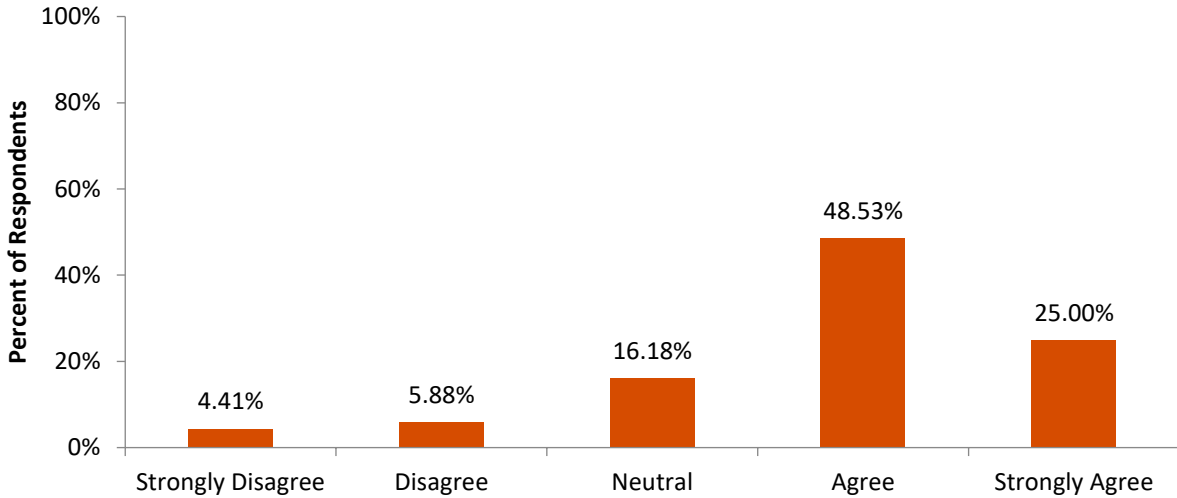
Participation in the below programs and activities has helped your library increase the knowledge among community partners of the resources you offer to preparing Idahoans to be college and career ready.



Staff members at my library have the skills they need to use both the Lill databases and the Idaho Digital e-Book Alliance (IDEA).



Staff members at my library have the skills they need to teach patrons how to use both the Lill databases and the Idaho Digital e-Book Alliance (IDEA).



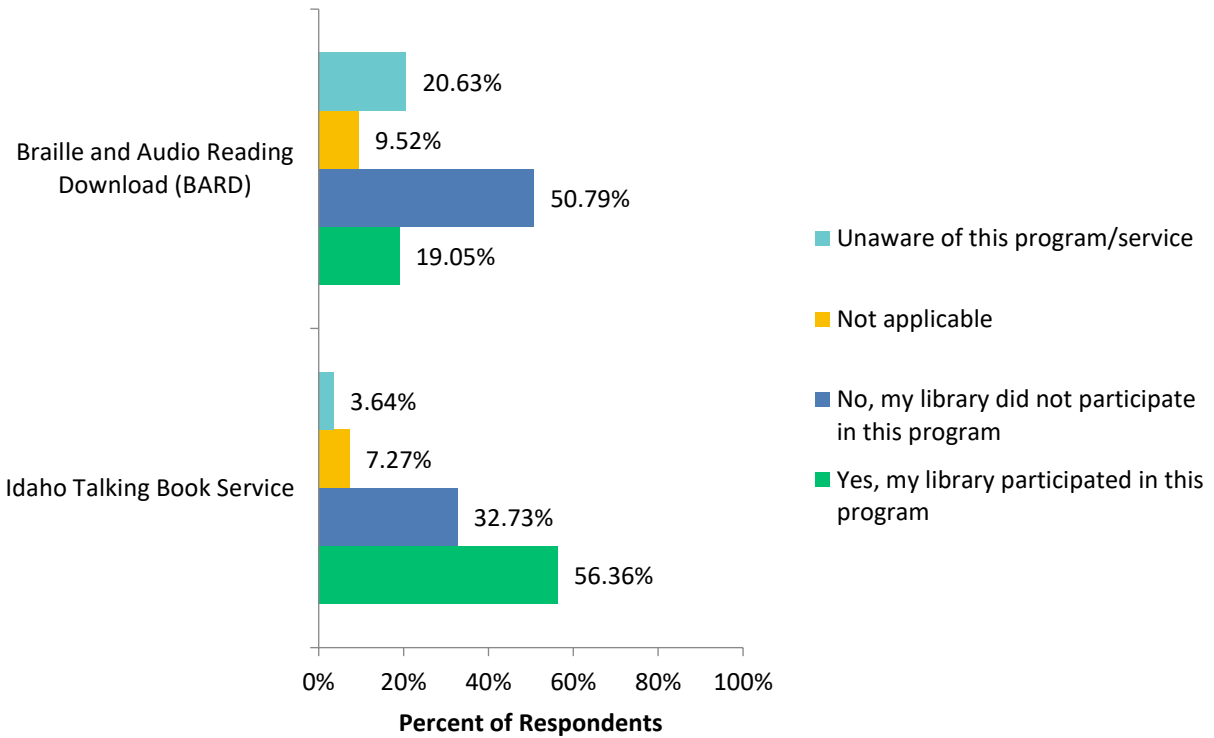
Please share any additional feedback about these ICfL programs and activities to support the role of libraries in preparing Idahoans to be college and career ready.

- Respondents indicated that free resources are helpful to patrons as they prepare for college and careers; and respondents felt that the resources provided much needed access to books, especially during COVID
- Respondents indicated that they were not successful in getting student access to IDEA; respondents noted that there is a perception of many steps in the process of accessing the information; respondents indicated that time has been limited for helping students use the databases and that they need more training

FINDINGS:

- A majority of the libraries represented have participated in at least one program or activity to prepare Idahoans to be college and career ready.
- Less than 10% were unaware of any given category of programs and activities.
- Respondents agreed that participation in the various programs and activities has helped increase the knowledge among community partners of the resources offered to support college and career readiness.
- Respondents mostly agree that staff members have the skills and training they need to use and to teach patrons how to use the LiLI databases and the Idaho Digital e-Book Alliance.

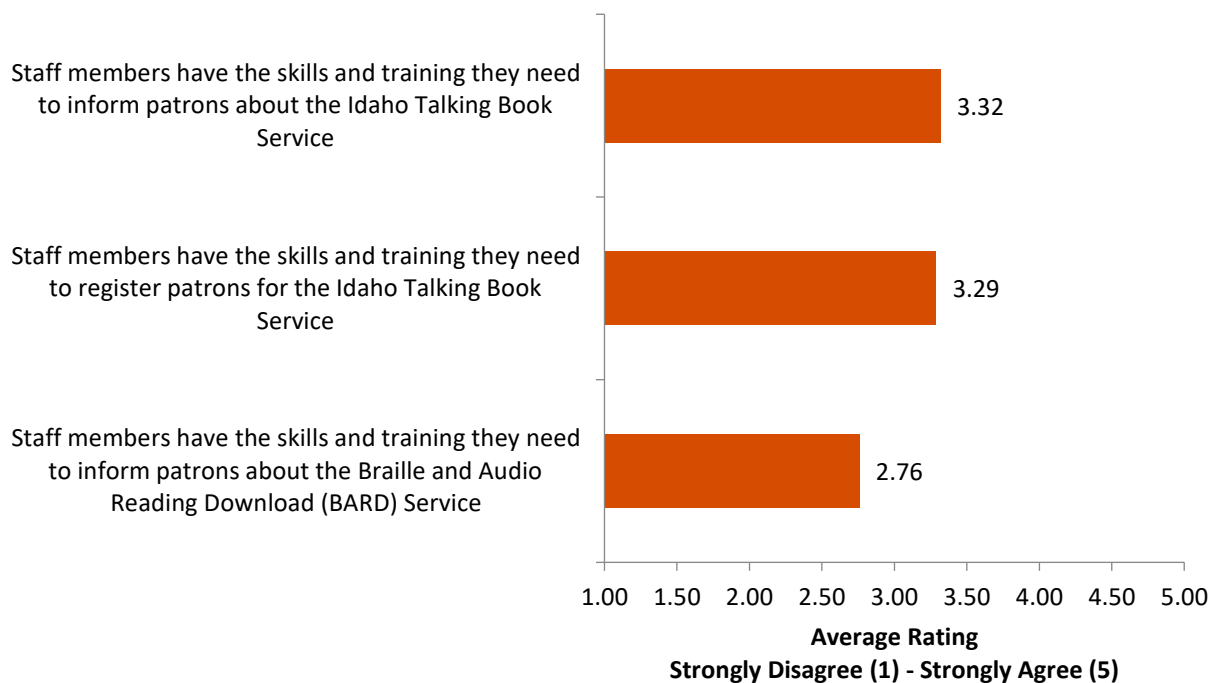
Please indicate whether your library has participated in any of the following programs and activities to improve users' ability to obtain and/or use information resources.



Participation in the following programs and activities has helped improve users' ability to obtain and/or use information resources.



Please indicate the degree to which you agree or disagree with each of the following statements.



Please share any additional feedback for ICfL regarding its support for the Idaho Talking Book Service and Braille and Audio Reading Download (BARD).

- Respondents indicated that there has been less need for the Idaho Talking Book Service and the Braille and Audio Reading Download service, with many less familiar with BARD; respondents also noted that patron resistance to technology is a barrier to usage
- Respondents reported that the elderly are thankful for the Idaho Talking Book Service and desire a larger selection of books

FINDINGS:

- A majority of the libraries represented have participated in the Idaho Talking Book Service, but less than 20% have participated in the Braille and Audio Reading Download.
- Less than 5% were unaware of the Idaho Talking Book Service, with 21% unaware of the Braille and Audio Reading Download.
- Respondents mostly agree that participation in the Idaho Talking Book Service has helped improve users' ability to obtain and/or use information resources; respondents are mostly neutral on the impact of the Braille and Audio Reading Download service.
- Respondents are mostly neutral that the staff have the skills and training they need to inform and register patrons for the Idaho Talking Book Services and the Braille and Audio Reading Download Service.

OVERALL SURVEY FINDINGS:

- Based on the survey data, participating libraries are serving large communities with a small staff and a small budget. Respondents appreciate the resources provided by ICfL directly as well as the opportunities to network with other libraries to share ideas.
- Respondents are mostly aware of and use the programs and activities provided by the ICfL.

Appendix L: Bibliography of all documents reviewed

The annual State Program Report (SPR) to IMLS; *LSTA 2018* and *LSTA 2019* and *LSTA 2020* (via the SRP)

LIBRARY SERVICES AND TECHNOLOGY ACT, IDAHO STATE PLAN, FY2018-2022

An Independent Evaluation of Idaho's Implementation of the Library Services and Technology Act Grants to State Programs 2013 – 2017, Prepared by Carson Block Consulting, Inc., and Himmel & Wilson Library Consultants, February 2017

Continuing Education and Workforce Development grant applications, final reports, and six-month follow-up evaluations with sub-grantees (as contained in the grant files shared by ICfL)

2020 CE Survey Report

2019 and 2020 CE Survey Data

Fall Make It Summary, August 28, 2018

Make It at the Library 2018 Report

Mini Make It at Summer Summit 2019 – Video Book Trailer Training

Make It at the Library May – September 2019, STEM AC Report

STEM AC May 2019 Report

Family Reading Week 2020 Project Summary

Idaho Talking Book Survey 2021

FY21 Welcoming Libraries Grant Annual Program Report

Annual Performance Measures Reports

Minutes from LiLI Steering Committee meetings, CE Advisory Committee meetings, TBS Advisory Committee meetings, LILAC Advisory Committee meetings, and ICfL Board of Library Commissioners meeting

ICfL newsletters and other venues for communicating with libraries and library users

SLAA Annual Survey report to IMLA (FY18 and FY20)

Appendix M: Focus Group Notes

The consultants performed four virtual focus groups (via Zoom) to explore the LSTA-funded program experiences of library staff throughout Idaho. Potential participants in the focus groups were made aware of the opportunities via a message from ICfL to the all-Idaho Libraries email list.

For a list of focus group participants, please see Appendix G: List of People Interviewed. Other than publicizing the focus groups, ICfL staff did not participate in the focus groups.

The general focus groups were held during November 2021.

- Thursday, October 14, 2021, 10:00 – 11:30 a.m. (MT)
 - 2 participants
- Friday, October 15, 2021, 9:00 – 10:30 a.m. (MT)
 - 2 participants
- Monday, October 18, 2021, noon – 1:30 p.m. (MT)
 - 1 participant
- Friday, October 22, 2021, noon-1:30 p.m. (MT)
 - 1 participant
- Monday, October 25, 2021, 2:00 – 3:30 p.m. (MT)
 - 2 participants

At each session, participants were given a brief overview of the LSTA evaluation process and information about how their responses would be used during the process. Below are raw notes taken by focus group facilitators Amanda Standerfer and Rachel Fuller during the sessions.

What LSTA programs have you or your library participated in?

- Professional development – a life saver, especially for new people, would not have survived
 - Summer STEM – lifesaver, very popular
 - Welcoming Libraries
 - Grants are so critical for patrons because they expand what we can offer, Summer STEM, Welcoming Libraries Grant, Kindergarten Readiness, Reading Rendezvous, My First Books, Underserved Grant (for Hispanic population, dual-language program and migrant summer school program), conference attendee, have gotten grants to attend professional conference
 - Idaho Family Read Week
 - Dia programs
 - Summer Summit as participant
 - Library Futures Academy
 - My First Books
 - May participated in other programs, but not sure what all is funded by LSTA
 - Summer Reading
 - Let's Talk About It
 - Family Reading Week
 - Continuing education session
 - Best practices grant
 - Broadband consulting
 - My First Books
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- Kindergartners Ready to Read
 - Talking Books
 - Make It at the Library
 - Continuing education workshop
 - Continuing Education – have focused on accessibility
 - Make It at the Library
 - Let's Talk About It

How do you feel those programs benefitted your library?

- Helps get the word out because you have to partner, so forces us to communicate in a new and different way, don't have the budget to do this normally
- When hired, had no idea what she was doing, all the professional development has been a roadmap to be confident and to get ideas from others
- Reach the community, attract different people
- More than books
- Increased partnerships (Head Start, Latino dance group (able to pay them to perform), Idaho school for the deaf and blind (get them books that they would not be able to have))
- Augmenting the library and inspiring them to use the library
- Kids learn by doing (their work is play), so with the funds and the stuff, we purchase manipulatives and kits
- Welcoming grant, got \$500, did captioning and partnered with school for deaf and blind, also purchased more large print, helped them uncover greater need – need a reading machine, good to learn about service gaps – this led to another grant that they wrote – LSTA grant was jumping off point
- Hard to imagine them not benefitting the library
- My First Books raises awareness of the importance of early literacy and gets books in the hands of children
- LSTA funded programs help equalize access, and that has a huge impact on Idahoans
- Professional development is especially helpful for elementary librarians who are often paraprofessionals with little to no formal training
- Professional development is helpful because the outside agency lends power and credibility to the librarian with colleagues, paraprofessionals, district administrators, etc.
- Having a Professional Learning Network (PLN) due to participation in LSTA funded programs is invaluable and a resource upon which can be continually drawn
- I don't know what we would do without them. We are a small shop and so ICfL funds makes it possible to offer strong children's programming
- Training is invaluable for rural library staff members
- Helped build leadership skills
- ILL is important to providing information access
- It's been great for our library. We've gotten a teen program up and running.
- We've been able to expand what our makerspace offers. We've begun offering handicrafts so that we are spanning generations.

How did you measure the success of the program? Outputs and outcomes?

- Number of attendees, kits handed out
 - Large print books – usage – increased by 200% for kids, and 250% for teens
 - My First Book Families – talk with families who are appreciative that they get books over a year, impact on whole family, invite them to story time
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- Create awareness, expand their worlds
 - Migrant School kids – never would have had books without program
 - Dia – increased cultural awareness, introduced culture to community
 - Kindergarten Readiness grant – kits, some to patrons and others to preschools (created stronger connections with these folks)
 - English-Spanish preschool – resources and videos
 - Card access – can get cards for non-taxpayers, provide access
 - Observing smiles and happiness, tell a friend, think it's fun
 - Sensory storytimes – made kids feel more welcome
 - High usage of what we got through the grant
 - Long-term benefit
 - Families report that the program made a difference
 - Mostly effective -- in elementary school libraries, do the paraprofessionals feel they have the skills and resources needed to do their jobs? Do they feel good about coming to work? Do the students enjoy the library? Are they learning?
 - Did the paraprofessional who attended a professional development event come back with new ideas? Did they come back excited? What changes were made at the library afterward?
 - Increase in library cards
 - Survey feedback
 - Able to offer program in first place
 - Attendance numbers
 - Library card sign ups
 - Reflective practice – considering qualitative feedback
 - There has been more making in the library as a result of participating in Make It at the Library.
 - Staff feel empowered to attend training and develop ideas.
 - Count statistics, number of attendees and ages
 - Have done information feedback surveys
 - With PD, have reported back how it has impacted for patrons
 - Felt equipped to apply for additional grants
 - Surveys, though they are not popular or received
 - For Make It, measured success by teens who came and then came back

Do you feel the benefit was short- or long-term? How do you know?

- Open reading opportunities
 - Cultural knowledge
 - Early literacy
 - Partnerships
 - Emotional response
 - Return for next program
 - Feel welcome
 - Learn things, joy of learning
 - Reach more people
 - Awareness
 - Flexible
 - School-ready
 - Expand view of library
 - Connection to the library
 - Plant the seed of life-long library use, creating habits
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- Increasing confidence – parents, kids
 - Proud of themselves for trying
 - Laying foundations of learning
 - Love listening to and reading stories
 - Parents learning from program leaders and storytellers (modeling parent behavior)
 - Short term benefits can be excitement that results in small, day-to-day changes
 - Long term benefits require a series of short term benefits and feeling of success
 - Both exist with ICfL’s LSTA funded programs and both are important.
 - Have experience with LSTA programs as a patron and library staff member and can see benefit to multiple libraries
 - Summer Reading Program builds new relationships with patrons and those families stay on after the fact
 - Let’s Talk About It has long term benefit because it is a partnership with other library and patrons are using both libraries now
 - Family Reading Week is a new program, so seeing short term so far
 - Short-term – feel a better sense of immediate community connections
 - Long term – books in the homes of families and in kids hands and greater involvement from the parents
 - Patrons are able to apply for jobs and have telehealth appointments in ways they could not before thanks to the broadband consulting.
 - Long term, as the library is more accessible to people with mobility concerns
 - Long term – helped us rebuild repertoire with community and rebrand the library and has enabled us to expand on programs with future grants
 - Short term success right now – will see if it becomes a long term success – will be shown by participation over time
 - Our library staff is asked “Are you going to get those books again?” on yearly basis

What changes have you made in library operations or services as a result of participating in the LSTA program?

- Partnerships – have pushed them to connect to different partners
 - More resources available for patrons from programs
 - More mindful of thinking about long-term job opportunities for young people, be able to explain the “why” behind what the kids are learning, be more intentional about connecting what they are doing to a possible career
 - Dramatically increased the number of kits offered, expanded size of kits, added more stuff
 - Expanded play area
 - Offer kindergarten readiness programs regularly now (started with grant funding)
 - Adding more large print books
 - Now aware that when filming things, always show their lips because people can lip read
 - Established a partnership with ISU, adding ASL to the videos they are creating
 - Tween Makerspace
 - Have changed practices around training and PLNs
 - Have changed practices regarding management so that the emphasis is on relationship building
 - Have trained practices around training as not all paraprofessionals begin in the same place
 - Have updated who has been assigned to tasks and at what time(s) during the year the tasks are being done
 - Communication among departments and with the public has changed;
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- New services/programs were offered that would not have been available to the community without LSTA funds
 - Family Reading Week was used to develop new and stronger relationships with the local Head Start program and has produced more collaboration
 - The library has started building more literacy activities into its partnerships with community organizations
 - The library now checks out kits, Chromebooks, and hotspots.
 - Patrons are able to apply for jobs and have telehealth appointments.
 - Programming has changed as we are now doing programming outside of the library.
 - Partner with schools for a lunchroom program
 - Working toward making a STEAM room for use by patrons.
 - The library has expanded accessibility and has developed a room in which the accessibility tools can be used.
 - It has helped spark ideas for building new services and then expanding on those services.
 - Has partnered with schools to offer lunchroom programs and through that program provide free books for children.

What worked well regarding the LSTA program?

- ICfL makes it easy and accessible
- They give background and expectations up front
- Clearly stated what you are getting into
- Tell you in the beginning about reporting requirements
- Great communication, clear and easy
- Staff are all excellent
- Website is clear
- Easy to apply
- Easy to find documents and submit them
- Like that you get a confirmation for submitting
- Orientation meeting helpful
- Likes interim reports, helps you get ready for the final grant, so you are not leaving everything until the end
- Like that they send reminders
- Flexibility
- Quick to reply
- Liked meetings where we could share ideas, helped create connections with other libraries
- Love the energy staff spent to check in/follow up
- Accountability as part of the process is necessary and helpful while also building community
- The template and support from ICfL are helpful, and the option to build upon a framework and adapt it is essential
- Get materials with plenty of time
- Knowing that ICfL staff were there to provide support
- Follow-up received from ICfL staff
- Staff support from ICfL is wonderful; it's great that there's always someone to call
- The process is simplified and is not burdensome; this is greatly appreciated by staff.

What would you change or improve about the program?

- Don't know what else they could do – works for their library, feel supported
 - They are amazing – creative, accessible
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- Keep being adaptive and flexible
 - Felt programs went well and felt supported, no changes
 - Nothing!
 - Nothing – it’s great as is!
 - Perhaps categories of grants would be helpful.
 - Sometimes the forms could be clearer.
 - As a small staff, even the simplified process can be hard.

What other community needs to you have that you think could be addressed through an LSTA program?

- Growing Latino population, do not have a Spanish speaking staff member – but ICfL has someone – need more help translating flyers and getting info out in Spanish – grant to fund translators, Spanish-language materials
- Also growing Russian population – translation and materials would be great
- Translate website
- Feels like ICfL keeps track of trends and needs and responds – very helpful to her library
- There is a need for understanding of what libraries do among school administrators and the general public
- Training for school administrations on a local, regional, and statewide level on what can be expected for their students and schools when school libraries are well funded and appropriately staffed
- There is a need for understanding of what libraries do and why they are important among policy makers, decision makers, etc.
- The need to increase understanding is both a challenge and an opportunity to expand the role of libraries (or what people may think of as the role of libraries)
- Supporting and serving teens outside of Summer Reading
- Not sure...
- Technology literacy skills are an area of need. Not all community members have or can use email, or have the internet; the needs are great.

What are your impressions of ICfL’s LSTA programs overall?

- ICfL is fairy godmothers of library land – anything she needs, ICfL is there and they know what to do, use funds so well and offer what the libraries need
 - Lifesaver, critical.
 - If all programs were taken away, it would reduce the library’s effectiveness by 75%. They benefit the public by that much. LSTA programs augment the library’s budget significantly.
 - Build staff skills, create networks in the sector, bring great programs to the community.
 - Really well done – especially given the constraints that exist in Idaho
 - Staff work hard to maximize the funds and have taken all steps necessary to be efficient and impactful
 - All opportunities and events are developed with thoughtfulness and care
 - ICfL is a wonderful resource in Idaho, which is not always the case for similar agencies in other states
 - Their staff deserves all of the compliments they receive
 - All of the programs offered and beneficial for libraries and their patrons
 - Programs are great and can hopefully continue
 - They are a real boon to our little library.
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- The programs are professionally handled, and the communication is well managed. If a library doesn't have ICfL as a close contact, they are missing the boat!

Is there anything else you want to add about ICfL's LSTA programs? Or any additional questions you have?

- Always worried that ICfL will lose funding or it will be reduced. It would have a huge impact on her library.
 - Important to continue to advocate for LSTA funds. (Can ICfL advocate for themselves? Because individual libraries would do this!)
 - ICfL staff have worked hard to streamline the process, which is appreciated; continuation of their current practices will be appreciated;
 - ICfL does an excellent job of being one or two steps ahead of libraries and their needs, feel well taken care of
 - As a relatively new librarian, the training opportunities have been superb.
 - ICfL has really stepped up during COVID, and they have a commitment to helping libraries succeed in community building.
 - ICfL has emphasized being part of the community and being a vibrant community presence
 - It's clear that ICfL staff have Idahoans and Idaho library workers' best interests at heart. They do amazing work!
 - ICfL has helped our library stretch outside the library's walls and better serve our community.
 - The training opportunities offered by ICfL are invaluable!
 - I want them to know how much we appreciate their support and funding; their personal touch is top-notch. Please keep it coming!
 - ICfL is going through some staffing changes, which is common now [due to COVID], and so I especially appreciate their open communication. They are a huge support across the state and serve as an equalizer for all libraries.
 - ICfL staff does a great job of connecting libraries all over the state, and they want to work with libraries from all over – that's so appreciated!
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Quick Facts About Idaho Public Libraries

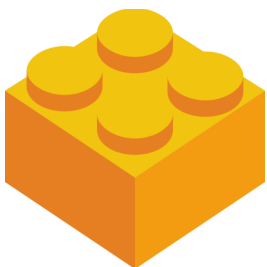
From the 2020 Idaho Public Library Statistics

Libraries Are For Everyone



4,532,137 people visited Idaho's **162 Public libraries, branches, and bookmobiles** in FY 2020

481,724 people attended one of **20,811 programs** held in libraries. That's the same as **57 programs every day** over the past year.



810,966 people have a current library card. That's about **44 percent** of the population of Idaho.

3,437 different volunteers donated **65,027 hours** of their time to their local library.



Quick Facts About Idaho Public Libraries

From the 2020 Idaho Public Library Statistics

Idaho Public Libraries have **6,646,256** total items in their collections.



27%

Downloadables



64%

Books



6%

Videos



3%

Audios

Physical items still make up a majority of library collections.

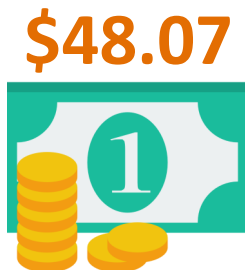


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Other Materials

(Video games, puzzles, hotspots, ukuleles, bicycles, cake pans, and more!)

Public libraries **circulated** **10,068,665** physical & **2,335,033** electronic items last year.



\$48.07

Average per capita Idahoans pay to support their public library.



Library internet use decreased **33%** from the previous year, with **1,623,752** uses of library wireless networks.

Appendix O: Consultant Recommendations for ICfL

The evaluation of the Idaho Commission for Libraries' (ICfL) work towards meeting the goals of their Library Services and Technology Act (LSTA) State Plan is meaningful and has broad impact on libraries across the state. With a relatively small LSTA annual allotment, ICfL has developed an impressive set of programs and activities that support libraries in carrying out their mission and provide important resources to people living in the state. Even the smallest of programs, like the Workforce Development grants that allowed libraries to hire a summer intern, have made a difference and would be missed if they were discontinued.

However, it's unrealistic to think that existing programs should go on forever in using the same models and delivery methods. Rather, continuing to learn and evolve should be baked in to ICfL's next 5-Year plan. Given the disruption caused by the pandemic and the need to rapidly shift how programs were delivered, ICfL has already learned how to adapt and continue to have impact. These lessons can guide future thinking about program improvement and design.

Areas of strength and additional opportunity:

1. Given the lack of statewide early childhood education support in Idaho, ICfL's early literacy programs are vital to promoting reading and learning with the youngest community members across the state. Often, the local library's programs that expose children under age 5 to books, reading, and learning are the only school readiness programs available. Parents and caregivers rely on the library for these programs and ICfL's investment has paid off and should continue.
2. The pandemic has caused an acceleration of the isolation many community members feel, especially senior citizens and people with disabilities. ICfL's Talking Book Service made great strides in shifting how services are offered and connecting with people during a difficult time of quarantines and uncertainty. As the world emerges from the pandemic, the TBS service has the opportunity to grow and serve a growing population of aging people and connecting with sight-impaired and other disabled community members to create a sense of connection and belonging.
3. Given the geography of Idaho and the lack of high-speed Internet services, ICfL is positioned to accelerate leadership to ensure all libraries have the connections and equipment they need to serve their communities. Broadband Internet is critical for education and business in communities across the state, and helps level the playing field for everyone living in the state. With additional broadband dollars likely available from various sources over the coming years, ICfL is the natural home to leverage and coordinate these projects that will lead to a direct impact on LSTA programs that provide database and e-resource access.
4. Without access to continuing education and capacity building programs funded by ICfL's LSTA programs, walking into a small, rural library in Idaho might be like entering a time machine. Many libraries don't have the resources or staff capacity to seek out new and innovative practices on their own, so they rely on ICfL programs to keep them up to date and ensuring they have the skills needed to serve the evolving needs of their communities. ICfL's continuing education and capacity building programs ensure the small, rural libraries have the tools needed to be modern resources.

5. A discussion about sustainability should underpin all of ICfL's LSTA planning discussions. ICfL has delivered vital programs and activities to libraries of all types across the state. This evaluation has demonstrated how much Idaho libraries rely on these programs and activities. However, there is a concern about what happens if the program or activity goes away. ICfL has some examples of programs and activities that have sunset or evolved and how to manage those transitions. When designing future programs and activities, ICfL should take care to consider how they are communicating with libraries about changes, how to support libraries if a program or activity is discontinued, and how to build more capacity for libraries to carry on a program or activity after funding ends.

This is a perpetual concern of grantmakers – what happens when the program is over? Some programs or activities end without a desire, need, or expectation to incorporate the program, service, or learning into the fabric of the library's work. In some cases, though, there's an expectation that the program or activity is intended to be adopted by the library over a longer period. ICfL should be clear about the ultimate outcome expected. Obviously, there are always factors that influence what the library does or does not do after engaging in a LSTA program or activity (like the departure of a staff member that received training to carry out a program and did not cross-train other staff), but ICfL has the opportunity to be more intentional about expected outcomes, how to achieve these outcomes, and to support libraries in their journey to attain these outcomes.