

Nevada State Library, Archives and Public Records (NSLAPR) Library Services and Technology Act Five-Year Evaluation Report 2013 – 2017

*Prepared for the Nevada State Library, Archives, and Public Records
By the University of Nevada, Las Vegas Center for Research, Evaluation, and Assessment*

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Submitted: March 2017



*Funded by the Institute of Museum and Library Services (IMLS)
through the Library Services and Technology Act (LSTA)*

Evaluation Summary

Introduction

The period covered by this report and evaluation of the Nevada State Library's implementation of the Library Services and Technology Act (LSTA) Grants to States program (2013 – 2017) follows one of the worst recessions in our history and includes a time of economic recovery in the United States. Although urban centers and regions in the U.S. experienced considerable economic growth, rural and geographically isolated areas have not seen similar gains, on average (Chinni, 2014). Although LSTA funds follow a five-year cycle, they were implemented in a time when Nevada libraries were subject to considerable uncertainty and financial difficulty.

Nevada is a state that is characterized by economic, geographic, and ethnic diversity. There are two urban centers (Reno and Las Vegas) and numerous remote towns and counties; the needs of the state are many and varied. With budgets being so uncertain and needs differing across the state Nevada has somewhat unique challenges when serving its library patrons. This reality provides context for this evaluation, which focuses on the goals described in Nevada's 2013 – 2017 LSTA Five Year Plan, each of which were designed to meet the Federal LSTA Grants to States purposes or priorities. In Nevada, funds were allocated to administrative, statewide, and sub-grants (i.e., competitive and mini grants) programs. The administrative and statewide categories are non-competitive and are established by the Nevada State Library, Archive and Public Records (NSLAPR), a division of the state Department of Administration, based on statewide library and program needs that reflect Nevada's 2013 – 2017 LSTA Five Year Plan. The mini grant (\$5,000 or less) and competitive grants (up to \$100,000) were reviewed and overseen by NSLAPR.

The evaluation report is organized by each of the major grant programs. Each section is examined in connection to the goals specified in Nevada's 2013 – 2017 LSTA Five-Year Plan and LSTA Grants to States priorities. Significant evaluation questions focused on whether or not the programs met goals of the state plan and LSTA priorities, program impact, the extent to which they benefited libraries and their clientele, client satisfaction, outreach to target groups, and effectiveness in reaching user groups. Overall, the analyses identified challenges to outcomes-based evaluation, and provided recommendations how data from this report can be used to help formulate the next five-year plan.

Executive Summary

Nevada's LSTA Five-Year Plan 2013 – 2017 included four goals, each of which were designed to meet the Federal LSTA Grant priorities. They were:

- Goal I: Strengthen Nevada libraries' ability to effectively respond to community needs through assessment, planning and training. (Designed to meet LSTA priorities 3, 5, 6, & 7)**
- Goal II: Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state. (Designed to meet LSTA priorities 3 & 4)**
- Goal III: Nevada libraries will provide responsive learning environments for Nevada residents. (Designed to meet LSTA priorities 1 & 3)**
- Goal IV: Build capacity of libraries to meet user identified access needs. (Designed to meet LSTA priorities 1, 2, & 3)**

The Federal LSTA Grants to States program had seven identified priorities (20 U.S.C. § 9141) when the Nevada State Library's 2013 – 2017 LSTA Five-Year Plan was written, components of which address all seven priorities to some degree. LSTA Grants to States priorities are:

- Priority 1 – Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;
- Priority 2 – Establish or enhance electronic and other linkages and improve coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b)(6), for the purpose of improving the quality of and access to library and information services;
- Priority 3 – (a) provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services, and (b) enhance efforts to recruit future professionals to the field of library and information services;
- Priority 4 – Develop public and private partnerships with other agencies and community- based organizations;
- Priority 5 – Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills;
- Priority 6 – Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with 42 U.S.C. § 9902(2)) applicable to a family of the size involved;
- Priority 7 – Develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks.

Table 1 provides examples of five-year program activities that were carried out during the evaluation period. In many cases, programs were designed to meet multiple goals. Calculated from data related to funded projects and the goals stipulated in the applications, this is true for approximately 1/3 of all LSTA programs funded in Nevada during the 2013 – 2017 cycle.

Table 1: Summary of Goals, Example LSTA Funded Programs, and General Assessment

Five-Year Plan State Goal	LSTA Funded Programs (Examples)	Evaluation Summary ¹
Goal 1: Strengthen Nevada libraries' ability to effectively respond to community needs through assessment, planning and training. (Intended to meet <i>LSTA Priorities 3, 5, 6, & 7</i>)	Public Library Statistics; Revving up Teen Services; Digital Literacy and Outreach	Achieved; Goal met through successful implementation of competitive grants and continuing education.
Goal 2: Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state. (Intended to meet <i>LSTA Priorities 3 & 4</i>)	Statewide Digital Initiative; Statewide Databases; Information Nevada; Pre-K for All: A Community Approach for the Vegas Valley	Achieved; Goal met through successful statewide programs and collaborative competitive grants.
Goal 3: Nevada libraries will provide responsive learning environments for Nevada residents. (Intended to meet <i>LSTA Priorities 1 & 3</i>)	Statewide Talking Books; Statewide Bookmobiles; Statewide Reading	Achieved; Goal met through multiple statewide programs and several local initiatives.
Goal 4: Build capacity of libraries to meet user identified access needs. (Intended to meet <i>LSTA Priorities 1, 2, & 3</i>)	Battle Mountain School Tech Tune Up	Achieved; Goal met through a combination of competitive grant projects and acquisitions.

¹ Evaluated in terms of whether or not the goal was: 1) achieved, 2) partly achieved, or 3) not achieved.

Methods and Procedures

This evaluation applied a mixed-methods approach (see Creswell & Plano Clark, 2007) and drew upon multiple data sources to generate findings. Methods included quantitative analyses of survey data collected by UNLV's Center for Research, Evaluation, and Assessment (CREA), qualitative analyses of data using descriptive methods for surveys and data provided by the state libraries, qualitative analyses of interviews, and content analyses of available artifacts and resources. The number and type of data sources was significant and varied. Detailed methods for quantitative and qualitative analyses are included in Appendix E.

Key Evaluation Questions

This evaluation attempts to answer key evaluation questions outlined by the Institute of Museum and Library Services (IMLS) that are designed to address effective past practices; identify processes at work in implementing the activities in the plan including the use of performance-based measurements in planning, policy making and administration; and, to develop findings and recommendations for inclusion in the next five-year planning cycle.

Key Findings

In addition to meeting or surpassing all of the State-level goals presented in the 2013 – 2017 LSTA Plan, the Nevada State Library is addressing all LSTA Priorities in a significant way. Overall, the LSTA Grants to States program has had a positive impact on Nevada's 2013 – 2017 LSTA Plan goals and associated LSTA Grants to States priorities. Included in this progress is the targeted impact upon several groups, namely: families, youth, and children, minority populations, geographically diverse groups, individuals with disabilities, unemployed patrons, and the library workforce. Based on interview, survey, usage data, and anecdotal data, the programs have been well received.

Retrospective Questions

To what extent did the activities achieve results that address LSTA priorities associated with focal areas and their corresponding intents?

The extent to which activities achieved each of Nevada's 2013 – 2017 LSTA Plan goals is listed below.

Goal I: Strengthen Nevada libraries' ability to effectively respond to community needs through assessment, planning and training. (Designed to meet LSTA Priorities 3, 5, 6 & 7)

Achieved. As measured by interviews, surveys, and annual final evaluation reports, there is evidence that this goal has been met. In interview data, several participants confirmed that they were able to measure the impact on their communities and the needs through circulation figures. Additionally, several respondents highlighted the activities that arose from their assessment, planning, and training. Similarly, respondents mentioned adding new resources like computers and other electronics to meet the needs of low-income communities.

The success of the LSTA program in meeting this goal is also supported by data from final reports, which demonstrated attention to needs of constituent groups across the state, including staff members of Nevada public, academic, special, and school and public library trustees. Some examples include programs such as: Revving Up Teen Services designed to engaged teens and tweens in library activities; Reinventing the North Las Vegas Library to support strategic planning activities to address patrons' needs; Nevada Legal Forms Training to assist residents who may legally self-represent; and Digital Literacy and Instruction Outreach to develop 21st century skills in Nevada residents.

Goal II: Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state. (LSTA Priorities 3 & 4)

Achieved. There is evidence that LSTA Grants to States funding has been used by libraries throughout the state to expand, improve, and enhance their collections. Libraries have added thousands of printed volumes, digital media, and electronic materials to their collections across numerous genres and themes. Improvements to database systems and digital initiatives have also connected more patrons to resources. Increased circulation of multiple types of materials has been documented during this evaluation period.

Statewide programs associated with Continuing Education, Digital Initiatives, and Electronic Databases also serve to improve partnerships, use, and resources. For example, the Statewide Electronic Databases program directly targets K-12 student and general public library information requests through EBSCO databases and other resources.

Goal III: Nevada libraries will provide responsive learning environments for Nevada residents. (LSTA Priorities 1 & 3)

Achieved. There is evidence of this objective throughout the state. For example, the Digital Literacy and Instruction Outreach Project @ Two project engaged, trained, and supported new technology users in three counties and seven communities. This project significantly increased the reach of the library's technology tools and human resources to better serve Carson City, Lyon County, and Storey County. Over 300 programs were offered during 2013 and attendees numbered over 11,000 who directly received instruction and or help with technology. Over 95% of those surveyed indicated they had learned a valuable skill.

At the state level, initiatives like the Statewide Reading Program and Bookmobile programs have had a positive impact on residents. An important highlight is Nevada's Talking Books Service (NTBS), which provides materials access to individuals with an identified disability that may prevent them from reading or viewing the resources. This program continues to add materials, increase users, and increase circulation of materials. The NTBS is an important program that continually adapts to users' needs and provides access when these users would otherwise have none.

Goal IV: Build capacity of libraries to meet user identified access needs. (LSTA Priorities 1, 2 & 3)

Achieved. There is evidence that many libraries are adding resources and equipment with the specific intent to build capacity to meet user identified access needs. Initiatives were proposed by numerous counties, libraries, and qualifying organizations. During the evaluation period, Carson City, Churchill County, Lander County, Mineral County, Nevada Historical Society, Nevada Supreme Court, Pershing County, Reno County, Sierra Nevada College, Truckee Meadows Community College, the University of Nevada Las Vegas (UNLV), University of Nevada Reno (UNR), Washoe County, and White Pine County all received funding for programs related to access needs.

Each program provided access, but approached this in different ways. For example, Washoe and White Pine counties (FY13) both endeavored to improve access to resources via physical and virtual meeting spaces (respectively). Alternatively, Carson City Library's project titled "Nevada's Working Capital" (FY15) provided a central location for patrons to engage in STEM related workforce training and had an important impact on user knowledge, as measured by successful completion of 61 Manufacturing Technician 1 certificates granted, specifically for patrons who are 18 years of age, or older, and require additional training. Some sought to close the skills gap for employment, while others simply elected to obtain the MT1 certificate. Participants in the courses reported that the program was successful in terms of increased knowledge and job opportunities.

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

All of the projects focused directly on one or more groups listed in the IMLS guidelines. Most projects addressed one of the following: school age patrons, minority populations, or patrons in the workforce.

How are the projects working for library consumers and library staff in general?

Overall, projects are meeting the needs of consumers and staff. This is reflected through satisfaction surveys cited in the final reports for each grant, as well as interview data.

How are the projects working for public library consumers, school library clientele, and library staff specifically?

The projects have made progress in terms of meeting the needs of consumers. However, some interviewees raised concerns over timelines and issues with resources. Some mentioned the short timeframe to review the grant application material and submit a quality proposal by the deadline. Further, some representatives from less populated jurisdictions expressed concern over support staff to write grants and allocate the 10% match in funds.

What do non-participating libraries and borderline participants need to be able to participate?

From the data available, it is unclear what steps must be undertaken to participate. Rather, it was repeated on several occasions that the equitable review and treatment of applications was a strength of Nevada's process. Further, some indicated that funding less populated jurisdictions, particularly those with small budgets, had greater potential for impact.

How satisfied are library clients and library staff with the identified project?

Overall, library clients and staff are satisfied with the projects described in this report.

Competitive Grant Themes

Overall, each of the LSTA 5 Year State Plan goals are addressed through the grants programs. The mini grants and competitive grants address different aspects of the state goals. Collectively, the grants addressed *all* of Nevada's 2013 – 2017 LSTA Plan goals and, by extension, all of the LSTA Grants to States priorities. The degree to which each competitive grant achieves the goals stipulated by their own project is an indicator of overall LSTA health and success.

In terms of the populations and user groups being served, there is evidence that the competitive sub-grants benefit a range of individuals, from families and children to minorities and unemployed patrons. More importantly, nearly every proposal for a competitive grant indicated goals related to special populations. For example, projects like Youth Digital Labs (2014, Las Vegas-Clark County), Digital Literacy and Instruction Outreach (2014, Carson City), and continuing education were intended to directly influence various groups of patrons.

Overall, the reports shared through final evaluations and interviews indicated that the competitive sub-grants and the mini grants were both well-received and served to achieve Nevada's 2013 – 2017 LSTA Plan goals. Most importantly, the state plan goals, LSTA priorities, and the Governor's strategic plan have been carefully aligned to leverage available resources and address the unique needs in Nevada (IMLS, nd.; Sandoval et al., 2012).

Process Questions

The grant application and reporting process remained relatively unchanged during the evaluation period. According to interview data, there has been a generally positive response to the process. Participants mentioned the application process for LSTA grants was easy and straightforward. Similarly,

the information sessions and webinars were reported to be helpful for those who had not applied previously. Many indicated that state library staff were responsive to questions and helpful when needed. Criticisms included issues with the timeline; many applicants indicated that it was too short and recommended a rolling application process. Similarly, the timeframe to conduct the grants was mentioned as a barrier. Although many projects continued year to year, the short nature of the competitive grants, no more than two years, made it difficult to measure long term outcomes. Finally, smaller jurisdictions faced issues with grant writing due to a lack of support staff and identifying sources for the 10% matching funds requirement.

In addition to process requirements for the administration of LSTA Grants to States funds, there are challenges relating to an outcomes based evaluation. Annual reporting requirements for Nevada's LSTA Funded projects include: a) output measures, b) outcome measures, and c) anecdotal information. Reports include these data in a form that is already synthesized and interpreted by the author of the report. Sources of these data are not always clear; final reporting requirements do not include the measures or instruments used in their evaluation. As a result, there is very little data integrity or consistency across final reports.

There were no major changes to Nevada's 2013 – 2017 LSTA Five Year Plan.

Limitations of the Evaluation and Data

A principal limitation of this evaluation included access to the most current data from programs. The 5-year evaluation was in part based on secondary analyses of program documents, such as annual evaluation reports from 2013 - 2015. At the time of this writing, the 2016 evaluation forms were not yet due. A second limitation in this evaluation included the ability to examine overall trends. Although state programs continue year to year, others continue for a maximum of two years. This created a challenge of analyzing multi-year trends related to Nevada's 2013 – 2017 Five-Year Plan goals and LSTA Grants to States priorities. Further, some of these programs may have shifted to local funding, which is an important indicator of success. Unfortunately, multi-year analyses or programs outside of LSTA funding were not possible with these data. As a result, analyses focused on the degree to which LSTA-funded programs approached goals and priorities. A third limitation was the fact that the primary sources of information were derived from a targeted population. The result is an evaluation in which multiple sources of data were provided by few individuals. A final limitation to this evaluation resulted from the nature of the data. The data were many and varied, including qualitative and quantitative data. Most were provided by NSLAPR. There may be limitations in terms of objectivity when source data are provided by the customer. Every effort was made to remain objective and corroborate and validate provided data with other sources (e.g., CREA team created surveys, observations, interviews, etc.).

Overall Recommendations

- Based on the breadth of Nevada's needs and the observed success of the LSTA Grants to States funded programs, continue the proposal, application, and ranking process of the competitive grants program.
- Consider including the Nevada State Five-Year Plan goals and LSTA priorities in both the applications *and* final reports. This would streamline an outcome based evaluation of the LSTA Grants to States programs.
- In final report for program activities, consider adding a self-assessment of whether or not each project met the Five-Year Plan goals and LSTA priorities.
- Consider identifying metrics to determine areas/populations of highest need; consider priority funding or a separate pool of funding for those areas/populations.
- Develop and provide participants with guidelines and training pertaining to data, evaluation, and outcomes based assessment.
- Identify and track programs that continued after LSTA funding.

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LSTA 2013-2017 in Nevada – Background

The period of time covered by this evaluation of the Nevada State Library’s implementation of the Library Services and Technology Act (LSTA) Grants to States program (2013 – 2017) follows one of the worst recessions in our history and includes a time of economic recovery in the United States. Although urban centers and regions in the U.S. experienced considerable economic growth, on average, rural and geographically isolated areas have not seen similar gains (Chinni, 2014). For most years during this evaluation, Nevada libraries were subject to considerable uncertainty and financial difficulty.

Nevada is a state that is characterized by economic, geographic, and ethnic diversity. There are two urban centers (Reno and Las Vegas) and numerous remote towns and counties; the needs of the state are many and varied. With budgets being so uncertain and needs differing across the state Nevada has somewhat unique challenges when serving its library patrons. This reality provides context for this evaluation, which focuses on the goals described in Nevada’s 2013 – 2017 LSTA Five Year Plan, each of which were designed to meet the Federal LSTA Grants to States purposes or priorities. The LSTA funding provides needed resources to communities to initiate, continue, and expand services to patrons. Nevada funds were allocated to administrative, statewide, and sub-grants (i.e., Competitive and Mini Grants) programs. The administrative and statewide categories are non-competitive and are established by Nevada State Library, Archive and Public Records (NSLAPR) based on statewide library and program needs that reflect Nevada’s 2013 – 2017 LSTA Five Year Plan. The-mini grant (\$5,000 or less) and competitive grant programs (up to \$100,000) were reviewed and overseen by NSLAPR.

The evaluation report is organized by each of the major grant programs. Each section is examined in connection to the goals specified in Nevada’s 2013 – 2017 LSTA Five-Year Plan and LSTA Grants to States priorities. Significant evaluation questions focused on whether or not the programs met goals of the state plan and LSTA priorities, program impact, the extent to which they benefited libraries and their clientele, client satisfaction, outreach to target groups, and effectiveness in reaching user groups. Overall, the analyses identified challenges to outcomes-based evaluation, and provided recommendations how data from this report can be used to help formulate the next five-year plan.

Evaluation Methodology

This evaluation applied a mixed-methods approach (see Creswell & Plano Clark, 2007) and drew upon multiple data sources to address the retrospective, competitive grant, and process questions and generate findings. Appendix E provides additional detail on design and methods. In all cases, the best available sources of data were sought and used to triangulate analyses around the evaluation questions (i.e., whether or not the programs met goals of the state plan and the extent to which they benefited libraries and their clientele). Details on specific data sources and methods related to particular Nevada LSTA programs are explained in program report sections. Overall, data sources included phone interviews with key Nevada stakeholders, online surveys created by the evaluation team and administered to library representatives, available grant applications and annual evaluation reports from 2013-2015, available reports and data for several statewide programs, and demographic reports from state and federal databases. Most heavily accessed data sources are described in the following sections.

Survey Method

Survey questions were identified through: a review of IMLS reporting guidelines, collaboration with NSLAPR administrators, and a review of previous Five Year evaluations. Questions were reviewed and finalized in November, 2016 (see Appendix J). Items were distributed using Qualtrics Survey Software to a total of 49 individuals who had roles in the implementation or administration of LSTA Grants to States

funds during the evaluation period. There were 17 total respondents, for a response rate of 34.6%. This response rate may be partially explained by changes in staffing during the evaluation period, which artificially inflates the number of potential respondents.

The quantitative portion of the survey was analyzed using descriptive methods (e.g., report of percent of selections for each response category). This portion of the survey addressed deterrents to applying for LSTA grants, LSTA goal achievement and barriers to goal achievement, how the grant contributes to improving areas of the library and community, the community being served, and overall satisfaction. Analysis for this section included Qualtrics data reports that provide percentages of respondents for each question. Details are provided in Appendix F.

Interview Method and Coding Scheme

A total of 13 interviews were conducted with NSLAPR personnel and staff, jurisdiction administrators, librarians, and staff. Interviews consisted of responses to open-ended questions responses informed by IMLS requirements. Potential participants were recruited via email from individuals who were involved in LSTA Grants to States funded projects. Interviews were conducted over the phone, recorded, and transcribed. Each interview lasted approximately 30 minutes. Questions and protocols are included in Appendix I.

Topics included, but were not limited to, grant application processes, programs and activities, constituents, program impacts, and challenges. Data were analyzed by topic coding using MAXQDA, a qualitative analysis software. The coding scheme was derived through a deductive process that began with a priori codes. These codes were created to align with the Nevada state 5-Year LSTA goals and LSTA priorities. While coding an initial interview, additional codes were allowed to emerge from the data (Bernard & Ryan, 2009). Codes were developed (see Table 11) to assess activities related to the grant application and implementation processes, alignment and activities within the LSTA identified goals, the overall satisfaction with the grant process, and the impact and outcomes of the grant. The coding scheme was then applied to remaining interviews and responses to open-ended questions.

Document Analysis

LSTA applications, annual evaluations from funded programs, and other program and state documents were subject to content analyses and served as a primary data source for the evaluation. A thematic approach was applied to the content analysis, drawing upon variations of the coding scheme outlined above. The document analysis began with a team review of the Nevada state 5-Year LSTA goals and LSTA priorities. A priori themes were developed and applied to the documents. Team members reviewed a select sub-group of documents to establish agreement on the themes and the process. Once achieved, three team members evaluated the documents from 2013, 2014, and 2015 independently. Results are reported in the sections within this report.

Section 1: LSTA Priorities (all) – Competitive Grants and Mini Grant Programs

Background

In Nevada, all four LSTA Five Year Plan Goals were addressed through a sub-grant process that included: a) competitive grants (up to \$100,000) and b) mini grants (\$5,000 or less) programs. Because the Nevada LSTA Five Year Plan Goals were intended, collectively, to address all of the LSTA Grants to States priorities, **all LSTA priorities** were addressed through the sub-grant program.

The mini grant category had a total funding cap of \$50,000 and the competitive and innovation applications were funded based on available federal LSTA Grants to States funds. Grants include a 10% match requirement. Any public, school, higher education library, or special library that meets established LSTA eligibility criteria were allowed and encouraged to propose a project for a competitive grant.

According to the application form, LSTA Grants to States funds:

...may not supplant local responsibility or replace lost funding. The broad goal of LSTA is to provide local assistance to eligible libraries in the areas of technology innovation, resource-sharing, and targeted services to people who are underserved, disadvantaged, geographically isolated, illiterate, etc. The LSTA Plan for Nevada is approved by the U.S. Institute of Museum and Library Services and is the basis for funding projects.

Applications for materials ranged dramatically, in requested amount and planned activities. Some activities included improving infrastructure to serve patrons, while other activities included programs for workforce development. This section is organized around the LSTA Grants to States evaluation questions. Specific programs are highlighted when appropriate.

NSLA staff reviewed and ranked the mini-grant applications and State Council on Libraries and Literacy (SCLL) members reviewed and ranked the competitive and innovation grants. The raters used a standard rubric. Ratings were averaged across raters in order to rank-order the applications. Ranked lists were submitted to the NSLA Division Administrator/State Librarian for final award once federal LSTA funds were authorized for Nevada.

Evaluation Questions

The evaluation of the competitive and mini grants was guided by several questions informed by the Measuring Success Initiative from IMLS (IMLS, nd.). Specifically, the data were analyzed in terms of the following questions:

- How does the competitive sub-grant process help meet the goals of the Nevada LSTA State Plan?
- To what extent do competitive sub-grants benefit eligible libraries and library clientele?
- What do non-participating libraries and borderline participants need to be able to participate in the sub-grant program?
- Is the competitive sub-grant program most effective at reaching any particular user groups? Are library user groups aware of the sub-grant program?
- How satisfied is library staff at eligible libraries with the sub-grant process? What changes are desired – as long as state and federal requirements are still met?

Methods and Data Sources

The primary method for evaluating the competitive and mini grant programs in Nevada was a content analysis of existing documents. In particular, the CREA team examined:

- All applications for funding, which included indication of anticipated goals and LSTA Five-Year Plan Goals
- Final reports from 2013 – 2015, which included metrics of success and accomplishments
- Records of funded programs, which summarized the activities and awards

In addition to a document analysis, interviews of key personnel were conducted. A total of 13 librarians, staff, and NSLAPR personnel were interviewed in the fall of 2016. Interviews were recorded and transcribed. Each interview lasted 30-45 minutes. The transcriptions were examined for themes and searched using keywords. These data provided information that was not available in the final reports, so they were analyzed alongside the existing documents to help contextualize the information. Individuals

who were interviewed are listed in Appendix B and the interview questions are included in Appendix I. Interviewees participated in projects ranging from statewide and competitive grants with more than \$250,000 to mini-grants of less than \$5,000. Lastly, we triangulated these results with survey data from 17 individuals, including program coordinators and library staff. The survey is included in Appendix J.

Findings

How does the competitive sub-grant process help meet the goals of the LSTA State Plan?

Evidence from the document analysis indicates that the competitive grant program collectively addressed all four of Nevada’s LSTA Five Year Plan goals and LSTA Grants to States priorities. Appendix G and Appendix H list all funded grants for 2013, 2014, and 2015. The tables include grant titles, recipient, and which Nevada LSTA Five Year Plan goal(s) were addressed (competitive grants only). Based on the analysis of annual results, cross referenced with the applications, each Nevada LSTA Five Year Plan goal was addressed several times by the grants. By extension, **all LSTA priorities** are addressed. In many cases, grants were written and conducted to address more than one goal. Note that prominent statewide projects are listed, but are evaluated independently in this report (i.e., talking books, public library statistics, statewide reading, continuing education, digital initiatives, and electronic databases).

According to the survey data, a majority of respondents, 57.14%, indicated that all 5-Year Plan activities addressed LSTA goals and national priorities to a large extent. Further, 100% of respondents indicated they had achieved Goal I, 66.67% indicated they had achieved Goal II. 60% indicated they had achieved Goal III, and 75% indicated they had achieved Goal IV.

Interviews with personnel also confirmed that the competitive grant activities were able to meet goals. Findings from the interviews are as follows:

Nevada’s LSTA Five Year Plan Goal I

Several respondents indicated that their application and programs aligned with Goal I of the LSTA goals: Strengthen Nevada libraries’ ability to effectively respond to community needs through assessment, planning, and training. Several respondents mentioned using assessment strategies to collect data on how to better serve their communities with their programs. They indicated that these assessments demonstrated the needs of the community, like equipment or software, so that they didn’t have to “guess” what the community needs. Some also discussed that they were able to measure the impact on their communities and the needs through circulation statistics, specifically for the summer reading programs, which can help to develop more in the future. Additionally, respondents mentioned the activities that arose from their assessment, planning, and training such as adding new resources like computers and other electronics that meet the needs of community they identified, such as low income communities.

Nevada’s LSTA Five Year Plan Goal II

Most respondents discussed, in some fashion, Goal II: Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state. Respondents discussed the new partnerships and collaborative environments they had created or utilized as a result of the grant funding. These included partnerships with library friends, companies like NV Energy Foundation, local agencies in Nevada cities, school districts and education institutions in Nevada, experienced personnel that could train current staff, like contractors, different authors and artists, and collaborating with other libraries to increase collections. These collaborations increased activities like professional development workshops, technology classes and certifications, panel discussions about various topics, and new centers such as resource and education centers.

Importantly, many library staff and personnel noted that they would have significantly limited collections without LSTA Grants to States funds. In some cases, they would have no collections of certain types at all. Two librarians noted that they had dramatically improved collections in their small communities as a direct result of the LSTA funds:

...we have access to collections that we wouldn't have otherwise. We would not have new books at all for any of these occasions. And, as I said, we wouldn't have e-books at all.

Our large print collection gets a lot of users. You know, our patrons have gone from possibly fifty books to several hundred titles to choose from and the same thing for movies. I can't remember how many we bought, but our circulation for movies probably doubled.

Nevada's LSTA Five Year Plan Goal III

The discussion regarding Goal III: Nevada libraries will provide responsive learning environments for Nevada residents, was closely aligned with discussion about all of the LSTA goals. Several respondents indicated that they had started new activities or opportunities for the community to engage and learn about new topics. For example, some respondents mentioned a new photo database for historical photographs. As mentioned in previous sections, workforce and professional development workshops were established to provide new education opportunities to the communities that the libraries serve. Respondents indicated that Goal III was very important to them and that the library should be seen as an educational resource center, instead of just a traditional public library. The success of new activities and learning environments was mentioned, with some responses indicating that participation in library activities greatly increased. Other respondents discussed relationships with school districts being a key factor in developing new educational opportunities and environments for Nevada residents at their facility. Other interactive environments included training sessions on cinematography, streaming art tutorials from other studios in the United States, and a poetry center with various poetry consultants and centers to develop poetry collection and activities.

Nevada's LSTA Five Year Plan Goal IV

Respondents also highlighted their activities in relation to Goal IV: Build capacity of libraries to meet user identified access needs. Capacities building activities indicated included acquiring new computers and electronic devices to meet the needs of the community, new online databases of photos and tutorials, the addition of audiobooks and recording programs to record Nevada related books, new staff training that expands their current knowledge and capacity, adding library pages to develop experienced workers, and new display racks purchased through grant funds. Respondents indicated that they had even more access to collections as a result of the grant funds, which increased their capacity. Respondents mostly indicated that the addition of materials from grant funds built their capacity.

To what extent do competitive sub-grants benefit eligible libraries and library clientele?

According to interview data, one of the key themes identified special populations as being the primary target of many sub-grants, as well as directly benefitting from the project activities. In Nevada, minority populations represent a significant need in terms of employment and the resources provided by libraries. Similarly, school age children directly benefit from library programs and have been targeted by multiple grants. In one instance, the need for employment for low income and minority populations:

Downtown we have huge Hispanic, immigrant population; there is a very low-income level; there are young families. 22 of our 24 schools are getting some sort of Title I funding...We see the library is prime fit for reaching those residents and giving the basic education classes and training and then steer them towards college or trade schools.

In another instance, Science, Technology, Engineering, and Mathematics (STEM) content and careers served as the context, while school age children (8th and 9th grades) engaged in a mobile Maker Space project.

...the activities in general have been putting together the maker space kits that we're using to take out to the individuals, make sure we have the lesson plans, we have [outfitted] a van in order to do that to take to the location. The main goal of it is to increase the number of STEM related activities--science, technology, engineering, mathematics--those types of activities with school age children.

In terms of impact, there is also evidence that these strategic allocations have benefitted special populations. Interviews revealed richer information than was available in the final reports. Using circulation figures as their evidence, one librarian noted:

I can prove that our summer reading programs, the books are making an impact in our communities. So I think our 3-month circulation was about 1,200 on the 56 or so titles that we got. So they did circulate just in that 3-month period quite a bit.

What do non-participating libraries and borderline participants need to be able to participate in the sub-grant program?

Throughout the interviews, the availability of the NSLAPR staff, administrators, and personnel was evident. They were available to discuss the grant application process, regardless of jurisdiction size or budget. Provided that a library meets the minimum published standards (NSLAPR, 2017), it seems evident that there is a mechanism in place for all libraries to participate in the grant process.

Is the competitive sub-grant program most effective at reaching any particular user groups? Are library user groups aware of the sub-grant programs?

According to interview data and review of existing documents, target populations of the programs were diverse. Some programs that arose from grant funds focused on: young children and students, those seeking certification opportunities or job searching assistance, and individuals throughout the state. Users varied in age, ethnicity, and library need levels. To assess the impact of these programs, several respondents indicated using surveys, circulation and participation counts, and direct contact as measurement tools.

How satisfied is library staff at eligible libraries with the sub-grant process? What changes are desired – as long as state and federal requirements are still met?

Overall, there is evidence from interview data that librarians and staff are satisfied with the process. Themes of equity and empowerment were identified in the interviews. Specifically, the LSTA Grants to States funds empower libraries, including libraries from counties with very low populations, to compete for funds on equal footing. In general, librarians and library staff are satisfied with the sub-grants and the process. A total of 75% of survey respondents indicated that their clients and staff are extremely satisfied with the projects at their library.

Nevada is a state that is marked by diversity in terms of geography and economic development. Although the two urban centers comprise roughly 85% of the state population, they cover less than 1% of the total land mass of the state. Combined, Washoe and Clark counties comprise only about 13% of the land in Nevada. Notably, the funds have greater potential for impact in less populated regions. One librarian observed:

I feel like it's pretty fair and equitable at this point especially in Nevada because everybody has a

chance even the smaller libraries. When I worked in Tonopah years ago, even I had an opportunity to fight for a grant. And the smaller the library, the more difference money can make.

At the same time, some of the smaller districts face challenges of lean budgets and issues of personnel. According to survey data, respondents indicated that things that discouraged them from applying for LSTA grants included lack of staff or resources to handle a grant project (42.86%), lack of time to apply (28.57%), a lack of experience in writing grants (14.29%), a complex application process (28.57%), and too many administrative requirements to follow (28.57%). Other respondents indicated that requirement changes, general training, and the limitation of how many grants could be awarded per library discouraged them from applying.

Similarly, staffing presented a barrier to making progress toward goals. For less populated jurisdictions, libraries do not have support staff to write, edit, or submit grants. Similarly, they often lack personnel to manage and execute grants, if awarded. Survey data support this. When asked to indicate factors that contributed to a lack of achievement for each Nevada LSTA Five Year Plan goal, respondents indicated staffing was an issue in each instance (50% for each Goal, I-IV)

In terms of resources, less populated jurisdictions also face challenges with respect to the 10% match requirement:

One thing I can say that I know it has been tougher for us and probably some others is that the 10% match... It's not just putting in for the grant, but also figuring out where you are going to come up with that match. We are in a smaller community that it's not always as easy as done.

There are also some challenges with the process, paperwork, and timelines. For many, the types of forms, where to find them, and which ones to use is a straightforward process. However, the overall process isn't simple or easy. Rather, it becomes quite time consuming. One individual noted that the forms may need to be updated on a regular basis. Although they have improved and changed over time, there is still an opportunity to continue to revise.

They've gone from just filling in a word document to a PDF fillable. So, some aspects of that is a little easier. I would say the application itself needs probably a few updates to make sure there's the right amount of space per text for the information you need to put in, or in the budget that there's enough line for if you have complicated budget. Or maybe just an additional form, an additional page because that's where we ran into a little problem--with the budget section being a little difficult to fill. If you have a complicated like you're purchasing a number of things...

According to another interview, the sequence of events is often compressed. The time between proposals, purchase, and execution of project activities is often very short. As a result, the application process timeline could be adjusted.

I think we had [the webinars] in October and the applications due in November. So, I would say if they could have the webinars sooner, that would be beneficial...

Further, the information on the webinars is both required, but rarely updated. The bulk of the information is repetitive, year to year, and several librarians suggested that updates to this process be entertained. In one case, an update webinar was suggested.

... if there was an option for a brief refresher for people who have done this in the previous year, then we might not have to attend the whole three webinars.

Beyond the application process, the implementation timeframe could be longer:

It would probably much more effective on some of the projects or it would be more useful what you are trying to do if you had a longer period of time to complete the project.

Although some challenges exist, many noted that the NSLAPR staff and personnel were helpful throughout the process.

I wouldn't call it exactly simple but it's pretty straightforward. We got a lot of help from the different LSTA administrators. It's Donna Alexander, before it was Diane Baker. They have been just great to work with. Just you know, really quick to get back to us if we had any questions. They were able to answer those questions.

Also the staff at the state library is very useful and they are very open to whenever I have any questions or anything like that. They are always more than willing to answer my questions and give me whatever information help I need.

Summary and Recommendations

Overall, respondents seem generally satisfied with the grant application process, the funds, and the activities related to the grant. Further, the competitive grant process is making progress toward Nevada's LSTA Five Year Plan goals, and **all LSTA priorities**. Respondents indicated that without grant funds they wouldn't be able to help their community as much and wouldn't be able to build their collection as well as they have. Additionally, some respondents indicated that the LSTA grants were great opportunities for smaller libraries and that they were great opportunities for trying new projects and activities with their community. Further, respondents were overall satisfied with the application process and the contact they had with the grant personnel.

There were some suggestions and areas for improvement mentioned. Respondents suggested that the application be made available earlier, specifically referencing the 2016 application cycle. They also suggested that they be able to submit more than one proposal and have rolling application deadlines. Additionally, they indicated that providing supplemental forms or extra areas for text when their budget or activities have complicated descriptions. They indicated that the webinars could be held sooner or earlier, or were not necessary for such small grants. Respondents also mentioned that having smaller "refresher" webinars or sessions would be helpful for those re-applying who are familiar with the process. A final suggestion was that LSTA grant funds be expanded beyond program related proposals to include assessment and feasibility studies, so that they can assess what they are proposing.

Lastly, many librarians from less populated jurisdictions mentioned issues with existing resources necessary to secure and implement grant funds. These include funds for the 10% match requirement, as well as staff to write and implement grants. This is made evident from requests for additional support in areas of grant writing (44.44%) and project management of grants (33.33%). It is important to note that 44.44% of respondents indicated that they didn't need additional support or assistance. Collectively, the data reported in the evaluations also highlight the contrast between urban (i.e., densely populated) vs rural (i.e., sparsely populated) library jurisdictions in Nevada. Overall, the following recommendations have been compiled to address issues that pertain to everyone.

- Consider longer timelines; 1-3 years is not always enough to effect change.
- Consider a rolling application cycle that starts earlier.
- Modify application to include important supplemental information and additional information required for submission.
- Provide training for all applicants in terms of outcomes based assessment and implementation.

Section 2: LSTA Priorities 3 & 4 – Digital Initiative and Projects

Background

The Nevada Statewide Digital Initiative is intended to support increased access to digital collections, stewarded by the Nevada Statewide Digital Advisory Committee (NSDAC), which implements a series of steps in the development of a digital infrastructure in Nevada. The NSDAC and Digital Initiative is guided by the *Nevada Statewide Digital Action Plan, 2009-2014* and is designed to support increased access to collections held by Nevada's cultural heritage institutions through digital access to materials by residents of Nevada and scholars and researchers interested in Nevada's culture and history. These materials are housed in many archives, museums, libraries, and other historical repositories.

For nearly two decades, Nevada's libraries and information providers have been digitizing selected collections for remote access. This initiative is intended "to support Nevada residents and scholars and researchers interested in Nevada's culture and history, by providing increased access to collections helped by Nevada's cultural heritage organizations and allied information providers through digital access to the collections in a statewide collaborative initiative" (Nevada Statewide Digital Action Plan, 2009-2014). LSTA Grants to States funds were specifically allocated toward implementation of digital projects, support meetings, and training. These activities directly addressed the Nevada Five Year Plan Goal II, which was designed to meet **LSTA priorities #3 and #4**.

Evaluation Questions

Evaluation questions focused on the degree to which the Digital Initiative and Projects met the four previously accepted goals and objectives outlined in the NSDAP (*Nevada Statewide Digital Action Plan, 2009-2014*). Specifically, the goals were:

- NSDAP Goal I: Preserve and provide access to the greatest amount of materials possible documenting Nevada's history and development;
- NSDAP Goal II: Further the services of libraries, archives, museums, information centers and educational systems to meet expanding educational needs of students and residents;
- NSDAP Goal III: Develop their digital collections on a statewide basis; and
- NSDAP Goal IV: Develop a digital information infrastructure.

Methods and Data Sources

The primary methods for evaluating the Nevada Statewide Digital Initiative project included a content analysis of existing documents, including websites, action plans, and reports from 2013-2015.

Findings

Although staffing levels were cited as an obstacle to full implementation of the Digital Initiative project, there is evidence that the projects have successfully addressed Nevada's LSTA Five Year Plan Goal II and **LSTA priorities #3 and #4** through the achievement of each of the four goals stated in the NSDAP (*Nevada Statewide Digital Action Plan, 2009-2014*).

In terms of **NSDAP Goals**, the nsla.nv.gov website currently provides information and links to four digital repositories, providing greater statewide access to existing and new materials (**NSDAP Goal I and III**). Similarly, access to collections across Nevada grew from 17 collections to 47 during the evaluation period and is available via the Nevada Digital Collections Portal (**NSDAP Goal I and II**). Further, annual

reports revealed that another 25 collections were available via the Historical Nevada Collections page. These historical materials were notable because NSLA was able “to present historical collections from the state archives and library in their entirety,” a feature that was enabled by licensing and implementing the interactive simpleDL platform (Digital Collections Reserve, LLC) (**NSDAP Goal IV**).

Unfortunately, the NSLAPR website was not up to date in terms of available collections (i.e., historical collections was not listed) or accurate links (Henderson Libraries was invalid). Table 2 highlights the available collections referenced by the site and available annual reports. There are 152 unique collections across these repositories.

Table 2: Nevada Libraries Digital Collection Links

Name	URL	# Collections
Cooperative Libraries Automated Network	http://206.194.194.211:2011/cdm/	22
Digital Collections at Lied Library	http://digital.library.unlv.edu/collections	12
Digital Collections at UNR	https://library.unr.edu/DigiColl/Index	30
Henderson Digital Libraries Collection	http://hendersonlibraries.sobeklibrary.com	16
Historical Nevada Collections	http://www.nsladigitalcollections.org	25
Nevada Digital Collections Portal	http://omeka.library.unlv.edu/omeka/items	47
Total		152

An additional and notable accomplishment included the addition of a [Nevada Literary Map](#), which went live in 2014. This map is an interactive map and a first of its kind in Nevada. It is viewable through Google Maps and contains references to more than 500 authors, poets, artists, architects, fur traders, explorers, journalists, bloggers, cartoonists, cartographers, newspapermen and photographers that have geographic ties to Nevada. In addition to key geographic information for the state, pins were used for each of the individuals. Pins contain references to principal information, works, and accomplishments, as well as their relation to Nevada, preserving their contributions digitally (**NSDAP Goal I and III**). As of 2014, there were more than 7,000 searching views of the map. With respect to use of the other digital materials, anecdotal information supported the idea that the materials were important to Nevadans, particularly with respect to law, land use, and state history.

Summary and Recommendations

The greatest degree of progress for the Digital Initiatives project and the goals stated in the *Nevada Statewide Digital Plan, 2009-2014* relates to **NSDAP Goal I and III**. The majority of activities improved the quantity, quality, and accessibility of materials at a statewide level. This is directly in line with **LSTA priorities #3 and #4**. The digitization of historical and cultural material is an important aspect of NSLAPR. However, it is unclear the degree to which these resources are used on a statewide level.

- Continue preserving Nevada’s historical and cultural resources in digital format.
- In addition to the preservation of Digital Materials, identify user needs to best align efforts and access.
- Reconsider marketing efforts for the digital collections and establishing benchmarks for use.
- Because it functions as a form of central access to all digital collections in Nevada, at least twice, annually, update the <http://nsla.nv.gov/Development/NVDigitalInitiative/> site and page to eliminate dead or deprecated links, as well as to reflect current and accurate information.

Section 3: LSTA Priorities 3, 5, 6, & 7 – Public Library Statistics

Background

The Nevada State Library, Archive and Public Records (NSLAPR) participates in a rigorous library statistics initiative that allows libraries to document their services to local, state, and federal authorities. NSLAPR is required to collect and maintain statistics about local libraries. Further, these data are submitted to the Institute of Museum and Library Services (IMLS) on an annual basis. To capture data, NSLAPR administers the national Public Library Survey throughout Nevada. Once the data are collected from each jurisdiction, the data are reviewed by NSLAPR and submitted to IMLS for additional review. When IMLS request more information, the data are returned to NSLAPR for clarification. This exchange is known as an edit check and the entire review process may take more than a calendar year.

Public libraries in Nevada must meet minimum standards with respect to services, resources, personnel and programs to provide sources of information to persons of all ages, including persons with disabilities and disadvantaged persons, and encourage continuing education beyond the years of formal education. Included in the *Minimum Public Library Standards for Nevada* (NSLAPR, 2017) is the following standard:

The library must have a completed annual statistical report for the preceding fiscal year accepted by, and on file with, the Nevada State Library and Archives by December 1 to be made available in a timely manner for national reporting.

This project helps public libraries meet this standard by providing access to Bibliostat Collect as a method for submitting the statistical information that is then reported to the IMLS as Public Library Survey data. The Public Library Survey, administered by the U.S. Census Bureau for IMLS collects data from more than 9,200 public libraries in the United States.

The activities involved with Public Library Statistics programs directly addressed the Nevada’s 2013 – 2017 LSTA Plan Goal I, which was designed to meet **LSTA priorities #3, #5, #6, and #7**. During each year during the evaluation period, activities included:

- Analyze, purchase and utilize assessment tools to discover user distinctions for all regions of Nevada.
- Review and identify mechanisms to track emerging user trends in information access.
- Provide training to library staff and boards for assessment and planning.

Evaluation Questions

Questions associated with library statistics focused on whether or not the expressed goals and outcomes were achieved. The Public Library Statistics Project outcomes included:

- Collecting data efficiently and accurately.
- Submitting data to the PLS dataset that is accurate.
- Providing Nevada public library data for nationwide comparison purposes.
- Providing the public libraries an opportunity to analyze their data longitudinally, identify peer libraries, and compare themselves to other libraries in the state and nationally to support funding and service requests.

And goals included:

- Analyze, purchase and utilize assessment tools to discover user distinctions for all regions of Nevada.
- Review and identify mechanisms to track emerging user trends in information access.

- Provide training to library staff and boards for assessment and planning.

Methods and Data Sources

The primary methods for evaluating the Statewide Library Statistics Program included a content analysis of existing application materials, final report documents, and interview of the program's coordinator.

Findings

Based on the applications from 2013, 2014, and 2015, the statewide Public Library Statistics program was intended to address Nevada's 2013 – 2017 LSTA Plan Goal I. Specifically, the outcomes of the project were:

- Nevada public library staff must submit local library statistics for the national PLSC program with convenience, ease, and efficiency.
- Nevada public library data must be available for nationwide comparison purposes.

The project expressed a target goal of 100% timely response from the 21 library jurisdictions. In FY13, three of the 21 jurisdictions requested additional time to complete and submit the survey administered by the U.S. Census Bureau on behalf of IMLS and NSLAPR. In FY14, one of the 21 library jurisdictions requested additional time. However, any delays were localized, minimal, and did not impact the project's ability to meet IMLS deadlines. As a result, evidence from annual reports and interviews indicated that the Public Library Statistics program met annual IMLS timelines and goals. Currently, FY 13 and FY 14 statistics are available on <https://www.data.gov> using the search terms: Library Systems: FY 2013 Public Libraries Survey (Administrative Entity) and Library Systems: FY 2014 Public Libraries Survey (Administrative Entity).

More generally, the Public Library Statistics project makes available local library data and comparative statistics from public libraries across the United States for use by Nevada public library staff to support decision making, community analysis, funding requests, comparisons with peer libraries, and other purposes. Unfortunately, interview and annual evaluation reports indicated that Bibliostat Connect is underutilized. Although usage statistics indicated that marketing and training has increased the use and ease of use of the product, usage has not achieved planned levels. Although marketing is ongoing, it is currently unclear why utilization is lower than hoped and a survey of users may be necessary.

The benefit of the project was to simplify the gathering of local library statistics for the Public Library Survey. Similarly, the project enhanced accuracy and ensured timely submission to IMLS. The collected data also provide an important resource for Nevada public library staff; personnel are able to use current comparative statistics and available tools to analyze data and create more compelling reports, applications, and solicitations of funding for their libraries. The data are suitable to generate meaningful data visualizations such as charts, graphs, and tables.

Summary and Recommendations

The Statewide Public Library Statistics Programs is an important, albeit less-visible to patrons, component of the LSTA Grants to States programs in Nevada. The program ensures the timely data collection and integrity and empowers Nevada public library staff to support decision making, community analysis, funding requests, comparisons with peer libraries, and other purposes. Unfortunately, there is evidence that this resource is used less often, for the anticipated purposes or otherwise, than hoped. Although the program is making progress toward Nevada's 2013 – 2017 LSTA Plan Goal I, we list the following recommendations:

- Continue marketing Bibliostat Connect and prepare Nevada Public Library staff to utilize the information for the expressed purposes.
- Survey users in order to identify possible process related problems or barriers, needed changes to survey instructions in Bibliostat Connect, or potential training needs.
- Continue to establish data integrity and accountability via the Public Library Statistics program.
- Identify ways to integrate the existing Public Library Statistics program, data, and survey into outcome based evaluation of LSTA Grants to States program.
- Update the <http://nsla.nv.gov/Development/NVLibraryStatistics/> site and page to reflect current and accurate information annually.

Section 4: LSTA Priorities (All) – Statewide Continuing Education Program

Background

Per the Nevada Statewide Continuing Education Plan for Libraries and Archives 2015 – 2018, “continuing education is relevant and enables library staff and trustees to meet the needs of the communities they serve.” The Statewide Continuing Education program (SCEP) is intended to train Library staff and trustees to meet ever changing technological and social needs. Specifically, the Statewide Continuing Education is focused on training personnel in the following areas: Foundations of Library and Archival Services, Library and Archives Administration, Services to the Public, Collections, Preservation, Technical Services, and Technology.

Technological advances affect libraries not only through emergent technology, but also with the educational and professional knowledge required to operate such technology. The statewide continuing education program provides a variety of educational programs through free continuing education webinars and continuing education workshops to keep library staff up-to-date with the current methods. As a result of training, library personnel are able to provide better service to library patrons and clientele.

The activities involved with Statewide Continuing Education programs directly addressed Nevada’s LSTA Five Year Plan Goals I, II, III, and IV, which were designed to meet **all LSTA priorities**. During the evaluation period, activities were intended and monies requested to:

- Provide training sessions on a variety of topics, in multiple geographic locations, and by various delivery methods
- Provide travel reimbursement to training locations that are 50 miles or farther from the home library.
- Provide registration fees reimbursements for continuing education events.
- Fund Evanced Solutions online continuing education calendar.
- Fund substitutes to replace a staff member attending a training event so that the library could remain open to the public during their absence.
- Provide access to the NV Trustee Academy to 18 libraries.

Evaluation Questions

Evaluators accessed available data sources to determine the extent to which SCEP contributed to progress toward Nevada’s LSTA Five Year Plan goals and LSTA priorities; the role of SCEP for library staff; the extent to which the needs of Nevada public, academic, special and school library staff and public library trustees were satisfied with the SCEP; and the extent to which workshop participants’ skills or abilities were improved as a result of training.

Methods and Data Sources

To address the evaluation questions, several data sources were utilized. Funding applications from 2013-2016 and final evaluation reports from 2013-2015 were subjected to a content analysis (see Appendix E for coding scheme). These data were triangulated with additional data gathered through an interview with the program manager for the Statewide Continuing Education Program.

Findings

There is evidence that Statewide Continuing Education Program (SCEP) furthered Nevada's Five Year Plan Goals I-IV. Further, the program addressed **all LSTA priorities**. During the evaluation period, SCEP provided free continuing education webinars and events consistently through the years of 2013, 2014 and 2015. Table 3 presents attendance of events during the evaluation period. While the number of continuing education webinars and courses remained relatively stable, there was a notable increase in attendance during 2015.

Table 3: NSLAPR Continuing Education Report

	2013	2014	2015	Total
Persons (library professionals) directly served:	394	299	1,080	1,773
Number of CE offerings available on CE calendar:	682	682	683	2047
Notification of CE trainings available online:	weekly	weekly	weekly	-
Travel to Training Funding:	17	11	30	58
Reimbursement for Registration (Conference):	5	3	1	9
Substitute Reimbursement:				
Presentations at NLA Conference:	9	NA	4	13
Lyrasis seats used:	5	7	0	12
InfoPeople seats used:	6	12	4	22
Library Juice seats used:		14	15	29
NV Trustee Academy (ALA)-library access / NLA:	18	20	*	38
Special Workshops		29	42	71
NV Library Leadership Institute			40	40
WebJunction / Skillsoft			320	320

*Unavailable at time of writing.

Overall, nearly 700 courses were available annually to library personnel. The courses covered a range of topics and content areas that were intended to meet the needs of Nevada public, academic, special, and school library staff. Content varied widely, from graphic design to interpersonal skills. Regardless of material, comments from evaluations indicate that courses and webinars were generally well received. In these course evaluations, some individuals cited an impact on practices and knowledge. For example, course evaluations from 2014 indicated that the content was useful and provided information that would benefit the librarian or library, directly. Indirectly, some noted how the information would benefit library clientele. For example, one librarian noted in their review of the course entitled *Developing a Digital Branch* (2014):

The class was beneficial especially with regard to advocacy for digital resources and usability. My knowledge of how to frame discussions regarding funding for and staffing of digital services has increased significantly. The course also offered focus when it comes to usability testing of the

new website.

In the above example, the librarian indicated that the material had been useful in completing a related task, which was included in the evaluation.

In another example, a different librarian commented on the manner in which the content added to their existing knowledge base. Evaluating the course *Transforming Adult Services: Engaging and Serving Those Over 50* (2014), the librarian added:

We have done lots of children's programs, but we have not done many adult programs. This class gave lots of good ideas/suggestions on types of programs and possible partnering. My background is academic libraries, so for me this class was very helpful to give ideas on programs I can get started with.

In addition to webinars and instruction provided to library personnel, funding is made available for travel reimbursement to locations farther than 50 miles in the event that the content is unavailable at the local library. The evidence from annual and SCLL compiled reports that there was consistent use of opportunities during the evaluation period. A few highlights are listed below:

- Annually, funding was provided for Nevada library staff to attend Nevada Library Association, American Library Association Annual Conference, and Civic Technologies training.
- Funds were used for 58 Continuing Education trips.
- The recipients represent 9 different public library jurisdictions, a school library, and a special library.
- There were 125 evaluations turned in by participants in the 9 Nevada Library Association 2013 programs funded with LSTA monies.

Summary and Recommendations

The Statewide Continuing Education Program provides an important service directly to Library Staff and Personnel. Staff with improved skills and knowledge are better able to meet the evolving needs of library patrons in Nevada. These opportunities are valuable and important for a healthy library system. Recommendations related to the SCEP to continue to address Nevada LSTA goals and priorities:

- Continue providing training opportunities for library personnel
- Identify new areas of need and continue to develop new courses for the SCEP.
- Consider updating the course evaluations and develop a method to evaluate other SCEP activities to better align with an outcome based assessment that is recommended by IMLS.

Section 5: LSTA Priorities 3 & 4 – Statewide Electronic Database Program

Background

The Statewide Electronic Database Program is intended to address Nevada's 2013 – 2017 LSTA Plan Goal II by providing access to online databases for the K-12 residents of Nevada whether at school, the public library or at home. By extension, the Statewide Electronic Database Program addresses **LSTA priorities #3 and #4**. Children and adults have access to public library material anywhere in the state of Nevada that an Internet connection is available.

Although the State of Nevada appropriates funding from the state general fund for NSLAPR to purchase licenses to allow school libraries access to research databases and other online resources appropriate for K-12, LSTA Grants to States funding for the Statewide Electronic Database program was

used to support K-12 learning and general public library information requests. Specifically, these funds are allocated to public libraries to serve K-12 students and public library patrons. Overall, there were 459,172 students enrolled in public K-12 schools in Nevada (SY 14-15, <http://www.doe.nv.gov/DataCenter/Enrollment/>) and Nevada public libraries reported over 1.15 million registered customers in FY 2010.

Through the Statewide Electronic Database program, the same services are offered to residents, for example, in Clark County and in Esmeralda County (the most and least populated counties in Nevada with populations of 2.1 million and 829, respectively; 2015 estimates, <https://www.census.gov/>), independent of public school access. The principal benefit to the target populations is to provide the most current information sources for the residents of Nevada as adjuncts to the print resources available at school and public libraries with electronic information resources. Residents with library cards can access the information 24/7 through their libraries websites and catalogs.

Evaluation Questions

Questions associated with Electronic Databases focused on whether or not the expressed goals and outcomes were achieved. The Electronic Databases project goals and outcomes included:

- Cultivate collaborative processes and projects to improve access to and availability of resources and services.

And from the latest Statewide Master Plan for Libraries:

- Provide opportunities for lifelong learning for people of all ages,
- Assure that all residents have equitable access to information, and
- Provide the widest possible access through the use of technology.

Methods and Data Sources

The primary methods for evaluating the Statewide Electronic Database Program included a content analysis of existing application materials, final report documents (including usage data), review of electronic resources, and review of recommendations from the Nevada State LSTA Five Year Evaluation Report for 2008 – 2012.

Findings

Based on a review of available data, the evidence indicate that the expressed goals are being addressed. Overall, the list of databases includes online full text, pictorial magazines, and other reference information databases. Public libraries provide the authentication portals needed for residents to access database information from home, including job training, research, and tutoring. The people of Nevada have access to an impressive range of services as a result of the Statewide Electronic Databases project.

However, in terms of access, there were important changes during the FY 2014. Notably, *Rocket Languages* conversational learning resource was added, with Spanish, French, and English being the highest accessed languages statewide. In southern Nevada, Chinese language resources were the 3rd most accessed. During the first year, the resource garnered more than 6,000 sessions. Similarly, *BrainFuse*, an online tutoring service that offers a comprehensive suite of academic services designed to support many learning needs and styles, was added to Nevada Libraries. The suite provides numerous resources for library patrons, including help with homework, skill building, and adult learning opportunities, to name a few. Table 4 highlights the usage data for *BrainFuse* during its first year.

Table 4: BrainFuse Online Learning Usage for 2014

	Live Writing	Unique Database Sessions	Lab Visits	Usage
Academic Libraries	75	228	1,731	11,219
Public Libraries	10,540	2,514	21,290	132,185
Public Libraries – CLAN	724	57	1,152	7,672
School District Libraries	1,843	4,580	20,792	298,884
Total	13,182	7,379	44,965	449,960

In the annual report, it was noted that on July 1, 2013, user access to the EBSCO suite of databases declined significantly. This was due to contract and funding changes. As a result, it is not appropriate to compare statistics from this year to subsequent years. Access figures are provided in Table 5.

Table 5: EBSCO System Usage for 2014

Type	Quantity
EBSCO Sessions	181,621
EBSCO Searches Overall	481,002
EBSCO Abstract Retrieval	43,397
EBSCO Full Text Retrieval	38,324

In terms of satisfaction, patrons who accessed the materials were satisfied with the resources and the majority rated the availability either “excellent” or “good.” According to a survey of librarians,

Patrons who are aware of the databases use them frequently and easily. Our challenge is to get the message out to the citizens who do not understand the breadth of the resources. Students are especially receptive to the use of the databases when they are made aware of them. Young patrons are astonished that they can access the information 24/7 so late night assignments are possible when libraries are closed.

Another librarian reported an important influence on student use and their perception of the resources, noting that

Students (mainly high school) who need to have multiple sources, do not find enough in print items within our collection to satisfy their needs. Once we show them the databases, and they see that they can get quality information that can be cited, they tend to see the value.

But ultimately, the value of the collections, resources, and databases is limited by public awareness of them. Awareness seems to be an issue, as one librarian noted:

I know they are excellent and extremely useful. Here at the library, we know that we need to do promotion and training to get patrons using the databases on a more regular basis.

Summary and Recommendations

The Statewide Electronic Database project offers the same services and access for residents throughout Nevada. This project supplements and complements existing access through public school libraries. As a result, this project fills critical information needs to key populations. In terms of access and need, the project successfully achieved and addressed its goals. Based on the findings, there are a few recommendations to enhance the successes of the project, outlined below:

- Identify funding to continually maintain and improve access to resources via public libraries for all Nevadans.
- Continue promoting database use through marketing.
- Consider a needs analysis on usage, including awareness of resources and potential barriers to use, to inform marketing.

Section 6: LSTA Priorities 1 & 3 – Statewide Reading Program

Background

This section describes the sources of data, tools, and methods used to evaluate the Statewide Reading Programs. Programs include: Summer Reading Program (SRP), Diversity in Action (DIA, formerly El Dia de los Niños/El Dia de los Libros), and Center for the Book/National Book Festival. During the five-year span, example programs and activities included: Nevada Reads, Workforce Initiative, and Letters About Literature (LAL). The activities involved with reading programs directly addressed the Nevada Five Year Plan Goal III, which was designed to meet **LSTA priorities #1 and #3**.

This evaluation focused on the three main components of the Statewide Reading Program: SRP, DIA, and Center for the Book. The Summer Reading Program provided opportunities and encouragement for children to spend time reading as well as literacy-related activities designed to increase interest in books and reading. Diversity in Action was dedicated to encouraging Hispanic and other cultural groups in local communities to read and participate in library activities. Center for the Book is dedicated to promoting literacy, interest in reading, and understanding the historical context of literature. Funded activities include: Letters about Literature (LAL), the National Book Festival, and Literacy Awards.

Evaluation Questions

Evaluation questions focused on programmatic impacts on consumers, the types of programs offered, and the challenges for libraries in developing and providing these programs. Due to the nature of the evaluation, a variety of data were used to triangulate the results. These data ranged in scope, sample source, and method (both qualitative and quantitative).

Methods and Data Sources

The primary methods for evaluating the Statewide Reading Program included a content analysis of existing documents. In particular, the CREA team examined final reports from 2013 – 2015. We validated these reports with an informal interview with the program manager of Statewide Reading, as well as a careful examination of existing reports and findings that were generated for other constituents, like the State Council on Literacies and Libraries (SCLL).

Findings

This Statewide Reading Program supported activities for participants of all ages and backgrounds, in libraries of varying size and location. More than 10,000 persons, of all ages, were involved in the programs associated with the Statewide Reading Programs. Funds were used to produce and promote more than 700 programs annually. Further, support from LSTA grants allowed libraries to program, purchase materials, promote literacy among all age groups, and encourage community involvement and engagement. In most cases, these funds were spent in remote, rural areas with histories of limited access to resources.

Summer Reading Program

A portion of these funds were allocated to directly support the Summer Reading Program (SRP). SRP activities included: membership in the Collaborative Summer Library Program (CSLP), the CSLP Manual; funding NSLAPR staff professional development through attendance at the annual CSLP meeting,

training for Nevada public library staff at an annual SRP workshop, and funds sub-awarded to local public libraries for their specific program needs.

The SRP maintained consistent participation and impact during the evaluation period. Based on interview data with the summer reading coordinator and an evaluation of the final reports, programs that were supported through LSTA summer reading funds achieved program completion rates between 40-50% (see Table 6). By contrast, libraries with SRP that were not directly supported by LSTA funds achieved completion rates between 36%-42% (see Table 7). This difference highlights the importance of LSTA support and the SRP.

Table 6: Summer Reading Program Participants Funded through LSTA Sub-Grants

	2013	2014	2015
Number of Participating Libraries	11	13	14
Total SRP Participants who started the program:	8,289	14,501	13,643
Total SRP Participants who completed the program:	4,263	6,103	5,962
Percent Completion:	51.43%	42.09%	43.70%
Total Number of Programs:	702	1,144	1,141
Total circulation of children's materials during SRP:	312,358	370,455	367,172

Table 7: Summer Reading Program Participants from All Other Libraries (Not LSTA Funded)

	2013	2014	2015
Total SRP Participants who started the program:	37,875	42,708	54,516
Total SRP Participants who completed the program:	16,050	16,038	21,228
Percent Completion:	42.38%	37.55%	38.94%
Total Number of Programs:	2,794	3,008	3,482
Total circulation of children's materials during SRP:	1,438,801	1,413,828	1,410,259

Diversity in Action (DIA, formerly El Dia de los Niños/El Dia de los Libros)

LSTA funds helped support the Diversity in Action program (formerly, El Día de Los Niños/El Día de Los Libros). Based on the 2015 American Community Survey², 27.5% of Nevadans identify as Hispanic or Latino and in 2014-15, Hispanic students made up 41.1% of the state's population (<http://www.nevadareportcard.com>). The 2010 Census reported that 20.9% of the state population spoke Spanish and of these individuals, nearly 42% reported speaking English less than very well.

DIA recognizes the rapidly increasing Hispanic cultural group and addresses reading skills among the children and their families, as well as the importance of bilingual literacy. Each year, DIA continues to impact community members across the state. During the evaluation period, additional libraries participated in the program and the measures of impact rose each year. Anecdotally, data from annual evaluations suggest that the programs are very well received by community members and the staff that offers these programs.

² <https://factfinder.census.gov>

Table 8: DIA Impacts

	2012	2013	2014
Participating Libraries	6	7	8
Total Participants	1404	1459	2588
New Library Cards to Children	55	97	306

Center for the Book/National Book Festival

Letters About Literature

Letters About Literature (LAL) is a national reading and writing contest for students in grades ranging from 4 through 12. Students read a piece of literature (i.e., a poem, book, or speech) and compose a “letter” to the author, describing the personal impact of the work on the student. The letters are judged on state and national levels. In Nevada, participation has steadily increased over time. Table 9 provides the most recent LAL data.

Table 9: Letters About Literature (2015 - 2016)

	Total # of Letters	Increase from Previous Year	# Advanced to State Level	% to State Level
Level 1 Grades 4-6	247	50%	22	8.91%
Level 2 Grades 7 & 8	147	18%	17	11.56%
Level 3 Grades 9-12	216	143%	29	13.43%

Summary and Recommendations

The Statewide Reading Programs are important for all citizens of Nevada, whether or not they are directly impacted by these programs. One specific purpose of these programs is to enhance the literacy of Nevadans in all areas. The evidence from SRP attendance and other final evaluations confirms that the activities directly benefited approximately 40,000 children and 3,000 families annually. During the evaluation period, El Dia de los Niños was expanded and rebranded as the Diversity in Action program, which increased in terms of programs, participants, and persons served. Overall, the importance and impact of the identified summer reading programs and activities are evident. While the impacts of the Statewide Reading Program are positive, there remain many residents who could benefit from these services. Recommendations are as follows:

- These activities are vital to the health of Nevada and it is recommended that NSLAPR identify and pursue avenues to establish permanency of these programs.
- The demographic and ethnic diversity of Nevada continue to shift. Statewide Reading Programs like Summer Reading and DIA have become more important. It is recommended to continue all summer reading programs and expand their reach to underserved populations whenever possible.
- Identify marketing strategies to broaden the participation in and impact of Statewide Reading Programs.

Section 7: LSTA Priorities 1 & 3 – Statewide Talking Books Operations

Background

The Nevada Talking Books Service (NTBS) is a program offered at no cost to Nevada residents who have a disability that prevents them from accessing print library materials. In Nevada, approximately 2.8%³ of individuals have a documented vision difficulty that may lead to eligibility for the NTBS, though visual impairment may not represent the full range of disability preventing access. Further, the NTBS program serves many patrons that are elderly and may be homebound, and thus provides an important service to patrons whom may be unable to travel to the library and may not be able to find materials in the format needed. Further, local libraries that serve rural and urban communities may not house materials for the visually impaired or have limited offerings for individuals with visual impairments. Thus, the NTBS is designed to fill critical gaps in the state.

NTBS specifically aligns with Goal 3 of the 5-year LSTA plan and as such is designed to provide a responsive learning environment for Nevada residents. Further, it is intended to address issues of access to information in a variety of formats to meet individual needs, as outlined in the LSTA priority #1. During this reporting period, LSTA funding supported the NTBS in providing a personalized reading experience to patrons. NTBS grant applications from 2013-2016 indicate planned activities and funding requests for staffing to provide support services, outreach activities, tracking systems to catalog materials (i.e., the Keystone Library Automation System (KLAS)), funding to provide greater access to appropriate materials through online repositories, and increasing the recording of new materials through the Nevada Recording Program. In addition, each year of the 5-year period under review emphasized different activities within the NTBS related to individual needs and access issues. For example, in 2013, there was an emphasis on increasing access to the program itself; 2014, the program emphasized the expansion and development of the Nevada Recording Program; in 2015 the NTBS program was particularly concerned with expanding access to the digital databases and library materials; and in 2016, the NTBS was focused on ensuring adequate media that aligned with patron interests was available.

Evaluation Questions

Retrospective and process questions were posed within the context of this evaluation. Specifically, evaluators accessed available data sources to determine:

1. The extent to which the NTBS contributed to progress on Goal 3 of the Five-Year Plan and Priority #1.
2. How the NTBS appeared to be working for library staff and clientele.
3. The extent to which library patrons and staff were satisfied with the NTBS.
4. Whether usage increased following recommendations from the 208-2012 Nevada LSTA evaluation.

Methods and Data Sources

To address the evaluation questions, several data sources were utilized. Funding applications from 2013-2016 and final evaluation reports from 2013-2015 were subject to a content analysis. Qualitative data was also gathered from an interview (see Appendix I for protocol) with the program manager for the NTBS. Interview data and previous reports were analyzed using the coding scheme that can be found

³ Source: 2010 Census data available at <https://www.census.gov/data.html>.

in Appendix E with the addition of codes to identify how the NTBS contributed to the development of content, management of content, and access to content. Statistics reported in NTBS and state library documents were used to describe activities and usage of the program.

Findings

NTBS Contribution to Providing a Responsive Learning Environment

The NTBS program was identified by library staff as pertaining only to the LSTA 5-year plan goal of providing a responsive learning environment. The data provided indicated that a responsive learning environment *was* fostered in the state through the NTBS program through three primary avenues: development of content, management of content, and access to content.

Development of content. A major initiative over the past reporting period was to create localized content for patrons who wanted materials about Nevada. This content was developed through the Nevada Recording program, which contributed at least 56⁴ titles during the reporting period, with an increasing rate of recording annually. Along with books, the NTBS developed and recorded three different Nevada-related periodicals over the grant period: *Nevada*, *Nevada in the West*, and *Nevada in Review* (no longer recorded). The NTBS also contributed other material that might not otherwise be available to patrons. For example, in 2013, the NTBS was invited to participate in a pilot of the Braille and Audio Reading Download (BARD) program and subsequently contributed unique content to the national BARD download site. The NTBS also consistently communicated changes and improvements to their patrons through the quarterly newsletter, *SilverLinings*, that was recorded and distributed to patrons. Further, analyses of usage patterns in 2016 indicated that biographies and westerns represented two major categories of materials accessed, and the NTBS program subscribed to a periodical that would provide additional interest-driven content to patrons.

Management of content. The NTBS spent a significant portion of allocated funds on content management activities. This includes supporting licenses for the KLAS (online management system – OPAC), tracking audio analog and digital audio books, sending books and players to patrons via US Mail, and supporting downloads of material through the BARD system.

Access to content. The NTBS increased access to content in a variety of ways over the grant period. Most notably, the NTBS moved toward greater procurement of digital material that could be directly accessed by patrons. Critically, a transition occurred during this reporting period to move toward increasingly digital content that could be accessed via BARD and OPAC, decreasing use of cassette books. However, as reported in the 2016 NTBS LSTA application, only 1/3 of patrons were BARD users. Therefore, to facilitate the introduction of more and varied content to non-BARD patrons, the NTBS intends to take steps to download materials from BARD to digital cartridges that can then be distributed.

NTBS Function for Library Staff and Clientele

Library patrons. Staff at the NTBS have created a structure that is strongly patron-forward. New applications for the program are reviewed quickly and staff contact patrons via telephone for a NTBS introductory session. New requests for access to BARD are reported to be completed within 24 hours, though there is no independent way to verify these numbers. New patrons or existing patrons who wish to access new services are offered a personalized introductory session. Further, NTBS staff assist with selection of materials, maintaining a database that tracks patrons and players. Staff can monitor materials that are physically accessed to ensure that books are not read more than once and can also

⁴ From 2013-2015 book titles were added. The final numbers for 2016 and 2017 are unknown.

generate recommendations based on patron preference. Further, in 2015, the NTBS initiated a Duplication on Demand system, in which once a certain number of requests for a popular book were made, the library created another copy of the book.

Patrons are provided materials at no charge. Patrons may choose to access physical audio materials, in which case materials are mailed postage free in both directions. Users may also access materials digitally at no cost. There is no charge to users for overdue or lost items.

As mentioned previously, one unique feature of the NTBS is the primary recording of books about Nevada and written by Nevadan authors that provide localized content not otherwise available to patrons. Patrons noted the Nevada specific content in comments such as *"I love both NV magazines. What great history. Read same day I receive. Appreciate all of you."* This attention to supplemental material suggests a strong awareness of library staff that provision of a responsive environment means more than just format of material and accessibility, but also means provision of a wide range of content.

Library staff. Interview and evaluation report data indicated that, although improved from the previous 5-year LSTA period, staffing challenges remained for the NTBS. Over the current period, staff were in transition with new hires and changes in responsibilities. Data on staff perceptions about the program itself were limited, but interview data suggested that the program appeared to be functioning well with the existing staffing levels. Concerns were noted about the time taken away from working on the library itself due to grantsmanship demands.

Library Patron and Staff Satisfaction with NTBS

As part of their internal evaluation process, NTBS staff collected satisfaction survey data in 2013 & 2014 and reported examples of patron comments in annual reports. Primary data from satisfaction surveys were not available to the external evaluation team, but report summaries, anecdotal information, and perceptions of the program director indicated generally a high level of user satisfaction. In 2013, 92% of respondents (n = 398; 27% response rate) indicated their expectations were met and that they were receiving the materials they desired. A 2014 survey was developed specifically to assess user satisfaction with the Nevada Recording program. Of the 184 responses received, 85% reported a positive experience with the Nevada material. User surveys were not issued in subsequent years.

Staff satisfaction with the NTBS was not reported in the evaluation reports. However, coded comments in interview and reports indicated staff had access to professional development opportunities (e.g. travel to conferences) and training on new processes and technology (e.g., Audio program). Staff turnover did occur during the grant period, but at the same time, the library also was able to utilize volunteers to help maintain program quality.

NTBS Use

The evaluation completed for the previous 5-year period (2008-2012) reported underutilization of NTBS materials due to a variety of hypothesized reasons. The recommendation followed that the NTBS program increase outreach activities. The NTBS appears to have been responsive to this recommendation, as the data sources indicate a steady, positive trend in most usage metrics.

The NTBS annual evaluation reports include a variety of usage statistics, many of which were reported in a consistent manner across the documents provided. Table 10 depicts a positive trend in the number of patrons/active users engaged with NTBS materials. Reports indicated that the majority of these users were adult patrons.

Table 10: Usage Statistics for NTBS

	# patrons	Materials in Circulation	# BARD downloads	# BARD users	#OPAC/web logins	#Outreach events
2013	1609	93,111	16,519	288	2,337	191
2014	1648	110,793	19,604	*	1,989	*
2015	1721	110,415	23,132	336	2,059	196

*Information not reported. Reports for 2016 & 2017 were not available at the time of the preparation of this report.

Notably, the number of logins and downloads from the BARD system exceeded targets annually and the number of OPAC logins (though slower than expected) also demonstrated increased activity from patrons in accessing online content. However, staff noted that many users still do not access the online material and rely on cassettes.

When usage targets were not met, NTBS staff appeared to create a plan of action to address areas of concern. For example, NTBS staff noted a decrease in circulation of Nevada titles, perhaps due to finite titles in the collection in 2013. However, targets for Nevada content were exceeded in subsequent years, perhaps corresponding to increased number of titles available and efforts taken by NTBS staff to alert patrons of new titles through outreach activities.

Summary and Recommendations

In summary, evidence reviewed from the NTBS program indicated that the program is succeeding in meeting its goals to provide a responsive learning environment for Nevada residents and increase access for diverse populations, notably residents with visual impairments.

The outreach activities appear to have been successful in raising program visibility as evidenced by usage statistics and participant feedback. Due to the emphasis of the program on increasing access to Nevada-specific programming, the evaluators recommend continued efforts to expand content offerings that are in line with patron interests. With the apparent success of getting the word out that NTBS is available to vision-impaired users, the library may wish to continue outreach efforts to encourage patrons to use web-based databases and digital materials, to (1) reduce the staff hours dedicated to logistical activities, and (2) to provide even more rapid and personalized access to content for users. However, it should be noted that the current user population is typically over the age of 65 and of lower income than individuals without visual disabilities, which may mean that internet access and knowledge may be limited. Thus, the current diversified content delivery system of NTBS should be considered an asset of the program in ensuring that individuals with disabilities and in underserved parts of the state (e.g. rural) are able to engage in lifelong learning.

It is not clear from the materials available for the evaluation the extent to which the program is focused on increasing access for younger Nevada users. The annual evaluation reports indicate some outreach activities were geared toward children, youth, and younger adults, but it is difficult to disentangle how these activities may be related to usage from these groups. It is likely that children still engaged in schooling receive services through their school libraries and may engage more frequently in independent access through online services. However, it is recommended that if possible, the NTBS engage in needs analyses activities or in-depth analyses of online usage patterns by patron age to ensure that residents under the age of 65 are not being underserved.

Evaluation Summary

Based on the review of the available data, interviews, and surveys, it is evident that **in addition to meeting or surpassing all of the State-level goals presented in the 2013 – 2017 LSTA Plan, the Nevada State Library is addressing all LSTA priorities in a significant way.** Overall, the LSTA Grants to States program has had a positive impact on Nevada’s 2013 – 2017 LSTA Plan goals and associated LSTA Grants to States priorities. Included in this progress is the targeted impact upon several groups, namely: families, youth, and children, minority populations, geographically diverse groups, individuals with disabilities, unemployed patrons, and the library workforce. Based on interview, survey, usage data, and anecdotal data, the programs have been well received.

In addition to the implementation successes, there are some important elements to keep in mind when evaluating these LSTA Five Year Plan activities. Specifically, these projects exist within a culture that has shifted toward less secure sources of funding. As noted earlier, this report follows a period highlighted by one of the worst recessions in the history of the United States. Many library budgets were cut, leaving librarians and staff with few options. Some (e.g., academic, school, or special libraries) elected to leverage LSTA funding to accomplish minimum operational capacity. In the public library system, these funds are leveraged in ways that directly support programs, rather than replace or supplant funding that has been eliminated. Although a comprehensive cost analysis was beyond the scope of this evaluation, the recipients of the LSTA funds appeared to use the funds in a way that maximized the impact of every dollar.

Also from these data, several general recommendations were compiled. These recommendations are listed below.

- Based on the breadth of Nevada’s needs and the observed success of the LSTA Grants to States funded programs, continue the proposal, application, and ranking process of the competitive grants program.
- Consider including the Nevada State Five-Year Plan goals and LSTA priorities in both the applications *and* final reports. This would streamline an outcome based evaluation of the LSTA Grants to States programs.
- In final report for program activities, consider adding a self-assessment of whether or not each project met the Five-Year Plan goals and LSTA priorities.
- Consider identifying metrics to determine areas/populations of highest need; consider priority funding or a separate pool of funding for those areas/populations.
- Develop and provide participants with some guidelines pertaining to data and evaluation, particularly as both relate to evidence in terms of addressing LSTA priorities and 5 Year State plan goals.
- Establish consistent outcome requirements/guidelines; provide extensive training and guidance on outcomes based assessment.

Appendices and Annexes

Appendix A – List of Acronyms Used

CHI	Cultural Heritage Institutions
CLAN	Cooperative Libraries Automated Network
CREA	Center for Research, Evaluation, and Assessment
CSLP	Collaborative Summer Library Program
DIA	Diversity in Action
EBSCO	Elton B. Stephens Co., <i>company name</i>
FY	Fiscal Year, <i>In Nevada, the fiscal year extends from July 1 to June 30</i>
IMLS	Institute of Museum and Library Services
LAL	Letters About Literature
LEA	Local Education Agency
LSTA	Library Services and Technology Act
NSDAC	Nevada Statewide Digital Advisory Committee
NSDAP	Nevada Statewide Digital Action Plan
NSLA	Nevada State Libraries and Archives (former name)
NSLAPR	Nevada State Library, Archive and Public Records
NTBS	Nevada’s Talking Books Service
SCEP	Statewide Continuing Education Program
SCLL	State Council on Libraries and Literacy
SES	Socio Economic Status
SLAA	State Library Administrative Agency
SRP	Summer Reading Program
STEM	Science, Technology, Engineering, and Mathematics
STEAM	Science, Technology, Engineering, Art, and Mathematics
SY	School Year, <i>In Nevada, the school year extends from late August to early June</i>
UNLV	University of Nevada, Las Vegas
UNR	University of Nevada, Reno

Appendix B – List of People Interviewed

Alexander, Donna: Nevada State Library Archives & Public Records (former)
Baker, Diane – Assistant Director for Finance, Carson City Libraries
Brinkerhoff, Kathie – Library Director, Pershing County
Day-Swain, Dr. Becky – Executive Director of the Office of Sponsored Projects, College of Southern Nevada
DeBuff, Robbie: Continuing Education, Statewide reading, Rural bookmobiles, and Public Library Statistics
Dech, Lois – School Librarian, Carlin Combined Schools
Geddes, Amy – Library Director, Lyon County
Lewis, Forrest – Library Director, North Las Vegas
Lloyd, Carol – Library Director, Churchill County
Markles, Betts – Library Director, Southern Nevada College
Murphy, Shar – School Librarian, Honors Academy
Oberhansli, Courtney – Library Director Mineral County
Romero, Lois – Library Director, White Pine County
SCLL in aggregate*
Siegel, Neil – Reference Librarian, Truckee Meadows Community College
Westergard, Tammy: Nevada State Library Archives & Public Records
Williams, Hope – Nevada State Library, Archive and Public Records

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Appendix D – Nevada Demographics and Information

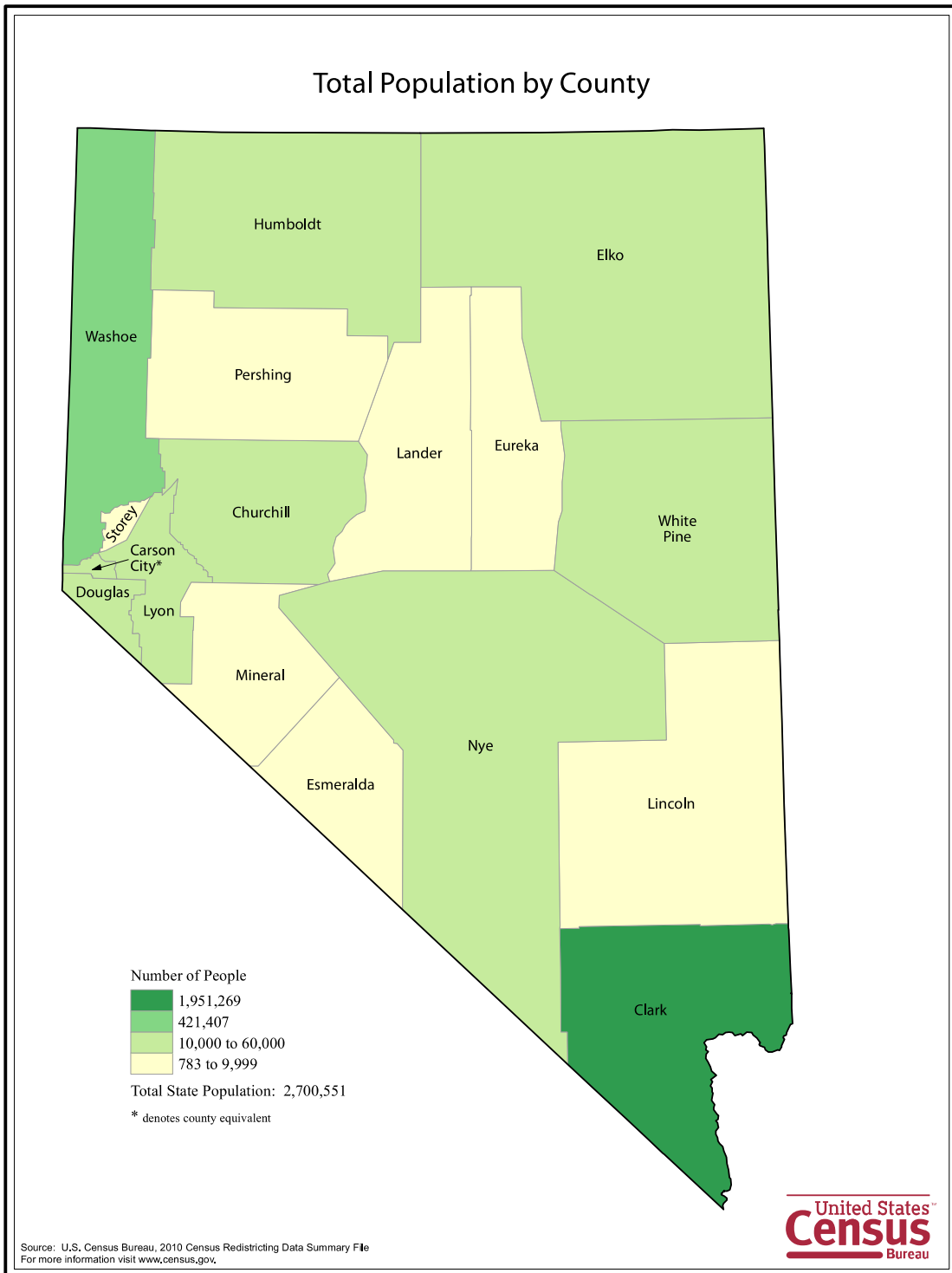
Nevada is geographically expansive, covering 110,567 square miles. However, roughly 85 percent of its nearly 2.9 million residents live in one of two large metropolitan areas: Las Vegas, and Reno-Sparks, with approximately 2 million and 420,000 residents, respectively. The remaining residents are distributed across 96,500 square miles of remote, rural land. Although fewer in number, the needs of those in rural areas are no less significant when compared to those in urban centers. Figure 1 provides a visual representation of the population density of Nevada.

School districts in Clark County (Las Vegas metropolitan area) and Washoe County (Reno/Sparks metropolitan area) serve approximately 85% of the Nevada student population. The other 15 counties, their school districts and local education agencies (LEAs) provide education for fewer than 10,000 students each, or 15% of Nevada students. To illustrate the range of size, the Clark County School District serves 314,023 students (71.8% of the Nevada students) while Esmeralda County LEA has 66 students.

In Nevada, residents with at least some Hispanic origin comprise nearly 27% of the overall population (US Census Bureau, 2013).

Nevada LEAs have had difficulty keeping up with explosive growth and student mobility statewide that has occurred during the last several decades; the Nevada transiency rate during the 2009-2010 school year was 30.4% (NDE, 2011). Martini (2011) reported that Nevada school enrollment grew 255% between 1970 and 2006, the largest increase in the nation. Although the increase has stalled in recent years, projections for growth continue. Regardless, the increase in population corresponds with greater ethnic, racial, and socioeconomic diversity within the state. The Nevada LEAs in rural areas are hard pressed to maintain commensurate levels of training for teachers, educational resources, and essential services to their residents. For many residents, this might simply make life more challenging. However, evidence also indicates that this geographic isolation translates to limited access to well qualified and trained teachers. For example, in STEM fields, remote areas have diminished access to educational resources, and current best practices in teaching STEM (Goodpaster, Adedokun, & Weaver, 2012).

Figure 1: Nevada Population Density by County



Appendix E – Quantitative and Qualitative Methods

In all cases, the best available sources of data were sought and used to triangulate analyses around the evaluation questions (i.e., whether or not the programs met goals of the state plan and the extent to which they benefited libraries and their clientele). Details on specific methods are explained in program report sections. Data sources included:

- Phone interviews with Nevada State Library, Archives and Public Records (NSLAPR) staff, members of the State Council on Libraries and Literacy (SCLL), librarians, representatives of museum and other cultural heritage institutions (CHI).
- Data from online surveys, created by the CREA team, concerning the LSTA Sub-grants and Competitive grants.
- Available grant applications, rankings, six-month, annual, and funding reports from 2013 through 2015.
- Available data and reports for Continuing Education, Statewide Reading, Bookmobile, and Public Library Statistics programs from 2013 through 2015.
- Data related to state, county, district, and library population and demographic estimates from U.S. Census Bureau and Nevada State Demographics.
- Data related to school enrollments from Nevada Department of Education.
- Publicly available Nevada and national documents related to the library context.

Survey Method

Survey questions were identified through: a review of IMLS reporting guidelines, collaboration with NSLAPR administrators, and a review of previous Five Year evaluations. Questions were reviewed and finalized in November, 2016. Items were distributed using Qualtrics Survey Software to a total of 49 individuals who had roles in the implementation or administration of LSTA Grants to States funds during the evaluation period.

Email requests were sent to potential respondents, who included NSLAPR administration to SCLL members, librarians, and staff in Nevada in mid-November, 2016. A follow up email was sent two weeks later. In this email, a link to a Qualtrics survey (provided in Appendix J) was provided. There were 17 total respondents, for a response rate of 34.6%. This response rate may be partially explained by changes in staffing during the evaluation period, which artificially inflates the number of potential respondents.

The quantitative portion of the survey was analyzed using descriptive methods. Specifically, frequencies and other descriptive statistics were calculated for specific items. For example, the proportion of responses that exceeded a score of three in an agreement scale were calculated and reported in aggregate as the “proportion of respondents holding a favorable opinion of the question.”

This portion of the survey addressed deterrents to applying for LSTA grants, LSTA goal achievement and barriers to goal achievement, how the grant contributes to improving areas of the library and community, the community being served, and overall satisfaction. Analysis for this section included Qualtrics data reports that provide percentages of respondents for each question. Details are provided in Appendix F.

Interview Method and Coding Scheme

A total of 13 interviews were conducted with NSLAPR personnel and staff, jurisdiction administrators, librarians, and staff. Interviews consisted of open-ended question responses informed by IMLS requirements. Potential participants were recruited via email from individuals who were involved in LSTA Grants to States funded projects. Interviews were conducted over the phone, recorded, and transcribed. Each interview lasted approximately 30 minutes. Questions and protocols are included in Appendix I.

Topics included, but were not limited to, grant application processes, programs and activities, constituents, program impacts, and challenges. Data were analyzed by topic coding using MAXQDA, a qualitative analysis software. The coding scheme was derived through a deductive process that began with a priori codes. These codes were created to align with the Nevada state 5-Year LSTA goals and LSTA priorities. While coding an initial interview, additional codes were allowed to emerge from the data (Bernard & Ryan, 2009). Codes were developed (see Table 11) to assess activities related to the grant application and implementation processes, alignment and activities within the LSTA identified goals, the overall satisfaction with the grant process, and the impact and outcomes of the grant. The coding scheme was then applied to remaining interviews and open-ended survey items.

A majority of respondents discussed the competitive grants, mini-grants, and Summer Reading Programs. Interview responses and open-ended survey questions were analyzed with the same coding scheme to ensure consistency of analysis.

Table 11: Coding Scheme for Interview and Open-ended Question Data Analysis

Topic	Code	Definition
<i>Grant Application and Maintenance</i>		
	Application process	The process and details of applying for an LSTA grant in regards to application format, timeline, and requirements.
	Contact with grant personnel	Contacting grant personnel in regards to frequency, ease, and method.
	External funding	Identification of receiving external funding to supplement the grant.
	Ease of implementation process	How the implementation of the program as a result of the grant has been.
	Accessibility of grant	The ability of all sizes, locations, and types of library facilities to apply for and be awarded an LSTA grant.
<i>Types of Grants/Programs</i>		
	Sub-Grants	Respondents who identify working with sub-grants.
	Talking Books	Respondents who identify working with Talking Books.
	Collection Development	Respondents who identify working with collection development.
	Competitive Grant	Respondents who identify working with competitive grants.
	Mini-grant	Respondents who identify working with mini-grants.
	Summer Reading	Respondents who identify working with Summer Reading Program.
<i>LSTA Goals</i>		
	Goal I	Activities towards achieving Goal I.
	Goal II	Activities towards achieving Goal II.
	Goal III	Activities towards achieving Goal III.
	Goal IV	Activities towards achieving Goal IV.
<i>Activities</i>		
	Writing	The writing process for both the application and throughout the grant period.
	Timing	How long they have had the grant and how long it has been implemented.
	Impact of Project	How the grant funded program or activities have impacted the library, staff, community, etc.
	Similar each year	How the process has been between years and between grant periods.
	How the grant has been used/Activities of grant	What type of programs and activities have been started at their facility as a result of the grant funds.
	Users	What is the target population for the library/grant activity.
	Barriers	Problems with application, implementation, funding, continuation, etc.
<i>Satisfaction</i>		
	Areas for improvement	What respondents identify as things that could be improved upon.
	Suggestions	What changes respondents suggest for applications, timing, types of activities, etc.

Document Analysis

LSTA applications, annual evaluations from funded programs, and other program and state documents were subject to content analyses and served as a primary data source for the evaluation. A thematic approach was applied to the content analysis, drawing upon variations of the coding scheme outlined above. The document analysis began with a team review of the Nevada state 5-Year LSTA goals and LSTA priorities. A priori themes were developed and applied to the documents. Team members reviewed a select sub-group of documents to establish agreement on the themes and the process. Once achieved, three team members evaluated the documents from 2013, 2014, and 2015 independently. Results are reported in the sections within this report.

Appendix F – Detailed Quantitative and Qualitative Results

Survey Results

A total of 17 surveys were included in the analyses. As a result, descriptive statistics were used to draw inferences from the survey data. Results to key questions are presented below.

Demographics

Respondents reported that they worked in several positions in library systems throughout Nevada. These included supervisor positions, grants and finance positions, librarians, specialists, managers, and directors. A majority of respondents, 40%, had worked in their library for 1-5 years. 73.33% of respondents are involved with grant writing, 80% are involved with planning, 73.33% are involved with budgeting, and 60% are involved with facilitation of events.

Key Questions from Survey Items

Question 3.3 – Does anything discourage you from applying for an LSTA funded grant?

Respondents indicated that things that discouraged them from applying for LSTA grants included lack of staff or resources to handle a grant project (42.86%), lack of time to apply (28.57%), a lack of experience in writing grants (14.29%), a complex application process (28.57%), and too many administrative requirements to follow (28.57%). Other respondents indicated that requirement changes, general training, and the limitation of how many grants per library discouraged them from applying.

Question 3.5 – Please indicate areas in which you would like additional grant related support or assistance.

Areas of for additional support included grant writing (44.44%), project management of grants (33.33%), and information of state and federal guidelines for grants (11.11%). 44.44% of respondents indicated that they didn't need additional support or assistance.

Question 4.3 #1 – Please state the extent to which progress was made towards each goal.

In regards to LSTA goal achievement, 100% of respondents indicated they had achieved Goal I, 66.67% indicated they had achieved Goal II. 60% indicated they had achieved Goal III, and 75% indicated they had achieved Goal IV.

Question 4.3 #2 – Where progress was not achieved as anticipated, what factors contributed?

Factors that contributed to a lack of achievement in Goal I included staffing (50%), and over-ambitious goals (50%). Factors for Goal II were staffing (50%) and other (50%). Factors for Goal III were staffing (50%) and over-ambitious goals (50%). Lastly, factors for Goal IV were staffing (50%) and over-ambitious goals (50%). Overall, staffing and over-ambitious goals were factors that contributed to not achieving all LSTA goals.

Question 4.4 – In your view, to what extent did the Five Year Plan activities achieve results that address LSTA goals and national priorities?

A majority of respondents, 57.14%, indicated that the Five Year Plan had addressed LSTA goals and national priorities to a large extent.

Question 5.7 – In your opinion, how satisfied are library clients and library staff with your project(s) overall?

Additionally, 75% of respondents indicated that their clients and staff are extremely satisfied with the projects at their library.

Interview Results

Grant Application and Maintenance

A majority of respondents indicated that the application process for LSTA grants was easy and straightforward. Respondents discussed the grant manual, website, and webinars as sources of assistance with the grant writing and application process. Some respondents indicated some barriers they faced when applying for LSTA grants were the application itself, mentioning it could be updated to work more smoothly, and that the having to attend the webinars every year was tedious for those who have applied before. Additionally, some respondents indicated that the time frame of the application and grant period was a barrier. They suggested having rolling application periods or application deadlines throughout the year to maximize their applications and activities related to the grants. Respondents also indicated that while there may be room for improvement in the application process, they understand that as a federal grant and process it is difficult to make changes and deviate from federal protocol.

Another positive part of the grant process, as mentioned by respondents, was the contact with the grant personnel. Several respondents indicated positive interactions with grant personnel when necessary. They mentioned the prompt and helpful responses from the grant personnel when needed. For respondents who didn't contact grant personnel directly, they mentioned that any help needed could be found on the grant website.

Some additional barriers reported by respondents indicated that writing the grants was difficult because they didn't have the staff equipped for the writing, and therefore they wrote it themselves. In addition to lacking staff or having to write the grants themselves, some respondents mentioned that the grant process was very time consuming. Also, respondents indicated that a barrier to the grant application process was finding fresh and innovative ideas for their applications while also juggling their normal work.

In regards to funds, several respondents indicated that they had also sought external funding. The external funding opportunities included outside grants from several different sources. Most respondents indicated that the LSTA funding was extremely helpful and that they wouldn't be able to continue programs, expand collections, and assist the community without the funds awarded to them. A barrier mentioned by some participants was the time frame for fund disbursement. Specifically mentioned for Summer Reading Programs, was that funding cycles didn't align with the months for the Summer Reading Program. While the program runs from June through July, funds were provided at the beginning of July, after the program began. Additionally, respondents for the competitive and mini-grants indicated that funds took a while to be disbursed to them, which was a barrier to activities.

Timing of the grant and projects were also mentioned as barriers to measuring outcomes. Respondents indicated that the short nature of the grants, mentioned as typically no more than two years, made it difficult to measure long term outcomes.

Activities of the Grant

The impact of the programs were discussed during the interviews and in the open-ended questions. Some of the activities of the programs include professional development opportunities like resume building workshops, building databases, broadening collections and resources at the library, providing

opportunities for the visually impaired with audio books, bringing authors to readings, bringing new activities for kids like Legos or magicians, and technology certification opportunities. One of the main activities mentioned was collaborating or developing partnerships with other organizations or companies.

Target populations of the programs were diverse. Some programs that arose from grant funds were young children and students, visually impaired readers, those seeking certification opportunities or job searching assistance, and individuals throughout the state. Users varied in age, ethnicity, and library need levels. One of the changes mentioned by those representing the Summer Reading Program, was that the grant funds allowed the program to be expanded to teens and adults, which was successful. To assess the impact of these programs, several respondents indicated using surveys, circulation and participation counts, and direct contact as measurement tools.

Timing was again identified when analyzing the activities of the programs. Some respondents indicated that it was difficult to assess impact so early and that more time was needed to accurately understand the impact of the programs. However, respondents who were able to identify impact indicated that the programs implemented in their libraries were successful. Some developed new learning workshops and commons that had successful results, workforce development training opportunities, increasing library visibility through new activities like film premiers, the expansion of the library collection through collection purchases, and the expansion of the Summer Reading Program to new age groups.

Nevada's LSTA Five Year Plan Goals

Goal I

Several respondents indicated that their application and programs aligned with Goal I of the LSTA goals: Strengthen Nevada libraries' ability to effectively respond to community needs through assessment, planning, and training. Several respondents mentioned using assessment strategies to collect data on how to better serve their communities with their programs. They indicated that these assessments demonstrated the needs of the community, like equipment or software, so that they didn't have to "guess" what the community needs. Some also discussed that they were able to measure the impact on their communities and the needs through the circulation, specifically for the Summer Reading Programs, which can help to develop more in the future. Additionally, several respondents mentioned the activities that arose from their assessment, planning, and training such as adding new resources like computers and other electronics that meet the needs of community they identified, like low socio-economic status.

Goal II

Most respondents discussed, in some fashion, Goal II: Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state. Several respondents discussed the new partnerships and collaborative environments they had created or utilized as a result of the grant funding. These included partnerships with library friends, companies like NV Energy Foundation, local agencies in Nevada cities, school districts and education institutions in Nevada, experienced personnel that could train current staff, like contractors, different authors and artists, and collaborating with other libraries to increase collection. These collaborations increased activities like professional development workshops, technology classes and certifications, panel discussions about various topics, and new centers such as resource and education centers.

Goal III

The discussion regarding Goal III: Nevada libraries will provide responsive learning environments for Nevada residents, was closely aligned with discussion about all of the LSTA goals. Several respondents indicated that they had started new activities or opportunities for the community to engage and learn about new topics. For example, some respondents mentioned a new photo database for historical photographs, and some discussed new audio-books for visually impaired readers that provided new opportunities for these individuals. As mentioned in previous sections, workforce and professional development workshops were established to provide new education opportunities to the community the libraries serve. Respondents indicated that Goal III was very important to them and that the library should be seen as an educational resource center, instead of just a traditional public library. The success of new activities and learning environments was mentioned, with some responses indicating that participation in library activities greatly increased. Other respondents discussed relationships with school districts being a key factor in developing new educational opportunities and environments for Nevada residents at their facility. Some other interactive environments included training sessions on cinematography, streaming art tutorials from other studios in the United States, and a poetry center with various poetry consultants and centers to develop poetry collection and activities.

Goal IV

Several respondents also indicated their activities relation to Goal IV: Build capacity of libraries to meet user identified access needs. Capacities building activities indicated included acquiring new computers and electronic devices to meet the needs of the community, new online databases of photos and tutorials, the addition of audiobooks and recording programs to record Nevada related books, new staff training that expands their current knowledge and capacity, adding library pages to develop experienced workers, and new display racks purchased through grant funds. Respondents indicated that they had even more access to collections as a result of the grant funds, which increased their capacity. Respondents mostly indicated that the addition of materials from grant funds built their capacity.

Satisfaction with Grant

Overall, respondents seem generally satisfied with the grant application process, the funds, and the activities related to the grant. Respondents indicated that without grant funds they wouldn't be able to help their community as much and wouldn't be able to build their collection as well as they have. Additionally, some respondents indicated that the LSTA grants were great opportunities for smaller libraries and that they were great opportunities for trying new projects and activities with their community. Furthermore, respondents were overall satisfied with the application process and the contact they had with the grant personnel.

There were some suggestions and areas for improvement mentioned by respondents. Respondents suggested that the application be made available earlier, specifically referencing this last year. They also suggested that they be able to submit more than one proposal and have rolling application deadlines. Additionally, they indicated that providing supplemental forms or extra areas for text when their budget or activities have complicated descriptions. They indicated that the webinars could be held sooner or earlier, or were not necessary for such small grants. Respondents also mentioned that having smaller "refresher" webinars or sessions would be helpful for those re-applying who are familiar with the process. A final suggestion was that LSTA grant funds be expanded beyond program related proposals to include assessment and feasibility studies, so that they can assess what they are proposing.

Appendix G – Total LSTA Statewide and Competitive Grant Expenditures by LSTA 5 Year Plan Goals (2013 – 2015)

Recipient	Project Title	Total Amount	LSTA 5 Year Plan Goals
Carson City Library	Digital Literacy and Instruction Outreach	\$89,446.00	1, 2, 3, 4
Carson City Library	NV Working Capital	\$82,902.00	4
Carson City Library	Online and On Time	\$69,450.00	2, 3, 4
Churchill Co School Libraries	Libraries STEM Collection Development	\$35,000.00	4
Elko County Library	Early Learning and Literacy	\$50,424.00	3
Henderson District Public Libraries	Around the World in 30 Days	\$34,400.00	2, 3
Henderson District Public Libraries	Books and Bricks	\$25,000.00	3
Henderson District Public Libraries	Generation STEAM	\$85,770.00	1, 2, 3
Lander Co Schools - Battle Mtn	High School Library Tech	\$21,200.00	4
Las Vegas-Clark County Library District	Pre-K for All: A Community Approach	\$95,000.00	2
Las Vegas-Clark County Library District	Youth Digital Labs	\$38,635.00	1
Mineral County Library	Digital Literacy and Instruction Outreach	\$19,976.00	1
Mineral County Library	Revving Up Teen Services	\$25,739.00	1
Mineral County Library	Streaming Art Tutorials	\$9,899.00	4
N. Las Vegas Library District	Reinventing the N Las Vegas Library	\$97,600.00	1, 2
Nevada State College Library	Bridging the Past, Henderson Memories	\$97,635.00	2
NSLAPR	Information Nevada	\$30,000.00	2
NSLAPR	LSTA Administration	\$204,684.00	-
NSLAPR	NSLA Power Support	\$7,500.00	-
NSLAPR	Statewide Bookmobile	\$78,000.00	3
NSLAPR	Statewide Continuing Education	\$217,500.00	1, 2, 3, 4
NSLAPR	Statewide Digital Project	\$314,851.00	2
NSLAPR	Statewide Electronic Databases	\$1,218,914.00	2
NSLAPR	Statewide Public Library Statistics	\$220,950.00	-
NSLAPR	Statewide Reading Programs	\$258,450.00	3
NSLAPR	Statewide Talking Books	\$741,046.00	3
NV Historical Society	Emil Billeb Collection Project	\$50,555.00	4
NV Supreme Court Library	Nevada Legal Forms training	\$21,000.00	1, 4
Pershing County Library	All-Circ: Disk Storage and Self Check	\$26,329.00	4
Pershing County Library	Digitize Lovelock Review-Miner	\$8,960.00	4
Sierra Nevada College Library	Library Poetry Center	\$48,750.00	3
Sierra NV College, Prim Library	Information Literacy	\$12,537.00	3, 4
Sierra NV College, Prim Library	Integrating Text and Image/Read	\$17,850.00	3, 4
Truckee Meadows Comm College Lib	Sturm Library Computers	\$28,762.00	2, 3, 4
UNLV Library - Special Collections	Documenting the African-American - Berkley	\$100,000.00	2

UNLV Library - Special Collections	So. NV Jewish Heritage	\$100,000.00	2, 4
UNLV Library - Special Collections	Teacher-Librarian Institute	\$32,700.00	2, 3
UNR Library - Special Collections	Illuminating Reno Divorce	\$79,500.00	4
UNR Library - Special Collections	Laxalt and Reagan Political Papers	\$32,700.00	4
UNR Library - Special Collections	Revamping Access to Special Collections	\$41,067.00	4
Washoe County Library	Idea and Experience Box	\$43,600.00	3, 4
Washoe County Library	Meeting Room Enhancements	\$60,200.00	3
Washoe County Library	STEM Learning Spaces	\$89,659.00	3
Washoe County School District	Sparks HS - Better Access	\$14,350.00	4
White Pine Co Schools - High School	Reading across the Universe	\$11,390.00	-
White Pine County Library	Cooperative Video Conferencing	\$9,129.00	2, 3, 4
Statewide and competitive grants			
TOTAL FOR ALL THREE YEARS:		\$4,999,009.00	

Appendix H – LSTA Mini Grant Expenditures by LSTA 5 Year Plan Goal (2013-2015)

Recipient	Project Title	Total Amount	LSTA 5 Year Plan Goals
Amargosa Valley Library District	E-media Journey	\$5,000.00	4
Amargosa Valley Library District	Little Steps into Literacy	\$3,443.00	3 & 4
Beatty Library District	Improving technology – yr 1	\$4,800.00	4
Beatty Library District	Improving Technology – yr 2	\$4,915.00	4
Carson City Library	Boys/Girls Club - Summer Reading	\$5,000.00	3
Carson City Library	Film Enhancement Grant	\$5,000.00	3 & 4
Carson City Library	Building Habits of Mind(craft)	\$5,000.00	3 & 4
Douglas County School District	Authentic Non-Fiction?	\$4,000.00	3
Elko County Library	Reader Kits	\$5,000.00	3
Elko County Library	Resumes Made Easy	\$5,000.00	3 & 4
Elko County Library	Digital Information Boards	\$3,960.00	3
Honors Academy Library	Connecting NV Authors, illustrators...	\$4,500.00	3 & 4
Mineral County Library	Scratched, Smudged, Skips...	\$4,900.00	4
Mineral County Library	Lights. Camera. Action! Production	\$5,000.00	3 & 4
Pershing County Library	Movie Collection Overhaul	\$5,000.00	4
Pershing County Library	Playaways	\$5,000.00	3
Pershing County Library	Nevada Room	\$5,000.00	3 & 4
Sierra Nv College, Prim Library	Apple iPads for Lending	\$4,800.00	4
Sierra Nevada College Library	Prim Library Book Return	\$4,909.00	4
Sierra Nv College, Prim Library	3D Printing	\$5,000.00	4
UN Reno, Special Collections	New Reno Historical App	\$5,000.00	3 & 4
Washoe County School District	Palmer Elementary School Library- Non-fiction	\$3,000.00	3
Washoe Co Schools - Gomm	Elementary Library Inventory	\$600.00	4
Washoe County Library	Library Card Now -	\$5,000.00	3 & 4
Washoe County Library	Getting in Touch with the Library	\$2,790.00	3 & 4
White Pine County Library	E-Books Access	\$1,518.00	4
White Pine County School Library	Technology in the Library	\$5,000.00	3
	Mini grant total for all three years:	\$118,135.00	

GRAND TOTAL OF STATEWIDE, COMPETITIVE AND MINIGRANTS SUPPORTED BY LSTA FOR ALL THREE YEARS: \$5,117,144.00

Appendix I – Qualitative Interview Questions

1. Introduction

- a. Hello. My name is _____. I want to thank you for meeting with me today. As you may be aware, the Center for Research, Evaluation, and Assessment at UNLV is responsible for the 5-Year Evaluation of LSTA funds. We are here to hear your thoughts about these programs, the funds, and their impact. I think your insights will be really valuable.

Before we start, I wanted to inform you that this meeting is recorded and all information gathered will be used for evaluation purposes only. When reporting, evaluation team will make sure that no information will lead to participants` identity and will use pseudonyms when necessary.

- b. Let`s start with the following questions.

2. Opening

- a. As you may know, we`re talking to you because of one or more projects you run that is supported by LSTA funds. Let`s begin with introductions.

- i. Please introduce yourself, including your current location and role.

3. LSTA Grants to States Funded Programs

- a. What do you think about the LSTA grants application process?

- i. Is it clear and concise for applicants? (What about grant workshops)

- ii. What suggestions do you have for a better LSTA application process?

- iii. What challenges do you experience while applying for LSTA grants? (Staff turnover, timing of available LSTA funds, etc.)

- b. Please tell me about the LSTA-funded project with which you're involved. Including...

- i. What types of activities fall within this project scope?

- ii. Who are the intended users of the project?

- c. What type of impact have you observed on the intended users of the project? On what information/evidence are you basing your assessment?

- i. Outputs

- ii. impact/outcome

- iii. innovation

- iv. How is this connected to bigger-picture impact? How is this connected?

- d. Have you experienced any barriers to implementing this program or to program success? Can you explain?

- e. How has the program changed over the past 5-years (if continuous funding)?

- f. What types of need do you see for this type of programming moving forward?

- g. What type of contact did you have with the LSTA state coordinator (e.g., problem solving)?

- h. Did you have other funding to supplement LSTA programs? Where did this type of funding come from?

4. Closing

- a. Do you have any other comments or insights?

- b. Do you have any final questions for me?

- c. Thank you for your time. We really appreciate your input.

Appendix J – LSTA and NV State Library 5-Year Evaluation Survey

Q1.1 LSTA and Nevada State Library: Five-Year Evaluation

The Center for Research, Evaluation, and Assessment (CREA) at the University of Nevada, Las Vegas is conducting this evaluation of LSTA funded activities throughout the state.

Thank you for taking the time to complete this survey. There are five important sections to this survey, so please take the time to carefully read the questions and provide responses. The sections include:

- Demographic Information
- LSTA Funded Grants Five-Year Plan Grants and Activities
- LSTA Priorities and State Library Goals
- Group, Community, and Consumer Access and Reach
- Other Questions

The information you provide will be used to complete the Nevada State Library, Archive and Public Records Five-Year evaluation and satisfy the Federal Library Services and Technology Act reporting requirements. Your responses are anonymous and will be reported as averages; no individuals will be singled out in this process.

For each question in this survey, please choose the answer that best represents your experience.

Click Next to get started.

Q2.1 Section 1: Demographic Information: In which county and library do you work?

Q2.2 What is your primary role at this library?

Q2.3 How long have you been working with this library?

- Less than 1 year
- 1 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

Q2.4 Which response best reflects the number of paid staff in the library (in full-time equivalents or FTEs)?

- Less than 1.00 FTE
- - 2.0 FTE
- 2.01 - 3.00 FTE
- 3.01 - 5.00 FTE
- 5.01 - 10.00 FTE
- 10.01 - 20.00 FTE
- Over 20 FTE

Q2.5 How have you been involved with the Nevada State Libraries and their grants (select all that apply)?

- Grant writing
- Planning
- Budgeting

- Facilitation of events
- Other _____

Q3.1 Section 2: LSTA Funded Five-Year Plan Grants and Activities

Over the last 5 years, LSTA has funded a number of Five-Year Plan activities designed to improve access to print, electronic, and non-print library resources and develop new skills for library related staff. Please consider the projects with which you are closely associated when answering the following questions. Answer to the best of your ability. If you work with multiple programs, please include information for each one in when prompted to do so.

Q3.2 Briefly describe your Five-Year Plan activities and what you planned to do with the LSTA funds.(If you work with more than one program, please provide data for each.)

Q3.3 Does anything discourage you from applying for an LSTA funded grant? (Select all that apply)

- I am not involved in grant applications at my library
- I did not know if the library is qualified to apply for grants.
- The library does not have the staff or resources to handle a grant project.
- I don't have time to apply.
- No experience in writing grants.
- The application process is too complex.
- Grants have too many administrative requirements to follow.
- Other: _____

Q3.4 How can the grants program be changed/improved to make it more effective for you?

Q3.5 Please indicate areas in which you would like additional grant related support or assistance. Select all that apply.

- Grant Writing
- Project management of grants
- Information of state and federal guidelines for grants
- I do not need any additional support of assistance
- Other: _____

Q3.6 Do you have any other comments about LSTA Funded Grants and Programs?

Q4.1 Section 3: LSTA Priorities and State Library Goals

If you recall, the State Library describes four major goals. For your reference, we have included a copy of these goals below, as well as how they align with federal LSTA priorities: Goal I: Strengthen Nevada libraries' ability to effectively respond to community needs through assessment, planning and training. Goal II: Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state. Goal III: Nevada libraries will provide responsive learning environments for Nevada residents. Goal IV: Build capacity of libraries to meet user identified access needs.

Q4.2 What goals did you specify for your specific Five-Year Plan activity? (If you work with more than one program, please provide data for each.)

Q4.3 Overall, to what extent did the Five-Year Plan activities of your program make progress towards the State Library's goals? (If you work with more than one program, please give the general trend.)

	Please state the extent to which progress was made towards each goal				Where progress was not achieved as anticipated, what factors contributed?				If other, please explain.
	Achieved	Partly Achieved	Not Achieved	Not a Goal	Staffing	Budget	Over-ambitious goals	Other	Answer
Goal I: Strengthen Nevada libraries' ability to effectively respond to community needs through assessment, planning and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.
Goal II: Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.
Goal III: Nevada libraries will provide responsive learning environments for Nevada residents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.
Goal IV: Build capacity of libraries to meet user identified access needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.

Q4.4 In your view, to what extent did the Five Year Plan activities achieve results that address LSTA goals and national priorities? (If you work with more than one program, please provide the general trend.)

- Not at all
- A little bit
- A fair extent
- A large extent
- Extremely

Q4.5 The following set of questions pertain to the focal areas of the LSTA program. Please indicate the extent to which you believe the program with which you work most closely contributed to improving these areas.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Improve users' formal education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve users' general knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve users' ability to discover information resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve users' ability to obtain and/or use information resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the library workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the library's physical and technological infrastructure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve library operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve users' ability to use resources and apply information for employment support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve users' ability to use and apply business resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve users' ability to apply information that furthers their personal, family, or household finances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Improve users' ability to apply information that furthers their personal or family health & wellness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve users' ability to apply information that further their parenting and family skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve users' ability to participate in their community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve users' ability to participate in community conversations around topics of concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.6 Do you have any other comments about the LSTA priorities and State Library goals?

Q5.1 Section 4: Group, Community, and Consumer Access and Reach Considering your Five-Year Plan activities, grants, and programs overall, did any of the following groups represent a substantial focus?

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

Q5.2 To which extent was each group reached?

	Extent to which each group was reached					If reaching this group would require additional effort, please explain briefly.
	Not at all	A little bit	A fair extent	To a pretty good extent	To a large extent	
Library workforce (current and future)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9.
Individuals living below the poverty line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10.
Individuals that are unemployed/underemployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11.
Ethnic or minority populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12.
Immigrants/refugees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13.
Individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14.
Individuals with limited functional literacy or information skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15.
Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16.
Children (aged 0-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17.
School-aged youth (aged 6-17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18.

Q5.3 What types of outreach were most effective for each of the groups?

- 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)

Q5.4 Overall, how many people did the program(s) serve? (If you work with more than one program, please provide data for each.)

Q5.5 What were the data sources you used to determine how the project was working for library consumers and staff? (If you work with more than one program, please provide data for each.)

Q5.6 Provide any specifics that you might have in terms of how the project is working for consumers, library clientele, and staff. (If you work with more than one program, please provide data for each.)

Q5.7 In your opinion, how satisfied are library clients and library staff with your project(s) overall?

- Extremely satisfied
- Moderately satisfied
- Slightly satisfied
- Neither satisfied nor dissatisfied
- Slightly dissatisfied
- Moderately dissatisfied
- Extremely dissatisfied

Q5.8 Were there any broader impacts on your community or library related to any of the Five-Year Plan activities? If so, provide up to 5 responses (Please be specific).

- 1
- 2
- 3
- 4
- 5

Q5.9 Do you have any other comments about your Five-Year Plan activities and how they reach the community?

Q6.1 Section 5: Other Questions: What are your needs during in terms of programming and specific populations for the next 5 years?

Q6.2 Do you have anything else you'd like to add about the programs and grants?