

The New Hampshire State Library Library Services and Technology Act (LSTA) Grants to States Implementation Evaluation FFY 2013 – FFY 2017

Evaluators:

William Wilson

Martha Kyrillidou, Ph.D.

Sara Laughlin

Ethel Himmel, Ph.D.



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Michael York, Acting Commissioner of Cultural Resources and State Librarian



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Evaluation Summary

Given New Hampshire's 2015 estimated population of 1,330,608, the state's annual Library Services and Technology Act (LSTA) Grants to States¹ allotment of approximately \$1.1 million per year translates into \$0.88 per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of all New Hampshire residents. The New Hampshire State Library's (NHSL) challenge has been to find ways to make \$0.88 per person transformative in terms of library services; to leverage a small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

New Hampshire's approach of using LSTA funding primarily to support large statewide initiatives tends to result in the maintenance of a solid base level of service rather than in a fundamental alteration of the library service landscape. However, in the opinion of the evaluators, NHSL's LSTA program has been remarkably successful through a combination of the careful selection of projects that match the needs of the state's libraries, a judicious use of LSTA funding that approaches a number of programs with the expectation that LSTA dollars will provide a platform on which others can build with funds from other sources, and last, but certainly not least, through the hard work by a small, but extremely devoted, state library administrative agency (SLAA) staff.

NHSL's LSTA program has had a direct impact in three of the Institute of Museum and Library Services' focal areas. They are: **Lifelong Learning** (e.g., Library for the Blind and Physically Handicapped, Kids, Books, and the Arts, MakerPlay), **Information Access** (e.g., NHU-PAC, NHAIS, and NHewLink), and **Institutional Capacity** (e.g., Continuing Education for Public Librarians) areas. The evaluators find that NHSL projects have some impact in other focal areas, but that these impacts are considerably smaller in magnitude. An example would be that the NHewLink databases may address some of the **Human Resources** or **Employment and Economic Development** intents indirectly. This merely reflects the fact that access to quality information impacts many different aspects of life.

There are three goal statements in the *Library Services and Technology Act Five-Year Plan for New Hampshire State Library*. They are:

Goal I: Equity of Access

Increase equity of information access and library resources by providing a statewide information delivery service, a statewide union catalog, statewide database licensing and ensuring permanent access to historic New Hampshire materials.

Goal II: Equity of Service

Increase equity of service to New Hampshire citizens by facilitating and promoting professional development opportunities for libraries to improve public services, and by assisting libraries to provide service and outreach to their constituents especially to the underserved and to persons having difficulty using a library.

¹ For brevity's sake, the Library Services and Technology Act's Grants to States program will be referred to simply as LSTA throughout this report.

Goal III: Equity of Innovation

Advance innovation, inspire life-long learning and encourage cultural and civic engagement by providing programming that meets and anticipates New Hampshire’s residents’ information needs in a rapidly changing technological environment.

For purposes of this summary, the evaluators will look at the accomplishments of the New Hampshire State Library in implementing their Plan at the Goal level. In the body of the evaluation, details will be provided supporting the conclusions that are reached regarding whether goals have been achieved, partly achieved or not achieved.

A. Retrospective Questions

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

As part of the assessment process, the evaluators asked key New Hampshire State Library staff involved with the LSTA program to offer their personal appraisals of progress toward each of the three goals included in the New Hampshire State Library’s 2013-2017 five-year Plan. In the self-assessment, the New Hampshire State Library’s internal appraisal was that the state library agency had progressed sufficiently to qualify as having ACHIEVED all three goals. The evaluators concur with this assessment.

Table 1 offers a summary of both the New Hampshire State Library’s internal assessments and the evaluators’ conclusions.

Table 1 – New Hampshire State Library and Evaluator’s Assessment of Progress		
Goal	New Hampshire State Library Assessment	Evaluator’s Assessment
Goal I: Equity of Access - Increase equity of information access and library resources by providing a statewide information delivery service, a statewide union catalog, statewide database licensing and ensuring permanent access to historic New Hampshire materials.	Achieved	Achieved
Goal II: Equity of Service - Increase the equity of library services to New Hampshire citizens by facilitating professional development opportunities to improve public services and by assisting libraries to provide service and outreach to their constituents especially to children, the underserved and persons having difficulty using a library.	Achieved	Achieved
Goal III: Equity of Innovation - Play a role in promoting new technology to help public libraries meet and anticipate New Hampshire residents' needs for innovation, life-long learning and cultural and civic engagement.	Achieved	Achieved

Goal I: Equity of Access - Increase equity of information access and library resources by providing a statewide information delivery service, a statewide union catalog, statewide database licensing and ensuring permanent access to historic New Hampshire materials.

The evaluators find one overarching reason to conclude that the New Hampshire State Library has ACHIEVED Goal I. It is:

1. The New Hampshire State Library has done exactly what it said it would do in regard to Goal I. NHU-PAC and NHAIS provide an information delivery mechanism that levels the library resource playing field. The Library for the Blind and Physically Handicapped further addresses equity of access, The NHewLink databases also enhance equity of access and ongoing preservation and digitization activities meet the need to safeguard the state's historical record.

The evaluator's conclude that NHSL has ACHIEVED GOAL I.

Goal II: Equity of Service - Increase the equity of library services to New Hampshire citizens by facilitating professional development opportunities to improve public services and by assisting libraries to provide service and outreach to their constituents especially to children, the underserved and persons having difficulty using a library.

The evaluators believe that NHSL has been successful in its efforts undertaken in support of Goal II. We find two compelling reasons to conclude that NHSL has ACHIVED Goal II. They are:

1. A number of different projects that cover different topics and reach different audiences address professional development. State Library staff, children's and youth services staff, library staff and the general public library community are all touched by LSTA-funded training initiatives. Training and one-one-one consultation assistance ranges from building effective summer reading programs to infrastructure/technology assistance and from collection development to developing maker spaces and maker activities.
2. The Library for the Blind, although it has technically been categorized by NHSL as a Goal I project, directly confronts the needs of an important underserved population.

The evaluator's conclude that NHSL has ACHIEVED GOAL II.

Goal III: Equity of Innovation - Play a role in promoting new technology to help public libraries meet and anticipate New Hampshire residents' needs for innovation, life-long learning and cultural and civic engagement.

The NHSL has made sufficient enough progress on this Goal for the evaluators to conclude that the Goal has been ACHIEVED. However, we believe that Goal III is still a work in progress, especially as it relates to the civic engagement aspect. That said, accomplishments related to the Downloadable Books Program, the MakerPlay project and the provision of technology resources qualify NHSL for an ACHIEVED rating. Following is the evaluators' rationale for this conclusion:

1. The New Hampshire State Library has been very successful in leveraging a relatively small amount of LSTA funding to achieve a significant effect through the Downloadable Book Program. This effort has a long history but, in short, the program represents the joint effort of a consortium of 20 public libraries working with the State Library to provide downloadable audio books to their patrons. Recent statistics show that 205 libraries out of 232 public libraries now belong to the consortium and eBooks and magazines have been added to the collection.

2. Other efforts, such as the work of the Technology Resources Librarian and the very popular MakerPlay initiative have encouraged innovation and the exploration of new models of service.

The evaluator's conclude that NHSL has ACHIEVED GOAL III.

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

Appendix F shows that the New Hampshire State Library's LSTA program has been most successful in addressing the intents falling under the LIFELONG LEARNING, INFORMATION ACCESS, and INSTITUTIONAL CAPACITY categories and that the program has had only marginal impacts in addressing the intents included in the ECONOMIC & EMPLOYMENT DEVELOPMENT, HUMAN RESOURCES, and CIVIC ENGAGEMENT categories. There have been specific activities that have had some impact in the later categories; however the effects have generally been widely dispersed (such as indirect benefits arising from NHewLink database use) or limited to a small number of individuals.

A-3. Did any of the groups identified by IMLS as target audiences represent a substantial focus of New Hampshire's Five-Year LSTA Plan activities? (Yes/No) YES

Only one of the targeted audiences identified by IMLS reach the 10% expenditure threshold established as representing a substantial focus. The New Hampshire Library for the Blind and Physically Handicapped accounted for 13.6% of total LSTA expenditures over the three-year period covered by this evaluation. The fact that no other target audiences reach the 10% threshold is primarily due to the fact that most of the largest projects undertaken (NHU-PAC, NHAIS, and NHewLink) all target the general population. Children are a significant target audience for several of New Hampshire's initiatives; however the impact of youth-focused programs is distributed among young children (ages 0-5), school-aged children (ages 6-17) and, through training efforts, the library workforce (youth services librarians).

B. Process Questions

B-1. How has the NHSL used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

Data has primarily been used to inform decision-making on adjustments to LSTA initiatives.

B-2. Specify any changes NHSL made to the Five-Year Plan, and why this occurred.

No formal changes or amendments were made to the Plan.

B-3. How and with whom has NHSL shared data from the old and new SPR and from other evaluation resources?

SPR data has been shared directly with key staff internally and with the Department of Cultural Resources (NHSL's parent agency), indirectly with other state governmental entities as appropriate as well as with committees and individuals within the library community. SPR data was also shared with the QualityMetrics team for the purpose of this evaluation.

C. Methodology Questions

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

To ensure rigorous and objective evaluation of the New Hampshire State Library's implementation of the LSTA Grants to States program, NHSL, in cooperation with nine other state library administrative agencies (SLAAs) in the Northeast, participated in the issuance of a joint Request for Proposals (RFP) for a "Cooperative Library Services and Technology Act Five-Year Plan Evaluation 2013-2017" through the Council of State Library Agencies in the Northeast (COSLINE). The RFP was issued on June 21, 2016 with proposal due by July 18, 2016. As a result of a competitive bidding process, QualityMetrics LLC, a library consulting firm familiar with LSTA and with considerable expertise in evaluation methodologies, was awarded the contract to conduct the independent LSTA evaluation.

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

QualityMetrics employed a mixed-methods approach that included a review of the SPR and other relevant documents and statistics, focus groups, personal interviews and a web-based survey to collect information from stakeholders.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how the evaluators engaged them.

New Hampshire State Library staff were engaged through personal interviews during a site visit to the agency, via telephone, and during additional visits to New Hampshire to conduct focus groups. Stakeholders were engaged through a virtual focus group, personal interviews, and a web-based survey.

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

The New Hampshire State Library will share the findings with Department of Cultural Resources. Key findings will also be shared with committees and individuals in the library community in New Hampshire. The report will be publicly available on the agency website as well as on the IMLS website.

Evaluation Report

INTRODUCTION

This evaluation is based on a review of three years of performance by the New Hampshire State Library in implementing its ***Library Services and Technology Act Five-Year Plan for New Hampshire State Library***. It covers activities conducted using LSTA Grants to States funding for Federal Fiscal Year (FFY) 2013, FFY 2014, and FFY 2015. The challenges associated with evaluating this period were significant. The Institute of Museum and Library Services (IMLS) transition from a legacy State Program Report (SPR) system to a new SPR system represents a major change in the way in which State Library Administrative Agencies (SLAAs) report on their projects and activities.

Changes built into the new system to enhance the ability to track outcomes, focal areas and targeted audiences in the long-term affected the ways in which states reported their projects in the short-term. In fact, the structure in which SPR data was captured during the three-year period varied somewhat from year to year. This was particularly true in reporting for FFY 2015. The New Hampshire State Library appropriately reported the same or similar activities in different ways in different years due to new reporting protocols established by the IMLS.

This change in reporting protocols as well as the fact that the SPR system itself was still undergoing revision during the period covered by the evaluation often resulted in a lack of parallel reporting. While the change in the SPR was long overdue and should enhance reporting in the future, it nevertheless often left the evaluators with a difficult task in making “apples to apples” comparisons. Fortunately, the mixed methods evaluation approach used by QualityMetrics that incorporated focus groups, a web-based survey, and interviews in addition to a review of the SPR and other statistical reports provided by the state library agency proved invaluable and successfully dealt with most of these challenges.

In an effort to fairly evaluate the New Hampshire State Library’s progress, the evaluators have taken some liberty in standardizing the reporting of projects into fewer, larger categories. The hybrid approach that was used groups projects undertaken to further each goal with similar projects. Charts that appear in Appendix H (New Hampshire LSTA Grants to States Expenditures – FFY 2013 – FFY 2015), present all the hybrid project categories used as well as expenditures in each of these categories for each of the three years. One chart shows all expenditures for efforts undertaken in pursuit of all goals followed by a breakdown of project categories and expenditures for each of the three goals.

The evaluation that follows is structured around the IMLS’ ***Guidelines for IMLS Grants to States Five-Year Evaluation*** and the three goals that appeared in the ***Library Services and Technology Act Five-Year Plan for New Hampshire State Library***. After presenting a short background section, we will proceed to report on the Retrospective Questions (Section A) posed by IMLS for each of the three goals. We will then proceed to respond to the Process Questions (Section B) and Methodology Questions (Section C) as a whole, noting any differences that apply to individual goals.

Within the sections for each goal, individual projects will be presented in the order of the magnitude of LSTA expenditures by project. Typically, greater detail will be presented

regarding larger scale projects. Very small projects (those that account for less than 3% of the total LSTA expenditures for the three-year period) will get little more attention than a brief description due to the small amount of LSTA funding expended. As an example, the Book Bag project amounted to three-tenths of one-percent of LSTA funding for the three-year period covered by the evaluation and is simply described rather than being the subject of analysis.

BACKGROUND

Because the Library Services and Technology Act (LSTA) Grants to States program uses a formula that is primarily population-driven to determine state allotments, New Hampshire, as a state with a small population, receives a small allocation. New Hampshire's LSTA funding allotment ranks 43rd among the states and territories included in the program. The Granite State received an average of a little over \$1.1 million (\$1,168,780) per year over the course of the three years (Federal Fiscal Year [FFY] 2013, FFY 2014, and FFY 2015) covered by this evaluation.

Given New Hampshire's 2015 estimated population of 1,330,608, the state's annual LSTA allotment of approximately \$1.1 million per year translates into \$0.88 per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of all New Hampshire residents. The New Hampshire State Library (NHSL) challenge has been to find ways to make \$0.88 per person transformative in terms of library services; to leverage a small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

New Hampshire's approach of using LSTA funding primarily to support large statewide initiatives tends to result in the maintenance of a solid base level of service rather than in a fundamental alteration of the library service landscape. However, in the opinion of the evaluators, NHSL's LSTA program has been remarkably successful through a combination of the careful selection of projects that match the needs of the state's libraries, a judicious use of LSTA funding that approaches a number of programs with the expectation that LSTA dollars will provide a platform on which others can build with funds from other sources, and last, but certainly not least, through the hard work by a small, but extremely devoted, state library administrative agency (SLAA) staff.

NHSL's LSTA program has had a direct impact in three of the Institute of Museum and Library Services' focal areas. They are: **Lifelong Learning** (e.g., Library for the Blind and Physically Handicapped, Kids, Books, and the Arts, MakerPlay), **Information Access** (e.g., NHU-PAC, NHAIS, and NHewLink), and **Institutional Capacity** (e.g., Continuing Education for Public Librarians) areas. The evaluators find that NHSL projects have some impact in other focal area, but that these impacts are considerably smaller in magnitude. An example would be that the NHewLink databases may address some of the **Human Resources** or **Employment and Economic Development** intents indirectly. This merely reflects the fact that access to quality information impacts many different aspects of life.

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Goal III: Equity of Innovation

Advance innovation, inspire life-long learning and encourage cultural and civic engagement by providing programming that meets and anticipates New Hampshire’s residents’ information needs in a rapidly changing technological environment.

Information will be presented for each project category undertaken under each goal. An assessment will then be offered regarding the degree to which these activities meet the objectives that were presented in New Hampshire’s five-year plan.

A. RETROSPECTIVE QUESTIONS

Goal I: Equity of Access

Increase equity of information access and library resources by providing a statewide information delivery service, a statewide union catalog, statewide database licensing and ensuring permanent access to historic New Hampshire materials.

Goal I Retrospective Question A-1. To what extent did the New Hampshire State Library’s Five-Year Plan Goal I activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal I.

Projects & Expenditures

Statewide Resource Sharing (NHU-PAC and NHAIS)	\$ 1,453,853.80
Library Services to the Blind and Physically Handicapped	\$ 456,152.00
Technology Infrastructure for NH State Library	\$ 270,109.67
NHewLink	\$ 251,722.51
Collection Development and Preservation	\$ 77,039.85
Digital Library of State Government Publications	\$ 64,568.48
New Hampshire’s Summer Reading Experience	\$ 36,513.20
Collection Development for Children’s Libraries	\$ 22,884.90
Book Bag Program	<u>\$ 10,500.00</u>
Total	\$ 2,643,344.41

Goal I expenditures represent 75.39% of New Hampshire’s total LSTA allotment in the FFY 2013 – FFY 2015 period.

Several Goal I projects also supported Goal II, because most included training, consulting, and a focus on customer service, and Goal III, because many included a strategic focus and process improvements.

Leveraging Other Funding

One exemplary feature of New Hampshire’s implementation of the LSTA program is that NHSL typically doesn’t spend any more than it has to in order to achieve a desired effect. Recognizing

the limitations of Federal, State, and local funding, NHSL approaches many, if not most, of its projects with an expectation that funding will come from a variety of sources.

The State Library uses its statewide leadership position to leverage matching funds. School districts provided two-thirds of total funding for NHewLink database purchases, while public libraries chipped in to support genealogy databases. In the Downloadable Books project, public libraries provided 88% of the funding, with only a 12% contribution from LSTA. The Kids, Books and the Arts project generated support from organizations, foundations, and public library matching funds.

STATEWIDE RESOURCE SHARING (NHU-PAC and NHAIS) (41.62% of LSTA funding)

Statewide Resource Sharing has two major components; the public access catalog and a delivery system. Each component will be treated separately below.

NHU-PAC (Union Public Access Catalog)

Activities

The New Hampshire Automated Information System managed the New Hampshire Union Public Access Catalog (NHU-PAC), which ran on SirsiDynix software. Operating on multiple servers, NHU-PAC enabled resource sharing among the libraries (academic, public, school, and special) participating in interlibrary loan.

The web portal also served as an entry to topical booklists and links to other New Hampshire State Library programs and to statewide and local projects related to books and reading. NHAIS staff created original cataloging records for New Hampshire materials not available on OCLC. During FFY 2013, the state IT department identified a security problem with the system and took it offline. NHAIS staff developed, tested, and rolled out new processes for adding and deleting individual library holdings. The new processes utilized the capabilities of local automation systems in place in New Hampshire libraries and streamlined workflow by eliminating the use of a specific interface just for holdings maintenance.

The State Library issued a Request for Information for a new union catalog, and, at the time of this report, was working to find State funding for it.

The NHAIS help desk was staffed with two employees who answered questions, developed and taught in-person and online training, and provided one-on-one consultation.

NHAIS completed development of virtual training sessions to supplement and ultimately replace the in-person sessions on interlibrary loan, searching the union catalog, and copy cataloging. Additional topical drop-in sessions were also added. Librarians shared information, resources, efficiencies, and best practices using the electronic discussion list (NHAIS-I).

The nhaisLOCAL platform served as the integrated library system for eight public libraries, ranging from 1,683 to 8,271 population served. NHAIS staff negotiated with vendors for maintenance, support, training, and hosting services; recruited interested libraries, and provided first-contact technical support on all aspects of the KOHA open-source software.

Outputs

Outputs are summarized in Table 2.

Table 2: NHAIS					
	FFY 2013	FFY 2014		FFY 2015	
	Usage	Usage	% Change	Usage	% Change
Consulting/Training					
Consultations by phone and email	808	949	17.5%	593	(-37.5)
Holdings					
Total bibliographic records	2,214,212	2,268,035	2.4%	2,326,307	2.6%
Total item records	6,887,070	7,026,336	2.0%	7,082,443	0.8%
Interlibrary loan (ILL)					
Actively participating libraries	282	285	1.1%	286	0.4%
ILL requests	120,830	120,808	0%	126,675	4.9%

Outcomes

One Help Desk staff member was nominated for the New Hampshire Library Association's Ann Geisel award, which recognizes excellence in supporting library work.

In the November 2016 survey, 59.7% of respondents were mostly or completely satisfied with NHU-PAC, 15.5% were neither satisfied nor dissatisfied, and 24.8% were mostly or completely dissatisfied. Their comments showed the ILL system was valuable to them.

"Our town makes very heavy use of the ILL system."

In the November 1, 2016, focus group, one representative from a library serving fewer than 2,000 residents reported it relies heavily on interlibrary loan. Some felt the system was "very dated," and defined what's wanted:

"Improvements need to be made in the way we maintain our own holdings... The process is unwieldy, time-consuming, and impacts the timeliness of information in NHU-PAC."

"An ILS system that contained real-time holding information and a more efficient request system would greatly reduce staff time spent on ILL."

The NHAIS help desk service was rated more highly. Almost seventy-four percent (73.8%) of respondents were mostly or completely satisfied.

"The staff behind the NHAIS help desk are wonderful. They are patient with we who are non-tech..."

The interlibrary loan service received an 85.9% mostly or completely satisfied rating, the highest of any resource sharing program. Comments stressed the importance of the service, especially for small libraries.

"I could not meet my patrons' needs without interlibrary loan."

Van Delivery System

Activities

In order to facilitate the exchange of materials among New Hampshire libraries, the State Library provides a delivery service to transport interlibrary loan materials to and from 193 libraries in the state. Using FFY 2013 LSTA funds, it maintained a fleet of five vans that travelled to the libraries each week; some larger libraries received deliveries three times a week. In

addition, 124 libraries dropped off or picked up materials at close-by hub libraries, so libraries served totaled 317.

Two other delivery systems operate among New Hampshire libraries; both charge participating libraries. The New Hampshire College and University Consortium (NHCUC) provides five-day-a-week service among member libraries. The Greater Manchester Interlibrary Cooperative system provides a van one or two days a week to 12 member libraries, who also use the State Library’s service. In FFY 2015, the van delivery service transported materials to 316 libraries, either directly or via pick-up at a nearby library). Of the total, 193 libraries received direct delivery at least once a week. The remaining 123 libraries picked up and dropped off packages at those primary libraries.

Outputs

Library participation and items delivered are summarized in Table 3.

Table 3: Interlibrary Loan Delivery Service					
	FFY 2013	FFY 2014		FFY 2015	
	Usage	Usage	% Change	Usage	% Change
Libraries participating					
Academic	9	8	(-11.1%)	8	0%
Public	221	221	0%	221	0%
School	73	73	0%	72	(-1.4%)
Special	14	15	7.1%	15	0%
Items delivered	437,008	487,000	11.4%	465,296	(-4.5%)

Outcomes

The FFY 2014 SPR notes, “The van delivery service is the highest-ranking State Library service.” After a delivery driver made an unscheduled stop at a library which had missed a delivery due to a state holiday, the library director emailed:

“We were so grateful for the extra, unscheduled van delivery we received today. We get only one delivery per week... and this NHSL person managed to get two full bins of books to us today (and took two full bins away...) I now have two very happy reading discussion groups. I’m certain there will be very happy customers receiving our books as well... We so much appreciate the extra effort!”

The 2015 SPR noted:

“The State Library transports interlibrary loan materials at a reasonable cost (less than postage) and at no cost to participating libraries. Without this delivery service, interlibrary loan activity between libraries would most likely cease.”

In the November 2016 survey, 90% reported their libraries participated in statewide delivery, and 80.6% were mostly or completely satisfied. The most frequent comment about delivery was the wish for additional stops.

“Our van service is limited, making it difficult for materials to move with speed. It can take two weeks for materials to get here.”

**LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED
(13.06% of LSTA funding)**

Activities

The New Hampshire Talking Book Service (TBS) provided recorded books to New Hampshire residents from pre-school age to senior citizens with a temporary or permanent visual

impairment, physical limitation, and/or reading disability. In addition to serving individual patrons, TBS circulated analog and digital materials statewide to public and private schools, low vision teachers, and home health and related service agencies and maintained deposit collections in nursing homes, assisted living facilities, hospitals, VA outpatient sites, and skilled nursing units.

TBS served as a resource center on low vision and other disabilities for all residents of the state. Telecom Pioneer volunteers came to TBS one day a week to repair playback equipment. TBS carried out an active outreach program, attending conferences, mounting traveling displays, and raising awareness to reach new patrons. In FFY 2013, as part of its goal to improve social media presence, TBS launched a blog for the library, which helped keep patrons informed about library activities and events, included book lists, information about library players and new developments, news from the community, and video introductions to new equipment. In 2014, TBS focused on improving communication with new patrons to educate them about the wide range of services available.

In FFY 2015, TBS made an effort to increase the number of Braille readers, because this format is more comparable to reading a printed book, as it allows readers to bring their imaginations to the voice of the characters. TBS patrons also had access to the 7,200 downloadable books available through the NH Downloadable Books Consortium.

Outputs

Individual and institutional patrons and their usage of TBS are summarized in Table 4.

Table 4: Library Services to the Blind and Physically Handicapped					
	FFY 2013	FFY 2014		FFY 2015	
	Usage	Usage	% Change	Usage	% Change
Registration					
Total individual patrons	3,019	2,505		2,635	
<i>New patrons</i>	378	377	(-0.2%)	391	3.7%
<i>Discontinuing patrons</i>	304	381	25.3%	375	(-1.6%)
<i>Total BARD users</i>	265	290	9.4%	348	20.0%
<i>New BARD users</i>	49	36	(-26.5%)	31	(-13.9%)
<i>BARD users with registered devices</i>	47	85	80.9%	108	27.1%
<i>BARD registered devices</i>	80	186	132.5%	245	31.7%
Total institutions served	110	120	9.1%	125	4.2%
Circulation					
Digital books	69,281	72,184	4.2%	71,786	(-0.5%)
Cassette books	4,110	2,359	(-42.6%)	953	(-59.6%)
Braille books	589	628	6.6%	627	(-0.1%)
Print/braille books	8	27	237.5%	5	(-81.4%)
Playaways	2	3	50.0%	2	(-33.3%)
BARD books	15,415	12,820	(-20.3%)	13,551	5.7%
BARD magazines	541	379	(-29.9%)	398	5.0%
BARD music	97	11	(-88.7%)	28	154.6%

In FFY 2013, the TBS librarian maintained a display table at ten events, made nine presentations, four demonstrations, and held meetings with various collaborating agencies and partners. The largest presentation was to the New Hampshire Optometric Association Annual Conference, where 150 participants learned about TBS and were encouraged to share with their clients and caregivers. The TBS librarian attended several webinars to become familiar with The

Edge Initiative Benchmarks for Public Librarians. Benchmark 11 targets public library accommodation for users with disabilities.

In FFY 2014, TBS made presentations at seven conferences; a partial report of attendance totaled 503. The TBS librarian joined the NLS Futures Committee, where discussions centered on a more customized download-on-demand approach to meet the needs of younger, more mobile, more tech-savvy readers, who expect free, immediate access.

Outcomes

In May 2014, TBS was named the 2013 National Network Library of the Year. The library was selected for excellence in providing services in support of the NLS mission, creative and innovative marketing, ushering readers with disabilities into the digital age, and exemplifying the spirit of the program through patron satisfaction.

Users reported “reading has never been so easy.” They said they were reading more and feeling a normalcy of reading because of BARD and iPhone/iPad app. In FFY 2014, TBS reviewed 377 new applications for service and concluded many were the result of outreach activities.

In the November 2016 survey of public library leaders, 62.2% were either unaware of or didn’t know much about TBS. Only 10% indicated they were aware of the BARD digital download services. Less than one of four (23.1%) felt their staff members had the skills and training to inform patrons of the service and assist them in registering and only 12.3% were ready to help patrons download BARD materials onto their personal devices at the library.

In open-ended comments, one respondent knew “several heavy users of the service who love it.” A few respondents reported no one had asked for the service, and some others reported they had requests once a year. Two reported their patrons were reluctant or had difficulty with enrolling. One noted:

“As a single staff library, I have been unable to find the time to become more knowledgeable. It will be a priority this winter, as I am beginning to have patrons requesting these services.”

In the November 1, 2016, focus group, one participant commented:

“I don’t want to leave out TBS. [It’s a] very valued service. Need to hold onto it.”

TECHNOLOGY INFRASTRUCTURE FOR NH STATE LIBRARY (7.73% of LSTA funding)

This one-time project simply involved the upgrading of the technological infrastructure (both hardware and software) at the New Hampshire State Library in order to maintain and increase staff efficiency and effectiveness.

NHewLink (7.21% of LSTA funding)

Activities

The New Hampshire State Library licensed a suite of 23 EBSCO databases to provide information for patrons of 232 public libraries and students in 79 school districts. All New Hampshire residents had access to the databases. Databases varied slightly among the years.

Outputs

In 2013, the State Library changed the metric by which it measured usage of NHewLink databases. Previously, when most usage was generated by individuals logging into a database,

the count of “searches” and “sessions” fairly represented activity. As more libraries’ Integrated Library Systems (ILSs) implemented federated searching, every search of the library catalog created a new “search” or “session.” The State Library decided to switch to “full text views” to measure usage.

In 2015, school libraries serving larger student populations accounted for 278,469 full-text views, 64.2% of total usage, and 27,551 Novelist record views, 27.6% pf the total. Public libraries accounted for 66,239 full-text views (15.3%) and 70,079 Novelist record views, 70.1% of the total views. The State Library reported that patrons of “nearly” two-thirds of the state’s public libraries used the databases, which suggests that those in nearly 80 public libraries did not use the databases.

Table 5: NHewLink Database Usage

	FFY 2013		FFY 2014		FFY 2015	
	Usage	Usage	% Change	Usage	% Change	
Full text views	490,115	591,273	20.6%	433,768	(-26.6)	

Outcomes

In an October 2016 interview, a public library director noted:

“Patrons don’t always understand that the databases are paid. They think everything is free on the internet. Same with audiobooks and eBooks. We tell them they cost the State Library and they are amazed. ‘We thought publishers gave them to libraries for free,’ they say.”

Overall, 60% of November survey respondents were mostly or completely satisfied with the NHewLink databases, and a startling 34.4% neither agreed nor disagreed. Five comments were complimentary.

“Patrons are always amazed by what they can find.”

“Wonderful to have this provided, since it benefits all NH residents equally and most NH libraries cannot afford these resources.”

Four respondents commented they had not used the databases. Three said they needed training. Two asked for help in promoting use.

“I find it difficult to effectively market this resource. It would be good to have marketing materials available to use and/or to have suggestions from others in the state who have had success with marketing.”

The survey also invited respondents to indicate their satisfaction with individual databases. Receiving the top four “mostly” or “completely” satisfied ratings were (highest first) NoveList Plus, Novelist Plus K-8, MasterFile Premier, and Explora for Kids. Those with which more than half of respondents were unfamiliar (least familiar first) were MAS Ultra School Edition, ERIC, Middle Search Plus, perhaps not surprising, because the survey respondents were public library directors and these were education-oriented databases. The most frequent suggestions in the open-ended question about what databases should be added were genealogy and language learning.

Respondents (mostly public library directors) were mixed in their assessment of whether their staff had the skills and training they needed to use and teach patrons how to use databases. Mostly or completely agreeing were 39.6%, while 34.9% disagreed and 25.6% had no assessment. A higher percentage of those from small libraries disagreed their staff was prepared.

COLLECTION DEVELOPMENT AND PRESERVATION **(2.21% of LSTA funding)**

Activities

Two of the purposes of the New Hampshire State Library are to collect, maintain, and preserve the assets of New Hampshire's culture and history and to provide access to information resources for and about New Hampshire. By statute, the State Library serves as the library agency of the state and functions as the reference library for the state legislature.

In FFY 2013, the State Library purchased 67 test preparation and study guide titles from the Passbook Career Series designed to prepare job applicants interested in a wide range of occupations, including law enforcement, clerical work, and accounting. These guides were very popular with state employees seeking advancement.

In FFY 2014, the State library purchased 20 newspaper subscriptions, 37 serial subscriptions, 19 standing orders, 17 DVDs, 126 monographs, and 4 New Hampshire newspapers on microfilm. LSTA funds were leveraged through cost sharing arrangements with local public libraries to microfilm the *Derry News*, *Amherst Citizen*, *Milford Cabinet*, *Monadnock Ledger-Transcript*, *Nutfield News*, and *Portsmouth Herald*.

In FFY 2015, the State Library added 6 serial subscriptions and 30 monographs and microfilmed five New Hampshire newspapers

DIGITAL LIBRARY OF STATE GOVERNMENT PUBLICATIONS **(1.85% of LSTA funding)**

Activities

The State Library provided two digital content management systems that served as online portals to born-digital state publications, including a complete collection of executive branch documents, and special collections information held by collecting institutions around the state. These two online portals are unique to New Hampshire. No other organization provides the content or the service.

New Hampshire State Publications Digital Library

The Digital Library is a virtual catalog providing full-text access to publications produced by New Hampshire state agencies in the executive branch. It is the only digital library of its kind in the State and the single point of access to digital government publications produced since 1990. During FFY 2013, 2014, and 2015, LSTA funds supported the annual subscription cost for the digital content management system, ArchivalWare, the host server, technical support, and the Spider2 software license used to crawl state agency websites to capture new publications. In FFY 2013, born-digital documents from 25 state agencies and 125 administratively-attached divisions, boards, and commissions were included, as well as the Governor's Office proclamations and executive orders. Four new agencies were added to the 45 existing "crawl jobs" through which data is updated regularly and automatically.

FindnhHistory

This special collections online database is a free online resource, registry, and survey database for New Hampshire libraries, historical societies, museums, archives, and other collecting institutions, through which users can search and locate collections by region, town, subject, material type, date, and/or organization. Half of the collections have been contributed by public libraries, 35% by historical societies and museums, and the rest by other organizations.

NEW HAMPSHIRE'S SUMMER READING EXPERIENCE

(1.05% of LSTA funding)

Please see a brief description of this project under the Kids, Books, and the Arts project, which is included under Goal II. These projects are essentially the same; however, they were coded under two separate goals with different names in different years.

COLLECTION DEVELOPMENT FOR CHILDREN'S LIBRARIES

(0.66% of LSTA funding)

The State Library helped children's librarians meet the informational, cultural and entertainment reading needs of children by providing free books and by promoting national initiatives that assisted librarians in acquiring age appropriate materials for a quality library collection that would equip children with lifelong learning and literacy skills. It organized two activities to reach all NH youth services librarians in both public and school libraries called the Children's Book Review Program and NH 1000 Books Before Kindergarten Initiative.

BOOK BAG PROGRAM

(0.30% of LSTA funding)

The New Hampshire State Library rented an off-site storage facility to house the extensive Book Bag collection, which dated back to the mid-1980s.

During 2013, the State Library continued to house the collection of 567 titles with multiple copies, circulate the books, and transport them via its van delivery system. The majority of users were public libraries, but schools, academic libraries, and senior groups also borrowed occasionally. While the program continues, it no longer receives LSTA funding.

OUTCOMES

The New Hampshire State Library established four outcomes for Goal I. Following is a discussion of the degree to which these outcomes have been met as a result of projects and activities undertaken in support of Goal I.

Outcome 1:

Individuals, households, students, legislators, children and the visually disabled will benefit by having 24/7 access outside the walls of the library to online bibliographic information, database resources and downloadable books.

Several programs including the NHewLink database program and the Library for the Blind and Physically Handicapped (Talking Book Service) directly and successfully address this outcome.

Outcome 2:

Libraries will receive the help they need to share resources that might not otherwise be available to them.

The NHU-PAC union catalog and support for the van delivery service successfully address this outcome.

Outcome 3:

Individuals, researchers and legislators will gain knowledge from historic print and digital materials pertaining to New Hampshire.

The Collection Development and Preservation project successfully addresses this outcome.

Outcome 4:

The expectations of patrons for quality library services will be met.

This outcome is extremely difficult to measure. The evaluators are merely able to report that a limited amount of anecdotal data seems to support the conclusion that this outcome is being at least partially achieved.

These efforts, taken together are sufficient to conclude that NHSL has achieved Goal I. The evaluators conclude that Goal I has been ACHIEVED.

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

Goal I activities are heavily oriented toward the Information Access focal area. NHU-PAC/ NHAIS and NHewLink enable users' to discover information and to use the information. The benefits that arise from finding and using resources translate indirectly into Lifelong Learning gains. The Library for the Blind (Talking Book Services) are similar in that they provide basic Information Access for a specialized audience, but indirectly influence Lifelong Learning. Because several of the projects undertaken in support of Goal I involve staff (NHU-PAC in particular), Institutional Capacity is also addressed by Goal I activities.

A-3. Did any of the following groups represent a substantial focus for the New Hampshire State Library's Five-Year Plan Goal I activities? (Yes/No) YES

The only targeted audience that reaches the 10% threshold is Individuals with Disabilities. A total of 13.06% of LSTA funding was expended to support services to this audience over the three-years covered by the evaluation. None of the other groups identified by IMLS as targeted audiences rise to the 10% level of funding identified as constituting a substantial focus.

GOAL I CONCLUSIONS

The evaluators find one major reason to conclude that the New Hampshire State Library has ACHIEVED Goal I. It is:

The New Hampshire State Library has done exactly what it said it would do in regard to Goal I. NHU-PAC and NHAIS provide an information delivery mechanism that levels the library resource playing field. The Library for the Blind and Physically Handicapped further addresses equity of access, The NHewLink databases also enhance equity of access and ongoing preservation and digitization activities meet the need to safeguard the state's historical record.

Goal II: Equity of Service

Increase the equity of library services to New Hampshire citizens by facilitating professional development opportunities to improve public services and by assisting libraries to provide service and outreach to their constituents especially to children, the underserved and persons having difficulty using a library.

Goal II Retrospective Question A-1. To what extent did the New Hampshire State Library' Five-Year Plan Goal II activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal II.

Projects & Expenditures

Public Library Data Collection	\$ 267,582.26
Library Services to Children’s Librarians	\$ 190,584.09
Professional Development for State Library Librarians/Capacity	
Building for State Library Librarians	\$ 18,177.50
Kids, Books and the Arts Summer Reading Program	\$ 10,000.00
Continuing Education for Public Librarians	<u>\$ 1,750.00</u>
Total	\$ 488,093.85

Goal II expenditures represent 13.92% of New Hampshire’s total LSTA allotment in the FFY 2013 – FFY 2015 period.

Funding for this goal appears small compared to that of GOAL I, but outreach and professional development were clearly strategies employed by the State Library across all projects during these three years. Two examples: The Talking Book Service (GOAL I) focused on introducing digital download services to its constituencies, which involved presentations and exhibiting at partner organizations, training sessions at public libraries, as well as assistance to individual users. The MakerPlay Lending Library (GOAL III) used formal educational opportunities and peer-to-peer communication as ways of introducing the “maker” toys and making librarians comfortable with formal and informal programming options they could employ in their libraries.

**PUBLIC LIBRARY DATA COLLECTION
(7.66% of LSTA funding)**

Activities

The State Library gathered, compiled, interpreted, published, and disseminated statistics, which provided the basis for research, comparison and evaluation of library services on a local, state, and national level.

During 2013, the State Library worked with the statistics software vendor to reflect new and revised Federal data elements in the annual survey. The coordinator encouraged libraries to submit data and provided help in submitting data, through education and training, individual consultation, and review of submissions. After editing and verification, the data was made available on the State Library’s website.

The state data coordinator also assisted librarians and policy makers in generating reports and making data comparisons.

Outputs

The majority of public libraries submit their data on an ongoing basis. For example, in FFY 2013, 226 of 232 public libraries submitted data. The State Library meets IMLS deadlines for submitting data and has received the Francis Keppel Award for timely and accurate submission.

Outcomes

Data elements most frequently used by public libraries were those related to employment (salaries and wages, benefits, full-time-equivalent employees), funding (revenue per capita, expenses for electronic resources, and capital projects), collection size, and circulation. The

State Library used interlibrary loan statistics to determine the per-item cost to transport materials.

In 2014, the State Librarian used PLS data to analyze economic impact of public libraries in New Hampshire in a presentation on HB279, proposing a Governor's Commission to study the fiscal benefits of arts and culture in the state.

LIBRARY SERVICES TO CHILDREN'S LIBRARIANS (5.46% of LSTA funds)

Activities

Consulting

The New Hampshire State Library provided a youth services coordinator to work with public and school librarians and public library trustees, Friends group volunteers, and others. Because many children's librarians in public libraries and schools in New Hampshire do not have formal library science education and many libraries lack resources and sufficient staff, the coordinator helped with the full range of youth services, including collection development, policy, programming, literacy, grantsmanship, personnel issues, space design, and other topics, and worked closely with the technology resources librarian to provide help with social media, electronic databases for youth, and other technology topics of interest to those working with young people.

In FFY 2013, the coordinator presented a customer service workshop, organized two conferences for children's librarians, and helped with the school librarians' annual conference, the New Hampshire Library Association conference, and the full-day Small Libraries Summit. She oversaw a teen video contest and coordinated two statewide youth book awards. She acted as a liaison between the State Library, library and literacy associations, and school districts, and served on the boards of five statewide library organizations. In FFY 2014, she reported serving on the boards of the New Hampshire School Library Media Specialists Association and of the CSLP.

In FFY 2014, consulting related to children's services was reported as a separate project, "Library Services to Children's Librarians." For purposes of this evaluation, 2014 expenditures and activities, which seem to mirror those in the "Library Services to Children and Young Adults" projects of FFY 2013 and 2015, are included here.

Collection development: Children's Book Review

In FFY 2013 and 2014, the consultant organized three book review sessions at which librarians could preview current titles for children and young adults and choose a few to take back to their libraries. From publishers, she solicited and received new titles in children's and teen's fiction and nonfiction, as well as recently published picture books. Each title was added to the statewide union catalog, and the coordinator located reviews from professional journals. In 2013, the coordinator wrote blog entries on youth services topics, updated a directory of presenters for children, and maintained the Library Development page on the State Library website.

Reviews offered an opportunity for the coordinator to consult with children's librarians on a range of issues. Those held in conjunction with other events were most successful, and those at locations around the state offered an opportunity for more people to attend.

In 2015, two Children's Book Review sessions were held.

Collection development: NH 1,000 Books Before Kindergarten

In FFY 2014, the State Library launched a program called “NH 1,000 Books Before Kindergarten,” an early literacy initiative based on the national 1,000 Books program. The coordinator formed a committee of 11 public librarians to develop a website of resources to help libraries offer the literacy initiative in their communities. Committee members found sponsors to help produce a canvas bag incentive. Co-sponsored by CHILIS, the website went live in September 2015. Ninety libraries ordered 4,700 bags. “NH 1,000 Books Before Kindergarten” continued in 2015.

Summer reading program

The consultant coordinated the statewide summer reading program, based on the national Collaborative Summer Library Program (CSLP). In FFY 2014, “New Hampshire’s Summer Reading Experience” was reported as a separate project, but it included the CSLP activities. In an October 2016 interview with the coordinator, she said she encouraged public libraries to include children with disabilities, but there was “not much response.”

Outputs

The SPR for FFY 2015 reported that over 3,600 consultations were provided to youth services librarians in the State. Hundreds of librarians attended training sessions on early literacy, collection development and other topics in each of the three years covered by the evaluation.

Outcomes

In FFY 2013, comments from online surveys following workshops gave a glimpse into changes in awareness and condition caused by individual consulting actions.

“I just wanted to say thank you for telling me about the CLIF grant. I got a phone call today saying I have received the grant and CLIF will be supporting my library this year.”

Changes in attitude, knowledge, skill, and (impending) behavior were visible in a comment after a weeding workshop.

“Thank you for all the good and inspiring information you provided at Friday’s weeding workshop in Hancock. I think Lisa and I are totally shored up now and ready to do the tough job of weeding the entire children’s collection by the end of February.”

In the November 2016 survey, 81.4% of respondents rated the youth services coordinator position important or very important, and 84.5% felt continuing education and training were important or very important. The book review sessions were rated important or very important by 62.8% and the website for children’s service important or very important by 79.1%.

PROFESSIONAL DEVELOPMENT FOR STATE LIBRARY LIBRARIANS (0.52% of LSTA funding)

Professional membership in a variety of organizations helps increase the knowledge and skills of the State Library’s professional librarian team and improves public services, technical services and electronic services to users of the state library. The benefits of institutional memberships include free webinars, periodical subscriptions and specialized library publications at member rates.

KIDS, BOOKS AND THE ARTS SUMMER READING PROGRAM (0.29% of LSTA funds)

In FFY 2014, this project was included in another, titled “New Hampshire’s Summer Reading Experience.”

Activities

In collaboration with the Children’s Librarians of New Hampshire (CHILIS), a division of the New Hampshire Library Association, this literacy project helped bring storytellers, theater troupes, musicians, and other presenters to New Hampshire communities during the summer reading program, especially those serving underserved and rural communities.

In 2013, 2014, and 2015, the State Library youth service coordinator created an application which solicited artists and presenters who had material aligned with the theme of the summer reading program. A committee of children’s librarians chose presenters, including musicians, storytellers, science educators, puppeteers, and magicians. In the spring, library staffers attended a showcase, following which, the youth service coordinator administered the application and award process for libraries to host a presenter.

Outcomes

After the programs, the coordinator collected evaluations from libraries and artists.

In the FFY 2013 program evaluation, nearly all the libraries reported increased summer reading program registrations during and after their Kids, Books and the Arts event and increased circulation on the day of the event.

“The kids loved Mad Science’s performance and the library saw a big jump in children’s and YA nonfiction circulation in subsequent weeks – 25%!”

Many also reported increased library card sign-ups and return visits during the summer to check out materials and attend more programs.

“The KBA performance was the most effective I have seen in making children excited not just about the performance of the day, but about joining the summer reading program. There was a clear impact on our program attendance.”

Adults who attended were also enthusiastic.

“Interestingly, we had many older members of our community who came not only to watch the KBA performance, but to see how much the children were enjoying it. Many of the adults made a point of coming to the library the next week to say how much they enjoyed the show and how much they appreciate what we do for the town’s children.”

Libraries reported they were encouraged to forge partnerships with local schools, parks and recreation departments, childcare centers, and other community groups, which helped increase awareness of programs and materials the library offered.

“An unexpected impact of holding the KBA event at the school was increasing the awareness of the school principal of library programs. He approved field trips of all kindergarten and first grade students to the public library the week after the event.”

The quality of the programs had an impact on the reputation of the libraries.

“The KBA event was a great boost to the library image in the community.”

“The KBA performance was a great success! One of our state representatives attended and was so impressed by the event he wrote a letter to all of his colleagues, praising our event, the KBA grant, and the artist’s ability to actively engage every child attending.”

CONTINUING EDUCATION FOR PUBLIC LIBRARIANS (0.05% of LSTA funding)

This project does not represent the total of NHSL’s staff development activities. These are scattered among a variety of different programs. This particular project relates to the licensing of a specific tool to facilitate staff development.

The NH State Library promotes excellence in libraries and library services to all NH citizens. It ensures access to quality support and development services for public librarians and strives to enable all public librarians to reach their full professional potential. In fulfilling this purpose, the State Library provided five simultaneous licenses for online learning for public librarians from the vendor Lynda.com which gave access to over 4,000 video courses.

OUTCOMES

The New Hampshire State Library established seven outcomes for Goal II. Following is a discussion of the degree to which these outcomes have been met as a result of projects and activities undertaken in support of Goal II.

Outcome 1:

Classes/workshops will enhance the knowledge of librarians across the state in a variety of subjects.

A wide variety of workshops and training opportunities have been offered. This outcome has been achieved.

Outcome 2:

Summer reading activities will spur pre-reading skills, help spark children’s curiosity, help prevent reading loss for school-aged children and enhance reading opportunities for all ages.

Most of the evidence that this outcome has occurred is anecdotal; however, comments in the web-survey that was conducted as part of the evaluation support the conclusion that this outcome is occurring.

Outcome 3:

Families and children will recognize the public library as a valuable resource for lifelong learning.

Again, only anecdotal evidence is available. It would appear that progress is being made in achieving this outcome.

Outcome 4:

Librarians will utilize the union catalog and database resources to meet patron information needs.

NHU-PAC and NHewLink statistics show that these resources are being used. The outcome is being achieved.

Outcome 5:

There will be an increased awareness by public librarians of the Talking Books Services, and they will promote the service to visually impaired patrons.

Web-survey data reveals a mixed picture. Many librarians are aware of the basic services and the Talking Book Service has done a very good job of outreach to the public. More can be done to engage the State's public libraries as partners in promoting a continuum of service to New Hampshire's aging population. The outcome has been partially achieved.

Outcome 6:

Librarians will increase their understanding of quality children's and teen books and literature by participating in programs designed to sharpen their book selection skills.

The New Hampshire State Library does an exemplary job in the area of developing an awareness of children's and young adult resources and in encouraging solid collection development practices. The outcome has been achieved.

Outcome 7:

More public libraries will offer programming for teens and participate in more teen specific programming.

Slow progress is being made in this direction. Innovative efforts such as MakerPlay are encouraging progress. The outcome is in the process of being achieved.

The evaluators believe that these efforts are sufficient to conclude that NHSL has achieved Goal II. We conclude that Goal II has been ACHIEVED.

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

Activities undertaken in support of Goal II have had the greatest impact in addressing the Institutional Capacity focal area. Data collection efforts enable local libraries to evaluate and refine their operations, training events improve the skills of the library workforce and, in turn, the quality of service received by end-users. There are also elements of Lifelong Learning that are impacted. Training for youth service librarians translates into improved reading ability in children and affects children's readiness to learn when they enter school.

A-3. Did any of the following groups represent a substantial focus for the New Hampshire State Library's Five-Year Plan Goal II activities? (Yes/No) NO

None of the groups identified by IMLS as targeted audiences rise to the 10% level of funding identified as constituting a substantial focus.

GOAL II CONCLUSIONS

The evaluators find two reasons to conclude that the New Hampshire State Library has ACHIEVED Goal II. They are:

1. A number of different projects that cover different topics and reach different audiences address professional development. State Library staff, children's and youth services, librarians and the general public library community are all touched by LSTA-funded training initiatives. Training and one-one-one consultation assistance ranges from building effective summer reading programs to infrastructure/technology assistance and from collection development to developing maker spaces and maker activities.

2. The Library for the Blind, although it has technically been categorized by NHSL as a Goal I project, directly confronts the needs of an important underserved population.

The evaluators conclude that New Hampshire has ACHIEVED Goal II.

Goal III: Equity of Innovation

Play a role in promoting new technology to help public libraries meet and anticipate NH residents’ needs for innovation, life-long learning and cultural and civic engagement.

Goal III Retrospective Question A-1. To what extent did the New Hampshire State Library’ Five-Year Plan Goal III activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal III.

Projects & Expenditures

New Hampshire Downloadable Book Program	\$ 128,019.01
Technology Resources for Public Libraries	\$ 77,280.01
MakerPlay Lending Library	<u>\$ 15,934.76</u>
Total	\$ 221,233.78

Goal III expenditures represent 6.31% of New Hampshire’s total LSTA allotment in the FFY 2013 – FFY 2015 period.

Although the amount of the LSTA funding directly allocated in support of programs categorized under Goal III is small, there is considerable activity throughout NHSL’s LSTA program that addresses the spirit of the goal.

Through its leadership in digital downloads, both for general readers and those experiencing visual impairment and other disabilities, and through its Kids, Books and the Arts and MakerPlay programs, the State Library has earned a reputation for practical, leading-edge innovation that encouraged learning and experimentation among small libraries across the state, stimulated community engagement, and helped libraries across the state attract new patrons and partners and refresh their reputations as community anchors.

**NEW HAMPSHIRE DOWNLOADABLE BOOK PROGRAM
(3.67% of LSTA funding)**

Activities

The New Hampshire Downloadable Books Consortium is a group of member public libraries who cooperatively purchase digital audiobooks and eBooks from OverDrive, which are then borrowed by their patrons. Consortium members meet annually to vote of dues and a fair formula for purchasing. In FFY 2013, the formula included population served and titles circulated the previous year.

The State Library paid the platform fee and participating public libraries paid dues and subscription costs. The technology resources librarian (TRL) administered the program and was responsible for promotion and outreach, new member enrollment, training, troubleshooting and consulting, collection development, and vendor relations. The evaluators believe that this

program illustrates NHSL’s exceptional skill at leveraging a small number of dollars to accomplish larger goals.

Outputs

Between FFY 2013 and 2014, circulation increased 16% overall, when newly added digital magazines were included, or 12% when only eBooks and audiobooks were compared (Table 6). Audiobooks showed the highest rate of gain, 21%, while book growth slowed to 6.5%.

	FFY 2013		FFY 2014		FFY 2015	
	Usage	Usage	% Change	Usage	% Change	
Libraries participating	205	206	0.5%	206	0%	
Training sessions	25	11	(-56.0%)	12	9.1%	
Unique patrons	37,284	39,035	4.7%	41,481	6.3%	
Collection						
eBook titles	8,347	10,060	20.5%	10,661	6.0%	
Audiobook titles	7,790	7,173	(-7.9%)	8,010	11.7%	
Magazines	-	40	-	64	60.0%	
Circulation						
eBooks	415,029	442,107	6.5%	449,590	1.69%	
Audiobooks	259,266	314,522	21.3%	383,416	21.90%	
Magazines	-	23,272	-	51,484	121.23%	
TOTAL	674,295	779,901	15.7%	884,490	13.4%	

Outcomes

One library director reported on the change in her staff’s knowledge and skill:

“Thanks so much for doing two ‘eBook Survival Training’ sessions at the Rodgers Memorial Library! We were able to train 11 staff members... we appreciate the time you took to bring our front-line staff up-to-date on current Overdrive capabilities along with all the devices now supported... Your help will help us... better serve our patrons!”

Another public library director described changes in reading behavior resulting from access to downloadable books for her patrons:

“The downloadable book service coordinated by the New Hampshire State Library is invaluable to our patrons. We’re a small library in a small town and could never afford to purchase access to the wide variety of downloadable books available through this service. A number of our patrons have told us using this service has revolutionized their reading. They’re reading more books more frequently...”

A third forwarded an email from the mother of a child with autism:

“My son has a reading disability. Audio books opened up the world of reading for him!”

In the November 2016 survey, 90% of respondents rated the downloadable books program somewhat or very important. In the focus group, participants noted their libraries would not otherwise be able to afford eBooks. They felt the group purchasing model was working well.

TECHNOLOGY RESOURCES FOR PUBLIC LIBRARIES (2.21% of LSTA funds)

Activities

The State Library supported a technology resources librarian (TRL) to provide computer/technology training and consult with the 232 public libraries in New Hampshire, many of which do not have funding to hire tech support personnel.

The TRL negotiated the license for online databases, disseminated database account information to libraries, conducted training, and consulted individually libraries on technical problems.

During FFY 2013, training focused on techniques librarians could use to manage a wide variety of technology assistance, including a workshop titled “The Technology-based Reference Interview,” one on “Customer Service in the Digital Age,” and Chromebook training.

In 2014, workshop topics included creating a digital archive for historical content, using genealogy databases, and using EBSCO databases. The TRL consulted with seven new librarians to provide an overview of the technology services provided by the State Library. In 2014, a project titled “Continuing Education for Public Librarians” funded five simultaneous licenses to Lynda.com, a self-paced online technology learning portal with more than 4,000 video courses, to be used by public library staff. Librarians took courses including management and leadership topics, social media, software, marketing and other topics.

Outcomes

Comments included in the 2013 SPR hint at changes in attitude, knowledge and skill among participants in workshops:

“It is exciting to explore this new technology and how it will be relevant to public library settings.”

“Having the laptops and other devices for us to use is certainly a much better way to learn than just from a straight lecture. We have many patrons with few computer skills so we are constantly helping them. All the different aspects of Google you taught us will certainly help us to help our patrons. For many of them, the library is their only source for information, so knowing how to use Google has become essential.”

In a 2014 follow-up survey, 100% of librarians who participated in a Lynda.com online course found it helpful to their professional development. Their comments confirm changes in attitude, knowledge, skills, behavior and condition:

“It’s a great way to get the information I need to help me in my job.”

“The Facebook course will directly help my position and workplace, and learning new skills is rejuvenating my passion for librarianship.”

“I am looking forward to taking more courses.”

The State Library also benefited by being able to respond with a “diverse line-up of training opportunities on so many facets of library service, operation, and administration” and to meet the scheduling needs of a busy, statewide audience. They planned to renew the licenses for the following year. In 2015, the State Library identified the project as exemplary, because it improved digital inclusion, advanced innovation, inspired lifelong learning, and encouraged community engagement. The consultation, training, and technology initiatives enabled New Hampshire public libraries to reshape themselves to meet changing technology needs in their communities. End-of-session qualitative assessments confirmed that librarians gained

awareness, knowledge, and skills, which enabled the participants to provide their own programs and technology services of interest to their communities.

In the November 2016 survey, 93% of respondents rated the Technology Resources Coordinator position important or very important.

“I would not be able to provide [our] patrons with the technological help without the information and help provided by the technology resource coordinator.”

MakerPlay LENDING LIBRARY (0.46% of LSTA funds)

This is a small, but mighty, program. The influence of this effort goes well beyond the funds expended.

Activities

The MakerPlay Lending Collection provided 28 circulating kits including 13 different types of toys and tools to public libraries. The kits were loaned for a period of time from the State Library and delivered on the statewide delivery. Libraries incurred no expenses other than replenishing supplies and could set up toys in meeting rooms and play spaces. The toys, appropriate for both younger and older children, were designed to teach coding, and did not require significant staff training.

The Technology Resource Librarian at the State Library maintained reservations for the toys and replaced broken or missing equipment. She provided “maker” training sessions to showcase new technologies and give librarians an opportunity to work with the toys before they arrive in the library. The website included photos and suggestions from librarians about uses.

Outputs

In 2014, kits circulated 432 times. Libraries that borrowed the kits either made them available for drop-in use or scheduled events. The SPR report noted “This was the best and most popular program the State Library has conceived, designed, and implemented in a very long time.” The program was conceived as an alternative for public libraries that were not able to create dedicated “maker spaces.”

In 2015, the kits also circulated 142 times to 85 public libraries. The toys were borrowed by many small libraries and also by larger libraries as a way of trying out new toys before investing in them.

Outcomes

In surveys completed in 2014 by libraries that borrowed the kits, respondents reported more children coming to the library to play with the MakerPlay toys and learn technology-related skills. Librarians reported children developed an enthusiasm for science and engineering and their libraries have become community anchors for furthering learning, experimentation, and innovation. They viewed the State Library as a leader in assisting small and medium-sized public libraries.

The MakerPlay Lending Collection program was easily sustainable because it required no dedicated space, required no funding or training from local libraries, and the toys were durable. The toys were fun and encouraged curiosity-driven play in informal or formal contexts, and in a safe and accessible learning environment.

IN FFY 2015, the State Library reported many libraries were purchasing their own “maker” toys, after seeing how popular they were with patrons. Four libraries reported receiving outside

funding totaling \$11,600 for MakerPlay equipment. The program has been replicated in Vermont and Maryland.

In the October 2016 State Library leaders interview, the technology resource librarian felt one of the outcomes of the program was “opening librarians’ eye to what might be missing in their libraries.”

In the November 2016 survey, 59% of respondents rated the MakerPlay Lending Library important or very important. This was a lower rating than for the downloadable books or technology resource coordinator programs, and the comments suggest some reasons.

“MakerPlay Lending Library does not work for us. Not enough equipment for our young people, difficulty getting materials from other libraries in a timely fashion, MakerPlay sets received incomplete.”

“There are far more meaningful and impactful ways to spend LSTA funds than lending MakerPlay materials. The funding for databases is infinitely more important to libraries than those kits.”

In the focus group, one participant described his library as an “avid borrower or tech toys,” and said he used them to help board members and donors experience their impact.

OUTCOMES

The New Hampshire State Library established seven outcomes for Goal III. Following is a discussion of the degree to which these outcomes have been met as a result of projects and activities undertaken in support of Goal III.

Outcome 1:

New Hampshire residents will be able to access library materials and services on their mobile devices.

The work of the technology resources librarian has increased the awareness of needs in this area and has facilitated the development of new services on a local level. This outcome is being achieved.

Outcome 2:

New Hampshire residents will have access to unique historical resources.

The Collection Development and Preservation Project undertaken in support of Goal I accomplishes this purpose. This outcome is being achieved on an ongoing basis.

Outcome 3:

Librarians will have the knowledge and confidence to provide their patrons with technical assistance for computer and mobile devices.

Web-survey comments as well as interviews underscore the importance of the technology resources librarian in promoting the awareness and implementation of new and emerging technologies.

Outcome 4:

The citizens of New Hampshire will seek out their public librarians for assistance with technology, especially eBook readers and mobile devices.

Only anecdotal evidence supports this outcome. The level of achievement in this area is unknown.

Outcome 5:

Libraries will remain relevant in their communities by offering valuable technical assistance to their patrons about eBook readers and mobile devices.

Increased use of the Downloadable Books Program indicates that this outcome is occurring.

Outcome 6:

Library personnel will be prepared to handle the increase of downloadable books and emerging e-content to patrons of all ages and the visually impaired.

Web-survey comments and information from the SPR provides evidence of success in this area.

Outcome 7:

Libraries will save money by participating in consortia administered by the State

NHSL's efforts in group purchasing (most of which does not involve LSTA funds) was the subject of several positive comments in personal interviews.

These efforts are sufficient to conclude that NHSL has ACHIEVED Goal III. We conclude that Goal III has been ACHIEVED.

A-2. To what extent did the New Hampshire State Library's Five-Year Plan Goal III activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Goal III projects address a number of Measuring Results focal areas. Support for the Downloadable Books Program impacts Information Access and, arguably, Lifelong Learning. The work of the technology resources librarian has a direct impact on Institutional Capacity (on the workforce, on infrastructure, and on library operations).

A-3. Did any of the following groups represent a substantial focus for the New Hampshire State Library's Five-Year Plan Goal III activities? (Yes/No) NO

None of the groups identified by IMLS as targeted audiences rise to the 10% level of funding identified as constituting a substantial focus.

GOAL III CONCLUSIONS

The evaluators find two reasons to conclude that the New Hampshire State Library has ACHIEVED Goal III. They are:

1. The New Hampshire State Library has been very successful in leveraging a relatively small amount of LSTA funding to achieve a significant effect through the Downloadable Book Program. This effort has a long history but, in short, the program represents the joint effort of a consortium of 20 public libraries working with the State Library to provide downloadable audio books to their patrons. Recent statistics show that 205 libraries out of 232 public libraries now belong to the consortium and eBooks and magazines have been added to the collection.
2. Other efforts, such as the work of the Technology Resources Librarian and the very popular MakerPlay initiative have encouraged innovation and the exploration of new models of service.

The evaluators conclude that New Hampshire has ACHIEVED Goal III.

B. Process Questions

B-1. How has the NHSL used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

Data has primarily been used to inform decision-making on adjustments to LSTA initiatives.

B-2. Specify any changes NHSL made to the Five-Year Plan, and why this occurred.

No formal changes or amendments were made to the Plan.

B-3. How and with whom has NHSL shared data from the old and new SPR and from other evaluation resources?

SPR data has been shared directly with key staff internally and with the Department of Cultural Resources (NHSL's parent agency), indirectly with other state governmental entities as appropriate as well as with committees and individuals within the library community. SPR data was also shared with the QualityMetrics team for the purpose of this evaluation.

C. Methodology Questions

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

To ensure rigorous and objective evaluation of the New Hampshire State Library's implementation of the LSTA Grants to States program, NHSL, in cooperation with nine other state library administrative agencies (SLAAs) in the Northeast, participated in the issuance of a joint Request for Proposals (RFP) for a "Cooperative Library Services and Technology Act Five-Year Plan Evaluation 2013-2017" through the Council of State Library Agencies in the Northeast (COSLINE). The RFP was issued on June 21, 2016 with proposal due by July 18, 2016. As a result of a competitive bidding process, QualityMetrics LLC, a library consulting firm familiar with LSTA and with considerable expertise in evaluation methodologies, was awarded the contract to conduct the independent LSTA evaluation.

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

QualityMetrics employed a mixed-methods approach that included a review of the SPR and other relevant documents and statistics, focus groups, personal interviews and a web-based survey to collect information from stakeholders.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how the evaluators engaged them.

New Hampshire State Library staff were engaged through personal interviews during a site visit to the agency, via telephone, and through the exchange of numerous emails. Stakeholders were engaged through a focus groups, personal interviews, and a web-based survey.

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

The New Hampshire State Library will share the findings with Department of Cultural Resources. Key findings will also be shared with committees and individuals in the library community in New Hampshire. The report will be publicly available on the agency website as well as on the IMLS website.

Appendix A - Acronyms

Appendix A: New Hampshire List of Acronyms and Terms

ArchivalWare	Web-based, full-text search and retrieval content management system used by NHSL to manage born-digital documents. http://www.archivalware.net/
BARD	Braille and Audio Reading Download program https://nlsbard.loc.gov/cgi-bin/nlsbardprod/index.cgi
CHILIS	Children’s Librarians of New Hampshire, a division of the New Hampshire Library Association
COSLA	Chief Officers of State Library Agencies
COSLINE	Chief Officers of State Library Agencies in the Northeast
CSLP	Collaborative Summer Library Program – The Collaborative Summer Library Program (CSLP) is a grassroots consortium of states working together to provide high-quality summer reading program materials for children at the lowest cost possible for their public libraries. http://www.cslnreads.org/
FFY	Federal Fiscal Year
FTE	Full-Time Equivalent
GMILCS	Greater Manchester Interlibrary Cooperative System (GMILCS, Inc.), a non-profit consortium of public and academic libraries in New Hampshire, sharing an integrated library system and resources http://findit.gmilcs.org/polaris/
ILL	Interlibrary loan
IMLS	Institute of Museum and Library Services http://www.ims.gov/
LBPH	Library for the Blind and Physically Handicapped – General name applied to state-level outlets of the National Library Service programs. New Hampshire calls their state-level program the “Talking Books Service” or “TBS.” http://www.nh.gov/nhsl/talking_books/
LSTA	Library Services and Technology Act http://www.ims.gov/programs/use_of_funds_by_state.aspx
NHAIS	New Hampshire Automated Information System http://www.nh.gov/nhsl/nhais/
NHewLink	New Hampshire’s suite of online databases http://www.nhewlink.state.nh.us/
NHLA	New Hampshire Library Association – NHLA is a professional association of library personnel, trustees, and library supporters http://nhlibrarians.org/
NHSL	New Hampshire State Library http://www.nh.gov/nhsl/

NHU-PAC	New Hampshire Union Public Access Catalog - The NHU-PAC reflects the holdings of the 375 public, school, academic, and special libraries that make up the New Hampshire Automated Information System (NHAIS). http://www.nhu-pac.library.state.nh.us/
NLS	National Library Service for the Blind and Physically Handicapped http://www.loc.gov/nls/
SLAA	State Library Administrative Agency
SPR	State Program Report – An annual report required by IMLS that describes a state's activities under the Library Services and Technology Act Grants to States program
TBS	Talking Book Services – Unit of the New Hampshire State Library that serves as the access point to National Library Services for the Blind and Physically Handicapped program. http://www.nh.gov/nhsl/talking_books/

Appendix B – Interviewees and Focus Groups

Appendix B: Interviewees/ Focus Groups

New Hampshire State Library

Michael York, Acting Commissioner of Cultural Resources and State Librarian, New Hampshire State Library

Janet Eklund, Administrator of Library Operations, New Hampshire State Library

Bobbi Slossar, Technology Resources Coordinator, New Hampshire State Library

Ann Hoey, Youth and Adult Resources Coordinator, New Hampshire State Library

Marilyn Stevenson, Supervisor, Talking Book Services, New Hampshire State Library

Mary Russell, Supervisor, NH Automated Information System, New Hampshire State Library

Library Community

Amy Inglis, Barrington Public Library, Barrington, NH

Jenn Hoskings, Assistant Director, Nashua Public Library, Nashua, NH

Bernie Prochnik, Director, Bath Public Library, Bath, NH

Julie Perrin, Director, Jaffrey Public Library, Jaffrey, NH

Virtual Focus Group Session

Public Library Directors

Denise van Zanten, Library Director, Manchester City Library, Manchester, NH

Carl Heidenblad, Director, Nesmith Library, Windham, NH

Julie Perrin, Library Director, Stephenson Memorial Library, Greenfield, NH

Lichen Rancourt, Library Director, Jackson Public Library, Jackson, NH

Cara Barlow, Library Director, Derry Public Library, Derry, NH

Appendix C – Bibliography of Documents Reviewed

Appendix C: Bibliography of Documents Reviewed

New Hampshire State Library

“Library Services and Technology Act; Five-Year Plan for New Hampshire State Library, October 1, 2013 – September 30, 2017

New Hampshire Online Survey Data and Summary Report, by Ethel Himmel, December 2016

New Hampshire SPR FFY 2013

New Hampshire SPR FFY 2014

New Hampshire SPR FFY 2015

Notes from New Hampshire State Library Interviews, October 24-25, 2016

Retrospective Questions: Written Response from State Librarian Michael York

Sites related to LSTA-funded projects, visited December 22, 2016:

Talking Books: https://www.nh.gov/nhsl/talking_books/

MakerPlay Lending Library: <http://nhlibraries.org/makerplay/>

NhuPAC: <http://www.nhu-pac.library.state.nh.us/ipac20/ipac.jsp?profile=>

Youth Services: https://www.nh.gov/nhsl/services/librarians/youth_services.html

NHewLink: <https://www.nh.gov/nhsl/nhewlink/>

Downloadable Books: <https://nh.overdrive.com/>

New Hampshire Publications Digital Library:

<http://nhsl.cloudapp.net/awweb/main.jsp?itype=adv&menu=on>

US Census QuickFacts: New Hampshire, accessed December 22, 2016:

<http://www.census.gov/quickfacts/table/PST045215/33>

American Federation for the Blind. <http://www.afb.org/info/blindness-statistics/state-specific-statistical-information/new-hampshire/235>

Appendix D – Focus Group Questions

Appendix D – Focus Group Questions

Focus Group Protocol

Please introduce yourselves and indicate who you are, which library you represent, what job you hold or role you fulfill and, finally, tell us how long you have been involved in (state) libraries.

A brief introduction was provided about the Library Services and Technology Act Grants to States Program and basic information was given regarding the total amount of LSTA funding that is received per year by the (state library agency) and a sampling of the larger programs and categories of projects that have been funded in recent years.

1. Which, if any of the LSTA programs I have mentioned have been most impactful for your library and why do you believe that is true?
2. Which, if any, have had the least impact in your community and why do you believe that is true?
3. One role that LSTA funds often play in a state is to spark innovation. Is that the case in (state)? Where does innovation come from in (state's) libraries?
4. Has the library you represent received an LSTA grant (or in states without sub-grants, received a direct benefit from LSTA) within the last three years (FFY 2013, FFY 2014, FFY 2015 – roughly calendar years 2014 – 2016)? Talk about the difference that the grant you received has had on your library and the people that it serves.
5. Tell us about the process used to secure a grant. Is the effort worth the reward? Have you received the support from the (state library agency) that you have needed to apply, implement, and evaluate your grant?
6. Turning forward, the (state library agency) will begin work on the next five-year LSTA plan soon. What new directions should it take? What would make a difference for your library?
7. FINAL SAY. Each participant was asked in turn to share the single most important thing that they are taking away from participating in the session.

NOTE: These questions were modified a bit depending on the make-up of the groups involved.

Appendix E – Web Survey Instrument



New Hampshire LSTA Survey

WELCOME

LIBRARY DESCRIPTION

1) Please provide the name of your library.

2) Please describe the type of Library you represent.

Public library

School library

Academic library

Special library

Other (Please specify below.)

If you responded "other" in the question above, please indicate the type of library or other organization you represent in three words or less in the text box provided below.

LIBRARY AND RESPONDENT DESCRIPTION

3) We're interested in the context within which libraries that respond to the survey are operating. In order to help us understand the area served by your library, please indicate the name of the town in which your library is located.

4) Please select the category that most closely describes your role/responsibilities in your library.

Library director

Manager/ Department Head

Other library administrator

Children's/youth services librarian

Reference/information services librarian

Interlibrary loan/document delivery librarian

Technical services librarian

Library technology specialist

Other library staff

Library trustee or library friend

Other (Please specify below.)

If you responded "other" to the question above, please indicate your role in the library or other organization you represent in three words or less in the text box provided below.

5) Please indicate the size of the community served by the library you represent.

Fewer than 250
250 - 499
500 - 2,499
2,500 - 4,999
5,000 - 9,999
10,000 - 24,999
25,000 - 49,999
50,000 - 99,999
100,000 -249,999
DON'T KNOW

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

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

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

Less than 2
2 - 4
5 - 9
10 - 19
20 - 34
35 - 49
50 - 99
100 - 249
250 - 499
500 - 999
1,000 or more
DON'T KNOW

SERVICE MODULE INTRODUCTION

NHew LINK (Online Databases)

8) Please describe your satisfaction with each of the following e-resources.

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely Satisfied	6 - NOT FAMILIAR WITH THIS RESOURCE/UNABLE TO RATE
Newspaper Source						
MasterFile Premier						
Academic Search Premier						
MAS Ultra: School Edition						
Middle Search Plus						
Explora for Kids						
TOPICsearch						
Explora						
NoveList Plus						
NoveList Plus (K-8)						
Business Source Premier						
Health Source: Consumer Edition						
PubMed						
Medline Plus						

Drug Information Portal						
National Library of Medicine (NLM) Health Information						
Professional Development Collection						
ERIC						

9) Which three of the e-resources offered through NHew LINK do you believe are of the greatest importance to your patrons/ users? (Please select only three.)

- Newspaper Source
- MasterFile Premier
- Academic Search Premier
- MAS Ultra: School Edition
- Middle Search Plus
- Explora for Kids
- TOPICsearch
- Explora
- NoveList Plus
- NoveList Plus (K-8)
- Business Source Premier
- Health Source: Consumer Edition
- PubMed
- Medline Plus
- Drug Information Portal
- National Library of Medicine (NLM) Health Information
- Professional Development Collection
- ERIC

10) Please explain the reason that your first choice is of the greatest importance.

11) Are there e-resources/databases that you wish that NHew LINK included that are currently not available?

- Yes
- No

12) If you answered "yes" to the question above, indicate which e-resources you would like to see added in order of importance to your patrons/ users. (List most important first.)

13) Please indicate the degree to which you agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use the NHew LINK resources.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

14) Please indicate your overall satisfaction with the NHew LINK program.

- 1 - Completely dissatisfied
- 2 - Mostly dissatisfied
- 3 - Neither satisfied nor dissatisfied
- 4 - Mostly satisfied
- 5 - Completely satisfied

15) How does the availability of these e-resources/databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)

- Reduces the overall cost of services to patrons
- Improves the quality of service we can provide to patrons
- Broadens the range of services/resources our patrons can access
- Increases the ability of my staff to serve the public
- Other (Please specify below.)

16) If you have any additional feedback for the New Hampshire State Library regarding the NHew LINK program, please insert that feedback below.

RESOURCE SHARING

17) Which of the following descriptions reflects the current status of your library's catalog.

- Our catalog is automated/ online and is shared with other libraries
- Our catalog is automated/ online but is not shared with other libraries
- We do not have an automated/online catalog

18) Please indicate if your library belongs to one or more of the following state or regional online catalog consortia.

- GMILCS
- Northern New Hampshire Cooperative
- DoverNet
- Howe/ Evergreen Project
- Keene-LINK
- Southern New Hampshire Library Cooperative
- None of the above

19) The New Hampshire State Library supports resource sharing in a number of different ways. Please indicate whether or not your library participates in each of the following activities:

	YES, my library participates	NO, my library does not participate	I was not aware of the program
Physical delivery of materials			
NHU-PAC (Union Catalog)			
New Hampshire Automated Information System (NHAIS) help desk support			
Interlibrary Loan			

20) My library has the technological resources it needs for the effective sharing of resources.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

21) My library receives the support it needs from the New Hampshire State Library to offer the public an effective resource sharing/ interlibrary loan system.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

22) If there was one thing the New Hampshire State Library could do to improve resource sharing, what would it be?

23) Please indicate your level of satisfaction with each of the following resource sharing services provided through the New Hampshire State Library, which are partially or wholly supported with LSTA funds.

	1 - Completely dissatisfied	2 - Mostly dissatisfied	3 - Neither satisfied nor dissatisfied	4 - Mostly satisfied	5 - Completely satisfied	6 - Unable to rate
Physical delivery of materials						
NHU-PAC (Union Catalog)						
New Hampshire Automated Information System (NHAIS) help desk support						
Interlibrary Loan						

24) If you have any additional feedback for the New Hampshire State Library regarding resource sharing services, please insert your comments in the text box provided below.

TALKING BOOK SERVICES

25) NATIONAL LIBRARY SERVICE (NLS): That All May Read

The New Hampshire State Library is able to provide Talking Book services through a partnership with the National Library Service for the Blind and Physically Handicapped (NLS), which is a program of the Library of Congress. Please indicate the degree to which you are aware of this national program.

	1 - Unaware of this service	2 - Have heard of the service but don't know much about it	3 - Very aware of this service
National Library Service			

26) TALKING BOOKS COLLECTION The Talking Book Service (TBS) offers a wide range of popular fiction and non-fiction books and magazines for registered blind and handicapped TBS patrons. Please indicate the degree to which you are aware of this service?

	1 - Unaware of this service	2 - Have heard of the service but don't know much about it	3 - Very aware of this service
Talking Books Collection			

27) BARD: BRAILLE & AUDIO READING DOWNLOAD

This service enables Talking Book Service patrons with Internet access and an email address to search for and download titles to either a personal flash drive or a digital cartridge for immediate listening. Please indicate the degree to which you are aware of this service?

	1 - Unaware of this service	2 - Have heard of the service but don;t know much about it	3 - Very aware of this service
BARD: Braille & Audio Reading Download			

28) My staff are aware of the Talking Book Services and have the skills and training they need to inform patrons about the program and to assist them in registering for the program.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

29) Talking Book Service patrons with an email address but without Internet access may come to their local library to use a public computer to download materials from BARD.

My staff have the skills and training they need to assist TBS patrons in downloading books from BARD and other book download services.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

30) If the Talking Books Services program was no longer available through the New Hampshire State Library, how likely is it that your library would be able to fund the cost of its services through your library's budget?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral or unsure
- 4 - Likely
- 5 - Extremely likely

31) If you have any additional feedback for the New Hampshire State Library regarding its support for the Talking Book Services program, please insert that feedback in the text box provided below.

TECHNOLOGY INVESTMENTS

32) The New Hampshire State Library uses LSTA funds to pay the "platform fees" associated with the New Hampshire Downloadable Books program. Please indicate the importance of this investment to your library.

- 1 - Very unimportant
- 2 - Unimportant
- 3 - Neither unimportant nor important
- 4 - Important
- 5 - Very important
- 6 - Unable to rate

33) The New Hampshire State Library uses LSTA funds to support the Technology Resources Coordinator's position at the State Library. Please indicate the importance of this investment to your library.

- 1 - Very unimportant
- 2 - Unimportant
- 3 - Neither unimportant nor important
- 4 - Important
- 5 - Very important
- 6 - Unable to rate

34) The New Hampshire State Library uses LSTA funds to support the MakerPlay Lending Library. Please indicate the importance of the NHSL's investment in this initiative to your library.

- 1 - Very unimportant
- 2 - Unimportant
- 3 - Neither unimportant nor important
- 4 - Important
- 5 - Very important
- 6 - Unable to rate

35) The New Hampshire State Library uses LSTA funds to support the NH Digital Archive of State Publications. Please indicate your assessment of the importance of this investment to THE STATE OF NEW HAMPSHIRE.

- 1 - Very unimportant
- 2 - Unimportant
- 3 - Neither unimportant nor important
- 4 - Important
- 5 - Very important
- 6 - Unable to rate

36) If you rated any of the technology investments outlined in the questions above as "Very unimportant" or "Unimportant," please indicate why you gave these items a low rating.

37) If you have any additional feedback for the New Hampshire State Library regarding its investments in technology on behalf of libraries, please insert that feedback in the text box provided below.

LIBRARY SERVICES TO CHILDREN'S LIBRARIANS

38) The New Hampshire State Library uses LSTA funds to support the work of the Youth Services Coordinator. The Youth Services Coordinator is available to provide consulting assistance to libraries on all aspects of library service to children and young adults.

Please indicate your assessment of the importance of this assistance to your library.

- 1 - Very unimportant
- 2 - Unimportant
- 3 - Neither unimportant nor important
- 4 - Important
- 5 - Very important
- 6 - Unable to rate

39) The New Hampshire State Library uses LSTA funds to support continuing education and staff development activities designed to improve library services to children and young adults. Please indicate your assessment of the importance of this continuing education and training to your library.

- 1 - Very unimportant
- 2 - Unimportant
- 3 - Neither unimportant nor important
- 4 - Important
- 5 - Very important
- 6 - Unable to rate

40) The New Hampshire State Library supports children's book display and review services. Please indicate your assessment of the importance of the availability of this service to your library.

- 1 - Very unimportant
- 2 - Unimportant
- 3 - Neither unimportant nor important
- 4 - Important
- 5 - Very important
- 6 - Unable to rate

41) The New Hampshire State Library uses LSTA funds to provide seed money for the Kids, Books, and the Arts program. Please indicate your assessment of the importance of this program to your library.

- 1 - Very unimportant
- 2 - Unimportant
- 3 - Neither unimportant nor important
- 4 - Important
- 5 - Very important
- 6 - Unable to rate

42) The New Hampshire State Library's Youth Services Coordinator is actively involved in finding and sharing information about library services to children and youth on the NHSL website. Please indicate your assessment of the importance of these resources to your library.

- 1 - Very unimportant
- 2 - Unimportant
- 3 - Neither unimportant nor important
- 4 - Important
- 5 - Very important
- 6 - Unable to rate

43) If you rated any of the services to children's librarians outlined in the questions above as "Very unimportant" or "Unimportant," please indicate why you gave these items a low rating.

44) If you have any additional feedback for the New Hampshire State Library regarding its services to children's librarians, please insert that feedback in the text box provided below.

OTHER LIBRARY TYPE THANK YOU

45) This survey is designed to be a survey of public libraries. You have been directed to this question because you did not select a type of library or you indicated that you represent a school, academic, special or other type of library. If you represent a public library, please restart the survey and respond "public library." We are still interested in your feedback if you represent another type of library. Please register your thoughts and comments about the New Hampshire State Library's use of Library Services and Technology Act funds in the text box provided below or contact Bill Wilson at libraryconsultant@icloud.com to set up a personal telephone interview.

THANK YOU!

Appendix F – Measuring Success Table

Appendix F

New Hampshire FFY 2013 - FFY 2015 Measuring Success Focal Areas

	Statewide Resource Sharing (NHU-PAC and NHAS)	Library for the Blind and Physically Handicapped	Technology Infrastructure for NH State Library	Public Library Data Collection	NHewLink	Library Service to Children's Librarians	New Hampshire Downloadable Book Program	Collection Resources for Public Libraries	Digital Library of State Libraries	New Hampshire's Summer Reading Experience	Collection Development and Preservation	New Hampshire's Summer Reading Publications	Professional Development for Children's Librarians	MakerPlay Lending Library	Book Bag Program	Kids, Books and the Arts Summer Reading Librarians	Continuing Education for Public Librarians
Lifelong Learning																	
Improve users' formal education																	
Improve users' general knowledge and skills					Yes					Yes		Yes	Yes	Yes			
Information Access																	
Improve users' ability to discover information resources									Yes								
Improve users' ability to obtain and/or use information resources	Yes	Yes		Yes	Yes		Yes		Yes	Yes		Yes					
Institutional Capacity																	
Improve the library workforce					Yes		Yes					Yes				Yes	Yes
Improve the library's physical and technological infrastructure			Yes		Yes												
Improve library operations				Yes								Yes					
Economic & Employment Development																	
Improve users' ability to use resources and apply information for employment support																	
Improve users' ability to use and apply business resources																	
Human Resources																	
Improve users' ability to apply information that furthers their personal, family or household finances																	
Improve users' ability to apply information that furthers their personal or family health & wellness																	
Improve users' ability to apply information that furthers their parenting and family skills																	
Civic Engagement																	
Improve users' ability to participate in their community																	
Improve users' ability to participate in community conversations around topics of concern																	

Appendix G – Targeted Audience Table

Appendix G - New Hampshire LSTA Targeted Audiences

PROGRAM/INITIATIVE	STATE GOAL	Targeted Audiences											
		Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General		
Statewide Resource Sharing (NHU-PAC and NHAIS)	GOAL I												Yes
Library Services to the Blind and Physically Handicapped	GOAL I					Yes	Yes	Yes					
Technology Infrastructure for NH State Library	GOAL I												Yes
Public Library Data Collection	GOAL II	Yes											
NHewLink	GOAL I												Yes
Library Services to Children's Librarians	GOAL II	Yes											
New Hampshire Downloadable Book Program	GOAL III												Yes
Technology Resources for Public Libraries	GOAL III	Yes											
Collection Development and Preservation /Sharing, Saving and Preserving New Hampshire Materials	GOAL I												Yes
Digital Library of State Government Publications	GOAL I												Yes
New Hampshire's Summer Reading Experience	GOAL I							Yes	Yes	Yes			
Collection Development for Children's Libraries	GOAL I	Yes											
Professional Development for State Library Librarians/ Capacity Building for State Library Librarians	GOAL II	Yes											
MakerPlay Lending Library	GOAL III							Yes	Yes	Yes			
Book Bag Program	GOAL I												Yes
Kids, Books and the Arts Summer Reading Program	GOAL II							Yes	Yes	Yes			
Continuing Education for Public Librarians	GOAL II	Yes											

Appendix H – Expenditure Tables

**Appendix H
New Hampshire LSTA Grants to States Expenditures FFY 2013 - FFY 2015
All Goals**

Title	State Goal	FFY 2013 LSTA Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditures	Percentage of FFY 2015 Expenditures	TOTAL FFY 2013 - FFY 2015 LSTA Expenditures	Percentage of FFY 2013 - FFY 2015 Expenditures
Statewide Resource Sharing (NHU-PAC and NHAIS)	I	\$ 346,234.00	30.29%	\$ 568,374.65	48.24%	\$ 539,245.15	46.03%	\$ 1,453,853.80	41.62%
Library Services to the Blind and Physically Handicapped	I	\$ 141,065.00	12.34%	\$ 140,014.80	11.88%	\$ 175,072.20	14.94%	\$ 456,152.00	13.06%
Technology Infrastructure for NH State Library	I	\$ 225,071.00	19.69%	\$ 45,038.67	3.82%		0.00%	\$ 270,109.67	7.73%
Public Library Data Collection	II	\$ 91,425.00	8.00%	\$ 70,410.84	5.98%	\$ 105,746.42	9.03%	\$ 267,582.26	7.66%
NHewLink	I	\$ 69,662.00	6.09%	\$ 97,869.19	8.31%	\$ 84,191.32	7.19%	\$ 251,722.51	7.21%
Library Services to Children's Librarians	II	\$ 68,890.00	6.03%	\$ 22,884.86	1.94%	\$ 98,809.23	8.43%	\$ 190,584.09	5.46%
LSTA Administration		\$ 46,266.00	4.05%	\$ 47,128.60	4.00%	\$ 46,858.36	4.00%	\$ 140,252.96	4.02%
New Hampshire Downloadable Book Program	III	\$ 56,215.00	4.92%	\$ 34,048.19	2.89%	\$ 37,755.82	3.22%	\$ 128,019.01	3.67%
Technology Resources for Public Libraries	III	\$ 29,476.00	2.58%	\$ 22,048.19	1.87%	\$ 25,755.82	2.20%	\$ 77,280.01	2.21%
Collection Development and Preservation /Sharing, Saving and Preserving New Hampshire Materials	I	\$ 28,188.00	2.47%	\$ 35,632.96	3.02%	\$ 13,218.89	1.13%	\$ 77,039.85	2.21%
Digital Library of State Government Publications	I	\$ 21,854.00	1.91%	\$ 19,851.47	1.68%	\$ 22,863.01	1.95%	\$ 64,568.48	1.85%
New Hampshire's Summer Reading Experience	I		0.00%	\$ 36,513.20	3.10%		0.00%	\$ 36,513.20	1.05%
Collection Development for Children's Libraries	I		0.00%	\$ 22,884.90	1.94%		0.00%	\$ 22,884.90	0.66%
Professional Development for State Library Librarians/ Capacity building for State Library librarians	II	\$ 4,405.00	0.39%	\$ 6,415.00	0.54%	\$ 7,357.50	0.63%	\$ 18,177.50	0.52%
MakerPlay Lending Library	III		0.00%	\$ 7,349.48	0.62%	\$ 8,585.28	0.73%	\$ 15,934.76	0.46%
Book Bag Program	I	\$ 10,500.00	0.92%		0.00%		0.00%	\$ 10,500.00	0.30%
Kids, Books and the Arts Summer reading Program	II	\$ 4,000.00	0.35%		0.00%	\$ 6,000.00	0.51%	\$ 10,000.00	0.29%
Continuing Education for Public Librarians	II		0.00%	\$ 1,750.00	0.15%		0.00%	\$ 1,750.00	0.05%
			0.00%		0.00%		0.00%		0.00%
		\$ 1,143,251.00	100.00%	\$ 1,178,215.00	100.00%	\$ 1,171,459.00	100.00%	\$ 3,492,925.00	100.00%
								\$ -	
TOTAL LSTA ALLOTMENT		\$ 1,156,668.00		\$ 1,178,215.00		\$ 1,171,459.00		\$ 3,506,342.00	
								\$ -	
		\$ 13,417.00		\$ -		\$ -		\$ 13,417.00	

Goal I: Equity of Access - Increase equity of information access and library resources by providing a statewide information delivery service, a statewide union catalog, statewide database licensing and ensuring permanent access to historic New Hampshire materials.

New Hampshire expended 75.39% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal I.

Goal II: Equity of Service - Increase the equity of library services to New Hampshire citizens by facilitating professional development opportunities to improve public services and by assisting libraries to provide service and outreach to their constituents especially to children, the underserved and persons having difficulty using a library.

New Hampshire expended 13.92% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal II.

Goal III: Equity of Innovation - Play a role in promoting new technology to help public libraries meet and anticipate NH residents' needs for innovation, life-long learning and cultural and civic engagement.

New Hampshire expended 6.31% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal III.

Appendix H
New Hampshire LSTA Grants to States Expenditures FFY 2013 - FFY 2015
Goal I

Title	State Goal	FFY 2013 LSTA Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditures	Percentage of FFY 2015 Expenditures	TOTAL FFY 2013 - FFY 2015 LSTA Expenditures	Percentage of FFY 2013 - FFY 2015 Expenditures
Statewide Resource Sharing (NHU-PAC and NHAIS)	I	\$ 346,234.00	41.09%	\$ 568,374.65	58.83%	\$ 539,245.15	64.61%	\$ 1,453,853.80	55.00%
Library Services to the Blind and Physically Handicapped	I	\$ 141,065.00	16.74%	\$ 140,014.80	14.49%	\$ 175,072.20	20.98%	\$ 456,152.00	17.26%
Technology Infrastructure for NH State Library	I	\$ 225,071.00	26.71%	\$ 45,038.67	4.66%		0.00%	\$ 270,109.67	10.22%
NHewLink	I	\$ 69,662.00	8.27%	\$ 97,869.19	10.13%	\$ 84,191.32	10.09%	\$ 251,722.51	9.52%
Collection Development and Preservation /Sharing, Saving and Preserving New Hampshire Materials	I	\$ 28,188.00	3.35%	\$ 35,632.96	3.69%	\$ 13,218.89	1.58%	\$ 77,039.85	2.91%
Digital Library of State Government Publications	I	\$ 21,854.00	2.59%	\$ 19,851.47	2.05%	\$ 22,863.01	2.74%	\$ 64,568.48	2.44%
New Hampshire's Summer Reading Experience	I		0.00%	\$ 36,513.20	3.78%		0.00%	\$ 36,513.20	1.38%
Collection Development for Children's Libraries	I		0.00%	\$ 22,884.90	2.37%		0.00%	\$ 22,884.90	0.87%
Book Bag Program	I	\$ 10,500.00	1.25%		0.00%		0.00%	\$ 10,500.00	0.40%
		\$ 842,574.00	100.00%	\$ 966,179.84	100.00%	\$ 834,590.57	100.00%	\$ 2,643,344.41	100.00%
								\$ -	
TOTAL LSTA ALLOTMENT		\$ 1,156,668.00		\$ 1,178,215.00		\$ 1,171,459.00		\$ 3,506,342.00	
								\$ -	

Goal I: Equity of Access - Increase equity of information access and library resources by providing a statewide information delivery service, a statewide union catalog, statewide database licensing and ensuring permanent access to historic New Hampshire materials.

New Hampshire expended 75.39% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal I.

Goal II: Equity of Service - Increase the equity of library services to New Hampshire citizens by facilitating professional development opportunities to improve public services and by assisting libraries to provide service and outreach to their constituents especially to children, the underserved and persons having difficulty using a library.

Goal III: Equity of Innovation - Play a role in promoting new technology to help public libraries meet and anticipate NH residents' needs for innovation, life-long learning and cultural and civic engagement.

Appendix H
New Hampshire LSTA Grants to States Expenditures FFY 2013 - FFY 2015
Goal II

Title	State Goal	FFY 2013 LSTA Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditure	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditure	Percentage of FFY 2015 Expenditures	TOTAL FFY 2013 - FFY 2015 LSTA Expenditures	Percentage of FFY 2013 - FFY 2015 Expenditures
Public Library Data Collection	II	\$ 91,425.00	54.19%	\$ 70,410.84	69.40%	\$ 105,746.42	48.53%	\$ 267,582.26	54.82%
Library Services to Children's Librarians	II	\$ 68,890.00	40.83%	\$ 22,884.86	22.56%	\$ 98,809.23	45.34%	\$ 190,584.09	39.05%
Professional Development for State Library Librarians/ Capacity building for State Library librarians	II	\$ 4,405.00	2.61%	\$ 6,415.00	6.32%	\$ 7,357.50	3.38%	\$ 18,177.50	3.72%
Kids, Books and the Arts Summer reading Program	II	\$ 4,000.00	2.37%		0.00%	\$ 6,000.00	2.75%	\$ 10,000.00	2.05%
Continuing Education for Public Librarians	II		0.00%	\$ 1,750.00	1.72%		0.00%	\$ 1,750.00	0.36%
		\$ 168,720.00	100.00%	\$ 101,460.70	100.00%	\$ 217,913.15	100.00%	\$ 488,093.85	100.00%
								\$ -	
TOTAL LSTA ALLOTMENT		\$ 1,156,668.00		\$ 1,178,215.00		\$ 1,171,459.00		\$ 3,506,342.00	

Goal I: Equity of Access - Increase equity of information access and library resources by providing a statewide information delivery service, a statewide union catalog, statewide database licensing and ensuring permanent access to historic New Hampshire materials.

Goal II: Equity of Service - Increase the equity of library services to New Hampshire citizens by facilitating professional development opportunities to improve public services and by assisting libraries to provide service and outreach to their constituents especially to children, the underserved and persons having difficulty using a library.

New Hampshire expended 13.92% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal II.

Goal III: Equity of Innovation - Play a role in promoting new technology to help public libraries meet and anticipate NH residents' needs for innovation, life-long learning and cultural and civic engagement.

Appendix H
New Hampshire LSTA Grants to States Expenditures FFY 2013 - FFY 2015
Goal III

Title	State Goal	FFY 2013 LSTA Expenditure	Percentage of FFY 2013 Expenditures	FFY 2014 LSTA Expenditure	Percentage of FFY 2014 Expenditures	FFY 2015 LSTA Expenditure	Percentage of FFY 2015 Expenditures	TOTAL FFY 2013 - FFY 2015 LSTA Expenditures	Percentage of FFY 2013 - FFY 2015 Expenditures
New Hampshire Downloadable Book Program	III	\$ 56,215.00	65.60%	\$ 34,048.19	53.66%	\$ 37,755.82	52.37%	\$ 128,019.01	57.87%
Technology Resources for Public Libraries	III	\$ 29,476.00	34.40%	\$ 22,048.19	34.75%	\$ 25,755.82	35.72%	\$ 77,280.01	34.93%
MakerPlay Lending Library	III		0.00%	\$ 7,349.48	11.58%	\$ 8,585.28	11.91%	\$ 15,934.76	7.20%
		\$ 85,691.00	100.00%	\$ 63,445.86	100.00%	\$ 72,096.92	100.00%	\$ 221,233.78	100.00%
								\$ -	
TOTAL LSTA ALLOTMENT		\$ 1,156,668.00		\$ 1,178,215.00		\$ 1,171,459.00		\$ 3,506,342.00	

Goal I: Equity of Access - Increase equity of information access and library resources by providing a statewide information delivery service, a statewide union catalog, statewide database licensing and ensuring permanent access to historic New Hampshire materials.

Goal II: Equity of Service - Increase the equity of library services to New Hampshire citizens by facilitating professional development opportunities to improve public services and by assisting libraries to provide service and outreach to their constituents especially to children, the underserved and persons having difficulty using a library.

Goal III: Equity of Innovation - Play a role in promoting new technology to help public libraries meet and anticipate NH residents' needs for innovation, life-long learning and cultural and civic engagement.

New Hampshire expended 6.31% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal III.

Appendix I – Web Survey Report

Appendix I - New Hampshire LSTA Web-Survey Report

Who participated?

One hundred and thirty-five people in 107 libraries responded to the web survey. They were located in 105 different towns in New Hampshire. (While the survey was focused on public libraries, one school library and one academic library staff person also responded. Their thoughts are included in the final question to the survey.) Of the 131 respondents answering the question about their role/responsibilities in their library, seventy-seven (77.1) percent said they were a library director. Another five (5.3) percent were reference/information services librarians. Two people, representing 1.5 percent, identified themselves as a library trustee or library friend.

Seventy-eight (78.7) percent said the community served by their library had a population of under 10,000 people. The largest percent (29.8 percent) served communities with a population of 500 to 2,499. The second largest group (26.0 percent) served communities of 5,000 to 9,999. At the other end of the population spectrum, 3 people, representing 2.3 percent of the respondents, served populations of 100,000 to 249,999.

Twenty-five (25.2) percent said their library's annual operating budget was between \$100,000 and \$199,999. Another sixteen (16.8) percent had an operating budget of \$200,000 to \$299,999. The third largest percent (15.3) had a budget of \$10,000 to \$49,999. Nine (9.1) percent had operating budgets greater than \$1,000,000, with two libraries having an operating budget between \$3,000,000 and \$4,999,999.

Almost forty (39.7) percent had full-time-equivalent (FTE) staff of less than two. Another thirty-five (35.1) percent had FTE of 2 to 4. Five respondents (3.8 percent) indicated their library had 35 to 49 FTE. Because libraries with less than two FTE staff face challenges different from libraries with larger staffs, cross-tab analysis where those differences are apparent is included in the text report below. There were fifty-two libraries with less than two FTE staff.

What did they say?

E-resources/NHew LINK

Question 10 asked respondents to describe their level of satisfaction with each of 18 e-resources using a scale of one to five where one indicated "completely dissatisfied" and 5 indicated "completely satisfied." Alternatively, they could say that they were "not familiar with this resources/unable to rate." The following table lists the resources receiving the "completely satisfied" rating in descending order.

Respondents were most satisfied with NovelList Plus and NovelList Plus (K-8). The two resources with the lowest satisfaction ratings, ERIC and Drug Information Portal, also received among the highest percentages indicating the respondents were not familiar with those resources.

Resource	% Completely Satisfied	% Not Familiar/Unable to Rate
NoveList Plus	60.2%	10.2%
NoveList Plus (K-8)	54.0%	18.3%
Medline Plus	33.3%	29.4%
MasterFile Premier	27.9%	30.2%
Explora for Kids	27.6%	34.6%
Explora	27.0%	31.0%
Health Source: Consumer Edition	27.0%	32.5%
PubMed	22.8%	39.4%
Business Source Premier	22.2%	41.3%
Academic Search Premier	20.2%	41.9%
Newspaper Source	18.8%	34.4%
Professional Development Collection	17.3%	46.5%
TOPICsearch	15.2%	48.8%
Middle Search Plus	14.2%	52.8%
National Library of Medicine (NLM) Health Information	12.7%	50.8%
MAS Ultra; School Edition	11.2%	60.0%
ERIC	11.1%	53.2%
Drug Information Portal	8.7%	65.9%

Combining the ratings of 4 and 5 (those scores indicating satisfaction) for each of the e-resources did not drastically alter the relative ratings of the e-resources at the top and bottom of the list. NoveList Plus (received an 80.5 percent satisfaction rating); NoveList Plus (K-8) remained in second place (72.4 percent). Third place changed to MasterFile Premier, which received a fifty-two (52.7) percent satisfaction rating. Drug Information Portal remained last (18.2 percent) and MAS Ultra: School Edition was second last (19.2 percent) with ERIC moving up one place with a twenty-two (22.2) percent satisfaction rating.

Small Libraries

The responses from small libraries mirrored those of the total responses in terms of satisfaction with the top e-resources: NoveList Plus received a fifty-eight (58.8) percent satisfaction rating. NoveList Plus (K-8) was second with a “satisfied” or “completely satisfied” rating of fifty-two (52.9) percent and Medline Plus had a satisfied rating of thirty-five (35.3) percent. MasterFile Premier had a rating of thirty-five (35.3) percent. Overall, the responses from small libraries had consistently higher percentages in the “not familiar with this resource/unable to rate” column.

Resource	% Completely Satisfied	% Not Familiar/Unable to Rate
NoveList Plus	45.1%	21.6%
NoveList Plus (K-8)	43.1%	29.4%
Medline Plus	29.4%	37.3%
MasterFile Premier	23.5%	43.1%
Explora for Kids	23.5%	39.2%
Explora	28.0%	36.0%
Health Source: Consumer Edition	21.6%	45.1%
PubMed	19.6%	51.0%
Business Source Premier	17.6%	51.0%
Academic Search Premier	13.7%	56.9%
Newspaper Source	17.6%	37.3%
Professional Development Collection	11.8%	54.9%
TOPICsearch	15.7%	54.9%
Middle Search Plus	13.7%	54.9%
National Library of Medicine (NLM) Health Information	12.0%	60.0%
MAS Ultra; School Edition	11.8%	60.8%
ERIC	11.8%	58.8%
Drug Information Portal	7.8%	70.6%

Question 11 asked respondents to indicate which three of the e-resources “are of greatest importance to your patrons/users?” NoveList Plus received the highest rating. The top seven are listed below.

E-resource	% citing as of greatest importance
NoveList Plus	78.9%
MasterFilePremier	51.8%
NoveList Plus (K-8)	28.9%
Newspaper Source	24.6%
Medline Plus	21.1%
Explora for Kids	20.2%
Explora	19.3%

Question 12 asked the reason for the respondents’ first choice in question 11. There were 97 responses. NoveList was specifically mentioned in 29 of the responses as being used for readers advisory with patrons. Other uses cited for NoveList include as a tool for ordering series, developing print bookmarks and flyers, cataloging new materials (Library has no authority file, so she uses NoveList Plus as her series title authority.) “NoveList Plus (K-8) is so helpful in finding appropriate level books for children. It has Lexile levels if parents need those.” MasterFile was specifically mentioned in ten responses with comments like provides “access to full text,” “hard to imagine a real library without a basic catch-all periodical database with full-text,” and “good general coverage of periodicals.” *(Please see the survey compilation for the complete answers given to this question.)*

In terms of characteristics or the criteria they used in deciding what was the first choice, “most used” was cited twenty times. Other comments were “Information is up to date and user friendly,” “covers the kind of questions we get,” “easy to use,” and “reliable medical information.” *(Please see the survey compilation for the complete answers given to this question.)*

Question 13 asked whether there were other e-resources or databases that should be included in NHew LINK. While seventy-three (73.5) percent said no, those who said yes cited various specific resources or generic topics. Genealogy was cited nine times and car repair or Chilton’s twice. Others included A to Z: the world (three times), foreign language instruction, investments, collectible pricing database, practice tests, more newspapers and consumer information. *(Please see the survey compilation for the complete answers given to this question.)*

Question 15 asked respondents to indicate the degree to which they agreed or disagreed with the statement: My staff have the skills and training they need to use and teach patrons how to use the NHew LINK resources. Almost forty (39.6) percent “agreed” or “strongly agreed” with the statement. A lower thirty-four (34.9) percent “disagreed” or “strongly disagreed.” Twenty-

five (25.6) percent took a neutral midpoint and said they “neither agree nor disagree” with the statement.

Small Libraries

Forty-nine (49.0) percent of the small library respondents either “strongly disagreed” or “disagreed” with the statement: My staff have the skills and training they need to use and teach patrons how to use the NHew LINK resources. Only eleven (11.8) percent “agreed” with the statement. Thirty-nine (39.2) percent “neither agreed nor disagreed.”

Question 16 asked for respondents’ overall satisfaction with the NHew LINK program. Sixty (60.0) percent were either “mostly satisfied” or “completely satisfied” with the program. Only five (5.6) percent were “completely dissatisfied” or “mostly dissatisfied.” A third (34.4 percent) were “neither satisfied nor dissatisfied.”

Small Libraries

Forty-two (42.8) percent of the small libraries were “mostly satisfied” or “completely satisfied” with the NHew LINK program. Fifty-one (51.0) percent were “neither satisfied nor dissatisfied.”

Question 17 asked “How does the availability of these e-resources/databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)” Over half (53.7 percent) selected “broadens the range of services/resources our patrons can access.” Another twenty-eight (28.9) percent chose “improves the quality of service we can provide to patrons.”

Question 18 asked for any additional feedback on the NHew LINK program that respondents would choose to give. Nineteen provided comments. Several said they did not use the resources very often. Two said they needed more training. Several comments were positive and appreciative of the service. “Wonderful to have this provided since it benefits all NH residents equally and most NH libraries cannot afford these resources.” “Patrons are always amazed by what they can find.”

Library Catalogs/Resource Sharing

Question 19 asked about the current status of the respondents’ library catalog. Forty-six (46.9) percent checked “our catalog is automated/online but is not shared with other libraries.” Another forty-four (44.6) percent checked “our catalog is automated/online and is shared with other libraries.” Eight (8.5) percent “do not have an automated/online catalog.”

Small Libraries

Forty-four (44.2) percent of the small libraries checked "our catalog is automated/online but is not shared with other libraries." Another thirty-six (36.5) percent checked "our catalog is automated/online and is shared with other libraries." Nineteen (19.2) percent "do not have an automated/online catalog."

Question 20 asked respondents to indicate if their library belonged to one or more of the six state or regional online catalog consortia. While nine (9.2) percent belonged to the Northern New Hampshire Cooperative, and seven (7.6) percent cited GMILCS, almost three-fourths (74.8 percent) said "none of the above."

Small libraries

Eighty (80.4) percent of the small libraries do not belong to any of the state or regional online catalog consortia.

Question 21 asked whether the respondent's library participated in a number of resource sharing activities supported by the New Hampshire State Library. All (100.0 percent) said they participated in the NHU-PAC (Union Catalog) and they all participated in interlibrary loan. Ninety (90.6) percent participated in the physical delivery of materials. Eighty-five (85.8) percent participated in the New Hampshire Automated Information System (NHAIS) help desk support.

Seventy-three (73.4) percent either "agreed" or "strongly agreed" with the statement: My library has the technological resources it needs for the effective sharing of resources. Ten (10.1) percent either "strongly disagreed" or "disagreed."

Small libraries

Sixty (60.8) percent either "agreed" or "strongly agreed" with the statement: My library has the technological resources it needs for the effective sharing of resources. Seventeen (17.7) percent either "strongly disagreed" or "disagreed."

Nearly eighty (79.2) percent "agreed" or "strongly agreed" with the statement: My library receives the support it needs from the New Hampshire State Library to offer the public an effective resource sharing/interlibrary loan system. Again, ten (10.0) percent either "strongly disagreed" or "disagreed."

Question 24 asked "If there was one thing the New Hampshire State Library could do to improve resource sharing, what would it be?" Sixty-three answered this question. (*Please see the survey compilation for the complete answers given to this question.*) Overwhelmingly, the responses (38) called for replacing or updating NHU-PAC. Several additional comments were

related to specific functions impacted by NHU-PAC. Six wanted more frequent van delivery stops. Three called for patron direct requesting.

Question 25 asked respondents to indicate their level of satisfaction with four resource sharing services provided through the New Hampshire State Library, which are partially or wholly supported with LSTA funds. The scale used 1 as “completely dissatisfied” and 5 as “complete satisfied.” Participants were also able to indicate that they were “unable to rate.” The table below lists the services in descending order by the percent of “completely satisfied” responses.

Service	Completely Satisfied	Mostly Satisfied	Neither Satisfied nor Dissatisfied	Unable to rate
Physical delivery of materials	62.8%	17.8%	7.0%	4.7%
Interlibrary loan	52.3%	33.6%	7.0%	0.8%
NHAIS help desk support	44.6%	29.2%	11.5%	11.5%
NHU-PAC (Union Catalog)	27.1%	32.6%	15.5%	0.0%

When “completely satisfied” and “mostly satisfied” responses are combined, the relative order of the services changes with Interlibrary loan receiving the highest satisfaction ratings (85.9 percent). Delivery is second with an eighty (80.6) percent rating. Help desk support remains in third place with seventy-three (73.8) percent satisfaction and the NHU-PAC remains in last place with a fifty-nine (59.7) percent satisfaction rating, which while lowest of the four services is still above fifty (50) percent or half. Everyone was able to rate the NHU-PAC service.

Thirty-six respondents provided additional feedback regarding resource sharing services. Thirteen of the comments were related to more frequent van delivery. Several continued the criticism of the NHU-PAC system for its cumbersomeness. However, some of the comments were positive: “All in all I think that the ability to share materials among other small libraries really helps broaden the resources that we can offer our patrons.” “The interlibrary loan system in NH is fantastic!! Superbly organized and executed. We couldn’t do without it.” “The staff behind the NHAIS help desk are wonderful. They are patient with we who are non-tech, and the services provided are wonderful.”

Talking Book Services

Questions 27 through 33 asked about Talking Book Services. Although thirty (30.5) percent of the respondents said they were very aware of the National Library Service, sixty (60.2) percent indicated they had “heard of the service but don’t know much about it.” Another nine (9.4) percent said they were “unaware of this service.”

Service	% Unaware	% Don't know much	% Very aware
NLS	9.4%	60.2%	30.5%
Talking Books	5.4%	55.8%	38.8%
BARD	43.8%	46.2%	10.0%

Talking Books is the best known of the three services listed although high percentages of respondents said they didn't know much about any of the services. Fifty-five (55.8) percent said they had "heard of the Talking Book Service, but don't know much about it." Thirty-eight (38.8) percent were "very aware of this service," and five (5.4) percent were "unaware" of it. Of the three services the highest (43.8) percent of respondents were unaware of BARD.

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Awareness of the Talking Books services among the small library respondents is lower than awareness among the total respondents to the survey.

Service	% Unaware	% Don't know much	% Very aware
NLS	15.4%	69.2%	15.4%
Talking Books	9.8%	66.7%	23.5%
BARD	42.3%	51.9%	5.8%

Forty-six (46.9) percent of the survey respondents "strongly disagreed" or "disagreed" with the statement: My staff are aware of the Talking Book Services and have the skills and training they need to inform patrons about the program and to assist them in registering for the program. Only twenty-three (23.1) percent "agreed" or "strongly agreed" with the statement.

Question 31 informed respondents that Talking Book Service patrons could use a public computer at a local library to download materials from BARD and asked respondents their level of agreement with the statement: My staff have the skills and training they need to assist TBS (Talking Book Service) patrons in downloading books from BARD and other book download services. Sixty-two (62.0) percent either "strongly disagreed" or "disagreed" with the statement. Only twelve (12.4) percent "agreed" or "strongly agreed."

Seventy-eight (78.5) percent of the respondents said their library was either “extremely unlikely” or “unlikely” to fund the cost of the Talking Books Services program if it were no longer available through the New Hampshire State Library.

Question 34 asked for any additional feedback respondents would choose to make regarding the Talking Book Services program. Nineteen people commented. *(Please see the survey compilation for the complete answers given to this question.)* The comments generally indicated that the individual libraries did not often use the service. “My library has never used this service.” “We do not have any patrons currently using this service but have had patrons who used this service in the past.” “We had a patron seek this service through us but we were told she had to contact Concord directly, as it was a federal program. Not very user friendly!” One said she “would like to know more about BARD.” And, on a positive note, “Talking Book Services is a very important program. I know several heavy users of the service who love it.”

Use of LSTA Funds

Questions 34 through 46 address the way the New Hampshire State Library uses LSTA funds and the importance of those investments. Eighty-two (82.2) percent said using LSTA funds to pay the “platform fees” associated with the Downloadable Books program was “very important” to their library. Seventy-nine (79.7) percent said supporting the Technology Resources Coordinator’s position at the State Library was “very important.” Fifty-nine (59.0) percent said the MakerPlay Lending Library was either “very important” or “important.” Sixty-nine (69.6) percent indicated using LSTA funds to support the Digital Archive of State Publications was either “important” or “very important” to the State of New Hampshire.

Question 38 asked those who had rated any of the technology investments outlined in previous questions as “very unimportant” or “unimportant” to indicate why they gave those items a low rating. Sixteen respondents provided an answer to this question. Nine of the responses dealt with MakerPlay. “MakerPlay Lending Library does not work for us.” A large library respondent said her library did not participate in the program because they could purchase items, she thought it was a program for smaller libraries. Another responded that “MakerPlay program mostly benefits larger libraries who have the staff to support a new initiative like that.” Five participants made positive comments about downloadable books. “I would be lost without it!” “My patrons have become quite dependent on the Downloadable Book Consortium and the usage continues to grow.” *(Please see the survey compilation for the complete answers given to this question.)*

Thirty-one participants responded to the open-ended question asking for additional feedback on the investments being made in technology on behalf of libraries. Positive comments generally cited appreciation for the Technology Resources Coordinator. “Bobbi Slossar is an absolute GODSEND to this state’s libraries. I believe her presence in Concord has made the single greatest and widest impact than any other over my 20 years working as a librarian in this state. I am proud to boast that our state has a professional librarian-force that is forward-thinking, innovative, and comfortable with technology and this is squarely thanks to Bobbi.”

“Extremely grateful for this investment in technology and tech instruction from the state library. Where else could I get it but at the state library. Vitaly important to those of us in small libraries.” Downloadable books also received positive comments. MakerPlay got both positive and negative comments. *(Please see the survey compilation for the complete answers given to this question.)*

Question 40 asked for an assessment of the importance of the assistance of the Youth Services Coordinator to the respondent’s library. Eighty-one (81.4) percent said that assistance was either “very important” or “important.”

Questions 41 asked for an assessment of the importance of continuing education and staff development activities designed to improve library services to children and young adults. Eighty-four (84.5) percent cited either “very important” or “important.” The children’s book display and review services were assessed as “very important” or “important” by sixty-two (62.8) percent of the respondents to this question; twenty (20.9) percent said it was “neither unimportant” nor “important.”

Seventy-two (72.6) percent said seed money for the Kids, Books, and the Arts program was “very important” or “important.” Seventy-nine (79.1) percent said the resources found and shared on the NHSL website by the Youth Services Coordinator was either “very important” or “important.” Eleven participants chose to respond to the request for reasons for any ratings of “very unimportant” or “unimportant” given for the various services to children’s librarians. Of the eleven responses only five were actually from participants who had given an “unimportant” or “very unimportant” rating. One said it was impossible for staff to take advantage of the service due to the travel required. Four said they didn’t participate in the Kids, Books, and the Arts program. *(Please see the survey compilation for the complete answers given to this question.)*

Twenty-one participants in the survey chose to provide additional comments regarding the New Hampshire State Library services to children’s librarians. Eight of the responses were positive comments about the Youth Services Coordinator and her work. “The work of the Youth Services Coordinator is invaluable to small and medium sized libraries.” “Great resource with regards to the summer reading program.” “Great service run by a wonderful and extremely competent librarian. Thank you.” “The KBA grants are terrific. They allow us to bring in high quality performers for our summer reading program which we couldn’t otherwise afford.” On the less positive side, one person commented that “not all libraries have the staff or money to attend the book review sessions. I would like to see a better and more fair system to hand out the books to each library.” *(Please see the survey compilation for the complete answers given to this question.)*

The final question provided an opportunity for any respondent from a library other than a public library. Both lauded the services of the State Library. “...we very much appreciate and use the Job Line and NHAIS-L...material we lend/borrow may travel on the NH State Library van,

so thank you very much for that as well!" "The services provided by the State Library are essential to our school library program...."