

Library of Virginia

Library Services and Technology Act (LSTA)

Grants to States Implementation Evaluation

FFY 2013 – FFY 2017

Evaluators:

Martha A. Kyrillidou, Ph.D.

William Wilson, M.L.S.

Sara Laughlin

Amy Forrester



QUALITYMETRICS

Helping libraries achieve success

www.qualitymetricsllc.com

March 24, 2017

Commissioned by

Sandra Treadway, Librarian of Virginia



Table of Contents

| | |
|---|----|
| Evaluation Summary | 3 |
| Evaluation Report | 8 |
| A. Retrospective Questions..... | 8 |
| B. Process Questions..... | 32 |
| C. Methodology Questions | 33 |
| Appendix A: List of Acronyms | 35 |
| Appendix B: List of people interviewed | 36 |
| Appendix C: Bibliography of all documents reviewed | 40 |
| Appendix D: Survey Instrument..... | 41 |
| Appendix E: Summary of Survey Results | 53 |
| Appendix G: LSTA Funding Allotments 2013-2015 Mapped to Goals | 60 |

Evaluation Summary

State context. A growing population, above-average educational achievement, and slowly-expanding employment in Virginia presented a positive environment for those working in local libraries and those making state-level policy and funding decisions.

The population of Virginia increased 5.1% from 2010 to 2016, according to US Census estimates, compared with a national increase over the same period of 4.1%. Virginia had a slightly lower percentage of residents 65 or older (14.2%) than the US as a whole (14.9%), and lower percentages of children under 5 (6.1% compared with 6.2%) and children under 18 (22.3% compared with 22.9%). Residents in the prime earning years between 19 and 64 made up the remaining 63.5% in Virginia, slightly higher than the US total of 62.2%. Virginia was more diverse than the US overall, with 70.2% white, compared with 77.1% in the US, higher proportions of African American (19.7% compared with 13.3%) and Asian residents (6.5% compared with 5.6%), and lower numbers of Hispanic residents (9.0% compared with 17.6%). The 7.7% proportion of individuals under age 65 with disabilities in Virginia was lower than the 8.6% national rate.

Virginia's total employment increased 0.9%, while the country as a whole saw a 2.4% increase. Sixty-six percent of Virginians owned their homes, with a median value of \$245,000, compared with 63.9% of American homeowners, whose homes had a median value of \$178,600.

Virginia excelled in educational achievement, with 88.3% of residents who are high school graduates, compared with the US 86.7%, and 36.3% college graduate number significantly higher than the 29.8% national figure.

The median household income in Virginia was \$65,015, compared with the US median of \$53,889; per capita income in the past 12 months was \$34,152 compared with \$29,930 nationally. Eleven percent of Virginians lived in poverty, compared with 13.5% in the US. Virginia had population density of 202.6, more than twice the national average of 87.4.

Library environment. Virginia's high levels of education and income, as well as its diversity and employment trends presented a mostly-rosy picture for those working in local libraries and those making state-level policy and funding decisions. However, the Library of Virginia's LSTA Five Year Plan 2012 to 2017 cautioned educational access and achievement would not be evenly spread across the state, according to a 2014 census brief which noted: "By 2018, 40% of Virginia public school enrollment will be in Northern Virginia, compared to 30% in 2000. (http://www.coopercenter.org/sites/default/files/publications/VASchoolEnrollmentTrends_CensusBrief_UVACooperCenter_Nov2014.pdf). Overall, in the rest of Virginia, public school enrollment will decline, with the largest decreases outside of Virginia's Urban Crescent due to low birth rates and few families moving to these areas... School boards and division leaders may need to consider eliminating selected programs and extracurricular activities, or closing or merging schools. Each program or sport eliminated risks creating a gap in educational quality between population- and resource-rich urban schools and those in rural communities..." According to After School Alliance's 2009 report "America After 3 PM" (http://www.afterschoolalliance.org/AA3_Full_Report.pdf), 24% of Virginia's K-12 youth are responsible for taking care of themselves after school. These children spend an average of nine hours per week unsupervised after school. 'Parents of non-participants [in after school activities] believe that their children would benefit most from after-school programs in the following ways: by having fun, receiving academic enrichment, improving social skills and workforce skills, and staying safe and out of trouble.'"

Centralized structure, continuation of programs, with some exciting changes. In Virginia, public libraries and their users were the primary recipients of LSTA-funded services. The Library of Virginia continued a traditional model of centralized services, expending all LSTA funds directly to provide services to general library users statewide, with an emphasis on early literacy, educational support, digitization, and development of public library trustees, directors, and employees.

LSTA funding leveraged more than \$15,000,000 in state aid to public libraries, as well as many hours of Library of Virginia and local library staff time, energy, and resources, but annual State Program Reports documented no local matching or other funding.

Participants in focus groups and individual interviews praised LVA's leadership and complimented individual staff for their commitment to expanding access for all. They said they depended on the Library to make them aware of changes and to support their individual and organizational efforts to make the changes necessary to thrive in the

21st century.

Outcomes. Virginia's LSTA Five-Year Plan 2012 to 2017 included four goals, each of which included objectives, activities, and detailed tasks. By the end of 2015, most activities had been completed or were well underway (Table 1). While some activities have been evaluated, especially individual workshops and courses, the State Program Reports mostly lacked evidence of impact. Notable for absence of useful output or outcome data were several large, statewide projects, including Find It Virginia, which accounted for 40.8% of total LSTA expenditures during the period, Information Technology Support, which made up 14.6% of expenditures, and Evergreen Virginia, accounting for 4.5%. None of the digitization projects, e.g., Virginia Newspaper Project (4.9%), Governor's Electronic Records Project (3.1%), Crowd Sourcing User Engagement (3.0%), or Commission Papers (0.9%), report usage data or evidence of outcomes (i.e., changes in users' attitude, knowledge, skill, behavior, or condition).

| | | |
|--------|--|---------------------------|
| GOAL 1 | Foster the development of the evolving neighborhood/community library as a center for lifelong learning and civic engagement. | <i>Achieved</i> |
| GOAL 2 | Facilitate access to information and the discovery of knowledge and cultural heritage. | <i>Partially Achieved</i> |
| GOAL 3 | Support the training and development of proactive library leadership and skilled staff to meet the rapidly changing environment. | <i>Achieved</i> |
| GOAL 4 | Foster innovation to improve libraries through trend watching, pilot projects, research and evaluation, and promising practices. | <i>Achieved</i> |

GOAL 1: NEIGHBORHOOD/COMMUNITY LIBRARIES AS CENTERS FOR LIFELONG LEARNING AND CIVIC ENGAGEMENT

LSTA projects addressing this goal accounted for \$1,333,672, 12.1% total LSTA expenditures.

Objective 1: Children enter school ready to read. LVA's early literacy initiatives incorporated technology to create statewide impact. Family literacy websites and Tumblebooks Library were available to every family in the state. LVA also used LSTA funding to provide iPad Air tablets, loaded with carefully selected early literacy apps, to public libraries and to create Early Literacy Activity Centers to circulate among libraries. During the period, the LVA adapted its role in supporting a winter reading program from creating artwork and activity manuals for libraries to supporting an online site, available to parents.

Objective 2: Support learning for children and teens in school and out of school. During the three-year evaluation period, LVA changed its focus of support from library-based summer reading program to community-based summer learning, aligning with best practices in early literacy and summer learning. LVA partnered with the Summer Food Program, and conducted a longitudinal study of the impact of summer reading. LVA designed deep professional learning, with content experts, well-designed sessions, job embedded assignments, peer support and coaching, and institutional support, supported these efforts, along with partnerships with other state libraries, state agencies, national and international experts for research-based content and quality professional development design. LVA focused on STEM learning as a way of introducing technology and hands-on informal learning. LVA began to follow data-driven practice, with carefully monitored pilot projects to test and adapt programs, and evaluation of training. The next challenge will be assessing longer-term impact on employees, on libraries as institutions, on users, and on communities.

GOAL 2: ACCESS TO INFORMATION AND DISCOVERY OF KNOWLEDGE AND CULTURAL HERITAGE

Projects funded under this goal accounted for \$8,617,108, 77.9% of total LSTA expenditures.

Objective 1: Virginians discover full-range of library services through web and mobile technology. During the three-year period of this evaluation, LVA carried out a number of activities to improve access, including hosting a quarter of Virginia's public library websites, and increasing the number of libraries participating in Evergreen Virginia shared ILS.

Objective 2: Access to e-books, newspaper and magazine articles, peer-reviewed journals and other electronic published content. LVA added ebook content, developed a mobile app for Find It Virginia, and engaged in some promotional activities through libraries, but did not engage the library community in ongoing dialogue, as recommended in the needs assessment for the 2012-2017 plan, nor carry out the annual evaluation listed in the plan itself.

Objective 3: Broader, more open sharing of digital cultural heritage materials, engagement with users. LVA's Crowd Sourcing User Engagement was a ground-breaking approach, engaging users in transcribing from digital documents. During Community Based Digital Project visits, LVA staff discovered 36 public libraries had adequate and unique holdings of yearbooks from Virginia localities and a strong desire to make the content available digitally through the Mass Digitization Project, but many lacked intellectual control of their local history collections and needed training and support in basic description and management support prior to creating digital collections. The Document Bank of Virginia, completed in 2015, contains in one place some of the most important documents in the history of Virginia from the library's vast collection, organized by historic era, theme, and Virginia Standards of Learning, and are keyword searchable. A somewhat unexpectedly high-profile project was the Governor's Electronic Records Project, which made available Governor Tim Kaine's email correspondence, just at the time he was chosen as the Democratic Vice Presidential candidate. LVA used open source software in the Transcribe and Evergreen projects. Virginia unquestionably has historical documents valuable to the entire country, making digitization a high priority, but evaluators would have liked more evidence of use or impact. A series of programs, including book talks, tours, panel discussions, and off-site presentations introduced genealogists, scholars, public historians, and students to Virginia's history through digital primary sources.

GOAL 3: TRAINING AND DEVELOPMENT OF PROACTIVE LIBRARY LEADERSHIP AND SKILLED STAFF

Projects funded under this goal totaled \$733,833, 6.6% of total LSTA expenditures

Objective 1: Comprehensive online training for trustees. The 21st Century Work Skills project included in-person consultations with trustees as well as online training (the training site was offline in February 2017 when this evaluator searched).

Objective 2: Training to prepare library staff with 21st century skills. The 21st Century Work Skills and Children and Youth Services projects included traditional in-person workshops, including regional workshops, and online courses, as well as some more powerful learning strategies involving coaching, multiple-session courses, and peer support. The Technology Petting Zoos project used a train-the-trainer method to support these traveling collections to introduce new devices to library staff and community groups.

GOAL 4: INNOVATION THROUGH TREND WATCHING, PILOT PROJECTS, RESEARCH AND EVALUATION, PROMISING PRACTICES

Projects funded in support of this goal totaled \$79,065, 0.7% of total LSTA expenditure.

Objective 1: Develop pilot project to encourage community engagement. Two projects funded under GOAL 2 addressed this objective - Crowd Sourcing User Engagement and Community Based Digital Project.

Objective 2: Develop tools to evaluate library programs and services. Performance on this objective was mixed. Project receiving the most LSTA funding – Find It Virginia and Information Technology Support – presented little output data and no evidence of outcomes. The aggregated page view data from Find It Virginia reported in the SPRs made it impossible to assess who was using which databases, whether usability was satisfactory, and whether information discovered was useful to those using it. Information Technology Support project reported neither output nor outcome data. In general, digitization projects also reported no or very general output data and no outcomes. On the other hand, many professional development activities included end-of-session surveys using questions from IMLS and some reported authentic products resulting from the learning. Still missing from this

evaluation design is evidence of change of behavior or condition, usually the result implementation over weeks or months. In addition, LVA should consider assessing institutional and community, as well as individual, impacts. The most exciting assessment results were those in the Early Literacy project, where LVA worked with content experts to design staff development based on research and best practices in summer learning, with job-embedded assignments, peer support and coaching, then gathered data, analyzed it, and published the results, then took action to change the way it supported local libraries.

Evaluation Methodology

The evaluation conducted by QualityMetrics, Inc. was designed to provide a balance of quantitative performance data and qualitative assessment by administrators and primary beneficiaries (libraries) of LSTA funding. Evaluators utilized four methods –review of financial and planning documents, interviews with Library of Virginia leaders, an online survey, and two virtual focus groups. In a few instances, evaluators sought additional information after the initial review, in order to clarify and deepen their understanding.

Document review. Evaluators collected and reviewed documents that described and summarized the performance of LSTA-funded programs during Federal Fiscal Years (FFY) 2013, 2014, and 2015. They scanned FFY 2012 documents, looking for any shifts in emphasis or dramatic growth or decline in usage. Documents reviewed included “LSTA Five Year Plan 2012 to 2017” and State Program Reports (SPR) for FFY 2013, 2014, and 2015. See the bibliography of additional documents reviewed in Appendix C.

State Library leader interviews. Evaluators conducted interviews on November 18, 2016, with State Librarian Sandra Treadway and six key staff members and incorporated highlights from the notes that suggested major emphases and challenges of library development in Virginia in the report. See the list of individuals interviewed in Appendix B and the interview guide in Appendix D.

Online survey. One hundred fifty-seven participants from public libraries in Virginia responded to the survey. Among respondents, 32.7% serve rural areas, 19.9% a mix of rural and suburban, 14.7% suburban, 11.1% a mix of suburban and urban, and 5.8% urban. Positions held included 39.1% directors, 20.5% managers, 13.5% children’s/youth services, and 7.7% adult reference/information services. Almost one-fourth (23.6%) of respondents’ libraries served fewer than 25,000 residents; 51.9% served communities with populations of 25,000 to 249,999; 20.6% served 250,000 or more, and 3.8% did not know population served. One-third (35.3%) of respondents worked in libraries with fewer than 10 full-time equivalent (FTE) employees; 53.8% in libraries with 10 to 99 FTE employees, 9.0% in libraries with 100 or more employees. See the survey report in Appendix D.

Focus groups. Evaluators conducted virtual focus groups with library staff who had participated in 21st Century Work Skills sessions on January 31, 2017; with librarians knowledgeable about Find It Virginia on February 9, 2017; with library staff who had participated in summer reading/early literacy initiatives on February 13, 2017; with those attending genealogy education sessions on February 14; representatives of libraries participating in the yearbook digitization project on February 14. They applied content analysis techniques to find major points of agreement and satisfaction, and incorporated summaries of those statements with individual examples in the report. See the list of focus group participants in Appendix B, the focus group guide in Appendix D, and the summary of coding in Appendix E.

Interviews. Evaluators conducted a number of phone interviews between February 6 and 28, 2017, with individuals knowledgeable about LSTA initiatives, including early literacy, Evergreen Virginia, Governor’s electronic records project, Lifelong learning projects, and the Virginia newspaper project. For the list of interviewees, see Appendix B. For the discussion guide, see Appendix D.

Conclusions/Recommendations

1. Continue powerful research partnerships. The exploration of technology for managing electronic records and crowd-sourcing of transcription promise to create efficiencies for staff and shorten the time from acquisition to access by a broad public. LVA leads the country in changing the paradigm from library-based summer reading to community-based summer learning. Each of these “evidence-based” initiatives provides a powerful opportunity for libraries to demonstrate their value to local funders, policy makers, and community opinion leaders. LVA and its partners should continue to conduct research and use the results to improve operations and to engage in a coordinated messaging campaign.
2. The crowd-sourcing approach and significant outreach and partnerships have been successful, and efforts should continue in improving communication about important Virginia heritage activities – digitization, transcription, events, etc. – to spread awareness and use beyond Richmond metro area. By all accounts, these activities are valuable and unique in the state and the nation, but they are not as well known or utilized as they might be. Particularly in the case of public programming held at the Library, LVA should explore ways to make it accessible across the state.
3. Evergreen Virginia offers several opportunities for the Commonwealth. First, it provides a supported state-of-the-art ILS for smaller libraries at a cost savings to them. Second, it offers opportunities for staff in these small libraries to update skills and remain current. Third, it allows patrons to discover a much larger universe of content. Resource sharing opportunities, not yet in place in Virginia, have been successful in Evergreen consortia in other states, and would allow patrons to access materials visible to them on the catalog. Over the longer term, a common policy environment and a single library card, at least among consortium libraries, would eliminate another barrier to access for patrons. LVA should continue to support Evergreen, encourage libraries to participate, and coordinate regular communications among members for the purpose of learning, policy development, and planning.
4. Find It Virginia, especially the e-book and e-magazine content, is highly valued by local libraries. Less clear is how many patrons use the databases, how they use them, and to what extent they are satisfied with access, ease of use, and quality of content. Because this is the largest expenditure of LSTA funds and the online information environment is rapidly changing, LVA should take a research approach to assessing these issues, as librarians in focus group and survey suggested.
5. With LVA staffing reductions, consider whether continued centralized implementation of LSTA activities or funding of some innovative projects to be implemented by libraries is the better approach to stimulate innovation.
6. LVA has done a superb job of collecting data and reporting short-term outcomes from LSTA-funded learning activities. Less clear is whether the Library has used the data to make improvements. In addition, other activities which received substantial LSTA funding reported no outcomes, and in some cases, no outputs. LVA should focus on devising methods to capture significant outputs and outcomes in these areas, regularly reviewing outcome data to make improvements, and devising ways to extend outcomes assessment to capture longer-term changes in individual users, organizations, and communities.

Evaluation Report

A. Retrospective Questions

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

| GOAL | Description | Status |
|--------|--|---------------------------|
| GOAL 1 | Foster the development of the evolving neighborhood/community library as a center for lifelong learning and civic engagement. | Achieved |
| GOAL 2 | Facilitate access to information and the discovery of knowledge and cultural heritage. | Partially Achieved |
| GOAL 3 | Support the training and development of proactive library leadership and skilled staff to meet the rapidly changing environment. | Achieved |
| GOAL 4 | Foster innovation to improve libraries through trend watching, pilot projects, research and evaluation, and promising practices. | Achieved |

GOAL 1: Foster the development of the evolving neighborhood/community library as a center for lifelong learning and civic engagement.

Administration

Expenditures. From FFY 2013 through 2015, LSTA Administration accounted for 2.7% of Virginia’s LSTA expenditures (Table 2).

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$85,989 |
| FFY 2014 | \$106,164 |
| FFY 2015 | \$109,482 |

Activities. The Library of Virginia carried out accounting activities to meet State and Federal requirements for LSTA funding.

Early Literacy

Intent. 5.3 Human services: ...apply information that furthers parenting and family skills

Expenditures. From FFY 2013 through 2015, the Early Literacy project accounted for \$594,243, 2.7% of Virginia’s LSTA expenditures (Table 3).

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$165,897 |
| FFY 2014 | \$286,246 |
| FFY 2015 | \$142,100 |

Activities. LVA partnered with state agencies to provide family literacy websites, Early Literacy Activity Centers, Tumblebooks electronic children's books, and a winter reading program.

- **Family literacy websites.** In 2013, LVA obtained permission from the South Carolina State Library to modify its website to create DaybyDayVA.org (<http://daybydayva.org>) and worked with a translation service to create a culturally-correct Spanish version (<http://sp.daybydayva.org>). The Library promoted the English and Spanish sites, fixed broken links, and moved the site to its server. In 2014, the DaybyDayVA website was completed.
- **School readiness and technology.** In 2014, to model best practices for 21st century learning, LVA provided iPad Air tablets, loaded with carefully selected apps, to public libraries to be used for programs. In 2015, LVA placed iPads in 54 public library systems, added iPads to each of seven new Science Resource Hubs and filled requests from 10 libraries for multiple iPads to use for programs. LVA worked with partners to shift this program to include more online content.
- **Early Literacy Activity Centers.** The Library placed themed collections of educational materials selected to encourage literacy in public libraries. Participating libraries exchanged centers twice a year.
- **Tumblebooks Library.** In 2013, LVA purchased a subscription to this web collection including animated picture books and games, and chapter books, graphic novels, and nonfiction books for older children. In 2014, LVA directed libraries and patrons to use the link in the Find It Virginia website to access Tumblebooks. LVA

- added more graphic novels, and nonfiction and fiction books with a subscription to Tumblebooks for Teens.
- Winter reading program. LVA offered a winter reading program for young children - preschool to first grade.

Outputs. Early Literacy project outputs are summarized in Table 4. Tumblebooks outputs and outcomes are reported in the Find It Virginia project.

| | FFY 2013 | FFY 2014 | | FFY 2015 | |
|--|----------|----------|----------|----------|----------|
| | Usage | Usage | % Change | Usage | % Change |
| Items digitized-early literacy website | 365 | 365 | 0% | 365 | 0% |
| Early Literacy Activity Centers | 108 | 108 | 0% | 121 | 12.0% |
| Winter reading libraries | 50 | 66 | 32.0% | 58 | (12.1%) |
| Winter reading participants | 15,321 | 16,762 | 8.6% | 16,693 | 0.4% |
| Winter reading program Books read | 136,822 | 128,058 | (6.4%) | 166,013 | 29.6% |
| iPad Air tablets distributed to PLs | | 227 | | 274 | 20.7% |

Outcomes. The February 2017 online survey combined winter and summer reading program assessment in a single question. See the “Outcomes” section of the In School and Out of School project for results.

Staff surveys from two activities confirm satisfaction:

- Early literacy activity centers. In a 2015 survey of library staff (n=39), 84.6% agreed or strongly agreed they were satisfied with the extent to which the centers were meeting libraries’ needs, and 94.6% agreed or strongly agreed applying the resource will help improve library services to the public.
- School readiness and technology. In a 2015 survey of library staff (n=140), 93.6% agreed or strongly agreed the iPads were meeting libraries’ needs, and 91.4% agreed or strongly agreed they improved library services.

Several quotes from Virginia public libraries were published in the book, *The Power of Play: Designing Early Learning Spaces*, by Dorothy Stoltz, Marisa Conner, and James Bradberry. LVA shared computer code with the New York State Library for DaybyDayNY: <http://daybydayny.org/>

In School and Out of School

Intent. 1.2 Lifelong learning: Improve users’ general knowledge and skills.

Expenditures. From FFY 2013 through 2015, the In School and Out of School project accounted for \$739,429, 6.7% of Virginia LSTA expenditures (Table 5).

| | |
|----------|-----------|
| FFY 2013 | \$183,000 |
| FFY 2014 | \$308,560 |
| FFY 2015 | \$247,869 |

Activities. LVA partnered with state agencies and nonprofits in activities to promote reading and literacy among school-aged children and youth:

- Summer Food Program was a governor’s project for the Commonwealth of Virginia: <http://readvirginia.org/summerfoodprogram.htm>. In FFY 2013, the Library of Virginia partnered with USDA, Virginia Department of Health, and No Kid Hungry to help children and teens during summer 2014. Six library systems served as summer food sites or collaborated with another local agency to co-host a summer food site. In FFY 2014 LVA contracted with SoHO Center to provide books to libraries participating in the summer food program and the program expanded to 28 sites. Two additional library systems supported healthy eating during the summer. LVA created a brochure for Virginia public libraries, “To Be Well Read. . . Must be Well Fed,” based on a Hunger Solutions New York brochure. LVA worked with iREAD to include the summer food program in the 2015 summer reading program manual. iREAD created promotional materials for the summer food program in collaboration with No Kid Hungry. Using the report “*Food Deserts in Virginia: Recommendations from the Food Desert Task Force*” (<http://www.agriculture.vsu.edu/files/docs/vce.pdf>), LVA identified areas of food insecurity and cross matched the areas with public library service areas, then confirmed with the Virginia No Kid Hungry office and Virginia Department of Health those libraries which would qualify as sites according to the USDA Summer Food Program. The Librarian of Virginia invited libraries which participated in 2015 and others identified that might serve as new sites. Virginia No Kid Hungry hosted a webinar in March 2016 and featured speakers from three participating libraries. Sixty-two

participating libraries received food magnets, healthy meals baskets, and movement activity mats from LVA and books from the SoHo Center. Library staff made presentations at the National and Virginia No Kid Hungry events and webinars

- STEM learning. In 2014 the Library of Virginia partnered with the Science Museum of Virginia to provide training to library staff on incorporating Science, Technology, Engineering and Math (STEM) resources and activities in library programs (<http://vpl.virginia.gov/youth-services/stem-resource-hubs/>). The partners created 1,600 science learning kits for libraries in rural communities, which libraries distributed to school age children.

IN FFY 2014, Sarah Waldrop (Science Museum of Virginia) and Enid Costley (LVA) were invited to attend the first Public Libraries and STEM conference to present on the Science Bag project with public libraries. Using research and best practices presented at this conference, the Library of Virginia partnered with Virginia Department of Conservation and Recreation and Science Museum of Virginia to create **nature-themed backpacks** designed to help families and youth groups explore nature and learn science concepts while visiting a Virginia state park. The backpacks included a free Virginia state park pass. In 2015, backpacks were assembled by volunteers and placed in 135 public libraries, to be checked out for two week periods using a public library card. The Department of Conservation and Recreation served as the lead agency in promoting the Nature Backpacks; public libraries also promoted the program in their communities.

In 2014, the Science Museum of Virginia created **science resource hubs** for six public libraries to support STEM activities and loan to other area libraries. The Museum presented STEM workshops for schools and community organizations focused on using the resources in the science hubs. The Museum used other grant funds to equip three additional libraries with science resource hubs, training, and additional support for STEM related activities. Based on the success of the first nine libraries, six additional science hubs were placed in public libraries. In FFY 2015, 12 additional science hubs were placed in public libraries. The Science Museum of Virginia partnered with LVA to host seven STEM workshops around Virginia on how to use the new resources. Participants in the workshop received the National Science Teachers Association series "Picture Perfect Science Lessons" and a set of related picture books which support STEM activities.

- Summer reading study. In FFY 2013, The Library of Virginia used artwork and materials created by iREAD to support summer reading programs in public libraries and provided an online system to track reading for library reading programs. To measure the impact of summer reading programs, the Library of Virginia contracted with McREL to conduct a study with 46 public library systems (180 individual libraries), large and small, rural and urban, city and county. The first phase of the study focused on whether the children and teens were reading on grade level. The second phase included site visits to four public libraries to interview community members and Library staff. In the third phase, researchers used data from the Virginia Department of Education to compare reading scores of 4,598 children and teens who participated in the summer reading program with those who did not. The report confirmed students who attended the 2013 Summer Reading Program offered by Virginia's library systems performed better academically and experienced greater gains in their academic performance than their non-participating peers. The final report focused on long-term impact of participation in summer reading programs on children's and teens' reading outcomes. This study involved a quasi-experimental design with matched comparisons with 4,199 students who were entering fourth, fifth, and sixth grades across 46 library systems in Virginia. Findings revealed that participation in summer reading programs may have a positive effect on student achievement outcomes by preventing learning loss even two years after participation. Thirty-five percent of the 2013 Summer Reading Program participants and 5% of the comparison group also participated in the 2014 Summer Reading Program. Repeat participants benefited the most from their participation in the 2013 and 2014 Summer Reading Programs, followed by those who only participated in the 2013 program. The study also concluded that summer library reading programs may serve as an alternative avenue to close achievement gaps between minority groups and nonminority peers. In 2015, LVA created an infographic of the study (http://www.lva.virginia.gov/lib-edu/LDND/srp-impact/srp_infographic.pdf) and presented results at the LVA Fall 2016 Youth Services Workshop.
- Summer reading program. In 2014, LVA worked with the California Library Association to develop and improve an open source software for summer and winter reading programs, taking inspiration from the Cities of Learning to redesign the summer reading program into a summer learning program with a high level of community involvement. BookPoints software included gaming elements and badges to recognize learning and allowed for a community-wide approach. It included pre- and post-tests for third grade students and fifth grade students, to assess the impact of summer reading. The Virginia Department of Education provided comprehension passages and questions for the internal evaluation tool. LVA worked with six public libraries to test and further develop the software. In preparation for the new approach LVA provided the summer planning guide by the National Summer of Learning Association "Summer Planning Begins in September" to the public libraries. During the transition from one online system to another it maintained the subscription to Evanced Summer Reader and provided a summer reading manual, clip art, posters, bookmarks, and certificates.

Outputs. Outputs from In School and Out of School activities are summarized in Table 6.

| | FFY 2013 | | FFY 2014 | | FFY 2015 | |
|---------------------------|----------|-------|----------|-------|----------|--|
| | Usage | Usage | % Change | Usage | % Change | |
| Summer Food Library Sites | 8 | 28 | 250.0% | 62 | 121.4% | |
| Summer Food site books | | 3,136 | | 6,000 | 91.3% | |
| Science Hub libraries | 9 | 6 | (33.3%) | 12 | 100.0% | |
| Nature backpack libraries | | | | 135 | | |
| Nature backpacks | | | | 540 | | |
| STEM workshops | | 5 | | 7 | 28.6% | |
| STEM workshop attendees | | 144 | | 118 | (18.1%) | |
| Stem Backpacks | 1600 | | | | | |

Outcomes. In the February 2017 online survey, 90.3% of respondents reported they were aware of the summer and winter reading program training; 28.9% participated themselves in training, 57.9% reported other staff participated, and 75.0% felt training met their learning needs.

In a 2014 survey of nine libraries that received Science Resource Hubs, all were satisfied/very satisfied with the resources in the Science Resource Hubs and felt they improved library services. One of the libraries wrote: "The resources have provided staff with the ability to think beyond their normal programming. The books in particular have been of great interest, allowing staff to really consider other types of programs. The rocket launcher has generated a lot of excitement."

In 2015, after a review of the Nature Backpack project evaluation, participating agencies signed a Memorandum of Understanding to continue and expand on the project in summer 2017 with a survival theme backpack. In a February 2017 interview, Nancy Heltman, Virginia State Parks/Department of Conservation and Recreation, a partner in the project, said, "We love the program." With children were spending less time outdoors in unstructured play and to support parents who also hadn't had these experiences, the objective was to help families better enjoy park visits. The backpacks made suggestions for activities and provided tools. The project relied on checkout data from libraries to estimate use; it was not possible to gather data at gates not always staffed. With funding always tight, the parks particularly valued the partnership with LVA and local libraries.

GOAL 2: Facilitate access to information and the discovery of knowledge and cultural heritage.

Community Based Digital Project

Intent. 3.1 Institutional capacity: Improve library workforce.

Expenditures. In FFY 2014 and 2015, the Community Based Digital Content project accounted for \$32,970, 0.3% of Virginia's LSTA expenditures (Table 7).

| | |
|----------|----------|
| FFY 2014 | \$10,471 |
| FFY 2015 | \$22,499 |

Activities. In 2014, a team of Library of Virginia staff traveled to public libraries to deliver scanners and peripheral equipment, provide training on using the equipment and guidance on organizing materials to be digitized and file-naming conventions, and to conduct an assessment of items to determine usefulness for scanning. The team also found a significant amount of scanned digital content of high school yearbooks. They determined the best way to make this material available was to leverage the Library's participation in the Mass Digitization Project, managed by Lyris. The team turned its efforts to gauging interest in the project with Virginia public libraries and compiling holdings. They discovered 36 public libraries had adequate and unique holdings of yearbooks from Virginia localities and a strong desire to make the content available digitally through the Mass Digitization Project. Many lacked intellectual control of the collections and needed training and support in basic description and management. Culpeper County Public Library worked with the African American Historical Society to inventory and prepare metadata for yearbooks. In 2015, LVA worked with 15 pilot libraries to prepare for digitization of

yearbooks through the Lyrasis Mass Digitization project, refined the process for making digital content publicly available, and began developing a state-wide portal to access local historical materials and to train public library staff to manage digital content. In 2015, LVA worked with 15 pilot libraries to prepare for digitization of yearbooks through the Lyrasis Mass Digitization project, refined the process for making digital content publicly available, and began developing a state-wide portal to access local historical materials and to train public library staff to manage digital content.

Outputs. In 2014, the Community Based Digital Project digitized 6,000 items and created three metadata plans. In 2015, it completed digitization for 945 items and 16 metadata plans.

Outcomes. Comprehensive user outcomes were not reported, but two participating libraries shared anecdotes. In 2014, Botetourt PL wrote:

“The Library of Virginia’s Mobile Scanning Project offered us the opportunity to preserve many documents about the black history of Botetourt County. They provide a unique record of Botetourt County history and we had been wanting to preserve them for years. This project inspired us to start our own digital preservation project with equipment funded by the Friends of the Library.”

In 2015, Pulaski County Public Library shared:

“...the yearbook archive has been very popular. We had a front-page article in the local paper... and there have been 2,476 hits to the page. I am doing a program on it this afternoon, so hopefully more people will feel comfortable using it. Thank you so much for making this happen.”

In the February 2017 survey, 64.3% of respondents were aware of the project; 14.5% have used it frequently or regularly and 36.4% occasionally or rarely.

Three representatives of participating libraries attended an online focus group on February 14, 2017. They reported the availability of high school yearbooks online had created benefits for genealogists, high school reunion and other event planners, and for local history, especially African American history for which there were few other local resources. In Newport News, with a large number of military families, many of those who attended high school no longer lived in the area, so having access to yearbooks online was very useful.

Benefits for genealogists, high school reunion and other event planners, and for local history, especially African American history for which there were few other local resources. In Newport News, with a large number of military families, many of those who attended high school no longer lived in the area, so having access to yearbooks online was very useful.

Crowd Sourcing User Engagement

Intent. 3.1 Institutional capacity: Improve library workforce.

Expenditures. From FFY 2013 through 2015, the Crowd Sourcing User Engagement project accounted for \$333,069, 3.0% of Virginia’s LSTA expenditures (Table 8).

| | |
|----------|-----------|
| FFY 2013 | \$65,658 |
| FFY 2014 | \$127,160 |
| FFY 2015 | \$140,251 |

Activities. LVA engaged in four areas of action over the three-year period:

- **Transcribe.** In 2013, LVA developed and launched Making History: Transcribe, its first effort at crowd sourcing for transcription (<http://virginiamemory.com/transcribe/>). The African American Narrative project indexed and digitized materials related to the African American experience of Virginia’s free and enslaved populations through the Civil War and added content to Transcribe. In FFY2015, the Library of Virginia contracted with Bang the Table to implement EngagementHQ, their platform to support community engagement. LVA staff planned the launch of Making History: Connect in early 2017. Design and development of two engagement projects to support Making History: Transcribe and Virginia Untold: the African American Narrative neared completion, allowing LVA to engage a variety of communities around its collections and services and to give them a space in which they can share experiences, ideas and thoughts with LVA and each other.
- **Transcribe-A-Thons.** In 2014 and 2015, staff worked with external users to organize Transcribe-A-Thons.
- **Presentations.** In 2014, LVA presented at five conferences about developing and managing Transcribe and

- about how to do Transcribe-A-Thons; in 2015, they presented at three conferences.
- **Technical development.** In 2013, the Library used Omeka/Scripto/MediaWiki, initially developed by the University of Iowa, and made some changes to the open source code to meet Virginia’s needs. LVA staff documented workflows and methodologies for long-term management of the tool, as well as movement of transcriptions to the digital asset management system to support discovery and use. In 2014, the Library’s developer worked with Transcribe to develop several enhancements, publicly available for download on the Library’s GitHub site (<https://github.com/LibraryofVA/>). Staff engaged in conversations with Google about implementing Google Search Appliance to provide one interface to search the Transcribe web sites, LVA’s ILS, and digital asset management system. Implementing Google Search Appliance as a new discovery layer was delayed, as staff experienced difficulty integrating it with the complexities of the Library’s ILS.

Outputs. Crowd Sourcing project outputs are summarized in Table 9.

| Table 9: Crowd Sourcing User Engagement Outputs | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FFY 2013 | FFY 2014 | | FFY 2015 | |
| | Usage | Usage | % Change | Usage | % Change |
| Transcriptions added | 750 | 500 | (33.3%) | 1,500 | 200.0% |
| Items digitized | 0 | 10,000 | | 12,000 | 20.0% |
| Transcribe-A-Thons | 0 | 8 | | 16 | 100.0% |
| Transcribe-A-Thon participants | 0 | 170 | | 319 | 87.7% |
| Presentations | 0 | 6 | | 6 | 0% |
| Online users | 1,096 | 8,522 | 677.5% | 11,470 | 34.6% |
| Online sessions | 2,131 | 13,968 | 555.5% | 19,146 | 39.8% |

Outcomes. In the February 2017 survey, 51.3% of respondents were aware of the project; 3.3% have used it frequently or regularly and 39.7% occasionally or rarely.

The LSTA project manager wrote: “We been surprised and delighted by interest in and support of the Transcribe project. Users from a variety of backgrounds and age levels participate out of sheer joy and not due to any specific research goal or agenda. We are also starting to reach out more and more (or are contacted by) educators at the high school and college levels. The success of our Transcribe-A-Thons are especially exciting as we get to witness the transcribers at work and talk to them about their efforts... So many of our users are anonymous to us, and they often come to us (via web sites) and never talk to us about what they’re doing or looking for, whether or not they were successful. We have begun to compile anecdotal evidence with this project proving that we can have more value-added relationships with our users, and they are, in fact, willing and effective partners with us in supporting the historical record.”

In 2014, HandsOn Richmond, volunteer coordinator for monthly Transcribe-A-Thons at the Library of Virginia, shared volunteer feedback:

“As a records manager, this opportunity gave me insight into the historical value of document maintenance. Well organized and will do this again!”

“We thoroughly enjoyed this and are planning to log many more hours. Have also spread the word among the Girl Scout Community and family/friends and MANY have expressed interest.”

In 2015, the project manager reflected:

“We have had several media engagements around Making History: Transcribe that have driven dozens of new volunteers to our site. We sense and experience the interest and dedication and are very excited to move the LVA (and others in cultural heritage institutions) to open their collections and minds to the crowd.”

She wrote about positive results for users and staff and challenging institutional changes:

“Providing these value-added projects to our users requires even more staff effort and dedication. The crowd works faster than we do, and they require continual engagement. The idea that offering digital collections will reduce demands on staff is only true if that’s all you do. It may be a shock to funders that

more people are needed when moving in this direction. Which in turn, is a challenge to the institution.”

Document Bank of Virginia

Intent. 1.1 Lifelong learning: Improve users’ formal education.

Expenditures. In 2015 only, the Document Bank of Virginia project accounted for \$8,396, 0.1% of Virginia’s FFY 2013-2015 LSTA expenditures (Table 10).

| Table 10: Document Bank of Virginia Expenditures | |
|---|---------|
| FFY 2015 | \$8,396 |

Activities. Document Bank of Virginia (DBVa) contains in one place the most important documents in the history of Virginia from LVA’s vast collection (<http://edu.lva.virginia.gov/dbva/>). Maps, wills, patents, audio recordings, video clips, emails, photographs, letters, broadsides, and other primary sources are keyword-searchable and organized by historic era, theme, and Virginia Standards of Learning. Each is available as a PDF to print or project in the classroom. In addition to the image, a transcription is provided if necessary. Two paragraphs of context are provided with each, including definitions of key terms and citations.

Outputs. Education staff delivered instructional programs to 330 teachers, media specialists, and librarians at 11 conferences and professional development days.

Outcomes. In the February 2017 survey, 63.4% of respondents were aware of the project; 13.2% have used it frequently or regularly and 47.1% occasionally or rarely.

Early Virginia Collections

Intent. 2.2 Information access: Improve users’ ability to obtain and/or use information resources.

Expenditures. In 2013 and 2014, the Early Virginia Collections project accounted for \$36,836, 0.3% of Virginia’s LSTA expenditures (Table 11). The project was discontinued after 2014.

| Table 11: Early Virginia Collections Expenditures | |
|--|----------|
| FFY 2013 | \$10,533 |
| FFY 2014 | \$26,303 |

Activities. To fill in gaps in access, LVA undertook four projects in 2013:

- **Patrick Henry Letters Received.** LVA made the letters publicly available, after moving metadata from the Library’s ILS to the DigiTool digital asset management system and attaching digital images.
- **Northern Neck Surveys.** In 2013, LVA digitized microfilm; in 2014, attached the digital images to existing metadata records. Library staff identified correct digital files associated with over 5,000 records documenting some of the earliest land surveys from the Northern Neck area, as part of LVA’s Virginia Land Office Records.
- **Colonial Papers.** In 2013, LVA completed digitization of two linear feet of materials; in 2014, the remaining five linear feet were digitized. Items were added to the Library’s crowdsourcing project, Transcribe, where the public will help make them more accessible and readable through the creation of full-text transcriptions.
- **Virginia State Land Grants.** LVA digitized microfilm of land grants from 1990-present (microfilm to digital) (4 reels). 336 grant images were attached to existing metadata in the Library’s ILS. In 2014, work continued on attaching digital images to existing metadata records.

Outputs. Early Virginia Collections outputs are summarized in Table 12.

| Table 12: Early Virginia Collections Outputs | | |
|---|-----------------|-----------------|
| | FFY 2013 | FFY 2014 |
| Items digitized | 535 | 130 |
| Papers digitized | 2 boxes | 5 boxes |

Intent. 3.2 Institutional capacity: Improve the library’s physical and technological infrastructure.

Expenditures. In 2013 and 2014, the ERate project accounted for \$30,026, 0.3% of Virginia’s LSTA expenditures (Table 13). The project was discontinued after 2014.

| Table 13: ERate Expenditures | |
|-------------------------------------|----------|
| FFY 2013 | \$15,771 |
| FFY 2014 | \$14,255 |

Activities. LVA used LSTA funds in FFY 2013 and 2014 to partially subsidize full ERate support. Public libraries also subsidized the support by contributing a portion of their ERate savings.

Outputs. Ninety-one public libraries received eRate support in FFY 2013 and 2014.

Evergreen Virginia

Intent. 3.2 Institutional capacity: Improve the library's physical and technological infrastructure.

Expenditures. From FFY 2013 through 2015, the Early Virginia Collections project accounted for \$498,184, 4.5% of Virginia's LSTA expenditures (Table 14).

Activities. Evergreen Virginia provided an affordable open source integrated library system (ILS) to libraries. In 2013, LVA cleaned up migration data, deduplicated records in the catalog, moved Evergreen support and hosting from Lyris to Equinox Software, upgraded the Evergreen library catalog system from 2.3.7 to 2.6, offered webinars to Evergreen libraries, and worked with Equinox on estimates to migrate two libraries. Evergreen staff attended the International Evergreen conference and helped coordinate the first annual Southeast Regional Evergreen Conference. In 2014, they hosted a two-day Virginia Evergreen conference. They consulted with a library on how to run queries and reports for overdue letters. In 2015, two new libraries migrated to Evergreen Virginia – Amherst County Public Library and Halifax County-South Boston Library. LVA staff held two-day training sessions at each of the two new libraries, and hosted a webinar for all participating libraries on the serials modules.

Outputs. Outputs from Evergreen Virginia are summarized in Table 15.

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$215,788 |
| FFY 2014 | \$141,475 |
| FFY 2015 | \$140,922 |

| | FFY 2013 | | FFY 2014 | | FFY 2015 | |
|------------------------------|-----------|--|----------|----------|-----------|----------|
| | Usage | | Usage | % Change | Usage | % Change |
| Libraries participating 9/30 | 2 | | 8 | 400% | 10 | 25% |
| Training sessions | 7 | | 12 | 71.4% | 3 | (400%) |
| Training participants | 13 | | 8 | (62.5%) | 19 | 237.5% |
| Total patrons | 130,336 | | 141,811 | 8.8% | 181,195 | 27.7% |
| Total bibliographic records | 442,500 | | 448,426 | 8.9% | 586,867 | 30.8% |
| Total item records | 782,548 | | 794,389 | 1.5% | 1,023,181 | 28.8% |
| Total circulation | 1,728,857 | | 849,462 | (88.8%) | 820,804 | (3.4%) |
| Total holds | 145,203 | | 71,012 | (51.1%) | 63,504 | (11.8%) |

Outcomes. In a February 15, 2017 interview, Gregg Grunow, Portsmouth Public Library, noted his library was the first to join Evergreen Virginia and still the largest in the consortium. Implementation was "bumpy," perhaps because host Lyris didn't provide adequate training and was slow to respond to problems. After LVA switched hosting to Equinox, support improved. He noted the system was "pretty easy to use" and running smoothly now. He added it was "still a work in progress" and felt the impact every time new libraries were added. He and others from the library attended the international conference and state conference, and hope to attend in future. He would like to see bigger systems with professional catalogers join and felt regular consortium-wide meetings would "help everyone be on the same page."

Find It Virginia (FindItVA)

Intent. 2.2 Information access: Improve users' ability to obtain and/or use information resources.

Expenditures. From FFY 2013 through 2015, the Find It Virginia project accounted for \$36,836, 40.8% of Virginia's LSTA expenditures (Table 16).

Activities. Find It Virginia (<http://www.finditva.com/>) provided a core set of electronic content statewide, through subscriptions to Gale databases, ELibrary, Credo Literati, Zinio, FirstSearch, and the FindItVA mobile app, and integrated them

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$1,503,209 |
| FFY 2014 | \$1,303,876 |
| FFY 2015 | \$1,708,397 |

into an easy-to-use interface that worked on all devices. An additional focus of the project was to improve use of the resources by K12 students completing homework. In 2014, LVA promoted the resources through websites, bookmarks, and Google Ad Words and piloted Total BooX. In 2015, LVA provided training to staff from 20 libraries.

Outputs. Outputs from Find It Virginia are summarized in Table 17. Outputs and outcomes for Tumblebooks, funding for which was actually part of the Early Literacy project, are reported here.

| | FFY 2013 | FFY 2014 | | FFY 2015 | |
|---|------------------|------------------|-----------------|-----------------|-----------------|
| | Usage | Usage | % Change | Usage | % Change |
| Articles viewed | 2,876,552 | 1,356,709 | (53.2%) | 1,150,669 | (17.9%) |
| Tumblebooks-children | 4,195,551 | 3,736,009 | (12.3%) | 3,272,607 | (14.2%) |
| Tumblebooks-teens | | 56 | | 11,731 | 2084.8% |
| Ebook/eaudio/emagazines (all but Tumblebooks) | 439,375 | 4,206,167 | 957.3% | 3,745,180 | (12.3%) |
| Homework help sessions | 2,632 | 3,363 | 27.7% | 3,693 | 9.8% |
| Boopsie mobile app | | 355,914 | | 1,195,701 | 236.0% |
| Training sessions | 3 | 4 | 33.3% | 4 | 0% |
| Training participants | 47 | 40 | (17.5%) | 88 | 120.0% |

Outcomes. In the February 2017 online survey of public libraries, respondents indicated their level of satisfaction with seven FindItVA resources (Table 18). Zinio had the highest overall satisfaction rating (80.3%), while Freading garnered the lowest (35.5%). Comments in the survey offer some insight into their choices:

“Zinio provides an excellent selection of popular materials in an attractive package. It is as close to ‘consumer’ friendly as our resources get, with less friction than many other resources.”

“More people use Overdrive over the Freading. Overdrive is much easier to use.”

Not surprisingly, participants were more likely not to be familiar with eLibrary and Freading. Highest levels of dissatisfaction were Freading (19.4%) and Tumblebooks, which also rated second in satisfaction. Comments about Tumblebooks suggest the reasons:

“Parents and teachers have used Tumblebooks both at home and in classrooms to promote literacy skills and foster a love of books. Tumblebooks’ decision to not allow schools to access their site is very disappointing. Economically disadvantaged school districts like ours will not be able to afford Tumblebooks.”

| e-Resource | % Very Satisfied + Satisfied | Neither Dissatisfied nor Satisfied | % Dissatisfied + Very Dissatisfied | Not familiar/ unable to rate |
|-------------------|-------------------------------------|---|---|-------------------------------------|
| Zinio | 80.3% | 10.5% | 3.3% | 5.9% |
| Tumblebooks | 68.8% | 11.7% | 12.3% | 7.1% |
| Gale InfoTrac | 65.8% | 17.4% | 1.9% | 14.8% |
| Credo Reference | 64.9% | 16.2% | 3.8% | 14.9% |
| One Click Digital | 58.2% | 23.5% | 4.6% | 13.7% |
| eLibrary | 52.3% | 18.1% | 4.0% | 25.5% |
| Freading | 35.5% | 23.2% | 19.4% | 21.9% |

Survey respondents were asked to select the two e-resources of greatest importance to their patrons. Zinio received the highest rating (42.4%), followed by Tumblebooks (39.1%) and Gale InfoTrac (33.1%). Credo Reference and One Click Digital each received 30.1%. Most frequently mentioned resources survey respondents would like to add to Find It Virginia were genealogy (17 comments), language-learning (15), streaming video (9), test prep (9), consumer reviews (5), and legal forms (5). Fewer than half of survey respondents (46.1%) agreed their staff had the skills and training needed to use and teach patrons to use e-resources in Find It Virginia; 24.0%

disagreed. Open-ended comments suggest the challenges in training:

"We need help publicizing and educating the public about [e-resources]. Staff training always an issue. Clerks work the front desk and do not have expertise to think about using them."

When staff do attend training, end-of-session surveys are positive. After 2015 FindItVA training, 100% of respondents (29) agreed/strongly agreed they learned something new, were confident in using what they learned, and were likely to apply their learning; 89.7% agreed/strongly agreed applying their learning would improve library service to the public. The survey showed weak agreement (28.1%) that the "Super Search Box" feature of Find It Virginia had made e-resources more accessible; 56.2% had no opinion. The biggest impacts of Find It Virginia e-resources, according to survey respondents were in broadening the range of services/resources patrons can access (59.9%) and improving the quality of service the library provided to patrons (19.7%). When asked for additional feedback, survey respondents' comments centered on four subjects. Nine appreciated the selection of content; five were dissatisfied.

"Appreciate FindItVA – nothing else can take its place!"

"I started working in Virginia libraries about 10 years ago, and the LVA offering have remained largely unchanged. The databases from Gale are among the least used databases in our system from month to month. I can't imagine what inspires the random selection of database topics that are provided."

Nine complained about site architecture:

"Find It Virginia' as a stand-alone service seems like an anachronism. The fewer entry points the better."

"Staff find FindItVA web site difficult to navigate and do not consider it a resource to introduce patrons to."

Six appreciated cost savings for their libraries:

"The e-resources LSTA provides through LVA are not affordable to us as an individual small, rural library. Without these, we'd have nothing."

Three survey respondents were critical of the lack of market research:

"LVA's selection seems to be done in a vacuum with little input from the library in the state they supposedly support and represent with vendors. LVA needs to keep up with the times and track trends behind customer use of public libraries and trends in technology and 21st century skills."

In a February 2017 focus group, participants talked about the importance of Find It Virginia in achieving equity:

"Provides access to e-resources throughout the Commonwealth. It levels the playing field."

Genealogy Education

Intent. 2.1 Information access: Improve users' ability to discover information resources.

Expenditures. In FFY 2014 and 2015 only, the Genealogy Education project accounted for \$13,138, 0.1% of Virginia's LSTA expenditures (Table 19).

Activities. While this project was designed to appeal to a broad spectrum of genealogists, two modules targeted genealogical resources for the African American community specifically.

| FFY 2014 | \$6,207 |
|----------|---------|
| FFY 2015 | \$6,931 |

- (2013) Genealogy education 1 (2 times), introducing manuscript collections especially valuable for use in genealogical research regarding African Americans prior to the end of the Civil War.
- (2013) Genealogy education 2 (2 times), a workshop for beginning genealogists.
- (2014) African Americans before 1870. LVA staff provided programming to introduce participants to manuscript collections especially valuable for use in genealogical research on African Americans prior to 1870.

- (2014) War of 1812. LVA staff conducted a workshop for intermediate genealogists to trace ancestors who fought in the War of 1812. coordinated with 1812 memorial commission to bring guest speaker to Library.
- (2014 2015) Online Genealogy informed participants about using the digital resources through the Library's website for genealogical research.
- (2014 2015) Tours. A group of retirees from OSHER Lifelong Learning Institute toured reading rooms, got library cards, viewed an orientation video, and completed a tutorial on how to use the Library's website. Staff introduced participants to the methods and processes of transcribing manuscript documents using Transcribe.
- (2015) Beginner Genealogy. LVA conducted several workshops for beginning genealogists with a session about genealogical records at the Library, suggestions for how to begin and organize research, and a tour of the Library's public floor showing where records were held and discussing how to access specific records.
- (2015) African American Genealogy Workshop introduced participants to the Library's manuscript collections valuable for genealogical research regarding African Americans prior to 1870.
- (2015) Emigration and Naturalization Records of Virginians, 1657-1929 provided tools for those doing genealogical research on foreign-born ancestors who came to Virginia, focusing on laws and records concerning naturalization for colonial Virginia (1657–1776) and federal laws for naturalization.
- (2015) Find Your Family History at the Library of Virginia: Getting Started.

Outputs. Outputs for Genealogy Education are summarized in Table 20.

| | FFY 2014 | | FFY 2015 | |
|-----------------------|----------|-------|----------|----------|
| | Usage | Usage | Usage | % Change |
| Workshops | 6 | 10 | | 40.0% |
| Workshop participants | 64 | 195 | | 204.7% |

Outcomes. In the online survey of public library directors, 71.9% of respondents were very or somewhat aware of genealogy training offered by LVA, while 36.1% were totally unaware. Among respondents, 4.7% had participated themselves and 30.2% of staff at their libraries had participated, while 66.9% rated the topic relevant.

In the February 2017 focus group, participants agreed the most important impacts were 1) giving people a sense of who they are and where they come from, 2) bringing different perspectives and appreciation to history, 3) helping people connect with other branches of their families, and 4) providing a resource for “so many people who came to the colonies through Virginia,” making the collections important for many beyond the Commonwealth.

“I can put [my ancestors] in garments, understand how they lived and related, to whom they corresponded, what influenced their lives.”

They were deeply appreciative of the help and support they received from library staff:

“Every time I come, I’m up against a wall. The wonderful staff always know something, give me a lead, every outside the library. They give me a name and hope. I’m always excited when I leave about the next steps. I’m grateful for that.”

End-of-session surveys yielded outcomes for some programs:

- Online genealogy. Participants reported they learned more about resources at LVA and planned to conduct further research in-person and using online resources. Participants complimented LVA's extensive resources, availability of business records, and ideas on how to get started, and planned to share with others.
- Emigration and Naturalization Records. In 16 end-of-session responses, 93.8% of respondents agreed/strongly agreed they learned something new, but 100% agreed/strongly agreed they were likely to participate in similar events in the future and use other library services and resources.
- Find Your Family History... In 21 end-of-session responses, 90.5% of respondents agreed/strongly agreed they learned something new, but 90.5% agreed/strongly agreed they were likely to apply what they learned, and 100% agreed/strongly agreed they were likely to participate in future and use library services.

Governor’s Electronic Records Project

Intent. 3.1 Institutional capacity: Improve library workforce.

Expenditures. From FFY 2013 through 2015, the Governor’s Electronic Records project accounted for \$338,074, 3.1% of Virginia’s LSTA expenditures (Table 21).

| | |
|----------|-----------|
| FFY 2013 | \$139,376 |
| FFY 2014 | \$97,452 |
| FFY 2015 | \$101,246 |

Activities. The project included digitization and outreach:

- Governor Kaine emails.** During FFY2013, LVA made emails from the administration of Governor Tim Kaine (2006-2010) publicly available online and created a web site about the project with tip sheets: <http://www.virginiamemory.com/collections/kaine/under-the-hood>. In 2014, archivists continued processing the Kaine email archives. Staff worked closely with the Commonwealth's Attorney General's office to better review, assess, and plan for public release of emails from the Kaine collection concerning the 2007 Virginia Tech Shooting. These emails had been closed due to ongoing litigation, settled in 2015. Terms of the settlement required additional review and discussion. Release of the emails was slated for late 2015.

In 2014, the project added more born-electronic content from the administrations of Virginia's governors to DigiTool for public access. Project staff developed a script to automate the massive transfer of electronic records from Governor Bob McDonnell's administration records. This facilitated removal of non-essential file formats and folder structures considered non-record (personal) by electronic records & archival staff.

In FFY 2015, LVA worked with researchers from the Text Retrieval Conference (TREC) on the use/efficacy of e-discovery tools for archival processing purposes, and promotion of these efforts. Additional interest in the project arose with Governor Kaine's candidacy for Vice President, as LVA was in the position to share the content from his email collection as a large data set (freed of the constraints of a digital asset management system) to media outlets and e-discovery organizations. LVA continued the partnership with TREC to develop more effective technology-assisted processing protocols and workflows for born electronic content (specifically email) which could revolutionize the profession and greatly improve public access. LVA's partners Gordon Cormack and Maura Grossman, research professors in the David R. Cheriton School of Computer Science at the University of Waterloo, will move quickly toward developing processing protocols for archival email that are efficient, effective and implementable in FFY 2016.
- Outreach.** In 2013, outreach activities included participation at archival conferences, online meet-ups, and brown bags, and a presentation and discussion on Kaine email and the power of modern archival records for students in the L. Douglas Wilder School of Government and Public Affairs at Virginia Commonwealth University. In 2014, LVA staff attended three conferences to present on the topic of Electronic Records/Email processing. The Library was a content partner for TREC 2015 and content contributor for Code 4 Hampton Roads Hack-A-Thon.

Outputs. Governor's Electronic Records Project outputs are summarized in Table 22.

| | FFY 2013 | | FFY 2014 | | FFY 2015 | |
|---------------------------|-----------------|--------------|-----------------|--------------|-----------------|--|
| | Usage | Usage | % Change | Usage | % Change | |
| Items available | 133,000 | 147,139 | 10.6% | 156,188 | 6.2% | |
| Presentations | 2 | 4 | 100.0% | 6 | 50.0% | |
| Presentation participants | 50 | 300 | 500.0% | 75 | (300.0%) | |

Outcomes. In the February 2017 survey, 27.9% of respondents were aware of the project; 0.7% have used it frequently or regularly and 20.0% occasionally or rarely.

In a February 2017 interview, Barbara Teague, currently consulting for the Council of State Archivists and who spent a year as archivist at LVA, said Virginia was leading the way in providing access to email from the Governor's Office. "They are finding so many ways to make accessible," she said. She noted that 20 other states have taken in email, but access is harder and software not very user friendly. She added that the Virginia partnership with Advocates for Open Government expanded conversations about Freedom of Information Act (FOIA) requests and open government issues.

In a February 2017 joint interview, researchers Gordon Cormack and Maura Grossman described how a referral from the Illinois State Archives led them to LVA's large data set of Governor Kaine emails, which had already been hand-coded. The data set was a "goldmine" for their research, since they could test their machine results against those of a human expert. Initially they didn't have clearance to look at the emails, so they provided a laptop with necessary tools to LVA. In Phase 1, the LVA archivist selected documents and suggested them for review, until the machine learned to select. In Phase 2, the archivist reviewed cases where the computer disagreed with his selection, and confirmed that its accuracy was indistinguishable from his, and the number of documents to be reviewed could be reduced to 20% or less of the total, a significant savings of time and effort. In Phase 3, LVA used the tools on new data to identify records that needed to be restricted and those that could be

made public. Cormack and Grossman said they were “very excited about the results so far.” They found LVA to be a receptive audience, hungry to get information to the public and not defensive about having the archivist’s decisions reviewed. They have published several articles, have two more in press, and one in draft. They have no timetable for completion, but felt it would be reasonable to compete the Kaine file within the next year and move on to the next Governor’s 8,000,000 emails. Cormack said the tools are “certainly scalable,” and other state, city, and federal archives have been interested.

In FFY 2013, the project won the Council of State Archivists 2014 Rising Stars Award and the Virginia FOIA Council's Freedom of Information Award - Government. In 2014, Code 4 Hampton Roads requested a full export of the Library's publicly available Kaine email collection. The Library sent metadata and filestreams for the first 130,000 emails made publicly available through the project. It was an opportunity to have important recent archival records used in modern civic hacking efforts to explore and examine content in new and exciting ways and to potentially serve as a mechanism through which the public might better understand the importance of maintaining this information fully and openly.

Project manager Kathleen Jordan wrote: “We have, and continue to, learn so much from our work on the Kaine Email Project, the cornerstone project of the Governors' Electronic Records project. It has opened doors to more content sharing, exposed our staff to exciting professional activities, and given us a new perspective through which to explore ways to improve Library processes, while giving members of the public their rightful access to records of their government.”

Governor’s Office Letter Books 1874-1906

Intent. 2.2 Information access Improve users’ ability to obtain and/or use information resources.

Expenditures. In FFY 2013, the Governor’s Office Letter Books project accounted for \$3,238, 0.0% of Virginia’s LSTA expenditures (Table 23).

| | |
|----------|---------|
| FFY 2013 | \$3,238 |
|----------|---------|

Activities. The Executive Letter Books of the Governor’s Office, 1874-1906, document the outgoing correspondence of each Virginia governor beginning with Governor Thomas Jefferson. Housed in the Library’s vault, the Library has public access microfilm of this important collection up to 1860. The project microfilmed the remaining 23 volumes from the post-bellum period to 1906, covering a period of dramatic social and economic change when Virginia was transitioning from a predominately rural, agrarian state to one with a substantial urban and business-industrial component. These volumes are essential to understanding of Virginia government and the role of the governor during this time period, since the Library’s collection of other Governor’s records from this period is fairly thin. The Library sent the Governors’ letter books to Backstage Library Works in Bethlehem, Pennsylvania. It provided both service copies and archival master copies of the microfilm; the service copies are available for use at the Library or can be borrowed through interlibrary loan.

Outputs. Twenty-three volumes were microfilmed.

Information Technology Support

Intent. 3.2 Institutional capacity: Improve the library’s physical and technological infrastructure.

Expenditures. From FFY 2013 through 2015, the Information Technology Support project accounted for \$1,611,046, 14.6% of Virginia’s LSTA expenditures (Table 24).

| | |
|----------|-----------|
| FFY 2013 | \$542,113 |
| FFY 2014 | \$530,903 |
| FFY 2015 | \$538,030 |

Activities. This project provided infrastructure and technical support for all LVA digital collections. No activities were described in the FFY 2013 or 2015 SPRs. In 2014, the project purchased 17 pieces of equipment and 23 software applications.

Outputs and Outcomes. Although this project accounted for large expenditures each of the three years, no outputs or outcomes were reported.

Interlibrary Loan (ILL)

Intent. 2.2 Information access: Improve users' ability to obtain and/or use information resources.

Expenditures. From FFY 2013 through 2015, the Interlibrary Loan project accounted for \$268,877, 2.4% of Virginia's LSTA expenditures (Table 25).

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$91,548 |
| FFY 2014 | \$90,871 |
| FFY 2015 | \$86,458 |

Activities. The LVA loaned materials to public libraries on behalf of their patrons, allowing those outside the Richmond area to have access to rare and unique Virginia materials. ILL service was a substantial backstop for the public library community and provided additional support by locating, packing, and shipping materials to borrowing libraries.

Outputs. ILL outputs are summarized in Table 26.

| | FFY 2013 | FFY 2014 | | FFY 2015 | |
|--------------------------|----------|----------|----------|----------|----------|
| | Usage | Usage | % Change | Usage | % Change |
| ILL requests received | 15,106 | 15,865 | 5.0% | 16,721 | 5.3% |
| ILL fills – in-state | 4,051 | 4,986 | 23% | 5,701 | 14.3% |
| ILL fills – out of state | 6,522 | 6,912 | 5.9% | 7,173 | 3.7% |
| ILL fill rate | 70% | 75% | 5% | 77% | 2.6% |

Legislative Petitions Digital Project

Intent. 2.2 Information access: Improve users' ability to obtain and/or use information resources.

Expenditures. In 2013 only, the Legislative Petitions Digital Project accounted for \$8,292, 0.1% of Virginia's LSTA expenditures (Table 27).

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$8,292 |

Activities. Legislative Petitions to the General Assembly were the primary catalyst for legislation in the Commonwealth from 1776 until 1865. LVA had an existing detailed item-level database and microfilm for the entire collection. The Library and vendor Backstage scanned 230 reels of microfilm, processed mages to multipage pdfs, and matched to metadata exported from the database on the LVA website. Records were ingested into DigiTool for public access.

Outputs. 22,000 images were scanned and added to the LVA website for public access.

Outcomes. None included in SPR.

Lifelong Learning

Intent. 1.2 Lifelong learning: Improve users' general knowledge and skills.

Expenditures. From FFY 2013 through 2015, the Lifelong Learning project accounted for \$70,607, 0.6% of Virginia's LSTA expenditures (Table 28).

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$31,651 |
| FFY 2014 | \$14,309 |
| FFY 2015 | \$24,647 |

Activities. LVA presented programs to enhance appreciation and understanding of the state's history and culture and increase awareness of the scope of the Library's collections:

- Book talks and lectures:
 - o (2013) Tom Burford on *Apples of North America*
 - o (2013) Lynn Cullen on *Mrs. Poe*
 - o (2013) Lewis Fisher on *No Cause of Offense: A Virginia Family of Union Loyalists Confronts the Civil War*
 - o (2013) Sharon Ewell Foster on *The Resurrection of Nat Turner, Part One: The Witnesses*, winner of the 2012 Shaara Prize for Civil War Fiction.
 - o (2013) Ben Greenberg and Deane Dozier on *Natural Virginia*
 - o (2013) Robert Llewellyn on *Seeing Flowers: Discover the Hidden Life of Flowers*
 - o (2013) Liz Varon on *Appomattox: Victory, Defeat, and Freedom at the End of the Civil War*
 - o (2013) Max Watman on *Harvest: Field Notes from a Far-Flung Pursuit of Real Food*

- o (2013) Joanne Yeck on *The Jefferson Brothers*
- o (2013) Donna Ware on "Botany in Virginia"
- o (2014) Maurie McInnis on "Slaves Waiting for Sale: Abolitionist Art and the American Slave Trade"
- o (2014) Coffee and Conversation with Ruth Coles Harris, first African American woman CPA in Virginia and founding director, Sydney Lewis School of Business at Virginia Union University
- o (2014) Ted Maris-Wolf on *Family Bonds: Free Blacks and Re-enslavement Law in Antebellum Virginia*
- o (2014) Alexandria Finley on *The Life and Love of Slave Trader Silas Omohundro*
- o (2014) University of Richmond Digital Scholarship Lab staff on "*Digital Scholarship: Re-creating Richmond's Slave District*"
- o (2014) Michael Blanding on *The Map Thief*
- o (2015) Beth H. Macy on *Factory Man*
- o (2015) L. Douglas Wilder on *Son of Virginia: A Life in America's Political Arena*
- o (2015) Ross Howell on *Forsaken*
- o (2015) Countdown to an Opening: A Forum with Dr. John Franklin, director of Partnerships and International Programs at the National Museum of African American History and Culture
- o (2015) Charles Dew on *The Making of a Racist: A Southerner Reflects on Family, History and the Slave Trade*
- o (2015) Bud Robertson on *Civil War Echoes: Voices from Virginia, 1860–1891*
- Panel discussions:
 - o (2013) "Personal Histories: Civil Rights in Black and White," with Dr. Edward H. Peeples Jr. (author, civil rights activist, and associate professor emeritus, Virginia Commonwealth University) and Dr. Carmen Foster (organizational leadership consultant/educational historian), on the massive resistance movement in Richmond during the civil rights era
 - o (2013) *John Mitchell: Life and Legacy of Richmond's Race Man*. Mitchell published the *Richmond Planet* from 1884 to 1929 and made it one of the most influential black newspapers of its time.
 - o (2013) "Establishing Religious Freedom: Virginia's Work in Progress"
 - o (2013) "Mapping Inequality in Richmond"
 - o (2013) "To Be Sold" Exhibition Community Conversation (3 sessions)
 - o (2014) "I Am a Soldier Now:" United States Colored Troops in Virginia's Civil War
 - o (2015) Restructuring the American Family:" Before 1865, Virginia law refused to recognize relationships of enslaved couples. Emancipation permitted formerly enslaved people to reconnect and sometimes reunite with family members.
 - o (2015) Celebrate Archives Month 2015.
 - o (2015) "Poetic Principles Featuring *Monticello in Mind*"
 - o (2015) "Religious Diversity and Immigration in Virginia"
 - o (2015) *Juju Jazz Funk and Oneness: An Evening with Plunky Branch and Oneness*
- Tours of LVA. In 2013, LVA offered six tours; in 2014, ten tours; in 2015, 17 tours, including "Remaking Richmond: A Walking Tour of Emancipation Sites."
- Off-site presentations:
 - o (2013) Smyth County Genealogical Society
 - o (2013) Fairfax County Genealogical Society
 - o (2013) Washington County Historical Society

Outputs. Outputs for Lifelong Learning activities are summarized in Table 29.

Outcomes. The 2013 SPR reported end-of-session assessments at each program and offered positive quotes, but did not report quantitative data, nor any suggestions for improvement that may have been received.

| | FFY 2013 | | FFY 2014 | | FFY 2015 | |
|-------------------|----------|----------|----------|----------|----------|----------|
| | Usage | % Change | Usage | % Change | Usage | % Change |
| Sessions | 32 | | 7 | (78.1%) | 12 | 71.4% |
| Participants | 1,175 | | 358 | (69.5%) | 1,251 | 249.4% |
| Tours | 6 | | 10 | 40.0% | 17 | 70.0% |
| Tour participants | 120 | | 219 | 82.5% | 331 | 51.1% |

In a February 2017 interview, history professor and consultant Luranett Lee reported she used LVA for her master's and doctoral research. She has moderated panels; attended book talks and events; and involved her

students in using resources and attending programs. She felt evening programs were most impactful, because she has observed diverse audiences, “reflective of metro Richmond.” She rated LVA “a stellar organization,” in the top 5% of libraries, because of its rich resources and staff’s hard work to engage the public.

In a separate interview, LVA staff member Glenn Smith described his attendance at many Lifelong Learning events. He reported agreed evening audiences were larger and more representative. He gave the library high marks for getting the word out in the community, through a good partnership with the Richmond Times-Dispatch and social media coverage. He recommended inviting researchers who have used the collection to talk about their research and how they used the library, especially if the subjects were of broad interest.

Militia Commission Papers

Intent. 2.2 Information access: Improve users’ ability to obtain and/or use information resources.

Expenditures. From FFY 2013 through 2015, the Militia Commission Papers project expended \$104,771, 0.9% of the state’s LSTA expenditures (Table 30).

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$32,705 |
| FFY 2014 | \$37,314 |
| FFY 2015 | \$34,753 |

Activities. LVA completed preparation and conservation, ensured papers were in proper order, then microfilmed Revolutionary War era Militia Commission papers, updated metadata, and promoted availability of content on blog and elsewhere.

Outputs. Of 174 boxes of Militia Commission Papers, the LVA prepared 120 for microfilming. In FFY 2013, 84 boxes were microfilmed and approved by both LVA and Backstage Quality Control inspectors. In 2014, the remaining 36 boxes were completed, resulting in 260 reels of microfilm. In 2015, LVA completed and checked the final 53 boxes, resulting in 212 reels of film (service copies (ILL & LVA in house), archival & print masters).

Public Library Scanning Project

Intent. 2.2 Information access: Improve users’ ability to obtain and/or use information resources.

Expenditures. In 2013 only, the Public Library Scanning project accounted for \$15,794, 0.1% of Virginia’s LSTA expenditures (Table 31).

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$15,794 |

Activities. A team of Library of Virginia staff traveled to Lonesome Pine, Portsmouth, and York County public libraries to deliver a scanner and peripheral equipment, provide training on using the equipment, provide guidance on organizing materials to be digitized and file-naming conventions, and conduct an assessment of items to determine their usefulness for scanning. Local library staff completed scanning.

Outputs. Outputs from the three public libraries involved in the scanning project are summarized in Table 32.

| Library | Items | Guides |
|------------------|---------------|----------|
| Lonesome Pine PL | 8,731 | 1 |
| Portsmouth PL | 10,277 | 1 |
| York County PL | 14,900 | 1 |
| Total | 33,908 | 3 |

Technology Consulting

Intent. 2.1 Information access: Improve users’ ability to discover information resources.

Expenditures. From FFY 2013 through 2015, the Technology Consulting project accounted for \$173,689, 1.6% of Virginia’s LSTA expenditures (Table 33).

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$6,196 |
| FFY 2014 | \$88,539 |
| FFY 2015 | \$78,954 |

Activities. LVA provided technology consulting and web site hosting and support for LVA and public libraries in Virginia. Current sites were customized or updated as requested. In FFY 2013, Amherst County Public Library’s website was created. Hosting company Plinkit went through an internal reorganization and was not able to provide new Plone templates in a timely fashion. In 2014, ten of 21 sites were moved to WordPress, LVA staff provided training for the new sites, made several design changes to templates provided by Influx, and completed Cascading style sheet customization. Remaining websites moved to Wordpress during FFY2015 and LVA staff

provided training.

Outputs. Outputs for Technology Consulting are summarized in Table 34.

| | FFY 2013 | FFY 2014 | | FFY 2015 | |
|----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Usage | Usage | % Change | Usage | % Change |
| Public library web hosting | 19 | 21 | 10.5% | 21 | 0.0% |
| Training sessions | 7 | 4 | -42.9% | 14 | 250.0% |
| Training participants | 13 | 12 | (7.7%) | 14 | 16.7% |
| Consultations | 1,832 | 1,387 | (24.3%) | 1,396 | 0.7% |

Unified User Interface for Virginia

Intent. 2.1 Information access: Improve users' ability to discover information resources.

Expenditures. In 2013 only, the Unified User Interface for Virginia project accounted for \$7,123, 0.1% of Virginia's LSTA expenditures (Table 35).

| | |
|----------|---------|
| FFY 2013 | \$7,123 |
|----------|---------|

Activities. An interdepartmental team examined ways to improve discovery and use information resources across a variety of platforms and formats. They searched library technology literature, discussed next-generation library systems and other technology developments, talked to vendors, and attended conferences. A sub-group studied emerging standards in collection management and bibliographic/descriptive practices, particularly RDA and metadata. They concluded the next-generation catalog environment was not yet stable, with many products newly released or being beta-tested and vendors regularly announcing more products in development. The technology marketplace has changed, with libraries mixing and matching technology products, not necessarily from the same vendor or turning to open-source products for some or all their technology needs.

Virginia Newspaper Project

Intent. 2.2 Information access: Improve users' ability to obtain and/or use information resources.

Expenditures. From FFY 2013 through 2015, the Virginia Newspaper project accounted for \$547,496, 4.9% of Virginia's LSTA expenditures (Table 36).

Activities. In FFY 2013, LVA installed a stand-alone newspaper repository to hold 500,000 Virginia imprint newspapers digitized by the State Library. In 2014, newspapers chosen for digitization were the *Recorder* (Monterey), *Rappahannock Record* and the *Southside Sentinel*. The project secured publisher permission to digitize issues through the 20th century. In 2015, newspapers digitized were *Smithfield Times* and the *Southside Sentinel*. By the end of the year, the newspaper repository, Virginia Chronicle (<http://virginiachronicle.com>), held more than 900,000 pages of Virginia imprint newspapers digitized by LVA.

| | |
|----------|-----------|
| FFY 2013 | \$209,605 |
| FFY 2014 | \$299,936 |
| FFY 2015 | \$136,965 |

Outputs. Table 37 summarizes outputs from the Virginia Newspaper Project.

| | FFY 2013 | FFY 2014 | | FFY 2015 | |
|----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Usage | Usage | % Change | Usage | % Change |
| Items conserved | 31 | 0 | (100.0%) | 0 | |
| Items reformatted/migrated | 123,000 | 0 | (100.0%) | 20,000 | |
| Items digitized | 30,000 | 220,000 | 633.3% | 110,000 | (50.0%) |

Outcomes. In the February 2017 survey, 74.8% of respondents were aware of the project; 15.2% have used it frequently or regularly and 50.0% occasionally or rarely.

In a February 2017 interview, Mari Julienne, historian and editor of the online *Dictionary of Virginia Biography* (DVB), said she relies "pretty heavily" on online newspapers, since the people included in the DVB are not necessarily well-known, and newspapers are a good source. Before, she spent hours scrolling through reels of microfilm; now, the online newspapers are keyword-searchable and "completely invaluable." She said others are

using the online newspapers, including Virginia Foundation for the Humanities, which was researching juveniles in the penitentiary system and students are following DVB links in articles to look at primary newspaper sources.

In another February 2017 interview, Anne Adams, publisher/owner of *The Recorder* (newspaper of record in Bath and Highland counties), described LVA's work to digitize her papers. "It's incredibly valuable," she noted, "For folks doing genealogy, history, and for our staff. One of the best things that's happened for *The Recorder*." She shared several stories the paper had published, where the primary source was the newspaper archives. In 2015, the paper did a pull-out section on the flood of 1985; reporters went used the archives extensively. In another example, a resort in Bath County was celebrating its 250th anniversary. The paper put together a special section, using mainly its own archives, now searchable. When searching, she has also found relevant content in the papers of surrounding counties. Adams steers people to the site "all the time;" the public libraries in both Bath and Highland counties have held seminars to introduce residents to the online newspaper site;

GOAL 3: Support the training and development of proactive library leadership and skilled staff to meet the rapidly changing environment.

21st Century Work Skills

Intent. 3.1 Improve library workforce.

Expenditures. From FFY 2013 through 2015, the 21st Century Work Skills project accounted for \$351,859, 3.2% of Virginia's LSTA expenditures (Table 38).

| FFY | Expenditures |
|----------|--------------|
| FFY 2013 | \$133,798 |
| FFY 2014 | \$100,874 |
| FFY 2015 | \$117,187 |

Activities. LVA engaged in seven initiatives:

- **Calendar.** All three years, the LVA maintained an online calendar of continuing education opportunities and distributed weekly emails listing online training opportunities.
- **Regional workshops.** In 2013, the LVA offered regional workshops for library staff on using social media; in 2014, on "Angry Customers" and a "Social Media Boot Camp;" in 2015, on "Adult Programming."
- **Online courses.** 2013 2014 2015 WebJunction courses and course access were promoted at public library director meetings, training events, and via email. Particularly successful was the "course of the week" announcement as part of a weekly email. WebJunction Virginia was discontinued in July 2014. In 2014 and 2015, LVA purchased course seats from archived and live webinars through People Connect Institute (PCI).
- **PLA Boot Camp.** Virginia public library directors received scholarships to attend the Public Library Association Boot Camp, a four-day intensive education program emphasizing roles of innovation, risk, and change in public library management; impact of trends on local service priorities; value of data-based decision-making; and skills to effectively allocate resources. The attendees reported on their experience at the Virginia Public Library Director's meeting. LVA awarded ten scholarships to the Lead the Change workshop.
- **Public library directors.** In each of the three years, LVA held fall meetings for public library directors. New directors participated in a one-on-one orientation with the public library consultant, followed by full-day New Director Institutes.
- **Public library trustees.** 2013 2014 2015 In-person orientations were provided upon request. Library trustees continued to use online training modules.
- **Presentations.** After attending Harwood Institute Training in 2013, the LVA public library consultant conducted community conversations for Richmond Public Library. She presented at two library staff days.

Outputs. 21st Century Work Skills outputs are summarized in Table 39.

| | FFY 2013 | | FFY 2014 | | FFY 2015 | |
|---|----------|--|----------|----------|----------|----------|
| | Usage | | Usage | % Change | Usage | % Change |
| Workshops | 7 | | 9 | 28.6% | 20 | 122.2% |
| Workshop participants | 100 | | 278 | 178.0% | 543 | 95.3% |
| Online courses (WJ and PCI) | 400 | | 495 | 23.8% | 676 | 36.6% |
| Individual consultations (new directors, trustee director search) | 7 | | 5 | (27.2%) | 10 | 100.0% |
| Presentations | 10 | | 21 | 110.0% | 29 | 38.1% |
| Scholarships to PLA Boot Camp | 3 | | | | | |

Outcomes. In the February 2017 online survey, respondents indicated their level of awareness and participation and assessed the degree to which a number of 21st Century Work Skills learning opportunities addressed library continuing education needs (Table 40). With one- to two-thirds of respondents not satisfied that activities are meeting learning needs, there is clearly room for improvement.

| Continuing Education Offerings | Aware of opportunity | I participated | Staff participated | Met learning needs |
|--|-----------------------------|-----------------------|---------------------------|---------------------------|
| Adult programming training | 73.5% | 11.6% | 32.2% | 66.4% |
| Library work skills training | 63.0% | 16.2% | 31.8% | 62.6% |
| Annual fall meeting/training for directors | 75.3% | 38.9% | 24.8% | 60.8% |
| Scholarships for conference attendance | 72.2% | 4.1% | 15.0% | 53.4% |
| Trustee training | 59.3% | 19.3% | 6.9% | 32.5% |

End-of-session evaluations captured short-term outcomes from professional learning activities:

- **Adult programming.** In end-of-session evaluations, 98.6% of respondents (71) agreed/strongly agreed they learned something new; 100% felt confident about and likely to apply what they learned, and 98.6% believed applying learning would help improve library services. Comments confirmed participants were planning to implement ideas:

“...I will take many of these ideas to staff at our branches for consideration and plan to work on a few of them myself as system events.”

“...I will now start to think how I can incorporate adult and children's (teens, too) programs together so that everyone will have something to do at our large programs.”

- **Angry customers workshop.** 100% of respondents agreed/strongly agreed training improved their knowledge and they would be able to apply what they learned to improve services. One participant commented:

“I enjoyed this delightful training and [the presenter's] real world and personal examples presented throughout the course of the day. The exercises revitalized my caring nature and the knowledge I gained provided a positive professional boost.”

- **New director orientation.** In 2015, 100% of new directors agreed/strongly agreed they learned something new, were confident about and likely to apply it, and doing so would help improve library services.
PL directors meeting. In the end-of-session evaluation at the 2015 PL directors meeting, nearly 100% agreed/strongly agreed they learned something new; were confident about and likely to apply what they learned; and applying their learning would help improve library services. 2014 comments suggested participants were planning to use what they learned:

“Will double efforts to make sure librarians are out at community functions.”

“I plan on using the ideas about making the library more friendly to patrons and improving our marketing by rewording mission statement, etc.”

- **Trustee workshop.** Among 14 respondents (10%) to the follow-up survey, 100% agreed/strongly agreed they learned something new and were confident about and likely to apply what they learned.
- **WebJunction.** In 2014, approximately 15% of participants who completed WebJunction activities completed user surveys. All agreed/strongly agreed the online courses and webinars improved their knowledge; 95% said they planned to apply what they learned. In 2015, among 50 respondents (8%), 100% agreed/strongly agreed they learned something new, were confident about and likely to apply what they learned, and believed applying their learning would help improve library services.
- **People Connect.** Approximately 50% of PCI course participants completed user surveys. All respondents agreed/strongly agreed the PCI courses and live webinars improved their knowledge of the subject; 90% said they would apply what they learned; 80% stated the PCI courses would improve services. In 2015, 96.2% of the 26 who responded to the follow-up survey agreed/strongly agreed they learned something new, were

confident about and likely to apply what they learned, and felt it would improve services.

In the January 2017 focus group, participants noted that LVA in-person and online courses were critically important in the face of local budget constraints. With no state-level certification requirements, some libraries have regular staff development opportunities, incentives for learning, and staff devoted to training and development, while others depend on LVA and VLA. Their most frequent comment was that 21st Century Work Skills offerings helped library leaders and staff prepare for change:

“For library directors, change is ongoing. We need to keep up and adjust. Every day, we’re dealing with the ‘tyranny of the immediate,’ and it’s great to hear about longer-term issues and opportunities.”

Participants described the importance of learning together with peers:

“It’s great to find out you’re not the only one having problems, get ideas, share, the camaraderie and support is most important. We need to get out of our own little worlds.”

In a February 2017 interview, Kathy Clevenger reported she and her staff attended PCI webinars, mostly related to customer service, and picked up useful tips and tricks:

“It’s easier to get them off the desk for one hour than to go somewhere.”

In the future, she would like to see more online offerings relating to leadership, customer service, disaster planning, and diversity/inclusion. She would love it if there were job-alike listservs or other ways for her staff to connect with their peers in other libraries.

Children and Youth Services Training

Intent. 3.1 Institutional capacity: Improve library workforce.

Expenditures. From FFY 2013 through 2015, the Children and Youth Services Training project accounted for \$299,839, 2.7% of Virginia’s LSTA expenditures (Table 41).

| | |
|----------|-----------|
| FFY 2013 | \$119,385 |
| FFY 2014 | \$93,463 |
| FFY 2015 | \$86,991 |

Activities. The Library of Virginia provided training and professional learning opportunities to staff providing library service to children and teens, in the face of the continuing shortage and significant turnover of professional and paraprofessional staff:

- Early literacy in-person activities included:
 - (2013 2015) “Mother Goose on the Loose” workshops. In 2013, LVA provided each library system attending a training manual.
 - (2013 2014 2015) “Fall Youth Services Workshops.” In 2013, the workshop included presentations on the child seat passenger program, Bookmobile outreach to child care providers, baby signing, and visual thinking based on *Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines*, by Philip Yenawine. In 2014, it included using puppets to promote early literacy, designing library programs for boys, the Virginia Historical Society, and book discussion training. The 2015 workshop included the National Summer Learning Association on planning with intention and partnerships, results from the Virginia Impact Study on the Summer Reading Program, and an overview of BookPoints.
 - (2013 2014) Early Literacy Centers. Twice a year, public libraries systems exchanged portable Early Literacy Centers, while attending a workshop. In 2013, the workshop introduced best practices for using apps in library programs. LVA also created tip cards for the Early Literacy Activity Centers.
 - (2014 2015) “Storytime Share and Tell,” an all-day regional workshop including storytelling tips and information on the USDA summer food program.
 - (2014) “Music and Movement.” Pamunkey Regional Library hosted this regional workshop.
- Onsite workshops for those providing service to school-aged youth included:
 - (2013 2014 2015) STEM Training workshops, in partnership with the Science Museum of Virginia, provided a framework for presenting STEM learning experiences. In 2015, participants received the

Picture Perfect Manual and related picture books. If libraries shared pictures and captions of a library activity using the materials, they received more picture books.

- o 2013 NASA Training – Jumping to Jupiter, presented by the Lunar and Planetary Institute.
- o 2014 Reading instruction, a series of four all-day training sessions to school staff on reading and Educational resources. Training included phonological awareness literacy screening, information on reading models, and apps and supportive resources.
- Science Resource Hubs. In 2014, LVA created six Science Resource Hubs with materials to support science-related activities in six participating libraries and their communities. The Science Museum of Virginia worked closely with three additional public libraries, which also received Science Resource Hubs, training, and support to provide STEM related activities. Based on the program’s success, LVA placed 24 more science hubs in public libraries and enhanced nine science hubs with more resources.
- Summer reading activities, including the summer reading study and program itself, were included in the “In School and Out of School project. Included in this project were three activities:
 - o (2013) LVA subscribed to an online system for public libraries to track reading participation and collect data for a study on the impact of the summer reading program.
 - o (2013) With five public library systems, the Library of Virginia piloted the "Great Reading Adventure" software and a community approach, which placed summer reading in the larger context of summer learning, using best practices of the Cities of Learning and the National Summer of Learning Association.
 - o (2014) LVA shared results of the McREL study on impact of summer reading on children's reading skills. Using test scores from the Virginia Department of Education, the study determined that children and teens who participated in summer reading programs offered by Virginia public libraries performed better and experience greater gains in academic performance than non-participants.
- Online webinars. LVA created several online training courses, which included weekly presentations, articles or book chapters to read, discussion via email and phone, and weekly assignments. Prior to taking these courses, participants completed a two-session course, which familiarized them with the online training platform. Courses offered included:
 - o (2013 2014) “Introduction to Moodle,” a two-session mandatory introduction to the open source Course Management System (CMS), which prepared Virginia library staff to participate in online learning.
 - o (2013) “Early Literacy Enhanced Story Times: Reaching Parents and Caregivers Too” (6 course sessions presented by Pennsylvania Department of Education-Bureau of Library Development)
 - o (2013) “Early Literacy and Books” (5 course sessions presented by Wisconsin Department of Public Instruction)
 - o (2013 2014) Importance of Play (4 course sessions)
 - o (2013) Libraries and Autism
 - o (2013) Early Literacy and Books
 - o (2013) Early Literacy Enhanced Storytime
 - o (2014) Bilingual Storytime and Library Outreach (6 course sessions)
 - o (2014) Summer Food Program. LVA with Library of Ohio and California Library Association shared information on the USDA Summer Food Program. Speakers included No Kid Hungry, USDA, FAC, and Virginia Department of Health.
 - o (2015) LVA made four presentations at No Kid Hungry Conferences.
- (2013) LVA staff development. State Library staff participated in the OCLC/WebJunction Continue Education Institute, which provided instruction on different models of providing online instruction, and used skills and software presented in the course to improve several courses.
- (2013 2014 2015) Online newsletter. Youth Services Notes were distributed weekly through a listserv to public libraries staff, library directors, and other agencies on request.
- (2014) Using coaching as a strategy for deepening learning and improving implementation, LVA created a cadre from five public libraries, who participated in an initial Coaching Training Workshop, a one-day follow-up, and received online support. Thirteen completed training. LVA matched coaches with those requesting.

Outputs. Children and Youth Services Training outputs are summarized in Table 42.

| | FFY 2013 | FFY 2014 | | FFY 2015 | |
|-----------------------|----------|----------|----------|----------|----------|
| | Usage | Usage | % Change | Usage | % Change |
| Workshops | 8 | 20 | 150.0% | 17 | (15.0%) |
| Workshop participants | 231 | 924 | 300.0% | 318 | (65.6%) |
| Webinars | 50 | 11 | (78.0%) | 5 | (54.6%) |
| Webinar participants | 974 | 139 | (85.7%) | 500 | 259.7% |
| Consultations | 16,412 | 32,327 | 97.0% | 15,376 | (52.4%) |

Outcomes. End-of session evaluations confirm short-term changes in attitude and knowledge and plans to change behavior:

- **Coaching.** At the end of the three-session program, 100% of the 13 participants agreed/strongly agreed they learned something new and were likely to apply what they learned; 76.9% agreed/strongly agreed applying their learning would help improve library services.
- At the end of the Fall Workshop in 2015, 98.8% of the 81 participants agreed/strongly agreed they learned something new; 96.3% agreed/strongly agreed they were likely to apply what they learned; and 93.7% agreed/strongly agreed applying what they learned would help improve library services.
- Library and Autism. Eighty-eight percent of participants rated the overall quality of the course as excellent or good. One wrote:

“Many of the principles covered in this course are excellent training in customer service for everyone, not just individuals with disabilities.”

- Mother Goose on the Loose. In 2015 end of session evaluations, 100% of the 88 participants agreed/strongly agreed they learned something new and were likely to apply what they learned; and 96.6% agreed/strongly agreed applying what they learned would help improve library services.
- Bilingual story time. Assignments embedded in the course demonstrated learning and change of behavior.

“This class really spurred a lot of good discussion with my colleagues at work, and I feel like I have a stronger framework to draw from for both bilingual story times and outreach.”

- Science Resource Hubs. In a 2014 survey of the nine recipient libraries, all were satisfied/very satisfied with the resources and felt they improved library services. One wrote:

“The resources have provided staff with the ability to think beyond their normal programming. The books in particular have been of great interest, allowing staff to really consider other types of programs.”

- STEM training workshops. In a 2015 survey (n=96), 100% of participants agreed/strongly agreed they learned something new by participating and were likely to apply what they learned, and 92.6% agreed/strongly agreed applying what they learned would help them improve library service to the public.

In the February 2017 online survey, respondents reported their level of awareness and participation and assessed the degree to which the training addressed library continuing education needs of a number of Children and Youth Services learning opportunities (Table 43).

| | |
|----------|----------|
| FFY 2013 | \$17,275 |
| FFY 2014 | \$29,750 |
| FFY 2015 | \$32,040 |

| <i>Continuing Education Offerings</i> | <i>Aware of opportunity</i> | <i>I participated</i> | <i>Staff participated</i> | <i>Met learning needs</i> |
|--|-----------------------------|-----------------------|---------------------------|---------------------------|
| STEM training | 85.2% | 20.7% | 51.3% | 81.7% |
| Early literacy/ Mother Goose on the Loose training | 79.8% | 14.1% | 51.7% | 75.0% |
| Coaching training | 74.2% | 6.8% | 19.9% | 41.5% |
| Share n Tell workshop | 51.3% | 5.4% | 19.6% | 40.2% |

Two state libraries made arrangements to offer Virginia courses solely to librarians in their state.

Technology Petting Zoos

Intent. 3.1 Institutional capacity: Improve library workforce.

Expenditures. In FFY 2013 and 2014 only, the Technology Petting Zoo project accounted for \$82,135, 0.7% of Virginia’s LSTA expenditures (Table 44).

Activities. In 2013, each Tech Zoo keeper presented at least one training each quarter and Tech Zoo equipment was refreshed with new iPad and Kindles. In 2014, LVA held four planning meetings with Technology Petting Zoo trainers to discuss future project planning, including providing device exposure to residents in assisted living and/or nursing homes, showing local authors what their works looked like on a device, and including device training for new library employees as part of orientation. Trainers gave demonstrations and made presentations at a wide variety of community events.

Outputs. Outputs for Technology Petting Zoos are summarized in Table 45.

| | <i>FFY 2013</i> | <i>FFY 2014</i> | |
|-----------------------|-----------------|-----------------|-----------------|
| | <i>Usage</i> | <i>Usage</i> | <i>% Change</i> |
| Tech Zoo Training | 35 | 13 | (62.9%) |
| Tech Zoo Participants | 350 | 355 | 1.4% |

GOAL 4: Foster innovation to improve libraries through trend watching, pilot evaluation, and promising practices.

projects, research and

| | |
|----------|----------|
| FFY 2013 | \$3,848 |
| FFY 2014 | \$78,287 |

Public Library Data

Intent. 3.3 Institutional capacity: Improve library operations.

Expenditures. From FFY 2013 through 2015, the Public Library Data project accounted for \$79,065, 0.7% of Virginia’s LSTA expenditures (Table 46).

Activities. LVA subscribed to Bibliostat software for the collection, evaluation, comparison, and analysis of public library statistics. Data included library programs and services, technology, income, expenditures, and capital outlays.

Outputs. Ninety-one Virginia public libraries participated in each of the three years; their data was reported to IMLS and the Department of the Census.

Outcomes. In Bibliostat Collect training sessions, public library staff learned how to enter data. In end-of-session evaluations, 97.9% of 47 respondents agreed/strongly agreed they learned something new; 100% agreed they were confident about and likely to apply what they learned; 80.9% agreed/strongly agreed their learning would improve library services; 19.1% disagreed.

In the February 2017 online survey of public libraries, 63.4% of respondents were very or somewhat aware of Bibliostat Collect training offered by LVA. Among respondents, 18.7% had participated themselves, and 34.0% reported staff at their libraries had participated; 58.8% found the topic relevant for their libraries.

During the period, LVA became more strategic in its designs for professional development. It invested in deeper,

more intentional, and more sustainable learning, by:

- Moving from individual learning to individual and organizational learning. One example was Technology Petting Zoos; another was coaching training as part of Children and Youth Services Training.
- Designing multi-session workshops with homework that encouraged job-embedded learning, feedback, and reflection, and through coaching. Examples, from the Children and Youth Services Training project, were STEM workshops, with incentives to try activities to earn additional resources, and “Early Literacy Enhanced Storytimes,” with six weekly presentations, article or book chapters to read, discussion via email and phone, and weekly assignments.
- Conducted pilot projects to test new approaches, for example, Science Resource Hubs, part of the Children and Youth Services Training project.
- Partnered with knowledgeable experts and utilizing best practice research, including the longitudinal summer reading study, conducted by McREL, which moved Virginia’s traditional library summer reading program into the new paradigm of summer learning based on best practices developed by Cities of Learning and National Summer of Learning Association.
- Implemented end-of-session evaluations. Many examples are included in outcomes reported above.

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

Virginia projects addressed national priorities associated with the Measuring Success focal areas and corresponding intents (Table 47). In many cases, projects contributed in more than one focus area. Primary intents are listed in the table below; details of projects, are included in section A-1 above.

| Table 47: Intent – Goal – Project – Expenditures | | | | |
|---|-------------------|---------------------------------------|-----------------------------------|-----------------------------|
| Focal Area/ Intent | State Goal | Project Name | FFY 2013-2015 Expenditures | % Total Expenditures |
| 1.1 | 2 | Document Bank of Virginia | \$8,396 | 0.1% |
| 1.2 | 1 | In School and Out of School | \$739,429 | 7.3% |
| | 2 | Lifelong Learning | \$70,607 | |
| 2.1 | 2 | Genealogy Education | \$13,138 | 1.8% |
| | 2 | Technology Consulting | \$173,689 | |
| | 2 | Unified User Interface for LVA | \$7,123 | |
| 2.2 | 2 | Early Virginia Collections | \$36,836 | 49.7% |
| | 2 | Find It Virginia | \$4,515,481 | |
| | 2 | Governor’s Office Letter Books | \$3,238 | |
| | 2 | Interlibrary Loan | \$268,877 | |
| | 2 | Legislative Petitions Digital Project | \$8,292 | |
| | 2 | Militia Commission Papers | \$104,771 | |
| | 2 | Public Library Scanning Project | \$15,794 | |
| | 2 | Virginia Newspaper Project | \$547,496 | |
| 3.1 | 3 | 21 st Century Work Skills | \$351,859 | 13.0% |
| | 3 | Children and Youth Services | \$299,839 | |
| | 2 | Community Based Digital Project | \$32,970 | |
| | 2 | Crowd Sourcing User Engagement | \$333,069 | |
| | 2 | Governor’s Electronic Records | \$338,074 | |
| | 3 | Technology Petting Zoos | \$82,135 | |
| 3.2 | 2 | ERate | \$30,026 | 19.3% |
| | 2 | Evergreen Virginia | \$498,184 | |
| | 2 | Information Technology Support | \$1,611,046 | |
| 3.3 | 4 | Public Library Data | \$79,065 | 0.7% |
| 5.3 | 1 | Early Literacy | \$594,243 | 5.4% |

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

- **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
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

For those who answer Yes to any of the above groups, please discuss to what extent each group was reached.

Seven projects, accounting for 27.4% of total LSTA expenditures during the period, listed **Library Workforce** as the intended audience:

| | |
|--------------------------------------|---------------------------------|
| 21 st Century Work Skills | Public Library Data |
| Children and Youth Services Training | Public Library Scanning Project |
| Early Literacy | Technology Petting Zoos |
| Information Technology Support | |

During the period, LVA became more strategic in its designs for professional development. It invested in deeper, more intentional, and more sustainable learning, by:

- Moving from individual learning to individual and organizational learning. One example was Technology Petting Zoos; another was coaching training as part of Children and Youth Services Training.
- Designing multi-session workshops with homework that encouraged job-embedded learning, feedback, and reflection, and through coaching. Examples, from the Children and Youth Services Training project, were STEM workshops, with incentives to try activities to earn additional resources, and “Early Literacy Enhanced Storytimes,” with six weekly presentations, article or book chapters to read, discussion via email and phone, and weekly assignments.
- Conducted pilot projects to test new approaches, for example, Science Resource Hubs, part of the Children and Youth Services Training project.
- Partnered with knowledgeable experts and utilizing best practice research, including the longitudinal summer reading study, conducted by McREL, which moved Virginia’s traditional library summer reading program into the new paradigm of summer learning based on best practices developed by Cities of Learning and National Summer of Learning Association.
- Implemented end-of-session evaluations. Many examples are included in outcomes reported above.

B. Process Questions

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

New and old SPR data is used annually by the Director and other SLAA staff. Elements are included in a variety of the agency’s reports to the public, to the library community, and to state government. Data from the SPR is also used to establish benchmarks that are reviewed on a periodic basis to assess progress toward the goals stated in the LSTA 2013 – 2017 Five-Year Plan. SPR data has also been shared with specific outside evaluators, such as QualityMetrics, Library Consultants, for this assessment, in their roles in evaluating specific projects.

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

Virginia’s Five-Year LSTA Plan for 2013 – 2017 was not changed or amended after its submission in 2012 to the Institute for Museum and Library Services (IMLS). While some specific activities mentioned in the Plan were discontinued and others were added, these changes were well within the intent of the plan.

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

Data derived from the State Program Report (SPR) is used both internally for planning and evaluation purposes and is shared directly with key SLAA staff and with various advisory groups and is shared indirectly with legislators, and with other public officials through periodic reports from the agency. SPR data has also been shared with outside evaluators including QualityMetrics, Library Consultants.

C. Methodology Questions

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators. To ensure rigorous and objective evaluation the Library of Virginia entered in a competitive bid and selected QualityMetrics, LLC, a library consulting firm, to conduct the independent evaluation. QualityMetrics, LLC does not have a role in carrying out LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. QualityMetrics, LLC consultants have in-depth evaluation experience and demonstrated professional competency in that associates have implemented evaluation studies for the three previous cycles of LSTA evaluation starting in 2003. The associates are experienced in both quantitative and qualitative methods. Martha Kyrillidou is well known for her experience in mixed methods research. Bill Wilson has conducted more than 29 LSTA evaluations in previous evaluation cycles and is a former state librarian.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability. The evaluation conducted by QualityMetrics, Inc. was designed to provide a balance of quantitative performance data and qualitative assessment by administrators and primary beneficiaries (libraries) of LSTA funding. Evaluators utilized four methods –review of financial and planning documents, interviews with Library of Virginia leaders, an online survey, and two virtual focus groups. In a few instances, evaluators sought additional information after the initial review, in order to clarify and deepen their understanding.

Document review. Evaluators collected and reviewed documents that described and summarized the performance of LSTA-funded programs during Federal Fiscal Years (FFY) 2013, 2014, and 2015. They scanned FFY 2012 documents, looking for any shifts in emphasis or dramatic growth or decline in usage. Documents reviewed included “LSTA Five Year Plan 2012 to 2017” and State Program Reports (SPR) for FFY 2013, 2014, and 2015. See the bibliography of additional documents reviewed in Appendix C.

State Library leader interviews. Evaluators conducted interviews on November 18, 2016, with State Librarian Sandra Treadway and six key staff members and incorporated highlights from the notes that suggested major emphases and challenges of library development in Virginia in the report. See the list of individuals interviewed in Appendix B and the interview guide in Appendix D.

Online survey. One hundred fifty-seven participants from public libraries in Virginia responded to the survey. Among respondents, 32.7% serve rural areas, 19.9% a mix of rural and suburban, 14.7% suburban, 11.1% a mix of suburban and urban, and 5.8% urban. Positions held included 39.1% directors, 20.5% managers, 13.5% children’s/youth services, and 7.7% adult reference/information services. Almost one-fourth (23.6%) of respondents’ libraries served fewer than 25,000 residents; 51.9% served communities with populations of 25,000 to 249,999; 20.6% served 250,000 or more, and 3.8% did not know population served. One-third (35.3%) of respondents worked in libraries with fewer than 10 full-time equivalent (FTE) employees; 53.8% in libraries with 10 to 99 FTE employees, 9.0% in libraries with 100 or more employees. See the survey report in Appendix D.

Focus groups. Evaluators conducted virtual focus groups with library staff who had participated in 21st Century Work Skills sessions on January 31, 2017; with librarians knowledgeable about Find It Virginia on February 9, 2017; with library staff who had participated in summer reading/early literacy initiatives on February 13, 2017; with those attending genealogy education sessions on February 14; representatives of libraries participating in the yearbook digitization project on February 14. They applied content analysis techniques to find major points of agreement and satisfaction, and incorporated summaries of those statements with individual examples in the report. See the list of focus group participants in Appendix B, the focus group guide in Appendix D, and the summary of coding in Appendix E.

Interviews. Evaluators conducted a number of phone interviews between February 6 and 28, 2017, with individuals knowledgeable about LSTA initiatives, including early literacy, Evergreen Virginia, Governor's electronic records project, Lifelong learning projects, and the Virginia newspaper project. For the list of interviewees, see Appendix B. For the discussion guide, see Appendix D.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. See C-2 above.

C-4. Discuss how you will share the key findings and recommendations with others. LVA will share key findings and recommendations with other government agencies in West Virginia and the larger public by alerting libraries in West Virginia of the availability of the evaluation report. The report will be publicly available on the agency website as well as on the IMLS website.

Appendix A: List of Acronyms

| | |
|------------|---|
| CMS | Course Management System |
| COSA | Council of State Archivists |
| DBVa | Document Bank of Virginia: http://edu.lva.virginia.gov/dbva/ |
| DVB | Dictionary of Virginia Biography |
| ECRR | Every Child Ready to Read, a research-based early literacy program developed by the Public Library Association and Association for Library Service to Children: http://everychildreadytoread.org/ |
| FindItVA | Find It Virginia: http://www.finditva.com/ |
| FOIA | Freedom of Information Act |
| ILL | Interlibrary loan |
| ILS | Integrated Library System |
| IMLS | Institute for Museum and Library Services: http://www.ims.gov |
| LSTA | Library Services and Technology Act, part of the Museum and Library Services Act, which created the Institute of Museum and Library Services (IMLS) and established federal programs to assist libraries in improving services to the public. LSTA has three purposes: 1) facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; 2) encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public. The LSTA Grants to States program is a federal-state partnership, 3) promote improvements in library services in all types of libraries in order to better serve the people of the United States. The program provides funds using a population-based formula to each state and the territories through State Library Administrative Agencies (SLAAs). |
| LVA | Library of Virginia: http://www.lva.virginia.gov/ |
| McREL | Non-profit, non-partisan education research and development organization: https://www.mcrel.org/ |
| PCI | People Connect Institute: http://www.peopleconnectinstitute.com/ |
| SLAA | State Library Administrative Agency |
| STEM | Science, Technology, Engineering, and Math |
| TReC | Text Retrieval Conference: http://trec.nist.gov/ |
| Transcribe | Library of Virginia website allowing individuals to transcribe digitized historical documents: http://virginiamemory.com/transcribe/ |
| VA | Virginia |

Appendix B: List of people interviewed

Site Visit, November 18, 2017

| | | |
|--|---------------------|--|
| Sandra G Treadway, State Librarian | Library of Virginia | Oversees LSTA program |
| John Metz, Deputy State Librarian | Library of Virginia | Assists in overseeing LSTA program |
| Kathy Jordan, Digital Initiatives & Web Services Manager | Library of Virginia | Managed digitization projects |
| Paul Casalaspì, Director, Information Technology | Library of Virginia | Managed Find It Virginia and provided technology services for other projects |
| Cindy Church, Continuing Education Consultant | Library of Virginia | Managed 21 st Century Work Skills projects |
| Catherine Wyatt, Education & Programs Coordinator | Library of Virginia | Managed Lifelong Learning, Genealogy Education, and Document Bank of Virginia projects |
| Enid Costley, Children's & Youth Services Coordinator | Library of Virginia | Managed Early Literacy and In School and Out of School projects |

Focus Group: 21st Century Work Skills, January 31, 2017

| | | |
|--------------------------------|--------------------------------|------------------------------------|
| Jerry McKenna, Director | Henrico County PL | Attended library director training |
| Clint Rudy, Director | Suffolk County PL | Attended library director training |
| Rick Ward, Director | Blue Ridge Regional Library | Attended Angry Customer workshop |
| Trish Fore, Assistant Director | Galax-Carroll Regional Library | Attended PCI webinars |

Focus Group: Find It Virginia, February 9, 2017

| | | |
|--------------------------------|-------------------------|----------|
| Richmond County Public Library | Dan Ream, Director | Region 4 |
| Suffolk Public Library System | Clint S. Rudy, Director | Region 3 |
| Wythe-Grayson Regional Library | Mary Thomas, Director | Region 1 |
| Staunton Public Library | Ruth Arnold, Director | Region 6 |
| Highland County Public Library | Tomi Herold, Director | Region 6 |

Focus Group: Summer Reading/Early Literacy, February 13, 2017

| | | |
|---|------------------------------------|---|
| Angela Critics, Children's Services Coordinator | Jefferson-Madison Regional Library | Summer Reading Programs, STEM, and Early Literacy. |
| Diana Price, Youth Services Manager | Alexandria Library | STEM trainings, Youth Services Fall trainings, iPads to use, and information in Youth Services Notes. |

| | | |
|--|--|--|
| Sherry J Bright, Director | Buchanan County Public Library | Programs and services for ages 12 up and am the decision maker. |
| Janet Boucher, Youth Services Coordinator | Blue Ridge Regional Library | Worked on Summer Reading Program, Summer Feeding and Literacy Activity Centers. Have Nature Backpacks. Attended Mother Goose on the Loose and National Summer Learning training. |
| Lisa Tyson, Youth Services Coordinator | Tazewell County Public Library | Provide programming and outreach to kids of all ages. Benefited from LSTA initiatives that complement and support and allow to expand resources to the community. |
| Lisa Hicks Director | Alleghany Highlands Regional Library | The benefit my library receives from LSTA funded projects is huge. |
| Rachel Enrich, Youth Services Coordinator | Portsmouth Public Library | Part of pilot program for BookPoints, STEM Resource Hub, ELAC. |
| Jane Drabkin, Teen Librarian | Prince William Public Library | Part of Region 5 County library with multi buildings. Hosted training and participated in several LDND projects. |
| Heather Simpson, Youth and Family Services Manager | Chesapeake Public Library | LSTA grants provide technology resources and services to customers that operating budget does not. |
| Rachel Timm, Youth Services Specialist | Pittsylvania County Public Library | Rural branch. Participated in ELAC, Summer Food Program, training with National Summer Learning. Host STEM Resource Center. |
| Karen Barley, Branch Manager | Blue Ridge Regional Library-Bassett Branch | Focus last three years has been on Summer Feeding Program. |
| Bess Haile, Director | Essex Public Library | Currently creating a five-year plan for library. |
| Amber Lowery, Manager of Youth Services | Roanoke Public Libraries | In face of reduced funding, LSTA allowed library to continue important work in the community. Support empowers library to serve youth who need support. |

| | |
|--|---|
| Focus Group: Crowdsourcing, February 13, 2017 | |
| Kelly McCarthy | Transcribe super star, VA |
| Mary Katterfield | Transcribe super star, VA |
| Alyce Miller | Professor of History, JTCC, host of transcribe-a-thons |
| Melissa Himes | Transcribe super star - currently inactive with LVA due to vision issues but she is an active citizen archivist generally |
| Nat Wooding | Transcribe super star, VA |
| Diana C. Lloyd | |

| | | |
|--------------------|--|--|
| Gloria Whittico | | Law professor who used Transcribe/Virginia Untold in class |
| Lelia Christenbury | | Transcribe Approver |

| Focus Group: Genealogy Education, February 14, 2017 | | |
|--|---|--|
| Donna Shumate, Instructor | University of Richmond and Road Scholar Program | Teach genealogy classes focused on researching at the LVA |
| Nat Wooding, Research Analyst | J Sargeant Reynolds CC | Member of the crowdsourcing transcription project of Virginia Memories |
| Alex Boyd, Pastor | Living Faith Christian Fellowship | Research family's history. |
| Deborah Harvey, Professional Genealogist | Back to your Roots | As a genealogist and Editor of The Virginia Genealogical Society Newsletter, I am very interested in the Libraries activities to promote and support genealogy research in Virginia. |

| Focus Group: Yearbook Digitization Focus Group, February 14, 2017 | | |
|--|--------------------------------------|--|
| Susan Keller, Director | Culpeper County Library | |
| Sally Warburton, Director | Pulaski County Public Library System | |
| Jillian Wagner | Newport News Public Library System | |

| Phone Interviews-Project Participants | | | | |
|--|----------------|--------------------|--|---|
| Interviews: Governor's Electronic Records Project | | | | |
| 2/15/17 | Gordon Cormack | Professor | University of Waterloo | Partner, with Grossman, on "Man vs. Machine" (TREK 2015 and continuing), University of Waterloo School of Computer Science. |
| 2/15/17 | Maura Grossman | Professor/Attorney | University of Waterloo | |
| 2/14/17 | Barbara Teague | Consultant | Council of State Archivists | Former State Archivist of Kentucky, at LVA for one year |
| 2/13/17 | Megan Rhyne | Executive Director | Virginia Coalition for Open Government | Advocate for open government |
| Interviews: Youth Services/Early Literacy | | | | |
| 2/7/17 | Eddie Oliver | State Director | No Kid Hungry Virginia | Works with Governor's office on Summer Food Program and eliminating hunger |

| | | | | |
|---|-----------------|--|--|---|
| 2/9/17 | Chuck English | Director of Playful Learning and Inquiry | Science Museum of Virginia | Coordinated Nature Backpack project with LVA and Virginia Department of Conservation and Recreation, STEM Training, Science Resource Hubs |
| 2/10/17 | Nancy Heltman | Visitor Service Director | Virginia State Parks Department of Conservation and Recreation | Coordinated the Nature Backpack project with LVA and Science Museum of Virginia |
| Interviews: Virginia Newspaper Project | | | | |
| 2/15/17 | Mari Julienne | Historian/ Editor | | heavy user, seeking information |
| 2/17/17 | Joanne Yeck | Author/ Historian/ Educator | | https://joannelyeck.com/ |
| 2/10/17 | Anne Adams | Publisher | The Recorder (Highland County) | virginiachronicle.com |
| Interviews: 21st Century Work Skills | | | | |
| 2/17/17 | Paula Alston | Director | | Attended library directors training |
| 2/6/17 | Kathy Clevenger | Circulation/Volunteer Services | | Attended angry customers training |
| Interviews: Lifelong Learning | | | | |
| 2/21/17 | Robin Jones | | | Regularly attended lifelong learning programs |
| 2/27/17 | Lauranett Lee | Historian | | Regularly attended lifelong learning programs |
| 2/15/17 | Glenn Smith | Records & Information Management Analyst | | LVA staff member, regularly attended lifelong learning programs |
| Interviews: Evergreen | | | | |
| 2/15/17 | Greg Grunow | Mgr., Library Systems & Support | Portsmouth Public Library | |

Site Visit, February 25, 2017

Attended Crowdsourcing class with 30+ attendees and got in depth understanding of transcribing manuscripts and early records.

Appendix C: Bibliography of all documents reviewed

After School Alliance. "America After 3 PM," 2009: (http://www.afterschoolalliance.org/AA3_Full_Report.pdf)

Library of Virginia. "LSTA Five Year Plan 2012 to 2017,": <http://www.lva.virginia.gov/lib-edu/ldnd/lsta/plan12-17.asp>

DaybyDayVA.org: (<http://daybydayva.org>) and Spanish version: (<http://sp.daybydayva.org>).

Document Bank of Virginia: <http://edu.lva.virginia.gov/dbva/>

Early Virginia Collections: <http://www.virginiamemory.com/collections/>

Evergreen Virginia: <https://vpl.virginia.gov/evergreen-virginia-project/>

Find It Virginia: <http://www.finditva.com/>

Governor's Electronic Records: <http://www.virginiamemory.com/collections/kaine/under-the-hood>

Legislative Petitions to the General Assembly: <http://www.virginiamemory.com/collections/petitions>

STEM Resource Hubs: <http://vpl.virginia.gov/youth-services/stem-resource-hubs/>

Summer Reading Study: http://www.lva.virginia.gov/lib-edu/LDND/srp-impact/srp_infographic.pdf

Transcribe: <http://virginiamemory.com/transcribe/>

Virginia Newspapers: http://www.virginiamemory.com/collections/virginia_newspapers

Notes from Library of Virginia Interviews, November 18, 2016

Notes from 21st Century Work Skills Focus Group, January 31, 2017

Notes from Summer Reading/Early Literacy Focus Group, February 13, 2017

Notes from Genealogy Education Focus Group, February 14, 2017

Notes from Yearbook Digitization Focus Group, February 15, 2017

US Census QuickFacts: Virginia, accessed online at: <http://www.census.gov/quickacts/table/PST045216/351>

University of Virginia. Demographics Research Group. "Public School Enrollment Trends in Virginia," November 2014: http://www.coopercenter.org/sites/default/files/publications/VASchoolEnrollmentTrends_CensusBrief_UVACooperCenter_Nov2014.pdf).

Virginia Department of Health. Office of Family Health Services. Division of Population Health Data. "Library of Virginia Summer Reading Site Program Evaluation Report," November 2016

Virginia LSTA Evaluation Online Survey Summary Data and Report

Virginia State Program Report FFY 2013

Virginia State Program Report FFY 2014

Virginia State Program Report FFY 2015

Appendix D: Survey Instrument

Virginia LSTA Survey

WELCOME



Hello!

The Library of Virginia (LVA) requests your assistance in assessing the work we do on behalf of Virginia's libraries that is funded with Library Services and Technology Act "Grants to States" funding. LVA has engaged QualityMetrics, a library consulting firm, to conduct an independent evaluation of our implementation of the LSTA program. This evaluation is required under the Museum and Library Services Act in order to continue to receive federal LSTA funding.

QualityMetrics has designed a brief survey designed to help us understand how libraries are making use of the services and resources provided by LVA as well as what we might do to improve our services in the future. We are specifically interested in your feedback on the programs LVA provides that have been partially or fully funded with LSTA dollars during the period between October 2013 and September 2016. The LSTA Grants to States program is administered by the federal government through the Institute of Museum and Library Services (IMLS). This survey should take no more than 15 minutes to complete.

Thank you in advance for taking the time to complete the survey. Your responses will go directly to QualityMetrics (not to LVA) and your responses will not be identified with your library to LVA. The QualityMetrics team will review all responses and will include the survey results in their report to the Library of Virginia, which is due in March 2017. Your assistance with this survey is very important to us and will help us assess the work we have done in the past and will enable us to improve our service to your library in the future.

LIBRARY AND RESPONDENT DESCRIPTION

1) We're interested in the context within which libraries that respond to the survey are operating. In order to help us understand your library better, please select the category that best describes your library's service area.

- Predominantly rural
- Predominantly suburban
- Predominantly urban
- Mix of rural and suburban
- Mix of suburban and urban
- Mix of rural and urban

Other (Please specify below.)

If you responded "other" to the question above, please specify in the text box provided below.

2) 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
- Adult/reference/information services librarian
- Interlibrary loan/document delivery librarian
- Technical services librarian (cataloger)
- Library technology specialist
- Archivist/Digitization/Preservation specialist
- 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 the text box provided below.

3) Please indicate the TOTAL population served by the library organization you represent (including primary and branch locations).

- Fewer than 1,000
- 1,000 - 4999
- 5,000 - 9,999
- 10,000 - 24,999
- 25,000 - 49,999
- 50,000 - 99,999
- 100,000 - 249,999
- 250,000 - 499,999
- 500,000 - 999,999
- 1,000,000 or more
- DON'T KNOW

4) Please indicate the number of full-time-equivalent (FTE) staff employed in the LIBRARY FACILITY in which you work.

- 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

The Library of Virginia uses its Library Services and Technology Act (LSTA) Grants to States funds to support a number of different programs and initiatives. This survey will explore three areas. They are:
 Find It Virginia (online resources)
 Library Staff Development
 Preservation/ Digitization

FIND IT VIRGINIA

The Library of Virginia invests a significant amount of its LSTA funds to provide access to a wide range of E-resources and databases. The following questions explore your assessment of the value of these resources.

5) Please describe your satisfaction with each of the following categories of online/E-resources.

| | 1 - Completely dissatisfied | 2 - Dissatisfied | 3 - Neither satisfied nor dissatisfied | 4 - Satisfied | 5 - Completely satisfied | Not familiar with the resource(s) / unable to rate |
|---|------------------------------------|-------------------------|---|----------------------|---------------------------------|---|
| Credo Reference (including homework help) | () | () | () | () | () | () |
| Gale InfoTrac | () | () | () | () | () | () |
| eLibrary | () | () | () | () | () | () |
| Zinio | () | () | () | () | () | () |
| Freeding | () | () | () | () | () | () |
| One Click Digital | () | () | () | () | () | () |

| | | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|-----|
| Tumblebooks | () | () | () | () | () | () |
| Other (Please specify below.) | () | () | () | () | () | () |

If you selected "other" in the question above, please specify in the text box provided below.

6) Which two of the online/E-resources offered by the Library of Virginia do you believe are of the greatest importance to your patrons/ users? (Please select no more than two.)

- Credo Reference (including homework help)
- Gale InfoTrac
- eLibrary
- Zinio
- Freading
- One Click Digital
- Tumblebooks
- Other (Please specify below.)

If you selected "other" in the question above, please specify in the text box provided below.

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

8) Are there E-resources/databases that you wish that the Library of Virginia included that are currently not available?

- Yes
- No

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.)

9) 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 E-resources/databases provided by the Library of Virginia.

| | 1 - Strongly disagree | 2 - Disagree | 3 - Neither agree nor disagree | 4 - Agree | 5 - Strongly agree |
|---|--------------------------------------|-------------------------|---|----------------------|-----------------------------------|
| Staff have the knowledge and skills they need to use and teach patrons how to use the E-resources | () | () | () | () | () |

10) Please indicate the degree to which you agree or disagree with the following statement:
The "Super Search Box" feature of Find It Virginia has made E-resources more accessible to the users of my library.

| | 1 - Strongly disagree | 2 - Disagree | 3 - Neither agree nor disagree | 4 - Agree | 5 - Strongly agree |
|---|--------------------------------------|-------------------------|---|----------------------|-----------------------------------|
| The "Super Search Box" feature of Find It Virginia has made E-resources more accessible to the users of my library. | () | () | () | () | () |

11) What would you say is the biggest impact of the availability of these E-resources/databases? (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
- Enables library staff to offer a higher level of service
- Other (Please specify below.)

If you responded "other" in the question above, please specify in the text box provided below.

12) If you have any additional feedback for the Library of Virginia regarding E-resources/databases, please insert that feedback below.

LIBRARY STAFF DEVELOPMENT

The Library of Virginia offers a variety of continuing education/ professional development opportunities to library staff members in the Commonwealth. LVA invests some of its Library Services and Technology Act (LSTA) dollars in these activities. Please indicate your library's awareness of each of the activities listed below and share your assessment of the degree to which you feel these offerings are addressing your library's needs.

13) Please indicate the degree to which you are aware of the following continuing education offerings supported by LVA.

| | 1 - Totally unaware | 2 - Somewhat aware | 3 - Very aware | Not applicable |
|---|------------------------------------|-----------------------------------|-------------------------------|---------------------------|
| "Coaching" training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Find It Virginia training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trustee training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Early literacy/Mother Goose on the Loose training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Genealogy training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STEM training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Technology training (Wordpress and/or Evergreen) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Summer/Winter Reading Program training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Partnership training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Library work skills training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adult programming training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Annual Fall meeting/training for directors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bibliostat Collect Training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Share n Tell workshop | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scholarships for conference attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (Please specify below.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you selected "other" in the question above, please specify in the text box provided below.

14) Please indicate whether you or any member of your staff has participated in each of the following continuing education offerings supported by LVA.

| | I have personally participated | Other staff members from my library have participated | Neither I nor any of the other staff at my library have participated | Not applicable/unaware of opportunity |
|--|---------------------------------------|--|---|--|
| "Coaching" training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Find It Virginia training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trustee training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Early literacy/ Mother Goose on the Loose training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Genealogy training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STEM training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Technology training (Wordpress and/or Evergreen) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Summer/Winter Reading Program training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Partnership training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Library work skills training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adult | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| programming training | | | | |
| Annual Fall meeting/training for directors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bibliostat Collect training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Share n Tell workshop | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scholarships for conference attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you selected "other" in the question above, please specify in the text box provided below.

15) Please rate the degree to which each of the following staff development opportunities addresses your library's continuing education needs.

| | 1 - Irrelevant | 2 - Slightly relevant | 3 - Moderately relevant | 4- Relevant | 5 - Highly relevant | Not applicable/unable to rate |
|---|-----------------------|------------------------------|--------------------------------|-----------------------|----------------------------|--------------------------------------|
| "Coaching" training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Find It Virginia training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Trustee training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Early literacy/Mother Goose on the Loose training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| Genealogy training | () | () | () | () | () | () |
| STEM training | () | () | () | () | () | () |
| Technology training (Wordpress and/or Evergreen) | () | () | () | () | () | () |
| Summer/Winter Reading Program training | () | () | () | () | () | () |
| Partnership training | () | () | () | () | () | () |
| Library work skills training | () | () | () | () | () | () |
| Adult programming training | () | () | () | () | () | () |
| Annual Fall meeting/training for directors | () | () | () | () | () | () |
| Bibliostat Collect Training | () | () | () | () | () | () |
| Share n Tell workshop | () | () | () | () | () | () |
| Scholarships for conference attendance | () | () | () | () | () | () |
| Other (Please specify below.) | () | () | () | () | () | () |

If you selected "other" in the question above, please specify in the text box provided below.

16) If you have any additional feedback for the Library of Virginia regarding staff development opportunities, please insert your comments in the text box provided below.

PRESERVATION & DIGITIZATION

The Library of Virginia invests some of its LSTA funds in a variety of digitization and preservation activities designed to conserve physical resources and to make their content more broadly accessible. Efforts include projects to digitize local resources held by public libraries such as yearbooks, a long-term initiative to make historical resources such as newspapers available electronically, and work to capture and manage born-digital/ born-electronic resources.

The following questions explore this aspect of LVA's LSTA program.

17) Please indicate the degree to which you are aware of the following continuing preservation and digitization efforts supported by LVA. (Not all are supported with LSTA funding.)

| | 1 - Totally unaware | 2 - Somewhat aware | 3 - Very aware |
|---|------------------------------------|-----------------------------------|-------------------------------|
| Virginia Newspaper Project | () | () | () |
| Making History: Transcribe (Collaborative online workspace) | () | () | () |
| LVA Web Archives | () | () | () |
| Kaine Email Project | () | () | () |
| Public | () | () | () |

| | | | |
|--|--|--|--|
| Library Yearbook Scanning Project | | | |
|--|--|--|--|

18) Please indicate the degree to which your library staff actively use each of these resources.

| | 1 - Never | 2 - Rarely | 3 - Occasionally | 4 - Regularly | 5 - Frequently | Was unaware of this resource |
|--|----------------------|-----------------------|-----------------------------|--------------------------|---------------------------|---|
| Virginia Newspaper Project | () | () | () | () | () | () |
| Making History: Transcribe (Collaborative online workspace) | () | () | () | () | () | () |
| LVA Web Archives | () | () | () | () | () | () |
| Kaine Email Project | () | () | () | () | () | () |
| Public Library Yearbook Scanning Project | () | () | () | () | () | () |

19) If you have any additional feedback for the Library of Virginia regarding preservation and digitization efforts, please insert your comments in the text box provided below.

THANK YOU!

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

Appendix E: Summary of Survey Results

Virginia LSTA Web Survey Report

One hundred fifty-seven people responded to the Virginia LSTA web survey. Fifty-one (32.7 percent) respondents represented a predominantly rural service area, twenty-three (14.7 percent) were from predominantly suburban, and nine (5.8 percent) predominantly urban. Forty-one (41.0) percent represented a mix of service areas that included thirty-one rural and suburban, eighteen suburban and urban, and fifteen rural and urban. Eight “other” responses indicated a mix of rural, urban, and suburban service areas and one prison library. Thirty-nine (39.1) percent of the respondents were library directors and another twenty (20.5) percent were Manager/ department heads.

Because libraries across service area types face different challenges, cross-tabulations have been conducted on some of the responses.

Thirty (19.2 percent) respondents said their library served a population of 25,000 - 49,999 and thirty-one (19.9 percent) served a population of 50,000 - 99,999. One rural library indicated a total population fewer than 1,000 and one library from each suburban and mixed service areas reported a population 1,000,000 or more.

Twenty-three (23.7) percent of the respondents were in libraries 10 to 19 full-time-equivalent (FTE) staff. Another nineteen (19.2) percent were in libraries with 20 to 34 FTE. The largest number of suburban and mixed service areas fell into these FTE categories as well. Among urban libraries, the highest percent was equally 20 to 34 and 50 to 99. Almost fifty percent (49.1) of rural libraries reported 4 or less FTE.

Find It Virginia (online resources)

Respondents were asked to describe their satisfaction with each of seven e-resources using a five-point scale where one indicated completely dissatisfied and five indicated completely satisfied. The table below lists the e-resources available descending order of percent of “satisfied” responses. The percent satisfied column represents the sum percent of 4 and 5 ratings. The percent dissatisfied column represents the percent giving the rating of 1 and 2.

It was also possible to check “not familiar with the resource(s)/ unable to rate” if the respondent had not experienced that offering.

| e-Resource | % Satisfied | Neither Dissatisfied nor Satisfied | % Dissatisfied | Not familiar/ unable to rate |
|-------------------|--------------------|---|-----------------------|-------------------------------------|
| Zinio | 80.3% | 10.5% | 3.3% | 5.9% |
| Tumblebooks | 68.8% | 11.7% | 12.3% | 7.1% |
| Gale InfoTrac | 65.8% | 17.4% | 1.9% | 14.8% |
| Credo Reference | 64.9% | 16.2% | 3.8% | 14.9% |
| One Click Digital | 58.2% | 23.5% | 4.6% | 13.7% |
| eLibrary | 52.3% | 18.1% | 4.0% | 25.5% |
| Freeding | 35.5% | 23.2% | 19.4% | 21.9% |

Zinio had the highest satisfaction rating and it was the best known of the resources (it had the lowest rating of “not familiar/unable to rate”). If one looks at the tables in the survey compilation it is apparent that the satisfaction level is impacted by the combination of four and five ratings. Respondents were more likely to rate the offerings at a four than they were at a five. (They’re satisfied, just not completely satisfied!)

There is some difference in the service areas for the various e-resources. While respondents from almost all service areas were most dissatisfied with Freading, urban respondents were most dissatisfied with Credo Reference. Survey participants from all service areas were most unfamiliar with eLibrary, but suburban respondents were equally unfamiliar with Credo Reference and One Click Digital.

One respondent that selected “other” specified Overdrive. Although Tumblebooks had the second highest satisfaction rating, three additional comments had critical feedback for the resource. “Just wish the Tumblebooks were easier for patrons to access.” “...It has had too many problems since LVA took the subscription.” “tumble books is popular and a nice resource but their terms of use are questionable.” (*Please see the survey compilation for the complete answers.*)

The next question asked which two of the online/E-resources offered by the Library of Virginia are of greatest importance to your patrons/users. Twenty-two Rural library respondents selected Tumblebook and eighteen selected Credo Reference. Suburban library respondents chose Zinio and Gale InfoTrac, each was selected by eleven respondents, and Once Click Digital and Tumblebook, tied with six respondents. Urban library respondents chose Zinio and Once Click Digital (each chosen by five) and Credo Reference and Gale InfoTrac (tied with three). Thirty-one respondents from Mix service area chose Zinio and twenty-nine selected Tumblebooks.

Several respondents that selected “other” provided comments that included Find it Virginia, Gale Cengage Learning (i.e., Testing and Education Reference Center), and Overdrive. One comment regarding Tumblebook clarified, “It was selected based on use.” (*Please see the survey compilation for the complete answers.*)

When asked for their reason for the first choice, one hundred ten respondents provided feedback. (*Please see the survey compilation for the complete answers.*) General comments identify usage as one of the main reasons for the respondents’ choice followed by the e-Resource providing the best and most content for patrons. Other reasons include the e-Resource being the best resource to support patrons’ needs, its popularity among library users, and the financial benefits of getting the material through the e-Resource.

Overall, respondents were split when asked if there were e-Resources/databases that they wished the Library of Virginia included that are currently not available. Forty-nine (49.0) percent answered “yes” and fifty-one (51.0) percent responded “no.” Of those seventy-one respondents who did have additions to recommend, many listed language resources (e.g., Mango, Rosetta Stone) and genealogy resources (e.g., Ancestry.com and Heritage Quest). Other specific resources mentioned were, Hoopla, Learning Express, Lynda.com, Consumer Reports, and discovery services (e.g., ProQuest, Ebsco).

Respondents were asked to indicate the degree to which they 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 E-resources/databases provided by the Library of Virginia. Overall, forty-six (46.1) percent of respondents agreed with the statement, but only five (5.8) percent strongly agreed. Twenty-four (24.0) percent disagreed, but only one (1.9) percent strongly disagreed. Twenty-two (22.1) percent of respondents neither agreed nor disagreed with the statement. Among almost all the service areas, respondents agreed with the statement but did not strongly agree. The exception is urban libraries in which respondents equally agreed or strongly agreed (33.3 percent each) with the statement.

Questions 10 asked respondents to indicate the degree to which they agree or disagree with the following statement: The "Super Search Box" feature of Find It Virginia has made E-resources more accessible to the users of my library. Overall, twenty-eight (28.1) percent of respondents agreed with the statement, but only five (5.9) percent strongly agreed. Nearly ten (9.8) percent disagreed or strongly disagreed, however, fifty-six (56.2) percent of respondents neither agreed nor disagreed with the statement. Among almost all the service areas, respondents more highly neither agreed nor disagreed with the statement than agree or strongly agree. The exception is urban libraries in which fifty-five (55.5) percent of respondents agreed or strongly agreed and thirty-three (33.3) percent neither agreed nor disagreed with the statement.

The next questions asked respondents to select the biggest impact of the availability of these E-resources/databases. Respondents were asked to choose the one response that is most important for their library. Almost sixty (59.9) percent said the availability of the resources in broadening the range of services/resources our patrons can access is most important for their library. Another nineteen (19.7) percent indicated that these resources improve the quality of service the library can provide to patrons.

Seven checked "other" and made comments that included "all of the above" and "little impact at all." "Students rarely use the public library, and presumably because these electronic resources are available through the schools, whether public or academic." One response mentioned an impact not listed, "reduces the quality of service because the contract is not favorable to individual library systems." (*Please see the survey compilation for the complete answers to this question.*)

Thirty-five respondents provided additional feedback for the Library of Virginia regarding E-resources/databases. (*Please see the survey compilation for the complete answers to this question.*) The majority of comments were positive: "As a rural, small library, we are very grateful for the E-resources provided by the Library of Virginia. Our patrons are often surprised (and pleased) that we are able to offer E-resources and databases." "I am very pleased that these resources are available to us, and that they are constantly improving. Each time I access one of the resources I am amazed at the amount and variety of content available. I am also especially pleased that there is a resource provided specifically for the youngest learners."

Several of the negative comments concerned site usability: "Staff find the FindIt VA web site difficult to navigate and do not consider FindIt Va a resource to introduce patrons to." "The Find It Virginia page is too segmented. The resources are used based on access from our library website." "The Find It Virginia search box often does not give responses for the term(s) searched." Additional comments offer suggestions: "You need to solicit feedback from the

libraries before purchasing services.” “If we don't have access to certain resources in FindIt VA, then don't post the links. It's very misleading and confusing for patrons.” “A link that gives a list to all resources would be beneficial.” One response requested help in publicizing and educating public about the resources.

Library Staff Development

Questions 13 through 16 pertain to continuing education/ professional development opportunities for library staff members in the Commonwealth.

Survey participants were asked how aware they were of fifteen continuing education offerings supported by LVA. The table below lists the offerings in descending order of overall “very aware” responses. It was also possible to check not applicable for each offering. One hundred four people were very aware of Summer/Winter Reading Program training and seventy-three people each reported being “very unaware” of Share n Tell workshop and Partnership training. Twelve survey participants checked “other,” but only one included a comment: “online webinars.”

| Offerings | Totally unaware | Somewhat aware | Very aware | Not applicable |
|---|------------------------|-----------------------|-------------------|-----------------------|
| | 7.7% | 23.2% | 67.1% | 1.9% |
| STEM training | 12.3% | 22.6% | 62.6% | 2.6% |
| Annual Fall meeting/training for directors | 16.2% | 20.1% | 55.2% | 8.4% |
| Early literacy/Mother Goose on the Loose training | 16.9% | 27.9% | 51.9% | 3.2% |
| Bibliostat Collect Training | 32.0% | 16.3% | 47.1% | 4.6% |
| Scholarships for conference attendance | 26.5% | 30.3% | 41.9% | 1.3% |
| Find It Virginia training | 19.4% | 38.1% | 40.6% | 1.9% |
| Trustee training | 34.2% | 21.1% | 38.2% | 6.6% |
| Adult programming training | 26.5% | 40.6% | 32.9% | 0.0% |
| Library work skills training | 36.4% | 34.4% | 28.6% | 0.6% |
| "Coaching" training | 24.5% | 46.5% | 27.7% | 1.3% |
| Genealogy training | 36.1% | 40.0% | 21.9% | 1.9% |
| Share n Tell workshop | 47.4% | 29.9% | 21.4% | 1.3% |
| Technology training (Wordpress and/or Evergreen) | 38.1% | 38.7% | 19.4% | 3.9% |
| Partnership training | 47.1% | 38.1% | 10.3% | 4.5% |

The next question asked respondents to select in which of the fifteen offerings they had personally participated, in which other staff members from their library had participated, and in which neither they nor any of their other staff had participated. Data is presented in the table below in descending order of staff participation. It was also possible to check not applicable for each offering.

| Continuing Education Offerings | I participated | Staff participated | No participation | Not applicable |
|--|-----------------------|---------------------------|-------------------------|-----------------------|
| Summer/Winter Reading Program training | 28.9% | 57.9% | 15.1% | 9.9% |
| Early literacy/ Mother Goose on the Loose training | 14.1% | 51.7% | 22.1% | 18.1% |
| STEM training | 20.7% | 51.3% | 21.3% | 14.7% |
| Find It Virginia training | 22.0% | 41.3% | 21.3% | 25.3% |
| Bibliostat Collect training | 18.7% | 34.0% | 20.7% | 32.0% |
| Adult programming training | 11.6% | 32.2% | 30.8% | 28.1% |
| Library work skills training | 16.2% | 31.8% | 30.4% | 30.4% |
| Genealogy training | 4.7% | 30.2% | 32.9% | 33.6% |
| Annual Fall meeting/training for directors | 38.9% | 24.8% | 9.4% | 26.8% |
| "Coaching" training | 6.8% | 19.9% | 37.7% | 36.3% |
| Share n Tell workshop | 5.4% | 19.6% | 33.1% | 43.9% |
| Scholarships for conference attendance | 4.1% | 15.0% | 47.6% | 34.7% |
| Technology training (Wordpress and/or Evergreen) | 10.1% | 14.8% | 36.9% | 43.0% |
| Partnership training | 4.1% | 9.5% | 39.2% | 48.6% |
| Trustee training | 19.3% | 6.9% | 30.3% | 44.8% |

When the results are combined for choices, “I have personally participated” and “Other staff members from my library have participated,” *participation* in training parallels awareness. Scholarships for conference attendance had the least participation. One “other” comment added “many webinars” but the other comments indicated respondents were unaware of additional offerings. (*Please see the survey compilation for the complete answers to this question.*)

Question 15 asked respondents to use a scale of 1-5 (with 1 being irrelevant and 5 being highly relevant) to rate the fifteen continuing education opportunities in terms of the degree to which each of the following staff development opportunities addresses your library's continuing education needs. The following table lists the resources in descending order of percent of “relevant” responses, which represents the sum percent of 4 and 5 ratings. The percent irrelevant column represents the percent giving the rating of 1 and 2.

| Continuing education opportunities | % Irrelevant | % Relevant | Not applicable |
|---|---------------------|-------------------|-----------------------|
| STEM training | 2.7% | 81.7% | 10.2% |
| Early literacy/Mother Goose on the Loose training | 4.0% | 75.0% | 14.9% |
| Summer/Winter Reading Program training | 8.1% | 75.0% | 8.8% |
| Find It Virginia training | 4.7% | 69.2% | 16.1% |
| Genealogy training | 8.2% | 66.9% | 18.2% |
| Adult programming training | 5.4% | 66.4% | 19.2% |
| Library work skills training | 4.7% | 62.6% | 23.1% |
| Annual Fall meeting/training for directors | 6.1% | 60.8% | 28.4% |
| Bibliostat Collect Training | 2.7% | 58.8% | 29.7% |
| Scholarships for conference attendance | 8.2% | 53.4% | 28.1% |
| Partnership training | 7.5% | 41.5% | 41.5% |
| "Coaching" training | 10.9% | 41.5% | 30.6% |
| Share n Tell workshop | 6.2% | 40.2% | 40.1% |
| Technology training (Wordpress and/or Evergreen) | 14.3% | 39.4% | 36.1% |
| Trustee training | 16.9% | 32.5% | 38.5% |

Eighty-one (81.7) percent of survey respondents said that STEM training was relevant or highly relevant in addressing their library’s continuing education needs. Sixteen (16.9) percent also reported that Trustee training was the most irrelevant. The relative ranking of the choices did not differ among urban libraries. Rural libraries said Summer/Winter Reading Program training was the most relevant to their continuing education needs and technology training was the most irrelevant. Among suburban libraries, Find It Virginia training was the most relevant and Summer/Winter Reading Program training the most irrelevant. In mixed service area libraries, Early literacy/Mother Goose on the Loose training was the most relevant and Trustee training the most irrelevant.

Thirteen respondents provided additional feedback for Library of Virginia regarding staff development opportunities. *(Please see the survey compilation for the complete answers to this question.)* Comments indicated a need for more training, especially in technology. “...using new technology such as helping patrons download/troubleshoot the various products to their various devices.” “Offering more relevant training in other areas of librarianship would be beneficial.” Other remarks noted a lack of awareness of training.

Preservation/ Digitization

Survey participants were asked the degree to which they were aware of five continuing preservation and digitization efforts supported by LVA. The table below presents data in descending order by percent of respondents “very aware” of the digitization efforts. Respondents were most aware (74.8 percent when combining percent of “somewhat” and “very” aware ratings) of Virginia Newspaper Project and sixty-four (64.3) percent aware of Public Library Yearbook Scanning Project. One hundred eleven respondents, the highest

percent, said they were totally unaware of the Kaine Email Project. Almost fifty (48.7) percent were also total unaware of Making History.

| Digitizing efforts | Totally Unaware | Somewhat Aware | Very Aware |
|---|------------------------|-----------------------|-------------------|
| Public Library Yearbook Scanning Project | 35.7% | 29.2% | 35.1% |
| Virginia Newspaper Project | 25.2% | 41.3% | 33.5% |
| Making History: Transcribe (Collaborative online workspace) | 48.7% | 29.2% | 22.1% |
| LVA Web Archives | 36.6% | 41.8% | 21.6% |
| Kaine Email Project | 72.1% | 20.1% | 7.8% |

Question 18 asked respondents to use a scale of 1-5 (with 1 being never and 5 being frequently) to indicate the degree to which the library staff actively use each of the five resources. Survey participants were also able to check “was unaware of this resource.” Complementing the previous question, the resource to which survey participants were most aware, Virginia Newspaper Project is the most used resource. Forty-eight (48.1) percent of respondents used the resource at some level which combined rating 3-5 (occasionally, regularly, frequently used). Furthermore, thirty-three (33.3) percent of respondents never use Kaine Email Project, the least known and forty-six (46.0) of survey participants report that they were unaware of this resource.

The final question asked respondents to share any additional feedback for the Library of Virginia regarding preservation and digitization efforts. *(Please see the survey compilation for the complete answers to this question.)* Responses ranged from the lack of awareness and need for more information to the desire and challenges to take advantage the resources. “I am VERY interested but completely unaware of all listed projects!!” “Market these efforts? How can PL's learn more about digitizing local resources?” “I would love to use these resources more, but it involves making the opportunities.”

Appendix G: LSTA Funding Allotments 2013-2015 Mapped to Goals

Virginia LSTA Expenditures FFY 2013 - FFY 2015

| <i>Audience</i> | <i>LSTA Intent</i> | <i>State Goal</i> | <i>Title</i> | <i>FFY 2013 Expend</i> | <i>% FFY 2013 Expend</i> | <i>FFY 2014 Expend</i> | <i>% FFY 2014 Expend</i> | <i>FFY 2015 Expend</i> | <i>% FFY 2015 Expend</i> | <i>FFY 2013 - FFY 2015 Expend TOTAL</i> | <i>% TOTAL Expend</i> |
|-----------------|--------------------|-------------------|--|------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|---|-----------------------|
| Lib Wkfc | 5.3 | 1 | Early Literacy | \$165,897 | 4.6% | \$286,246 | 7.8% | \$142,100 | 3.8% | \$594,243 | 5.4% |
| General | 1.2 | 1 | In School and Out of School | \$183,000 | 5.1% | \$308,560 | 8.4% | \$247,869 | 6.6% | \$739,429 | 6.7% |
| General | 3.1 | 2 | Community Based Digital Project | | 0.0% | \$10,471 | 0.3% | \$22,499 | 0.6% | \$32,970 | 0.3% |
| General | 3.1 | 2 | Crowd Sourcing User Engagement | \$65,658 | 1.8% | \$127,160 | 3.4% | \$140,251 | 3.7% | \$333,069 | 3.0% |
| Adults 18+ | 1.1 | 2 | Document Bank of Virginia | | | | | \$8,396 | 0.2% | \$8,396 | 0.1% |
| General | 2.2 | 2 | Early Virginia Collections | \$10,533 | 0.3% | \$26,303 | 0.7% | | 0.0% | \$36,836 | 0.3% |
| General | 3.2 | 2 | ERate | \$15,771 | 0.4% | \$14,255 | 0.4% | | 0.0% | \$30,026 | 0.3% |
| General | 3.2 | 2 | Evergreen Virginia | \$215,788 | 6.0% | \$141,475 | 3.8% | \$140,922 | 3.7% | \$498,184 | 4.5% |
| General | 2.2 | 2 | Find It Virginia | \$1,503,209 | 41.7% | \$1,303,876 | 35.3% | \$1,708,397 | 45.4% | \$4,515,481 | 40.8% |
| General | 2.1 | 2 | Genealogy Education | | 0.0% | \$6,207 | 0.2% | \$6,931 | 0.2% | \$13,138 | 0.1% |
| General | 3.1 | 2 | Governor's Electronic Records Project | \$139,376 | 3.9% | \$97,452 | 2.6% | \$101,246 | 2.7% | \$338,074 | 3.1% |
| General | 2.2 | 2 | Governor's Office, Letter Books, 1874-1906 | \$3,238 | 0.1% | | 0.0% | | 0.0% | \$3,238 | 0.0% |
| Lib Wkfc | 3.2 | 2 | Information Technology Support | \$542,113 | 15.0% | \$530,903 | 14.4% | \$538,030 | 14.3% | \$1,611,046 | 14.6% |
| General | 2.2 | 2 | Interlibrary loan | \$91,548 | 2.5% | \$90,871 | 2.5% | \$86,458 | 2.3% | \$268,877 | 2.4% |
| General | 2.2 | 2 | Legislative Petitions Digital Project | \$8,292 | 0.2% | | 0.0% | | 0.0% | \$8,292 | 0.1% |
| General | 1.2 | 2 | Lifelong Learning | \$31,651 | 0.9% | \$14,309 | 0.4% | \$24,647 | 0.7% | \$70,607 | 0.6% |
| General | 2.2 | 2 | Militia Commission Papers | \$32,705 | 0.9% | \$37,314 | 1.0% | \$34,753 | 0.9% | \$104,771 | 0.9% |
| Lib Wkfc | 2.2 | 2 | Public Library Scanning Project | \$15,794 | 0.4% | | 0.0% | | 0.0% | \$15,794 | 0.1% |
| General | 2.1 | 2 | Technology Consulting | \$6,196 | 0.2% | \$88,539 | 2.4% | \$78,954 | 2.1% | \$173,689 | 1.6% |
| General | 2.1 | 2 | Unified User Interface for LVA | \$7,123 | 0.2% | | 0.0% | | 0.0% | \$7,123 | 0.1% |

| <i>Audience</i> | <i>LSTA Intent</i> | <i>State Goal</i> | <i>Title</i> | <i>FFY 2013 Expend</i> | <i>% FFY 2013 Expend</i> | <i>FFY 2014 Expend</i> | <i>% FFY 2014 Expend</i> | <i>FFY 2015 Expend</i> | <i>% FFY 2015 Expend</i> | <i>FFY 2013 - FFY 2015 Expend TOTAL</i> | <i>% TOTAL Expend</i> |
|------------------------|---------------------------|--------------------------|--------------------------------------|-------------------------------|---------------------------------|-------------------------------|---------------------------------|-------------------------------|---------------------------------|--|------------------------------|
| General | 2.2 | 2 | Virginia Newspaper Project | \$209,605 | 5.8% | \$200,936 | 5.4% | \$136,955 | 3.6% | \$547,496 | 4.9% |
| Lib Wkfc | 3.1 | 3 | 21st Century Work Skills | \$133,798 | 3.7% | \$100,874 | 2.7% | \$117,187 | 3.1% | \$351,859 | 3.2% |
| Lib Wkfc | 3.1 | 3 | Children and Youth Services Training | \$119,385 | 3.3% | \$93,463 | 2.5% | \$86,991 | 2.3% | \$299,839 | 2.7% |
| Lib Wkfc | 3.1 | 3 | Technology Petting Zoos | \$3,848 | 0.1% | \$78,287 | 2.1% | | 0.0% | \$82,135 | 0.7% |
| Lib Wkfc | 3.3 | 4 | Public Library Data | \$17,275 | 0.5% | \$29,750 | 0.8% | \$32,040 | 0.9% | \$79,065 | 0.7% |
| | | | Difference - LSTA Administration | \$85,989 | 2.4% | \$106,164 | 2.9% | \$109,482 | 2.9% | \$301,635 | 2.7% |
| | | | | \$3,607,790 | 100.0% | \$3,693,415 | 100.0% | \$3,764,107 | 100.0% | \$11,065,312 | 100.0% |