Rhode Island Office of Library and Information Services

Library Services and Technology Act (LSTA)

Grants to States Implementation Evaluation

FFY 2013 – FFY 2017

Evaluators:

Martha Kyrillidou, Ph.D.
William Wilson
Ethel Himmel, Ph.D.
Lesley Langa

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Evaluation Summary

The Office of Library and Information Services (OLIS) of the State of Rhode Island has been level funded, was not permitted to fill positions and has undergone a major reorganization that was part of the state government reorganization efforts. It is now housed in the Office of Digital Excellence, a structure that offers better future opportunities for OLIS. In the most recent report on *State Library Administrative Agencies Survey: Fiscal Year 2014,* Rhode Island is in the group that is characterized as the 'Flat Recovery Group', "a group of state library agencies that is characterized by a decrease in revenues and expenditures and a flat post-recession recovery during the 10-year period examined in the report" (p. 19).

The evaluators concluded that Goal I was ACHIEVED and the rest of the goals were PARTLY ACHIEVED. Appendix G includes the funding activities mapped to goals. The majority of the funding is for Goals I and II. The evaluation covers activities that were conducted using FFY 2013 through FFY 2015 funding. These activities took place between 2014 and 2016. The findings are organized around each goal of the state's 2013-2017 Five-Year Plan. Each goal is categorized as either 1) achieved, 2) partly achieved, or 3) not achieved. OLIS made significant progress towards each of its four goals. The consultants providing an external evaluation for the 2013-2017 Five Year Plan found that transactional data and funding supported activities that help OLIS make this progress and corroborate the evidence collected via focus groups, interviews and survey data. The four goals in the Library Services and Technology (LSTA) Five-Year Plan for Rhode Island are listed in Table 1; the table offers a summary of both Rhode Island's internal assessment and the evaluator's conclusions.

GOALS	Self-Assessment	Consultants' Assessment
Goal I - Facilitate **access to and sharing of resources** and information in all types of libraries (LSTA Priorities 1, 2, 5, 6, and 7 focusing on information access from the new LSTA focal areas).	Achieved	Achieved
Goal II - Provide library services to **people with disabilities** (LSTA Priorities 4, 5, 6, and 7 focusing on lifelong learning for persons with disabilities from the new LSTA focal areas).	Partly Achieved	Partly Achieved
Goal III - Create opportunities for libraries to enhance their capacity to provide **services and resources to all Rhode Islanders** (LSTA Priorities 1, 2, 3a, 4, 5, 6, 7 and 8 focusing on several new LSTA focal areas including **lifelong learning, employment and economic development**, and library capacity building).	Partly Achieved	Partly Achieved
Goal IV - Provide continuing education to increase and enhance the **competencies and capacities of librarians, library paraprofessionals, and library trustees** (LSTA Priorities 1, 3a, and 4 focusing on library capacity building from the new LSTA focal areas).	Partly Achieved	Partly Achieved

Table 1. Comparative assessments of the Rhode Island OLIS goal progress as of 2016

Appendix G includes the funding activities mapped to goals. Table 2 shows the distribution of funding by goal.

In the aftermath of the Great Recession, OLIS set out to achieve ambitious goals covering many established as well as new areas of services. While staffing at libraries has remained consistent over the evaluation period, OLIS was unable to fill vacancies due to budget constraints. In the chart below, we show the expenditure activities as they are mapped to the goals of the plan. OLIS provided some sub-grants in FFY2013 in addition to statewide initiatives. Sub-grants did not continue after 2013.

	FFY 2013 Expend.	FFY 2013 Percent	FFY 2014 Expend.	FFY 2014 Percent	FFY 2015 Expend.	FFY 2015 Percent	Total	Percentage FFY 2013 - FFY 2015
Goal 1	$363,602	34%	$418,200	39%	$406,674	38%	$1,078,000	36%
Goal 2	$292,585	28%	$345,785	32%	$370,608	35%	$1,008,978	34%
Goal 3	$203,678	19%	$137,274	13%	$47,274	4%	$296,784	10%
Goal 4	$166,700	16%	$150,751	14%	$206,599	19%	$524,050	17%
LSTA Administration	$33,593	3%	$24,192	2%	$39,687	4%	$97,472	3%
	$1,060,158	100%	$1,076,202	100%	$1,070,842	100%	$3,005,284	100%

Table 2. LSTA Funding by Goal

We used a mixed methods protocol for data gathering and analysis deploying a site visit at the state library agency, personal interviews, in person and virtual focus groups as well as phone interviews in addition to a survey of libraries. The analysis of the documentation is presented in the main body of the report and a detailed report of the survey results in Appendix F.

In summary, the most successful program identified is the Library of Rhode Island (LORI). LORI provides library resources to every resident through a network of approximately 185 libraries and through subscriptions to online electronic resources.

A very important program focused on a specialized population, people with visual impairment and physical disabilities, is of high value to a small audience and attempts to expand to recruit new populations have not increased as much as it was aspired. However, the program has important partnerships that sustain a great service for a population that is in great need of it despite its low number of state residents enrolled and the high cost per user. Furthermore, it is a program that extends the network established by the Library of Congress' National Library Service (NLS). The potential of future collaborations at a regional level may achieve economies of scale in future years.

The evaluators conducted a web-survey that captured data on summer reading, services to individuals with disabilities, e-resources and the AskRI program, continuing education and resource sharing are statewide programs reaching either the majority of residents or library staff in Rhode Island. The stakeholders we interviewed spoke about their importance in helping them shape their programming in established and impactful ways as well as in innovative ways. Our informants articulated the fundamental value of the LSTA funded activities in the life of their users in the life of their libraries and all of their futures.

Our conclusions regarding the goals in the LSTA plan of OLS are as follows:
A – 1 Summary

Goal I - Facilitate access to and sharing of resources and information in all types of libraries.

GOAL I CONCLUSION

The evaluators find three compelling reasons to conclude that OLIS has ACHIEVED Goal I. They are:

1. Components of the LORI Network provide a rich set of services and protocols that ensure a robust collaborative infrastructure with shared resources, delivery and interlibrary loan actively used and being extremely valuable to the community of users Rhode Island libraries serve.
2. The LORI network has a variety of active advisory structures and working groups that can deliver recommendations and encourage the community to implement standards and protocols that enhance the quality of the LORI Network operations.
3. The quality of data and statistics is robust and extensive. Libraries can benefit from the demonstration of the value they delivery to their users and tell a compelling story of service and dedication.

The evaluators conclude that OLIS has ACHIEVED Goal I.

Goal II - Provide library services to people with disabilities.

GOAL II CONCLUSION
The evaluators find two compelling reasons to conclude that OLIS has PARTLY ACHIEVED Goal II. They are:

1. Extensive and systematic service of high quality to people who have visual impairments and are physically handicapped is noteworthy; the high level of service and high level of evaluation standards the NLS service has established ensure that the people who are in need and know about the service are well served.

2. Outreach and adoption of TBP by aging adults and others who may benefit is a challenging task; growing the program by increasing the numbers is highly desirable but has not been achieved so far though if the growth pattern of the last year occurs again, it may be possible to achieve this goal by the end of the current LSTA plan period. Barriers to adopting TBP services by aging adults will need to be addressed by re-examining services to older adults more holistically.

The evaluators conclude that OLIS has PARTLY ACHIEVED Goal II.

Goal III - Create opportunities for libraries to enhance their capacity to provide services and resources to all Rhode Islanders.

GOAL III CONCLUSION

The evaluators find three compelling reasons to conclude that OLIS has PARTLY ACHIEVED Goal III. They are:

1. The breadth of activities is impressive and many projects have far reaching achievements such as the collaboration with the Rhode Island Emergency Management Agency (RIEMA) to administer the Protection of Cultural Resources and Historic Properties or the availability of LearningExpress and Mango Languages to support unemployed individuals and refugees. All in all, the activities are contributing positively.

2. The evaluators find that the evidence as to whether the articulated expectations in terms of the measures achieved is mixed. Sometimes different types of measures point in different directions like the ones for the SRP. In the SPR data, for example, the trends for teens are showing increasing participation according to expectations but the trends for children and general attendance are flat or decreasing sometimes.

3. Last but not least, this is the goal where the least amount of LSTA funds is invested, yet the impressive listing of activities proposed and much of what is accomplished is spreading the resources thinly across the spectrum.

The evaluators conclude that OLIS has PARTLY ACHIEVED Goal III.

Goal IV - Provide continuing education to increase and enhance the competencies and capacities of librarians, library paraprofessionals, and library trustees.

GOAL IV CONCLUSION

The evaluators find two compelling reasons to conclude that OLIS has PARTLY ACHIEVED Goal IV. They are:

1. OLIS is offering an impressive array of activities to support the professional development of library staff and the activities contribute positively towards the goal.

2. OLIS is not making a clear connection between the professional development offerings and improvements in the experience of the library users; the need for a stronger emphasis on articulating effective outcomes is both a challenge and an opportunity.

The evaluators conclude that OLIS has PARTLY ACHIEVED Goal IV.

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

Appendix H shows that OLIS goals address all the Measuring Success Focal Areas with primary emphasis on Information Access and Literacy.

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

Appendix I shows that OLIS activities address many of the IMLS Target Populations but only two categories meet the 10% threshold of expenditures invested in these groups and they are Individuals with disabilities and Library Workforce.

B. Process Questions

New and old SPR data is used annually by the Chief 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.

C. **Methodology Questions**

To ensure rigorous and objective evaluation of the SLAA implementation of the LSTA Grants to States program, the agency joined COSLINE and issued a Request for Proposals (RFP) on July 1, 2016 to solicit proposals to conduct a "Library Services and Technology Act Evaluation." Proposals were due July 18, 2016.

As a result of a competitive bidding process, QualityMetrics, Library Consultants, a library consulting firm headquartered in Silver Spring, Maryland, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics, Library Consultants does not have a role in carrying out other LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results.

The SLAA will share the findings of the evaluation with a variety of partner agencies in Rhode Island (governmental, other public, and non-profit) and with the larger public by alerting the libraries in Rhode Island of the availability of the evaluation report. The report will be publicly available on the agency website as well as on the IMLS website.

Evaluation Report

INTRODUCTION

The Office of Library and Information Services (OLIS) has been level funded, was not permitted to fill positions, and has undergone a major reorganization that was part of state government reorganization efforts. It is now housed in the Office of Digital Excellence, a structure that offers better future opportunities for OLIS. In the most recent report on *State Library Administrative Agencies Survey: Fiscal Year 2014,* Rhode Island is in the group that is characterized as the 'Flat Recovery Group', "a group of state library agencies that is characterized by a decrease in revenues and expenditures and a flat post-recession recovery during the 10-year period examined in the report."[1]

The population of the state (estimate as of July 1, 2016) was 1,056,426, an increase of 0.3 percent since the April 1, 2010 U.S. Census. Rhode Island's population is relatively static; this will eventually result in a lesser LSTA allotment if the Rhode Island population grows more slowly than the populations in other states. Persons under five years old decreased slightly from 5.5 percent in 2010 to 5.2 percent in 2015. A decline was also noted for persons less than 18 years of age, which fell from 21.3 percent to 20.0 percent in the same timeframe. On the other hand, the proportion of persons age 65 years and over increased from 14.4 percent to 16.1 percent. The population of Black or African Americans (alone) increased slightly from 5.7 percent to 7.9 percent, the population of Asians (alone) increased from 2.9 percent to 3.6 percent, and the population of persons with Hispanic or Latino ethnicity increased from 12.4 percent to 14.4 percent. Median household income (in 2015 dollars), for the 2011–2015 period, was $56,852, and per capita income was $31,118.[2]

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

Changes built into the new system to enhance the ability to track outcomes, focal areas, and targeted audiences in the long-term affected the ways in which States reported their projects in the short-term. In fact, the structure in which SPR data was captured during the three-year period differed somewhat each year. These variations in reporting coupled with variations in the codes assigned to different projects and activities makes it challenging to report SPR data in a consistent manner across the three years we have SPR data.

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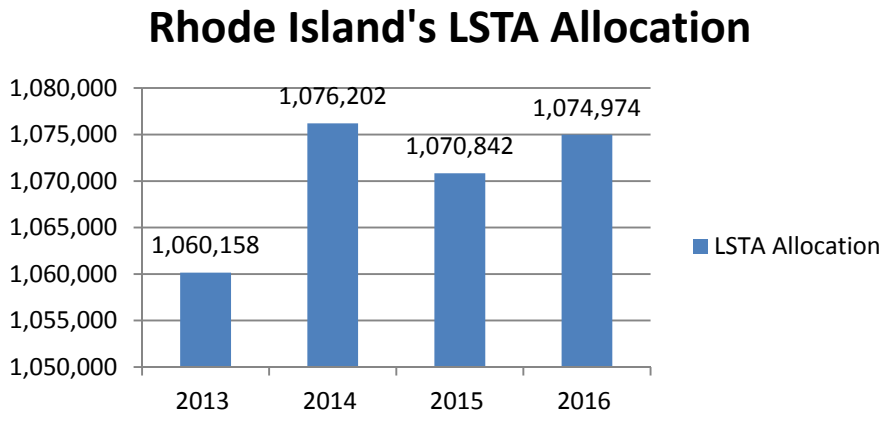
[1] Institute of Museum and Libraries Services. State Library Administrative Agencies Survey: Fiscal Year 2014. Washington, DC: Institute of Museum and Libraries Services: 19

[2] Census QuickFacts uses data from the following sources: National level - Current Population Survey, Annual Social and Economic Supplement (CPS ASEC); State level - American Community Survey (ACS), one-year estimates; County level - The Small Area Income and Poverty Estimates (SAIPE), one-year estimates; Sub-county level: Cities, towns and census designated places; - ACS, five-year estimates: https://www.census.gov/quickfacts/table/PST045216/44

OLIS offered competitive grants in FFY2013 by using funds from unfilled vacancies. Similarly, other activities were affected by staff vacancies and reflected in the reporting of the SPR data. Staff changes at OLIS, as well as different ways of reporting in different years due to new reporting protocols established by the IMLS, forced the evaluators to make decisions on the ways some of these projects are reported for evaluation purposes.

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

Some projects changed their name from year to year and had two different entries in the SPR summary report when we combined the projects across years. In an effort to fairly evaluate OLIS’ progress, the evaluators in consultation with the OLIS staff have taken some liberty in standardizing the reporting of the projects that appeared in different lines in the SPR across different years. OLIS reported projects under all the goals in the SPR system though the projects were reported under different goals sometimes. For example, in FFY2014 SPR Continuing Education and Workforce Development were reported as projects for the most part (Appendix G) while in FFY2015 they were reported as activities under projects such as Youth Services and Public Library Development. Tables in Appendix G (LSTA Funding Allotment Mapped to Goals —FFY 2013–FFY 2015) present all the project categories used as well as expenditures in each of these categories for each of the three years. The chart below shows the LSTA allocation for the state of Rhode Island from 2013 to 2016 (the most recent year allocated funds are published). The FFY2016 allocation and its funded activities has not been completed yet as states use these funds in their current FY2016. So, the activities reported in this evaluation are the ones that have been funded with the amounts allocated between FFY2013 and FFY2015.



The following evaluation is structured around the IMLS "***Guidelines for IMLS Grants to States Five-Year Evaluation***" and the four goals that appeared in the OLIS Five-Year LSTA Plan for 2013–2017. We will first report on the "Retrospective Questions" (Section A) posed by IMLS for each of the four goals. We will then proceed to respond to the "Process Questions" (Section B) and "Methodology Questions" (Section C) as a whole, noting any differences that apply to individual goals.

BACKGROUND

Since the Library Services and Technology Act (LSTA) Grants to States program uses a formula that is primarily population-driven to determine state allotments, Rhode Island, as a state with a small-sized population, receives a small allocation. Rhode Island's LSTA funding allotment ranks 44th among the state and territories included in the program. As posted in the chart above, Rhode Island received a bit more than $1 million per year over the course of the three years covered by this evaluation.

Given Rhode Island's 2015 estimated population of 1,056,426 the state's annual LSTA allotment of approximately $1 million per year translates into about $1 per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of Rhode Island residents. OLIS' challenge has been to find ways to make $1 per person transformative in terms of library services, to leverage a small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

Rhode Island's philosophy is based on the needs of the communities; as articulated in their LSTA plan "Rhode Island's 21st century library will be both an independent micro-community and part of a cooperative global enterprise. The state's size enables cooperation in all areas on a statewide level, without sacrificing unique service to the local community, whether it is in a town, a school, a university, a hospital, a correctional facility or elsewhere." [3] OLIS has attempted to fulfill this vision with a multi-faceted strategy of strong collaboration in the face of diminishing resources.

In the opinion of the evaluators, OLIS has fulfilled much of what it aspired to do yet if there is a single criticism one may express is that it tried to be too ambitious in the level of performance measures and targets is set during difficult financial times. There are four goal statements in the Rhode Island LSTA Program Five-Year Plan for Years 2013-2017. They are:

Goal I - Facilitate access to and sharing of resources and information in all types of libraries (LSTA Priorities 1, 2, 5, 6, and 7 focusing on information access from the new LSTA focal areas).
Goal II - Provide library services to people with disabilities (LSTA Priorities 4, 5, 6, and 7 focusing on lifelong learning for persons with disabilities from the new LSTA focal areas).
Goal III - Create opportunities for libraries to enhance their capacity to provide services and

[3] State of Rhode Island Department of Administration, Office of Library and Information Services. "Five-Year Strategic Plan for the federal fiscal years 2013 to 2017": 5.

resources to all Rhode Islanders (LSTA Priorities 1, 2, 3a, 4, 5, 6, 7 and 8 focusing on several new LSTA focal areas including lifelong learning, employment and economic development, and library capacity building).
Goal IV - Provide continuing education to increase and enhance the competencies and capacities of librarians, library paraprofessionals, and library trustees (LSTA Priorities 1, 3a, and 4 focusing on library capacity building from the new LSTA focal areas).

OLIS directed about 1/3 of the LSTA funds in accomplishing Goal 1 ($1,078,000 over a three-year period for 36% of the total LSTA funds expended) and a similar amount in accomplishing Goal 2 ($1,008,978 for 34% of the total LSTA funds expended). Another 10% was spent towards Goal 3 activities, mostly with subgrants awarded in FFY2013; this is a goal with a focus on strengthening services to the public. Apart from a very small amount allocated for administrative purposes, the balance of the allotment (17% of total FFY 2013–FFY 2015) is spent on projects supporting Goal 4, a goal that has a focus on investing in library staff.

OLIS has persevered in the face of tough financial times for the state and if there is an advice to offer, it is articulated well in the words of one of our interviewees:

> OLIS does an outstanding job with a limited budget. I am always impressed by their constant desire to do better and improve; they are doing an outstanding job; it must be a constant struggle ... My hat is off to them and what they are accomplishing … I would suggest less record keeping for them and reducing the burden of data collection so they can focus even more on the services delivered.

Much of what follows in answer to the "Retrospective Questions" is derived from reporting by the SLAA. The evaluators have also completed a survey, focus groups and interviews and can confirm the conclusions of this evaluation by triangulating the evidence.

A. Retrospective Questions

GOAL I - 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 I - Facilitate access to and sharing of resources and information in all types of libraries - Expenditures

LSTA Expenditures for Goal I FFY 2013 – FFY 2015	**$1,078,000 (36%)**

Table 3. Goal I: Information Resource and Statewide Database Expenditures

Goal 1 expenditures represent 36% of Rhode Island's total LSTA allotment in the FFY 2013–FFY 2015 period.

GOAL I OBJECTIVES: Five objectives were identified in the plan for Goal 1. They are:

Objective 1: Library of Rhode Island (LORI)

Objective 2: Delivery
Objective 3: ILL
Objective 4: LORI membership
Objective 5: AskRI

GOAL I ACTIVITIES: These objectives were met by carrying forward the following activities:

OLIS collects annual data and publishes reports documenting LORI Network activity. Delivery is provided to every library in LORI. The LORI ILL program allows patrons of any LORI library to request materials from another LORI library that is not under the same administration, for instance, from a public library patron to an academic library. The delivery system has been very agile and has implemented streamlined procedures. A new vendor for the physical delivery has led to increased efficiencies. Data for FY2015 appears in the table below.

The LORI Resource Sharing Working Group, formed in 2012, seeks to encourage interlibrary loan among all LORI libraries, facilitate its improvement, update the ILL Code, identify training needs, and act in an advisory capacity to OLIS on ILL policies and procedures. The LORI Resource Sharing Working Group meets six times a year. In exploring the possibilities of one catalog, this group recommended that the INNReach product of Innovative Interfaces be used to connect the existing catalogs of Ocean State Libraries, HELIN, and Brown University to demonstrate the functionality of patron initiated requests among these systems for a period of time; this solution was the least expensive since the three largest catalogs in Rhode Island use Innovative Interfaces.

Additionally, OLIS did not include the revision of the LORI resource sharing regulations in its 5-year plan, but the regulations were revised during the plan period and impacted LORI. The streamlined LORI Standards expedite the LORI Certification process and incorporate interlibrary loan requirements for participating in LORI resource sharing.

Through a contract with OLIS, the Statewide Reference Resource Center (SRRC) at Providence Public Library (PPL) provides access to online reference services, statewide databases, and online learning tools through AskRI, the state's portal for library resources. OLIS works with PPL to coordinate services, evaluate usage, and seek input from the library community in order to identify tools for inclusion in AskRI. AskRI resources LearningExpress Library and Mango Languages provide tools and information services for job seekers, students and language learners. Over 443,000 public library and 196,000 academic library card holders can access these products directly through AskRI or through library websites. State funds support database subscription for EBSCO, World Book, ProQuest's HeritageQuest, and Tutor.com; state contracts for reference services, technical support, and project management by Providence Public Library. Public library consortium funds contribute to the cost for EBSCO databases.

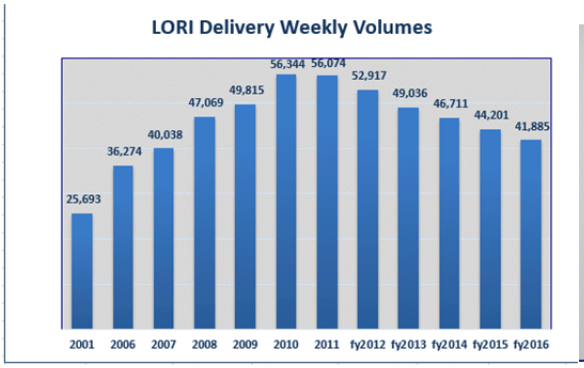
These objectives were met by capturing the following measures:

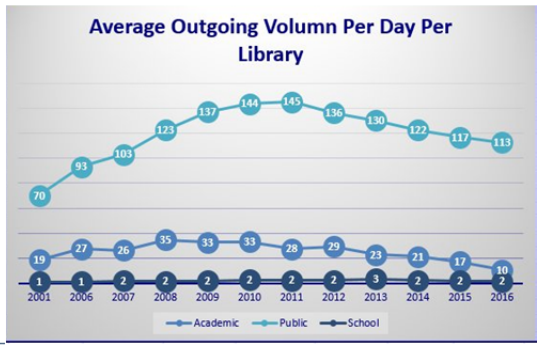
Objective 1: Library of Rhode Island (LORI)
Measure: annually collect data and publish reports of LORI Network activity and resources

***Measure accomplished**: SPR data files submitted to evaluators and IMLS*

Objective 2: Delivery
Measure: survey LORI libraries bi-annually to collect data about the number of items/week sent in delivery to determine fluctuations or stability of service
***Measure accomplished**: See statistics at:*
http://www.olis.ri.gov/network/delivery/itemscount/index.php

A couple of representative charts from the OLIS website demonstrate the delivery volume on a weekly basis as well as by type of library below:





Objective 3: ILL
Measure: annually collect ILL and circulation statistics to monitor and measure fill rates and library participation
***Measure accomplished**: detailed statistics are available and below is a summary table.*

Library Type	Requested from In-State	Requested from Out-of-State	Supplied to In-State	Supplied to Out-of-State
Academic*	33,346	*41,457*	67,874	*49,881*
Public	983,904	2,612	992,897	177
School	9,289	7	11,891	6
Special	843	2,777	759	4,690
TOTAL	**1,027,382**	**46,853**	**1,073,421**	**54,754**

Table 4. Statewide LORI ILL Statistics FY2015[4]
**Academic requests from out of state are not facilitated by OLIS for the most part*

Objective 4: LORI membership
Measure: annual recertification rate; baseline membership = 187 in 2013.
***Measure accomplished**: LORI has 185 member libraries as of March 2017; it includes 12 academic libraries, 9 hospital libraries, 48 public libraries, 110 school libraries and 6 special libraries. It should be mentioned that hospital libraries are facing some interesting challenges as*

[4] State of Rhode Island, Office of Library and Information Services, Department of Administration (2016). Tabulated 2016 LORI Library Standards Reports. Available: http://www.olis.ri.gov/network/standards/reports/2016/index.php

some of the systems they belong to are being bought by for profit enterprises and, thus, become ineligible for access to publicly funded resources.

Objective 5: AskRI
Measure: monthly collect, analyze and publish data on extent and patterns of use of SRRC and AskRI services and resources.
***Measure accomplished**: Statistics are available at:*
http://www.olis.ri.gov/grants/srrc/stats/index.php

The conclusions for each measure were also triangulated with information at the objective level that the agency provided.

GOAL I CONCLUSION

The evaluators find three compelling reasons to conclude that OLIS has ACHIEVED Goal I. They are:

1. Components of the LORI Network provide a rich set of services and protocols that ensure a robust collaborative infrastructure with shared resources, delivery and interlibrary loan actively used and being extremely valuable to the community of users Rhode Island libraries serve.
2. The LORI network has a variety of active advisory structures and working groups that can deliver recommendations and encourage the community to implement standards and protocols that enhance the quality of the LORI Network operations.
3. The quality of data and statistics is robust and extensive. Libraries can benefit from the demonstration of the value they delivery to their users and tell a compelling story of service and dedication.

The evaluators conclude that OLIS has ACHIEVED Goal I.

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

Goal I covers the focal area of Information Access and the OLIS activities serve both intents of ‘improving users’ ability to discovery information resources’ as well as ‘improving users’ ability to obtain and/or use information resources.’ With the variety and expansion of services to all Rhode Island citizens, Goal I addressed the LSTA focal area handily with statewide online repositories, shared catalogs, electronic reference services, and partnerships that help to provide the services and broaden their reach.

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

The target population for most projects and activities undertaken in support of Goal I was a statewide audience. While many individuals who are part of identified target audiences benefitted from the services offered, they were not directly targeted. Several target audiences

did, however, reach the 10% expenditure threshold identified as constituting a substantial focus. AskRI resources like LearningExpress and Mango Languages directly targeted a number of audiences such as the library workforce, individuals who are unemployed/underemployed, immigrants/refugees, as well as individuals with limited functional literacy or information skills.

GOAL II - 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 II - Ensure the provision of library services to people with disabilities.

LSTA Expenditures for Goal II FFY 2013 – FFY 2015	**$1,008,978 (34%)**

Table 5. Goal II: Services to Persons with Disabilities Expenditures

Goal 2 expenditures represent 34% of Rhode Island's total LSTA allotment in the FFY 2013–FFY 2015 period.

GOAL II OBJECTIVES: Five objectives were identified in the plan for Goal 2. They are:
Objective 1: National Library Service (NLS) Library for the Blind and Physically Handicapped (LBPH)
Objective 2: Downloading Sites
Objective 3: Grow Membership
Objective 4: Publicity
Objective 5: Federal Compliance

GOAL II ACTIVITIES: These objectives were met by carrying forward the following activities:

Talking Books Plus (TBP) registers patrons for service in compliance with Public Law 89-522 (Pratt-Smoot Act as amended and extended). The OLIS TBP served 1,573 individuals, and 53 institutional members (1,626 total) as of September 2012, which was used as a baseline for comparison. In September 2015, TBP served 1,505 active individual readers and 65 active institutional members (1,570 total). While September totals were not available for 2016, the August 2016 TBP statistical report indicates a reversal of the decreasing trend that prevailed from 2012 to 2015, with 1,527 active individual TBP readers served along with 74 active institutional members (1,601 total).

Interestingly, 100% of RI library respondents to the 2016 LSTA Evaluation survey conducted by QualityMetrics reported that they are aware of NLS programs and services. However, only 38% of respondents were aware that patrons must be registered for the TBP in order to qualify for services. Furthermore, the 2016 TBP member survey done by OLIS found that 94% of respondents were "very satisfied" with TBP services.

TBP contracts with PERKINS to provide warehousing, book circulation, collection maintenance, and machine-lending services. TBP staff provides all other library services to Rhode Island

patrons, including daily patron services, processing applications, Reader Advisory services, Braille and Audio Reading Download (BARD) support, management of patron magazine subscriptions, and maintaining statistical data. The following table summarizes the technical assistance provided to these users that contacted the TBP Library:

	2013	2014	2015	TOTAL
Patron calls	3,137	3,020	3,256	9,413
Patron emails	1,091	683	346	2,120
TBP individual book requests made by paper	3,765	2,697	4,199	10,661

Table 6. Technical Assistance provided by TBP Library

Technical assistance

TBP Reader Advisory services function as first-line technical support for patrons using BARD, with the NLS providing further support as needed.

Help member users with digital materials and transition from analog

TBP continues assisting its members with the transition from analog to digital services. With NLS phasing out production of books on cassette and shifting access to digital media and especially digital download, TBP added duplication of books onto digital media in its 2014–2018 contract with Perkins to make titles that are only available via download available to patrons without computer and internet access. Additionally, TBP took advantage of the availability of additional digital materials produced outside of NLS, increasing its collection by joining the KLAS SHELF project, which includes titles produced by nine regional libraries.

The 2016 TBP Member Survey found that 33% of respondents use BARD, but many reportedly required assistance. The per person cost for TBP is approximately $500; slow shifts occur as more people transition from the current model of transacting with physical items to serve through BARD. The 2016 LSTA Evaluation survey distributed by QualityMetrics found that among RI library respondents, only 17% are “very aware” of the BARD program, while 52% are only “moderately aware” and 7% are unaware of the BARD program. From 2015 to 2016, TBP digital circulation increased by 17% and TBP digital downloads increased by 11%. The 2015 TBP statistics report found that in 2014, of the approximately 1,513 active individual patrons, 360 were registered for BARD and 180 users downloaded at least one item (11% of TBP’s active patrons).

Service	2013	2014	2015	2016
BARD audio downloads	13,381	15,681	12,611	13,024
BARD braille downloads	144	627	439	318
Total new mobile device registrations	N/A	76	49	73
Total new BARD users	**50**	**52**	**42**	**32**

Table 7. TBP Monthly Statistical Report

Enroll public libraries, schools and service organizations in Talking Books Plus

Talking Books Plus partners with Rhode Island Services for the Blind, TechAccess of Rhode Island, Insight, and the Rhode Island College Sherlock Center on Disabilities to ensure that

eligible patrons, including students, are registered for NLS services. TBP staff also promote TBP services to school librarians by exhibiting at the School Librarians of RI annual conference.

Provide workshops on Talking Books Plus

TBP partnered with INSIGHT, a nonprofit agency serving the low vision and blind community in Rhode Island, to hold seven community consumer meetings in local senior centers in April 2016. TBP also held a continuing education program that covered public library services for homebound, low vision, blind, and physically challenged individuals in March 2016. TBP conducted in-person presentations about TBP resources to staff and clients at the Ocean State Center for Independent Living and the MS Dream Center, both in January 2016.

Spanish reader's outreach

As of 2014, TBP has one Spanish-speaking staff member to assist patrons with Spanish-language titles, and TBP has updated its Spanish-language application for service and its promotional brochures.

Publicity

Articles are posted regularly on the TBP website and blog. The latest issue of *Talking Times* is prominently displayed on the Talking Books Plus homepage as are links to download the BARD mobile application. Information and resources are distributed to TBP members via e-mail and the *Talking Times* is distributed via e-mail to approximately 635 patrons. A search of the OLIS Facebook page (https://www.facebook.com/pg/olisri/) returned six posts that mentioned or promoted the TBP program since 2011.

Awareness is a big challenge according to the focus group data. Visually impaired people described many situations where the ophthalmologists themselves are not familiar with TBP:

> *"Part of the problem is lack of awareness. The doctors say "there is nothing else I can do." 80% of referrals come from 8 ophthalmologists."*

The TBP patrons are passionate about the service they receive. It is extremely important to them and they want access to the service and the resources available to them to be more readily in more places. It is quite telling that they want their machines and equipment available and working in every library. In the words of one of the patrons during the focus group that took place at INSIGHT:

> *"The woman who was in the reading room in the library did not know much about it [the technology]. Put a machine in every library. Look how easy it is to work with it. Filling in the application is a barrier … especially if you are not computer savvy. If you put one in every library, we become the librarians"*

The objectives were met by capturing the following measures:

Objective 1: NLS Library for the Blind and Physically Handicapped (LBPH)
Measure: Survey TBP members bi-annually to establish priorities and service improvements for members (2014, 2016)
Measure accomplished.

Objective 2: Downloading Sites
Measure: annually collect and publish data regarding growth, use and patterns of use of information centers and downloading sites
Measure accomplished.

Objective 3: Grow Membership
Measure: change in membership count
Measure not accomplished.

Objective 4: Publicity Measure: changes in membership count and membership patterns
Measure not accomplished

Objective 5: Federal Compliance
Measure: extent of compliance with standards
Measure accomplished

The conclusions for each measure were also triangulated with information at the objective level that the agency provided.

GOAL II CONCLUSION
The evaluators find two compelling reasons to conclude that OLIS has PARTLY ACHIEVED Goal II. They are:

1. Extensive and systematic service of high quality to people who have visual impairments and are physically handicapped is noteworthy; the high level of service and high level of evaluation standards the NLS service has established ensure that the people who are in need and know about the service are well served.

2. Outreach and adoption of TBP by aging adults and others who may benefit is a challenging task; growing the program by increasing the numbers is highly desirable but has not been achieved so far though if the growth pattern of the last year occurs again, it may be possible to achieve this goal by the end of the current LSTA plan period. Barriers to adopting TBP services by aging adults will need to be addressed by re-examining services to older adults more holistically.

The evaluators conclude that OLIS has PARTLY ACHIEVED Goal II.

GOAL II - 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? This goal serves the information access focal area in an exemplary fashion.

Goal II is exclusively focused on the delivery of information access to individuals with disabilities so that they may be able to continue to learn. TBP constitutes the second largest part of LSTA funding. The service is bolstered by high user satisfaction with the available materials.

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

Individuals with Disabilities met the 10% level of funding identified as constituting a substantial focus through the Talking Books Plus activities.

GOAL III - 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 III - Create opportunities for libraries to enhance their capacity to provide services and resources to all Rhode Islanders.

LSTA Expenditures for Goal III FFY 2013 – FFY 2015	**$296,784 (10%)**

Table 8. Goal III: Services and Resources to all Rhode Islanders Expenditures

GOAL III OBJECTIVES: Ten objectives were identified in the plan for Goal 3. They are:
Objective 1: Online tools
Objective 2: Jobs
Objective 3: Demonstrate Value
Objective 4: Adult Programs
Objective 5: Standards
Objective 6: Preservation
Objective 7: Summer Reading Program (SRP)
Objective 8: SRP Agencies
Objective 9: Grow SRP
Objective 10: Youth Services Community

GOAL III ACTIVITIES:

Activities listed under each objective below are woven into platforms or programming discussed in Goals I and IV because many of Goal III objectives are about content specific to populations in Rhode Island, or are target measures for Rhode Island librarians who offer the service or program. Where possible, we have itemized the activities that are specific to that objective. We have also attempted to identify how that project is available, be it from OLIS, via online databases, or independently offered.

From SPR data, and the plan, it's clear this is a great investment for OLIS and was completed via many different platforms. Through incorporating other state agencies and partners, online resources and databases, continuing education for Rhode Island librarians, and community member advisory groups, OLIS is providing a well-rounded program that allows ongoing improvement. Unfortunately, the number of users and participations is not broken into unique

subgroups to show activity below the total, so in the summaries below target measures are identified and, where possible, addressed as met based on the data provided.

Objective 1: Online tools: Provide online resources and local programs in order to increase the capacity of multi-type libraries to collaborate with state agencies and community organizations in order to improve library services to adult learners.

OLIS supports adult learning via its AskRI portal, including access to Mango Languages to help improve English language skills and LearningExpress Library which includes high school equivalency tests, test preparation, and e-books for the unemployed and underemployed. LearningExpress Library also includes GED® and citizenship test preparation in Spanish and English.

In addition, OLIS incorporated digital literacy training into its continuing education offerings. By partnering with Broadband Rhode Island (BBRI) and the RI Adult Education Professional Development Center (PDC) and RI Family Literacy Initiative (RIFLI) at PPL, OLIS provided hands-on learning for its library staff as well as digital literacy assessment tools for Rhode Island libraries. The Northstar Digital Literacy Assessment defines and assesses basic skills needed to perform tasks on computers and online, helping individuals to identify areas of strength and areas needing work. It aligns to basic computer digital literacy standards. The resulting Northstar Digital Literacy Certificate awarded after completing a test is a recognized credential for employment in Rhode Island. OLIS paid $978 in LSTA funds to provide licenses to public libraries for the Northstar Digital Literacy Assessment. The digital literacy curriculum and the Northstar Digital Literacy Assessment were adopted by RI Department of Education following the success of a pilot program by RIFLI. In the latest round of SPR reports it is noted that this program is no longer supported by OLIS.

Objective 2: Jobs: Increase the capacity of Rhode Island's libraries to serve the unemployed and job seekers.

To complement its digital resource offerings, in 2014 and 2015 OLIS also participated in a statewide workforce development dialogue with the Department of Labor and Training (DLT). This yielded continuing education workshops for library staff in Rhode Island to keep updated on current employment topics that they use to help in consultations with patrons. One example of how the training benefitted Rhode Island job seekers was when the state made the procedures to apply for unemployment insurance online only. Through partnering on programming, DLT and OLIS designed workshops to train librarians in the online application process so they could affectively assist patrons. Librarians were also trained on how to build and post a resume in EmployRI and how to search job postings in the EmployRI portal.

OLIS's target measures for increasing Rhode Island libraries' assistance to job seekers included 15 library workforce development centers with DLT (20 computers in high unemployment areas) and 4 workshops per year for library staff on employment resources. With 5 programs with 6 attendees on average, OLIS met its second target.

Objective 3: Demonstrate Value: Develop and publish five to seven statistical reports annually to demonstrate the value of library services in Rhode Island communities.

OLIS spends on average $40,000 each fiscal year on research and data collection efforts. The aim is to demonstrate the value of Rhode Island libraries and their services, while also enhancing each library's ability to collect and analyze its own data. LSTA funds support a variety of activities, including streamlining the Public Library Annual Survey, offering workshops for public libraries across the state to work with Counting Opinions' LibPAS and troubleshooting common issues public library staff have using the platform, and offering workshops to improve the skills of library administrators that are reporting up the data to OLIS as well as producing reports for their libraries. 48 public libraries complete the Annual Survey. In 2014 and 2015, OLIS reports that workshops on data analysis and statistical reporting are well attended with around 50 staff spreading out over 4 course offerings.

OLIS achieved its target of producing 5 to 7 statistical reports each year, including public library statistics, data from LORI Certification, and reports to IMLS, the National Library Service, and state government.

Objective 4: Adult Programs: By 2017 70% of library staff serving adults will work collaboratively with other libraries to develop services for adult patrons.

One of OLIS' ongoing activities to improve adult services in Rhode Island is the Adult Services Round Table (ASRT). The ASRT is made up of library staff with an interest in adult services and community partners that work directly with libraries. The group's members identify topics of interest and host programs. OLIS coordinates the programs including securing speakers, and preparing program descriptions. The programs ranged from sharing sessions to increasing the participation of men in library programming to public relations and marketing. OLIS facilitates the operations of the group through paying for speakers and preparing program descriptions, but is not prescriptive of its work. Similar to the Summer Reading Programs intended for school-age children and youth, Rhode Island libraries are including reading programs for adults based on the recommendations of this group. In addition to providing recommendations for library-based programming, this group also makes recommendations about how to advertise and leverage the library programs for outreach. OLIS measures its progress towards this objective through attendance counts. In 2014, an average of 11 persons attended 3 meetings and in 2015 10 people or so attended 5 meetings. There is a resources page for Adult Services librarians on the OLIS website.

There are opportunities for knowledge sharing that have not been realized yet such formalizing an Adult Services Planning Committee. A closer collaboration with the YA and children's programs through the work of the OLIS Youth Services Librarian can also be realized in the future.

*Objective 5: Standards**:** Revise and monitor the Minimum Standards for Rhode Island Public Libraries to ensure equal and open access to organized resources and information in 100% of public libraries.*

OLIS accomplished the objective through the Library Board of Rhode Island's ad hoc Standards Review Committee. The committee conducted two public stakeholder meetings, an online survey, and a public hearing. The Minimum Standards and Regulations for Rhode Island Public Libraries were adopted by the Library Board of Rhode Island in 2013.

Objective 6: Preservation: Support the preservation of knowledge and library collections in all formats by offering training, referral and resources online and in-person.

From 2013 to 2015, OLIS supported preservation and disaster preparedness activities with small LSTA funds between $8,000 and $15,000. This small amount of money allows OLIS to perform a wide range of activities, and to represent Rhode Island libraries in statewide initiatives for coordinated response.

OLIS is responsible for ensuring compliance with state disaster planning legal requirements for public libraries, and does this via an online template, dPlan-RI, that supports the creation of a disaster and preservation plan for each library building in a municipality. In 2014, OLIS reported 70 disaster and preservation plans were completed by public libraries. An additional 96 organizations used dPlan-RI, including academic libraries, independent and membership libraries, historical and preservation societies, archives, museums, and city/town clerk offices. Those plans are not monitored by OLIS.

Other activities show that preservation is central to OLIS' LSTA program. OLIS partners with the RI Emergency Management Agency by participating in its Advisory Council meetings; serving as a Primary Agency on the Comprehensive Emergency Management Plan (CEMP) annex "Historic & Cultural Preservation" and as a Support Agency on the CEMP annex "Recovery Support Function: Cultural & Natural Resources." OLIS also represents libraries on the RI Historical Records Advisory Board for the Secretary of State's Division of State Archives.

As one of its LSTA-funded activities, OLIS served on the Northeast Document Conservation Center (NEDCC) advisory committee which provided ongoing insight into regional preservation services and the opportunity to support the up-grade of the RI-dPlan software. NEDCC and OLIS partnered on a continuing education program on digitization for its libraries. "Participating in Collaborative Digital Projects: What You Need to Know" was open to library staff and to staff and volunteers at other cultural heritage organizations in Rhode Island. While continuing education is specified elsewhere in the OLIS plan, it appears that the reach of skills was expanded through this program and it supported organizations interested in the outcomes of the LSTA subgrant project "RI Statewide Digital Repository."

Objective 7: Summer Reading Program (SRP): Annually 13,000 children and 1,800 teens in local libraries will complete and have a positive reading experience in their library's SRP.

OLIS coordinates the Summer Reading Program (SRP) at the state level, providing libraries with the tools and resources necessary for successful local programs. Summer Reading Program activities, including art, storytelling, and hands-on science topics are "incredibly popular."

In 2014 and 2015 OLIS exceeded its target of 13,000 children and 1,800 teens participating in Summer Reading Programs. In 2014, 13,283 children (52% completion rate) and 2,091 teens (55% completion rate) participated statewide. In 2015, 13,530 children and 3,063 teens enrolled, with completion rates of 48% and 56% respectively. Nearly 12,000 youth and their families attended programs at libraries across the state; 130 programs were paid for with LSTA funds.

The LSTA evaluation survey of Rhode Island libraries found that 100% of respondent libraries participated in the SRP and offered resources in conjunction with reading guides for school-aged children. It is not clear whether the provision of books, presentation and the After-School Plus Alliance partnership have created impactful and measurable results.

Objective 8: SRP Agencies: 100% of LORI public libraries and a minimum of two other child-serving agencies will participate annually in a statewide Summer Reading Program (SRP) coordinated and subsidized by OLIS.

Based on the SPR 2014 data, OLIS coordinated two SRP kick-off events, one at the Providence Children's Museum and another at the Rhode Island State House, to promote the SRP theme and the Kids Reading Across Rhode Island program (KARI). 51 children and 35 adults attended the Providence Children's Museum event. The Providence Community Library also participated by offering a craft and sharing information about their summer programs. F.I.T. Club, a food and fitness program for children based in the Brown University School of Medicine, participated in the 2016 event.

Regarding the KARI event, 85% of respondents to the LSTA evaluation survey described the (KARI) and related events to be either "good" or "excellent." Offered annually, the kick-off event engages children and families in a "one book, one state" program that is continued in schools and public libraries statewide.

Objective 9: Grow SRP: Increase youth participation in the statewide children's summer reading program by 25% between FY2013 and FY 2017. Participation increased.

The summer reading program saw an increase of 58% in teen participation and 45% in teen volunteers between 2013 and 2016 based on data kept by OLIS.[5] Children participation and general attendance declined during the same period.

	2013	**2014**	**2015**	**2016**	**Percent Change**
Children Participated	13,991	13,428	13,283	13,530	-3%
Teens Participated	1.937	1,720	2,091	3,063	58%
People Attended	16,797	16,479	14,619	12,734	-24%
Teens Volunteered	337	335	496	489	45%

[5] http://www.olis.ri.gov/services/srp/about.php

Objective 10: Youth Services Community: 85% of library staff serving children and teens will work collaboratively with other libraries to sustain and develop library services for children and teens.

Library staff serving youth work collaboratively on Kids Reading Across RI, the RI Children's Book Award, the Young Adult Roundtable, the Children's Services Advisory Council, and summer reading programming. OLIS staff facilitate continuing education for school librarians, teachers, and public librarians who work with youth. Continuing education focuses on collection development, analysis of new literature, resources around reading promotion activities, learning styles, early literacy, and issues identified as relevant to the delivery of services to children. A Children's Services Advisory Council advises OLIS on children's services and meets three times a year. OLIS addresses statewide and national educational objectives along with informal learning needs of youth and collaborates with other organizations serving youth through information sharing and cooperative projects. OLIS staff participate in state, regional and national organizations that focus on library services for youth and share this with Rhode Island librarians through trainings. There is no evidence that the Rhode Island librarian workforce were not working collaboratively together, or that OLIS met its goal to improve cooperation to 85%. While a substantial portion of the youth services community works collaboratively there is no quantitative data to demonstrate that OLIS met this goal.

These objectives were met by capturing the following measures:

Objective 1: Online tools
Measure: number of users and use patterns of online resources
Measure accomplished
Objective 2: Jobs
Measure: survey libraries regarding use; collect stories of users
Measure accomplished
Objective 3: Demonstrate Value
Measure: Lorenz Award, Census Acceptance of PLSC data
Measure accomplished
Objective 4: Adult Programs
Measure: attendance at sessions; collect stories of Adult Services successes
Measure partly accomplished
Objective 5: Standards
Measure: adoption of revised standards
Measure accomplished
Objective 6: Preservation
Measure: growth and diversity of RI.dPlan.org user community
Measure accomplished
Objective 7: Summer Reading Program (SRP)
Measure: count participants and analyze age and geographic patterns
Measure accomplished
Objective 8: SRP Agencies
Measure: count participating agencies

Measure not accomplished
Objective 9: Grow SRP
Measure: count participants annually
Measure not accomplished
Objective 10: Youth Services Community
Measure: count participants
Measure accomplished

The conclusions for each measure were also triangulated with information at the objective level that the agency provided.

GOAL III CONCLUSION

The evaluators find three compelling reasons to conclude that OLIS has PARTLY ACHIEVED Goal III. They are:

1. The breadth of activities is impressive and many projects have far reaching achievements such as the collaboration with the Rhode Island Emergency Management Agency (RIEMA) to administer the Protection of Cultural Resources and Historic Properties or the availability of LearningExpress and Mango Languages to support unemployed individuals and refugees. All in all, the activities are contributing positively.

2. The evaluators find that the evidence as to whether the articulated expectations in terms of the measures achieved is mixed. Sometimes different types of measures point in different directions like the ones for the SRP. In the SPR data, for example, the trends for teens are showing increasing participation according to expectations but the trends for children and general attendance are flat or decreasing sometimes.

3. Last but not least, this is the goal where the least amount of LSTA funds is invested, yet the impressive listing of activities proposed and much of what is accomplished is spreading the resources thinly across the spectrum.

The evaluators conclude that OLIS has PARTLY ACHIEVED Goal III.

GOAL III - 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? This goal serves the information access focal area in an exemplary fashion.

There are three focal areas covered in Goal III: lifelong learning, employment and economic development, and library capacity building. The first targets adult library users and English language learners through programming targeted at digital literacy. In addition, summer reading programs enhance the literacy skills and lifelong learning needs of children and young adults. Goal III also incorporates library capacity building into its adult programming through incorporating the development of adult services into the work of both the patrons and the

librarians. And last, Goal III touches on economic development through increasing library staff's capacity to service job-seekers and unemployed.

GOAL III - A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No) NO. Several identified audiences are the focus of Goal 3 projects and activities (Library Workforce, Families, Children, and School-aged Youth); however, expenditures for these efforts do not approach the 10% threshold.

GOAL IV - 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 IV - Increase and enhance the competencies and capacities of librarians, library paraprofessionals, and library trustees through an active program of continuing education.

LSTA Expenditures for Goal IV FFY 2013 – FFY 2015	**$524,050 (17%)**

Table 10. Goal IV: Continuing Education Expenditures

GOAL IV OBJECTIVES: Five objectives were identified in the plan for Goal 4. They are:
Objective 1: CE Program: Offer and coordinate a comprehensive, annual 11-month program of continuing education workshops and classes on topics relevant to the entire library community.
Objective 2: Children's and Young Adult Lit: Librarians and those from allied fields will increase their understanding of quality children's books and literature by participating in various programs designed to sharpen their book selection skills and learn about award processes.
Objective 3: Early Literacy:50% of children's librarians in public libraries will have opportunities to develop and maintain the skills they need to provide quality early literacy programming.
Objective 4: OLIS Online: All Rhode Islanders interested in learning about OLIS, libraries, library and information trends and practice, and opportunities that could benefit libraries can find information online.
Objective 5: Librarian's Library: Provide library services to the Rhode Island library community by administering the Frank Iacono Library at the Department of Administration.

GOAL IV ACTIVITIES: These objectives were met by carrying forward the following activities:

Objective 1: CE Program: Offer and coordinate a comprehensive, annual 11-month program of continuing education workshops and classes on topics relevant to the entire library community.

Many of the activities that address this objective are discussed elsewhere because continuing education is so integrated to other activities that support services to Rhode Islanders. The measures under this objective include addressing national library trends, evaluation forms from events and programs, OLIS workshops and classes, annual conference participation, and posting an OLIS online calendar for continuing education opportunities.

Woven throughout Goal III, there is evidence that OLIS is providing multiple opportunities for Rhode Island librarians to receive continuing education via workshops, in-person trainings, and online. OLIS Continuing Education opportunities are available on the OLIS website.[6] OLIS staff attend professional conferences to support knowledge building in their areas of responsibility and LSTA funds were used to pay for their attendance. Conferences included those produced by the Rhode Island Library Association, School Librarians of Rhode Island, and the American Library Association.

Objective 2: Children's and Young Adult Lit: Librarians and those from allied fields will increase their understanding of quality children's books and literature by participating in various programs designed to sharpen their book selection skills and learn about award processes.

In 2015, OLIS included in its continuing education offerings for public librarians, school librarians and teachers a group discussion format to increase their understanding of children's and young adult issues and literature. Roundtables and session topics are developed around trends in library science and services and needs identified by the library community.

OLIS offered two programs on early literacy to enhance the skills of library staff working with young children. One program focused on ways that early literacy practices can utilize materials other than print while another demonstrated how to identify and understand temperament in infants and toddlers. As part of this effort, the Young Adult (YA) Round Table identified different genres in YA literature, innovative programs, and technology-based programs that are of interest to teens.

Mock Awards

OLIS provides opportunities for public librarians, school librarians and teachers to increase their understanding of children's and young adult literature through programs that encourage critical analysis of current and trending materials for youth. LSTA funds support an annual "RI Mock Newbery" discussion and awards program. Rhode Island program participants discussed 35 books over the course of 4 meetings. They also familiarized themselves with the ALA Committee's procedures and voted on RI Mock Newbery selections using the same process as the ALA committee. A similar program for the annual "RI Mock Caldecott Award" includes a similar structure with a discussion program. The Rhode Island Children's Book Award (RICBA), an award given annually for a book voted for by children in grades 3-6 is also supported by OLIS through LSTA funds. In 2014, 5,139 Rhode Island students cast their ballots, selecting their favorite book from a list of twenty titles that had been nominated by the RICBA committee.

Young Adult Round Table

With 10 sessions and approximately 13 people per session in 2014, the Young Adult Round Table (YART) is one of OLIS' most active stakeholder groups. Meetings focus on all aspects of YA services, including collection development, innovative programming on technology and, social issues that affect teens. Meeting topics for the year are determined at an annual

[6] http://www.olis.ri.gov/services/ce/index.php

organizational meeting. OLIS and the Massachusetts Library System cosponsor an annual Teen Summit for young adult librarians from Massachusetts and Rhode Island.

Objective 3: Early Literacy: 50% of children's librarians in public libraries will have opportunities to develop and maintain the skills they need to provide quality early literacy programming.

One training for Rhode Island librarians was offered in 2014 to bridge children's librarianship with early literacy standards and another was held in 2017 on media and early literacy. There may be opportunities to work with the RI Parent Information Network, national early literacy programs, and early literacy workshops as well as Spanish-language kindergarten programs (see objective 2). OLIS did provide a Spanish-language version of the Getting Ready for Kindergarten Calendar; subsequent changes in the RI Early Learning and Development Standards made the calendar obsolete.

Objective 4: OLIS online: All Rhode Islanders interested in learning about OLIS, libraries, library and information trends and practice, and opportunities that could benefit libraries can find information online.

The OLIS website is a powerful tool OLIS uses to inform the public and stakeholders. The unstated target in objective 4 is outreach, and they achieve it by making much of their process and resources transparent. Acting as a one-stop, the OLIS website provides residents with access to state government regulations and access to human services information that helps address new rule-making or changes in law. It also serves as a clearinghouse for information on the Library of Rhode Island (LORI) network. OLIS maintains a separately hosted web space (http://lorinet.info) as a satellite site for OLIS library blogs and several resource sharing applications that cannot be mounted on the state server.

On target, OLIS also supports several online discussion groups to facilitate communication among librarians in Rhode Island. The following cohorts or topics have OLIS supported discussion groups: Children's Services, Young Adult Round Table, Adult Programming, Reference Services and Resource Sharing. This complements activities in Goal III and IV. Via social media, OLIS also maintain several group discussions with engagement from stakeholders. Notably, two blogs, Rhodarian and Talking Books Plus News, are core parts of objective 4.

Objective 5: Librarian's library: Provide library services to the Rhode Island library community by administering the Frank Iacono Library at the Department of Administration.

In 2013, the Frank Iacono Library for librarians shows approximately 33,000 persons served. The collection was greatly reduced when the bulk of it was transferred to the University of RI Library after OLIS lost physical space in its building. The OLIS Library continues to be a member the Ocean State Libraries Consortium and provide library services to the Rhode Island library community. In 2014 and 2015, OLIS provided continuing education programs for reference services. For example, the OLIS Multi-type Reference Group, convened by OLIS and comprised of librarians from throughout the state helps Rhode Island librarians to improve their

skills in reference services. In 2014 alone, OLIS sponsored 5 sessions with approximately 18 per session demonstrating that it is rather successful in its interest among library staff.

The objectives were met by capturing the following measures:
Objective 1: CE Program
Measure: count participants and patterns of participation; evaluation surveys for all sessions to collect opinions and stories.
Measure accomplished

Objective 2: Children's and Young Adult Lit
Measure: provide pre- and post- program evaluations to capture attitudinal changes in librarians who participate.
Measure partly accomplished

Objective 3: Early Literacy
Measure: count participants and patterns of participation; evaluation surveys for all sessions to collect opinions and stories.
Measure partly accomplished

Objective 4: OLIS Online
Measure: bi-annually survey library community re: awareness of OLIS services.
Measure accomplished

Objective 5: Librarian's Library
Measure: library use and use patterns.
Measure not accomplished

The conclusions for each measure were also triangulated with information at the objective level that the agency provided.

GOAL IV CONCLUSION

The evaluators find two compelling reasons to conclude that OLIS has PARTLY ACHIEVED Goal IV. They are:

1. OLIS is offering an impressive array of activities to support the professional development of library staff and the activities contribute positively towards the goal.

2. OLIS is not making a clear connection between the professional development offerings and improvements in the experience of the library users; the need for a stronger emphasis on articulating effective outcomes is both a challenge and an opportunity.

The evaluators conclude that OLIS has PARTLY ACHIEVED Goal IV.

GOAL IV - 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? This goal serves the information access focal area in an exemplary fashion.

Goal IV takes the focal area of library capacity building as its primary charge. Through comprehensive continuing education trainings and workshops, with special targeted topics like children's literature, OLIS is ensuring that its staff is prepared to serve all citizens.

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

Although Goal IV Public library development activities do focus on identified target audiences (Individual who are unemployed/underemployed and Individuals with Limited Functional Literacy or Information Skills), expenditures for these efforts do not approach the 10% threshold.

B. Process Questions

B-1. How has the State Library Administrative Agency 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 Chief 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.

Rhode Island'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 of the SLAA implementation of the LSTA Grants to States program, the agency joined COSLINE and issued a Request for Proposals (RFP) on July 1, 2016 to solicit proposals to conduct a "Library Services and Technology Act Evaluation." Proposals were due July 18, 2016.

As a result of a competitive bidding process, QualityMetrics, Library Consultants, a library consulting firm headquartered in Silver Spring, Maryland, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics, Library Consultants does not have a role in carrying out other LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results.

QualityMetrics, Library Consultants has in depth evaluation experience and demonstrated professional competency. Dr. Martha Kyrillidou of QualityMetrics has extensive experience in deploying mixed methods research methods for library evaluation. She has participated in developing many well-known protocols for value and outcomes assessment for libraries. She has deep experience in library evaluation over her 22 years of service at the Association of Research Libraries (ARL), has taught Research Methods, Assessment, and Evaluation courses at the University of Maryland and at Kent State University and has extensive practical experience in mixed methods, evaluation and outcomes assessment. Martha is a current member of the Library Statistics Working Group (LSWG), chair of the NISO Z39.7 standard, and mentoring the next generation of public library staff and evaluators. Co-principal consultant, Bill Wilson of QualityMetrics has implemented evaluation studies for three previous cycles of LSTA evaluations starting in 2002. Mr. Wilson is experienced in both quantitative and qualitative methods and has participated in 28 previous five-year LSTA Grants to States evaluations. Lesley Langa has worked at IMLS in the past and is familiar with the Grants to States program, is experienced in research methods, survey design and analysis and qualitative analysis.

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

QualityMetrics, Library Consultants deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. After conducting an initial telephone conference call with representatives of the SLAA, QualityMetrics completed a site-visit to the state library administrative agency (SLAA) on September 29, 2016. In person interviews were held with the agency Chief and with key staff engaged in LSTA and specific projects carried out under the LSTA Five-Year Plan. A total of six on-site focus groups were conducted on September 29-30 by Martha Kyrillidou and Bill Wilson. These data gathering efforts were supplemented with a series of telephone interviews with librarians and other persons with knowledge of LSTA-funded initiatives in Rhode Island. The site visits, focus groups and interviews provided qualitative evidence and context.

The State Program Reports (SPRs) were reviewed in detail and additional reports, documentation, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence. A web-based survey conducted October 31 – November 28, 2016 provided additional quantitative and qualitative information. The survey was reviewed for representativeness to ensure the reliability and validity of the findings. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

Validity and reliability analysis reflect a positivist worldview and in a qualitative naturalistic approach they are being redefined with some divergent views on whether and how one ensures quality and rigor in qualitative inquiry. The notion that naturalistic inquiry needs to exhibit quality, rigor, and trustworthiness is more widespread nowadays. The evaluators engaged in conversations through phone interviews. The quality and rigor of the phone interviews in the LSTA evaluation of OLIS has been enhanced by asking interviewees to allow the conversation to be recorded with assurances for confidentiality by the evaluators. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of OLIS was accumulating from one interaction to the next. Recorded conversations also allow the evaluators to reflect and refine their interpretations in a reliable manner. The validity of the inquiry was strengthened with the informed selection of the subjects by the OLIS leadership team and staff. Knowledge of the utilization of LSTA by the interviewee was provided, enhancing the interaction and depth of the conversation. Furthermore, Bill Wilson and Martha Kyrillidou conducted separate focus groups and shared and discussed what they heard developing a shared understanding of the meaning of the library experience in Rhode Island and how it was supported by OLIS. Both of them participated at the onsite agency interviews allowing for the concept of triangulation to be implemented as evaluators debriefed and compared interpretation and understandings.

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

Key state library agency staff engaged in LSTA activities were interviewed.

SLAA staff recommended and recruited participants for focus groups. Six focus groups were held in person in libraries throughout the state.

Librarians and library staff were engaged through focus groups.

Patrons of the Talking Books program were engaged through a focus group.

Librarians and other library staff were engaged through a web-based survey.

Seven one on one phone interviews were conducted with librarians and other persons with experience in the OLIS LSTA program.

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

The SLAA will share the findings of the evaluation with a variety of partner agencies in Rhode Island (governmental, other public, and non-profit) and with the larger public by alerting the libraries in Rhode Island 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

AskRI
Rhode Island's suite of online information databases http://www.askri.org/

BARD
Braille and Audio Reading Download – the National Library Service's Digital Downloading Program https://nlsbard.loc.gov/instructions.html

CSLP
Collaborative Summer Library Program - The Collaborative Summer Library Program (CSLP) is a grassroots consortium of states working together to provide high-quality summer reading program materials for children at the lowest cost possible for their public libraries. http://www.cslpreads.org/about.html

CRIARL
Consortium of Rhode Island Academic and Research Libraries

HELIN
Library automation consortium that includes holdings of 11 academic and 12 special (hospital) libraries http://www.helininc.org/General/about-helin.html

ILL
Interlibrary loan

IMLS
Institute of Museum and Library Services http://www.imls.gov

LBPH
Library for the Blind and Physically Handicapped – General name applied to state-level outlets of the National Library Service programs. Rhode Island calls their program "Talking Books Plus" or "TBP." http://www.olis.ri.gov/tbp/

LORI
Library of Rhode Island -, or LORI, is a multi-type statewide library network, administered by the Office of Library and Information Services to foster and facilitate resource sharing and cooperation among the state's libraries and library personnel. It is physically manifested by the network of specific libraries of all types that have agreed to share their resources and services with each other, and to engage in other cooperative projects. Services under LORI include standards and certification, delivery and other support for resource sharing efforts. http://www.olis.ri.gov/network/

LSTA
Library Services and Technology Act - LSTA is part of the Museum and Library Services Act, which created the Institute of Museum and Library Services (IMLS) and established federal programs to help libraries and museums serve the public. The LSTA sets out three overall purposes:
• Promote improvements in library services in all types of libraries in order to better serve the people of the United States.

• Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; and
• 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. The Program provides funds using a population-based formula, described in the LSTA, to each state and the territories through State Library Administrative Agencies (SLAAs).

NEDCC
Northeast Document Conservation Center http://www.nedcc.org/home.php

NLS
National Library Service for the Blind and Physically Handicapped, which is administered by the Library of Congress http://www.loc.gov/nls/

OLIS
Rhode Island Office of Library and Information Services, the State Library Administrative Agency in Rhode Island. An Office of the Department of Administration http://www.olis.ri.gov

RICAT
Shared catalog operated through RILINK. The web-based catalog includes the holdings of 145 Rhode Island school libraries.

RILINK
RILINK is a cooperative effort by Rhode Island some school libraries to share their resources through an interactive, web-based catalog of library materials. RILINK also serves as a clearinghouse for other resource sharing and cooperative activities among Rhode Island school libraries/media centers.

TBP
Talking Books Plus – Rhode Island's Library for the Blind and Physically Handicapped program. (See LBPH above.)

Appendix B: List of people interviewed and participating in focus groups

Focus Groups

11/29/16 - William Hall Library - Public Library Directors

11/29/16 - William Hall Library - Library Board of RI

11/30/16 - Warwick PL - Youth Services Librarians

11/30/16 - Warwick PL - Resource Sharing Librarians

11/30/16 - Cranston PL - reference librarians, AskRI, Statewide Reference Resource Center, workforce development and adult education collaborators

11/30/16 – INSIGHT

Interviews

Interviews with 7 representatives of segments of the library community were held including heads of consortia and professional associations, and leaders in workforce development, youth services, and special libraries.

January 1, 2017: public library consortium leader

January 4, 2017: library association leader

January 5, 2017: special library

January 5, 2017: adult education specialist

January 5. 2017: youth services specialist

January 11, 2017: health sciences librarian

January 19, 2017: school librarian

Appendix C: Bibliography of all documents reviewed

Institute of Museum and Library Services
Guidelines for IMLS Grants to States Five-Year Evaluation
OMB Control Number: 3137-0090

Institute of Museum and Library Services
Purposes and Priorities of LSTA

Institute of Museum and Library Services
LSTA Grants to States State Program Reports

> ***Rhode Island FFY 2012*** (for context and longitudinal purposes)
> ***Rhode Island FFY 2013***
> ***Rhode Island FFY 2014***
> ***Rhode Island FFY 2015***

Rhode Island Office of Library and Information Services
LSTA Program Five-Year Plan for Years 2013 – 2017

Rhode Island Office of Library and Information Services
Agency Website www.olis.ri.gov

Rhode Island Office of Library and Information Services
Rhode Island Evaluation of Library Services and Technology Act 2008–2012

In addition, the evaluators reviewed many internal documents/websites/web pages including:

> http://www.olis.ri.gov/services/preservation/index.php
> http://www.info.ri.gov/
> http://www.olis.ri.gov/services/reference/index.php
> http://www.olis.ri.gov/grants/srrc/stats/index.php
> http://www.olis.ri.gov/grants/gia/current.php
> http://www.olis.ri.gov/services/ya/
> http://www.olis.ri.gov/tbp/index.php
> http://www.olis.ri.gov/services/adult/northstar.php
> http://ri.dplan.org/
> http://www.olis.ri.gov/network/ill/index.php
> http://www.olis.ri.gov/services/reference/mtrag/index.php
> http://askri.org/news/
> http://www.olis.ri.gov/pubs/plstandards/index.php
> http://www.olis.ri.gov/services/children/ricba/
> http://lorinet.info/tbp/
> http://www.olis.ri.gov/services/adult/index.php

Appendix D: Survey Instrument

RHODE ISLAND LSTA SURVEY

WELCOME

State of Rhode Island
Office of Library & Information Services
DEPARTMENT OF ADMINISTRATION

Hello!

The Rhode Island Office of Library and Information Services (OLIS) is requesting your assistance to help us evaluate some of the work we do on behalf of libraries in Rhode Island. OLIS has engaged QualityMetrics, a library consulting firm, to design a brief survey to help us understand how libraries are making use of the services and resources provided by OLIS and what we might do to improve our services in the future. We are particularly interested in your feedback on the programs we've developed using the Library Services and Technology Act (LSTA) "Grants to States" program. The Grants to States Program is administered by the federal government through the Institute of Museum and Library Services (IMLS).

Below you'll find a series of questions about programs or resources that have been funded through this program. This survey should take no more than 20 minutes to complete.

Thank you in advance for taking the time to complete this survey. Your responses are very important to us and will help us assess the work we have done in the past and improve our service to you in the future.

LIBRARY DESCRIPTION

1) Please provide the name of your library.

_____

_____

_____
_____

2) Please provide your library's 3-letter code.
_____

3) Please describe the type of Library you represent.
( ) Public library
( ) School library
( ) Academic library
( ) Special library
( ) Other (Please specify below.)

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

LIBRARY AND RESPONDENT DESCRIPTION

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

5) Please select the category that most closely describes your *PRIMARY* role/responsibility in your library.
( ) Library director
( ) Manager/ Department Head
( ) Other library administrator
( ) Children's/youth services librarian
( ) Reference/information services librarian
( ) Interlibrary loan/document delivery librarian
( ) Technical services librarian
( ) Library technology specialist
( ) Other (Please specify below.)

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

6) Please indicate the size of the community served by the library you represent.
( ) Fewer than 250

( ) 250 - 499
( ) 500 - 2,499
( ) 2,500 - 4,999
( ) 5,000 - 9,999
( ) 10,000 - 24,999
( ) 25,000 - 49,999
( ) 50,000 - 99,999
( ) 100,000 - 249,999
( ) 250,000 - 499,999
( ) 500,000 - 999,999
( ) 1 Million or more

7) Please estimate the overall annual operating budget (excluding capital expenses) of the library you represent.
( ) Less than $10,000
( ) $10,000 - $49,999
( ) $50,000 - $99,999
( ) $100,000 - $199,999
( ) $200,000 - $299,999
( ) $300,000 - $399,999
( ) $400,000 - $499,999
( ) $500,000 - $999,999
( ) $1,000,000 - $1,999,999
( ) $2,000,000 - $2,999,999
( ) $3,000,000 - $4,999,999
( ) $5,000,000 or more
( ) DON'T KNOW

8) Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent.
( ) Less than 2
( ) 2 - 4
( ) 5 - 9
( ) 10 - 19
( ) 20 - 34
( ) 35 - 49
( ) 50 - 99
( ) 100 -249
( ) 250 - 499
( ) 500 - 999
( ) 1,000 or more

SERVICE MODULE INTRODUCTION

The Rhode Island Office of Library and Information Services (OLIS) 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 five areas. They are:
Summer Reading Program Support
Talking Books Plus
AskRI databases
Continuing education/ staff development
Resource sharing

SUMMER READING PROGRAM INTRODUCTION

This portion of the survey is for libraries that used the Collaborative Summer Library Program (CSLP) resources provided by the Rhode Island Office of Library and Information Services (OLIS) for their summer reading programs in 2016.

9) Did your library offer a summer reading program in 2016?
( ) Yes
( ) No

SUMMER READING PROGRAM - NONE

10) What was the main reason your library did not offer a summer reading program in 2016?
( ) Limited resources to purchase materials
( ) Insufficient staff to manage a summer reading program
( ) Lack of physical space to support a summer reading program
( ) Other (Please explain below.)

If you answered "other" in the question above, please explain in the text box provided below.
_____
_____
_____
_____

11) Are there services that OLIS could provide that would help your library mount a successful summer reading program in the future?
_____
_____
_____
_____

SUMMER READING PROGRAM

12) Please identify the summer reading program services you provided to each of the following targeted groups in 2016.

	Only self-help guides, reading lists, and other resources provided without staff led events or programs	Resources provided with staff or other presenters leading events or programs	No summer reading program offered for this group
Pre-school children	( )	( )	( )
School-aged children	( )	( )	( )
Teens	( )	( )	( )
Adults	( )	( )	( )

Please tell us the degree to which you agree or disagree with the following statement.

13) My staff have the skills and training they need to design and execute an effective summer reading program.
( ) 1 - Strongly disagree
( ) 2 - Disagree
( ) 3 - Somewhat disagree
( ) 4 - Neither agree nor disagree
( ) 5 - Somewhat agree
( ) 6 - Agree
( ) 7 - Strongly agree

14) Briefly describe the types of skills or training you feel would help your staff design and execute an effective summer reading program.

_____
_____
_____
_____

Please tell us the degree to which you agree or disagree with the following statement.

15) My library receives all of the support it needs from OLIS to mount an effective summer reading program.
( ) 1 - Strongly disagree
( ) 2 - Disagree
( ) 3 - Somewhat disagree
( ) 4 - Neither agree nor disagree
( ) 5 - Somewhat agree
( ) 6 - Agree
( ) 7 - Strongly agree

16) Briefly describe the types of additional support you feel would help your library design and execute an effective summer reading program.

_____
_____
_____
_____

Please rate the following products and services made available to libraries for their summer reading programs:

17) Collaborative Summer Library Program (CSLP) Program Manual
( ) 1 - Poor
( ) 2 - Fair
( ) 3 - Good
( ) 4 - Excellent
( ) Not aware of this resource
( ) Did not use this resource

18) Providing a vetted roster of presenters/ performers/ educators, coordinating a booking meeting, posting schedules for all libraries and funding up to 2 programs in each public library facility.
( ) 1 - Poor
( ) 2 - Fair
( ) 3 - Good
( ) 4 - Excellent
( ) Not aware of this resource
( ) Did not use this resource

19) Providing the Kids Reading Across RI program (kick-off event, book distribution to libraries and schools, partnerships with Center for the Book and other community groups).
( ) 1 - Poor
( ) 2 - Fair
( ) 3 - Good
( ) 4 - Excellent
( ) Not aware of this resource
( ) Did not use this resource

20) General Summer Reading Program Advice and Consultation
( ) 1 - Poor
( ) 2 - Fair
( ) 3 - Good
( ) 4 - Excellent
( ) Not aware of this resource
( ) Did not use this resource

21) Which of the following training opportunities would make the most difference in terms of improving your summer reading program? (Please check all that apply.)
[ ] Help with program planning/curriculum design
[ ] Training on outreach
[ ] Training on public engagement
[ ] Language/cultural competency training
[ ] Assistance with program evaluation
[ ] Other (Please specify below.)

22) If you answered "other" in the question above, please specify in the text box below.
_____
_____
_____
_____

23) If you have any additional feedback for OLIS regarding its support for your library's summer reading program, please insert that feedback in the text box provided below.
_____
_____
_____
_____

TALKING BOOKS PLUS

OLIS has invested LSTA dollars in a range of services and resources through its Talking Books Plus program, which is a regional library for the National Library Service's Library for the Blind and Physically Handicapped. For each of the services described below, please indicate how aware you are of the services made available through the National Library Service (NLS) and OLIS.

24) NATIONAL LIBRARY SERVICE (NLS): That All May Read
OLIS is able to provide library services for the blind and physically handicapped through a partnership with the National Library Service for the Blind and Physically Handicapped (NLS), which is a program of the Library of Congress. Are you aware of this national program?
( ) Yes
( ) No

25) TALKING BOOKS COLLECTION The Talking Books Collection offers a wide range of popular fiction and non-fiction titles for adults, teens, and children. The collection holdings may be searched by anyone using the online catalog, but only registered Talking Book Services patrons may place requests. How aware are you of this service?

	1 - Unaware of the service	2	3 - Moderately aware of the service	4	5 - Very aware of the service
Talking Books Collection	( )	( )	( )	( )	( )

26) BARD: Braille and Audio Reading Download This free service allows patrons with Internet access and an email address to search for and download titles to either a personal flash drive or a digital cartridge for immediate listening. New titles are frequently added to this service. How aware are you of this service?

	1 - Unaware of the service	2	3 - Moderately aware of the service	4	5 - Very aware of the service
BARD: Braille and Audio Reading Download	( )	( )	( )	( )	( )

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

27) My staff have the skills and training they need to inform individuals about and assist them in applying for membership in the Talking Books Plus program.
( ) 1 - Strongly disagree
( ) 2 - Disagree
( ) 3 - Somewhat disagree
( ) 4 - Neither agree nor disagree
( ) 5 - Somewhat agree
( ) 6 - Agree
( ) 7 - Strongly agree

28) My staff have the skills and training they need to design and execute an effective program of service to residents with special needs.
( ) 1 - Strongly disagree
( ) 2 - Disagree
( ) 3 - Somewhat disagree
( ) 4 - Neither agree nor disagree
( ) 5 - Somewhat agree
( ) 6 - Agree
( ) 7 - Strongly agree

29) My library has the technological resources it needs to design and execute an effective program of service to residents with special needs.
( ) 1 - Strongly disagree
( ) 2 - Disagree
( ) 3 - Somewhat disagree
( ) 4 - Neither agree nor disagree
( ) 5 - Somewhat agree
( ) 6 - Agree
( ) 7 - Strongly agree

30) Briefly describe the technology resources you feel would help your staff design and execute and effective program of service to residents with special needs.
_____
_____
_____
_____

31) To your knowledge, do residents of your area make use of the services and resources provided through the Talking Books Plus program?
( ) Yes
( ) No
( ) Don't know
( ) Unaware of the resources/services

32) How does the availability of this program/service affect your ability to serve patrons? (Please mark the response that is most important to 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
( ) Builds capacity among my staff
( ) Service has little or no impact
( ) Other (Please specify below.)

33) If you answered "other" to the question above, please specify in the text box provided below.
_____
_____
_____
_____

34) Overall, how satisfied are you with the quality and services of the Talking Books Plus program?
( ) 1 - Completely dissatisfied
( ) 2 - Somewhat dissatisfied
( ) 3 - Somewhat dissatisfied
( ) 4 - Neither satisfied nor dissatisfied
( ) 5 - Somewhat satisfied
( ) 6 - Mostly satisfied
( ) 7 - Completely satisfied
( ) Unaware of the service

35) Members of the Talking Books Plus program reside in every community. If the program was no longer available through OLIS, how likely is it that your library would be able to fund the cost of its services through your library's budget?
( ) 1 - Extremely unlikely
( ) 2 - Unlikely
( ) 3 - Somewhat unlikely
( ) 4 - Neutral or unsure
( ) 5 - Somewhat likely
( ) 6 - Likely
( ) 7 - Extremely likely

36) If you have any additional feedback for OLIS regarding its support for the Talking Books Plus program, please insert that feedback in the text box provided below.
_____
_____
_____
_____

AskRI

The Rhode Island Office of Library and Information Services (OLIS) in cooperation with several other organizations provides a range of e-resources and databases to libraries across the state through its AskRI program. The availability of these resources is partially dependent on Library Services and Technology Act (LSTA) Grants to States funding.

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

	1 - Completely dissatisfied	2	3	4 - Neither satisfied nor dissatisfied	5	6	7 - Completely Satisfied	8 - Not familiar with this resource/ unable to rate
AtoZ databases	( )	( )	( )	( )	( )	( )	( )	( )
EBSCO Auto Repair Reference Center	( )	( )	( )	( )	( )	( )	( )	( )
EBSCO Biography Reference Center	( )	( )	( )	( )	( )	( )	( )	( )
EBSCO Consumer Health Complete	( )	( )	( )	( )	( )	( )	( )	( )
EBSCO Explora for Schools and Libraries	( )	( )	( )	( )	( )	( )	( )	( )
EBSCO History Reference Center	( )	( )	( )	( )	( )	( )	( )	( )

EBSCO Masterfile and Academic Search	( )	( )	( )	( )	( )	( )	( )	( )
EBSCO Points of View	( )	( )	( )	( )	( )	( )	( )	( )
Heritage Quest	( )	( )	( )	( )	( )	( )	( )	( )
Learning Express	( )	( )	( )	( )	( )	( )	( )	( )
Learning Express Library's Career Center	( )	( )	( )	( )	( )	( )	( )	( )
Mango Languages	( )	( )	( )	( )	( )	( )	( )	( )
NoveList	( )	( )	( )	( )	( )	( )	( )	( )
Tutor.com (Homework Help RI)	( )	( )	( )	( )	( )	( )	( )	( )
World Book	( )	( )	( )	( )	( )	( )	( )	( )

38) Which three of the e-resources offered through AskRI do you believe are of the greatest importance to your patrons/ users? (Please select only three.)
[ ] AtoZ databases
[ ] EBSCO Auto Repair Reference Center
[ ] EBSCO Biography Reference Center
[ ] EBSCO Consumer Health Complete
[ ] EBSCO Explora for Schools and Libraries
[ ] EBSCO History Reference Center
[ ] EBSCO Masterfile and Academic Search
[ ] EBSCO Points of View
[ ] HeritageQuest

[ ] Learning Express
[ ] Learning Express Library's Career Center
[ ] Mango Languages
[ ] NoveList
[ ] Tutor.com (Homework Help RI)
[ ] World Book

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

40) Are there e-resources/databases that you wish that AskRI included that are currently not available?
( ) Yes
( ) No

41) 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.)
_____
_____
_____
_____

42) 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 AskRI resources
( ) 1 - Strongly disagree
( ) 2 - Disagree
( ) 3 - Somewhat disagree
( ) 4 - Neither agree nor disagree
( ) 5 - Somewhat agree
( ) 6 - Agree
( ) 7 - Strongly agree

43) How does the availability of these e-resources/databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)
( ) Reduces the overall cost of services to patrons
( ) Improves the quality of service we can provide to patrons
( ) Broadens the range of services/resources our patrons can access
( ) Builds capacity among my staff
( ) Service has little or no impact
( ) Other (Please specify below.)

44) Please indicate your overall satisfaction with the AskRI program.
( ) 1 - Completely dissatisfied
( ) 2 - Mostly dissatisfied
( ) 3 - Somewhat dissatisfied
( ) 4 - Neither satisfied nor dissatisfied
( ) 5 - Somewhat satisfied
( ) 6 - Mostly satisfied
( ) 7 - Completely satisfied

45) If you have any additional feedback for OLIS regarding the AskRI program, please insert that feedback below.
_____
_____
_____
_____

CONTINUING EDUCATION/STAFF DEVELOPMENT

The Rhode Island Office of Library and Information Services (OLIS) offers a variety of continuing education/ professional development opportunities to library staff members in Rhode Island. OLIS has invested 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.

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

	1 - Totally unaware	2 - Somewhat aware	3 - Very aware	Not applicable
Children's/ Young Adult services training and education	( )	( )	( )	( )
Adult/ Information services training and education	( )	( )	( )	( )
Technology training and education	( )	( )	( )	( )

Preservation/Digitization training and education	( )	( )	( )	( )
Trustee training and education	( )	( )	( )	( )

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

	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
Children's/ Young Adult training and education	[ ]	[ ]	[ ]	[ ]
Adult/ Information services training and education	[ ]	[ ]	[ ]	[ ]
Technology training and education	[ ]	[ ]	[ ]	[ ]
Preservation/ Digitization training and education	[ ]	[ ]	[ ]	[ ]
Trustee training and education	[ ]	[ ]	[ ]	[ ]

48) Please rate each of the following continuing education opportunities offered by OLIS:

	1 - Completely dissatisfied	2	3	4 - Neither satisfied nor dissatisfied	5	6	7 - Completely satisfied	Not applicable
Children's/ Young Adult services training and education	( )	( )	( )	( )	( )	( )	( )	( )
Adult/ Information services training and education	( )	( )	( )	( )	( )	( )	( )	( )
Technology training and education	( )	( )	( )	( )	( )	( )	( )	( )
Preservation/Digitization training and education	( )	( )	( )	( )	( )	( )	( )	( )
Trustee training and education	( )	( )	( )	( )	( )	( )	( )	( )

RESOURCE SHARING

49) OLIS supports resource sharing in a number of different ways. Please indicate whether or not your library participates in each of the following activities:

	YES, my library participates	NO, my library does not participate	I was not aware of the program
Physical delivery of materials	( )	( )	( )

Library of RI (LORI) membership	( )	( )	( )
OLIS' Interlibrary Loan Clearinghouse	( )	( )	( )
AskRI resources	( )	( )	( )

50) Please indicate your library's practice in regard to each of the following interlibrary loan services:

	YES, this is my library's practice	NO, my library does not do this
Sending magazine/journal articles to patrons electronically	( )	( )
Sending physical items through the delivery system	( )	( )
Filling requests from other libraries to the greatest extent possible	( )	( )
Informing patrons about their interlibrary loan options	( )	( )

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

51) My library has the electronic resources it needs for the effective sharing of resources.
( ) Strongly disagree
( ) Disagree
( ) Somewhat disagree
( ) Neither agree nor disagree
( ) Somewhat agree
( ) Agree
( ) Strongly agree

52) My library receives the support it needs from OLIS to offer libraries an effective resource sharing system.
( ) Strongly disagree
( ) Disagree
( ) Somewhat disagree
( ) Neither agree nor disagree
( ) Somewhat agree
( ) Agree
( ) Strongly agree

53) If you have any additional feedback for OLIS regarding resource sharing services, 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: Focus Group Protocol

Interviews with Library Leaders

Each interview included these key questions; follow-up and additional questions were tailored to the specific position and experience of the interviewees and their responses:

1. Describe how you and your library have been involved with LSTA?

2. From your perspective, which LSTA programs have been most impactful to your library and to the state from 2013-2015?

3. How would you assess the process of receiving funding – applying, receiving funding, reporting?

4. Looking forward, where would you like to see more LSTA funding? Where less?

5. Final thoughts?

Focus Group Questions

1. Which LSTA programs have been most impactful for your library?

2. In Rhode Island, the State Library has supported many statewide activities. Is that the right approach rather than doing subgrants?

3. OLIS has offered many sub-grants to individual libraries in the past. Are the amounts awarded sufficient to justify the effort of applying and reporting?

4. Are reporting expectations reasonable?

5. How important have LSTA sub-grants been in providing opportunities for innovation?

6. A major focus of IMLS has been on assessing outcomes. Have you been able to document outcomes from your LSTA projects?

7. What impact have LSTA-projects had for the residents of your library district?

8. Turning forward, the State Library will begin work on the next five-year LSTA plan soon. What new directions should it take? What would make a difference for your library?

9. Finally, what would you like to say about LSTA?

Appendix F: Summary of Survey Results

Rhode Island Web Survey Report

Who participated?

Fifty-seven people responded to the Rhode Island LSTA evaluation web survey. Of these twenty-nine were from public libraries, seventeen from school libraries, six from academic libraries and five from special libraries. Responses came from libraries in all five Rhode Island counties. Sixty-six (66.7) percent described themselves as library directors. Six said they were library media specialists; two were Library/teacher or Teacher Librarians.

Twenty-two (22.8) percent, the highest percent, said their library served a community of 500 to 2,499. The second highest (19.3) percent served a community of 10,000 to 24,999. Among the 29 public library responses, the highest (27.6) percent served a community of 10,000 to 24,999.

Because the 29 public library respondents make up half of the participants and overwhelm the range of responses to survey questions, cross-tabulations have been conducted on some of the responses. Only public library participants were asked to complete the questions dealing with summer reading and services to people with special needs (questions 12 thru 40).

Overall, twenty-one (21.1) percent said their annual operating budget was less than $10,000. However, only one public library fell into this category, the others being school libraries. The highest number (7) of public libraries had annual operating budgets of $500,000 to $999,999. The second highest number (6) of public libraries had annual operating budgets of $100,000 to $199,999. Two public libraries and two school libraries had operating budgets of $3,000,000 to $4,999,999. One public library had an annual operating budget of $5,000,000 or more.

Overall, forty (40.4) percent had less than two full time equivalent (FTE) staff members. Among school libraries eighty-eight (88.2) percent fell into this category. Among academic and special library respondents fifty (50.0) percent had 10 to 19 FTE staff. Among public library respondents, twenty-four (24.1) percent had 5 to 9 FTE and another twenty (20.7) percent had 2 to 4 FTE staff. These are all very different libraries!

Summer reading

Only public libraries offered a summer reading program in 2016. All forty-eight public libraries did this, although at different levels. All (100 percent) offered resources with staff or other presenters leading events or program to school-aged children; ninety-two (92.9) percent offered these resources to pre-school children and teens. Thirty-eight (38.5) percent offered these resources to adults. Three (3.6) percent offered only self-help guides, reading lists, and other resources without staff led events or programs to pre-school children; seven (7.1) percent offered this level of assistance to teens; and twenty-three (23.1) percent offered this level to adults. One library (3.6 percent) offered no summer reading program for pre-school children and ten (38.5 percent) offered no summer reading program for adults.

Sixty-eight (68.9) percent of the public library respondents “strongly agreed” or “agreed” with the statement: my staff have the skills and training they need to design and execute an effective reading program. Ten (10.3) percent “strongly disagreed” with the statement. Nineteen respondents described the types of skills or training they feel would help their staff design and

execute an effective summer reading program. One person said “training and support is fine. Don’t change it.” Some of the ideas shared include “being able to relate to children, teens, and their caregivers.” “Media selection and programming.” “Presentation skills, collaboration, outreach and creative programming skills, organization skills, social skills, knowledge of children’s and teen literature.” Programming, reader’s advisory (and knowledge of literature) were cited more than once. *(Please see the survey compilation for the complete answers given to question 18.)*

Sixty-eight (68.9) percent either “strongly agreed” or “agreed” with the statement: my library receives all the support it needs from OLIS to mount an effective summer reading program. Only six (6.8) percent “disagreed” or “somewhat disagreed” with the statement. Eighteen public library respondents described the types of additional support they believe would help. Five said more funding, usually for specific purposes. Three wanted “a wider variety of performers to choose from.” Others talked about more collaboration, how to motivate teens, an online data recording tool. *(Please see the survey compilation for the complete answers given to question 20.)*

Sixty-four (64.3) percent rated the Collaborative Summer Library Program (CSLP) Manual as “good” or “excellent.” Three (representing 10.7 percent) were “not aware of this resource.” Five (17.9 percent) rated it as “fair.” Half rated providing vetted roster of presenters/performers/educators, coordinating a booking meeting, posting schedules for all libraries and funding up to two … in each public library facility as “good;” the other half rated this service as “excellent.”

Eighty-five (85.2) percent rated providing the Kids Reading Across RI program as “good” or “excellent.” Seventy-one (71.4) percent rated general summer reading program advice and consultation as “good” or “excellent.”

Question 25 asked which of the following training opportunities would make the most difference in terms of improving your summer reading program? Respondents were encouraged to check all that apply. Training on public engagement received the highest number of checks (57.7 percent), followed by training on outreach (46.2 percent) and assistance with program evaluation (42.3 percent). Help with program planning/curriculum design was in fourth place (34.6 percent) and language/cultural competency training was last with twenty-three (23.1) percent. Four people checked other. *(Please see the survey compilation for the complete answers given to question 26.)*

Seven respondents provided additional feedback regarding the summer reading program. *(Please see the survey compilation for the complete answers given to question 27.)*

Services to people with disabilities

All (100 percent) of the public library respondents were aware of the National Library Service. Respondents from the other types of libraries did not answer the questions in this section of the survey concerning services to people with visual or physical disabilities.

Thirty-seven (37.9) percent were “very aware” of the Talking Books Plus program. Although no one said they were “unaware” of the service, twenty-seven (27.6) percent said they were only “moderately aware” of the service and another twenty-seven (27.6) percent checked the point on the scale between moderately and very aware.

Respondents are less aware of BARD (Braille and Audio Reading Download). Two people said they were “unaware” of the service. Thirty-four (34.5) percent said they were “moderately aware.” Only seventeen (17.2) percent were “very aware” of BARD.

Respondents were mixed in their feelings about staff abilities to work with special needs programs. While fifty-eight (58.6) percent were positive in their agreement with the statement: my staff have the skills and training they need to inform individuals about and assist them in applying for membership in the Talking Books Plus program, only six (6.9) percent “strongly agreed” with the statement. Twenty (20.7) percent “agreed” and thirty-one (31.0) percent “somewhat agreed.” Twenty (20.6) percent either “strongly disagreed“ or “disagreed” with the statement.

Question 33 asked about technological resources to serve people with special needs. Forty-four (44.8) percent “strongly agreed,” “agreed,” or “somewhat agreed” with the statement: my library has the technological resources it needs to design and execute an effective program of service to residents with special needs. Twenty-four (24.1) percent either “disagreed“ or “somewhat disagreed” with the statement. Fifteen people described the technology resources they thought would help staff design and execute an effective program of service to residents with special needs. Five cited training as needed. Others listed the equipment their library has; still others were unsure. *(Please see the survey compilation for the complete answers given to question 34.)*

Fifty-five (55.2) percent did not know whether residents of their area used the services and resources provided through the Talking Books Plus program. Forty-eight (48.3) percent thought the availability of the program “broadens the range of services/resources our patrons can access.” However, twenty-four (24.2) percent checked “service has little or no impact.” Thirty-five (35.7) percent were “somewhat satisfied” or “mostly satisfied” or “completely satisfied” with the quality and services of the Talking Books Program. Forty-six (46.4) percent said they were “neither satisfied nor dissatisfied.” Fifty-five (55.2) percent said it was either “extremely unlikely” or “unlikely” that their library would be able to fund the cost of the Talking Books Plus program if the program were no longer available through OLIS. Three people offered comments regarding OLIS support for the program. *(Please see the survey compilation for the complete answers given to question 40.)*

E-resources and the AskRI program

Questions 41 through 49 asked the respondents from all types of libraries to consider the electronic resources available through the AskRI program.

The table below lists the fifteen e-resources available in the AskRI program by descending order of percents of “satisfied” responses. The percent satisfied column represents the sum percents of 5, 6, and 7 ratings, where 7 indicated “completely satisfied.” The percent dissatisfied column represents the percent giving the rating of 1, 2, and 3, where 1 indicated “completely dissatisfied.”

Resource	% Satisfied	Neither Dissatisfied nor Satisfied	% Dissatisfied	Not Familiar/Unable to Rate
NoveList	75.4%	8.8%	0.0%	15.8%
Mango Languages*	72.0%	8.8%	1.8%	17.5%
World Book	70.8%	10.9%	1.8%	16.4%

EBSCO Masterfile and Academic Search	68.4%	12.3%	0.0%	19.3%
EBSCO History Reference Center	60.7%	19.6%	0.0%	19.6%
LearningExpress	59.3%	16.7%	0.0%	24.1%
EBSCO Biography Reference Center	59.0%	16.1%	3.6%	21.4%
EBSCO Consumer Health Complete	55.3%	16.1%	1.8%	26.8%
HeritageQuest	54.5%	12.7%	0.0%	32.7%
EBSCO Points of View	53.5%	16.1%	0.0%	30.4%
LearningExpress Library's Career Center*	50.0%	16.1%	0.0%	33.9%
EBSCO Auto Repair Reference Center	49.1%	10.5%	0.0%	40.4%
AtoZ databases	44.6%	23.2%	9.0%	23.2%
EBSCO Explora for Schools and Libraries	43.9%	26.3%	3.6%	26.3%
Tutor.com (Homework Help RI)*	39.3%	17.9%	5.4%	16.4%

** NOTE: Only these resources are paid for with LSTA funds (Tutor.com has seen a minimal contribution of federal dollars over the years), though some staff support for the program is paid for with federal dollars.*

NoveList 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"). Several of the resources received no "dissatisfied" ratings: NoveList, EBSCO Masterfile and Academic Search, EBSCO History Reference Center, LearningExpress, HeritageQuest, EBSCO Points of View, LearningExpress Library's Career Center, and EBSCO Auto Repair Reference Center. This may mean the respondents were unfamiliar with the specific database and consequently, could not rate it. The difference in the ratings for NoveList and Tutor.com (the top and the bottom of the list) is in the higher rating of "neither dissatisfied nor satisfied" for Tutor.com (17.9 percent compared with 8.8 percent for NoveList) and in the "dissatisfied" rating (5.4 percent for Tutor.com compared with 0.0 percent for NoveList).

There is also the difference in the intended audiences for the various e-resources. Among the six academic library responses, the highest satisfaction ratings were for EBSCO History Reference Center, EBSCO Masterfile and Academic Search, Mango Languages, and NoveList.

Among the seventeen school library responses, the highest satisfaction ratings were for World Book (87.6 percent satisfied, with 62.5 percent being "completely satisfied"), EBSCO History Reference Center (75.1 percent with 43.8 being "completely satisfied"), EBSCO Explora for Schools and Libraries (70.6 percent satisfied with 41.2 percent being "completely satisfied"), Mango Languages (70.6 percent satisfied with 41.2 percent being "completely satisfied"), and NoveList (70.6 percent satisfied with 41.2 percent being "completely satisfied").

Question 42 asked which three of the e-resources in the previous question are of greatest importance to your patrons/users. Public library respondents selected EBSCO Masterfile and

Academic Search, NoveList, each was selected by thirteen respondents, and HeritageQuest, which was selected by ten. Academic library respondents chose EBSCO Masterfile and Academic Search (chosen by four respondents) and Mango Languages (chosen by three respondents). School library respondents selected World Book (nine respondents), EBSCO Explora for Schools and Libraries (seven respondents), and EBSCO History Reference Center and NoveList (tied with five respondents). Question 43 asked for the reason for the respondent's first choice in the previous question. *(Please see the survey compilation for the complete answers given to question 43.)*

Twenty-three public library respondents gave a reason. The most frequent was simply that the particular resource "gets the most use." The particular resource might be different in different libraries. The statement was made about Academic Search and EBSCO Masterfile, specifically. "Patrons utilize this resource more than others." "NoveList is used by patrons and staff alike. For a recreational library like ours, very critical. "The Auto Repair Center is well used in my library. The EBSCO product is more comprehensive than the spotty holdings for Chilton's and other print guides."

All six academic library respondents answered the question. Two mentioned EBSCO Masterfile and two mentioned Mango Languages. "EBSCO Masterfile—enhances our general overall content." Mango Languages would be my first choice, simply because it represents the type of resource (self-paced online language learning) not currently provided by my library." "A good, general basic search is always most important."

Sixteen school library representatives provided an answer to the question. The answers covered several of the resources. "World book is the resource that my young students are able to use independently. They use the ebooks as well as World Book Kids to complete research projects." "It provides access to periodicals and newspapers." "These just lend themselves to the kind of research I see with classes." "Those are the three choices that are the most user friendly and needed for a high school."

Question 44 asked if there were other e-resources/databases that respondents wished AskRI included that are currently not available. Question 45 then asked which one(s) should be added in order of importance.

Thirty-five (35.7) percent of the public library respondents said yes and twelve provided a specific resource. Tutor.com was most frequently cited. Two were interested in genealogy: Ancestry Library Edition and HeritageQuest.

The six academic library respondents were equally divided. Three said yes and three said no. They cited three full text resources, an image database like ArtStor, and Providence Journal (which was also mentioned by a public library respondent).

Ten (58.8 percent) of the school library participants answered yes to question 44 and all ten offered one or more suggestions. Tutor.com was the resource most frequently cited.

Question 46 asked respondents 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 AskRI resources. Overall eighty (80.6) percent "strongly agreed," "agreed," or "somewhat agreed." Fifteen (15.0) percent "strongly disagreed," "disagreed," or "somewhat disagreed."

Fifty-one (51.7) percent of the public library respondents agreed with the statement. Almost ninety (89.6) percent agreed to some degree ("somewhat agreed," "agreed," or "strongly agreed"). Two people, representing six (6.8) percent "strongly disagreed" or "disagreed." Sixty-six (66.7) percent of the six academic respondents "strongly agreed" with the statement. One person "disagreed."

Sixty-four (64.7) percent of the seventeen school library respondents "strongly agreed" or "agreed" with the statement.

Question 47 asked how the availability of the e-resources/databases affected the ability of the respondents to serve their patrons. Overall fifty-four (54.4) percent said the availability "broadens the range of services/resources our patrons can access." Another twenty-nine (29.8) percent said it "improves the quality of service we can provide to patrons. Ten (10.5) percent, representing 6 respondents said "service has little or no impact." The relative rankings of the choices did not differ among the types of libraries.

Overall the respondents are satisfied with the AskRI program. Eighty (80.7) percent were "completely satisfied," "mostly satisfied," or "somewhat satisfied." Five (5.3) percent, representing three respondents, were "mostly dissatisfied" or "somewhat dissatisfied." Fifty-one (51.7) percent of the public library respondents were "mostly satisfied." Forty-seven (47.1) percent of the school library respondents were "completely satisfied." The six academic library respondents were equally divided: two were "completely satisfied;" two were "mostly satisfied;" and two were "neither satisfied nor dissatisfied."

When asked for any additional feedback on the AskRI program, two public library respondents indicated the databases were not used frequently. An academic respondent said "I think AskRI presents a balanced selection of resources geared primarily to the needs of public and school library users." The four school library respondents were more positive. "I simply couldn't run my library without it, nor could my students be successful academically without it. Having these resources contribute enormously to student achievement." "The PD/workshop sessions provided by Stacie and Beatrice are always extremely helpful! I also love promoting these resources to faculty and telling them that it's their tax dollars at work—our faculty really loves AskRI!" *(Please see the survey compilation for the complete answers given to question 49.)*

Continuing education

Questions 50 through 52 ask about continuing education offerings supported by OLIS.

Question 50 asked the degree to which the respondent is aware of five continuing education offerings. Overall respondents were most aware of the children's/young adult services training and education. Sixty-six (66.7) percent said they were "very aware" of this offering. Sixty-one (61.4) percent were "very aware" of both adult/information services training and education and technology training and education. Forty-nine (49.1) percent were "very aware" of preservation/digitization training and education. Thirty-one (31.6) percent were "very aware" of trustee training and education. Trustee training and education is directed toward public library trustees, so it is not surprising that twenty-six (26.3) percent of the respondents checked the "not applicable" category for this offering nor is it surprising that seventeen (17.5) percent were "totally unaware" of the offering. The highest percent of "very aware" responses from the public libraries and school libraries was for children's/young adult services training and education. For academic libraries the highest was for technology training and education. *(Please see the survey compilation table for the complete ratings given to question 50.)*

In terms of participation the highest percent of public library respondents said they personally had participated in adult/information services training and education and technology training and education (58.6 percent for each of these). The highest percent for other staff members was in the children's/young adult training and education (82.8 percent). Over half (51.7 percent) said neither I nor any of the other staff at my library have participated in preservation/digitization training and education. Fifty-five (55.2) percent had not participated in the trustee training and education.

Academic library participants had participated in the technology training and education and in the preservation/digitization training and education offerings.

Among the school library respondents sixty-four (64.7) percent had personally participated in the children's/young adult training and education; forty-one (41.2) percent had personally participated in the technology training and education; and thirty-one (31.3) percent had personally participated in the adult/information services training and education.

When asked to rate their satisfaction with the five continuing education offerings, the highest percents of "completely satisfied" responses from public library respondents were for children's/young adult services training and education (37.9 percent) and adult/information services training and education. However, when ratings of 6 and 7, where 7 represents completely satisfied, are combined, technology training and education received a higher percent satisfaction rating (61.1 percent) than did adult/information services training and education (58.6 percent). One person was "completely dissatisfied" with all five of the offerings.

The highest percent of "completely satisfied" ratings from the academic library respondents was for technology training and education. The highest percent of "completely satisfied" ratings from the school library respondents was for children's/young adult services training and education.

Resource sharing

Question 53 asked respondents whether their library participated in four different resource sharing activities. All (100 percent) the respondents' libraries are members of the Library of RI (LORI). Ninety-eight (98.2) percent participate in the physical delivery of materials. One school library does not participate in physical delivery. Ninety-two (92.9) percent participate in AskRI resources. Two academic libraries do not participate in AskRI resources. Sixty-eight (68.4) percent of the total respondents participate in the OLIS' Interlibrary Loan Clearinghouse. Of the seven that do not participate in the Clearinghouse, four are school libraries and three are academic libraries.

Question 54 asked about library interlibrary loan practices. Ninety-eight (98.2) percent send physical items through the delivery system and inform patrons about their interlibrary loan options. Ninety-six (96.4) percent fill requests from other libraries to the greatest extent possible. Only forty-two (42.1) percent send magazine/journal articles to patrons electronically. All six (100 percent) of the academic libraries use the four practices listed. Among the school libraries eighty-eight (88.2) percent do not send magazine/journal articles to patrons electronically. Fifty-eight (58.6) percent of the public library respondents do not do this.

Question 55 asked respondents to indicate their level of agreement with the statement: my library has the electronic resources it needs for the effective sharing of resources. Seventy-five (75.8) percent of the public library respondents "somewhat agreed," "agreed," or "strongly

agreed." The highest percent forty-four (44.8) percent "agreed." Among the six academic participants five "agreed." (This represents eighty-three percent.) Among the school library respondents forty-seven (47.1) percent "somewhat agreed," "agreed," or "strongly agreed." The highest percent twenty-nine (29.4) percent "agreed."

Question 56 asked respondents to indicate their level of agreement with the statement: my library receives the support it needs from OLIS to offer libraries an effective resource sharing system. Overall seventy-five (75.5) percent agreed with the statement at some level and fifteen (15.8) percent disagreed. The highest percent was forty-five (45.6) percent, which "agreed" with the statement.

Among public library responses, fifty-one (51.7) percent "agreed." Six (6.9) percent "strongly disagreed." Fifty (50.0) percent of the six academic library responses were for "agree." Thirty-five (35.3) percent of the school library responses were "agree," although another seventeen (17.6) percent "strongly agreed."

The final question asked for any additional feedback the respondents would like to make. Fourteen people chose to share a comment. Among the seven public library comments, three were positive, one said the last two survey questions were confusing, one asked for training on sharing resources with libraries outside the OSL member libraries, one response was N/A, and one was a lengthy comment on the impact of reducing the number of deliveries per week. *(Please see the survey compilation for the complete answers given to question 57.)*

The single academic response explained the impact of the LORI delivery, especially into Massachusetts.

Three school library participants added comments. Two of them related to delivery service.

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

	FFY 2013 Expend.	FFY 2013 Percent	FFY 2014 Expend.	FFY 2014 Percent	FFY 2015 Expend.	FFY 2015 Percent	2013-2017 Goals	Total	Percent FFY 2013 - FFY 2015
OLIS Administrative Costs	$33,593	3.17%	$24,192	3.19%	$39,687	3.71%		$97,472	3.37%
AskRI Statewide Databases	$122,843	11.59%	$129,603	17.11%	$127,349	11.89%	1	$379,795	13.15%
LORI (Library of Rhode Island)	$130,283	12.29%	$288,597	-3.95%	$279,325	26.08%	1	$379,656	13.14%
Talking Books Plus	$292,585	27.60%	$345,785	45.64%	$370,608	34.61%	2	$1,008,978	34.93%
Preservation and Disaster Services	$9,677	0.91%	$15,314	2.02%	$8,438	0.79%	3	$33,429	1.16%
Research and Data Collection	$41,072	3.87%	$47,808	6.31%	$38,836	3.63%	3	$127,716	4.42%
Summer Reading Program***	$61,487	5.80%	$73,174	9.66%			3	$134,661	4.66%
Workforce Development and Digital Literacy Training*	$0	0.00%	$978	0.13%			3	$978	0.03%
Continuing Education (CE) Services	$65,685	6.20%	$87,992	11.61%			4	$153,677	5.32%
Frank Iacono Library: Librarian's Library (Professional Collection)	$21,336	2.01%	$35,523	4.69%			4	$56,859	1.97%
Public library development					$47,984	4.48%	4	$47,984	1.66%
Reference services					$36,042	3.37%	4	$36,042	1.25%
World Wide Web/Publications; OLIS Online**	$27,330	2.58%	$27,236	3.59%			4	$54,566	1.89%
Youth Services	$52,349	4.94%	$0	0.00%	$122,573	11.45%	4	$174,922	6.06%
SubGrants 2013									
CF Digital	$31,950	3.01%					3	$31,950	1.11%
Computer Literacy for Non-Native English Speaking Adults	$5,090	0.48%					3	$5,090	0.18%
Creating, Consuming, and Connecting the Common Core to the Catalog	$9,300	0.88%					3	$9,300	0.32%
Expanding Possibilities	$50,000	4.72%					1	$50,000	1.73%
Imagine, Design, Create	$25,097	2.37%					3	$25,097	0.87%
Library Outreach to Crossroads Housing Facility	$5,250	0.50%					3	$5,250	0.18%
Providing Access to Decorative Arts Resources	$17,701	1.67%					1	$17,701	0.61%
Rhode Island Statewide Digital Repository	$42,775	4.03%					1	$42,775	1.48%
Teen Tech Squad	$14,755	1.39%					3	$14,755	0.51%
	$1,060,158	100%	$1,076,202	100%	$1,070,842			$2,888,653	100.00%

*Program activities included in the general Continuing Education project in FFY2012-13; individual costs cannot be identified prior to FFY2014.
**Program activities were included in the LORI and other projects in FFY2014; costs have been extracted.
***Program activities were included as a child project of the Youth Services project in FFY2012, 2013, and 2015

Appendix H: Measuring Success Focal Areas for Rhode Island

	1.1 Library of Rhode Island	1.2 AskRI	2.1 Talking Books Plus Library	3.1 Preservation	3.2 Research and Data Collection	3.3 Youth Services	4.1 Reference services	4.2 Public Library Development
Lifelong Learning								
Improve users' formal education	YES	YES				YES		
Improve users' general knowledge and skills	YES	YES	YES			YES		
Information Access								
Improve users' ability to discover information resources	YES	YES	YES				YES	
Improve users' ability to obtain and/or use information resources	YES	YES	YES					
Institutional Capacity								
Improve the library workforce						YES		YES
Improve the library's physical and technological infrastructure								YES
Improve library operations	YES			YES	YES			YES
Economic & Employment Development								
Improve users' ability to use resources and apply information for employment support		YES						
Improve users' ability to use and apply business resources		YES						
Human Resources								
Improve users' ability to apply information that furthers their personal, family or household finances		YES						YES
Improve users' ability to apply information that furthers their personal or family health & wellness		YES						
Improve users' ability to apply information that furthers their parenting and family skills						YES		
Civic Engagement								
Improve users' ability to participate in their community			YES					
Improve users' ability to participate in community conversations around topics of concern						YES		
Outreach and partnerships	YES	YES	YES	YES		YES	YES	YES

Appendix I: Target Populations Served for Rhode Island

	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)	General
1.1 Library of Rhode Island			YES								YES
1.2 AskRI	YES		YES		YES		YES				YES
2.1 Talking Books Plus Library						YES					
3.1 Preservation											
3.2 Research and Data Collection	YES										
3.3 Youth Services	YES							YES	YES	YES	
4.1 Reference services											
4.2 Public Library Development			YES				YES				