



Evaluation Report: 2008 – 2012 LSTA Plan and Activities

Library of Virginia

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Evaluation Summary

The following highlights showcase the major findings and recommendations of this evaluation. Items included here were chosen for their importance to oversight and planning efforts for the development of the next five-year plan...

Main Findings

In the first four years of the plan, FY 2007 to FY 2010, the Library of Virginia completed 29 activities in 10 project areas for a total of \$15.5 million.

LSTA Purposes	2007 LSTA Funds	2008 LSTA Funds	2009 LSTA Funds	2010 LSTA Funds	Total Funds
Services for Lifelong Learning		\$32,385	\$122,728	\$127,601	\$282,714
Library Technology, Connectivity, and Services	\$3,569,114	\$3,499,124	\$3,498,627	\$3,628,876	\$14,195,741
Services to Persons Having Difficulty Using Libraries	201,946	\$197,790	\$313,107	\$305,788	\$1,018,631
Total	\$3,771,060	\$3,729,299	\$3,934,462	\$4,062,265	\$15,497,086

Key Accomplishments

- **Education and Outreach Services.** More than 250 K12 educators and more than 2,000 K12 students attended presentations on Library of Virginia resources with emphasis on the digital collections in the Virginia Memory.
- **E-Rate.** 877 staff members from public libraries and K12 schools participated in E-Rate training. According to available E-Rate data, Virginia's libraries and schools were awarded nearly \$150 million due in part to the strong support they received from the Library of Virginia.
- **Expanded Electronic Access.** The Library of Virginia completed critical upgrades to public technologies that resulted in a 4,000% increase in use of public workstations among other noted benefits.
- **Family Literacy and Services to Children and Youth.** In FY 2010, the Library of launched its Early Literacy Activity Centers program, placing 92 activity centers in 45 public library systems. With educational toys and learning materials, the activity centers provide library staff and families with resources to engage young children in reading and learning through play.
- **Find It Virginia.** In FY 2010, 2.5 million articles were retrieved with 72% of those requests originating from K12 schools, representing a growth of 7% in usage of Find It Virginia resources.

- **Interlibrary Loan.** Interlibrary loan requests held steady with nearly no change between FY 2008 and FY 2010.
- **Technology Consulting.** Library staff praised the Library of Virginia's Technology Petting Zoo. 90% of participants in petting zoo hands-on workshops reported the training as good to excellent, and participants in the open forums consistently remarked that petting zoo training made them more comfortable to assist their patrons with ereaders and ebooks.
- **Virginia's Unique Collections.** Virginia Memory usage statistics demonstrate the importance of the collections in this area with over 13 million page views since the site launch early in 2009 with a more than 135% increase in page views from 2009 to 2011.

Key Areas for Improvement

- There is a lack of awareness among library staff and users on important resources and services in Virginia's LSTA Program including Find It Virginia and Virginia Memory.
- Some measures reported as project outputs for multiyear projects are inconsistent in the State Program Reports. This makes it challenging to compare data and to understand trends.

Major Evaluation Questions

The following questions were a major focus for this evaluation.

1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act?
2. To what extent did programs and services benefit target individuals and groups?
3. Based on the findings from the evaluation, include recommendations for justifying the continuation, expansion and/or adoption of promising programs in the next five-year plan.
4. Based on the findings from the evaluation, include recommendations for justifying the potential cuts and/or elimination of programs in the next five-year plan.

Key Recommendations

1. It is recommended that the Library of Virginia continue its efforts to engage the library community in ongoing dialog about the Find It Virginia statewide electronic resources. It is further recommended that the State Library directly engage citizens in a task-oriented approach to analyze user needs.
2. It is recommended that the Library of Virginia continue its efforts to innovate and to explore alternative formats for continuing education.
3. It is recommended that the Library of Virginia study its communications with libraries with the goal of improving awareness of LSTA funded resources and services. It is further recommended that the Library of Virginia assist public libraries and schools as appropriate to extend those communications to library users.

4. It is recommended that the Library of Virginia create an assessment plan that outlines clear outputs (and outcomes as appropriate) for major multi-year projects and their uses to inform decision making, to demonstrate the impact of the LSTA Program and to monitor trends.
5. The Library of Virginia may wish to consider creating and maintaining a Web page or pages that outline the body of projects that make up the LSTA Program along with news and status of major activities within each project, e.g. the mobile application for Find It Virginia.

Background of the Study

This is an evaluation of the implementation of the FY 2008 – 2012 Five-Year LSTA plan for the Library of Virginia. The plan covers the time period from October 2007 to September 2012. Three years of the plan have been completed and reported. Reports for the fourth year of the plan are currently in progress, and the fifth year is currently underway. This report, prepared by an external consultant with input from the State Library and its constituents, outlines relevant background information, the evaluation methodology, findings and recommendations with alignment to the Congressional LSTA Purposes.

Intended Audiences and Uses

The Library of Virginia engaged in an evaluation process designed to collect significant input from a wide range of its stakeholders including library users. This included 24 focus groups hosted by six public libraries throughout the commonwealth.

There are two primary audiences intended for this report: (1) the Institute of Museum and Library Services and (2) the Library of Virginia. This is a systematic evaluation that includes both the elements of process and the impact or outcomes of the program.

Type of Evaluation	Content Included	Intended Uses
Process Evaluation	<ul style="list-style-type: none"> • A statement of the intentions of the LSTA program • Evidence that LVA carried out its intentions • An assessment of the effectiveness of LVA's implementation of the plan • Evidence that LVA achieved its targeted outputs • An assessment of successes and lessons learned • Recommendations for program improvement 	<ul style="list-style-type: none"> • Focus and refinement to internal processes • Demonstration of responsiveness to library community • Input into future LSTA planning • Identification of areas of excellence or best practice for SLAAs
Impact Evaluation	<ul style="list-style-type: none"> • Evidence that LVA achieved its targeted outcomes • An assessment of the implementation of OBE-based activities • Identification of indicators or trends 	<ul style="list-style-type: none"> • Focus and refinement to statewide OBE activities • Inform libraries and constituents about the impact of the program • Evaluation of program priorities in light of impacts and trends • Input into future LSTA planning

Evaluation Questions and Issues

Below is a summary of the evaluation questions suggested by IMLS, those questions that were the focus of the evaluation and additional high-level considerations for the evaluation process. Those questions that received attention in the evaluation are indicated by boldface type.

Retrospective Questions

1. ***Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act?***
2. *To what extent were these results due to choices made in the selection of strategies?*
3. *To what extent did these results relate to subsequent implementation?*
4. ***To what extent did programs and services benefit target individuals and groups?***

Questions 1 and 4 were the core focus of this evaluation. To that end, annual project reports and anecdotal evidence from focus groups were used to gather input on achievements and benefits of each project.

Process Questions

5. ***Were modifications made to the SLAA's plan? If so, please specify if they were informed by outcome-based data?***
6. ***If modifications were made to the SLAA's plan, how were performance metrics used in guiding those decisions?***
7. *How have performance metrics been used to guide policy and managerial decisions affecting SLAA's LSTA supported programs and services?*
8. ***What have been important challenges to using outcome-based data to guide policy and managerial decisions over the past five years?***

Significant modifications were made to the Five-Year plan based upon advice received from IMLS. Those changes were driven by changes in program focus at the federal level and not based on state-level program data. A description of those changes is given at the beginning of the Evaluation Findings section under the heading, "An Overview of the Five-Year Plan."

There was also a mid-implementation change to the use of outcome-based evaluation. It had been planned to place OBE focus on the activities led by the Youth Services Consultant. Unfortunately, that position became vacant early in the plan, and that vacancy derailed efforts for significant OBE focus. That said, the Library of Virginia has stated and implied outcomes in its activities in all areas of the plan that are discussed in the Evaluation Findings.

Prospective Questions

9. *How does the SLAA plan to share performance metrics and other evaluation-related information within and outside of the SLAA to inform policy and administrative decisions during the next five years?*
10. *How can the performance data collection and analyzed to date be used to identify benchmarks in the upcoming five-year plan?*

11. *What key lessons has the SLAA learned about using outcome-based evaluation that other States could benefit from knowing? Include what worked and what should be changed.*

Optional Prospective Questions

12. *What are the major challenges and opportunities that the SLAA and its partners can address to make outcome-based data more useful to federal and state policy makers as well as other stakeholders?*
13. ***Based on the findings from the evaluation, include recommendations for justifying the continuation, expansion and/or adoption of promising programs in the next five-year plan.***
14. ***Based on the findings from the evaluation, include recommendations for justifying the potential cuts and/or elimination of programs in the next five-year plan.***

Questions 13 and 14 were also part of the core focus of this evaluation. Each project area and its corresponding activities were discussed with focus group participants as appropriate, and the consultant recorded strengths and areas for improvement for each.

Evaluation Methodology Questions

15. *Identify how the SLAA implemented the selection of an independent evaluation using the criteria described in the next section of the guidance document.*
16. ***Explain who was involved in conducting the various states of the evaluation. What stakeholders contributed to providing and interpreting evaluation data?***
17. ***Describe the types of statistical and qualitative methods used in conducting the evaluation. Include administrative information as well.***
18. ***Document any tradeoffs made in the selection and implementation of the selected evaluation methods.***
19. ***Discuss strategies used for disseminating and communicating the key findings and recommendations.***
20. *Assess the validity and reliability of the data used for conducting this evaluation study.*

The majority of these questions are described in the next section, Description of the Methodology. Each provides important context for the reader and informs future evaluation methods that the State Library may wish to employ with successes and lessons and learned from this evaluation.

In addition, the Library of Virginia plans to offer an online workshop for participants to encourage dialog and meaningful responses to the results of the focus groups. The evaluation consultant will offer that workshop at a time yet to be determined this spring. In addition to the workshop presentation, the consultant will create a discussion guide to be used by groups of library staffs to engage in meaningful dialog about the implications of the focus group findings and to discuss local library responses.

The Evaluation Plan

In its, Five-Year Plan, the Library of Virginia indicated the following approaches to the evaluation methodology:

- *Review of end of projects (State Program Reports)*
- *Usage statistics*
- *Evaluation surveys*
- *Post workshop follow-up surveys*

The current evaluation has included a review of end of project reports that contain the information above, focus groups and a review of other documentation.

Guiding Principles of the Evaluation

Three major principles guided this evaluation process. First, the Library of Virginia wished to ensure that focus group results were representative of the vast geography of the commonwealth. Six focus group host sites were selected in six different regions of the commonwealth. Second, the State Library wished to provide a forum for direct feedback from library users to learn about the impacts of its activities. Library users represented $\frac{3}{4}$ of the planned focus groups. Third, the State Library wished for impartial, unreserved feedback from the libraries. To that end, Library of Virginia staff did not participate in the focus groups.

About Virginia's Libraries

The Library of Virginia provides support and professional leadership for Virginia's libraries, including:

- 91 public library systems in roughly 350 locations that provide resources and services to 7.6 million residents of Virginia
- 39 public colleges, universities and community colleges
- More than 2,400 public and private K12 schools

Description of the Methodology

Carol Adams, Assistant Director for Library Development and Networking at the Library of Virginia served as the project manager of this evaluation with oversight from the State Librarian.

After thoughtful negotiations, the state library awarded LYRASIS the contract to perform this evaluation, to be conducted by Stephen Spohn who was at that time Senior Consultant for Planning and Assessment and Cal Shepard who was Manager of Consulting Services, at LYRASIS. The LYRASIS approach for the project included five phases to be conducted from December 2011 through March 2012 as follows. Since the project onset, both Ms. Shepard and Mr. Spohn have left LYRASIS. Mr. Spohn has completed the whole of this evaluation as an independent consultant and contractor to LYRASIS.

The Evaluation Process

The LYRASIS proposal presented a five-phase approach to the evaluation process that is presented below. The order of the phases has been adjusted to reflect the actual order of completion and augmented with additional information about the evaluation process as it unfolded.

Phase No.	Description	Time frame
1	Project Kickoff The consultant convened a meeting with representatives of the State Library to discuss overall evaluation process and to reach an agreement on logistical issues. Upon conclusion of this phase, the consultant prepared evaluation goals and a list of evidence to be reviewed.	August - September 2011
2	SLAA Staff Interviews The consultant conducted individual and group interviews with selected State Library staff to discuss each statewide activity and the competitive grants program. This information further informed evaluation goals and the list of evidence to be reviewed. These interviews were completed during a combined visit with the Project Kickoff Phase to reduce costs.	August – September 2011
3	Community Research The consultant conducted a series of focus groups with library staff and users to gather input on all LSTA activities. Feedback from the focus groups is presented in context throughout this report. In total, 24 focus groups were held at 6 locations throughout the state. At each location, one focus group was for library staff from area libraries, and three groups were for library users from various population segments. Additional information about the focus groups is listed in Appendix C.	November – December 2012
4	Review of Evidence The consultant reviewed documentation and data for each LSTA activity in line with the evaluation goals set forth in the Project Kickoff Phase. The analysis of that evidence is presented in context throughout this report. Data sources are listed in Appendix B.	February – March 2012

Phase No.	Description	Time frame
5	Final Report The consultant prepared a preliminary draft of the report for review and discussion. With input from the SLAA, the consultant prepared and submitted a final version of the report.	February – March 2012

Evaluation Process Post-Mortem

The follow successes and lessons learned may be useful for the Library of Virginia as it embarks on evaluation-related activities in the future.

General Considerations

- Using the Project Kickoff phase to begin the dialog to outline the focus of the evaluation and the evidence needed appeared to be an effective method for beginning the evaluation process.
- In the future a longer stay may be more useful to use for initial review of evidence so that State Library staff are available for questions and clarifications with the understanding that this would increase project expenses.
- Awareness of resources and services provided by the LSTA Program proved to be lower than expected among library staff and users.

On the Focus Groups

- The focus groups with library staff and users provided good depth to feedback and insight into program outcomes.
 - One difficulty here is an apparent lack of awareness of a majority of participants about major resources and services made available due to the LSTA Program. This made it difficult to discuss these programs in depth in some cases.
- Individual libraries at six sites handled recruitment for the focus groups. It is likely that some miscommunications arose that made recruitment challenging.
 - It was hoped and expected that library staff would attend from surrounding area libraries. Unfortunately, the vast majority of attendees were from the site libraries. Thus, it is possible that the focus groups with library staff do not represent the small library perspective.
 - It was hoped but not expected that users would attend from surrounding area libraries. As expected, nearly all users were members of the host site library system. That said, those users identified with both the large central library and the small neighborhood branches. Thus, it is possible that variety in branch type affiliations compensated for the lack of library users from surrounding area library systems.
 - Some of the focus groups were not structured with a defined beginning and end and became out of necessity a series of individual and group interviews with a conversation that evolved as people came and went from the group. It is likely that

this affected the depth of conversations in some groups. (Given this, it was not possible to capture reliable counts of participants.)

- It was hoped that three focus groups would be focused on teens and tweens, but that proved the most difficult area. One focus group came together due to the on-site efforts of youth services staff, but only tweens were in attendance.

Evaluation Findings:

General

An Overview of the Five-Year Plan

The Library of Virginia plan lists four broad goal areas that address the Congressional LSTA Purposes as shown below. Early in plan implementation, there were significant changes made to the LSTA Purposes. Those changes with the added complication of the down economy compelled the Library of Virginia to make a number of significant adjustments to the plan with guidance from the Institute of Museum and Library Services.

LSTA Goals

1. **The Library of Virginia will create opportunities for library leaders to build skills and will provide leadership and direct support for planning, evaluation, collaboration, and professional development that fosters and advances libraries' innovative responses to community needs that address any of the six LSTA Priorities.**

LSTA Purposes

1. To expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, and for individuals of all ages;
2. To develop library services that provide all users access to information through local, state, regional, national, and international electronic networks; and
3. To target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.

Summary of Plan Changes

The original plan listed 11 activities in this goal area. Due to the aforementioned changes, the State Library made the following adjustments:

- State funds were used to cover costs for 4 of the 11 activities based upon guidance received by IMLS.
- It was determined that not enough information had changed in the VA Public Library Trustee Handbook to justify costs for printing and distribution at the time.
- Funding did not permit the development of a competitive grants program.
- Two activities were added that are related to technology innovation in libraries.

2. **All Virginians will have improved access to quality library and information resources and services that help develop skills for and provide support for responding to changing needs, opportunities, and environments.**

LSTA Purposes

1. To expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, and for individuals of all ages;
2. To develop library services that provide all users access to information through local, state, regional, national, and international electronic networks; and
3. To target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.

Summary of Plan Changes

The original plan listed 6 activities in this goal area. Due to the aforementioned changes, the State Library made the following adjustments:

- Funding did not permit the continuation of the video reformatting project.
- Funding did not permit the development of a competitive grants program.
- Three activities were added that expand awareness of and access to information resources and services.

3. **All Virginia youth will experience improved traditional and technological library services and programs that are targeted to enhance academic performance and to develop the strong information literacy skills necessary for the digital age.**

LSTA Purposes

3. To target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line;
4. To develop public and private partnerships with other agencies and community-based organizations; and
5. To target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

Summary of Plan Changes

The original plan listed 10 activities in this goal area. Due to the aforementioned changes, the State Library made the following adjustments:

- Funding did not permit the development of a competitive grants program.

4. **Appropriate library staff will have access to training opportunities that address the six LSTA Priorities in order to improve library services, make effective use of new technologies, implement planning and evaluation programs that incorporate leading contemporary methodologies and skills, and create cutting-edge library services for all Virginians.**

LSTA Purposes

1. To expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, and for individuals of all ages;
2. To develop library services that provide all users access to information through local, state, regional, national, and international electronic networks; and
3. To target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.

Summary of Plan Changes

The original plan listed 7 activities in this goal area. Due to the aforementioned changes, the State Library made the following adjustments:

- State funds were used to cover costs for four activities related to continuing education.
- Funding did not permit the development of a competitive grants program.

Strengths

- The Library of Virginia responded well to the early changes made to the plan required by IMLS. It quickly and strategically shifted funding to improve statewide library services and technology programs to help public libraries embrace 21st Century technologies. These activities included significant, needed improvements to the public computers and microform readers at the State Library and a focus on tools and continuing education to improve readiness for and adoption of Web 2.0/social media in Virginia's libraries.
- In several LSTA projects, the Library of Virginia has demonstrated a commitment to K12 schools and to public library collaboration with K12 schools. These include involvement of K12 schools in its E-Rate training and support; preparation of lesson plans and exhibits to support the Virginia Standards of Learning; and Inclusion of K12 educators in continuing education programs to encourage broad use of statewide information resources.

Areas for Improvement

- The Library of Virginia is in the early stages of applying outcomes-based evaluation principles and practices to the LSTA Program. 2 of the 23 activities indicated a focus on OBE – FY 2008 and FY 2009 of the Family Literacy and Services to Children and Youth project. Luckily, a 2007 study conducted by the National Center for Summer Learning demonstrated a positive correlation between participation in the Library of Virginia's summer reading program hosted

locally at the Williamsburg Regional Library (Williamsburg, VA) and higher scores on standardized tests and reading behaviors. The State Library's own efforts to measure outcomes are more modest in scope. Participants in related continuing education programs are asked whether they learned something new or whether they intend to apply something new. It does appear, however, that participants have been contacted a period of time after the workshop to learn whether workshop learning has manifested itself in new programs in a small number of cases.

- There is a lack of awareness among library staff and users on important resources and services in Virginia's LSTA Program. Of particular concern is the lack of awareness of library users and lack of confidence in knowledge of some library staff members with Find It Virginia. It should be noted here that the Library of Virginia does provide a number of training opportunities for Find It Virginia to library staff, and the lack of awareness observed at the focus groups is likely due to staff that are unable to travel.
- Some measures reported as project outputs for multiyear projects are inconsistent in the State Program Report. This makes it challenging to compare data and to understand trends. For example, the E-Rate SPR for FY 2007 lists a utilization rate of 86% that is described as "fantastic" compared to the national average, but the FY 2008 and FY 2009 reports do not mention the utilization rate.

Evaluation Findings: Services for Lifelong Learning

LSTA Purpose 1: To expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, and for individuals of all ages.

Findings

In this LSTA Purpose, the Library of Virginia completed 2 activities in 1 project area for a total of \$282,714 that provided for staff and supplies.

Project Area	2007 LSTA Funds	2008 LSTA Funds	2009 LSTA Funds	2010 LSTA Funds	Total Funds
Education and Outreach Services		\$32,385	\$122,728	\$127,601	\$282,714

Education and Outreach Services

The education and outreach services area represents a commitment by the Library of Virginia to K12 education and the use of primary sources from its unique collections. This project adds content to the Virginia Memory Online Classroom that includes lesson plans and worksheets for K12 educators. Lesson plans are tied directly to the K12 curricular standards in use by Virginia's schools. This project also coordinates outreach efforts and classroom visits to the State Library. LSTA funds were used for staff and supplies.

< http://www.virginiamemory.com/online_classroom/ >

< <http://www.lva.virginia.gov/lib-edu/education/> >

Since its launch in 2008, the Library of Virginia has added 153 entries, 62 biographies, 4 videos and 14 lesson plans to its collection of primary sources in the Virginia Memory digital project. As reported under Virginia's Unique Collections, Virginia Memory usage statistics demonstrate the importance of the collections in this area with 13,430,938 page views since the site launch early in 2009 with a more than 200% increase in page views over that time period. It does seem odd that no parents mentioned Virginia Memory in the focus groups, but evidence definitely points to heavy use by the schools. This is due in part to the significant outreach by the library to K12 educators. The library sent posters, bookmarks and educational materials to schools to foster use of the digital resources.

In addition to Virginia Memory, the Library of Virginia has provided workshops and educational materials for K12 educators and supported library visits by K12 school children. In 2008, the State Library led two presentations to 160 K12 educators on statewide resources. In 2010, 100 K12 educators attended a presentation on LVA resources. In 2008, 2009 and 2010, the State Library entertained over 2,000 school children with educational and fun activities to explore Virginia's history through primary sources.

Strengths

- As mentioned in the general findings, this project area is a major component of the Library of Virginia's commitment to K12 schools. The work to integrate the Library of Virginia's digital primary sources into the K12 curriculum is particularly impressive. The State Library created 14 lesson plans that are mapped to the Virginia Standards of Learning, the K12 curriculum in use by Virginia's public schools.

Areas for Improvement

There are no suggested improvements to report in this area.

Evaluation Findings: Library Technology, Connectivity, and Services

LSTA Purpose 2: Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks; and

LSTA Purpose 3: Provide electronic and other linkages between and among all types of libraries.

Findings

In this LSTA Purpose, the Library of Virginia completed 15 activities in 7 project areas for a total of \$14.2 million that provided for staff, travel expenses, subscriptions, equipment and supplies.

Project Area	2007 LSTA Funds	2008 LSTA Funds	2009 LSTA Funds	2010 LSTA Funds	Total Funds
E-Rate Support		\$46,000	\$57,864	\$113,728	\$217,592
Expanded Electronic Access		54,216	109,905	215,776	\$379,897
Find It Virginia	\$1,966,532	1,897,519	1,963,186	1,477,336	\$7,304,573
Interlibrary Loan		138,906	24,593	30,669	\$194,168
Leadership, Continuing Education, and Consulting ¹	267,498				\$267,498
Technology Consulting		127,419	163,671	155,677	\$1,490,761
Technology Petting Zoo				43,548	\$43,548
Virginia's Unique Collections	1,335,084	1,235,064	1,179,408	1,592,142	\$5,341,698
Total	\$3,569,114	\$3,499,124	\$3,498,627	\$3,628,876	\$14,195,741

E-Rate Support

The Library of Virginia provides public libraries and K12 schools with training and support for successful E-Rate applications. E-Rate is a complex program that is designed to help bridge the digital divide. Program complexity and a relative high failure rate for library and school funding requests made this a high priority for the Library of Virginia.

Since 2007, the Library of Virginia has contracted with E-Rate Central to provide training, documentation and direct assistance to libraries and K12 schools. In the first four years of the plan, 877 staff members from public libraries and K12 schools participated in E-Rate training. The Library of Virginia reviewed 91 technology plans. According to available E-Rate data, Virginia's libraries and schools were awarded nearly \$150 million due in part to the strong support they received from the

¹ The Leadership, Continuing Education, and Consulting project area was split into the following project areas due to changes in the LSTA program and upon advice from IMLS beginning in FY 2008: E-Rate Support and Technology Consulting.

Library of Virginia. LSTA funding provides for the contract with E-Rate Central to provide direct services to libraries and State Library staff

“Thank you! I have been doing E-Rate for 5 years and attending the workshop keeps me up to date on new rulings. I always come out with knowledge that makes the following year easier to file.”

Expanded Electronic Access

This project area comprises activities to enhance the technologies available to the public on site at the Library of Virginia. It is the primary research library for citizens and lawmakers in the Commonwealth and attracts many researchers in history and genealogy in addition to use by local citizens.

In FY 2008, LSTA funding provided for upgrades to public computer workstations and improved network hardware to meet the growing demand by users for access to the Internet and electronic resources. The Library of Virginia saw a 4,000% increase in use of public workstations in FY 2009 due in large part to the upgrades implemented this year.

In FY 2009 and FY 2010, LSTA funding provided for upgrades to microform readers. New microfilm reader scanners provide superior access to the Library of Virginia’s considerable microform collections that are used extensively (80,303 microforms in 10,773 sessions in FY 2010) on site for historical and genealogical research. In addition, short-term library efforts to target job seekers with its improved access to the Internet resulted in more than 1,250 job seekers served at the library.

“I am an architectural historian based in Richmond. The installation of the new digital microfilm readers allows me to copy historical documents (newspapers, military forms, deeds, wills, etc.) directly onto a removable drive to transport back to my office. I no longer have to rely on poor quality copies--I have the actual document in front of me. I am also very grateful to a professional staff at the Library who seem to take a genuine interest in each individual's research questions and pursuits.”

Find It Virginia

Find It Virginia is the collection of statewide electronic resources made available to all Virginians via public libraries and K12 schools. Usage is at peak during the school year with the majority of database use originating from K12 schools. This project area builds stronger ties between public libraries and K12 schools. Many public libraries offer workshops for teachers, and some public library staff visit schools to provide training for students. LSTA Funds are used for one-time and continuing database costs as well as costs for training provided to library staff.

< <http://www.finditva.com/> >

Usage statistics for the first four years of the plan show that 14.1 million resources were viewed, downloaded or printed by Find It Virginia users. There have been significant reductions to the database offerings, and a steep decline in raw usage numbers – 50% since 2007. Further analysis of the Find It Virginia electronic resources usage is warranted, but difficult. It is unclear whether the decline in usage is due to the loss of databases or a declining interest or need for the databases. The

usage statistics provided by the vendor are at the level of a group of databases or a particular vendor and not at the level of individual databases. It is also not clear whether those databases are using the currently accepted standard for communication usage statistics, COUNTER.

Training is a major component of the Find It Virginia project, with 22 workshops reportedly offered to both librarians and K12 educators. In addition, many public librarians that receive training in Find It Virginia resources share that training through workshops to K12 educators and students in their local communities.

Technology innovations in this area include:

- 2009 – Investigations to improve the federated search tool
- 2010 – Addition of the popular TumbleBookLibrary collection of animated, talking picture books for elementary school children. (Nearly ½ million TumbleBooks were viewed in the first nine months of availability to users.)
- 2011 – Contract with Boopsie to begin development of a mobile application

Focus group results on the databases were mixed. Many library staff praised Find It Virginia as their sole source of online research databases. Others suggested that other public library user needs aren't satisfied to the extent that K12 needs are met by the databases. Most public library users in the focus groups were not Find It Virginia users with the notable exception of a handful of parents that were aware of the recent addition of the TumbleBookLibrary database.

"There is no way that we would be able to provide these resources to our users ourselves."

In FY 2010, 2.5 million articles were retrieved with 72% of those requests originating from K12 schools, representing a growth of 7% in usage of Find It Virginia resources. A random exit survey conducted between August 31, 2009, and May 9, 2011, found that 63% of the respondents were using Find It Virginia for a school assignment. 41% of respondents used the site more than once per month, and 40% of respondents were 18 years old or younger.

Interlibrary Loan

The Library of Virginia provides materials, advice and assistance to the public library community regarding interlibrary loan. The Library of Virginia serves as the library of last resort in the commonwealth. In addition, it is the sole source for public libraries and others to obtain unique documents of Virginia's history on microfilm via interlibrary loan. LSTA funds provide for staff and supplies.

< <http://www.lva.virginia.gov/public/ill.asp> >

Interlibrary loan requests appear to be steady, while the library maintains a fill rate near 70%. Between FY 2008 and FY 2010, there was only a 0.2% drop in requests. This number, however, is somewhat misleading. Certainly, the national trend in declining interlibrary loan is having an impact in Virginia as are a number of local factors. That this figure is holding steady appears to be a tribute to the State Library's efforts in Virginia's Unique Collections to expand holdings available via interlibrary loan.

Interlibrary loan is consistently praised in focus groups with users. Generally, however, users were referring to resource sharing between public libraries.

“I also have relied heavily on the Library's Interlibrary Loan service to obtain books, journals, and even video for me from repositories around the country. Many of these repositories are inaccessible to me, but because of LVA, I am able to access their collections. This service is an invaluable one to me for my business.”

Technology Consulting (and the Technology Petting Zoo)

Technology Consulting comprises training, consulting and new technology initiatives led by the Library of Virginia. Technology consulting assistance is critical to Virginia's small to medium sized libraries. 57% of the library systems serve populations under 50,000, and have limited local staffing and resources to support existing or emerging technologies. LSTA funds provided for staff, speaker fees, access fees for new technologies, equipment, travel expenses and supplies.

The first area of focus in this area is the public library extranet that contains informative content for libraries and that hosts listservs. The State Library added an online resource directory to the extranet, originally intended to provide leads for performers and programs for youth services and expanded to include workshop presenters, trainers and consultants. In FY 2007, the Library of Virginia updated and added content and redesigned the extranet to improve usability. Extranet usage grew significantly over the first three years of the plan with 9,480 visits reported in FY 2009, representing a 22% increase in use. Listservs grew in popularity as well with 2,260 posts in FY 2009, representing a 15% increase in use.

This project area was the major focus of continuing education efforts under the LSTA Program in this plan. In this second area of focus, the Library of Virginia reports providing 2 programs for library directors on general library technology and Web 2.0/social media, 5 staff days on Web 2.0/social media, 29 training sessions on Plinkit for live and prospective Plinkit libraries, and 24 workshops on ereader devices and tablet computers. The success of the directors programs is evident in the uptake of Plinkit and the subsequent requests for Web 2.0/social media presentations for library staff days. Library staff praised the ereader devices/tablet computer workshops in the focus groups. In discussions, participants consistently reported that the workshops made them more comfortable to assist their public users and inspired many to explore devices and ebook programs at their local libraries.

The third area of focus is a deliberate approach to technology to improve services at and for Virginia's libraries. Each year, the State Library added a new initiative and demonstrated progress on all existing initiatives. During this Five-Year Plan, the Library of Virginia implemented Plinkit, the public library Web site program; Bibliostat, the public library statistics program; and WebJunction in addition to major technical and content improvements to its extranet and a sustained focus on Web 2.0/social media continuing education programming.

Virginia's Unique Collections

The Library of Virginia is the official archives for commonwealth government and history and the primary research library for Virginia's citizens and lawmakers. This project area serves to expand and

to reformat collections through microfilming and digitization. Microfilmed collections are available to Virginia's libraries through interlibrary loan. Digital collections contribute to the Virginia Memory Web site. LSTA funding in this project area provide for supplies, staff and travel.

< <http://www.virginiamemory.com/> >

In the first four years of this project, nearly 50,000 titles were cataloged, over 1,250 conservation projects were completed, more than 11,000 reels of archival microfilm were created, and over 1.6 million digital images were added to the Virginia Memory site. A significant portion of the microfilmed content was contributed to the Library of Congress' Chronicling America project to digitally preserve historic newspapers as well.

Virginia Memory usage statistics demonstrate the importance of the collections in this area with over 13 million page views since the site launch early in 2009 with a more than 135% increase in page views from 2009 to 2011.

Focus group discussions in this area were focused on the Virginia Memory site under the assumption that most participants would experience the collections in this manner. Two focus groups were planned for historians and genealogists; one was at the Library of Virginia. Attendance at these two groups was high. In addition, this interest group was well represented in the general focus groups that were held. This is not surprising as many individuals from this segment are often seen as library friends, volunteers or trustees. The groups were very engaged and generally very supportive of their libraries. Many wished to discuss the treasures held by their local libraries. Participants were asked to focus on the holdings of the Library of Virginia and the Virginia Memory site. Unfortunately, very few participants in those groups used the Virginia Memory site or were aware of its existence.

"I couldn't imagine doing my research with the resources made available from the Library of Virginia via interlibrary loan and online in Virginia Memory." (Genealogist and historian)

Areas for Improvement

- There is little analysis of usage statistics presented in the State Program Reports in areas such as Find It Virginia and Interlibrary Loan. It is unclear whether number represent positive or negative trends in use as well as the subsequent reporting of sources for those changes.
- There does not appear to be a report available that easily summarizes the continuing education opportunities offered under the LSTA Program during the plan years. It event management system contains quite a few events, but it does not identify those that were provided with LSTA funding. Some classes are mentioned with attendance figures and satisfaction data in various activity reports in the SPR, but it is not clear whether those are just highlights or complete listings. It should be noted that this lack of focus may be the result of the temporary removal of support for general continuing education from the LSTA Program.

Evaluation Findings: Services to Persons Having Difficulty Using Libraries

LSTA Purpose 3: To target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line; and

LSTA Purpose 5: To target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

Findings

In this LSTA Purpose, the Library of Virginia completed 3 activities in 1 project area for a total of \$1.0 million that provided for staff, travel expenses and supplies.

Project Area	2007 LSTA Funds	2008 LSTA Funds	2009 LSTA Funds	2010 LSTA Funds	Total Funds
Family Literacy and Services to Children and Youth	\$201,946	\$197,790	\$313,107	\$305,788	\$1,018,631

Family Literacy and Services to Children and Youth

This project area comprises the training, consulting and on site programs to families, children and youth with a focus on early childhood literacy. Project goals are to ensure access to library services and programs that enhance academic performance and information literacy skills. This is a vibrant project area in the State Library with significant communications with and support of youth services staff throughout the state. Also, this project area is the OBE focus for this Five-Year Plan with related activity in FY 2008 and FY 2009. LSTA funds were used for staff, travel, workshops and supplies.

< <http://www.lva.virginia.gov/lib-edu/LDND/youth-services/> >

During this plan, the Library of Virginia joined the Collaborative Summer Library Program (<http://www.cslpreads.org/>) and launched a winter reading program. In support of the program, the State Library offered 3 conferences and 21 individual workshops to a combined audience of nearly 2,000 participants from libraries, K12 schools and allied organizations. Each year, roughly 200,000 children participated in the summer reading program with 196,310 participants in 2011, a 10% decrease in participation from the 2008 program. A 2007 study conducted by researchers at the National Center for Summer Learning (then at Johns Hopkins University) with the Williamsburg Regional Library found that participants in the summer reading program received higher scores on standardized tests in the fall and exhibited better reading behaviors.

“The summer reading club is the only reason I read books this summer. Because of the program I read books that were really cool and funny.” (Age 11)

This is an area where the Library of Virginia's exploration of alternative formats for continuing education is clear. In conversations with the youth services consultant, she saw the impact of waning travel budgets and was actively engaged in alternative activities to engage youth services staff including online workshops and the Youth Services Notes e-newsletter. In FY 2008/09, the conferences were replaced with a number of individual workshops, and in FY 2009/10, many of those workshops were offered online. Participants in the focus groups didn't single out youth services programs for comment when discussing the format of the workshops.

"[The Lexile Project training] opened doors to my school and educators that were closed before. Our librarians now have specific and important skills for the community."

"I have had an explosion of teen participation over the last 2 weeks, and I can attribute it to the things I have learned in [Connecting Young Adults and Libraries]. ... They are begging me to have a book club every week."

In FY 2010, the Library of Virginia launched its Early Literacy Activity Centers program, placing 92 activity centers in 45 public library systems. With educational toys and learning materials, the activity centers provide library staff and families with resources to engage young children in reading and learning through play.

Library resources and services for parents and teens were a major area of interest for the focus groups. Six groups were planned for parents, and three groups were planned for teens and tweens. (Only a few tweens and no teens participated in the groups.) Parents were big supporters of the youth programs and services at their libraries, and library staff in the focus groups drew a direct connection between their programs and the support received by the Library of Virginia. For parents, these resources and programs created a welcoming, nurturing family destination. The evaluation consultant witnessed firsthand the success of the Early Literacy Activity Centers as a program with young children ended and families spent another hour or two in a library space built around an activity center that was modeled after the ones provided by the State Library.

In general, youth services staff praised Library of Virginia efforts in this area. They feel that these activities bring useful ideas and templates that help them to jumpstart initiatives and innovation at their libraries. Many focus group participants gave examples here. Some participants modeled their reading programs after the State Library. Others liked the Early Literacy Activity Centers so much that they contacted the Youth Services Consultant for information about vendors and products so that they could create their own. Citing examples from these major initiatives, examples from workshops they attended or articles they read in the Youth Services Notes e-newsletter, youth services staff members are quite satisfied with the leadership of the Library of Virginia.

Areas for Improvement

- As the area identified for focus for outcomes-based evaluation, there is room for continued growth in State Library efforts directed to identifying and measuring outcomes in Family Literacy and Library Services to Children and Youth. Certainly, the 2007 study mentioned previously is an impressive study that demonstrates the positive outcomes of the summer

reading program. However, there are many other aspects to the LSTA funded family literacy and youth services component of the Library of Virginia that are not addressed.

Recommendations

1. It is recommended that the Library of Virginia continue its highly successful arrangement with E-Rate Central to provide training and direct assistance to libraries.
2. It is recommended that the Library of Virginia continue its efforts to engage the library community in ongoing dialog about the Find It Virginia statewide electronic resources. It is further recommended that the State Library directly engage citizens in a task-oriented approach to analyze user needs.
3. It is recommended that the Library of Virginia continue its efforts to innovate and to explore alternative formats for continuing education.
4. It is recommended that the Library of Virginia divide the current youth services project area into two or three project areas, such as (1) Youth Services Reading Programs, (2) Youth Services Continuing Education and (3) Youth Services Consulting, where it can more fully articulate and measure the impressive activities and accomplishments in this area.
5. It is recommended that the Library of Virginia study its communications with libraries with the goal of improving awareness of LSTA funded resources and services. It is further recommended that the Library of Virginia assist public libraries and schools as appropriate to extend those communications to library users.
6. It is recommended that the Library of Virginia create an assessment plan that outlines clear outputs (and outcomes as appropriate) for major multi-year projects and their uses to inform decision making, to demonstrate the impact of the LSTA Program and to monitor trends. It is further recommended that this plan be used to guide the creation of annual project reports filed in the State Program Report. Any changes to data collected and reported should be noted with justifications. The Library of Virginia may wish to consider a phased approach to this, beginning in one area and expanding to other project areas, as the process is refined.
7. It is recommended that the Library of Virginia devise a mechanism to easily provide reports that demonstrate the penetration of continuing education programs into the library community. With the shift from large conference-style continuing education programs to smaller workshops and online offerings, it becomes more onerous to track the penetration of its continuing education efforts to its library community. It would be beneficial for the State Library to see which libraries are making the most of the program and which libraries are foregoing the program (1) for further investigation and analysis into the reasons for and against participation and (2) for focus on heavily participating libraries to determine the long-term impacts of continuing education. In addition, continuing education offerings should be noted when they are supported by LSTA funds with the corresponding activity noted, as there are several activities in the LSTA Plan with continuing education components.
8. The Library of Virginia may wish to consider adding all or some of the following data elements to its State Program Report or appropriate appendix document for the Find It Virginia project to support further data analysis:
 - a. List of individual databases by target audience and/or task
 - b. Additions and subtractions to the list of individual databases
 - c. Number of full text holdings in each individual database at the time of purchase
 - d. Detailed expenditures

- e. COUNTER compliant statistics (especially full-text downloads) for each individual database (monthly, quarterly and annually)
- 9. The Library of Virginia may wish to consider making training materials for the Virginia Memory Online Classroom, part of its Education and Outreach Services project area, available to public librarians in addition to its direct outreach to K12 educators. Giving the public librarians the tools and knowledge to provide training in this area for their local schools supports public library and school collaboration and may better penetrate rural communities. If the State Library adopts this approach, it would be advisable to collect data on the numbers of presentations and attendees at the public library sponsored programs.
- 10. The Library of Virginia may wish to consider gathering and reporting more granular usage data on the Virginia Memory site that includes the type of resource accessed (e.g. lesson plan).
- 11. The Library of Virginia may wish to consider creating and maintaining a Web page or pages that outline the body of projects that make up the LSTA Program along with news and status of major activities within each project, e.g. the mobile application for Find It Virginia.

Acknowledgements

The consultant wishes to thank the Library of Virginia and its staff for their active participation in this project. In particular, Carol Adams, Assistant Director for Library Development and Networking, should be noted for her leadership and Sandra Treadway, Librarian of Virginia, for her support.

The consultant also wishes to express appreciation for the hospitality, patience and support received by the six host libraries for the focus groups. These libraries served a critical role in this process and the contributions of their staff for logistics and recruitment are commendable. They were also hospitable hosts to a weary traveling consultant on tour throughout the commonwealth.

Finally, the participants in the focus groups deserve recognition and praise from the consultant and the Library of Virginia for sharing their time, knowledge and insight.

Appendix A: Schedule of Evidence Reviewed

Note: This list contains both Statewide Leadership Projects and Special Projects. The State Program Reports provides annual reports for the projects in years 2008, 2009 and 2010 listed herein.

Project Title	Documents Reviewed
[General]	<ul style="list-style-type: none"> • State Program Report for 2007 • State Program Report for 2008 • State Program Report for 2009 • State Program Report for 2010 • Workshop evaluation data available in SurveyMonkey • Event registration data available in the event management system • Library Development and Networking Quarterly Reports, 2008 - 2011
E-Rate Support	<ul style="list-style-type: none"> • E-Rate data provided by the Universal Service Administration Company available at http://www.universalservice.org/
Education and Outreach Services	<ul style="list-style-type: none"> • [No additional data used beyond the list under General]
Expanded Electronic Access	<ul style="list-style-type: none"> • [No additional data used beyond the list under General]
Family Literacy and Services to Children and Youth	<ul style="list-style-type: none"> • Quarterly reports, 2008 – 2010 • Documentation on Early Literacy Activity Centers from the Public Library Extranet • Documentation on TumbleBooks from the Public Library Extranet • Documentation on Winter Reading Program from the Public Library Extranet
Find It Virginia	<ul style="list-style-type: none"> • 2008 – 2011 usage data
Leadership, Continuing Education, and Consulting	<ul style="list-style-type: none"> • [No additional data used beyond the list under General]
Technology Consulting	<ul style="list-style-type: none"> • [No additional data used beyond the list under General]
Virginia's Unique Collections	<ul style="list-style-type: none"> • Virginia Memory Usage Statistics for 2009 Q2 – 2011 Q4

Appendix B: Background Information on the Focus Groups

Information Shared with Host Sites

A big **“Thank You”** for agreeing to be a host site! In evaluation of Virginia’s Five Year Plan, LVA must demonstrate how LSTA funded programs and services have impacted citizens of Virginia. This information is critical for continued LSTA funding. We could not do this without your help.

LYRASIS has agreed to host a conference call on Wednesday, October 19 at 10 to 10:30 for staff at host sites to ask questions and share ideas.

The local host libraries will:

- Recruit participants.
- Set aside meeting space.
- Provide snacks and beverages for participants.
- Print handouts as needed.

Below is the schedule of locations and times. Also included are logistics, tips for recruiting participants, and a FAQ.

Schedule

Date	Location	Time	Group
Nov 7	Augusta County Public Library Fishersville	9:30 - 11 a.m.	Library Staff
		11:30 - 1 p.m.	Parents
		3 - 4:30 p.m.	General Library Users
		5 - 6:30 p.m.	Teens and Tweens
Nov 8	Prince William	9:30 - 11 a.m.	Library Staff
		11:30 - 1 p.m.	General Library Users
		2 - 3:30 p.m.	General Library Users
		4 - 5:30 p.m.	Parents
Nov 9	Virginia Beach Public Library	9:30 - 11 a.m.	Library Staff
		11:30 - 1 p.m.	General Library Users
		3 - 4:30 p.m.	Parents
		5 - 6:30 p.m.	Teens and Tweens
Nov 10	LVA	8:30 - 10 a.m.	Library Staff
		10:30 - 1 p.m.	General Library Users

		1 – 2:30 p.m.	Historians/Genealogist
		3 - 4:30 p.m.	Parents
Dec 6	Montgomery Floyd Regional Library Christiansburg Branch	9:30 - 11 a.m.	Library Staff
		11:30 - 1 p.m.	Historians/Genealogists
		3 - 4:30 p.m.	General Library Users
		5 - 6:30 p.m.	Parents
Dec 7	Campbell County Public Library Rustburg	8:30 - 10 a.m.	Library Staff
		10:30 - 1 p.m.	General Library Users
		1 – 2:30 p.m.	Parents
		3 - 4:30 p.m.	Teens and Tweens

Recruitment Advice

Each library will be responsible for recruitment for four focus groups. Each group should have between eight and twelve participants for a total of 32 to 48 participants per library location.

1. Work as a team with another colleague from your library.
2. Contact area libraries to expand your reach. Area libraries should contribute participants to both your library staff and library user focus groups.
3. Contact users personally. Face-to-face and telephone recruitment work best.
4. Consider the chart below on special interests for your library region.
5. Do not actively recruit your library volunteers. (It is expected that some volunteers may filter into user focus groups due to their historical/genealogical interests.)
6. Track participants who indicate that they plan to attend and be sure that they have your contact information in case their plans change.
7. Remind participants about the focus group two days in advance.

Special Interests

In addition to general library staff and users, try to recruit users that represent these interests at your library's focus groups.

Augusta County Public Library Fishersville	<ul style="list-style-type: none"> • Participants (and parents of) in the winter and summer reading programs. • Parents of kids who used the Early Childhood Literacy Activity Center • Children's librarians/staff
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Library of Virginia	<ul style="list-style-type: none"> • Historians and genealogists • Special collections and archives librarians/staff
Virginia Beach Public Library	<ul style="list-style-type: none"> • Participants (and parents of) in the winter and summer reading programs. • Parents of kids who used the Early Childhood Literacy Activity Center • Children's librarians/staff
Prince William	<ul style="list-style-type: none"> • Historians and genealogists • Special collections and archives librarians/staff
Montgomery Floyd Regional Library Christiansburg Branch	<ul style="list-style-type: none"> • Tech-savvy library staff and users • Historians and genealogists • Special collections and archives librarians/staff
Campbell County Public Library Rustburg	<ul style="list-style-type: none"> • Tech-savvy library staff and users

Anticipated Questions

Why are we doing these?

We are required to demonstrate the impact of LSTA-funded Library of Virginia programs. We need to hear from library users and staff to learn how these programs are benefitting you, how we can improve in the future and what new ideas they have that can inform our future plans.

Are we questioning the value of libraries or reading?

No. In this study, we are evaluating how well we have done to support libraries throughout the state. For example, we are not questioning the value of reading to kids. We are questioning whether we have made the right choices in our programs that support your efforts to promote reading to kids. What are our successes? What are our lessons learned? What new approaches should we consider?

Why didn't you offer this focus group at my library?

We wish we could, but it would be too costly. We tried to select a number of libraries throughout the Commonwealth that are representative of our diverse geography and culture. The chosen libraries also are active participants in one or more Library of Virginia programs and have demonstrated capacity to support this process.

Who can I contact if I have feedback about my library or the programs offered via the Library of Virginia?

You should first contact your local public library. Get involved and learn more about how you can work with them to build great library service in your community. If you wish to contact the state library directly, please direct your feedback to Carol Adams at carol.adams@lva.virginia.gov.

Recruitment Assistance/Handout

The following information was distributed to host site libraries and was intended as information that libraries could use to better understand the LSTA Program and to craft local recruitment messages. It was also used as a handout for the focus groups with feedback sought on each of the programs listed.

What Does LSTA Mean for My Library?

What is LSTA?	LSTA is short for Library Services and Technology Act , funds that are administered by the Institute of Museum and Library Services (http://www.ims.gov) and distributed to state library agencies like the Library of Virginia to support programs and services to libraries and residents throughout the commonwealth.
How much money?	In the past several years, IMLS has distributed over \$1 billion to libraries via LSTA: <ul style="list-style-type: none"> • FY 2007/08 \$200 million LVA funding: \$3.9 million • FY 2008/09 \$212 million LVA funding: \$3.9 million • FY 2009/10 \$214 million LVA funding: \$4.1 million • FY 2010/11 \$189 million LVA funding: \$4.1 million • FY 2011/12 \$193 million LVA funding: \$3.8 million
Where does the money go?	The money is used for a mixture of staff, equipment and programs. See the programs list below or view the Library of Virginia Five-Year LSTA Plan online (http://l.usa.gov/lsta-va).

Library of Virginia LSTA Programs

These are the major LSTA programs in Virginia with a direct impact on library users:

E-Rate	Internet access and wireless networks at public libraries.
Early Literacy Activity Centers	Mobile “kits” for libraries to engage parents and young children in reading.
Find It Virginia	Statewide access to library electronic resources.
Plinkit	Web sites and training for libraries to increase online services and functionality available to library users.
Reading Programs	Summer and winter reading programs for children and youth.
Technology Petting Zoos	Equipment and training for library staff on new technologies so they can be better equipped to serve library users.
Virginia Memory	Digitization unique, Virginia-related collections held by Virginia’s libraries.