Division of Library and Information Services

Evaluation of the 2008-2012 LSTA Five-Year Plan

Evaluated by

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Evaluation Summary

The Institute of Museum and Library Services (IMLS), the federal agency responsible for implementing the Library Services and Technology Act (LSTA), requires state grant recipients to conduct an independent evaluation of programs funded with grant funds as delineated in the 2008-2012 LSTA Five-Year Plan (Plan). The Division of Library and Information Services (the Division), the state agency that manages Florida's LSTA Program, divided the evaluation into two parts. The Division hired Ruth O'Donnell to lead the first part of the evaluation, which addressed IMLS Retrospective and Process Questions. The Division engaged Nancy Bolt & Associates to conduct the second part of the evaluation.

The Division of Library and Information Services is a Division of Florida's Department of State, which resides in the Executive Branch of Florida's Government. As stated in its Plan, the Division's mission is "to provide trusted leadership and service to advance and promote equal and readily available access to information and to preserve the heritage of Florida for the benefits of its people." The Division's vision is "to be recognized as the most visible, responsive, and collaborative leader through providing relevant services." A major resource assisting the Division in fulfilling its purpose and reaching its vision is LSTA funding provided by IMLS.

Research Questions

This second part of the Plan evaluation addresses the following questions, and summarizes the first part of the evaluation study. IMLS evaluation questions posed in its *Guidelines for Five-Year Evaluation* are located in Annex B. This second part of the LSTA grant evaluation study addresses all of the IMLS questions plus two additional research questions.

1. To what extent did the Division's activities in the last five years reach outcomes that meet the IMLS priorities?

2. To what extent did the grant activities meet the goals in the Division's State Plan?

In addition to focusing on these questions, evaluators selected LSTA-funded projects for in-depth review. With Division approval, evaluators focused on projects that served a statewide rather than local audience, that continued from year to year, and that were funded at approximately $100,000 or more annually. Evaluators included both competitive and noncompetitive grants in this group, because of the amount of funds allocated to these activities. The projects evaluated include:

- Florida Electronic Library (FEL)
- E-Government
- Ask a Librarian
- Competitive Grants Program
- Leadership Development
- Statewide Resource Sharing and Collection Development Program
- Bureau of Library Development

This Evaluation Summary is followed by the body of the report, which provides details about this evaluation's background and methodologies, along with responses to the IMLS Retrospective, Process and Prospective questions and general findings about the Florida LSTA program. Next, we present the findings for the seven programs indicated above. These findings cover the programs' backgrounds and whether they met the Plan's goals and outcomes. In these sections, we integrate the results of the four data collection methodologies listed below. The program report concludes with recommendations for the improvement of each program if it is to be included in the next Five-Year Plan.

Methodology

We used four methodologies to gather information to determine the outcomes and impact of the Division's activities over the last five years and to answer the evaluative questions posed by IMLS. These methodologies are described in detail in the body of the report.

- Review of documentation related to all projects
- Interviews with Division staff and representatives from the Secretary of State's office
- A survey of the library community
- Seven focus groups with the library community, four with community stakeholders, and one with the Multitype Library Cooperative directors

Relationship of Plan Goals and Outcomes to IMLS Priorities

We found that the Plan contains activities that match LSTA's priorities and goals. Annex C shows the relationship between the LSTA Priorities and the goals and outcomes in the Division's Plan.

Findings

The Division did not establish measureable targets for its programs; rather it primarily established suggestions for output measures. When the Division did establish program outcomes or targets, they generally cannot be measured.

Evaluators found a decline in the use of traditional programs. For example, the need for a library of last resort as part of a statewide resource-sharing program has decreased as libraries have other in-state and national networks to use for resource sharing. The transition to the electronic library and changing models of service will continue to drive the decline of these traditional services.

To respond to a changing environment, libraries are dramatically changing their roles. Librarians are playing new and expanded roles to meet the needs of Floridians to find government information. The continued expansion of electronic content is changing the way library users are seeking and using information and libraries are responding to users' demands. Libraries are redefining the use of library space to accommodate new types of uses, media and e-materials. Florida's libraries are expanding their collaborative initiatives beyond their traditional library partners to a myriad of public and private organizations to meet the needs of their communities. To increase effectiveness, the Division needs to assume a leadership role in

developing cross-agency collaboration. In addition, to influence these new collaborative efforts, the Division needs to increase its involvement in the Florida library community.

Recommendations

Set realistic and meaningful targets. The Division has collected significant amounts of data from a variety of their statewide programs; however, the data is underutilized in decision-making. The Division needs to review the data that is collected, determine which of the data will be useful in decision-making, and make that data available to decision makers. The evaluators understand that program staff feel they do not have time to conduct outcome surveys and feel that they do not have the resources to take on new activities. However, the evaluators feel that evaluation results can clarify decisions to reduce low-use activity and redirect funding to highly effective programming.

Set impact targets. The Division should set targets for the program's impact on libraries and their users. The Division and libraries can measure these targets through surveys, focus groups, or interviews on a regular basis. The Division should gain commitment from training partners to evaluate the impact of library training programs beyond an evaluation done at the conclusion of the training. If the desired outcomes aren't realized, the training should be redesigned or continued funding of the program re-evaluated.

Increase outcome-based evaluation (OBE) efforts. Because of the uncertainty of continued LSTA funding and state budget problems, the Division should find low-cost ways to plan outcome-based evaluation in selected programs. We suggest the Division choose one or two statewide programs within which to measure the impact on program users. Either Ask a Librarian (through the post-transaction interview) or training programs might be a good candidate for outcome-based evaluation. Perhaps appointing one Bureau of Library Development staff member to be responsible for coordinating the Division's evaluation activities would have more impact.

Develop criteria for evaluating statewide programs. The Division should develop criteria or use the criteria suggested under IMLS Prospective Questions to evaluate the current use of LSTA funds for decision-making. The focus groups and surveys summarized here provide information on the opinions of the library community and can be used to guide decisions in the event LSTA funds are reduced.

Work with other states on OBE efforts. The Division should consider working with other states to identify benchmarks, measurements, and OBE strategies to use with similar LSTA-funded projects. For example, many states use LSTA funds to support database licenses. They could identify similar database usage benchmarks and methodologies to collect OBE information. In addition, after identifying their common needs, states could work with vendors to develop uniform ways to collect and report output measurements. States could also require vendors to provide easy-to-implement user satisfaction surveys. The initial investment in time in this joint

project will result in better understanding of the impact of LSTA-funded projects in Florida. IMLS is revising their work on outcome-based evaluation, and Florida should implement any new guidelines issued by IMLS. The LSTA coordinators in interested states could then work together to identify a common project for OBE measurement.

Ongoing Program Review: Examine evaluation data from ongoing, long-standing programs, such as the Statewide Resource Sharing and Collection Development program, to develop new strategies for meeting needs within the electronic environment. Discontinue programs that no longer meet the needs of the larger Florida Library community. As appropriate, reallocate funds to 21st century programs.

Expand the Division's leadership role. Create statewide collaborative initiatives to support Florida library programs, such as the E-Government initiative. Explore new options for increased communication and participation both within the library community and across government agencies. Expand statewide awareness of the role of Florida libraries. Review current strategies for increased use of statewide projects such as the *Return on Investment* study and advocacy of the Florida Electronic Library.

Become a data-driven organization. Examine the data collected for its utility. If the data is not used in decision-making, then the Division should stop collecting that information. Develop strategies for longitudinal data collection and analysis as part of LSTA funded programs, at both state and local levels.

Body of the Evaluation Study

Study Background

<u>Users and Use of the Evaluation Process:</u> The Division intends to use the information in this report for two purposes:

1. To meet the IMLS requirements specified in *Guidelines for Five-Year Evaluation.*

2. To inform the development of the new Five-Year LSTA plan.

Users of this report include the Office of the Secretary of State, the State Library Council, Florida's LSTA Advisory Council, the Division Director, Division employees, and members of the Florida library community.

<u>Values of the Evaluation Process</u>: The evaluators adhered to the principles of neutrality, thoroughness and confidentiality throughout the study. Evaluators remained neutral during every stage of data collection, analysis, interpretation and writing. Evaluators reminded focus group participants and those interviewed that evaluators are not affiliated with the Division, IMLS or any other interested party. Evaluators attempted to eliminate any personal bias by reviewing each other's conclusions. Evaluators sought and reviewed major documents regarding the last five years of LSTA projects. Evaluators conducted interviews and focus groups in confidence and reminded study participants that their responses would not be individually identified, but only aggregated with other responses.

Description of the Methodology Employed

The following section is organized according to IMLS requirements for the evaluation report's format. In addition, this section contains the answers to the Research Questions outlined in the Evaluation Summary above.

<u>Identify How the State Library Administrative Agency (SLAA) Implemented the Selection of an Independent Evaluator Using IMLS Criteria</u>
The Division implemented the evaluation in two parts. In Part One, the Division issued a Request for Proposals for a consultant to review all grant applications, funded and not funded; to draw conclusions; and respond to the IMLS retrospective and process questions. Ruth O'Donnell was chosen to prepare this report. The methodology used by O'Donnell is described in her full report, which can be found in Annex L.

After this report was submitted, the Division developed a Request for Proposals containing details of the project and requirements for the evaluators. Division staff reviewed each submission to judge the evaluators' abilities to carry out the requirements of the evaluation as stipulated in IMLS guidelines. The Division selected Nancy Bolt and Associates.

<u>Analysis of the Strengths and Weaknesses of the Research Design, Tools and Methods Used</u>

This project used multiple data-collection methods, including document review, interviews, a survey, and focus groups with librarians and community stakeholders. Evaluators selected these particular methods because they were most likely to answer the research questions and because evaluators have expertise in planning and implementing evaluations, and analyzing the results, using these methods. Triangulating data from multiple sources is a primary strength of this multi-method design.

A weakness of the data-collection method was that library focus group participants were not selected for their particular knowledge about Florida's LSTA program; instead, the Division invited all librarians to participate in focus groups. This blanket invitation resulted in staff members from the same library in focus groups and inclusion of participants who were less knowledgeable about LSTA-funded programs. Another potential weakness relates to document review. We are not confident we identified all pertinent documentation. However, Division staff provided all documents requested and supplied documentation they felt might be helpful.

Process Followed
Evaluators engaged in data collection and interviews at the beginning of the project. After this step, evaluators created and implemented the survey. Following the survey, evaluators conducted the 11 focus groups. After collecting all the data, evaluators analyzed the documents, transcripts from interviews and focus groups, and the survey results, using IMLS requirements as a guide.

Tools and Methods Used
Document Review: Evaluators identified pertinent documents on the Division's website and requested those not available online. During the preliminary review of major documents and interviews with staff, evaluators identified more documents to review and Division staff quickly provided them. Although document review stage was intended as the first part of this study, it was an ongoing process, as evaluators identified the need for additional information. Evaluators reviewed these documents to ascertain if the project activities resulted in desired outcomes and if each project related to federal Act priorities and to Division goals. A full list of documents reviewed is in Annex D.

Interviews: Pairs of evaluators interviewed the people identified in Annex E, including Division staff members, as well as Kurt S. Browning, Florida's Secretary of State, and JuDee Dawkins, Deputy Secretary, Cultural, Historical and Information Programs. Evaluators determined the questions beforehand and provided these questions to the interviewees to allow them ample time to prepare answers. After each interview was completed, evaluators transcribed their notes and shared these transcripts with each other.

Survey: The Division invited members of Florida's library community to complete the LSTA Evaluation Survey between October 25 and November 7, 2011. The Division vetted the survey questions and evaluators used their feedback to finalize the questions and the sequence of the survey. Project associate Dr. Rachel Applegate also reviewed the questions and provided the analysis. Completion rate for the survey was 63%; 559 people started the survey and 352 of those completed it. Evaluators analyzed the survey's overall results considering all respondents

as one group. In addition, evaluators identified statistical differences between responses from different responder groups and analyzed results according to generally accepted and standardized statistical tests as outlined in Annex F. A copy of the survey instrument is in Annex J and the full survey report is in Annex K.

Focus Groups: Evaluators conducted two types of focus groups: one with participants from the library community, and the other with community stakeholders, for a total of 91 participants. In the focus groups with librarians, evaluators asked participants to evaluate current LSTA-funded programs and to identify future trends and needs of Florida residents and libraries. In the focus groups with community leaders, evaluators asked questions about issues in Florida, the needs of Florida residents, and how libraries might address these. Focus group questions, locations and the number of participants, and the full focus group report are included in Annex I.

Data Sources: Evaluators consulted multiple data sources for this evaluation. Division staff provided the documents to review, including LSTA reports, IMLS annual reports, and LSTA Council meetings minutes. The interviews relied on Division staff members and officials in the Secretary of State's office as the source of data. Florida's library community provided information through the survey and focus groups.

*Participation of Project/Program Stakeholders in the Evaluation Process***:** Stakeholders and those involved with creating the new Five-Year Plan participated in the survey and focus groups. Division staff members made themselves available for interviews, provided documents, advertised the survey's availability, and invited focus group participants.

Participation of Intended Users of the Evaluation in the Evaluation Process: As stated above, the Division, the primary intended user of this evaluation, participated in many aspects of this process. In addition to those activities already mentioned, Division staff provided feedback on the summary report of the results from the survey and focus groups and on the preliminary evaluation report.

Validity and Reliability of the Evidence: Evaluators assumed that the documents reviewed were pertinent to the evaluation questions. To ensure that evaluators reviewed all pertinent documents, evaluators not only asked the Division to provide documents, they searched to identify more documents. Evaluators believed that these documents are accurate as IMLS reviewed and accepted the annual reports and other documents. Furthermore, evaluators assumed that those interviewed did not provide false information and that this information is both valid and reliable.

Survey Validity and Reliability: The survey results are reliable. All respondents answered the same questions and each response received the same analysis. Evaluators assume that other researchers could conduct the same survey in Florida and would receive the same general results and the same statistical significance findings. Surveys have inherent limitations of validity. Respondents must fit their responses into predetermined categories, such as "agree or disagree" or "often or never," and may have different understandings of these choices. To combat this deficiency, representatives from the survey audience pretested the survey to provide feedback on any confusing survey parts. Evaluators used this pretesting to modify the original survey language. To provide greater depth of

information and to triangulate the findings, evaluators also conducted focus groups, with different questions for each group type.

Focus Group Validity and Reliability: Focus group results are inherently weak on reliability, because small sample sizes and interaction among participants diminishes the ability to replicate results. However, evaluators consider focus group results to be valid. Evaluators are reasonably certain that focus group participants understood the questions and provided responses that were true to their own experiences, values, and beliefs. Because focus group participants, in a face to face setting, may be reluctant to provide negative comments, the survey provided anonymity. Using both survey and focus group methods provides greater overall validity. Division staff members did not attend focus groups to avoid influencing discussions.

Ethical Considerations: Evaluators maintained confidentiality of the identities of the survey respondents. The Division knows the names of focus group and interview participants, but evaluators did not match participants' comments with individual names in transcripts or in this report. Evaluators do not present any piece of evidence outside of its context in order to promote evaluation conclusions or recommendations. Working together, evaluators questioned each other for any bias or subjectivity in this research and analysis.
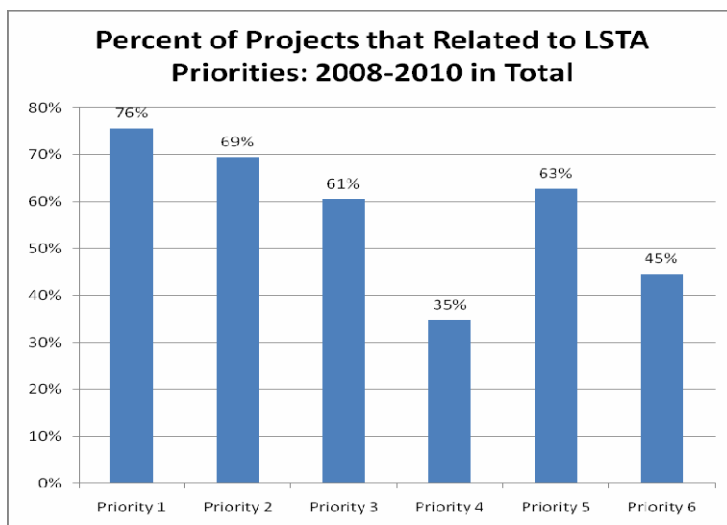
Strategies Used for Disseminating and Communicating the Key Findings and Recommendations: The Division will make the evaluation report widely available to Florida's library community by announcing its availability in posts to Listservs and by posting on the Division website. These postings are a very effective method of reaching most of Florida's libraries. The Division will also share the report as they work with libraries in Florida to develop the 2013-2017 LSTA Five-Year Plan.

Evaluation Findings/IMLS Evaluation Questions

Note: The Division commissioned Ruth O'Donnell to prepare an independent report to address the IMLS Retrospective and Process Questions, two of the three sets of required evaluation questions. The following summarizes that report's findings. For detailed information about its methodologies, these findings, and supporting tables and charts, please review the full report in Annex L. For clarity, this summary refers to this report by the name of its main author, Ruth O'Donnell.

IMLS Retrospective Questions
1. *Activities undertaken under the current Plan addressed all six IMLS purposes and three IMLS priorities*. O'Donnell analyzed project files to identify which of the six priorities outlined in the Act were addressed in each project. She concluded that, overall, the LSTA-funded activities in the Plan achieved results related to the Act's priorities. O'Donnell also found that the Division addressed some priorities more frequently than others. Priorities one and two had the most projects related to them, followed by Priorities five, three, six and four. Her analysis also found that Division-funded projects related to Act priorities more than the unfunded proposals would have; therefore, the Division chose to fund projects related to Act priorities.

Percent of Projects that Related to LSTA Priorities: 2008-2010 in Total

Priority	Percent
Priority 1	76%
Priority 2	69%
Priority 3	61%
Priority 4	35%
Priority 5	63%
Priority 6	45%

2. To what extent were these results due to choices made in the selection of strategies?
Nearly all LSTA-funded projects for 2008-2010 related to the two goals of Florida's Plan. Although the vast majority of projects related to the Plan's goals, not as many projects related to the Plan's 10 outcomes. O'Donnell's findings indicated that the success of projects in meeting Act priorities may relate to the selection of Plan goals, but the link to Plan outcomes was not evident.

3. Relationship of Results to Subsequent Implementation: O'Donnell found that funded projects' annual results did not have a strong relationship to the Division's subsequent implementation of the LSTA program. She based this finding on interviews with Division staff members who said that each year's projects did not have much effect on subsequent year's funding decisions, except for projects that were continued into a second or third year. Staff members did say that they used performance data to decide whether to continue a competitive grant project for more than one year. In the in-depth study of the statewide programs, the evaluators came to the same conclusion. Within each program, the Division did not collect data in the same way from year to year and, with few exceptions, did not examine the data to seek trends in use or outcomes. The Florida Electronic Library program implemented an ongoing evaluation program, contracting with Florida State University's Information Institute. The results of those evaluations have been implemented in subsequent FEL programs, including awareness and training.

4. Benefit of Programs and Services to Targeted Groups and Individuals: O'Donnell could not answer this question because project recipients used a wide variety of approaches to report these measures, and sometimes failed to report measurements in their reports. O'Donnell considered whether a project benefitted the targeted groups, if it completed all of its activities, and if the reported progress indicators toward desired outcomes were positive. She found that well over half of projects completed all project activities and that, if total and partial completion of project activities was considered, then nearly all projects completed project activities. In the in-depth study of statewide programs, the evaluators found some programs did collect impact data concerning the benefits for the library and for end-users. As noted above, FEL conducts ongoing evaluations, including usage levels by county and by type of library. Recommendations

of program modification are included in the FSU report, including expanded awareness building, and modification of database selections. Ask a Librarian and the State Library's Statewide Resource Sharing and Collection Development program conduct end user and library participant studies in most years. However, there is no evidence that the Division uses these results in decision-making.

Process Questions

1. *Were modifications made to the SLAA's plan? If so, please specify the modifications and if they were informed by outcome-based data. 2. If modifications were made to the SLAA's plan, how were performance metrics used in guiding those decisions?* In April 2009, to respond to recommendations from RMG Consultants and the Florida Library Network Council, the Division revised Florida Electronic Library activities in the Plan. The Division changed these activities because FEL accomplished a significant portion of activities in the Plan and because new technologies and uses of technologies emerged. The Division used RMG's expert advice and a review of output measures, including usage information, to make these decisions.

2. Use of Performance Metrics to Guide Policy and Managerial Decisions: O'Donnell reported that document review of project files and interviews with Division staff revealed "a minimal to moderate level of use of project performance metrics" (p. 27). Two Division staff members indicated use of metrics to make decisions and policies about specific projects rather than the use of metrics in overall program policy and management. O'Donnell found no reports of the use of metrics for policy decisions, revision of rules related to the program, or developing reporting formats. However, the Division used other types of data, such as customer satisfaction measurements, for decisions related to the future of FEL. Beyond that program, we could not ascertain that the Division uses data to make decisions about LSTA projects, because we found no documentation on the decision-making process.

O'Donnell concluded that Division "staff members do not discuss the use of project metrics in a way that leaves the impression of a data-driven organization except in the case of financial data" (p. 27), which staff monitors, analyzes, and reports and is the primary factor in decision-making. Results of the evaluation of statewide programs confirm O'Donnell's findings. There was little evidence that metrics were used in making decisions. In fact, in some cases it appeared that there was an attempt to count all contacts with librarians to produce "big numbers" without close scrutiny of the value of or impact of the contact. It appears that this data is not used in decision-making but only as part of the LSTA annual report. It is clear that there is a great deal of activity and that Division staff and statewide program staffs are very busy. It is also clear from the survey respondents, focus groups, and anecdotal comments in annual evaluations that many of the services are highly valued and in demand. However, the ultimate impact of the program is not systemically determined; there is no evidence that longitudinal data is compiled; and potential problems are not pursued. (For example, why do over 40% of librarians trained for AaL answer AaL questions less than 10 times per year?)

3. Challenges to Using Outcome-Based Data to Guide Policy and Managerial Decisions: Division staff members identified several challenges to using outcome-based data to guide policy and managerial decisions. These challenges included:

- No requirement for reporting results related to inputs, outputs, indicators and outcomes although a form for this purpose is available for use on a voluntary basis.

- Difficulty with securing compliance with the existing rules regarding planning and reporting outcomes-based evaluation. This difficulty is true of both Division projects and competitive projects.

- In some continuing Division projects, O'Donnell found that "the same indicators of success are used every year and they are a count or percentage of something. In some projects, the percentages are not even a percentage of increase, so not only does the indicator not provide information about the outcome, but it also does not compare this year's results to previous years" (p. 29).

- Some interviewees reported that accessing data from other than the current year is difficult because project files are stored in boxes in an inconvenient location.

- Lack of contact information and privacy concerns are barriers to determining the ultimate outcome of service to the library user. In some cases, immediate feedback is obtained, for example, after Ask a Librarian transactions. Some E-Government projects have collected some of this contact information and intend to use it to evaluate the program. The Division could help libraries find new strategies for outcomes assessment.

O'Donnell concluded that for most competitive projects, "An overarching challenge, which, in a sense, overrides these administrative and compliance concerns, is that LSTA projects are for one year. The standard outcome statement options in the Florida LSTA Program cannot be evaluated in one year of a project" (p. 29). Needed longitudinal outcome evaluation is not done, even for the Division's multi-year projects where it is possible.

IMLS Prospective Questions
1. How will lessons learned about improving the use of outcome-based evaluation inform the state's next five-year plan? 2. 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? 3. How can the performance data collected and analyzed to date be used to identify benchmarks in the upcoming five-year plan?
This evaluation of the Plan has produced substantial new information from the survey and focus groups and from a synthesis of existing data and reports. This new information can inform decisions that the Division will make in the preparation of the 2013-2017 Five-Year Plan. We offer some criteria that the Division might use to determine which current programs to retain, improve, maintain at a limited level, or eliminate, and what new programs to initiate. Potential funding reductions of the LSTA program at the national level make the determination of criteria a critical decision-making task.

Suggested Criteria

- What is the relationship of the program to the Division's **mission and values**? Does the program support the mission and values?

- What Division programs are **unique** and accomplish outcomes that no other program can? What demonstrates the value of libraries in a community?

- What is the **usage** history of the program?
    - Has use increased, decreased or remained the same over time? A decrease might indicate a decline in the need for the program.
    - Is usage declining or increasing in specific types of libraries or geographic areas? A program may be worth continuing if it strongly benefits a type of library.

- What is the **cost** per use of elements of the program? A low cost per use might indicate that it is worth continuing even if not heavily used. A high cost per use might be cause for closer examination.
    - What is the current and potential impact of the program compared to the cost? Do libraries report the program is of value, despite a high cost?
    - What is the return on investment in the program? Is there a big bang for low cost even if the program may not be as important as another program?
    - Can the program be maintained to produce an acceptable benefit at the current cost, even if enhancements would improve the service?

- What is the perceived **need** for the program as reflected in surveys or focus groups?
    - Is the program designed to benefit all libraries? All of one type of library? A specific geographic region? Is this determined to be equitable in terms of other needs?
    - Is the program needed enough to warrant investment of LSTA funds to improve it?

- Do **future trends** in Florida call for a different response from libraries?

- Are there **political reasons** to continue a program or enhance the program?

- Does the program produce **public recognition**, enthusiasm and positive attitudes? Is this recognition worth the cost?

4. 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. The Division learned about the difficulty of collecting and using outcome-based evaluation during the Plan's duration. According to those interviewed by O'Donnell, years of experience have shown Division staff that the methods in place do not gather the right metrics to use for LSTA Program decision-making.

To solve some of the problems regarding consistent reporting requirements, the Division plans to use a new online application and grant report systems which will offer grantees a consistent way to present results in their annual reports. This required reporting format will assist in compliance.

Analysis of Statewide Programs

As part of the Five-Year Plan analysis, the consultants conducted an in-depth analysis of six statewide programs and the competitive grant process. Only three years of data are used because of the timing of the required IMLS evaluation. Below is an analysis of these programs. Recommendations for the future are in Annex G.

Florida Electronic Library

The Division describes the Florida Electronic Library program as "...a gateway to select Internet resources that offers access to comprehensive, accurate and reliable information. Available resources include electronic magazines, newspapers, almanacs, encyclopedias and books, providing information on topics such as current events, education, business, technology and health issues. The Florida Electronic Library offers information for all age groups, including homework help for students and resources for teachers." The FEL includes a variety of programs:

- Access to licensed databases through Gale Cengage Learning and OCLC.
- A union catalog of library holdings, FloridaCAT hosted on OCLC, facilitating interlibrary loan.
- Florida Memory, digital collections from the Florida State Archives.
- Florida on Florida, a union catalog of metadata for digital collections from libraries around the state.
- Ask a Librarian, Florida's virtual reference service, managed by the Tampa Bay Library Consortium and discussed elsewhere in this evaluation.
- DLLI, the statewide courier system.

The Florida Library Network Council advises the Division on planning, guidelines, policy and priorities related to the development of statewide library network and resource sharing programs, including the FEL.

Relation to IMLS Priorities: FEL relates to IMLS Priorities 1, 2 and 3. Please refer to Annex C for a list of IMLS priorities.

Relation to Florida Goals and Outcomes: FEL relates to Florida's Goal 1, Outcomes 2 and 3, and Goal 2, Outcome 3. Please refer to Annex C for a list of Florida's goals and outcomes.

Budget Allocation: A series of LSTA grants funds FEL. Only three years of data are available.

Service	2008-2009	2009-2010	2010-2011	Total
FEL Databases	$2,878,352	$2,551,559	$3,267,917	$8,697,828
Florida Memory	$ 241,732	$191,178	$ 247,342	$608,252
DLLI	$ 392,696*	$0*	$ 180,000	$572,696

* 2008-2009 DLLI funding covered two years, therefore no 2009-2010 funding was awarded.

<u>Usage Data</u>: The data over the last three years shows an increase in the number of databases available, but a decrease in the number of database searches (-3%) and the number of articles retrieved (-13%). The last year's differences are likely due to the change in statistics software. The Division continues to add content to Florida Memory at a steady pace.

Program	2008-2009	2009-2010	Change	2010-2011	Change	3-Year Change
# FEL Databases	66	64	-3%	55	-14%	-17%
# FEL Database Searches	19,108,635	32,905,152	72%	18,516,456	-44%	-3%
# Database Retrievals	16,743,958	22,262,497	33%	14,541,504	-35%	-13%
Florida Memory Visits	86,169,546	74,935,218	-13%	41,986,208	-44%	-51%
Florida Memory Metadata Records	212,000	225,000	6%	235,565	5%	11%
Florida Memory Digital Items	553,000	567,000	3%	575,000	1.4%	4%
FloridaCat Holdings	36,762,560	38,039,165	3%	39,668,105	4%	8%

<u>Findings</u>

Outputs and Impact: The targets in the Plan for FEL focused on output measures such as number of FEL licensed databases, number of searches and hits, number of training sessions and attendees, and number of items digitized. Over the last five years, the Division has contracted with the Information Institute at Florida State University to conduct a variety of program evaluations, including which databases are most useful, which libraries use specific databases, the effectiveness of the Gale-Division awareness program, the impact of the awareness program on database usage, and an evaluation of the Gale-Division training program. A list of reports is provided in Annex H.

In the 2011 LSTA Five Year Evaluation survey, respondents rated FEL 4.35 overall on a 5-point scale, tied with providing continuing education opportunities for staff. There is no difference by type of library. Other FEL components rated between 3.62 and 4.15, with DLLI rated 4.15, followed by AaL (3.80), Florida Memory (3.65) and FloridaCat (3.62). When asked if the program should continue to be supported, respondents ranked DLLI highest at 4.49 for ongoing support, followed closely by Florida Memory (4.47), databases (4.46) and ILL (4.45). There is a high level of satisfaction with Florida Memory, which received a 4.25 rating, and DLLI/ILL (4.12). DLLI and ILL were highest rated as essential services (4.21 each), followed by FEL databases (4.06) and FEL training (3.57).

The survey results showed that 62% of the 555 respondents use FEL databases. The highest level of use was by Florida public libraries at 78%; academic libraries reported 63% usage. Just over half of the respondents indicated that they used the databases at least weekly. The February 2012 *Florida Electronic Library Evaluation Activities, 2011-2012: Assess the Gale Database Portfolio and Market the Florida Electronic Library* reported a slightly higher rate of use at 86.1% across all libraries, with public libraries reporting 97.1% use and other libraries reporting 70.1%. The most heavily used databases include: General OneFile, Health and Wellness Resource Center, Books and Authors, Academic OneFile and Gale Virtual Reference Library. The report includes a lengthy list of seldom-used databases (p. 18). FSU survey respondents indicated that the following factors would encourage more use: more relevant

databases (336%), wider selection (24.3%), training (38.3%) and colleague or friend recommendation (24.3% and 6.5% respectively).

Focus group participants across all the sessions rated the Florida Electronic Library databases as a high priority; however, several recommended a re-envisioning of FEL. The major concern expressed by focus group participants was that the vendors control the content. Participants commented that the Division should advocate for libraries, focusing on removing underutilized databases and modifying the interface to be more user-friendly.

The Information Institute's evaluation of Gale training, 2009-2010, assessed the impact of training on usage. A total of 179 library staff members completed the training and 31 were interviewed, based on their having used FEL following the training. The FSU researchers found that following training, "the library staff members are accessing the FEL, but not necessarily very often" (p. 12). However, interviewees were positive about FEL: "Besides the staff, it (FEL) is the most valuable tool in our library" (p. 21).

The evaluation of the awareness program among library staff members found little difference in their pre-marketing awareness and post-marketing awareness (91% pre-marketing and 90% post-marketing). Eight databases had the greatest awareness among interviewees; however, these databases are only nine percent of the entire Gale Collection. In terms of personal use, 21% of the interviewees used FEL weekly prior to marketing.

Issues and Concerns: Issues and concerns fall into four areas: the FEL interface, FEL database offering, FEL administration and the future of FEL. A fuller discussion of each area is included in the Focus Group Report (Annex I). In summary, the FSU respondents and focus group participants identified the FEL interface as not being user friendly, that the language used is library jargon, and that identifying which database to select is daunting. Focus group participants recommended a revision of the database selection, noting that more is not better. FEL management should look at this data in determining composition of the databases. The focus groups demonstrated a lack of understanding of how FEL is administered, including the role of the advisory committee, database selection process, and funding structure. There is a view that the vendors control database selection and interface rather than responding to the needs of the libraries and library users. Focus group participants raised questions regarding the future of FEL: "What will we need in five years?" This valid concern needs to be addressed before further modification or expansion of FEL.

IMLS 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? Based on data from the LSTA evaluation survey, the focus groups, and the FSU evaluations, the Florida Electronic Library statewide program meets the priorities in the Act. The selection of and subsequent modification of the database offerings, and the development of the awareness and training programs are specific strategies to expand use of FEL and meet the needs of Floridians and Florida libraries. The Division and its advisory committees have developed a program of ongoing improvement to the FEL, through database expansion, interface revision, and

implementation of a statewide training program. The data illustrates that further awareness building, modification of database selections, and training are required to realize expanded use of the FEL.

4. To what extent did programs and services benefit targeted individuals and groups? FEL was ranked among the highest priorities for continued funding. The FSU research and the library community survey found a significant percentage of libraries using the FEL; however, the FSU research identified counties that are underutilizing the FEL.

E-Government

The Division established a focus on E-Government in its LSTA Plan. This was partially a result of the decision by state agencies to close local agency offices, directing people with social service needs to online services, and recommending they use services available through Florida public libraries. The E-Government initiative included a Division Web page devoted to E-Government; presentations for libraries on the legal ramifications of helping people who need E-Government assistance; a list of 21 libraries with E-Government Web pages; a monthly phone call with an E-Government taskforce of librarians and government representatives to review programs and share strategies; and seven archived webinars on E-Government topics. The Division awarded multiple competitive grants to libraries for E-Government projects and a noncompetitive grant to the Orange County Library to create a Web portal assistance center that is designed to include all of Florida's 67 counties to help library users determine the best sources for assistance. The Division encouraged the Orange County Library to make this application. This Web portal, *The Right Service at the Right Time*, provides an infrastructure on which counties and libraries can display local resources so that a resident within any county can find agencies available to help. Each county's website access is managed by the local public library that can grant access into the provider part of the portal, so local agencies can enter their information. Orange County staff train local libraries to create their E-Government site. In addition, Pasco County received a grant to support the GetHelpFlorida.org one-stop website about E-Government resources. This is a traditional website focusing primarily on state and local agencies. The Division established an E-Government task force that facilitates information exchange between representatives from libraries and state agencies and identifies new opportunities to serve residents. All E-Government projects involve substantial collaboration with state and local agencies.

Relation to IMLS Priorities: The E-Government program relates to IMLS Priorities 1, 2, 3 and 5. Please refer to Annex C for a list of IMLS priorities.

Relation to Florida Goals and Outcomes: The E-Government program relates to Goal 1, Outcomes 2, 3 and 7, and to Goal 2, Outcome 2. Please refer to the Evaluation Summary for a list of Florida's goals and outcomes.

Usage: Two E-Government projects provided extensive project reports: Pasco County for the last three years, and Orange County for the last year. Pasco County did not collect the same data each year and the Orange County project was only beginning, so usage data was scarce.

Pasco County began its E-Government project in 2007-2008 and spent this time organizing the program. Pasco County reported that usage from 2007-2008 to 2008-2009 rose 667%. This data counts uses of the database via the computer without the help of a librarian (23,849 uses), and in-person consultations (4,022 in 2008-2009 and 7,529 in 2009-2010). In 2009-2010, Pasco County estimated that their website had 7,923 page views, 75,629 page views on their blog, 6,123 on health websites, 6,122 on job websites, and 2,059 on E-Government tools. Year to year comparisons are not available, because Pasco County collected different usage data in each year.

Orange County's report for the first year of its grant highlighted start-up activities to prepare the online portal. The portal was launched in October 2010, and one month's activity report included 2,282 visits with 380,286 page views, 50 personal new user accounts, and an average visit of 14 minutes.

Budget: The Division awarded the following E-Government grants. Not all of the 21 libraries with E-Government web pages received grants to establish this resource. The following amounts include only those grants made specifically for E-Government. Other grants, to multitype library cooperatives (MLCs) and other libraries for training, often had an E-Government component among the goals.

2008-2009	2009-2010	2010-2011
$136,618 (2 grants to 2 libraries)	$532,552 (7 grants to 5 libraries)	$246,574 (3 grants to 2 libraries)

Findings

Outputs and Impact: Focus group participants in all focus groups reported that the demand for E-Government services was enormous and overwhelming. All public libraries represented in the focus groups developed some aspect of E-Government services, although most had not received direct LSTA E-Government support to do so. All focus groups rated E-Government as a high priority for future LSTA funding and Division support. Anecdotes from the focus groups and the survey showed the need, sometimes desperate, of library users for assistance. Some comments include: "We are impacting real life by doing this; one woman told me 'You helped me so much – I got a job;'" "I helped someone with their resume and one day they showed up in their uniform for their new job;" "Someone who took our very first class (on job hunting) told us he got a job from taking the class; " "I helped a released prisoner in creating resumes, filling out forms to get a hearing aid and submit job applications; within 6 weeks the individual had a job." One librarian reported a user said, "You are the only people giving me hope, you're friendly and helpful." Librarians reported that computers are used from library opening to closing, often with waiting lines. Actual usage figures are not kept by most libraries, except those reported by Pasco and Orange County Libraries. Almost 40% of the public library respondents on the LSTA evaluation survey reported participating in E-Government training, many fewer (12-14%) participating from other types of libraries. Survey participants also indicated that: the Division should continue E-Government training (4.5 on a 5-point scale); the Division should continue to offer E-Government grants (4.4); E-Government increased library on-site use (4.4); E-Government increased online use (4.3); E-Government is essential (4.36); and library users are better served (4.3). There was considerable regional difference on

whether the library received media coverage for their new services, with a high rating of 4.05 in central Florida and a low rating of 2.25 in the Panhandle.

Issues and Concerns: E-Government raises a number of issues and concerns, explored more fully in the report of the focus groups (Annex I). The sheer volume of requests for service was a major concern of librarians. They are now playing a different role in library service, one they are willing to perform but for which they need more assistance. Evaluation participants identified problems such as helping aging people who have never touched a computer before to complete a form that can now only be submitted online. This problem is aggravated by the advice of a law librarian that the librarians cannot legally complete the form for people because of potential liability. Libraries are responding with one-on-one help, tutorials, websites designed with E-Government users in mind (such as GetHelpFlorida.org and RightServiceFL.org), and classes and workshops. Demand outstrips libraries' abilities to respond. A major concern is the need for additional training to find state and local resources and model programs to help users.

Another major concern is the lack of advance warning from state and county agencies that they were ceasing their services and sending people to the public library. Librarians asked for more support from the Division in working with state agencies and thus with their county offices in developing training programs and obtaining visits from county agency staff to help people at the library. Focus group participants were, for the most part, unaware of the work the Division offered and unaware of the E-Government task force which the Division hosts.

IMLS 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? The activities did achieve the IMLS priorities and Florida goals and outcomes. Collaboration exists at the state level and partnerships at the local level. Access to needed information resources has been organized and developed. Technical assistance, consulting services, and training are provided by the Division and MLCs. The Division initiated this effort because it saw that Florida residents needed the service and it has continued to build the service in response to local needs.

4. To what extent did programs and services benefit targeted individuals and groups? Documentation from annual reports, focus groups and in the LSTA evaluation survey, with the above anecdotes, indicates this program definitely meets the needs of library users. Libraries, however, indicate they need more resources and training.

Ask a Librarian

The Division describes the Ask a Librarian service as providing "Florida residents with live virtual reference services via local library customized websites from 10am to midnight Sunday through Thursday (EST) and from 10am to 5pm Friday and Saturday. An email form is available to residents 24 hours per day, seven days per week. Virtual reference service, online information, and research assistance to the public is provided by volunteer librarians." The AaL program is part of the Florida Electronic Library. AaL is funded through an LSTA grant and managed by the Tampa Bay Library Consortium (TBLC). Over the course of the Plan, TBLC has added text messaging, Spanish language capability, and a division of questions that allows targeting of questions from academic institution users.

Relation to IMLS Priorities: AaL relates to IMLS Priorities 2 and 3. Please refer to Annex C for a list of IMLS priorities.

Relation to Florida Goals and Outcomes: AaL relates to three outcomes in Florida's Goal 1, Outcome 2. Please refer to Annex C for a list of Florida's goals and outcomes.

Budget Allocation: AaL is funded through a grant to TBLC. Only three years of data are available.

2008-2009	2009-2010	2010-2011	Total
$305,912	$325,953	$318,500	$950,365

AaL Usage, Participation, and Training:
Usage: This table shows the usage of AaL over the three years for which there is data. Totals include email and live chat.

2008-2009	2009-2010	2010-2011
52,729 14% increase over 2007-2008	70,079 39% increase from 2008-2009	75,712 8% increase from 2009-2010

Number of Participating Libraries and Librarians: The number of participating libraries and librarians has increased each year, however, the librarian participant survey completed in 2009-2010 showed that 41.1% and 45.7% of those trained staffed the AaL desk less than 10 times during the year.

2008-2009	2009-2010	2010-2011
107 libraries	116 libraries	121 libraries
900 librarians	900 librarians	1,000 librarians
41.1% of librarians have staffed the AaL desk less than 10 times per year.	45.7% of librarians have staffed the AaL desk less than 10 times per year	No participant survey

Findings
Outputs and Impact: The Plan contains no measureable targets to guide strategies for delivering AaL. Instead, intended outputs in the Plan are expressed generally as the "number

and percent of library staff trained who indicate increased ability in responding to virtual reference service queries; participant evaluation; number of virtual reference transactions."

In the evaluation survey, respondents rated AaL 3.80 on a 5-point scale; academic librarians rated AaL significantly higher (4.36) than public librarians (3.68). It was eighth on the priority list developed from the survey. A large majority of the survey respondents (92%) indicated they had heard of AaL. The majority of those who did not use AaL (40%) said it was because they did not have enough staff; however, AaL does not require libraries to provide volunteers in order to participate, a misconception about the program. When asked about the value of AaL, respondents did not rate any aspect of AaL very highly (above 4.5), and most respondents rated the impact of AaL on media coverage as very low, and did not believe it increased the use of on-site library materials.

Focus group results were also mixed. Of the seven focus groups, one rated AaL as a high priority, three groups rated it as a medium priority, and three groups rated it as a low priority. Participants said AaL improved the image of the library and helped them to make reference service available during hours when the library is closed. Some librarians, particularly academic librarians, said that if AaL did not exist, they would have to find a way to offer chat after library hours. However, participants reported that users are not familiar with and do not expect the service. Focus group comments included: "The idea/image of the services is more important than its actual use;" "AaL provides great bang for the buck. I can't imagine anything better. We provide four hours of reference service to the state and our users get 90 hours of quality service;" and "We tell local government that because of AaL, people can get reference help when the library is closed."

TBLC surveys AaL users each year, and the results are positive, with a range of between 81% and 92% of users saying their questions were totally or partially answered. A similar high percentage said they would use the service again and can use research sources on their own, based on the help they received from AaL. The average direct cost per question is $4.78 over the three-year period.

Issues and Concerns: Usage of AaL increased only eight percent between 2009-10 and 2010-11. This is a substantially lower increase than the previous year's increase of 39%. TBLC may want to investigate the reasons for this. Over 40% of trained librarians staff the AaL desk less than 10 times per year. TBLC should investigate why this happens. TBLC also collects GPS data on users; however, they do not use this data to target counties with low use. Of the 67 Florida counties, people in 21 (31% of counties) ask less than 25 AaL questions per year.

Focus group participants mentioned staffing issues associated with AaL. Most frustrating of these issues was receiving questions about local libraries when answering statewide calls. This problem also appeared on the survey that TBLC administered to librarians. AaL users wanted to know local library hours, to renew a book, or to find information about library programs. Other staffing issues revolved around the type of questions asked. Focus group comments included: "All 38 students contacted AaL with the same question from their teacher;" "Scheduling is a problem, to schedule on the local desk and the state desk. They can't do this at the same time.

It is hard to get people to volunteer for even two hours a month;" and "Some staff are uncomfortable with the software and don't want to use it."

IMLS 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? AaL clearly relates to two of the IMLS priorities by creating a statewide network to link staffing and resources to answer questions for all Florida residents.

AaL is a service that extends the ability of libraries to meet the information needs of users through collaboration and technology to provide efficient service. However, in the evidence reviewed, TBLC, the manager of AaL, does not set targets for performance or impact for each year, even though they collect sufficient data to evaluate progress toward targets and to investigate aspects of AaL that are problematic, such as plateaus of use and limited staffing by trained librarians.

4. To what extent did programs and services benefit targeted individuals and groups? TBLC should be commended for conducting two user surveys and a participant survey in two of the last three years. User surveys show high levels of satisfaction and benefits.

Competitive Grants

The Division provides LSTA funding each year to eligible libraries, including Multitype Library Cooperatives, other eligible libraries, nonprofits that serve libraries in the state, and Division programs. A full analysis of the use of LSTA funding for 154 competitive grants as well as statewide projects is included in the O'Donnell report. Grants to MLCs include grants to add holdings to FloridaCat; for training and other projects to meet member needs; and to manage statewide programs, such as Ask a Librarian. This analysis will focus on the competitive grants awarded to libraries and MLCs, and not on LSTA-funded statewide programs. The conclusions drawn about competitive grants draw heavily on the O'Donnell report.

Prior to the March deadline for LSTA grant applications, the Division conducts webinars, answers questions, and will review a draft grant application. After submission applications are reviewed by Division staff, management, and the LSTA Advisory Council. A point system is used by Division staff to evaluate each application. The grant guidelines ask applicants to prepare an outcomes plan, which includes intended outcomes of the project in measurable terms, indicators of achievement, and where the applicant will find this data.

Relation to IMLS Priorities: Competitive grants meet IMLS Priorities 2 and 5. Please refer to Annex C for a list of IMLS priorities.

Relation to Florida Goals and Outcomes: Competitive grants meet Florida LSTA Goals 1, 2, 3, 5 and 6, and Goal 2, Outcome 1. Please refer to Annex C for a list of Florida's goals and outcomes.

Usage: O'Donnell comments: "At the outset, the evaluators had anticipated using measured project outcomes and the percent of the target population served as measures of project

success, but these indicators were not reported in all of the projects, making such analysis impossible." Later in the report, she says, "It was not possible to simply evaluate the projects based on the number or percent of target populations served because of the wide variety of approaches to reporting this statistic, sometimes failing to report it in LSTA project files" (p. 7).

O'Donnell indicated the number of grant applications that had been received, funded and not funded, both in the field and from the Division.

Grant Application	2008-2009	2009-2010	2010-2011
Total Applications Received	44	54	46
Field Grants Funded	19	23	18
Division Grants Funded (includes grants to MLCs for statewide projects)	16	20	24
Unfunded Field Grants	9	11	12*

*O'Donnell lists only four of the 12 unfunded projects for 2010-2011 in Attachment Three.

Funding of the Multitype Library Cooperatives training programs is handled as part of the competitive grant process. Prior to 2009, there were six MLCs. In 2010, Central Florida Library Cooperative ended its service. There are currently five MLCs: the Northeast Florida Library Information Network, Panhandle Library Access Network, Southeast Florida Library Information Network, the Southwest Florida Library Network, and Tampa Bay Library Consortium. Measurable data exist from the MLC training programs. Each MLC received funding for some level of training. The chart below shows the total number of training sessions held by MLCs and the number of participants. Training sessions include face to face, online and archived sessions. Board, committee and membership meetings were deleted from the totals.

Program	2008-2009	2009-2010	2010-2011
MLC Training Sessions	1,918	1,673	1,777
Number of Participants, Duplicated	9,979	8,587	8,932

Budget: The following chart shows funding to local libraries for competitive grants, grants to MLCs for training, and grants for Division projects, including statewide programs managed by MLCs.

Program	2008-2009	2009-2010	2010-2011
Grants to Libraries	$1,119,938	$1,310,142	$1,212,010
Division Grants, Including Statewide Programs Managed by MLCs	$6,522,075	$6,610,992	$6,963,563
Grants to MLCs	$ 783,575	$ 848,761	$ 801,096

Findings

Outputs and Impact: As the data above show, MLCs are reaching numerous librarians with training; however, we were not able to examine any evidence that effectiveness evaluations were done to show the training successfully changed the way librarians serve their users. As the comments from the O'Donnell report show, output or impact data is inconsistent from other competitive projects.

In general, focus group participants strongly supported the concept of competitive grants. They felt that competitive grants allowed them to: try innovative projects that they could not fund with local funding until the concept had been proven; complete one-time projects such as digitization; and target local needs that differed from statewide projects. Sample comments included: "We can do things we wouldn't do with local funds. We can assess the impact and decide whether to support going forward. We did this with the *Born to Read* program." Competitive grants "provide seed money for pilot experiments, to take a risk on something local government wouldn't fund. Our literacy program now has ongoing funds."

The survey of the library community showed that competitive grants are relatively well known, with 75% overall and 79% of public library respondents aware of it. There was some difference between the opinion of the focus groups (primarily positive) and the survey respondents (more neutral) toward competitive grants. Ratings for competitive grants were below average (4.04) with items about the review process (3.51), fairness (3.48), and the online Toolkit (3.30) particularly low.

Five focus groups ranked competitive grants as a high priority and one each ranked it as medium and low priority. Respondents in the survey gave competitive grants a 4.04 on a 5-point scale, an average ranking. Competitive grants are relatively well-known, with 75% of the survey respondents knowledgeable about the program.

Issues and Concerns: Some participants said that the same libraries received grants each year. As O'Donnell emphasizes, there is little outcome data with the emphasis in grants on completion of activities.

IMLS 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? Awarded grants met IMLS priorities. Division staff indicated that the LSTA Advisory Council did use performance data in recommending funding priorities to decide if grant applicants should get second- or third-year funding.

4. To what extent did programs and service benefit targeted groups? There is little output or OBE data to know whether benefits accrued to targeted groups, except for E-Government, which is covered under statewide programs.

Leadership Development

The Division sponsors numerous Leadership Development activities: the Florida Jobs database (managed by SEFLIN); the Leadership Symposiums (managed by SEFLIN); the Sunshine State Library Leadership Institute (managed by NEFLN); the Annual Library Director's Meeting (managed by TBLC); and New Library Directors' Orientation (managed by TBLC.)

The Sunshine State Library Leadership Institute (SSLLI) teaches leadership, communication and management skills to professional and paraprofessional librarians in management positions

with at least two years of management experience. The program's content is offered through a combination of in-person and online sessions over 10 months and includes work assignments. SSLLI participants work with a mentor over the course of the sessions.

The Annual Library Directors' Meeting provides an opportunity for library directors from across the state to learn from national leaders about cutting-edge trends; receive updates from statewide leaders on current issues; gain new insights and skills from library community contemporaries; and share best practices.

The New Library Directors' Orientation provides an opportunity for new library directors from across the state to learn about Division programs, resources and services; gain new insights and skills from contemporaries and leaders within the Florida's library community; network with colleagues and build working relationships; and tour the State Library and Archives, Capitol Branch, and Capitol Building.

Relation to IMLS Priorities: Leadership activities relate to IMLS Priorities 1, 5 and 6. Please refer to Annex C for a list of IMLS priorities.

Relation to Florida LSTA Goals and Outcomes: Leadership activities relate to Goal 1, Outcome 1. Please refer to the Evaluation Summary for a list of IMLS priorities.

Usage: Leadership activities are managed by different MLCs. Each reports differently on participation in leadership activities.

Activity	2008-2009	2009-2010	2010-2011
Leadership Institute Participants	41	23	40
Leadership Institute Mentors	41	23	40
New Directors' Orientation Participants	7	10	15
Leadership Symposium Sessions	4	3	0*
Leadership Symposium Participants	98	78	0*
Leadership Lab Sessions	**	**	3
Leadership Lab Participants	**	**	77
Annual Library Directors' Meeting Participants	79	92	65

*Leadership Symposium was not held in 2010-2011.
**Leadership Lab was initiated in 2010-2011.

Budget:

Program	2008-2009	2009-2010	2010-2011
Florida Library Jobs (SEFLIN)	$ 19,700	$16,700	$19,700
Leadership Symposiums (SEFLIN)	$ 18,000	$ 4,366	$ 0*
Leadership Lab (Division)	**	**	$1,500
Leadership Institute (NEFLIN)	$113,354	$34,425	$51,944
Library Director's Meeting (TBLC)	$ 37,400	$65,100	$34,500
Leadership and Recruitment (Division)	$103,702	$79,557	$79,583
Total	$292, 156	$200,148	$187,227

*Leadership Symposium was not held in 2010-2011.
**Leadership Lab was initiated in 2010-2011.

<u>Findings</u>:

Impact and Outcomes: Information about participants is not consistently collected or reported. Participants evaluated the training immediately after its conclusion. Providers do not follow up with participants to ascertain any changes in skills after the participants return to work. In evaluations completed immediately after the training activities, participants rated these programs highly.

However, the Leadership Institute, known as the Sunshine State Library Leadership Institute or SSLLI, which lasts for 10 sessions, evaluates participants after the end of the sessions. This evaluation showed that 80% of participants said the Institute related to their work; 80% said that the Institute encouraged them to participate in other statewide activities; 60% said they had exercised a greater leadership role at the library; and 80% felt their leadership skills had been enhanced.

The highest praise for SSLLI came during the focus groups from Institute participants and their managers. Most felt Institute participants improved their communication and management skills and made a difference in their library. Participants frequently mentioned networking opportunities as an SSLLI benefit. Some focus group comments included: "I learned new communication skills; gained greater program support because of improved communication;" "I developed a long-range plan which led to a promotion;" "I am able to approach others who participated in the program to create new partnerships on projects;" "I took the senior librarian exam and got a promotion;" "It gave me confidence to take a management role;" and "I am now active in FLA and SSLLI was a stepping stone to the ALA CPLA program." One librarian said that, after she had attended SSLLI, the participating staff member was "willing to accept more responsibility; able to facilitate change; improved her communication; and that discord in the library had been reduced because of her skills."

Four focus groups rated Leadership Development as a high priority for the Division; two groups rated it medium; and one group rated it as a low priority.

In the LSTA evaluation survey, Leadership Development was not in the list of programs for respondents to rank; however, "providing continuing education opportunities for library staff" was ranked 4.35 on a scale of 5. Respondents were also asked if they had participated in any leadership development activities. On the survey, 73% of the respondents answered this question and, of those, 39% had participated in some Leadership Development activity. When asked why they did not participate, 46% of those answering the question said they do not work in a management position and 41% said they did not have an MLS. While two years management experience is required, the program is not limited to MLS librarians. An additional 39% did not know about the Leadership Development opportunities; 36% said they didn't have the time; and 19% said they did not need any Leadership Development.

Issue and Concerns: Although participants rated trainings highly at their conclusions, no follow-up surveys have been used to determine if the training made a difference after the participants returned to work. A major barrier to OBE is often obtaining contact information for users. This barrier does not exist in training of librarians, because program administrators have participant information.

IMLS 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? The Leadership Development activities contribute to the IMLS Priorities by preparing librarians to develop and deliver library services that meet the needs of library users. Leadership is particularly important because libraries and the services they are called on to deliver are changing rapidly and librarians must learn to prepare for and implement change. Evaluators found no evidence that indicated that the organizations offering Leadership Development training used results to improve training curriculum.

4. To what extent did programs and services benefit targeted individuals and groups? Survey and focus groups results indicate that targeted individuals and groups benefited substantially from the Leadership Development activities.

Statewide Resource Sharing and Collection Development

The Division describes the Statewide Resource Sharing and Collection Development program as "the Library of first resort for Interlibrary Loan requests by mail and the library of last resort for ILL requests received through the state's electronic ILL network. The library also serves the general public on a limited basis." The SRSCD program also acquires and processes materials to meet the needs of statewide resource sharing.

Relation to IMLS Priorities: SRSCD relates to IMLS Priority 2. Please refer to Annex C for a list of IMLS priorities.

Relation to Florida Goals and Outcomes: SRSCD relates to two outcomes in Florida's Plan: Goal 1, Outcome 2, and Goal 2, Outcome 3. Please refer to the Evaluation Summary for a list of Florida's goals and outcomes.

Budget Allocation: SRSCD is funded through an LSTA- funded grant to the State Library. Only three years of data are available.

2008-2009	2009-2010	2010-2011	Total
$ 619,657	$ 808,068	$ 772,337	$2,200,062

Usage Data: The data shows that usage of SRSCD over the three years has declined, with the exception of use of the Florida Government Information Locator Services. Staff reported that for some databases, changes to software potentially influenced usage data.

	2008-2009	2009-2010	% Change	2010-2011	% Change	3-Year Change
State Library ILL Requests	26,186	28,189	8%	24,406	-16%	-7%
State Library ILL Lends	3,331	3,172	-5%	2,971	-9%	-12%
ILL Requests referred to other libraries by State	16,250	13,873	-15%	12,097	-15%	-26%

Library						
New Cards	858	767	-11%	816	6%	-5%
OPAC Views	NA	4,387,688	NA	2,361,169	-82%	-82%
State Library Hits	524,064	1,653,929	216%	1,181,889	-40%	126%
FGILS Hits	3,051,157	2,865,694	-6%	2,781,293	-3%	-9%
Reference Questions	29,779	32,779	10%	21,385	-53%	-28%
AaL SRSCD Responses	19,543	15,086	-23%	10,877	-39%	-44%
E-Documents	NA	NA	NA	1,018,449	NA	NA

Findings

Outputs and Impact: The targets in the Plan for SRSCD focused on output measures such as number of ILL requests received, number of requests filled, number of reference questions answered, and hits/views on Department websites. The listed outcomes indicate that the Division intended to measure the "number and percent of users indicating that they found or received the information they were seeking." The State Library's survey solicits input on the information provided by the State Library.

In the LSTA evaluation survey, respondents rated SRSCD 3.69 overall on a 5-point scale with no differences by type of library or region. Respondents ranked SRSCD ninth out of 13 priorities. All focus groups ranked the program as a low priority. A relatively small number of survey respondents answered questions about SRSCD. A total of 232 respondents did not use the SRSCD services. The majority of those who did not use SRSCD services said this was because they did not know about them (91), 26 indicated the local library can answer any reference questions, 38 stated they use Florida Library Information Network or another ILL service, 27 reported they don't have the need for specialized collections, and 26 indicated that they don't need state documents. Of those that used the service, 120 indicated that the information received was helpful to the users they serve, while 21 saw no impact.

One focus group participant spoke favorably about the SRSCD's continued role in collecting materials about Florida. Focus group participants indicated that purchasing materials to support ILL is not needed any longer. Many other participants said that the State Library of Florida no longer needs to serve as the last resort in the interlibrary loan process. One participant stated that they "never select the state library for ILL, they haven't been able to send the materials."

The State Library conducts an annual assessment of their services. Of the 100-120 annual respondents, most reported a high level of satisfaction with the service. Respondents reported that they received the information they requested or needed, that responses were timely, and that the staff was courteous.

Issues and Concerns: The major issue associated with this program is the steady decline in use over the last several years. Substantial LSTA dollars are expended for this program. However, usage data do not support the continuance of this statewide program in its current configuration.

IMLS 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? Yes, SRSCD programs relate to two of the IMLS priorities by linking staffing and resources to answer questions for all Florida residents. However, the level of usage of traditional services (ILL and reference questions) continues to decline as alternatives are available. Other Division programs providing electronic access to content and linkages have met the goals of expanded access. This has also resulted in a decline in the traditional SRSCD services.

4. To what extent did programs and services benefit targeted individuals and groups? SRSCD electronic services, including Florida Government Information Locator Service and access to documents electronically, benefitted targeted individuals and groups. The impact of traditional services, such as ILL and answering questions, is minimal, as a result of increased access through electronic services, such as FloridaCat, the statewide union catalog, Ask a Librarian, and the Florida Electronic Library databases.

Bureau of Library Development

The Division's Bureau of Library Development includes statewide services for libraries, such as statistical collection and analysis; youth services; the grants office; statewide studies such as *Return on Investment;* sponsorship of leadership activities (although they may be managed by an MLC); proactive programs for governing officials, trustees and community supporters; continuing education; leadership in the planning of statewide programs to meet the information needs of Florida residents; and general advocacy for the role of libraries in society.

Relation to IMLS Priorities: BLD sets the goals, outcomes, and program priorities, and plans implementation for all Bureau programs which implement IMLS priorities. Thus, BLD activities meet all of the IMLS priorities.

Relation to Florida Goals and Outcomes: BLD sets the goals, outcomes, program priorities, and plans implementation for all Bureau programs that implement IMLS priorities. Non-Bureau programs establish their own goals, outcomes, priorities and implementation.

Usage: Among all of its services, these BLD services are highlighted because data existed on them.

The Florida Library Youth Program (FLYP): FLYP services include a regular newsletter, *FLYP FORWARD,* for youth librarians; programming ideas; a blog; a tool to create booklists of age-appropriate resources; and information on the Summer Reading Program. Florida is part of the national Collaborative Summer Library Program (CSLP). FLYP supports membership in CSLP and purchases and ships materials on the common theme for all Florida public libraries. The youth consultant emphasizes year-round programming using the CSLP materials rather than focusing only on summer programs. Almost 90% of Florida public libraries participate in the youth program. The 10% that do not participate include one wealthy public library that chooses to develop its own program and the rest who serve communities with primarily senior citizens and few children or teenagers. The youth consultant collects data on the total number of programs presented for youth and the total number of children attending. LSTA funds are allocated using

a formula based on the annual number of children participating in library programs. This year the allocation was $0.0255 per attendee, with the smallest allocation being $25 and the largest over $11,000, used to buy the CSLP program materials. Numbers and attendance are shown below.

Programs	2008-2009	2009-2010	Percent Change	2010-2011	Percent Change
Children's Programs	13,865	14,748	6.3%	15,137	2.6%
Children's Attendance	2,786,126	3,103,971	11.4%	2,857,034	-7.9%

Attendance decreased by 7.9% from 2009-2010 to 2010-2011. If this decline continues, the youth consultant may want to determine the reason, and adjust the program accordingly.

FLYP also conducts multiple workshops, in-person and online, throughout the year for youth librarians to encourage the year-round use of CSLP materials. Recent years' workshops have focused on teens and tweens. Numbers and attendance are shown below.

Activity	2008-2009	2009-2010	2010-2011
Workshops	13	11	18
Attendance	579	702	641

BLD Consulting Services: Annual reports for 2008-2009 and 2009-2010 show the following activity by BLD consulting staff. The annual report for 2010-2011 did not report data in the same way. There is no evidence that consulting staff followed up with event participants to see if the consultation or training made a difference in services.

Activity	2008-2009	2009-2010	2010-2011
Events	142	111	1,856
Participants	4,413	2,698	5,894
Contact Hours	22,281.5	9,823.3	11,231.3

Budget: In 2010-2011, BLD supported 15.5 staff with LSTA funds. In the budget figures below, specific budget items are shown in parentheses. The remaining funding primarily supports salaries and operating expenses.

Program	2008-2009	2009-2010	2010-2011
Administration Grants Management System	$337,023 ($159,300)	$297, 579 ($13,412)	$341,437 ($133,020)
Expanding Library Services Continuing Education *Return on Investment Study* Broadband Assessment	$596,016 ($ 17,195) ($0) ($0)	$670,257 ($ 44,000) ($149,624) ($0)	$581,804 * ($0) ($106,030)
Planning & Statistics Online Directory Maintenance	$115,966 ($ 10,325)	$239,006 ($137,100)	$263,080 ($130,380)
Youth Program Summer Reading Program	$208,211 ($136,566)	$166,892 ($104,532)	$172,417 ($110,291)
Continuing Education	See Expanding Access	See Expanding Access	$88,945

*Continuing Education became funded as a separate project in 2010-2011.

<u>Findings</u>
Outputs and Impacts: The library community has high regard for and praised the FLYP, particularly the summer reading program. While no specific data was provided, it appears that a high percentage of Florida public libraries conduct summer reading programs using materials from CSLP. In the LSTA evaluation survey, 90% of the public libraries said they participated in the summer reading program. The youth consultant reports that she conducts post-workshop and end-of-summer evaluations and revises workshops based on these evaluations. One participant wrote, "Thank you so much. This is my first FLYP program and I had no idea they were so lively and fun. I am sure the audience of librarians will take that same energy back to their libraries and try to practice these ideas on their teens. How could they not? The enthusiasm is contagious." As with other programs, however, there is no evidence that there are follow-up evaluations to determine if any of the youth librarians used this training to change how they deliver services.

The LSTA evaluation survey asked respondents about the impact of the summer reading program and all but one category received over 4.0 points on a five-point scale: parents appreciated (4.57), SRP participants had fun and read (4.56), more community use (4.47), SRP participants maintained skills (4.33), teachers appreciated SRP (4.32), and overall rating of materials (3.92). When asked what they would do if budget cuts resulted in a reduction in fiscal support of SRP, 37% said they would develop their own program and 36% said they would have to reduce the scope of their program.

Consulting Services: BLD regularly conducts a service evaluation of library directors about BLD's consulting services. For the questions to which over 90% of the respondents responded, the ratings were consistently high. Below are the results for three questions answered by 94% of respondents.

Question	2007-2008		2008-2009		2009-2010		2010-2011	
	Excellent	Good	Excellent	Good	Excellent	Good	Excellent	Good
General Quality of Services	77.7%	23.9%	78.3%	21.7%	65.1%	25.6%	79.5%	12.8%
Timeliness of Responses	78.3%	13.0%	82.6%	17.4%	65.1%	25.6%	84.6%	7.7%
Accuracy of Information Provided	78.3%	15.2%	87.0%	13.0%	69.8%	23.3%	82.1%	12.8%

While only 11% of the respondents to the LSTA evaluation survey reported use of BLD consulting services, they rated them highly. Using the same categories as the BLD survey, general quality of services was rated 4.55 on a five-point scale, followed by accuracy of information provided (4.53), and timeliness of response (4.49). In fact, all BLD services were rated over 4.0. All focus groups gave BLD consulting services a high priority.

The 2011 survey conducted by BLD of library directors asked, "What improvements in services have been made in your library due to consulting assistance from the Community Development Office?" Nineteen (43%) respondents answered this question, ranging from Internet safety programs to E-Government services to creating friends groups to programs for teens and tweens. This survey could be a model for other Division and statewide programs to ascertain the impact of programs on libraries, if not on the library user.

Another BLD program was the *Return on Investment* study. This survey of the library community showed that awareness of the report was quite high overall with its targeted users, public libraries, at 75%. However, the responses showed that librarians did not find it particularly helpful to use with local officials (3.90 on a five-point scale) or with state legislators (3.76), and that the media did not cover the report (2.83). Only 16% of respondents shared the report with someone outside the library.

Issues and Concerns: BLD provides many services and engages in many activities. However, BLD reports only numerical or output information about activities rather than outcomes as a result of these activities. One exception is the 2011 survey of library directors, which asked respondents what action they made because of BLD consulting. However, many programs received a high percentage of "no opinion" responses presumably because the library director did not know if their employees used BLD services. Individual programs should conduct regular evaluations. Data provided were not longitudinal. There is no evidence that BLD attempts to compile multiyear data in order to identify trends in needs, usage and effectiveness.

IMLS 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?
Anecdotal evidence from the surveys and focus groups indicates that BLD meets the IMLS priorities. Other than youth services, there is little evidence that the data collected is used to make decisions. The youth services consultant reports that she uses the annual count of library users of youth services to distribute LSTA summer reading program material grants, employing a per-capita formula. One staff member reported she is reluctant to ask what additional services her program might provide because she feels she does not have the resources to provide the services.

4. To what extent did programs and services benefit targeted individuals and groups? It is clear from the surveys conducted with library directors and youth librarians, and from the focus groups and survey of the library community, that libraries benefit from the BLD programs. Delivery to library uses is dependent on the library and no evidence of usage or utility is available.

Annexes

Annex A: List of Acronyms

Annex B: IMLS Retrospective, Process, and Prospective Questions

Annex C: Florida Goals and Outcomes Matched with IMLS Priorities

Annex D: Documents Reviewed

Annex E: People Interviewed and Consulted

Annex F: Survey Analysis Process

Annex G: Recommendations Resulting from Statewide Program Analysis

Annex H: Florida Electronic Library Evaluation Reports List

Annex I: Focus group report

Annex J: Survey Instrument

Annex K: Survey Report

Annex L: Ruth O'Donnell Report

Annex A

List of Acronyms

AaL	Ask a Librarian
BLD	Bureau of Library Development
CFLC	Central Florida Library Cooperative
CSLP	Collaborative Summer Library Program
DLIS	Division of Library and Information Services
FEL	Florida Electronic Library
FGILS	Florida Government Information Locator Services
FLA	Florida Library Association
FLIN	Florida Library Information Network
FLNC	Florida Library Network Council
FLYP	Florida Library Youth Program
FSU	Florida State University
GPS	Global Positioning System
ILL	Interlibrary Loan
IMLS	Institute of Museum and Library Services
LSTA	Library Services and Technology Act
MLC	Multitype Library Cooperative
NEFLIN	Northeast Florida Library Information Network
OBE	Outcome-Based Evaluation
PLAN	Panhandle Library Access Network
RSCD	Resource Sharing and Collection Development
SEFLIN	Southeast Florida Library Information Network
SLAA	State Library Administrative Agency
SRSCD	Statewide Resource Sharing and Collection Development
SSLLI	Sunshine Library Leadership Institute
SWFLN	Southwest Florida Library Network
TBLC	Tampa Bay Library Consortium

IMLS Retrospective, Process, and Prospective Questions

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 targeted individuals and groups?

Process Questions
1. Were modifications made to the SLAA's plan? If so, please specify the modifications and if they were informed by outcome-based data?

2. If modifications were made to the SLAA's plan, how were performance metrics used in guiding those decisions?

3. How have performance metrics been used to guide policy and managerial decisions affecting the SLAA's LSTA supported programs and services?

4. What have been important challenges to using outcome-based data to guide policy and managerial decisions over the past five years?

Prospective Questions
1. 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?

2. How can the performance data collected and analyzed to date be used to identify benchmarks in the upcoming five-year plan?

3. 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.

Annex C

Florida LSTA Goals and Outcomes Matched with IMLS Priorities

IMLS priorities are:

1. Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;

2. Developing library services that provide all users access to information through local, state, regional, national and international electronic networks;

3. Providing electronic and other linkages among and between all types of libraries;

4. Developing public and private partnerships with other agencies and community-based organizations;

5. Targeting 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; and,

6. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

Division Goal or Outcome	*IMLS Priority Number*
Goal 1: Services: Floridians receive information and innovative and responsive services that meet their diverse geographic, cultural, and socioeconomic needs.	IMLS 1, 2, 3, 4, 5, 6
Outcome (1): Florida residents are served by libraries that possess enhanced and visionary leadership and understand the diverse cultures, socioeconomic backgrounds, and education levels in local communities.	IMLS 1, 5, 6
Outcome (2): Florida residents have access to information and educational resources and services of the Florida Electronic Library.	IMLS 2, 3
Outcome (3): Florida residents benefit from electronic linkages and public and private partnerships that enhance and increase information services.	IMLS 2, 3
Outcome (4): Florida residents have enhanced access to information and services of all types of libraries.	IMLS 1, 2, 3
Outcome (5): Children, teens, and their caregivers have library programs and services that are age and developmentally appropriate.	IMLS 6
Outcome (6): Florida residents have programs that promote reading and related skills appropriate for an increasingly multicultural environment.	IMLS 5, 6
Outcome (7): Florida libraries have support for ongoing development and excellence to serve Florida's diverse populations.	IMLS 1, 5

Goal 2: Innovation and Collaboration: Floridians need viable libraries and archives with services and facilities that adapt to meet user needs and that reflect collaboration and innovation.	IMLS 1,4
Outcome (1): Libraries will provide improved services through resource sharing and advanced technology made possible through Division modeling and encouragement.	IMLS 2,3
Outcome (2): Libraries will benefit from strategic relationships and partnerships established by the Division.	IMLS 2, 3
Outcome (3): Libraries will provide all users access to information through electronic networks.	IMLS 1, 2, 3

Documents Reviewed

2007

Florida Electronic Library: Five-Year Evaluation (2003-2007). Information Use Management and Policy Institute, Florida State University. www.flelibrary.org/about-reports.php

2008

- Division of Library and Information Services. *Lead…Develop…Innovate, Florida's Library Services and Technology Act Plan, 2008-2012.*
- Division of Library and Information Services. (2008)*. Annual Library Services and Technology Act Plan*. Submitted to the Institute of Museum and Library Services.
- Division of Library and Information Services. *Reference Survey 2008*.
- Division of Library and Information Services. *LSTA Obligations Status, FY 2008.*
- Division of Library and Information Services. *2008 State Library and Archives of Florida Evaluation.*
- Division of Library and Information Services. *Multitype Library Cooperatives, FY 2008.*
- Division of Library and Information Services. *Florida State Program Report Summary Fiscal Year 2008.*
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2009

- Division of Library and Information Services. (2009). *Library Services and Technology Act Plan. FY 2009.* Submitted to the Institute of Museum and Library Services.
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2010

- Division of Library and Information Services. (2010). *Library Services and Technology Act*

Plan. FY 2010. Submitted to the Institute of Museum and Library Services.
- Division of Library and Information Services. *Reference Survey 2010.*
- Division of Library and Information Services. *LSTA Obligation Status FY 2010.*
- Division of Library and Information Services. *Florida Library Youth Program 2010 – Data Report.*
- Division of Library and Information Services. *Multitype Library Cooperatives, FY 2010.*

- Information Institute, Florida State University. *Florida Memory Project Long Range Plan: Final Report. May 28, 2010.* www.ii.fsu.edu/content/view/full/35868
- Information Use Management and Policy Institute, Florida State University. *Gale Training Evaluation, 2009-2010: Final Report (December 1, 2009 – June 15, 2010), June 30, 2010.* www.ii.fsu.edu/content/view/full/36502
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2011
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- Division of Library and Information Services. *2011 Division of Library and Information Services Evaluation.*
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- Information Use Management and Policy Institute, Florida State University. *Gale-Cengage Outreach Evaluation, 2010-2011: Final Report of Project Activities (October 1, 2010 – June 30, 2011).* www.ii.fsu.edu/content/view/full/56289
- Information Use Management & Policy Institute, Florida State University. *Florida Electronic Library Evaluation Activities, 2011-2012: Assess the Gale Database Portfolio, and Market the Florida Electronic Library: Interim Report,Revised February 21, 2012.* Tallahassee, FL.
- O'Donnell, Ruth. *Library Services and Technology Act Grant Funding Program Evaluation Part One, June 21, 2011.*

Annex E

People Consulted and Interviewed

<u>Department of State:</u>
Kurt S. Browning, Secretary of State
JuDee Dawkins, Deputy Secretary Cultural, Historical and Information Programs
Judith A. Ring, Director, Division of Library and Information Services
Amy Louttit Johnson, Chief, Bureau of Library Development
Marian Deeney, Library Program Administrator
Dolly Frank, LSTA Grants Coordinator
Cathy Moloney, Chief, Bureau of Library and Network Services
Loretta Flowers, Chief, Bureau of Library Development (retired)
Sondra Taylor-Furbee, LSTA Evaluation and Five-Year Plan Development Consultant
Pam Thompson, E-Government and Return on Investment Consultant
Patricia A. Romig, Youth Services Consultant
Stephanie Race, Continuing Education Consultant
Jill Canono, Leadership Development Consultant

<u>Multitype Library Cooperatives Directors</u>
Tampa Bay Library Consortium (TBLC)	Charlie Parker, Executive Director
Northeast Florida Library Network (NEFLIN)	Bradley Ward, Executive Director
Panhandle Library Access Network (PLAN)	Dr. William Conniff , Executive Director
Southeast Florida Library Network (SEFLIN)	Jeanette Smithee, Executive Director
Southwest Florida Library Network (SWFLN)	Luly Castro, Director

<u>Focus Group Attendees</u>
There were a total of 91 participants in the library and community stakeholder focus groups.

Annex F

Survey Analysis Process

All survey questions, except those in which responses allowed the respondent to choose more than one response, were tested for statistical significance at the p < .05 level. For scale questions (ratings), this was a one-way ANOVA and for categories (including yes/no) this was a chi-square test.

Roughly speaking this means that we have high confidence (95% certainty) that an observed *difference* is real; that, for example, a difference between 3.3 and 3.9 is meaningful. Statistical significance does not refer to the magnitude of a difference, but to the certainty that it is not just sampling error. Thus, something is not *very* statistically significant. A difference can be *very large,* and statistically significant.

For questions in which respondents could choose more than one response, we reported simple descriptive figures. For some questions, we reviewed the responses to see if they were roughly proportionate. For example, if 60% of respondents overall were from public libraries and from 30% academic libraries, then if 20 public and 10 academic respondents selected something, their responses were proportionate. We noted those questions where the responses were **not** proportionate. This is *not tested statistically*, but roughly estimated.

Recommendations from Analysis of Statewide Programs and Competitive Grants

As part of the Five-Year Plan analysis, the consultants conducted an in-depth analysis of six statewide programs and the competitive grant process. An analysis of these studies is the Body of the Report. The recommendations for each program are below.

Florida Electronic Library – Recommendations

- The Division, in collaboration with FLNC, should work with the database providers to focus the set of databases. More databases do not necessarily mean greater use or better service. The interface needs to be enhanced by integrating all the electronic resources through a federated search. Providing greater clarity as to what each database provides is required, with removal of library jargon. One surveyed librarian noted that "the website was too cluttered and difficult to navigate."

- The Division, Gale and OCLC should continue their awareness and training program and work with FSU to study the variances in database use among counties. What strategies do heavy users of FEL employ to promote use and how can other libraries use these strategies? One librarian recommended that "the FEL send emails to libraries providing updates on FEL products and services."

- The need for electronic resources is expanding. The Division, FLNC and Florida libraries need to monitor the electronic resource environment, adding statewide services such as e-book and e-audio services. Service providers should be evaluated regularly to ensure they meet the needs of Floridians. A FSU interviewee recommended the development of a smart phone app for FEL.

- Efforts by the state universities and community colleges to integrate their library catalogs should be monitored, as this may impact the use of FloridaCat, particularly if there is a movement to include K-12 holdings. There has been a significant drop in all database use in the past three years, whether FEL, Florida Memory or FloridaCat. An investigation of this decrease should be undertaken prior to adding any additional FEL databases, funding additional digitization, or supporting development of new database initiative, such as Florida on Florida. It is unclear if this decrease is due to variance in statistical data gathering techniques or is an actual drop in use.

E-Government – Recommendations

- Continue to support E-Government through LSTA grants, both to individual libraries for improvement of local services and for libraries to participate in *The Right Service* initiative, perhaps in collaboration with county government.

- Increase efforts at collaboration with state agencies, seeking additional ways to support libraries with materials, specialized training, arranging for local agency staff

to offer consultation at the library on a regular basis, explaining the impact on libraries of the closing of county offices, and advocating for the role of libraries.

- Promote the new role of libraries, the availability and helpfulness of library staff, and the need for continued state support.

Ask a Librarian – Recommendations

- TBLC should set targets for usage of AaL and staffing by trained librarians. Usage of AaL increased only 8% between 2009-2010 and 2010-2011 following a large increase the year before. In addition, over 40% of librarians who receive AaL training answer questions only 10 times or less per year. TBLC should investigate this slowdown in growth and should investigate the barriers to staffing the AaL desk. By setting targets for usage and librarian participation, TBLC can design strategies to meet these goals.

- Conduct the participant survey each year and follow up on suggestions for improvement.

- TBLC should develop a promotional program, targeting counties where there is low usage, based on the GPS data. TBLC should investigate why some counties have high use and others low.

- TBLC should work to address the persistent problems of local questions.

Competitive Grants – Recommendations

- The Division website and grant application instructions include detailed instructions on outcome-based evaluation. However, O'Donnell's study found little evidence that sub-grantees conducted such evaluations. The Division might conduct training on setting measurable targets and OBE methodology.

- The LSTA Advisory Council should not consider funding ongoing projects that do not provide the prior year's outcome-based data. Sample data collection tools for OBE should be developed and shared with applicants.

- Explore option of theme-based grants, based on IMLS priorities and the new LSTA Five-Year Plan, in which libraries can submit proposals following the theme. This approach can expand the number of libraries that participate in the LSTA-funded competitive grant program.

Leadership Development – Recommendations

- The Division and the MLCs that manage Leadership Development activities should evaluate the impact of Leadership Development activities both at the conclusion of the training and several months later to determine if the training made a difference.

- One recommendation from the focus groups is to expand Leadership Development training to include advanced training. In addition, expand the training to include all

library employees, not only those at the management level, because all staff can benefit from leadership training.

- Clarify promotional materials about the leadership programs as to its audience. With the expanded use of Web-based training, non-librarian managers can take advantage of the programs. To increase participation rates, the various programs' promotional efforts should be reviewed. New promotional activities may be desirable.

State Library and Collection Development – Recommendations

- Few libraries or library users access SRSCD services. The Division should consider using LSTA funds to support other statewide programs, such as competitive grants for local libraries or the Florida Electronic Library.

- The Division should continue to review the role that the State Library plays in meeting the resource sharing needs of Floridians and Florida libraries in light of the expansion of electronic content. The model for resource sharing has dramatically changed in the last five years, and as such the role of the State Library. While State Library users are very satisfied with the service provided, actual usage has declined dramatically over the three-year period that was reviewed.

Bureau of Library Development – Recommendations

- BLD reports data inconsistently from year to year. Evaluators did not find longitudinal data on output and outcomes that would allow evaluation of the users' response to BLD activity.

- There is little impact data, even when the program's audience is librarians with available contact information. The Planning and Statistics section should assume responsibility for developing consistent forms for collecting and recording data. The annual survey of library directors is a model in that the same questions are asked year after year.

Annex H

Florida Electronic Library Evaluation Reports List

Florida Electronic Library Evaluation Activities, 2011-2012: Assess the Gale-Cengage Database Portfolio, and Market the Florida Electronic Library. Information Use Management and Policy Institute, Florida State University. Interim report. Revised February 21, 2012.

Gale-Cengage Outreach Evaluation, 2010-2011: Final Report of Project Activities (October 1, 2010 – June 30, 2011). Information Use Management and Policy Institute, Florida State University. www.ii.fsu.edu/content/view/full/56289

Gale Training Evaluation, 2009-2010: Final Report (December 1, 2009 – June 15, 2010), June 8, 2010. Information Use Management and Policy Institute, Florida State University. www.ii.fsu.edu/content/view/full/36502

Florida Five-Year Plan Evaluation

Needs Assessment

December 9, 2011

Nancy Bolt & Associates

Table of Contents

Introduction

Nancy Bolt & Associates is pleased to present this report as part of the evaluation of Florida's Library Services and Technology Act (LSTA) Five-Year Plan. The report includes three sections: library focus groups, Public Library Directors' Meeting, and the survey of the Florida library community.

Seven focus groups were conducted with representatives of the library community. This report summarizes the findings from those focus groups organized into the major programs offered and managed by the Division of Library and Information Services. It also includes a ranking of the priority placed on these services by focus group participants and observations on major trends identified that will be further explored in the discussion of the next LSTA Five-Year Plan. Focus groups were also conducted with community representatives. The results of the focus groups sessions will inform the next Five-Year Plan. The information collected in the focus groups is qualitative and anecdotal. The word "impact" reports the opinions of the participants on Division statewide programs and services.

The Division sponsors an annual Public Library Directors' Meeting as part of their library leadership initiative. In October 2011 Liz Bishoff facilitated two sessions at this meeting to identify major issues facing Florida communities and the role that libraries can play in addressing these issues. These issues will be further explored in the development of the next LSTA Five-Year Plan.

Finally, this report includes the results of a survey conducted in October 2011. The survey received 559 survey responses of which 352 were competed.

In this report there has been no attempt to integrate the findings or to interpret them. This integration will occur in the current Plan's evaluation.

FOCUS GROUPS

Seven focus groups were conducted with representatives of the library community. This report summarizes the findings from those focus groups organized into the major programs offered and managed by the Division of Library and Information Services, a ranking of the priority placed on these services by focus group participants, and observations on major trends identified that will be further explored in the discussion of the next LSTA Five-Year Plan. Focus groups were also conducted with community representatives and the Multitype Library Cooperatives. The sessions with these groups focused on future needs. The results of those sessions will be incorporated into the Five-Year Plan for 2012-2017.

The information collected in the focus groups is qualitative and anecdotal. The word "impact" reports the opinions of the participants on Division statewide programs and services. The agenda used with the Focus Groups and the handout about the Division services are in Annex A and B.

Florida Electronic Library

The discussion began with each group defining the Florida Electronic Library (FEL). In all cases, participants responded "databases or the Gale and OCLC databases." After probing, participants universally said that they believed that FloridaCat, Florida on Florida, Florida Memory, and Ask a Librarian were separate programs. All seven focus groups discussed FEL at length. Thirty-seven databases are available to Florida libraries. FloridaCat, the statewide union catalog, is also part of the FEL. FloridaCat includes the holdings of 400 Florida libraries. The Division of Library and Information Services along with the Florida Library Network Council are responsible for planning for library resource sharing programs.

Findings:

<u>Impact</u>

All focus groups found value in FEL. Identified key values included equitable access to electronic content; allowing local libraries to redirect their electronic resource funding to databases that would meet local need; supplementing their own collections with FEL; and saving Florida libraries money. Focus group comments included:

- "FEL provides equitable access – (it) says to the public that anyone with a library card gets access to (electronic resources)."
- "There is value in that we can provide more access; also allows us to cut print journals."
- Save money.
- "There is no going back – we have to get used to using it (Web-based training)."
- Librarians make a lot of use of FEL.

The responses have been divided into several topics. The comments below focus on the financial impact, equitable access and research value, and the impact of FEL training. For Florida's libraries, the financial

benefit of FEL is incalculable. One participant stated, "For our city, they are the only databases we have."

Impact: Financial

One of the major impacts of LSTA funding the FEL databases is the financial savings for local libraries. For some libraries, the state databases are the only databases available. For others, the state databases allow them to change their own collection development policies to purchase electronic resources that otherwise would be unaffordable. Many of the participants indicated that a significant impact of FEL was it allowed them to weed print collections, freeing up space for other uses without having to build new libraries. It did raise the issue of the need to redesign newly opened space.

- Saves the library money.
- Reference books are replaced by electronic books; this frees up shelf space allowing the library to reallocate space without new construction.
- Opens up space, due to collection weeding.
- "We were able to buy other databases, e-books, and nonfiction books. The savings really filled a need."
- Increasingly getting reference books only in electronic format, some items are no longer available in print, this impacts collection development at the local level.
- "There is value in that we can provide more access; also allows us to cut print journals."
- Allowed them to reallocate their resources to meet local needs.

Impact: Equitable Access and Research Value

A second major benefit of FEL databases is the availability to all Florida libraries and Floridians. Access to databases does not depend on the individual library's ability to fund them. In addition to equitable access, focus group participants noted that the databases support the research needs of a broad range of users, from students and their teachers to undergraduate and graduate students. Additionally, the general public's research needs are met by the FEL databases.

- "FEL provides equitable access; (it) says to the public that anyone with a library card gets access."
- "Everyone uses the same interface whether a public, school or academic library."
- Supports lifelong learning, skills are transferrable K-20 and beyond.
- "Compliments our collections, fills gaps; FEL is a major backup for our collections."
- FEL would be missed. "We know that there are people who use it from home and there would be uproar."
- "FEL is cited as an important means of accessing resources as part of our K-12 accreditation process."
- Ask a Librarian depends on FEL to answer questions.
- "The literacy help centers use the databases with K-12 students; after training, students use it on their own."

- Public generally underutilizes FEL. "These are better resources than Google, but (you) get a sense that it's too cumbersome to navigate through, you need to know what you're looking for before you can find it. Somehow it seems like too much work for people to go through."
- (FEL) supported the research needs of their users.

Impact: Training

The Division has made available Web-based training on the use of FEL, focused on specific databases, and how to incorporate FEL into the library's services.

- Staff members have taken the webinars on FEL.
- "Staffs take the webinars, but it doesn't stick with them, so FEL doesn't automatically come to mind to use it."
- Webinars on subjects would be helpful. We like the webinars, but they are very general.
- "We designed a staff training program. Each month staff is asked to answer three questions (and then we discuss the approach each staff member took)."
- "Library is underutilizing the FEL because staffs aren't comfortable with it...even with free webinars it's too much for an already-stretched staff."
- "We have no other choices but to use webinars, due to the economy. Most staffs are comfortable with webinars. Quality of webinars varies greatly; good ones work."

Other Comments on FEL Other Than Licensed Databases

- FloridaCat is used for ILL by librarians; patrons use it to find books.
- The State, not the Division, is working on integrating the two college and university online catalogs. There is a proposal to expand this catalog to include holdings from school and public libraries. This program is outside the state library's responsibility, but it could replace or build on FloridaCat.
- "Florida Memory is used by school and academic history department staff."

It would be useful to integrate Ask a Librarian with the databases. "If searching databases and need help there would be a button to push to ask for it or a pop-up question that asks if you need help via online chat."

Issues and Concerns

The biggest issues and concerns for focus group participants included:

FEL Interface

Participants in all focus groups reported that FEL and its interface was not user friendly. Both users and librarians desire change to the interface. Several participants commented, "The Google interface is what works for the users." The interface design provides a list of databases in response to their search, but "People want the answer, not the database." Additionally, several focus groups recommended implementing a federated search. They did describe which databases should be federated.

FEL Database Offering

Participants indicated that there were many databases of limited usefulness to library users. While all groups supported ongoing funding of FEL, they qualified that with recommendation that FEL be re-envisioned. Participants recommended the Division evaluate the aggregated collection and keep only the heavily-used databases.

FEL Administration

None of the focus group participants understood how decisions are made regarding FEL. One suggested that the Florida Library Network Council was involved in the decisions, but they no longer are. Comments included:

Focus group participants almost universally felt that the vendors were in control of the content. "Vendors provide what they want to provide. We need to tell them what WE want them to provide." Focus group participants saw the Division as an advocate for libraries. They recommended unbundling the databases, removing the non-useful databases. Participants said that they needed data for decision-making. Few of the participants reported making use of the FEL reports; others didn't know the reports were available to them. The focus group participants suggested that the Division develop a statewide marketing campaign. Participants stated that all librarians know about FEL, but "(we) need a marketing campaign to increase public awareness and use."

FEL Future

In several sessions participants posed the following questions regarding the future of FEL:

- o "What will we need in five years?"
- o "Are the Gale and OCLC databases the right ones for the future?"
- o "Is there another model that we should consider?"

Other Comments

- o "People don't have time to explore FEL content, as the internet access/computer time is restricted. Also not enough computers to meet needs."
- o "Surprised that no one really knows about it (FEL databases)."
- o "Not a lot of folks are coming to the reference desk for help."
- o "People want the answer, not the database."
- o Some libraries, both urban and rural, reported that limited bandwidth is a real problem that results in slow downloads of articles.

Suggestions for Improvement

Focus group participants offered several suggestions for improvement to FEL. The major suggestion was a redefinition of what databases are included in FEL. Most felt that there were a number of minimally-used databases which should be eliminated. Having more databases available doesn't equate with a

better product. A second suggestion was that the interface be redesigned to be more user-friendly. Frequent reference was made to the search engine interface approach with an advanced search for those who use sophisticated search strategies. Lastly too much library jargon was used, making it difficult for the public to use the databases.

- There are too many databases with similar descriptions. Hard to eliminate dataset.
- "There is no going back; we have to get use to using it (Web-based training)."
- "State Library should advocate for libraries."
- "Libraries are forced to purchase from an aggregator and they bundle in non-useful databases with the ones libraries want. Libraries should request the bundle they want."
- Need a statewide discovery system for the databases.
- You can search across Gale and non-Gale databases using PowerSearch, but then whittling down the choices takes too many steps.
- Public generally underutilizes FEL. "There are better resources than Google, but get a sense that it's too cumbersome to navigate through; you need to know what you're looking for before you can find it. Somehow it seems like too much work for people to go through."

Florida's libraries find the FEL databases are a significant component of their digital library program and strongly support continued use of LSTA funding for the FEL databases. The FEL program expands access to content that individual libraries could not provide on their own; it supports a wide range of Florida library user information needs including the K-12 students, graduate and undergraduate students, and lifelong learners. One participant said it all, "FEL provides equitable access; (it) says to the public that anyone with a library card gets access." The focus group participants offered recommendations for improving FEL for users and for expanding use, including recommending revision of the database content and the interface. Several participants stated, "We need statewide discovery system for the databases." Lastly participants recommended development of a statewide promotional program.

E-Government

In recent years, Florida state government social service agencies closed their offices and implemented an online benefits program. To gain access to the online forms, the agencies directed applicants to the local public library for assistance. As a result, public librarians report that many people are using the library for government services never before offered by public libraries. This package of services is called "E-Government." The Division supports E-Government several ways. During the past five years, the Division awarded grants to libraries to develop access to E-Government services, including one to Orange County Library System that has become the platform for other Florida public libraries. The Division asked Orange County to develop this model for statewide use and provided the funds to do so. The Division has provided training to library staffs about state rules and regulations that govern social service programs and provided expert advice on its website. Pasco County Public Library Cooperative also received an LSTA grant to provide information on E-Government statewide. The Division has also formed a state E-Government task force that meets regularly to share practices including how best to work with state and local social service agencies.

Findings:

Impact

All library focus groups discussed this program in depth because of the impact E-Government has on public library service. Key findings are:

- E-Government services have a significant impact on people's lives, as well as public libraries.
- Public libraries are swamped with requests for assistance, providing computer training, access to sites via library computers, and support in preparing for completion of the online forms.
- Librarians expressed the need for more training on the various social service programs to meet users' needs.
- Librarians recommended developing partnerships with social service agencies on all levels: local, regional and state.
- A model project developed by the Division would be useful for Florida's public libraries.
- These new services require a change in the role of public librarians and, potentially, in public library policy.

All librarians that participated in the focus groups reported E-Government activity and felt that library services had an extremely positive impact on the users of online social services. However, most of this information is anecdotal and there is yet no systematic statewide evaluation of the impact of the E-Government program. Some libraries with an identified user audience that they regularly work with indicated they are considering an evaluation of the impact of E-Government services. Focus group participants made the following comments about impact.

- "WorkForce (the regional Board affiliated with the state agency) has worked with the Library's E-Government program. They reported that of the 600 clients who found jobs, 400 were from the library program."
- Transportation to WorkForce centers is a problem. One resident said, "I can't ride my bike 30 miles," indicating why he used the public library.
- "Fifty – 70 of our adult learners have gotten jobs" because of help from the public library's literacy program that includes job skills.
- "When the computers were down in a branch, an individual was panicked because he needed to apply for his unemployment insurance; he was really stressed out."
- "We are impacting real life by doing this. One woman told me 'You helped me so much – I got a job.'"
- "I helped someone with their resume and one day they showed up in their uniform for their new job."
- One job seeker told a librarian, "You are the only people giving me hope, you're friendly and helpful."
- "Someone who took our very first class (on job hunting) and told us he got a job from taking the class."

- "I helped a released prisoner in creating resumes, filling out forms to get a hearing aid, and submit job applications. Within six weeks the individual had a job."
- From the provider side, a small foundation offered funds to support payment of utility bills and had difficulty publicizing this service. The library included this information on its website and the foundation found participants for its program.

Issues and Concerns

Libraries are Swamped with Requests

Almost every public librarian in the focus groups said libraries are swamped with people needing help. The major exception – some librarians from the more affluent branches of large library systems reported that they do not have as much demand. The social service assistance included applying for food stamps, medical benefits, housing, jobs, unemployment insurance, and training. People received training in how to write a resume, how to use a computer, and how to become a citizen. Librarians report frustration at the size and intensity of this demand; their inability to provide more help; the need of some people for the most basic help because they are unfamiliar with computer use; and not having enough computers or bandwidth to meet users' needs. A lawyer who specializes in library law advises librarians not to complete the forms for individuals because of the potential liability if the information is wrong. The inability to assist the user to do so is frustrating for librarians although they understand the reason for this policy. The increase in demand also raises policy issues for libraries. Most library computers automatically limit the time that a person can use a computer (usually between 30-45 minutes). This time limit is particularly frustrating for both the librarian and the user when the user is in the middle of completing the application form. Some libraries have addressed this issue by designating an E-Government workstation, with longer time limits. Focus groups comments included:

- "Library's computers time out so they aren't useful for E-Government."
- "The current workstations set up in most places have limited time use, due to the heavy use of the workstations. Thirty minutes isn't long enough to complete the forms, especially when the patron doesn't know how to use the computer."
- "What's changed? Everyone is sending people to the library; it's overwhelming."
- "The public library is the only place people can come – we are it. WorkForce doesn't come out and help our users."
- "Our literacy center has walk-in hours and our labs don't time out. People are so unprepared to complete the forms. It takes a long time to get them ready to complete the forms; we sit at their elbow, as they don't know a zero from an o, we sometimes have to take their hand and move the mouse."
- "People have immediate need, if we cannot help them, for example if we have lines at the reference desk, then we tell them to come back with a friend who knows how to use the computer."
- "People who need to retrain come in to take online classes; these classes are longer than the amount of time available on the computers. We can extend the time, but it's against the rules."
- "Spanish speakers need help; luckily we have a staff member who speaks Spanish."
- "Our main library has a Book a Librarian service for extra help. We tell customers to go there."

- "The computers are in use all day. We don't know social service resources; we're not experts in social services."
- "People are coming in emotionally broken; they are at the worst point in their lives."
- "Things changed without warning."
- "It's frustrating for staff, the time it takes and knowledge, and users who don't know how to use computers. We need to back up and provide basic computer use training before they can complete the forms."
- "They expect us to do it for them because they can't do it for themselves."
- "There was p-poor planning on implementation. Libraries could have been better prepared to take this on."
- "There is a sense of entitlement among some of the users. This (is) aggravated by agencies that are telling the people to go to the library; they will do X, Y, and Z and the libraries are not prepared or able to do some of these things. This can cause conflict between users and staff."
- "Seniors are overwhelmed with some things, such as social security; or if re-entering the workforce they don't know how to do a resume and have limited use of computers."

Training

- Librarians expressed the need for more training in newer technology to better help users; to better understand the resources available to users; and help in planning technology training sessions for users. Some libraries receive assistance from community members or groups to teach courses or assist applicants.
- One library offered 1,200 workshops per month throughout all of its branches. They have a special core of trainers, Technical Customer Support Specialists, who conducted the training.
- One library hired three instructional technology specialists to develop a curriculum (this was funded by a national IMLS Leadership Grant). The specialists developed the curriculum and taught library staff how to teach it.
- SWFLN provided training on helping people who are unemployed
- "Our staff trains one another."
- Five of the staff took the state library training in E-Government and came back and implemented the program. This group thought that the state training was very useful.
- "We could use more webinars on E-Government, up to 45 minutes long, with a focus on enhancements and new services."
- One librarian in Broward County created a PowerPoint on E-Government that explained the government services and a handout explaining different state agencies and services. Participants said they would like help from the state with these types of items. They would like these to come from the state.

A Model Project: The Right Service at the Right Time

The Orange County Library System received an LSTA grant to develop an online service to aid library users in finding resources. The service, *The Right Service at the Right Time,* is a hosted service designed

to be used by libraries and social service agencies and can be implemented by public libraries in Florida. The project encourages libraries to participate by adding their information about local social service agencies to the central database. To date, five counties are participating- Orange, Seminole, Okaloosa, Palm Beach and Manatee. Each Orange County branch library has a dedicated computer for people wanting to use *Right Service*, which is described as a "decision-making engine populated with agenda information on food, housing, jobs, health, and computer training." There is also a separate business development database. Focus groups comments included:

- "*Right Service* is designed to be very user friendly and walks people through questions and then picks resources that would be useful."
- "We (Orange County) exhibit at FLA, Florida League of Cities, and Florida League of Counties and hope they will go back and talk to their library about participating."

Changing Role of Librarians

The focus group participants shared information about the new types of services that libraries offer and the different types of services that users requested. Librarians said that E-Government services raised the issue of a new role for librarians in community service. The librarians readily acknowledged this change and said they accepted this new role, which was confirmed by managers participating in the focus group, but librarians reported the frustration described above. Some additional comments include:

- "Users are stressed and librarians calm them down to help them."
- "This is less a new role and rather a more intensive role. We used to provide this service with paper resources."
- "People want more; they want personal help like they used to get at the agency."
- "We are serving more social service needs than ever before."
- One manager said, "We have to have staff buy-in to them to use resources and help users."
- "We have never had to give social service advice before."
- "This is a new role for librarians – they generally feel very supportive of doing E-Government but need training and tools."
- "How it's changed is that it's all technology focused, no longer just answering a question."
- "Staff got very excited about helping people get a job. It's a big focus at reference desks these days. We are now promoting the service."
- "The library's culture is to help, yet it's hard."

Collaboration

A theme throughout the discussion on E-Government was the necessity of collaborating with state and local agencies that provide services and resources for people. *Right Service* reaches out to all community agencies, endeavoring to obtain as much information as possible about services, eligibility, requirements, etc. In seeking additional counties to participate in *Right Service*, Orange County suggested that libraries gather extensive information about local agencies. Another suggested model for

collaboration involved having social service agency staff teach courses or consult with users at libraries. Focus group comments included:

- "WorkForce, a state agency, comes in twice a week and helps people complete forms. WorkForce brings in their laptops and uses the library's meeting space. This is offered at six-eight of our 21 branches."
- One county sought out county agencies and tried to explain to them the impact their referrals had on the library.

Suggestions for Improvement

- Another suggested model for collaboration involved having agency staff be available at the library on a regular basis to teach classes or consult with users.
- "We could use more webinars on E-Government, up to 45 minutes long, with a focus on enhancements and new services."
- The Division needs to take a leadership role, working with state-level agencies; the information needs to filter down from the state level to the local level.

Ask a Librarian

Ask a Librarian (AaL) is an online reference service available to librarians and to Florida residents. It is part of the Florida Electronic Library and managed by the Tampa Bay Library Consortium. Users can access Ask a Librarian through live chat or through text messages.

Findings:

Impact

Focus group participants did not know of any studies on the impact of Ask a Librarian on users and none had conducted any studies. They did discuss the value of AaL for their library. Participants said AaL improved the image of the library and helped them to make reference service available during hours when the library is closed. Some librarians, particularly academic librarians, said that if AaL did not exist, they would have to find a way to offer reference chat after library hours. However, participants reported that users are not familiar with or expect the service. Focus group comments included:

- "AaL gives the library the ability to extend beyond open hours."
- "Academic students are more likely to use if it is predominantly displayed on the library home page. Use doubled when we put it on the home page. One of the first things that students see."
- "The idea/image of the service is more important than its actual use."
- "Orange County Library System has its own chat service that switches to AaL when the library closes."
- "AaL provides great bang for the buck. I can't imagine anything better. We provide four hours of reference service to the state and our users get 90 hours of quality service."
- "We tell local government that because of AaL, people can get reference help when the library is closed."

- "If it didn't exist, we would have to invent it."
- "Having the state infrastructure provides a backup, sort of like an insurance policy."
- "With cuts in library hours and staff, AaL provides service when our library is closed."
- "It's worth it; people know where the library is."
- "The goal is increased convenience for library users – do it virtually anytime, anyplace."
- "People like that there are late hours."
- "Those who use it would be upset if it went away."

<u>Issues and Concerns</u>

Staffing and Operational Issues

Focus group participants mentioned several staffing issues associated with AaL. Most frustrating of these issues was receiving questions about local libraries when answering statewide calls. People wanted to know local library hours, to renew a book, or find information about library programs. Other staffing issues revolved around the type of questions asked. Focus group comments included:

- "We get a lot of circulation-based questions. We tell people to go to their own library."
- "Most of the questions at the (AaL) desk deal with local issues; these aren't effectively answered through the AaL program."
- "90% of the questions are people playing games, some try obscene chat with the librarians."
- There is a problem with school assignments. "All 38 students contact AaL with the same question from their teacher."
- "Used to be able to access the databases from the AaL patron's home library but I don't think that's available anymore. It was useful in that you could do more than tell the user what database was available."
- "It is important for our staff to interact with others in the state. (AaL) gives them a sense of what is happening around the state."
- "Scheduling is a problem, to schedule on the local desk and the state desk. They can't do this at the same time. It is hard to get people to volunteer for even two hours a month."
- "Some staff are uncomfortable with the software used and don't want to use it."
- One library is trying to make the state service part of what is expected from all reference librarians.
- One library expected questions to be more sophisticated and not "when is the library open" type of questions.
- Academic librarians do not feel comfortable answering questions from school kids. They feel they are not using their skills as academic librarians.
- "Staff members say they enjoy it. They participate in about 50 chats a month."

<u>Suggestions for Improvement</u>

Most of the libraries represented in the focus groups reported having library staff that answered AaL questions. Despite the problems mentioned above, most seem to enjoy answering questions. One participant recommended that new librarians "shadow" AaL librarians as part of the training program. A

TBLC representative in a focus group asked for reports of callers who abused the service. The issue mentioned most often was dealing with local calls. No one identified a solution for this issue.

Leadership Development

LSTA funds support three primary leadership development projects. The first is an annual meeting for public library directors featuring guest speakers who can discuss trends in the library profession. The second leadership project is an orientation session for new library directors so that they understand the programs and services provided by the Division and understand the political process in Florida. One librarian said she was inspired to apply for an LSTA grant after the Public Library Directors' meeting. Several participants mentioned attending leadership training through the MLCs.

The third project is the Sunshine State Library Leadership Institute (SSLLI) managed by Northeast Florida Library Information Network on behalf of the Division. The SSLLI program teaches leadership, communication and management skills to professional and paraprofessional librarians in management positions with at least two years of management experience. The program's content is taught through a combination of in-person and online sessions over 10 months and includes homework assignments. SSLLI also includes selection of a mentor to work with participants.

The focus group participants commented about SSLLI. There were no specific comments regarding the other programs.

Findings:

Impact

The focus group participants were not aware of any studies about the impact of SSLLI. During the focus groups, the highest praise for SSLLI came from its participants and managers of Institute participants. Most felt Institute participants had improved their communication and management skills and made a difference in the library. Networking opportunities were most frequently mentioned as a benefit of SSLLI. Focus group comments included:

- "The E-Government program came out of the SSLII leadership program."
- "I learned new communication skills, gained greater program support because of improved communication."
- SSLLI helped create a network among Florida librarians to share information.
- "I developed a long-range plan which led to a promotion."
- "I made a personal goal of a new position and it happened."
- "I am able to approach others who participated in the program to create new partnerships on projects."
- "I took the senior librarian exam and got a promotion."
- "It gave me confidence to take a management role."
- "I am now active in FLA and SSLLI was a stepping stone to the ALA CPLA program."
- "SSLLI helps me to think broader."

- "After Sunshine I was able to take further advanced workshops/fellowships."
- One librarian said that after she had a staff member who attended SSLLI, the staff member was "willing to accept more responsibility; able to facilitate change; improved her communication; and that discord in the library had been reduced because of her skills."
- "Seeing directors retiring; middle management has declined in numbers; leadership training has cultivated a strata of young, energized librarians – ones that don't ask for permission, young bright folks – environment provides a space for community, mutually supportive, help one another."
- "Sunshine graduates are the ones stepping into leadership roles in one library."

Issues and Concerns

Participants expressed only a few concerns. One person said she did not see a change in the people who attended. Another felt the SSLLI registration fee, travel cost and the time away from work made it impossible to participate. Another said, "People who are already leaders are the ones who go."

Suggestions for Improvement

Participants suggested improvements for SSLLI. Some participants wanted advanced coursework on change management and facilitation or a supervision track. One librarian indicated SSLLI had tried this but the track did not attract sufficient participants. Another participant suggested that an impact study of SSLLI is needed. The current evaluation takes place immediately after training. Time needs to pass before the full impact can be measured.

Competitive Grants

One of the programs discussed in the focus groups was competitive grants. Overwhelmingly, focus group participants appreciated the opportunity to apply for competitive grants and saw value in them. Two participants who received a grant award said that they attempted to collect outcome-based evaluation. One of these programs involved student learning and tracked improvement in participants' grades, with parent and teacher testimonials. *The Right Service at the Right Time* project collected extensive user data such as visits to the website, number of accounts opened, and time spent on the site, service quality immediately after the interaction, and a survey of social service providers to obtain their feedback. Project staffs feel that only now, three years after the end of the project, has enough time passed to successfully measure the success of the project.

Findings:

Impact

The discussion focused on the value of competitive grants to the individual library, particularly the opportunity to try out a new idea, take a risk, or demonstrate an idea's value. Five librarians said they had begun a project with LSTA funds and that local funds now support these projects. Focus group comments included:

- "We can do things we wouldn't do with local funds. We can assess the impact and decide whether to support going forward. We did this with the *Born to Read* program."
- "Provides seed money for pilot experiments, to take a risk on something local government wouldn't fund. Our literacy program now has ongoing funds. Didn't continue Spanish outreach program due to economic changes."
- "Good for one time projects where we don't need ongoing effort, like digitization."
- "We can target a project to local needs that statewide programs don't address."
- Supports innovation that may later be adopted statewide.
- Allows piloting of technology projects.
- "We can find information on successful projects by going online to the Division LSTA site. We can find successful projects and then adapt locally for a grant. We can read reports to see how they should be done."

Issues and Concerns

The major concern was an impression that the same libraries received grants most often.

Suggestions for Improvement

One participant suggested that the Division reduce the amount of LSTA competitive grants to provide more funding for MLCs. Another suggested that the Division set aside LSTA funds for a statewide theme, such as E-Government, where the Division would establish a competitive grants program to fund grants to implement projects to meet the theme's objectives.

Florida Statewide Resource Sharing and Collection Development

Through the sharing of resources, the State Library serves Florida's library staffs and library users as well as other libraries in the nation and around the world. "The State Library is the library of first resort for interlibrary loan (ILL) requests received by mail and the library of last resort for ILL requests received through the state's electronic ILL network. The library also serves the general public on a limited basis."

The focus group participants evaluated the Statewide Resource Sharing program in terms of priority for LSTA funding. They rated this program as a low priority. Few if any of the participants indicated that they use the State Library to borrow materials to meet their library user or personal information needs. Instead, they reported that they borrow materials from libraries in Florida and nationwide via OCLC.

Findings:

Impact

One respondent spoke favorably about the Library's continued role in collecting materials about Florida. Focus group participants indicated that purchasing materials to support ILL isn't needed any longer. Many other participants said that the State Library of Florida no longer needed to serve as the last resort in the interlibrary loan process.

- "Never select the State Library for ILL—they have not been able to send the materials."
- One participant, who worked in the records management arena, supported the State Library's records management program, state documents and ILL service.
- "Need a statewide union catalog."

Suggestions for Improvement

- Better for money to go to local libraries (competitive grants, FEL) rather than State Library. State Library serves fewer people.

Division of Library and Information Services and Bureau of Library Development

The Division describes the work of the Bureau of Library Development (BLD) as supporting "…the establishment, expansion and improvement of public library service in Florida within the context of the larger library community by working proactively with library staff, governing officials, trustees and community supporters. The Office provides leadership, grant funding, and technical assistance; promotes advocacy and cooperation among all types of libraries; supports continuing education and staff development activities; and plans and implements a dynamic program of statewide development."

Comments from the focus groups primarily praised BLD for its leadership in establishing, managing and supporting statewide programs.

Findings

Impact

When asked to rank BLD as a high, medium, or low priority, all the focus groups ranked the help they get from BLD as high. Some comments from focus group participants included:

- "You can call them if you have a problem."
- "As a director, the services offered by the Bureau are huge. I have used it to develop a friends group, budget, etc."
- "I'd be much more bogged down without this assistance."
- It is hard to think about programs such as AaL and databases without staff to play a leadership role."
- "We need the library development office. There is a small staff now. We don't need consultants in the field but we need them to manage the statewide programs like databases, SRP, etc."

Summer Reading Program

Several groups recognized and appreciated the leadership of the State Library in putting together the summer reading program. Florida is part of a national Collaborative Summer Library Program (CSLP), with all 50 states participating. CSLP provides a theme, publicity materials, handouts (bookmarks, stickers, etc.), and a manual on using the theme. Focus group participants described the summer reading program as "very important," "beneficial," and "critical." Focus group comments included:

- The summer reading is very big and used as a springboard for summer programs. They encourage summer youth camps and other groups to participate in parts of it.
- The library involves children, teens, and adults in the program. She asks parents to participate and help facilitate the program. A teen group started as an outgrowth of the summer program. Now the teen group does one on one reading.
- "Parents feel part of the library and have new respect for the library. The library is part of the community and the community is part of the library."
- The summer reading program "motivates (children) to read different types of literature, as the theme changes each year. They learn to love literature in different formats and turn … into library users."

<u>Issues and Concerns</u>

Some participants felt that the Division travel restrictions limited their ability to provide leadership in the state. One participant said that because BLD staff cannot travel "it makes it difficult for them to find out what's going on in the state." Participants suggested that the Division staff participate in meetings (FLA Board, CCLA/FCLA meetings and other statewide library meetings) by conference call.

Participants were also concerned about a lack of communication about state government issues and activities, especially in the area of E-Government. Librarians said they were caught off guard by decisions of state social service agencies to close county offices and want the State Library to keep them informed about these changes.

Another concern was that the State Library focused on public library needs and concerns at the expense of academic and school libraries. One academic librarian said "the State Library doesn't care about us."

Focus groups participants asked for the Division and BLD to take the lead in helping Florida libraries identify a new role, new services, and space configuration for libraries to accommodate new services. The Division should advocate for support at the state level with the Governor, the legislature, and state agencies. Participants called for the Division to expand efforts to collaborate with state social service agencies to obtain more support for local libraries service, these agencies' clients, and more recognition for this new role of public libraries. As libraries continue to struggle with continually emerging technology, they called for the Division to take the lead in developing training programs for library staff.

Priorities for LSTA-funded Statewide Programs

As part of the Florida LSTA Five-Year Evaluation focus groups, participants were asked to provide the Division guidance on continued funding of existing LSTA-funded statewide programs. The groups were asked to rate the importance of the program using categorization of High, Medium or Low priority. The programs with the highest priority include E-Government, Bureau of Library Development, and the Florida Electronic Library focusing on the databases. These three programs received a High rating at all focus group sessions. The Competitive Grant Program was rated high at all but one session, while

Leadership Development and Ask a Librarian received a mixed rating ranging from high to low. The Statewide Resource Sharing and Collection Development Program was rated low by all groups.

In some cases modifications to the existing programs were recommended.

Program	Broward County Librarians-a.m.	Broward County Librarians-p.m.	Ft. Myers Librarians	Tampa Librarians	Orlando Librarians	Blountstown Librarians	Jacksonville Librarians
Florida Electronic Library	High Revise and focus on database including FloridaCat only	High	High Database only	High Reconceived	High Database needs to be reconceived.	High Needs to be redesigned, include e-books	High Database needs to be reconceived
E-Government	High	High	High	High	High	High	High (If enhanced, training modules, computers, bandwidth, if not low)
Competitive Grants	High	Low	High	High	High	Medium	High
Ask a Librarian	Medium	Medium	High	Low	Low	Low	Medium
Leadership Develop-ment	Medium Revise and reinvent	High	High	High	Low	High	Medium
Statewide Resource Sharing and Collection Develop-ment	Low	Low	Low	Low	Low	Low	Low
Bureau of Library Develop-ment	High	High	High	High	High	High	High

Trends and Observations

In meeting with more than 72 representatives from the Florida library community as part of the LSTA Five-Year evaluation, a number of trends emerged. These trends cross a range of topics, including:

- Continued expansion of library's role in E-Government services.

- Technology.
- Changing role of librarians and library facilities.
- Staff training.
- Collaboration.
- Marketing and promotion of libraries.
- Role of the Division.

E-Government: The introduction of E-Government across a range of Florida social services has had a significant impact on Florida's public libraries. Public libraries reported that E-Government is changing the role of the public library in the community and the role of librarians. It is raising questions related to how library facilities are used, including expansion of computing facilities; child care while parents are applying for services; and providing space for client consultation with social service agency representatives. The technology required to support E-Government has stressed existing technology infrastructure, from workstation availability to bandwidth availability. Participants felt that future success of E-Government is dependent on libraries, including the Division, developing and expanding partnerships with government and non-governmental organizations that provide social services. They recommended that the Division take a leadership role with state-level agencies, advocating and promoting the role libraries can play; being involved in creation and dissemination of promotional materials that reference libraries; and promoting funding of new initiatives libraries are asked to undertake. At the local level, libraries should work with local government and non-governmental organizations to develop partnerships that support E-Government initiatives.

Technology: Living and working in a digital environment requires technology. Libraries are not immune. Technology supports the work of the library staff and library users. Computer labs, readers and mobile devices are all commonplace tools. Libraries are challenged to have both a sufficient number of computers, and also by the continuous change in computing devices. Libraries and library conferences offer "petting zoos," sessions that provide training and allow experimentation with the diversity of digital devices owned by today's library users. In this environment libraries must have bandwidth to support all the digital activities that today's communities require.

Changing Role of Libraries/Librarians: Librarians from all types of libraries acknowledge that their role is changing. The digital library environment has changed the way users seek information and how libraries deliver it. "We see our library being 50% digital in five years," noted one public librarian. The development of digital libraries has changed the Florida library landscape. Books and periodicals are being removed from shelves as digital versions become available. Libraries must configure the newly found space, designing libraries that provide E-Government services, serve as a workplace for telecommuters and distance learners, and accommodate the ever-growing, technology-based environment.

Library users expect the library staff to assist them with the new technology that supports digital content, such as e-book readers and mobile applications. Librarians are seeing a shift in how users interact with the library. "We don't have visitors to our reference desk. " We need to "…work where our users are, and that's the Web."

<u>Staff Training Issues:</u> To effectively respond, the library must adopt a continuous learning mode driven largely by the new technology and by diverse ways that their users seek and make use of information. Florida librarians accept the new role, understanding that they must take advantage of continuing education and training opportunities to remain current.

<u>Collaboration at Local, Regional, and State Level:</u> Librarians continue to support the importance of collaboration to meet user needs. Collaborations to meet future community needs must expand beyond the library community to include social service agencies and organizations, E-Government and business development programs, and other cultural heritage organizations.

Collaboration and partnerships need to be at all levels. Florida libraries need a framework for future collaboration involving library and non-library partners. The Division should be a leader in this effort.

<u>Marketing, Promotion, and Branding:</u> The marketing and promotion of the library is critical as the role of libraries changes. Developing messages that can be utilized statewide, along with tools for local customization, will help libraries communicate the new messages. The messages need to be conveyed through a diverse range of communication media, including social media (Facebook and Twitter) and traditional media (TV and radio). Economies of scale can be realized through a statewide campaign.

<u>The Division Role:</u> Along with other libraries, the role of the Division and its units is also changing. Libraries view the Division as a leader, an organization that can monitor state, national and international events and translate the impacts for the local library. The Division can also be an advocate for libraries, working across state government units and state-based organizations. The Division convenes groups to address issues key to libraries and their constituents.

These trends will be explored in more depth in the next Five-Year Plan.

The Community Focus Groups identified key issues facing Florida Communities. These will be explored in more detail in the development of the next Five-Year Plan.

- Economy/Employment/Underemployment
- Technology
- Transportation
- Diversity/Language Diversity
- Water
- Health
- Ethics Among Elected Officials
- Housing
- Perception that My Life will be Better if I Move to Florida

Table of Focus Group Location and Number of Participants

Florida LSTA Evaluation Focus Groups	Library Focus Groups	Community Focus Groups
Location	**Number of attendees**	**Number of attendees**
Broward County-Morning	9	None held
Broward County Afternoon	5	None held
Fort Myers	13	5
Tampa	13	5
Orlando	7	1
Blountstown	7	None held
Jacksonville	19	None held
Tallahassee	None held	8
Total	**72**	**19**

REPORT OF LIBRARY DIRECTOR NEEDS ASSESSMENT
OCTOBER 13-14, 2011

Methodology:

The Florida Public Library Directors meet annually as part of the Division of Library and Information Services Leadership Development program. More than 90 Florida public library directors, directors from the Florida multitype library cooperatives, and the Division staff assembled in Tallahassee on October 13-14, 2011, for a day and half meeting (http://info.florida.gov/bld/leadership/annual-meeting.cfm). As part of the meeting the participants discussed the role of the public library in modern Florida. This discussion was based on the presentations heard at the meeting, along with the participants' knowledge of their communities. Working in small groups, the participants identified nine major issues facing Floridians. The following morning, the directors formed discussion groups around the topics of the key issues. Within these groups, the library directors identified current and future strategies. Each group identified three or more responses.

Findings:

The major issues facing Floridians, identified by Florida Public Library Directors included:

- Unemployment/underemployment, including workforce training
- Education
- Technology access and training
- Transportation
- Diversity—diverse population
- Health issues/services/insurance
- Funding local and state government services
- Water resources
- Population decline

Group participants identified unemployment and underemployment as a major issue for Floridians, because of the economic meltdown of 2008 and associated collapse of the housing market. Participants reported that even when the long term unemployed find jobs, they are frequently underemployed and receiving significantly lower salaries. Furthermore, as sales tax receipts have declined, the government sector has reduced the workforce.

The state has implemented a multi-phased process of shifting social services previously offered through staffed offices to an online environment, resulting in mandatory online applications for unemployment, food stamps and children and family services. Libraries play a major role in supporting the online program, providing access to computers, instruction in use of technology, and instruction in completing applications.

Participants indicated that education, whether formal or informal learning, is a major concern for Floridians. With the 2008 recession, many long-term unemployed are looking for training in new skills. K-

12 is moving increasingly to online learning. Beginning in 2011-2012 students entering ninth grade must take at least one online course to meet graduation requirements. Computer literacy is a key need across the learning continuum. Public libraries are becoming the media center for K-12 programs that don't have a library or have a library with reduced funding. Libraries are working with lifelong learners by supporting distance learning and proctoring tests.

Technology access is increasingly important to all Floridians. Knowledge of and access to modern computing is required for more and more of daily activities. Demand for public access computing grows as social services are pushed to the online environment. Training in use of computing technology covers basic skills, such as how to operate a mouse, to more complex skills, the latest mobile devices and apps. As use of online technology increases the need for greater bandwidth capacity grows.

The diversity of Florida's residents continues to grow. Florida's residents speak and read many different languages including, but not limited to, Haitian Creole, Spanish, Vietnamese, Arabic, etc. At the same time Florida is culturally diverse with a wide range of nationalities, races, religions and ethnicities.

Meeting participants said that health issues impact business growth in Florida, due to the uncertainty of the impact of the federal legislation; additionally the issue of uninsured residents continues to have a major impact on Florida due to the unemployment and underemployment rates.

Funding of state and local government is an issue in large part due to the decline in sales tax revenue, which is a major source of government revenue. Florida does not have an income tax, and relies on sales tax revenue. The downturn in sales tax revenue is in part due to the decline in Florida tourism. This decline has numerous ripple effects, including staff layoffs and shuttering of small business associated with tourism. The decline in housing values has also impacted local government revenue.

Water resources are an issue for those in Southern Florida, while Northern Florida is a provider of water.

Participants identified population decline as a change for Floridians after decades of in-migration. Retires who have previously moved to the South are remaining in their home states due to uncertainty of retirement resources.

Library Responses:

Public libraries are currently addressing these issues in a variety of ways including:

- E-Government: As social services have moved to the online environment, public libraries have become a hub for E-Government support. Public libraries with their public access computing facilities have been a primary location for online filing for unemployment, food stamps and children and family services. Public libraries have developed online services that aggregate and organize the governmental and non-governmental organization sites, facilitating E-Government. Libraries are providing customer support on everything from what information the resident must enter into different online systems, training in computer use, workforce development training such as resume creation, and interviewing skills. Additionally libraries are partnering with local and county agencies to facilitate the use of E-Government.

- Information Literacy/Technology Literacy: Public libraries across Florida are offering access to the internet; additionally many libraries offer a range of computer training from basic introduction to

technology to workshops on applying technology, such as searching the internet, using specific software applications, and how to use technology for specific tasks such as resume development.

- Collaboration with Public and Private Agencies: Many of Florida's public libraries collaborate with local and regional public and private agencies. The growth in partnerships with local social service agencies has been spurred by the E-Government initiatives. The libraries are continuing to collaborate with other libraries and are expanding their partnerships with their community's cultural heritage organizations, including museums and historical societies.

- Summer Reading Program: Supported by the Division of Library and Information Services' Florida Library Youth Program, public libraries are active participants in the Summer Reading Program. Working with their local schools, the public libraries work to ensure continued reading through the summer. The program includes both elementary, middle and high school students, where the older students assist the younger students in reading activities.

- Outreach Programs to Schools and Community Centers: Public libraries reported that they currently offer a variety of programs, particularly youth programs, in partnership with schools and community centers.

Future Responses:

Meeting participants identified the following strategies for addressing these issues:

- Library as Place: Florida's public libraries view themselves as community gathering spaces. Libraries offer their residents places for group meetings and group study; with more telecommuting, the library is increasingly a workplace.
  - o "Be open more hours and flexible hours—hours when users can actually use the library."
  - o "Enhance outreach activities to underserved communities using ambassadors from targeted communities."
  - o Reconfigure space to provide more and diverse meeting spaces.

- Collaboration with Non-Library Public and Private Agencies and Organizations: To better serve the Floridians' social service needs Florida public libraries will increase collaboration with local agencies. Libraries can provide a range of programs and services including:
  - o Technology skills training.
  - o E-Government services, assistance, and access.
  - o Small business development assistance.
  - o Job interview skills.
  - o Job broadcast letters.
  - o Resume writing skills.
  - o Business plan development assistance.
  - o "Collaboration with schools—VISTA volunteers and AmeriCorps volunteers."
  - o Expanding partnerships to form outreach, One-Stop centers bringing providers, including local and state agencies, non-governmental agencies together in one location.
    - "Providing childcare so parent/guardian can attend classes/training."
    - "Offer combo day care/job help/E-Government help."

- Mobile Design/Mobile Applications: To respond to growth in mobile computing, libraries will increase their offering of apps, increase presence on social media, making services available 24/7.

- Continuous Training for Staff and Public: To meet the work and life needs in the information age, libraries will respond to the continuous learning needs of both staff and the public.

- Support Small Business Development:
  - Educational forums on how to start a new business—partner with SCORE, Chamber of Commerce, offer assistance in funding, writing a business plan.
  - Assist in identifying funding options and development of business plans.
  - Create a business center with dedicated PC for job information.

- Public Library Outsources Service to Schools Where There is No School Library: In communities across the country, public libraries are expanding their support for K-12 learning. More formal arrangements are seen as school librarians and school libraries are shuttered due to the economy.

- Hiring Staff Who Can Identify with Community Being Served: To meet the diverse needs of Florida residents, libraries will be hiring staff who can respond proactively to the language and cultural makeup of their communities.

- Promote Tolerance: As part of E-Government, public libraries offer a range of programs, including citizenship classes, and provide venues for community engagement. Future responses include:
  - Citizenship class preparation.
  - Diverse collections.
  - Language discussions (Spanish/English).
  - Community dialogue/forums.
  - Facilitate collaboration—virtual and physical; space for folks to come together; more outreach/partnerships.
  - Cultural programming.
  - Issue programming .
  - Intergenerational forum –what do 30-somethings want?

- Virtual Library: The virtual library has been developing in Florida's public libraries for more than a decade. Responses to the future environment include:
  - Become more of a direct education facility—e.g., digital literacy.
  - Enable communication via social networking tools – e-books, Foursquare, twitter, etc.

- Research and Development: Provide funding for larger libraries to enable smaller libraries to participate in projects like Orange County Library System's *The Right Service at the Right time.*

- Collaborative Library Strategies: Continue to expand service to Floridians through library collaboration. Suggestions included creation of a statewide Integrated Library System, development of a statewide card program, implementation of a statewide e-book program, etc.

Annex A

Agenda for Librarian Focus Groups
Evaluation of LSTA Five-Year Plan
Florida Division of Library and Information Services

1.   Introductory Information
        Introductions: Participants and Facilitators
        Background Information on Purpose of Focus Groups
        Objectives
        - Obtain impact data on key statewide programs funded with LSTA funds.
        - Obtain input on needs of Florida libraries in the next five years to better serve their users.
        - Obtain input on priorities for the use of LSTA funds in the next five years.
        Process Agreement

2.   Evaluation of Key LSTA Statewide Programs
        For each of the statewide LSTA programs below we will be asking:
        a.   Impact of this project on Florida residents and libraries,
             including both training of librarians and delivery of the service.
        b.   Improvements that could help this project have more impact.
        c.   Perceived value of continuing the program.

        Programs chosen for discussion are:
        - Florida Electronic Library
        - E-Government
        - Ask a Librarian
        - Leadership Development
        - Competitive Grants

3. Of the statewide projects that the Division is currently funding with LSTA funds, which is so valuable that statewide funding should be continued until major circumstances change?

4. What do libraries need in the next five years to meet the needs of your library's current and future users?

5. Which of these needs are so important they should become statewide projects with long-term LSTA funding?
   Two potential models:
   - Statewide direct funding such as Ask a Librarian and databases
   - Statewide focus on a topic for competitive grants such as E-Government

6. What did you come here today to tell us that you didn't get to say?

Nancy Bolt
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Annex B

Division of Library and Information Services

The Division of Library and Information Services is the designated information resource provider for the Florida Legislature and all state agencies. The Division:

- Coordinates and helps to fund the activities of public libraries.
- Provides a framework for statewide library initiatives.
- Provides archival and records management services.
- Preserves, collects, and makes available the published and unpublished documentary history of the state.

State Library

The **State Library** has two locations: on the second floor of the R.A. Gray Building and the seventh floor of the Capitol. It provides priority information and research services to the members and staff of the Florida Legislature, as well as other state departments and agencies, and assists the general public with legislative research.

State Archives

The **State Archives** is the central repository for the archives of Florida's state government. It is mandated by law to collect, preserve, and make available for research the historically significant records of the state, as well as private manuscripts, local government records, photographs, and other materials that complement the official state records.

State Records Center

The **State Records Center** offers state and local government agencies low-cost; secure storage, reference service, and disposal of inactive paper records; security microfilm and electronic records storage; and microfilming services. The Florida Records Storage Center is a state-of-the-art facility with a storage capacity of over 250,000 cubic feet (equivalent to 16 football fields) and two climate controlled vaults for secure storage of microfilm and magnetic media.

Library Development

The **Bureau of Library Development** supports the establishment, expansion and improvement of public library service in Florida within the context of the larger library community by working proactively with library staff, governing officials, trustees and community supporters.

The Bureau provides leadership, grant funding, and technical assistance; promotes advocacy and cooperation among all types of libraries; supports continuing education and staff development activities; and plans and implements a dynamic program of statewide development.

Florida Administrative Code/Florida Administrative Weekly

The **Administrative Code, Weekly and Laws Section** is the filing point for rules made public by state regulatory agencies. Rules are published in the *Florida Administrative Code*. The program is also responsible for publishing the *Florida Administrative Weekly*.

The mission of this section is to file, preserve and make available to the public the rules and other public records it receives. To guide state agencies, staff members provide training and consultation on the requirements for filing rules and publishing rules, meetings and other notices.

Florida Electronic Library

The **Florida Electronic Library (FEL)** provides statewide access and resource sharing of electronic resources and services to all residents of the state of Florida. A Web-based portal allows users to retrieve information from multiple sources using a single search engine and a single query. From the same website, FEL users have statewide access to:

A set of licensed databases which offer access to comprehensive, accurate, and reliable information on current events, education, business, technology, and health, including:

> Electronic magazines, newspapers, almanacs, encyclopedias, and books.
> The Virtual Union Catalog of holdings of Florida libraries.
> Interlibrary loan service.
> Local digital content.
> Homework help and resources for teachers.

FloridaCat Group Catalog

FloridaCat Group Catalog is an electronic catalog of books and other materials in Florida libraries available through OCLC.

All Florida libraries that are members of the Florida Library Information Network are eligible to participate in the **Florida Library Network Statewide Ground Delivery** program, which provides pickup and delivery of interlibrary loan materials among over 200 libraries throughout Florida.

Florida on Florida

Florida on Florida is a catalog of digital materials related to Florida. It includes all sorts of items, including maps, photographs, postcards, books, and manuscripts. The materials in Florida on Florida come from digital collections held by libraries, archives, museums and historical societies throughout Florida.

Ask a Librarian

Ask a Librarian provides Florida residents with live virtual reference services via local library customized websites from 10 a.m. to midnight Sunday through Thursday (EST) and from 10 a.m. to 5 p.m. Friday and Saturday (EST). An email form is available to residents 24 hours per day, seven days per week.

Virtual reference service, online information and research assistance to the public is provided by volunteer librarians.

Florida Memory Project

The **Florida Memory Project** Web initiative presents a selection of historical records that illustrate significant moments in Florida history, educational

resources for students of all ages, and archival collections for historical research. The Project utilizes selected original records, photographs and other materials from the collections of the State Library and Archives of Florida.

1. Welcome to the Florida LSTA Survey

LSTA SATISFACTION AND IMPACT SURVEY

Thank you for participating in this survey. Your response will help evaluate the Florida Department of State's Division of Library and Information Services' (Division) use of Library Services and Technology Act (LSTA) Funds as specified in its LSTA Long-Range Plan 2008-2012. You will also provide information for the Division to use when they create the new LSTA Plan, which will guide the use of LSTA funds for 2013-2017.

Please answer the questions based on your own experiences and not as an official representative of your library.

IMPORTANT! All opinions and information that you provide in this survey will remain completely confidential. We will combine your responses with all others to analyze the results and will not link any response with an individual.

This survey will ask you for information about yourself and your opinions about the following:

The Division's LSTA competitive grant program.
The Division's statewide Programs, including the Florida Electronic Library.
Priorities for Florida's LSTA program, 2013-2017.

The time it will take you to complete the survey will depend on how many of these sections that you answer.

If you have any questions, please contact Karen Strege at kstrege@msn.com.

2. Information About Survey Respondents

* 1. In which part of Florida do you work?

- Panhandle
- Northeast Florida
- Central Florida
- Southeast Florida
- Southwest Florida

* 2. In which type of library do you work?

- Public
- Community College
- Public or Private College or University
- Special
- K-12/School
- Tribal
- Other (please specify)

[   ]

* 3. Which of the following areas best describes the area in which you work? We know that some of you perform more than one job; please choose the area in which you work most of your time.

- One-Person Library
- Administration
- Technical Services
- Circulation Services
- Reference Services
- Children or Young Adult Services
- Technology Services
- Other (please specify)

[text box]

* 4. How long have you worked in libraries?

- 3 years or less
- 4-10 years
- 11-19 years
- 20 or more years

* 5. Do you have an MLS or MLIS degree?

- Yes
- No

3. Return on Investment in Florida Public Libraries Study

The Division used LSTA funds to pay for a Return on Investment study that showed, among other findings, that in 2008 for every tax dollar received, Florida public libraries provided $8.32 in value.

* 1. I am aware of this study.

- Yes
- No

4. Return on Investment in Florida Public Libraries Study

* 1. Did you share the report's result with the following? (Select all that apply.)

- Other library staff members
- The library board
- Staff members in city or county departments
- City or county elected officials
- State legislators
- Local or regional news media
- I did not share the results
- Other (please specify)

5. Return on Investment Report

* 1. Why did you not share the report's results? (Select all that apply.)

- I didn't understand its value to my library.
- I didn't have time to do so.
- I didn't think the results are valuable.
- I couldn't think of a way to share it.
- Other (please specify)

6. Return On Investment Study

1. Did you use any of the report's information in publicity materials for your library, such as brochures or presentations?

- Yes
- No

2. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
The report helped me understand the library's value to our community.	▣	▣	▣	▣	▣
The report helped city or county staff members or elected officials understand the library's value.	▣	▣	▣	▣	▣
The report helped state legislators understand the value of Florida's public libraries.	▣	▣	▣	▣	▣
The report helped me develop more effective publicity for the library.	▣	▣	▣	▣	▣
My community's media covered the report's findings.	▣	▣	▣	▣	▣
DLIS should continue to commission updates to the report.	▣	▣	▣	▣	▣

3. What improvements, if any, would you suggest about the "Return on Investment" report?

4. Please share any comments that you may have about the "Return on Investment" report.

7. Ask a Librarian

Ask a Librarian is an online reference service supported by LSTA funds. The first set of questions concerns the use of Ask a Librarian. The second set asks about training for Ask A Librarian participants.

* 1. Does your library use the Ask a Librarian service?

▣ Yes

▣ No

8. Ask a Librarian

* 1. Why does your library not use the Ask a Librarian service?

- My library can answer all our users' reference questions.

- My library used Ask a Librarian, but stopped because we were not happy with the service.

- My library does not have enough staff members to staff the service.

- I don't know enough about Ask a Librarian.

- I don't know why not.

- Other (please specify)

9. Ask a Librarian

* 1. Please rate your overall satisfaction with the Ask a Librarian service.

- Poor

- Fair

- Average

- Good

- Excellent

2. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
Ask a Librarian increased the use of the library's resources and services in the library building(s).					
Ask a Librarian increased use of the library's electronic resources.					
The library received media coverage about Ask a Librarian.					
My library's users are better served because they have access to specialized reference librarians through Ask a Librarian.					
My library's users are better served because they can ask questions when my library is closed.					
Ask a Librarian is an essential part of my library's services.					
The Division should continue to fund the Ask a Librarian service.					

10. Ask a Librarian

1. What improvements, if any, would you suggest about Ask a Librarian?

2. Please share any comments that you may have about Ask a Librarian.

* 3. Have you participated in Ask a Librarian training?

- Yes

- No

11. Ask a Librarian

* 1. Why have you not participated in Ask a Librarian training? (Select all that apply.)

- I don't have the time.

- In-person trainings are too far from my library.

- I didn't know about their availability.

- My library does not participate in Ask a Librarian.

- I don't like webinar training.

- I don't need this training; I already know how to use Ask a Librarian.

- My library doesn't have enough employees to cover my absence.

- I'm not a reference librarian; I have another job in the library.

- Other (please specify)

12. Ask a Librarian Training

* 1. Please rate your overall satisfaction with the Ask a Librarian training.

- Poor

- Fair

- Average

- Good

- Excellent

2. Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
Ask a Librarian training improved my ability to use this service and its features.	⬚	⬚	⬚	⬚	⬚
Ask a Librarian training improved my ability to train other library staff and users how to use the service.	⬚	⬚	⬚	⬚	⬚

13. Competitive Grants Program

Each year, the Division offers LSTA-funded competitive grants to libraries and other eligible organizations. One of the main criteria in awarding a grant is if the project supports the state's LSTA Five-Year Plan.

* 1. How did you first hear about Florida's LSTA competitive grants program?

- ⬚ Search engine, like Google
- ⬚ Email message or Listserv
- ⬚ Conference or meeting
- ⬚ Brochure or newsletter
- ⬚ Colleague
- ⬚ Contact from the Division
- ⬚ I don't recall.
- ⬚ I am not aware of this program.
- ⬚ Other (please specify)

14. Competitive Grants Program

* 1. On behalf of your library, have you applied for an LSTA grant anytime since 2008?

- ⬚ Yes
- ⬚ No

15. Competitive Grants Program

* 1. If no, why has your library not applied for a LSTA grant? (Select all that apply.)

- ☜ No need.

- ☜ The process is too complicated.

- ☜ I didn't know that my library was eligible.

- ☜ No time to write the proposal.

- ☜ The program is only for public libraries.

- ☜ My library could not provide ongoing funding for a potential project.

- ☜ I'm not responsible for writing grants.

- ☜ I don't know.

- ☜ Other (please specify)

16. Competitive Grants Program

1. Please indicate your agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
The grant cycle timetable is reasonable.	☒	☒	☒	☒	☒
I understood what I needed to include in the grant application.	☒	☒	☒	☒	☒
I understand what types of grants are funded by LSTA funds.	☒	☒	☒	☒	☒
Division staff members helped me when I asked for help with our grant application.	☒	☒	☒	☒	☒
Division staff members helped me when I asked for help after our grant was funded.	☒	☒	☒	☒	☒
The online information from the Division was helpful to me when I wrote and submitted a grant application.	☒	☒	☒	☒	☒
I understood the process used to review and evaluate my application.	☒	☒	☒	☒	☒
The process in which grants are evaluated and awarded is unbiased.	☒	☒	☒	☒	☒
After receiving an LSTA grant, the LSTA Toolkit helped me to learn about and apply information about outcome based evaluation.	☒	☒	☒	☒	☒

2. The federal agency, the Institute of Museum and Library Services (IMLS), that administers LSTA funds, encourages each grant recipient to use outcome based evaluation to judge the effectiveness of the grant-funded project. If you received an LSTA grant and DID NOT use outcome based evaluation, please select the reasons why you did not do so. (Select all that apply.)

    ✏ I did not know how to conduct an outcome based evaluation.

    ✏ I did not have the resources.

    ✏ Not enough time has passed to measure the grant's outcomes.

    ✏ Other (please specify)

3. What, if anything, would you change about the LSTA competitive grant process?

4. What improvements, if any, would you suggest about the LSTA competitive grant process?

5. What resources would you find useful as you prepare and submit an LSTA grant application?

6. What resources would you find useful as you administer your LSTA grant?

17. Florida Electronic Library (FEL) Databases

LSTA funds pay for statewide subscriptions to the Gale and First Search information resources that are part of the FEL Databases.

* 1. Do you use the FEL Databases?

    🚪 Yes

    🚪 No

18. Florida Electronic Library (FEL) Databases

* 1. Which of the following reasons best describes why you do not use these databases? (Select all that apply.)

- I don't know how to search them.

- They are too difficult to use.

- I didn't know about their availability.

- I don't know enough about what is in the databases.

- My job doesn't require me to work with databases.

- The information that I need is not available in these databases.

- Other (please specify)

19. Florida Electronic Library (FEL) Databases

* 1. I use at least one of the databases (Gale or First Search).

- Daily

- 2-3 times a week

- 2-3 times a month

- A few times a year

- Other (please specify)

2. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
My library has saved money on print journal and magazine subscriptions because of the FEL databases.	☐	☐	☐	☐	☐
My library has saved money on online journals and magazines subscriptions because of the FEL databases.	☐	☐	☐	☐	☐
My library receives more use, such as increased website traffic or in-person visits, because of the FEL databases.	☐	☐	☐	☐	☐
If my library did not have the FEL databases, my library could not offer the equivalent information resources.	☐	☐	☐	☐	☐
The FEL databases are an essential part of my library's services.	☐	☐	☐	☐	☐
My library's users depend on the FEL databases to find the information resources that they need.	☐	☐	☐	☐	☐
The promotional materials, such as bookmarks, provided by database vendors are effective.	☐	☐	☐	☐	☐
The FEL should continue to support the database program.	☐	☐	☐	☐	☐

20. Florida Electronic Library (FEL) Database Training

* 1. Have you participated in any training about the Gale or First Search products?

☐ Yes

☐ No

21. Florida Electronic Library (FEL) Databases Training

* 1. Which of the following reasons best describes why you have not participated in database training? (Select all that apply.)

        I don't have the time.

        In-person trainings are too far from my library.

        I didn't know about their availability.

        My library's technology does not support webinars.

        I don't like to participate in webinars.

        I don't need this training; I already know how to use databases.

        I don't use databases.

        I don't know enough about what is in the databases.

        My job doesn't require me to work with databases.

        My library doesn't have enough employees to cover my absence.

        Other (please specify)

22. FEL Training

1. What topics, if any, would you like to have covered by training? (Select all that apply.)

        Searching databases

        Promoting databases to library users

        Integrating databases into curriculum

        Training library users to use the databases

        The differences among databases

        Other (please specify)

*2. Please rate your overall satisfaction with the Database training.

- Poor
- Fair
- Average
- Good
- Excellent

3. What improvements, if any, would you suggest about the Florida Electronic Library's databases?

4. Please share any comments that you may have about the Florida Electronic Library's databases.

23. FLIN - Interlibrary Loan and Resource Sharing

The Florida Library Information Network, commonly referred to as FLIN, is a statewide cooperative network for interlibrary loan and resource sharing supported by LSTA funds.

*1. Does your library provide interlibrary loan services?

- Yes
- I Don't Know
- No

24. FLIN - Interlibrary Loan and Resource Sharing

* 1. Why doesn't your library provide interlibrary loan services?

- ☞ My library cannot afford to loan its materials to others.
- ☞ My library cannot afford to borrow materials from other libraries.
- ☞ My library's governing body will not allow it.
- ☞ My library used to participate but has stopped.
- ☞ I don't know.
- ☞ Other (please specify)

25. FLIN - Interlibrary Loan and Resource Sharing

1. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
My library receives more use, such as increased website traffic or in-person visits, because we offer interlibrary loan services.	☐	☐	☐	☐	☐
Interlibrary loan is an essential part of my library's services.	☐	☐	☐	☐	☐
My library's users depend on interlibrary loan services for the information resources that they need.	☐	☐	☐	☐	☐
The Division should continue to support interlibrary loan services.	☐	☐	☐	☐	☐

2. What improvements, if any, would you suggest about interlibrary loan services?

3. Please share any comments that you may have about interlibrary loan services.

26. DLLI Courier System

* 1. The Division also offers a courier system call the Florida Library Network Statewide Ground Delivery (DLLI) System, funded in part by LSTA funds.

Does your library use the DLLI Courier System?

- Yes
- I Don't Know
- No

27. DLLI Courier System

* 1. Why doesn't your library use the DLLI Courier System?

- We do not provide interlibrary loans to our library users.
- We do not fill interlibrary loans for other libraries.
- The service is too expensive.
- I don't know.
- Other (please specify)

28. DLLI Courier System

* 1. Please rate your overall satisfaction with the DLLI Courier System.

- Poor
- Fair
- Average
- Good
- Excellent

2. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
My library receives more use, such as increased website traffic or in-person visits, because we participate in the DLLI Courier System.	☐	☐	☐	☐	☐
The DLLI Courier System is an essential part of my library's services.	☐	☐	☐	☐	☐
My library's users depend on the DLLI Courier for the information resources that they need.	☐	☐	☐	☐	☐
The Division should continue to support the DLLI Courier System.	☐	☐	☐	☐	☐

3. What improvements, if any, would you suggest about the DLLI Courier System?

4. Please share any comments that you may have about the DLLI Courier System.

29. Florida Union Catalog - FloridaCat

LSTA funds support the creation and maintenance of a union catalog of the holdings of Florida's libraries sometimes referred to as FloridaCat.

* 1. Does your library contribute records to the statewide union catalog - FloridaCat?

- ☐ Yes
- ☐ I Don't Know
- ☐ No

30. Florida Union Catalog - FloridaCat

*1. Why doesn't your library contribute records to the statewide union catalog - FloridaCat?

- We do not have the funds to upload our catalog records.
- We do not have the staff to upload our catalog records.
- We do not have the ongoing support that we need to maintain records and add holdings.
- I don't know enough about FloridaCat..
- I don't know.
- Other (please specify)

31. Florida Union Catalog - FloridaCat

*1. How long have your library's resources been in the statewide union catalog, FloridaCat?

- 1-5 years
- 6-10 years
- More than 10 years
- I don't know.

2. My library's resources were added to the statewide union catalog, FloridaCat, in the following way.

- We were able to add them ourselves.
- A multitype library cooperative helped load our records on the statewide union catalog.
- We received help from another source.
- I don't know.

*3. Please rate your overall satisfaction with the statewide union catalog, FloridaCat.

- Poor
- Fair
- Average
- Good
- Excellent

4. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
We always find the resources we need on FloridaCat.					
My library receives more use, such as increased website traffic or in-person visits, because our holdings are in FloridaCat.					
FloridaCat is an essential part of my library's services.					
My library's users depend on FloridaCat to find the information resources that they need.					
The Division should continue to support FloridaCat.					

5. What improvements, if any, would you suggest about FloridaCat, the statewide union catalog?

6. Please share any comments that you may have about FloridaCat, the statewide union catalog.

32. The Florida Memory Project

LSTA funds support the Florida Memory Project, a digital collection of photographs, video, audios, and documents from the collections of the State Library and Archives that highlight Florida's past.

* 1. Have you used the Florida Memory resources?

Yes

No

33. The Florida Memory Project

* 1. Please select the reasons why you have not used the resources from the Florida Memory website. (Select all that apply.)

- ▯ I don't have the time.
- ▯ I didn't know about this website.
- ▯ I don't know enough about what is on this website.
- ▯ I don't need this type of information.
- ▯ I don't know.
- ▯ Other (please specify)

34. Florida Memory Project

* 1. Why do you access the Florida Memory website? (Select all that apply.)

- ℮ Support the information needs of higher education students and faculty.
- ℮ Support the information needs of genealogists.
- ℮ Support my work with local K-12 students and faculty.
- ℮ Support the information needs of local government officials.
- ℮ Support our community's tourism program.
- ℮ Support the work of local historians.
- ℮ Other (please specify)

2. Have you added a link to the Florida Memory website on your library's website?

- ▯ Yes
- ▯ No
- ▯ I Don't Know

3. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
The Florida Memory website contains resources that are valuable to my library's users.	▯	▯	▯	▯	▯
The Division should continue to support the Florida Memory Project with the use of LSTA funds.	▯	▯	▯	▯	▯

*4. Please rate your overall satisfaction with the Florida Memory resources.

   🔘 Poor

   🔘 Fair

   🔘 Average

   🔘 Good

   🔘 Excellent

5. What improvements, if any, would you suggest about the Florida Memory Project?

6. Please share any comments that you may have about the Florida Memory Project.

35. E-Government in Public Libraries

A priority for the use of LSTA funds has been the support of e-government in public libraries, such as assistance with government forms, re-employment, or small business development assistance.

*1. Has your library received a grant to offer e-government services, or have you received training about e-government services offered by the Division or a Multitype Library Cooperative?

   🔘 Yes

   🔘 I Don't Know

   🔘 No

36. E-Government in Public Libraries

* 1. Why has your library not offered e-government services or why have you not attended any training on e-government services? (Select all that apply.)

- My library offers e-government services and we have no need for Division services or training.
- I work in an academic, school, or other non-public library.
- My library does not have the resources to offer e-government services.
- Other staff members at the library attended the training, but I did not.
- I don't know about the training opportunities.
- The training is not convenient for me.
- I did not know about the Division's e-government program.
- Other (please specify)

37. E-Government in Public Libraries

1. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
E-government services increased the use of the library's resources and services in the library.					
E-government increased use of the library's electronic resources.					
The library received media coverage about our e-government services.					
The library's users are better served because of e-government services.					
E-government is an essential part of the library's services.					
The Division should continue to offer grants for libraries to develop e-government services.					
The Division and the MLCs should continue to offer training in e-government services.					

2. What improvements, if any, would you suggest about the e-government services?

3. Please share any comments that you may have about the e-government program.

38. The Bureau of Library Development

Supported by LSTA funds, the Division of Library and Information Services' Bureau of Library Development offers consulting services to Florida's libraries on a wide variety of topics and offers special programs

* 1. Have you used any of the consulting services from the Division's Bureau of Library Development?

- Yes
- I Don't Know
- No

39. The Bureau of Library Development

* 1. Which of the following reasons describe why you do not use consulting services for the Division's Bureau of Library Development? (Select all that apply.)

- I didn't know about the consulting services.
- I don't think that they would help me.
- I don't know if my library is eligible to use these consulting services.
- I have no need for these services.
- Other (please specify)

40. The Bureau of Library Development

1. Please rate the following. You can skip any question about which you have no opinion or no information.

	Poor	Fair	Average	Good	Excellent
General quality of services from consultants	☐	☐	☐	☐	☐
Timeliness of response from consultants	☐	☐	☐	☐	☐
Accuracy of information provided	☐	☐	☐	☐	☐
Assistance in developing long-range plans	☐	☐	☐	☐	☐
Assistance in planning youth services	☐	☐	☐	☐	☐
Assistance with evaluation of programs	☐	☐	☐	☐	☐
Assistance with data collection and use	☐	☐	☐	☐	☐
Assistance with technology planning and E-Rate	☐	☐	☐	☐	☐
Information and guidance supporting development and implementation of e-government services	☐	☐	☐	☐	☐
Information and guidance supporting development and implementation of youth services	☐	☐	☐	☐	☐
Information and guidance supporting library staffing	☐	☐	☐	☐	☐
Information and guidance supporting development and implementation of E-Rate	☐	☐	☐	☐	☐
Information and guidance regarding evaluation	☐	☐	☐	☐	☐
Information and guidance supporting implementation of technology	☐	☐	☐	☐	☐

*2. What was the impact of your use of the consulting services? (Select all that apply.)

- ☞ The information that I received helped me improve an existing service or develop a successful new service.

- ☞ A consultant visited my library and made suggestions that improved service.

- ☞ I received an answer, resources, training, or a visit, but did not find it useful.

- ☞ I saw no impact.

- ☞ Other (please specify)

[   ]

3. What improvements, if any, would you suggest about the Division's consulting services?

[   ]

4. Please share any comments that you may have about the Division's consulting services.

[text area]

41. Library Leadership Program

The Florida Library Leadership Program prepares those who work in libraries of all types to provide high-quality services; serve in leadership roles at local, state, and national levels; and increase their skills, energy, and motivation.

* 1. Have you participated in at least one of the following workshops, meetings, or programs?

Annual Public Library Directors' Meeting
New Public Library Directors' Orientation
Sunshine State Library Leadership Institute
Florida Library Jobs Website
Leadership Lab
Leadership Symposium

- Yes
- No

42. Library Leadership Program

* 1. Why haven't you participated in one of these activities? (Select all that apply.)

- I am not an MLS librarian.
- I do not work in a management position.
- I didn't know about these activities.
- It costs too much.
- I don't have the time.
- I don't need this training.
- Other (please specify)

  [text field]

43. Library Leadership Program

1. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

Participating in at least one of the opportunities from the Florida Library Leadership Program helped me to:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
Improve the development and delivery of services for learning and access to information and education resources.					
Improve the delivery of information services by electronic networks.					
Improve the use of electronics linkages with other libraries.					
Develop public and private partnerships with other agencies and community-based organizations.					
Target library services to diverse individuals.					
Target library services to persons having difficulty using a library.					
Improve library services to underserved communities.					
Improve library services to children from families with incomes below the poverty line.					

2. Please indicate your level of agreement with the following statement.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
The Division should continue to support the Florida Library Leadership Program.					

3. What improvements, if any, would you suggest about the Florida Library Leadership Program?

4. Please share any comments that you may have about the Florida Library Leadership Program.

44. Multitype Library Cooperatives Professional Development Workshops

The Division uses LSTA funds to support Continuing Education activities through the Multitype Library Cooperatives.

* 1. Have you attended at least one professional development workshop through CFLC, NEFLIN, SEFLIN, TBLC, PLAN or SWFLN?

- Yes
- No

45. Multitype Library Cooperatives Professional Development Workshops

* 1. I do not attend Multitype Library Cooperatives Professional Development Workshops because (select all that apply):

- I don't know about them.
- They are not on topics I need.
- They are too far away.
- They are not offered at a convenient time.
- I cannot get away from work to attend.
- Other (please specify)

46. Multitype Library Cooperatives Professional Development Workshops

1. I usually take these workshops from:

- NEFLIN
- SEFLIN
- TBLC
- SWFLN
- PLAN
- CFLC, when it existed

2. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

Participating in at least one workshop from a Multitype Library Cooperative helped me to:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
Improve the development and delivery of services for learning and access to information and education resources.	▢	▢	▢	▢	▢
Improve the delivery of information services by electronic networks.	▢	▢	▢	▢	▢
Improve the use of electronics linkages with other libraries.	▢	▢	▢	▢	▢
Develop public and private partnerships with other agencies and community-based organizations.	▢	▢	▢	▢	▢
Target library services to diverse individuals.	▢	▢	▢	▢	▢
Target library services to persons having difficulty using a library.	▢	▢	▢	▢	▢
Improve library services to underserved communities.	▢	▢	▢	▢	▢
Improve library services to children from families with income below the poverty line.	▢	▢	▢	▢	▢

3. Please indicate your level of agreement with the following statement.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
The Division should continue to support Multitype Library Cooperatives Professional Development Workshops.	▢	▢	▢	▢	▢

4. What improvements, if any, would you suggest about these Workshops?

5. Please share any comments that you might have about the Multitype Library Cooperatives Professional Development Workshops.

47. Statewide Summer Reading Program

The Division provides Youth Services for Florida's Librarians through a variety of LSTA-funded programs, including the Summer Reading Program.

* 1. Has your library participated in the Florida Library Youth Program (FLYP) Summer Reading Program?

- Yes
- I Don't Know
- No

Statewide Summer Reading Program

* 1. Overall, what is your rating of the Collaborative Summer Reading Program materials provided by the Division?

- Poor
- Fair
- Average
- Good
- Excellent

* 2. If the Division did not purchase the membership and summer reading program materials, what would your library do?

- The library would not have a Summer Reading Program.
- The library would decrease the length of the summer reading program or offer less programs.
- The library would develop its own program and could continue it at the same level as now.
- Other (please specify)

3. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
Summer Reading Program (SRP) participants had a lot of fun and read many books.					
The SRP participants maintained or improved their reading skills over the summer.					
More community members used the library over the summer because of the SRP.					
The parents in the community appreciated the SRP.					
The teachers in the community appreciated the SRP.					

4. Please share any comments that you may have about the statewide Summer Reading Program.

5. What improvements, if any, would you suggest about the statewide Summer Reading Program?

49. The Division's Statewide Resource Sharing and Collection Development

Supported by LSTA funds, the Division offers library services, located in Tallahassee, which supplement the services and collections of Florida libraries through interlibrary loan, resource sharing, reference services, and cataloging of State of Florida documents.

* 1. Which services have you used from the Division's Statewide Resource Sharing and Collection Development? (Select all that apply.)

- Asked their staff a reference question.
- Used their specialized collections, for example, the Florida Collection.
- Used their interlibrary loan services.
- Borrowed material from their collections.
- Used their State Documents Collection.
- I have not used their services.
- Other (please specify)

50. The Division's Statewide Resource Sharing and Collection Development

* 1. Which of the following reasons best describes why you do not use these services? (Select all that apply.)

- I didn't know about these services.

- Our library can answer any reference questions.

- Our library uses FLIN or another interlibrary loan service.

- Our library users do not have a need for specialized collections.

- Our library users do not have a need for the State Documents Collection.

- Other (please specify)

[ ]

51. The Division's Statewide Resource Sharing and Collection Development

1. Please rate the following services from the Division's Statewide Resource Sharing and Collection Development. You can skip any question about which you have no opinion or no information.

	Poor	Fair	Average	Good	Excellent
General quality of services from reference librarians	☐	☐	☐	☐	☐
General quality of services from their interlibrary loan services	☐	☐	☐	☐	☐
General quality of services in their special collections	☐	☐	☐	☐	☐
General quality of services in their State Documents Collection	☐	☐	☐	☐	☐

2. What was the impact of your use of these services? (Check all that apply.)

- The information that I received helped me serve my library users.

- I saw no impact.

- Other (please specify)

[ ]

3. Please share any comment that you may have about the services from the Division's Statewide Resource Sharing and Collection Development.

[ ]

4. What improvements, if any, would you suggest about the services from the Division's Statewide Resource Sharing and Collection Development?

---

52. Statewide Continuing Education & Training Program

The Division uses LSTA funds to support a variety of continuing education and training activities for Florida's library staff members.

✱ 1. Which of the following training opportunities sponsored by the Division have you participated in? (Select all that apply.)

- Florida Electronic Library training
- Division of Library and Information Services webinars
- WebJunction Florida on-demand courses
- WebJunction webinars
- College of DuPage Library Learning Network webcasts
- None

---

53. Statewide Continuing Education & Training Program

✱ 1. Why haven't you participated in one of these activities?

- I thought they were only available for MLS librarians.
- I didn't know about these activities.
- It didn't know they were free.
- I don't have the time.
- I don't need this training.
- Other (please specify)

---

54. Statewide Continuing Education and Training Program

1. Please indicate your level of agreement with the following statements. You can skip any question about which you have no opinion or no information.

Participating in at least one of the opportunities from the Statewide Continuing Education & Training Program helped me to:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
Improve the development and delivery of services for learning and access to information and education resources.	☐	☐	☐	☐	☐
Improve the delivery of information services by electronic networks.	☐	☐	☐	☐	☐
Improve the use of electronics linkages with other libraries.	☐	☐	☐	☐	☐
Develop public and private partnerships with other agencies and community-based organizations.	☐	☐	☐	☐	☐
Target library services to diverse individuals.	☐	☐	☐	☐	☐
Target library services to persons having difficulty using a library.	☐	☐	☐	☐	☐
Improve library services to underserved communities.	☐	☐	☐	☐	☐
Improve library services to children from families with income below the poverty line.	☐	☐	☐	☐	☐

2. Please indicate your level of agreement with the following statement.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
The Division should continue to support the Statewide Continuing Education & Training Program.	☐	☐	☐	☐	☐

3. Please share any comments that you may have about the Statewide Continuing Education & Training Program.

4. What improvements, if any, would you suggest about the Statewide Continuing Education & Training Program?

55. Priorities for the Future

The Division will adopt a new plan covering Federal Fiscal Years 2013 to 2018 to guide the use of LSTA funds. This Plan must be based on priorities set by Congress in the Library Services and Technology Act, which is administered by the Institute of Museum and Library Services. The following questions ask you to identify your priorities for the use of LSTA funds during this time.

1. What are the top five issues or needs that your community, campus, or school will face in the next five years?

2. What are your library's top five needs to best serve your users in the next five years?

3. Each of the following items is currently funded by LSTA funds. Please rate the priority of each item. Please skip any item for which you have no information or opinion.

	Not a Priority	Low Priority	Average Priority	Above Average Priority	High Priority
Florida Library Youth Program statewide Summer Reading Program	☐	☐	☐	☐	☐
Statewide virtual reference (Ask a Librarian)	☐	☐	☐	☐	☐
Statewide Databases, Gale and First Search	☐	☐	☐	☐	☐
The competitive grants program	☐	☐	☐	☐	☐
Local library digitization projects for materials important to Florida's history and culture	☐	☐	☐	☐	☐
Consulting services from the Division	☐	☐	☐	☐	☐
Providing continuing education opportunities for library staff	☐	☐	☐	☐	☐
Supporting the work of the Multitype Library Cooperatives	☐	☐	☐	☐	☐
The Florida Memory Project	☐	☐	☐	☐	☐
Interlibrary loan program including the DLLI Courier System	☐	☐	☐	☐	☐
The state union catalog (FloridaCat)	☐	☐	☐	☐	☐
Projects to promote the use of e-government services	☐	☐	☐	☐	☐
Statewide Resource Sharing and Collection Development from the Division	☐	☐	☐	☐	☐

4. The Division uses LSTA funds to support statewide projects, such as the Florida Library Youth Program (FLYP) or the FEL databases. The Division also offers an LSTA competitive grant program to Florida's libraries. Which of the following statements best describes your opinion about the division of funds between the statewide programs and the competitive grant program?

- The Division should place more money in statewide programs that benefit all libraries, making fewer funds available for competitive grants.

- The current allocation of funds is just about right.

- The Division should place more money in competitive grants, making fewer funds available for statewide projects.

- The Division should eliminate the competitive grants and reallocate funds to statewide projects.

5. What other priorities can you identify for the use of LSTA funds?

Annex K

Florida Division of Library and Information Services
Results of Constituent Survey
November 30, 2011

INTRODUCTION

Background: This report summarizes the responses to the LSTA Evaluation Survey, conducted between October 25 and November 8, 2011. Karen Strege, Liz Bishoff and Nancy Bolt drafted the initial survey questions; the Division of Library and Information Services provided comments and feedback, which were incorporated into the final questions. Dr. Rachel Applegate also reviewed the questions and provided the analysis below. **This report does not interpret survey results;** the interpretation will be included in the final evaluation report, along with the information and interpretation gathered from focus groups, interviews, and document review.

Organization: The report has four sections. The first contains general information about the survey's respondents. The second section presents the responses to questions about LSTA priorities and LSTA funding allocations. These results are presented by overall results and any significant statistical differences among respondents in the following groups.

- Library type, including these three types: public; academic (combining community colleges and four-year colleges and universities); all other library types.
- Region, including the Panhandle, Northeast, Central, Southeast, Southwest areas, (when necessary, these regions are abbreviated in the tables).
- Respondents with MLS or no MLS.
- Respondents with different years of library experience.

The third, and longest, section provides the responses to questions about particular topics or programs. These results are presented by overall results and any significant statistical differences among respondents in the following groups.

The fourth section contains the answers to two open-ended questions about the needs of the respondents' communities and libraries.

Statistical significance means that there IS a difference among groups and that this difference is not simply by chance.

Survey rating questions: All questions with ratings used a 1 to 5 rating scale in which 1 was the least preferred; 3 was neutral; and 5 was the most preferred. As with most presentations of a five-point scale, the average score was four (4.04 for all rated items in this survey). Interpretation of scores is:

- 4.5 and above   Very Good
- 3.5-4.5   Medium
- 3.5 and below   Poor or Weak (*These low scores are indicated by grey shading.*)

Section One – Respondents

- A total of 555 respondents began the survey and 252 completed surveys were submitted. Most respondents (67%) were with public libraries, 18% from academic libraries and the rest from special, school or other.
- Almost 40% were from Central Florida, with the others roughly evenly divided among the other regions.

	Region Percent	Total	Public	Academic		All Other		
				Comm. College	Univ.	Special	K-12/ School	Other
Panhandle	12%	66	27	9	7	10	3	10
Northeast Florida	18%	99	71	6	8	1	4	9
Central Florida	37%	204	142	11	27	6	8	10
Southeast Florida	17%	97	71	2	12	3	5	4
Southwest Florida	16%	89	62	2	16	2	4	3
Totals		555	373	30	70	22	24	36
		Library Type Percent	67%	5%	13%	4%	4%	6%

- Those who identified themselves as "Other" included 10 K-12 administrators or district-level personnel, five joint public-college libraries; 18 as administrators of some type; and some from archives, special libraries, or retired.
- The largest job group was administrators (148) and many of those who chose "other" (46) could have selected administrators. The next largest groups were Children/Young Adult (124, only six of whom are from K-12) and Reference (117, 33 academic and 76 public).
- A large percentage of respondents had MLS degrees. The greater the length of work experience, the more likely that respondent had an MLS. Almost all academic library respondents had MLS degrees.

Job	Total	MLS	No MLS
Administration	148	111	37
Children or Young Adult Services	124	76	48
Reference Services	117	103	14
Other (Please Specify)	46	26	20
Circulation Services	33	6	27
Technical Services	31	20	11
One-Person Library	29	22	7
Technology Services	27	12	15
Total	555	376	179

Years of experience	Total	Public	Academic	All Other
3 Years or Less	35	24	7	4
4-10 Years	161	126	18	17
11-19 Years	144	95	24	25
20 or More Years	215	128	51	36
Total	555	373	100	82

Section Two – Priorities

Respondents answered two different kinds of questions about priorities. The first question about priorities asked respondents if the Division should continue to offer each particular program or service. Only those respondents who participated in these programs answered these questions.

The second kind of question about priorities was in the section called "Priorities for the Future." In this section, a question asked respondents to give their priorities for a list of programs. Users and nonusers of particular programs answered this question.

These different types of questions and different types of respondents, user and nonusers, explain the differences between ratings of the same program in two places of the following section. For example, when Ask a Librarian users answered the question about continued support, their average score was 4.21. However, when uses and nonusers scored Ask a Librarian along with other programs, this program's score falls to 3.80.

- Respondents rated a list of priorities and their responses varied somewhat by region and by library type.
- Overall, respondents gave the highest priority rating to supporting delivery of information by electronic networks.
- Services for specific groups were among the more low-rated priorities.

The DLIS should support:	Overall Rating	Pan	NE	Central	SE	SW
Access to Information Resources	4.31	4.55	4.38	4.22	4.12	4.46
Delivery by Electronic Networks	4.12	4.33	4.25	4.01	3.85	4.31
Services to Diverse People	4.01	4.16	4.18	4.00	3.65	4.14
Services to Underserved	3.94	*Ratings did not differ by region.*				
E-Linkages Between Libraries	3.88	4.35	4.09	3.77	3.58	3.98
Public-Private Partnerships w/ Orgs	3.87	4.21	4.10	3.70	3.58	4.06
Services to Those Having Difficulty Using Library	3.87	*Ratings did not differ by region.*				

Children Below Poverty Line *Also differs by library type.*	3.85	3.82	4.25	3.76	3.56	3.92
Range of Number (N) of Responses	*256-311*	*17-24*	*44-60*	*86-109*	*43-56*	*46-61*

- Respondents from the Southeast tended to rate priorities lower than other groups. Respondents from the Panhandle rated almost all elements higher than other groups. Ratings from Northeastern respondents were high, especially for reaching children who live below the poverty line.

- Public library respondents rated the following two priorities higher than those from other types of libraries.

Priorities	Total	Public	Academic	All Other
Services to Underserved	3.94	4.05	3.67	3.48
Children Below Poverty Line	3.85	3.99	3.40	3.31
Range of Number (N) of Responses	*256-311*	*184-188*	*40-42*	*16-17*

LSTA Funding Allocations: Respondents, numbering 265 for this question, choose among options between funding statewide projects and competitive grants.

Options for LSTA Funding Allocation	Percent	Number
The DLIS should place more money in statewide programs.	50%	132
The current allocation of funds is just about right.	36%	95
The DLIS should place more money in competitive grants.	7%	18
The DLIS should eliminate the competitive grants.	7%	20
Answered Question Skipped Question (%)		265 294 (53%)

- Results show support for decreasing funding for competitive grants and spending more on statewide programs.

- Among LSTA-supported programs, respondents chose continuing education, statewide databases, and the summer reading program as the most important priorities. Consulting services and local library digitization initiatives were rated low, below 3.5.

- Summer reading programs were more important to public library respondents; interlibrary loan and Ask-a-Librarian were most important priorities to those respondents from academic libraries.

Priorities for LSTA Funding	Total	Public	Academic	All Other
Providing Continuing Education Opportunities for Library Staff	4.35	*No Difference*		
Statewide Databases, Gale and First Search	4.35			

Florida Library Youth Program Statewide Summer Reading Program	4.31	4.44	3.71	3.88
Interlibrary Loan Program Including the DLLI Courier System	4.17	4.10	4.65	3.78
Supporting the Work of the Multi-Type Library Cooperatives	4.14	4.07	4.50	4.00
The Competitive Grants Program	3.96	*No Difference*		
Projects to Promote the Use of E-Government Services	3.90	4.00	3.63	3.38
Ask a Librarian	3.80	3.68	4.36	3.75
Statewide Resource Sharing and Collection Development from the Division	3.69	*No Difference*		
The Florida Memory Project	3.65	3.47	3.96	4.43
The State Union Catalog (FloridaCat)	3.62			
Local Library Digitization projects for materials important to FL history/ culture	3.22	*No Difference*		
Consulting services from the Division	3.22			
Range of N	266-310	201-227	31-54	21-28

- Respondents with an MLS valued the statewide databases more than those respondents without an MLS; those respondents valued the Summer Reading Program and competitive grants more than those with an MLS.

Priorities	Total	MLS	Non-MLS
FL Youth Summer Reading Program	4.31	4.24	4.48
N	283	198	85
Statewide Databases Gale First Search	4.34	4.46	4.04
N	310	226	84
Competitive Grants	3.96	3.88	4.14
N	269	189	80

DLIS Programs Support

In most of the survey's sections about particular programs, three questions asked if the DLIS should support that program, if that program were essential, and about the respondent's overall satisfaction with that program. These answers are particularly valuable data because participants were focused on that particular program when these questions occur.

Question	Total	N	Public	Academic	All Other
Support E-Gov	4.50	120	*No Difference*		
Support DLLI	4.49	202			
Support FL Memory	4.47	203	4.36 (131)	4.54 (39)	4.78 (33)
Support Databases **	4.46	307			
Support ILL	4.45	355	4.40	4.68	4.34

			(247)	(73)	(35)
Offer E-Gov Grants	4.44	206			
E-gov is Essential	4.36	150			
Support Leadership Programming	4.31	137	*No Difference*		
Satisfaction-FL Memory	4.25	186			
Support Ask a Librarian	4.21	174			
DLLI is Essential	4.21	200			
ILL is Essential	4.19	352	4.13 (243)	4.44 (70)	4.12 (34)
Satisfaction-DLLI/ILL	4.12	225	4.16 (154)	3.95 (60)	4.18 (11)
FEL Databases are Essential	4.06	228	4.13 (224)	3.67 (45)	4.03 (34)
Satisfaction-FL-Cat	3.89	128	3.81 (88)	4.15 (27)	3.92 (13)
Ask a Librarian is Essential	3.80	166	*No Difference*		
Satisfaction-FEL-Database Training	3.57	155			

** The support for databases is the only item in which respondents from regions differed significantly (highest to lowest): Central 4.56, Southeast 4.51, Southwest 4.48, Northeast 4.35, Panhandle 4.11.

Database Priority	Pan	NE	Central	SE	SW
Support Databases	4.11	4.35	4.56	4.51	4.48
N	27	60	105	57	58

Section Three – Programs and Services

Return on Investment Report

- Awareness of the report was quite high overall with its targeted users, public libraries; 75% of the respondents from this type library were aware of the report.

- There were no statistically significant differences by *region*.

- Respondents with more years of experience were more likely to know about the report: 75% for the 20+ year veterans, vs. 65% for those in the 11-19 year bracket.

- Respondents with MLS degrees were more aware of the report: 72% vs. 60% for non-MLS.

- Most of the items received below-average ratings (below 4.0) with "media covered" the lowest.

Return on Investment Report	Public	N
Should Update Report	4.25	297
Helped Me Understand Value	4.17	318

Helped Local Officials	3.90	284
Helped State Legislators	3.76	275
Helped Me Develop Publicity	3.64	265
Media Covered the Report	2.83	250

- Respondents said that they shared the report's results both internally and externally, although primarily internally. Sixteen percent of respondents shared the results with someone outside of the library. Respondents could select more than one response, and not all survey respondents answered this question.

Did you share the report with the following:	
Other library staff members	212
Did NOT share results	118
Other (please specify)	88
City-county elected	81
Library board	76
City-county staff	73
State legislators	42
Local-regional news	34

- 118 said they did not share the results; when asked why, 99 gave an answer: 19 said they had no time, and many of the others (60 other) said that someone else at the library had shared the results.

Ask a Librarian (AaL)

- Use of Ask a Librarian is high across all groups, and many respondents answered this topic area (512 out of 555 total: 92%).

- Differences were statistically significant in both library type and region. Academic and public library respondents were much more likely to use the service than the Other group. Respondents from the Panhandle were less likely to have used it.

Ask a Librarian Use	Total	Public	Academic	All Other
Use	417	294	85	38
No	95	49	11	35
Total Responding	512	343	96	73
Percent Yes	81%	86%	89%	52%

Ask a Librarian	Panhandle	Northeast	Central	Southeast	Southwest
Yes	42	76	156	76	67
Of those from region	66%	85%	86%	83%	79%

- When asked why they did not use this service, respondents most often chose the answer that their library did not have enough staff members to do so, or that handling questions through Ask a Librarian was too time-consuming.

- One respondent commented that students were "lazy" in going directly to Ask a Librarian, and two others commented that school policy prohibited students from using it.

Why does your library not use Ask a Librarian?	Count	Percent
Not enough staff members.	38	40%
Don't know why not.	18	18%
My library can answer all our users' reference questions.	17	17%
Don't know enough about it.	8	8%
Used it but stopped.	4	4%
Other	21	21%
Answered Question: Skipped Question: (%)	99 456 (82%)	

Ask a Librarian Training
- Responses to questions about training participation differed both by library type and by region. Only 20% of those from the Panhandle participated compared to 31%-43% of respondents from other regions. Academic respondents were more frequent training participants (55%) than public.

- MLS librarians were much more likely to participate in Ask a Librarian training: 47% of those with an MLS answering this question versus 15% of those without.

Ask A Librarian Training	Total	Public	Academic	All Other
Attended	150	99	46	5
No	255	190	37	28
Percent Yes	37%	34%	55%	15%

Ask A Librarian Training	Panhandle	Northeast	Central	Southeast	Southwest
Attended	8	32	64	25	21
Of those from region	20%	43%	42%	35%	31%

- The most common reason not to participate in training was job-related (not a reference librarian) although there was also ignorance of its availability. The format of the training had little effect on nonparticipants.

Why not AaL training?	Overall	Public	Academic	All Other
Not a reference librarian.	151	111	29	11
Didn't know about availability.	53	30	6	17

Don't have the time.	48	35	4	9
Library does not participate.	46	24	8	14
Not enough employees to cover.	36	26	3	7
Already know how to use.	8	6	1	1
In-person too far.	7	6	0	1
Don't like webinar.	2	2	0	0
Other/N.A.	62	37	4	21

Ratings

- No aspect of Ask a Librarian was rated very high (above 4.5). Most respondents rated the media impact of Ask a Librarian very low and did not believe that it increased the use of on-site library materials.

- None of the ratings, of the service or of the training, differed significantly, by library type or by region.

- Knowledge, use, or ratings of Ask a Librarian did not vary by the respondents' experience level.

Ask a Librarian ratings	Rating	N
DLIS should continue to fund Ask A Librarian.	4.21	174
Users better served with longer hours.	4.13	171
Users are better served with specialists.	3.95	166
Is an essential part of library's services.	3.80	166
Increased use of electronic.	3.76	155
Increased use of on-site.	3.52	155
Library received media coverage.	3.20	137

Ask a Librarian Training ratings	Rating	N
Improved my ability to use it.	4.08	147
Improved my ability to train others.	3.82	143

LSTA Competitive Grants Program

- This program is relatively well known, with 75% overall and 79% of public library respondents aware of it (74%, other library types and 62%, academic).

- The more experienced the respondent, the more likely they were to be aware of the program: 80% of those with 20+ years; 59% of those with 1-3 years.

- Respondents with an MLS were slightly more likely to be aware of this program (77% vs. 71% of those without).

Ratings

- Ratings for the competitive grants program were generally lukewarm, with all items below average (4.04). Items about fairness ("unbiased"), the review process, and the Toolkit were low rated.

- Ratings did not differ between regions or library types.
- More-experienced respondents were much more likely to know aspects of the grant process.

LSTA Grant Ratings	Rating	N
I understood what was needed.	3.74	164
Grant cycle timetable is reasonable.	3.69	166
I understood types of grants.	3.67	167
DLIS staff helped with application.	3.64	157
DLIS staff helped after grant given.	3.57	156
Online info helpful.	3.56	157
I understood the review process.	3.51	157
Process is unbiased.	3.48	157
Toolkit helped me do OBE.	3.30	153

- Very few respondents answered the questions about why they did not user outcomes-based evaluation (OBE).

If you received an LSTA grant and DID NOT use **outcome based evaluation,** why not?	Overall	% of Those Who Said They Had Applied
Did not know how to conduct OBE.	13	33%
Did not have the resources.	4	10%
Not enough time has passed.	7	18%
Other / N.A.	33	85%
Total	57	

Florida Electronic Library (FEL) Databases

Usage
- Usage of the databases is relatively high; 74% of those who answered this question (460) or 62% of all survey respondents (555) said that they used databases. Differences were significant by library type, but not by region. FEL appears to be more important to public libraries than to academic libraries, although frequency of use did *not* differ by library type.
- Respondents with MLS degrees were more likely to use the databases then those without an MLS.

Databases Use	Total	Public	Academic	All Other
Yes	342	245	55	42
No	118	69	32	17
	460	314	87	59
Percent of library type	74%	78%	63%	71%

- Just over half of respondents to the frequency question use FEL at least weekly (52%).

- Most frequent reasons for not using FEL databases were that respondents did not work in a position that required them to do so or that other library databases provided needed information.

Database Training
- Participation in database training differed significantly by library type and by region. Academic librarians and those in the Panhandle were least likely to participate.

- Overall satisfaction with training was 3.57, which is below average. Satisfaction differed by region.

- Respondents selected very few reasons for not participating in training: the reason most selected was "I do not need training, I already know."

Database Training	Total	Public	Academic	All Other
Participated	200	155	27	18
No	135	87	26	22
	335	242	53	40
Percent of Library Type	60%	64%	51%	45%

Database Training	Panhandle	Northeast	Central	Southeast	Southwest
Participated	16	48	63	32	41
No	17	15	50	30	23
Totals	33	63	113	62	64
Percent Participated	48%	76%	56%	52%	64%

Satisfaction with Database Training					
Overall	Panhandle	Northeast	Central	Southeast	Southwest
3.57	3.61	3.37	3.61	3.38	3.79

- The answers to "what topics to cover" covered the basics.

What **topics** would you like to have covered?	Total	Public	Academic	All Other
Searching Databases	32	24	5	3
Training Library Users to Use	31	22	5	4
Differences Among Databases	31	22	4	5
Promoting Databases to Users	28	21	5	2
Integrating Databases into Curriculum	17	7	5	5
Other	1	0	0	1

Ratings
- The highest-scored item, with scores well-above average, is that the DLIS should continue to support the database program. The other items scored at or below average are that databases are essential; that libraries save money because of this project; and that libraries could not offer the equivalent resources.

- Respondents rated their overall satisfaction with training and promotional materials relatively low.

- While academic library respondents strongly agreed that the DLIS should support databases, they did not agree that this project was an essential part of their services, or that without the databases they could not offer equivalent services.

- *Where ratings are absent for types of libraries, those items did not differ significantly by library type.*

FEL Databases	Total	Public	Academic	All Other
DLIS should continue to support.	4.46	4.43	4.69	4.35
FEL are essential part.	4.06	4.13	3.67	4.03
Library saved money on online.	3.95	*No Difference*		
Library saved money on print.	3.93			
If not, could not offer equivalent.	3.91	3.98	3.38	4.10
Users depend on FEL.	3.79	3.84	3.47	3.90
Library gets more use.	3.59	*No Difference*		
Overall satisfaction with training.	3.57			
Promotional materials effective.	3.49			
Number of Respondents	297-307	224-228	41-45	29-34

- Only one item differed significantly by region, "FEL should continue to support the databases." Respondents from the Central region tended to agree with this statement while Panhandle respondents rated the item lower.

Continue Databases	Total	Panhandle	Northeast	Central	Southeast	Southwest
Continue the Database Program	4.46	4.11	4.35	4.56	4.51	4.48
Respondents	307	27	60	105	57	58

- By years of experience, those in the next-most-senior grouping were more positive about databases.

Databases Impacts	< 3 years	4-10 years	11-19 years	20+ years
My library receives more use.	3.23	3.47	3.82	3.57
N	13	836	74	110
Databases are an essential part.	3.60	3.93	4.28	4.05
N	15	93	82	113

- MLS librarians supported the statement, "DLIS should continue to support" at 4.52 compared to 4.27 for non-MLS. However, MLS librarians were less

appreciative of the promotional materials, rating these 3.42 compared to non-MLS respondents' 3.70 (both rating are below average).

ILL and Courier Service

- Overall, 88% of respondents said their libraries provided ILL services, and 52% reported using the DLLI Courier system. Both of these items differed significantly by region and by library type. Those from academic libraries and those in the Panhandle are the most intensive users of both. Respondents from the Southeast region and from other library types reported low use of the DLLI Courier system.

Does your library provide **ILL services**?	Total	Public	Academic	All Other
Yes	387	266	78	43
I Don't Know	11	5	2	4
No	43	31	3	9
Respondents	441	302	83	56
Percent of Type, Yes	88%	88%	94%	77%

Does your library provide **ILL services?**	Panhandle	Northeast	Central	Southeast	Southwest
Yes	49	78	127	65	68
I Don't Know	2	1	5	1	2
No	1	2	20	11	9
Respondents	52	81	152	77	79
Percent of Region, Yes	94%	96%	84%	84%	86%

Does your library use the **DLLI Courier system**?	Total	Public	Academic	All Other
Yes	227	154	60	13
I Don't Know	136	115	13	8
No	72	30	8	34
Respondents	435	299	81	55
Percent of Type, Yes	52%	52%	74%	24%

Does your library use the **DLLI Courier system?**	Panhandle	Northeast	Central	Southeast	Southwest
Yes	32	48	76	26	45
I Don't Know	11	23	51	34	17
No	8	9	24	17	14
Respondents	51	80	151	77	76
Percent of Region, Yes	63%	60%	50%	34%	59%

- Overall, respondents believed that the DLIS should support both DLLI and ILL. Note that fewer people (ranging from 183 to 225) answered the DLLI questions than the ILL questions (ranging from 334-355).

- Respondents with greater years of experience were much more likely to know their libraries used DLLI: 64% for those with 20+ years compared to 32% for 1-3 years, 36% for 4-10 years, and 56% for 11-19 years; respondents without an MLS were much more likely to say they did know about DLLI (40% versus 28% for MLS librarians).

- All items except two received above-average ratings.

- Respondents were most skeptical of a connection between library use and ILL or courier services.

- There were no significant differences on ratings by region. Academic library respondents were more likely to indicate that ILL itself is essential, but were less satisfied with DLLI itself.

- *Where by-type ratings are not given, those items did not differ significantly by library type.*

ILL and ILL Courier Ratings	Total	Public	Academic	All Other	Overall N
DLIS should support DLLI.	4.49	*No Difference*			202
DLIS should support ILL.	4.45	4.40	4.68	4.34	355
DLLI is essential.	4.21	*No Difference*			200
ILL is essential.	4.19	4.13	4.44	4.12	352
Overall satisfaction, DLLI.	4.12	4.16	3.95	4.18	225
Users depend on ILL.	4.11	4.01	4.47	4.12	347
Users depend on DLLI.	4.07				192
Library receives more use due to ILL.	3.81	*No Difference*			334
Library receives more use due to DLLI.	3.76				183
Respondents[1]		154, 247	60, 73	11, 34	

- Only 64 respondents provided a reason for not providing ILL service. Of these, two said that their libraries "used to participate but do not now." The next-highest reason chosen was "My library cannot afford."

- For why they did not participate in DLLI, most (70%) said they did not know.

- Non-MLS respondents were more likely to agree that both ILL and DLLI Courier resulted in their libraries receiving more use.

FloridaCat

- Most (58%) respondents did not know if their libraries participated in FloridaCat. Therefore, the relatively low level of reported use reflects this lack knowledge.

- Knowledge about the use of FloridaCat varied significantly both by library type and by region.

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[1] The lower number (154, 60, 11) is for the DLLI questions; the higher, for the ILL questions.

Does your library contribute records to **FloridaCat**?	Overall	Public	Academic	All Other Types
Yes	133	92	28	13
I Don't Know	248	186	45	17
No	48	17	8	23
Respondents	429	295	81	53
Percent Yes	31%	31%	35%	25%

Does your library contribute records to **FloridaCat?**	Panhandle	Northeast	Central	Southeast	Southwest
Yes	11	20	47	23	32
I Don't know	25	51	93	41	38
No	12	8	10	13	5
Respondents	48	79	150	77	75
Percent Yes	23%	25%	31%	30%	43%

- The majority of those who were knowledgeable reported that their records had been in FloridaCat for over 10 years (79%).

- Only 68 respondents said they knew how long their records had been in FloridaCat and only 55 knew how they had been added.

How long have your library's **records** been in FloridaCat	Count	Percent *of Those Knowing*
1-5 Years	3	4%
6-10 Years	11	16%
10+ Years	54	79%
I Don't Know	60	
Answered Question Skipped Question	128 430	

- Compared to other items on the survey, FloridaCat had relatively low ratings, with all below the overall average of 4.04. Participants rated three items particularly low: that users depend on FloridaCat; that the library receives more use; and that they always find the resources they need.

- Academic library respondents had higher overall satisfaction.

- *Where by-type ratings are not given, those items did not differ significantly by library type.*

FloridaCat	Total			
DLIS should support FloridaCat.	4.03	Public	Academic	Other
Overall satisfaction with FloridaCat.	3.89	3.81	4.15	3.92
FloridaCat is essential.	3.63			
Users depend on FloridaCat.	3.45		*No Difference*	
Receives more use due to.	3.41			

FloridaCat				
Always find resources we need.	3.37			
Respondents	92-104	88	27	13

- When asked why his or her library did not contribute to FloridaCat, almost no respondent provided a reason. Comments and the "do not know" choice indicated that most survey respondents did not know cataloging policies or practices.

Florida Memory Project

- Respondents from the Other group in types of libraries, which includes archives, schools, and special libraries, report higher use of the Florida Memory Project.

- Respondents with more experience were more likely to report having used Florida Memory.

- Respondents with MLS degrees were more likely to have used Florida Memory, at 53% vs. 37% for non-MLS.

- Both academic and other types of libraries are more likely to include a link to Florida Memory on their websites.

Have you used the **Florida Memory** resources?	Total	Public	Academic	All Other
Used	205	132	40	33
No	216	158	39	19
Respondents	421	290	79	52
Percent of Type, Yes	49%	46%	51%	63%

Have you **added a link** to Florida Memory?	Total	Public	Academic	All Other
Yes	86	49	19	18
No	74	46	16	12
I Don't Know	38	32	4	2
Respondents	198	127	39	32
Percent of Type, Yes	43%	39%	49%	56%

- Ratings are quite strong, with all items above average.

- *Where by-type ratings are not given, those items did not differ significantly by library type.*

Florida Memory	Total	Public	Academic	All Other
DLIS should support FL Memory.	4.47	4.36	4.54	4.78
FL Memory resources valuable to my users.	4.29	4.23	4.24	4.56
Overall Satisfaction	4.25	*No Difference*		
Respondents	186-203	120-131	34-39	32-33

- School curriculum is the most frequently reported reason why respondents use Florida Memory, for public as well as K-12 schools. Tourism is the least likely use.

- Many of the "other" comments noted that the respondents had used it for their own personal interests.

Why do you **use FL Memory**?	Total	Public	Academic	All Other
Work with K-12.	87	67	2	18
Work of local historians.	81	60	10	11
Information needs of higher education.	79	35	32	12
Information needs of genealogists.	72	60	5	7
Information needs of local officials.	37	25	2	10
Community's tourism program.	36	30	1	5
Other	42	27	7	8

E-Government

- Responses were evenly divided among yes, no, and I do not know to the question if their library offered E-Government OR had received a grant.

- Public library respondents were much more likely to answer "yes."

- MLS respondents rated the importance of E-Government training higher than non-MLS: 4.56 vs. 4.27 for non-MLS.

Received a Grant to Offer **E-Gov** or Received Training	Total	Public	Academic	All Other
Yes	130	114	9	7
I Don't Know	146	121	16	9
No	141	54	52	35
Respondents	417	289	77	51
Percent of Type, Yes	31%	39%	12%	14%

- Grants and training were popular with respondents, especially in Central Florida. Most respondents did not report that E-Government had resulted in media coverage.

  There were very few non-public library respondents (eight academic and five other) to the rating questions.

- *Where by-region ratings are not given, those items did not differ significantly by geographic region.*

E-Gov Offering or Training	Total	Pan	NE	Central	SE	SW
DLIS should continue E-Gov training.	4.50	*No Difference*				
DLIS should offer E-Gov grants.	4.44					
E-Gov increased use on-site.	4.40	4.25	4.38	4.61	4.11	4.50
E-Gov essential.	4.36	*No Difference*				

E-Gov increased online use.	4.31					
Users better served.	4.31					
Library received media coverage.	3.63	2.25	3.54	4.05	3.50	3.67
Respondents	206-120	8	29	38-41	26-27	14-16

- For non-public library respondents, the reason they do not apply for E-Government grants or take E-Gov training is because they do not know about them or they are not public libraries.

- A considerable number of public library respondents (97) did not know about the E-Government program. For Other many responded that they worked in other parts of the library, or otherwise did not know about it.

Consulting Services

- About one in 10 respondents reported using DLIS consulting services – 14% of public library respondents. A large proportion did not know about these services.   (31%).

- Almost all users of consulting services were experienced: 74% (34 out of the 46 total) had 20+ years of experience, and five more had 11-19 years. 22% of respondents to this question in the 20+ experience group had used consulting services, vs. 4-5% for the other experience groups.

- There were no significant differences by region.

Have you used any **consulting services**?	Total	Public	Academic	All Other
Yes	46	40	2	4
I don't know	128	103	20	5
No	238	143	54	41
Respondents	412	286	76	50
Percent of type, Yes	11%	14%	3%	8%

- Because only six non-public library respondents said yes, ratings given are only those of public library respondents. Number of respondents varied by question.

- All ratings were above average, and the highest was for the general quality of service, although very few survey respondents answered these questions.

Consulting Services	Rating	N (Public Only)
General Quality of Services	4.54	36
Accuracy of Info Provided	4.53	35
Timeliness of Response	4.49	36
Info & Help E-Rate	4.43	30
Assistance with Tech and E-Rate	4.42	31
Assistance with Long-Range plans	4.42	26
Assistance with Data Collection	4.33	27

Assistance Planning Youth	4.26	28
Info & Help for E-Gov	4.25	25
Help with Program Evaluation	4.22	23
Info & Help Youth	4.20	30
Info & Help with Tech Implement	4.17	21
Info & Help Staffing	4.10	20
Info & Help with Evaluation	4.08	24

- Most respondents to the question of the impact of consulting services chose "improve an existing service." Of those who said "Other," some had not yet had a consultation; the others were complimentary.

What was the **impact of** your use of the consulting services?	Total
Information helped me improve an existing service.	34
Consultant visit helped me improve.	11
Received an answer, resources or training but did not use.	3
Other	7

- The primary reason for not using the service was ignorance of the service or eligibility; although a number of respondents (81) said they had no need, (participants could choose more than one response).

Why do you not use the consulting services?	Total	Public	Academic	All Other
Did not know about the services.	170	123	29	18
Do not know if my library is eligible.	108	63	29	16
Have no need for these services.	81	49	19	13
Don't think they would help me.	9	5	2	2
Other/N.A.	38	30	2	6

- In Other, many responded that they did not handle such matters or that they did not know about the service.

Leadership Programs & Professional Development Workshops

This section of the survey began with the question: Have you participated in at least one of the following workshops, meetings, or programs?

> Annual Public Library Directors' Meeting
> New Public Library Directors' Orientation
> Sunshine State Library Leadership Institute
> Florida Library Jobs Website
> Leadership Lab
> Leadership Symposium

Have you participated?	Count	Percent
Yes	158	39%
No	250	61%

Answered Question	408	
Skipped Question (percent)	151 (27%)	

- There were no significant differences in participation by library type or by region.

- More experienced respondents were more likely to have participated.

DLIS CE	3 Years or Less	4-10 Years	11-19 Years	20+ Years	Total
Participated in Leadership	3	37	42	76	158
No	24	75	70	78	247
Total	27	112	112	154	405
Percent of Group, Yes	11%	33%	38%	49%	39%

- MLS respondents were far more likely to have attended (50%), versus 10% of non-MLS.

- The most frequent reasons for not attending these activities have to do with not being qualified or not having time. Many of the Other responses said the workshops were not relevant to their positions or they were not selected from their library to participate. (No overall total: could select more than one.)

Why haven't you participated in these activities?	Total	Public	Academic	All Other
Do not work in a management position.	73	57	12	4
Am not an MLS-librarian.	65	54	3	8
Did not know about them.	62	42	8	12
Don't have the time.	57	45	7	5
Do not need this training.	32	19	9	4
It costs too much.	22	17	3	2
Other	33	18	7	8

Respondents answered another question about CE: "Have you attended at least one professional development workshop through CFLC, NEFLIN, SEFLIN, TBLC, PLAN, or SWFLN?"

- Responses differed by library type and by region. Respondents from other types of libraries and Panhandle respondents were much less likely to have participated in the workshops.

- More experienced respondents were more likely to have participated, as were MLS librarians (86% versus 69% for non-MLS) although attendance by non-MLS respondents was still high.

Attended MLC workshop?	Total	Public	Academic	All Other Types
Yes	327	239	65	23
No	75	41	9	25
Respondents	402	280	74	48

Percent of Type, Yes	81%	85%	88%	48%

Attended MLC Workshop?	3 Years or Less	4-10 Years	11-19 Years	20+ Years	Total
Yes	17	85	89	136	327
No	10	26	21	18	75
Respondents	27	111	110	154	402
Percent of Group, Yes	63%	77%	81%	88%	81%

Attended MLC workshop by network?	Panhandle	Northeast	Central	Southeast	Southwest
Yes	27	64	114	58	64
No	19	12	26	10	8
Respondents	46	76	140	68	72
Percent of Region, Yes	59%	84%	81%	85%	89%

- Relatively few gave answers to "why do you not attend" the MLC Cooperative workshops; the most frequent were a lack of knowledge or a lack of time. Those respondents from other types of libraries mentioned that the workshops were not related to their jobs, their supervisors did not allow, or there was no budget.

I do **not attend MLC Workshops** because:	Total	Public	Academic	All Other
I don't know about them.	27	14	4	9
I cannot get away from work to attend.	18	9	1	8
They are not on topics I need.	17	7	3	7
They are too far away.	7	3	2	2
They are not offered at a convenient time.	4	4	0	0
Other	21	11	2	8

When asked about their attendance at specific training events, most respondents selected webinars from WebJunction.

Which of the following **training opportunities** sponsored by the **DLIS** have you participated in?	Total	Public	Academic	All Other
WebJunction Webinars	219	168	33	18
DLIS Webinars	177	139	18	20
Florida Electronic Library	167	129	19	19
WebJunction Florida On-Demand Courses	115	84	19	12
College of DuPage Library Webcasts	115	67	37	11

None	74	41	14	19

- The only reason for not participating that received more than a handful of answers was "didn't know about them" (24, all others < 7).

- Respondents rated the impact of workshops relatively low. Only two items were above average, that the DLIS should support the Leadership programs and that the workshops improve the development and delivery of services for learning.

Workshops	Ratings	Total N
DLIS should support Leadership Program.	4.31	137
Improve services for learning.	4.09	101
Improve service to underserved.	3.91	94
Improve delivery by e-networks.	3.88	97
Target diverse individuals.	3.87	97
Develop partnerships.	3.86	98
Target services to persons having difficulty.	3.82	97
Improve services to children in poverty.	3.79	94
Improve use of e-links between libraries.	3.69	91

Summer Reading Program (SRP)

- Participation in the Florida Library Youth Program Summer Reading Program varied by library and by region, with the Southeast and Southwest less likely to participate.

Summer Reading Program Use	Total	Public
Yes	265	248
I Don't Know	28	21
No	104	7
Respondents	397	276
Percent of Type, Yes	67%	90%

Public Library Participation By Region					
Summer Reading Program Use	Panhandle	Northeast	Central	SE	SW
Yes	18	50	91	45	44
I Don't Know	2	5	4	6	4
No	1	2	0	2	2
Respondents	21	57	95	53	50
Percent of Region, Yes	86%	88%	96%	85%	88%

- Respondents to rating questions were very positive about most items, rating the positive impact on parents and children well above average. The lowest rating (below average) was for the materials provided.

Summer Reading Program Impact	Rating	Total N
Parents Appreciated	4.57	245
SRP participants had fun and read.	4.56	246
More community use.	4.47	244
SRP participants maintained skills.	4.33	238
Teachers appreciated SRP.	4.32	236
Overall Rating of Materials	3.92	263

- In the absence of DLIS support, responses split between libraries developing their own programs or having a shortened version. Very few said that their library would have no summer reading program.

- The most-experienced group (20+ years) was much more likely to say that they would develop their own (full) program and much less likely to say that the library would decrease the SRP: 48% develop own versus 26% for 11-19 year veterans; 26% of 20+ years group would have shorter version versus 39% of those in the 11-19 group.

If the DLIS **did not** purchase the membership and **summer reading program** materials, what would your library do?	Count	Percent
The library would develop its own program and could continue.	97	37%
The library would decrease the length of the summer reading .	95	36%
Other (please specify)	58	22%
The library would not have a Summer Reading Program.	13	5%
Answered Question	263	
Skipped Question (percent of public library total)	110 (29%)	

Statewide Resources Sharing and Collection Development Services

- In this section respondents provided ratings and usage indicators for services provided statewide by the DLIS.

- A relatively small number of people answered this set of questions; ILL was most known, used, and most highly rated.

- None of the ratings differed by library type or by region, but there were some lower ratings for special collections and state documents in the people with medium experience (4-10 years).

Statewide Services— General Quality	Rating	N
ILL Services	4.29	129
Reference Services	4.25	99
State Docs Collection	4.22	85
Special Collections	4.21	89

Statewide Services — General Quality	< 3 Years	4-10 Years	11-19 Years	20+ Years
Special Collections	4.25	3.85	4.52	4.29
N	4	27	23	35
State Docs. Collection	4	3.8	4.57	4.33
N	4	25	23	33

Statewide Service Use	N
Used ILL	119
Used Special Collections	55
Borrowed from Collection	47
Asked a Reference Question	41
Used State Docs	26
Other	14
Not Used Services	*232*

- The most frequent reason given for not using the services is that the respondent did not know about them.

- Most "other" responses were that they had no need or that it was not part of their job.

Why do you **not use** these **statewide services**?	N
I did not know about the services.	91
Our library can answer any reference questions.	26
Our library uses FLIN or another ILL service.	38
Our library users do not have a need for specialized collections.	27
Our library users do not have a need for the state documents.	26
Other	41

- However, a large number (110, or 20% of the entire survey population) reported a positive impact from using the services.

What was the impact of your use of these services?	
Info I received helped me serve my library users.	120
I saw no impact.	21
Other	12

Section Four – Community and Library Needs

This last section contains the answers received to two open-ended questions about the survey participants' opinions about what issues face their communities and their libraries.

1. **What are your library top five needs to best serve your users in the next five years?**

This question received 195 answers. Not all respondents identified five needs. Answers fell into these broad categories. Each of these needs has multiple dimensions and each is interrelated.

- Technology
- Funding
- Collections
- Staffing
- Programs

Technology encompasses not only the need to upgrade equipment, but several respondents mentioned the idea that their library needed to "keep up with technology," which means more than just hardware or software replacement, but had implications for staff training. Some said their library needed more computers and faster connections to help users for E-Government purposes, such as job searching, filling out state applications, and for the unemployed. In addition, respondents identified a need for staff members who are fluent in all technology, so that they, in turn, can help their users use and learn about technology.

Many respondents identified increased **funding** as a general need, but several were specific about the purposes of increased funding. Again, they mentioned funding for technology, but also identified collection needs, for e-books, which several respondents mentioned, and other digital materials, and for the print collection as well. The idea of increased funding permeates throughout the responses to this question.

As noted above, respondents linked funding to the need for improved and expanded **collections**. In addition to the already mentioned collection needs, several respondents expressed a need for more online databases.

Respondents identified several needs in the **staff** area. Many mentioned that library staff members have training needs, especially in the areas of emerging technology and how to provide assistance to users to find government assistance. Other areas of need include staff who can, "adapt quickly to new ways of providing information;" staff who can speak languages other than English; and better pay for all staff.

The need to offer **programs** was expressed by respondents. The need for programs fell into two categories. The first was recreational programming, with audiences of all library users, particularly children and young adults. The second type of needed programs mentioned are those focused on education, in particular, classes that teach job-seeking and technology skills.

2. What are the top five issues or needs that your community, campus, or school will face in the next five years?

This question received 211 answers. Not all respondents identified five needs and over half of the responses focused on library needs, instead of their community's needs. Answers fell into these broad categories and each of these needs has multiple dimensions.

- The economy
- Increased community diversity
- Education or literacy needs

Most respondents said that their communities had needs based on the county's poor economy, identifying these problems.

- Lack of health care
- Lack of jobs and the need for job training
- High unemployment rate
- Homelessness
- Reduced budget for government services

Respondents also identified **diversity** as an issue for their communities. No respondent identified that increased diversity was a problem, but as an issue that presents challenges to community institutions.

Another theme identified by respondents was the need for improved **education.** Respondents were not specific about what level of education was an issue for their communities. Others identified adult "literacy" as an issue; one respondent wrote t38/99+hat Florida ranks third in adult literacy.

Library Services and Technology Act Grant Funding Program Evaluation

Part One

June 21, 2011

A Report for the Division of Library and Information Services

Florida Department of State

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Contents

LSTA Grant Funding Study Background

Intended Users and Use

The Institute of Museum and Library Services (IMLS), the federal agency responsible for implementation of the Library Services and Technology Act (LSTA,) requires state grant recipients to conduct an independent evaluation of programs funded with grant funds. The Florida Department of State (DOS), Division of Library and Information Services (DLIS), the agency charged with management of the Florida LSTA Program, has divided activities associated with its independent evaluation into two parts.

DLIS intends to use the information in this report for several purposes:

1. To inform the independent evaluators who will carry out the activities of part two of the Division's LSTA Program evaluation.

2. To develop the portions of the final evaluation report that address the Retrospective and Process questions in the IMLS document *Guidelines for Five-Year Evaluation.*

3. To collect information about the Division's environment both present and future.

Users of this report include DOS and DLIS managers, supervisors and staff of the Library Development and State Library and Archives sections of DLIS, and the independent evaluators who will complete the rest of the LSTA five-year evaluation.

Evaluation Questions Addressed

Two key sets of evaluation questions for the five-year LSTA Program evaluation are addressed in this report.

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 targeted individuals and groups?

Process Questions

1. Were modifications made to the State Library Administrative Agency's (SLAA) plan? If so, please specify the modifications and if they were informed by outcome-based data.

2. If modifications were made to the SLAA's plan, how were performance metrics used in guiding those decisions?

3. How have performance metrics been used to guide policy and managerial decisions affecting the SLAA's LSTA-supported programs and services?

4. What have been important challenges to using outcome-based data to guide policy and managerial decisions over the past five years?

Values and Principles Guiding the Evaluation Process

Confidentiality, neutrality and thoroughness were the guiding principles of the study. Interviews were conducted in confidence. Comments were not ascribed to the individual who made them or the interview group from which they came. Researchers reading project-related information kept what they learned confidential, except the aggregated information presented in this report. They remained neutral as they evaluated project information and rated project success, and they were guided by the direction to be thorough in seeking evidence of project accomplishments and success.

Study Methods

Research Process

This portion of the Division's Five-Year LSTA Evaluation covers three main topic areas: the retrospective questions asked by IMLS, the process questions asked by IMLS, and an environmental scan. To address these topics, three primary methods were employed: document review of project files, interviews and focus groups with Division staff, and a review of literature relevant to the environment in which the Division and Florida libraries operate. See Table 1 for explanation of how each method related to the three main topic areas.

Method	Evaluation Topic(s) Addressed
Document Review	IMLS Retrospective Questions 1-4
Interviews	IMLS Retrospective Question 3
	IMLS Process Questions 1-4
	Environmental Scan
Literature Review	Environmental Scan

Table 1. Relationship of Methods to Evaluation Topics

Data was collected concurrently for all three methods, with the evaluators reviewing project files, conducting interviews with Division staff, and researching the relevant literature during a three-week period. After collecting all the data, the evaluators analyzed the project files, interviews, and literature, using as a guide the IMLS retrospective and process questions and the

Division's description of the environmental scan. More detailed information on each method, including data analysis, is described below in "Tools and Methods Used."

Tools and Methods Used

Document Review of Project Files for LSTA-Funded (and Unfunded) Projects, 2008-2010

Prior to beginning the document review, the evaluators met with the Division to determine how many project files existed in the population for federal fiscal years 2008-2010. Including unfunded projects, there were 154 project files to review. Given the manageable size of the population, all files in the population were reviewed. No sampling occurred.

Files were coded systematically to determine project activities, outcomes, and indicator results and whether each project related to federal Act priorities (and which ones) and to Division goals and outcomes (and which ones). Project success was measured by whether all activities were completed and whether indicators of progress toward outcomes were positive. At the outset, the evaluators had anticipated using measured project outcomes and the percent of the target population served as measures of project success, but these indicators were not reported in all of the projects, making such analysis impossible.

In addition to coding the files, competitive grant and mini grant projects were mapped to visualize the distribution of competitive and mini grants awarded by the Division. Projects were mapped for Multitype Library Cooperatives (MLC), county or cooperative library systems, and individual libraries. See Figures 1-3 for maps of competitive grant projects in 2008, 2009, and 2010, respectively, and Figure 4 for a map of mini grant projects in 2008-2010. These maps include only competitive and mini grants that covered a limited service area; other grants provided statewide service, but these were not included on the maps.

Each of the maps in Figures 1-3 uses the same symbology, as follows:

- MLCs with one project in the fiscal year are shown in light (30%) gray with a thick black outline for the MLC service area.

- MLCs with two projects in the fiscal year are shown in medium (50%) gray with a thick black outline for the MLC service area.

- County and cooperative systems (such as regional cooperatives) with one project are shown in dark (80%) gray with a lighter (40%) gray border.

- Individual libraries with one project are marked with round dots.

- All MLC, county and cooperative systems, and individual library names are included on the maps.

Each map below is accompanied by a paragraph explaining what the map portrays. Note that one of the MLCs disbanded in 2009 (Central Florida Library Cooperative) and the libraries that had been members joined other MLCs, so the 2010 map shows only five MLCs with different boundaries than in 2008 and 2009.
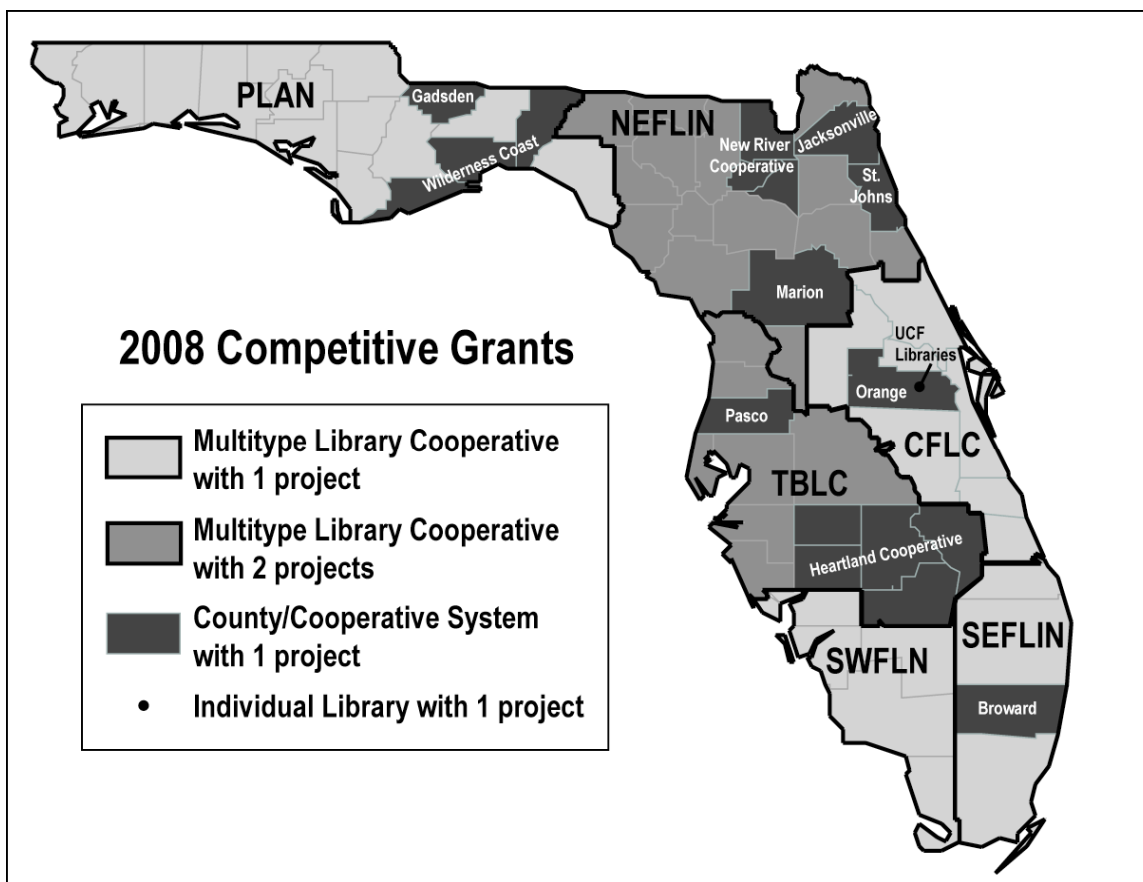
Figure 1. Map of Competitive Grants Awarded in 2008

The map in Figure 1 shows that in 2008, each of the six MLCs had at least one project. Four MLCs had one project in 2008: Panhandle Library Access Network (PLAN), Central Florida Library Cooperative (CFLC), Southwest Florida Library Network (SWFLN), and Southeast Florida Library Information Network (SEFLIN). Two MLCs had two projects in 2008: Northeast Florida Library Information Network (NEFLIN) and Tampa Bay Library Consortium (TBLC). Eleven other competitive grants were awarded in 2008. There were three competitive grants awarded to multicounty cooperative systems: Wilderness Coast Public Libraries, New River Public Library Cooperative, and Heartland Library Cooperative. The remaining eight competitive grants in 2008 were awarded to county and individual libraries: Gadsden County Public Library System, Jacksonville Public Library, St. Johns County Public Library, Marion County Public Library System, Pasco County Public Library Cooperative, Orange County Library System, University of Central Florida Libraries, and Broward County Division of Libraries.
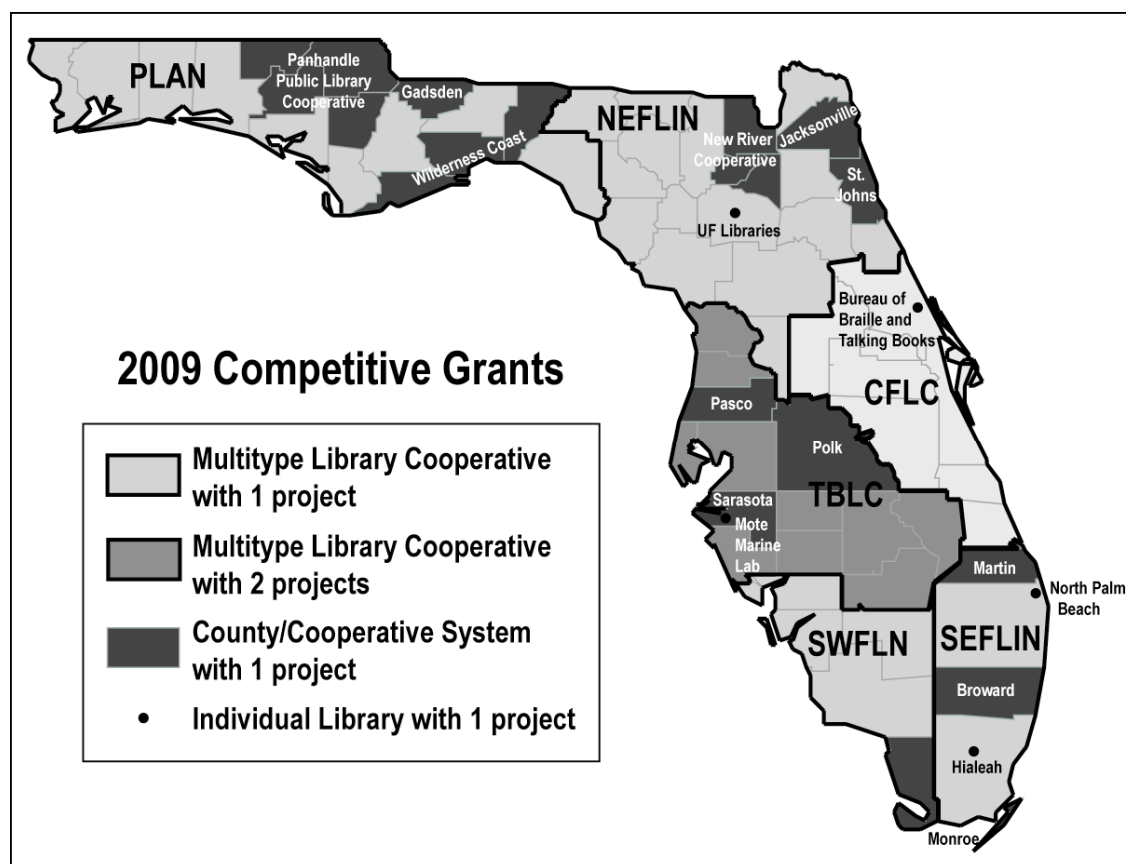
Figure 2. Map of Competitive Grants Awarded in 2009

The map in Figure 2 shows that in 2009, five of the six MLCs had at least one project. Four MLCs had one project in 2008: PLAN, NEFLIN, SWFLN, and SEFLIN. One MLC had two projects in 2009: TBLC. In addition to the competitive grants awarded to Florida's MLCs, 17 other competitive grants were awarded in 2009. There were three competitive grants awarded to multicounty cooperative systems: Panhandle Public Library Cooperative, Wilderness Coast Public Libraries, and New River Public Library Cooperative. The remaining 14 competitive grants in 2009 were awarded to county and individual libraries: Gadsden County Public Library System, Jacksonville Public Library, St. Johns County Public Library, University of Florida Libraries, Bureau of Braille and Talking Book Library Services, Pasco County Public Library Cooperative, Polk County Library Cooperative, Sarasota County Library System, Mote Marine Laboratory, Arthur Vining Davis Library, Martin County Library System, North Palm Beach Public Library, Broward County Division of Libraries, Hialeah Public Libraries, and Monroe County Public Library System.
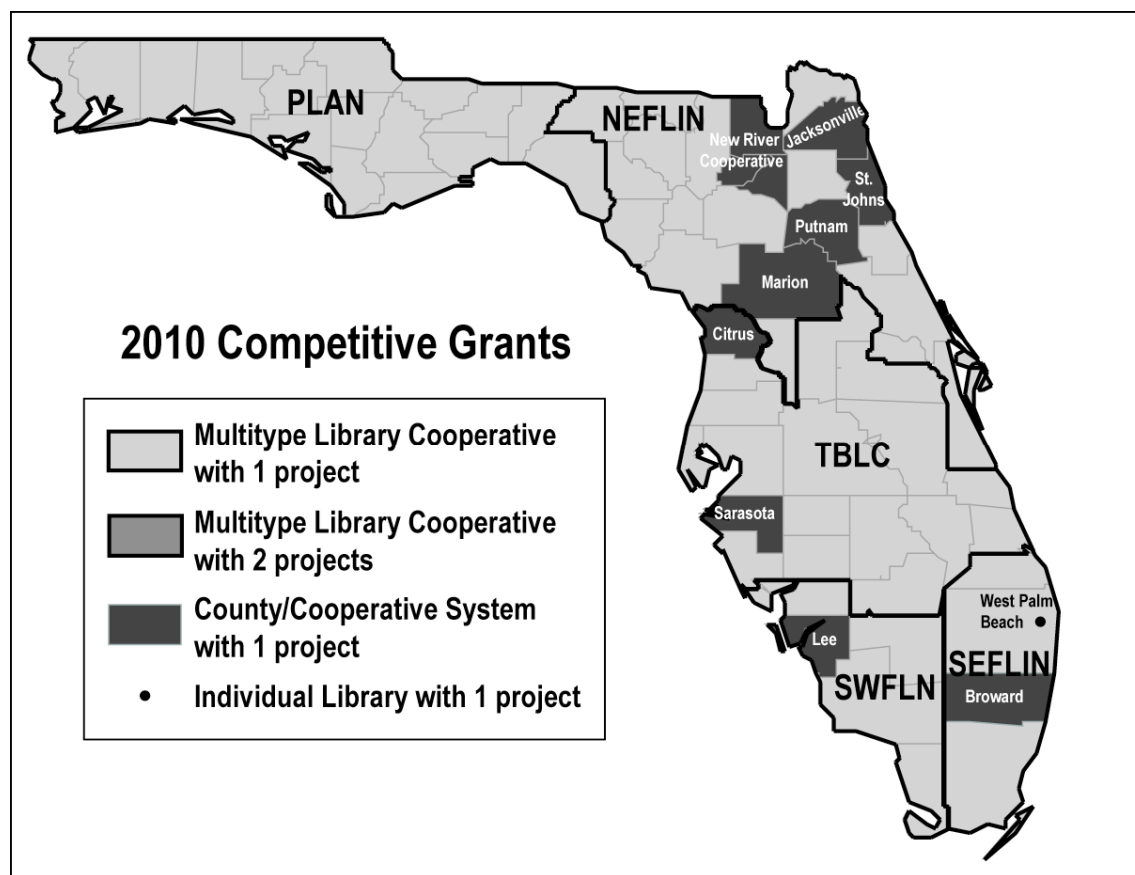
Figure 3. Map of Competitive Grants Awarded in 2010

The map in Figure 3 shows that in 2010, all five MLCs had a project. In addition to the competitive grants awarded to Florida's MLCs, 10 other competitive grants were awarded in 2010. There was one competitive grant awarded to a multicounty cooperative system: New River Public Library Cooperative. The remaining nine competitive grants in 2010 were awarded to county and individual libraries: Jacksonville Public Library, St. Johns County Public Library, Putnam County Library System, Marion County Public Library System, Citrus County Library System, Sarasota County Library System, Lee County Library System, West Palm Beach Public Library, and Broward County Division of Libraries.

Interviews and Focus Groups with Division Staff

Where it was possible and appropriate, Division staff members were interviewed in focus groups. The purpose of this was to minimize disruption in Division operations caused by the time staff spent in interviews and the number of total interviews required. Interviewees included only Division staff at this time, but interviewees did include the Director, consultants, and support staff, in order to obtain a well-balanced view of the Division's environment.

The interviews and focus groups applied to both the IMLS retrospective and process questions and the environmental scan, meaning that three sets of questions were required (the questions are available in the *Attachment 5: Research Instruments*). Group A questions related to the IMLS process questions, Group B questions related to the IMLS retrospective questions, and Group C

questions related to the environmental scan. Rather than interview some people two or three times, the evaluators made every effort to arrange groups of interviewees so that people who were needed for multiple groups of questions were interviewed together.

Interviews were set up with Division staff in six groups: Division managers; LSTA process managers; three groups of Division staff members from Library Development, the State Library and Archives, and Information Technology; and Library Development support staff. Names and contact information for interviewees are in "Attachment Two."

See Table 2 for questions asked of each group. The questions are provided in full in "Attachment 5: Research Instruments."

Interview Group	Interview Questions								
	A.1	B.1	B.2	B.3	C.1	C.2	C.3	C.4	C.5
Division Managers	X	X				X	X	X	X
LSTA Process Managers	X		X		X		X	X	X
Consultants, State Library and Archives Staff, IT staff (3 groups)			X	X	X	X	X	X	X
Library Development Support Staff					X	X			X

Table 2. Matrix of Interview Questions Used for Each Group of Interviewees

Interviews were recorded for reference, but not transcribed. Instead, interviewers took detailed notes during the interviews, and listened to the recordings while reviewing their notes to add details missed in the notes. These were analyzed using thematic content analysis (see "Qualitative Analysis Coding Attachment" for more detail on thematic coding).

Literature Review of Current Environment in Florida

The literature review was used to investigate the environment in which the Division and Florida libraries operate and focused primarily on state population, economic, and political trends, but also included Division and library trends. The literature review included newspaper and journal articles as well as U.S. Census data (using 2007 population estimates and 2010 decennial data). To compile the environmental scan, information gathered from the literature review was collated with data gleaned from Division staff.

Strengths and Weaknesses of the Research Design

This evaluation project employed a multi-method design, including document review, interviews and focus groups, and a literature review. Methods were selected for their applicability to the evaluation questions being addressed as well as the feasibility of conducting these methods during the brief evaluation period. Individually, each of these methods has both strengths and weaknesses, for example, a document review of project files can provide data about *which*

decisions were made but not *why* such decisions were made. However, interviews can provide such information. This ability to triangulate data from the multiple methods is a primary strength of this multi-method design.

The primary weakness of this research design is that individual stakeholders were not included in the process for this portion of the evaluation. However, the Division plans to include them in the remaining portion of the five-year evaluation.

Data Sources

Six sets of data sources were consulted for this portion of the evaluation. The document review relied on two sources: files of LSTA-funded projects for 2008-2010 and files of unfunded proposals for 2008-2010. The interviews relied on Division staff as the source of data. The literature review relied on three main sources: library and information services journals, Florida newspapers, and U.S. Census data.

Individuals Interviewed

The following employees of DLIS were interviewed during this study.

Jill Canono	Cynthia Chapman	Gerard Clark
Marian Deeney	Debra Flemming	Loretta Flowers
Mark Flynn	Dorothy "Dolly" Frank	Connie Garrett
Sena Heiman	Melissa Hooke	Amy Johnson
Faye Lewis	Dan Lohtka	Cathy Moloney
Lisa Monda	Sandy Newell	Jody Norman
Linda Pulliam	Stephanie Race	Judi Ring
Patricia Romig	Jessica Shiver	Pamela Thomson

Validity and Reliability of the Evidence

Validity and reliability refer to the questions of whether information is accurate (validity) and consistent over time (reliability). By using the primary source of project data files, it is reasonable to assume the document review provides valid results. The same can be said of the interviews; in this case, Division staff members are the primary source of data, and they have no reason to provide inaccurate information to the evaluators. The literature review included materials that include their own checks of validity and reliability. Journals and newspapers take pains to include only accurate and consistent information, and the U.S. Census also tests its data for validity and reliability.

Ethical Considerations

All research carries inherent ethical considerations. The evaluators made every effort to remain unbiased in reviewing data and reporting results. Also, interviews did not seek personal information, or information that potentially could harm a person's employment status. To the extent possible (given the parameters of the evaluation reporting process), the evaluators maintained confidentiality for both project files and interviewees. Although all interviewees are

named in this report, findings from the interviews are reported in the aggregate and individuals' responses are not linked directly to them. The same is true of project files; all document review data is reported in the aggregate and identifying information is not linked to individual projects.

Evaluation Findings

Evaluation findings are organized by the IMLS retrospective and process questions they answer. The questions are listed in the "Study Background" section of this report and referred to here by number.

Retrospective Questions

Relationship of Project Activities to IMLS Priorities (Question 1)

IMLS priorities as published in the Library Services and Technology Act are:

1. Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;

2. Developing library services that provide all users access to information through local, state, regional, national and international electronic networks;

3. Providing electronic and other linkages among and between all types of libraries;

4. Developing public and private partnerships with other agencies and community-based organizations;

5. Targeting 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; and,

6. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.[1]

Analysis of project files included assessment of whether or not each project addressed each of the six priorities outlined in the Library Services and Technology Act. Figure 5 shows the percent of all 2008-2010 LSTA-funded projects in Florida that did address each of the priorities in the Act. Overall, yes, the LSTA-funded activities undertaken through Florida's Plan did achieve results related to priorities in the Act.

However, some priorities were addressed by more projects than other priorities. Priorities 1 and 2 had the most projects related to them (76% and 69%, respectively), followed by Priority 5 (63%) and Priority 3 (61%). The two priorities to which the least number of projects related were Priorities 6 (45%) and 4 (35%).

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[1] *Grants to States.* 20 *U.S.Code* § 9141.

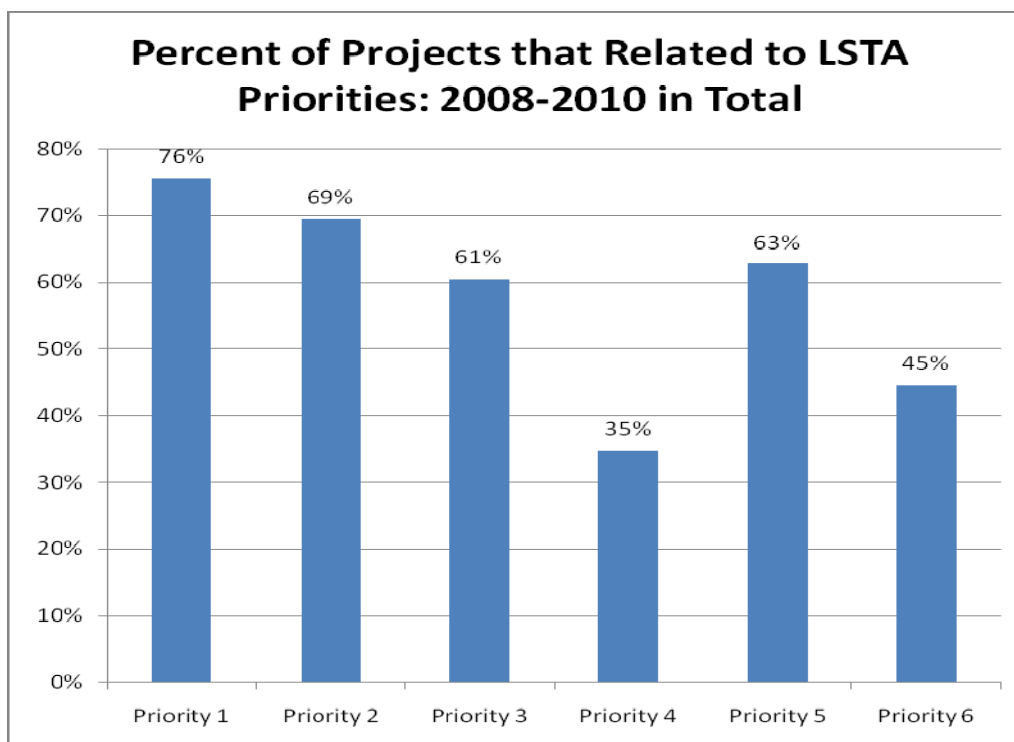## Percent of Projects that Related to LSTA Priorities: 2008-2010 in Total

Figure 4. Bar Chart of the Percent of 2008-2010 LSTA-Funded Projects that Related to Each Priority in the Act

Except for Priorities 1 and 2, there is growth in the percent of projects relating to Act priorities from 2008-2010 (See Figure 6). The percentage of projects relating to Priority 1 fell from 83% in 2008 to 71% in 2010 and the percentage of projects relating to Priority 2 fell from 74% in 2008 to 71% in 2010. However, the percentage of projects relating to the four other priorities increased from 2008-2010: from 51% to 71% for Priority 3; 29% to 39% for Priority 4; 60% to 68% for Priority 5; and 40% to 56% for Priority 6.
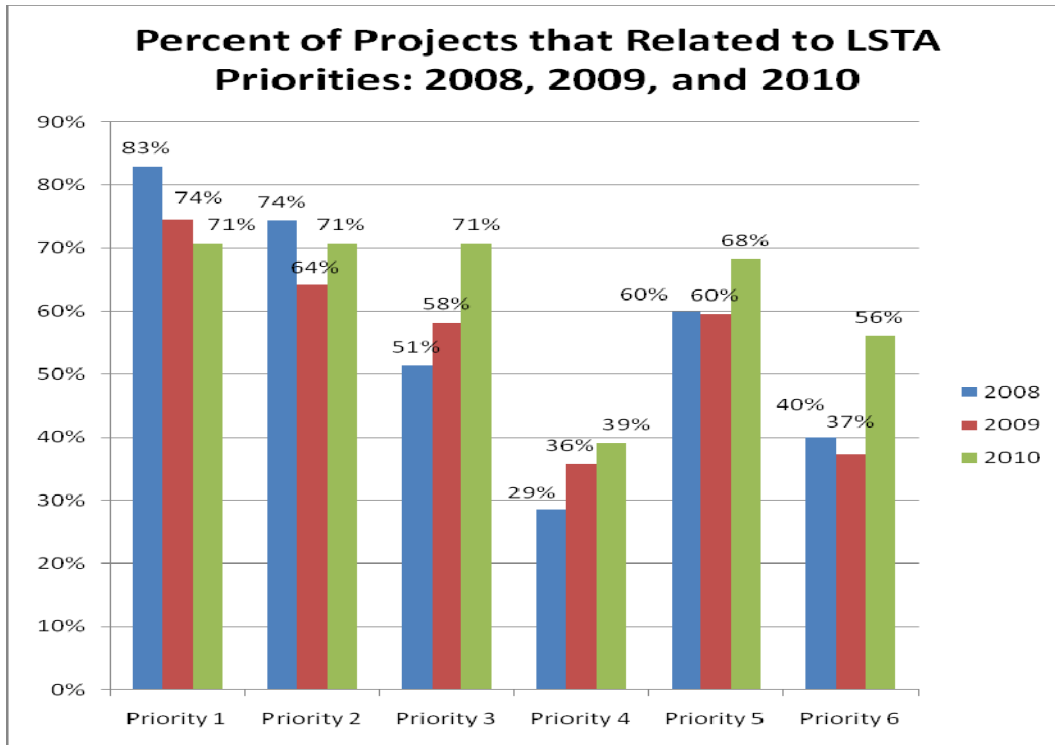
Figure 5. Bar Chart of a Comparison of the Percent of 2008, 2009 and 2010 LSTA-Funded Projects that Related to Each Priority in the Act

Despite the fact that some priorities were addressed less frequently than others, the projects funded by the Division related to Act priorities more than the unfunded proposals would have. Figure 6 shows the percent of 2008-2010 unfunded proposals that related to each of the six Act priorities. While 64% of proposals related to Priority 2, 61% related to Priority 1, and 45% related to Priority 6, the other three priorities were addressed in only a handful of unfunded proposals. Only 23% of proposals related to Priority 4, 16% related to Priority 5, and 6% related to Priority 3.

Also, except for Priority 6, each of these percentages is lower than the percentage of 2008-2010 funded projects that related to Act priorities: 61% of unfunded projects related to Priority 1 vs. 76% of funded projects; 64% of unfunded projects related to Priority 2 vs. 69% of funded projects; 6% of unfunded projects related to Priority 3 vs. 61% of funded projects; 23% of unfunded projects related to Priority 4 vs. 35% of funded projects; and 16% of unfunded projects related to Priority 5 vs. 63% of funded projects. The same percentage of unfunded and funded projects related to Priority 6: 45%. These findings indicate that the Division chose to fund projects that better related to Act priorities.

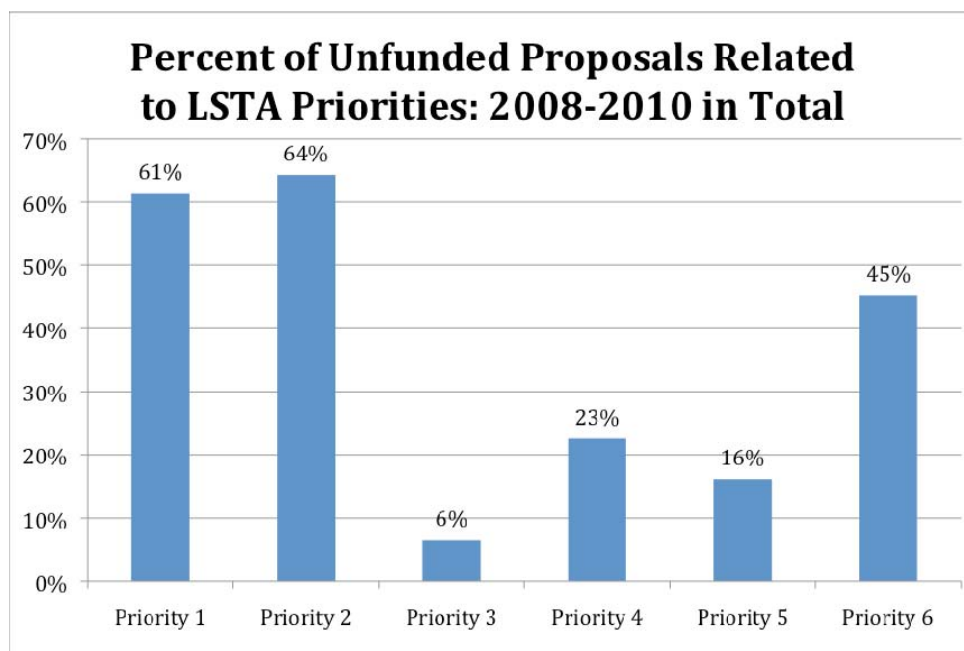**Percent of Unfunded Proposals Related to LSTA Priorities: 2008-2010 in Total**

Figure 6. Bar Chart of the Percent of 2008-2010 Unfunded Projects that Related to Each Priority in the Act

Figures 7-10 below show that unfunded proposals related better to the Florida Plan[2] goals and outcomes below than to Act priorities.

Florida Goal 1: Services

Floridians receive information and innovative and responsive library services that meet their diverse geographic, cultural and socioeconomic needs.

Outcome 1. Florida residents are served by libraries that possess enhanced and visionary leadership and understand the diverse cultures, socioeconomic background and education levels in local communities.

Outcome 2. Florida residents have access to information and educational resources and services of the Florida Electronic Library.

Outcome 3. Florida residents benefit from electronic linkages and public and private partnerships that enhance and increase information services.

Outcome 4. Florida residents have enhanced access to information and services of all types of libraries.

Outcome 5. Children, teens and their caregivers have library programs and services that are age and developmentally appropriate.

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[2] *Lead…Develop…Innovate…State Library and Archives of Florida 2008-2012 Strategic Plan, September 2007 Revised April 2009.* (2009), Florida Department of State, Division of Library and Information Services.

Outcome 6. Florida residents have programs that promote reading and related skills appropriate for an increasingly multicultural environment.

Outcome 7. Florida libraries have support for ongoing development and excellence to serve Florida's diverse populations.

Florida Goal 2: Innovation and Collaboration

Floridians need viable libraries and archives with services and facilities that adapt to meet user needs and that reflect collaboration and innovation.

Outcome 1. Libraries will provide improved services through resource sharing and advanced technology made possible through Division modeling and encouragement.

Outcome 2. Libraries will benefit from strategic relationships and partnerships established by the Division

Outcome 3. Libraries will provide all users access to information through electronic networks.

Three-quarters of the unfunded proposals related to Florida Plan Goal 2 and 84% related to Goal 1. As with the funded projects discussed above, the unfunded proposals related to some outcomes better than others. While 81% related to Goal 1, Outcome 1, 72% related to Goal 1, Outcome 7, and 59% related to Goal 2, Outcome 1, fewer than 50% of projects related to the other outcomes. The fact that these projects went unfunded may indicate that the Division focused on projects that met Act priorities better than the Division's goals and outcomes, but there may be other reasons these projects went unfunded, such as poorly written applications and poorly defined project activities and goals.
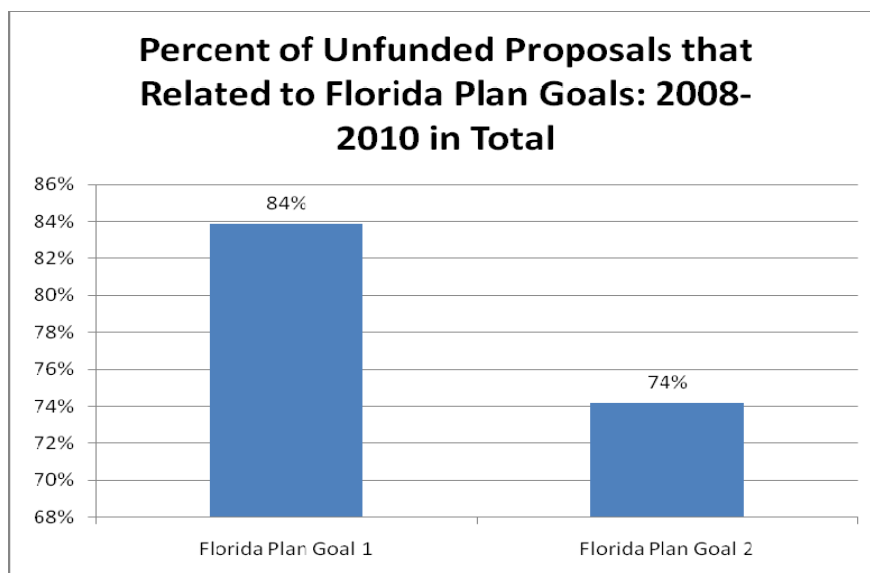

Figure 7. Bar Chart of the Percent of 2008-2010 Unfunded Projects that Related to Florida Plan Goals
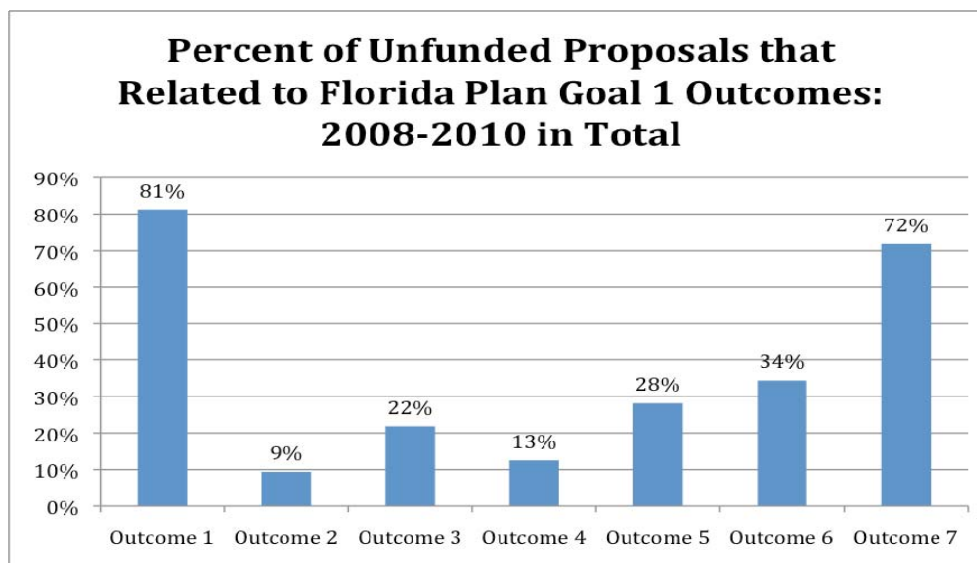
Figure 8. Bar Chart of the Percent of 2008-2010 Unfunded Projects that Related to Florida Plan Goal 1 Outcomes
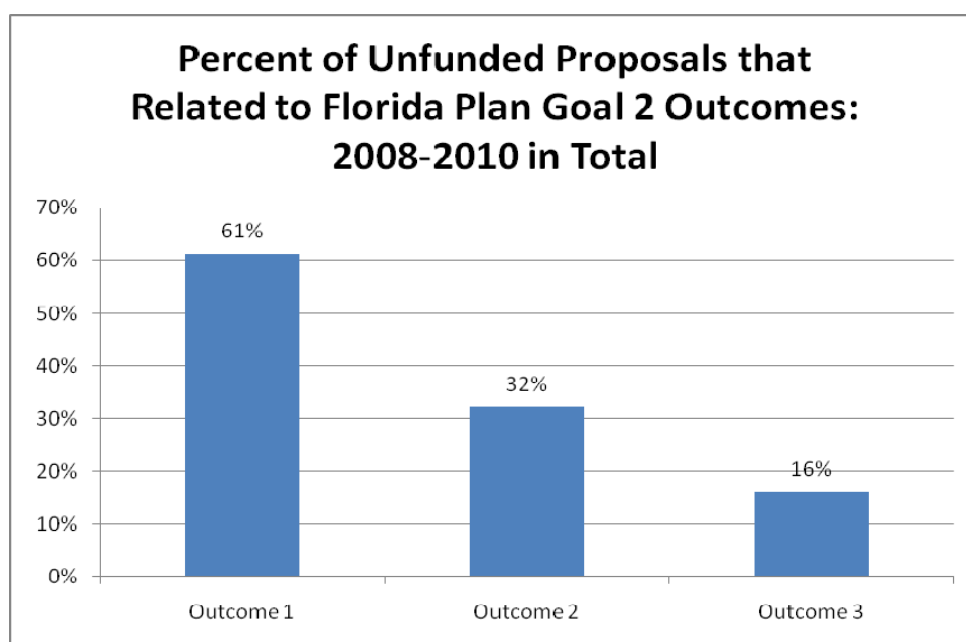

Figure 9. Bar Chart of the Percent of 2008-2010 Unfunded Projects that Related to Florida Plan Goal 2 Outcomes

To what extent were these results due to choices made in the selection of strategies? (Question 2)

Nearly all LSTA-funded projects for 2008-2010 related to the two goals of Florida's Plan. Figure 11 shows that overall, 92% of projects related to Goal 1 and 81% related to Goal 2. Although the vast majority of projects related to the overall goals, not as many projects related to the 10 outcomes in the Plan (seven for Goal 1 and three for Goal 2). Figures 12 and 13 show that the three outcomes to which the most projects related were Goal 1, Outcome 7 (72%), Goal 1,

Outcome 1 (57%), and Goal 2, Outcome 1 (71%). Fewer than 50% of projects related to each of the other seven outcomes: 39% for Goal 1, Outcome 2; 44% for Goal 1, Outcome 3; 13% for Goal 1, Outcome 4; 24% for Goal 1, Outcome 5; 19% for Goal 1, Outcome 6; 33% for Goal 2, Outcome 2; and 27% for Goal 2, Outcome 3. These findings indicate that the success of projects in meeting Act priorities may relate to the selection of goals in the Florida Plan, but the link to Plan outcomes is not particularly evident.
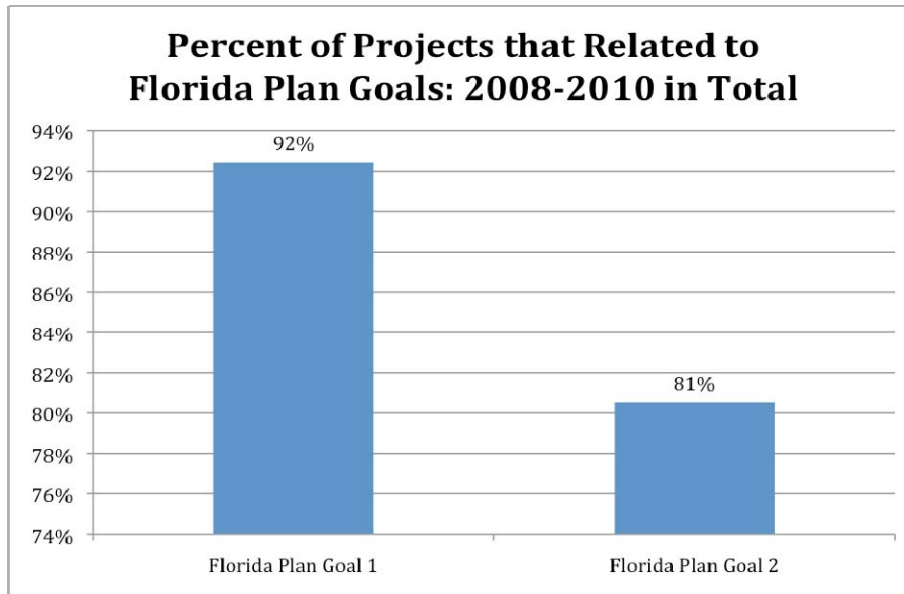

Figure 10. Bar Chart of the Percent of 2008-2010 LSTA-Funded Projects that Related to Florida Plan Goals
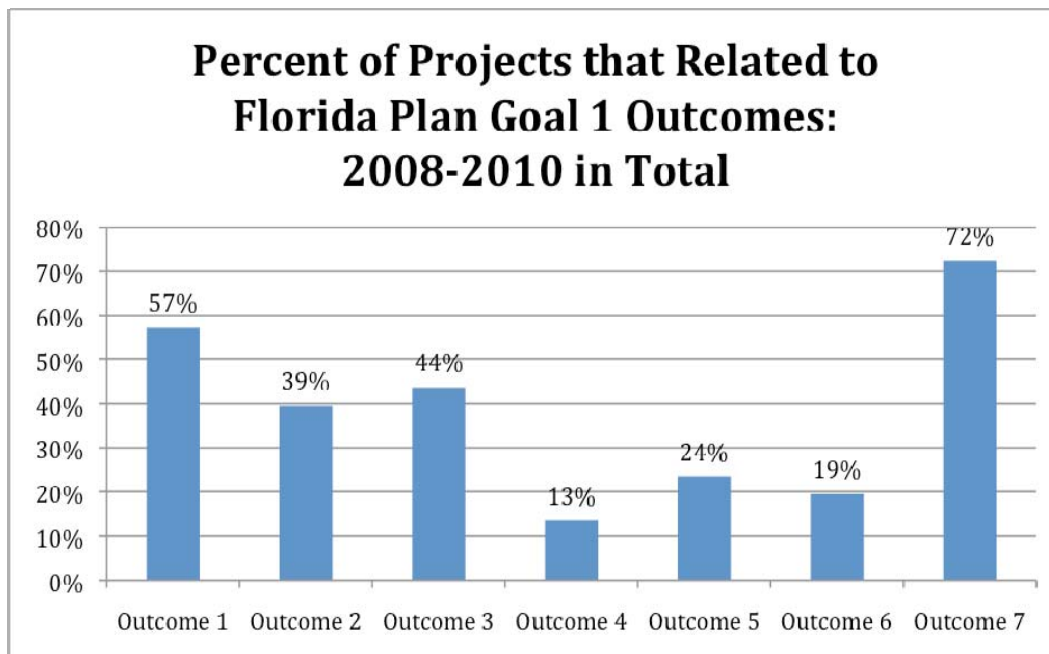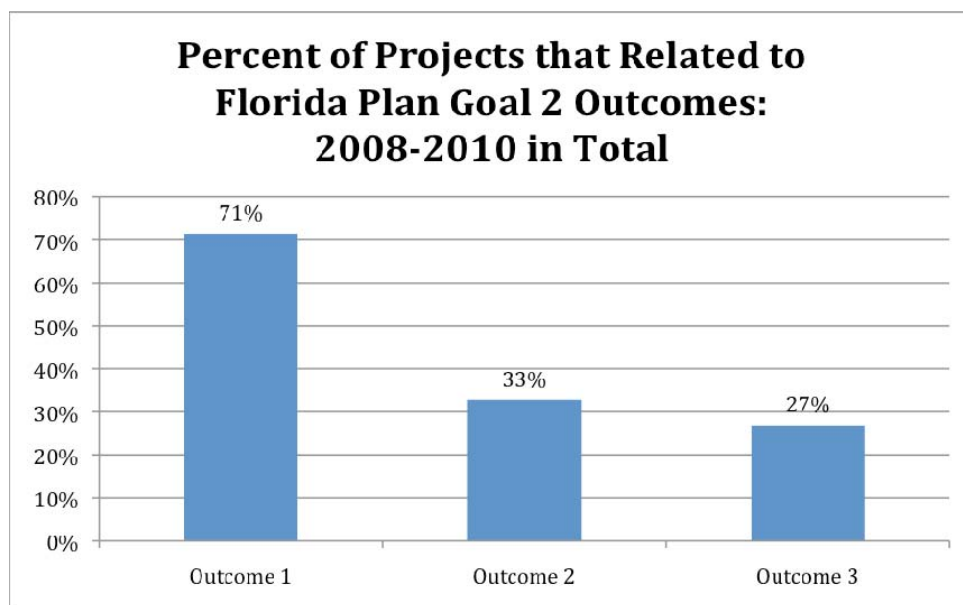

Figure 11. Bar Chart of the Percent of 2008-2010 LSTA-Funded Projects that Related to Florida Plan Goal 1 Outcomes

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Figure 12. Bar Chart of the Percent of 2008-2010 LSTA-Funded Projects that Related to Florida Plan Goal 2 Outcomes

Relationship of Results to Subsequent Implementation (Question 3)

A comparison of the percent of LSTA-funded projects that met Act priorities and Florida Plan goals and outcomes in 2008, 2009, and 2010 indicates that the relationships between annual results and subsequent implementation may differ for Act priorities and Florida Plan goals and outcomes. Figure 6 (above) shows that the percent of projects that related to Act priorities increased from 2008-2010 for all priorities except Priorities 1 and 2, which showed decline.

Figures 14-16, however, show that the percent of projects that related to Florida Plan goals and outcomes in some cases increased and in others decreased from 2008 to 2010. Figure 11 shows that the percent of projects relating to Goal 1 increased from 89% in 2008 to 95% in 2010, but the percent of projects relating to Goal 2 ranged from 80% in 2008, up to 84% in 2009, and down to 78% in 2010. Even wider swings are present in Figures 12 and 13, which show the percent of projects relating to Goal 1 outcomes and Goal 2 outcomes, respectively.

The percent of projects relating to any specific outcome increased for Goal 1, Outcomes 2, 3, 5, 6, and 7 and Goal 2, Outcome 1. These increases were as follows: from 40% in 2008 to 44% in 2010 for Goal 1, Outcome 1; from 37% in 2008 to 44% in 2010 for Goal 1, Outcome 3; from 20% in 2008 to 27% in 2010 for Goal 1, Outcome 5; from 14% in 2008 to 28% in 2010 for Goal 1, Outcome 6; from 54% in 2008 to 83% in 2010 for Goal 1, Outcome 7 (representing the largest increase); and from 66% in 2008 to 73% in 2010 for Goal 2, Outcome 1. For the remaining five outcomes, the percent of projects relating to each decreased from 2008-2010, as follows: from 60% in 2008 to 51% in 2010 for Goal 1, Outcome 1; from 31% in 2008 to 7% in 2010 for Goal 1, Outcome 4; from 40% in 2008 to 24% in 2010 for Goal 2, Outcome 2; and from 40% in 2008 to 15% in 2010 for Goal 2, Outcome 3.
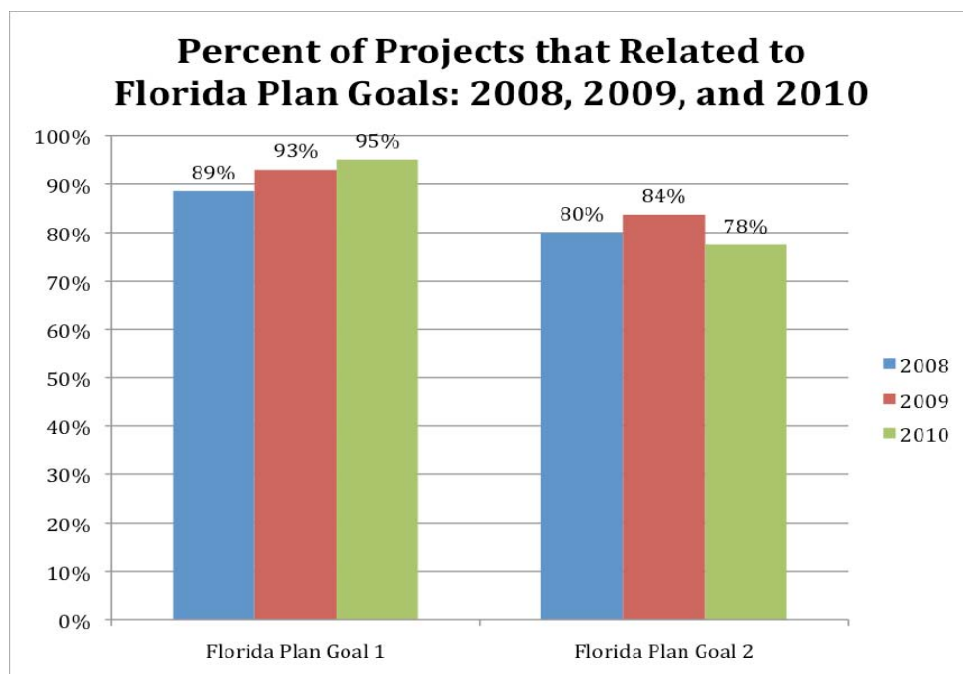
Figure 13. Comparison Bar Chart of the Percent of LSTA-Funded Projects that Related to Florida Plan Goals in 2008, 2009, and 2010
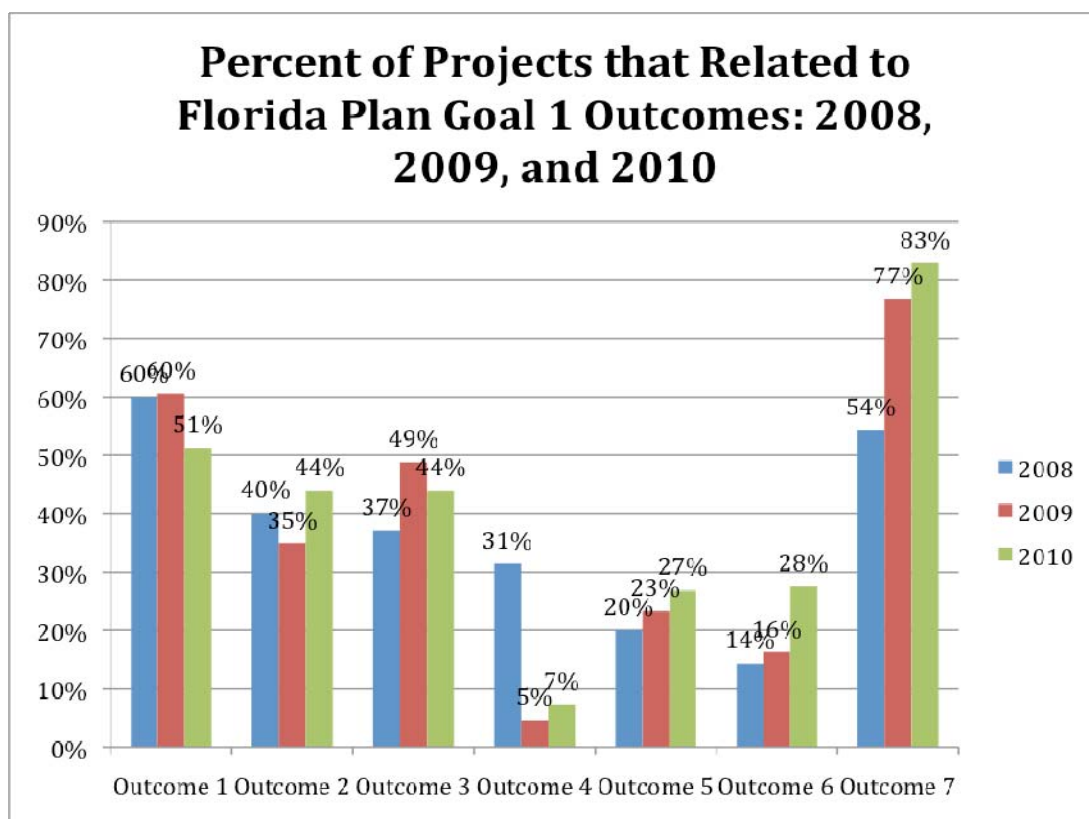

Figure 14. Comparison Bar Chart of the Percent of LSTA-Funded Projects that Related to Florida Plan Goal 1 Outcomes in 2008, 2009, and 2010
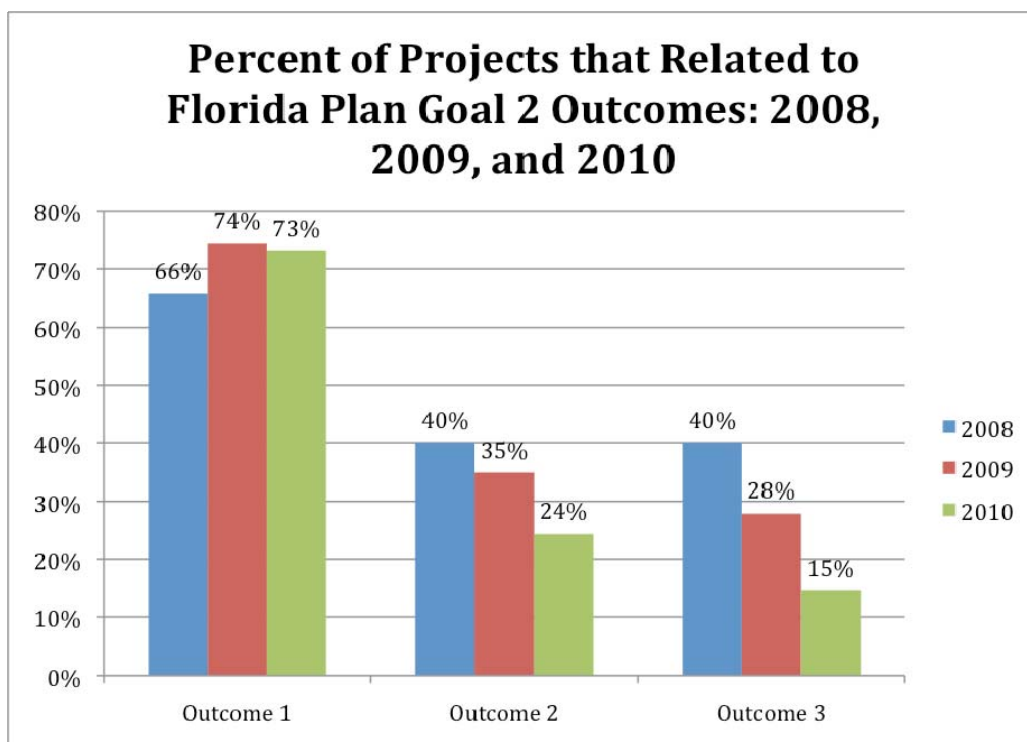
Figure 15. Comparison Bar Chart of the Percent of LSTA-Funded Projects that Related to
Florida Plan Goal 2 Outcomes in 2008, 2009, and 2010

Overall, there was an increase in the percent of projects relating to Florida Plan goals and
outcomes from 2008-2010, but there were also many instances where these percentages
decreased. This finding makes it difficult to say unequivocally that annual results had a strong
relationship to subsequent implementation. This finding is supported by findings from the
interviews with Division staff, who indicated that each year's projects did not have much effect
on subsequent year's funding decisions, except for projects that were continued into a second or
third year. Division staff noted that overall success of projects was used in subsequent years'
funding decisions, but they were not sure how much measures were looked at. Also, they said
that in some cases, these decisions depended on the project since some got funded regardless of
past performance. However, they did say that the decision to continue competitive grants is
based on performance data.

Benefit of Programs and Services to Targeted Groups and Individuals (Question 4)

It was not possible to simply evaluate the projects based on the number or percent of target
populations served because of the wide variety of approaches to reporting this statistic, including
sometimes failing to report it in LSTA project files. Rather, evaluators considered whether
projects had completed all activities and whether reported indicators of progress toward
outcomes were positive. Projects were rated in these categories with yes, partial, no, and unable
to determine (because no indicators were reported or indicators reported did not relate to the
outcomes). Ratings were applied only to completed projects, that is, projects from 2008 and
2009.

Figures 17-18 show that well over half of projects completed all project activities: 82.9% in 2008, 62.8% in 2009, and 71.8% in total. If total and partial completion of project activities is considered, nearly all projects were successful at completing project activities: 100% of projects in 2008, 95.4% in 2009, and 97.4% in total. Fewer projects were discernibly successful based on the category of whether indicators of progress toward outcomes were positive: 71.4% were totally or partially successful on this indicator in 2008; 69.7% in 2009; and 70.5% in total. Some of this disparity is explained by the fact that evaluators were unable to determine this indicator for 17.9% of projects in 2008-2009.
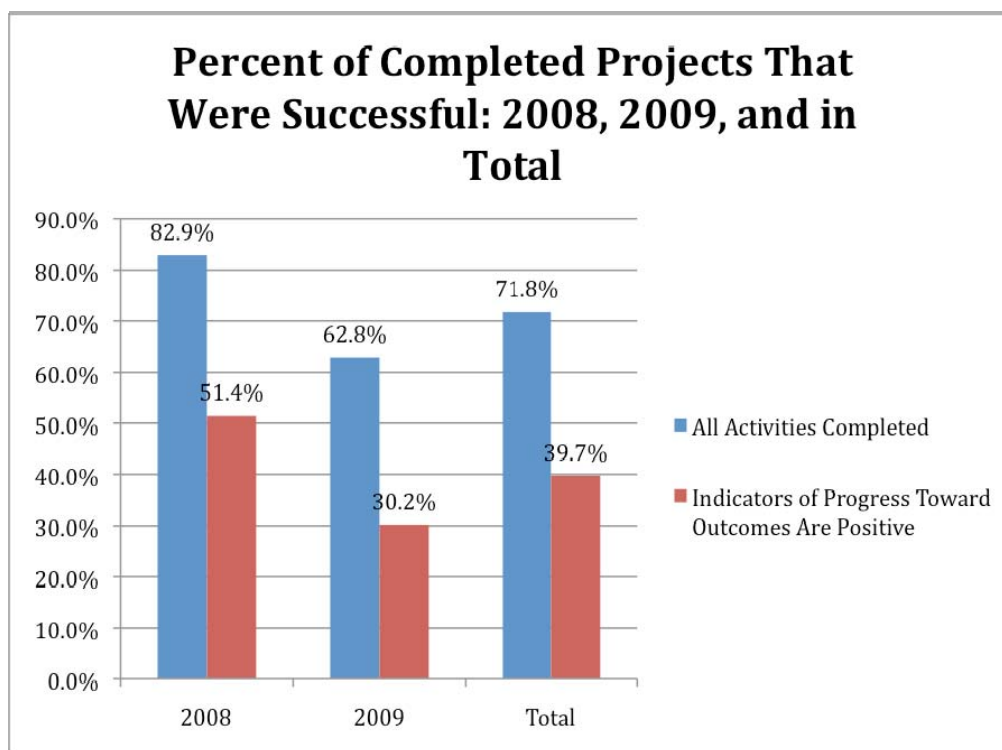

Figure 16. Comparison Bar Chart of the Percent of LSTA-Funded Projects that Were Successful at Completing Activities and Making Progress toward Outcomes in 2008, 2009, and In Total
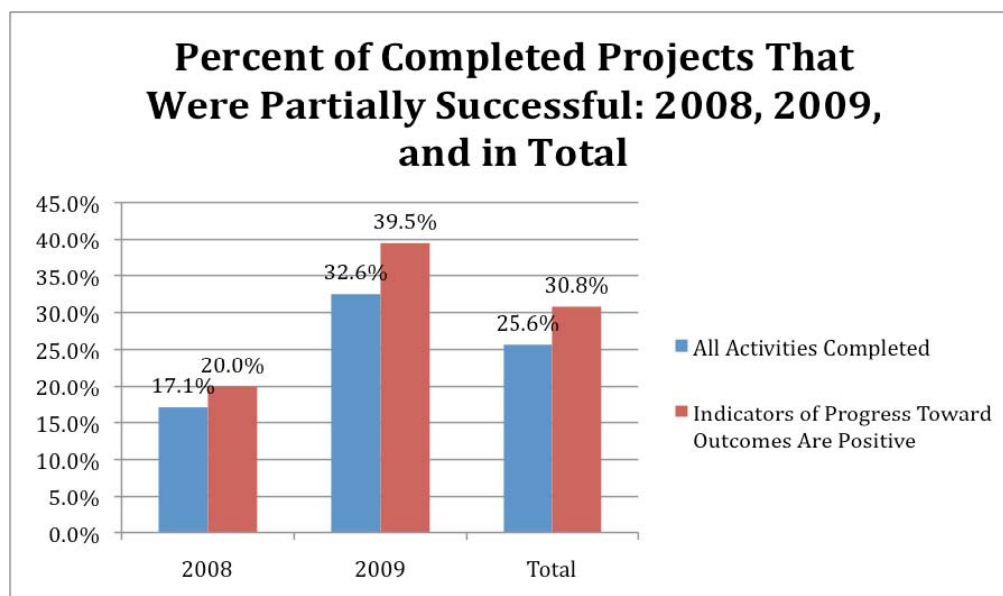
Figure 17. Comparison Bar Chart of the Percent of LSTA-Funded Projects that Were Partially Successful at Completing Activities and Making Progress toward Outcomes in 2008, 2009, and In Total

Process Questions

Modifications to the Florida LSTA Program Five-Year Plan (Questions 1 and 2)

Lead…Develop…Innovate, the Florida LSTA Program five-year plan for 2008-20012 was modified in April 2009 as a result of a document[3] developed by a consultant and the Florida Library Network Council (FLNC). The Council is an advisory body to the Division and advises the Florida Electronic Library (FEL) service, activities of which were revised in the plan. FEL began in 2001 and has been funded as an LSTA project since then.

In 2009 FEL included five programs:

1. A web portal for user access to the content and services of FEL.

2. Licensed commercial databases made available statewide.

3. Statewide resource sharing, including a virtual union catalog of Florida library holdings and statewide interlibrary loan delivery.

4. A statewide program of virtual reference service with online research assistance for the public provided by library staff members around the state.

5. Access to digital, locally-produced electronic content in databases maintained by state and local government agencies and non-profit organizations.

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[3] *Strategic Goals for the Florida Electronic Library (FEL),* RMG Consultants, Inc. (Chicago: RMG Central Office, 2008).

Modifications to the LSTA plan included additions and deletions to activities under Goal 1, Outcome 2. The Goal and Outcome 2 remained the same and are:

> Goal 1 – Floridians receive information and innovative and responsive library services that meet their diverse geographic, cultural, and socioeconomic needs.

> Outcome 2 – Florida residents have access to information and educational resources and services of the Florida Electronic Library.

Three new activities were added and one activity was deleted, as follows:

> New Activity C – The Florida Electronic Library will use its Web presence to provide opportunities for development of online and virtual communities that foster and promote discussion and exchange of information and ideas, and that allow users to create and share information.

> New Activity H – Create a standing Strategic Technology Planning Team responsible for understanding technology needs and opportunities, long-range planning, and establishing goals and priorities.

> New Activity M – Provide or coordinate Web design and development and training for libraries.

> Deleted Activity F – Implement data collection strategies and appoint data collection managers for each component and development phase of the Florida Electronic Library.

These additions did not replace existing C, H, and M activities so the order and identifying letters of some of the remaining activities also changed.

According to the FEL service manager, two main contributing factors were the impetus for this plan change. First, the FEL service had, by his report, achieved a significant portion of activities specific to FEL in the original plan. Second, new technologies and uses of technologies in a rapidly changing culture were occurring. These statements are supported by the 2008 FLNC document that assessed the status of FEL implementation and reported that "content and infrastructure are in place and continue to be developed and enhanced, but changes in technology and culture have created constituencies and audiences that traditional channel and service models may not be adequate or appropriate to reach…"[4]

FLNC and its consultant used FEL project data, including indicators of progress towards Outcome 2 of the LSTA plan, in the development of goals, objectives, and activities for the service, according to the FEL manager and Division Director. They also used the consultant's expert advice and a review of output measures, including statistics on use, in their discussions, according to the Strategic Goals document. The above LSTA five-year plan revisions were based on the FLNC goals and objectives and were, therefore, informed by outcome-based data.

The Division and FLNC used 2008 and earlier performance metrics to evaluate progress towards FEL outcomes. The 2008 outcomes and indicators of progress were:

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[4] Ibid., 2.

1. Florida libraries provide improved service – progress indicated because four additional commercial databases were added to FEL. Additional databases have been added each year since the service began.

2. The public uses technology to get information including answers to their reference questions, information on how to use other library services and products – indicated not only by usage levels of the statewide reference service, Ask A Librarian, but also because 93% of people shown resources thought they would be able to use them on their own later and 69% felt they would be more comfortable using Web-based resources in future.

3. Florida residents actively use statewide licensed databases for informational needs – indicated by 16.7 million full text downloads and 19.1 million searches using FEL.

4. Florida residents can search a satisfactory selection of online resources – indicated by FEL's 37 licensed commercial databases, 13 titles from the Gale Virtual Reference Library, and the addition of four new databases.

5. Florida residents use the virtual library portal to retrieve information from multiple sources with a single search engine – indicated by the availability of a single search engine for searches of FEL program resources.

6. Florida residents can access and search the contents of most Florida libraries for informational needs using a consistent user interface – indicated by availability of holdings of 298 Florida libraries.

7. Florida residents access digital or electronic local content though the Florida on Florida service – indicated by 240,105 digital records available and 1.8 million website visits.

Other performance metrics from 2008 used in making the decision to revise the LSTA Program five-year plan were output measures and progress on planned activities such as these data:

1. Two Florida digital collections added to FEL along with four new commercial databases.

2. Nine additional participating libraries added to the Ask a Librarian reference service.

3. Training was provided to 443 library staff members in 78 sessions.

4. Five-day-a-week materials delivery service was available to move materials around the state at user request.

5. Four of six MLCs serving libraries assist all their members in paying the costs of statewide delivery service.

6. Planned software improvements for the Web portal were completed.

7. Usage statistics from the past five years.

Use of Performance Metrics to Guide Policy and Managerial Decisions (Question 3)

A discussion of how the Division uses performance metrics to make decisions about policy and management of the Florida LSTA Program must include an introduction to how these funds are allocated in the state. Two types of projects can be identified: those that support statewide services and activities and are awarded to administrative components of the Division, and those that are awarded to libraries of various types. The former are referred to by staff members as Division projects and the latter as competitive or field projects, although in fact Division grants

are competitive, too, since an application must go through the same review process as the competitive/field projects. This information is important because use of performance metrics is different between the two types of projects.

In general, however, document review of project files and interviews with Division staff revealed to the investigators a minimal to moderate level of use of project performance metrics. Of the comments recorded from interviews, two indicate use of metrics for decision making and policy setting. Fewer than half of the comments indicate metrics are used for project funding decisions and many of them referred to project-specific decision making rather than overall program policy and management.

Reported use of metrics resulting from Division projects include:

1. Compiled statistics in the agency's annual report to IMLS. Some interviewees indicated that the emphasis in this report is on presentation, not project metrics or outcomes.

2. Requests for changes to MLC projects made by the LSTA Advisory Council.

3. Decisions about funding allocations for Division projects, although some interviewees said some projects are funded each year regardless of past performance. Others said allocations are made based on whether a project is core to the Division's mission rather than on performance.

4. The decision on how much to allocate each year to Division versus competitive projects.

5. Decisions to change or modify the activities of Division projects, which are primarily made by the staff members applying for and carrying out the projects rather than management or the Grants Office.

From these interview results, it appears that funding decisions are the primary use of project metrics. There were no reports of using metrics for policy decisions, revision of rules related to the program, or developing reporting formats.

Although project results data is not a major basis for decision-making about the LSTA Program, other types of data are used. All components of the Division ask customers about satisfaction with services. Data from their responses are used for decisions about Division LSTA projects. Another source of performance measure data are the measures in the Division's Long-Range Program Plan, which are used to get a broader look at Division services that include those funded by LSTA.

Competitive project metrics from libraries, which are available in annual reports, appear to be used primarily by application reviewers when they are considering an application for a second year of funding. They are, by report, occasionally used for considering an application from the same library for a new and different project.

Decisions regarding the LSTA Program appear to be impacted by a variety of sources of information. Division staff members do not discuss use of project metrics in a way that leaves the impression of a data-driven organization except in the case of financial data. This kind of data is carefully monitored, analyzed, and reported and appears to be a dominant factor in decision-making. As an example, failure to provide financial information in project reports is

followed up until it is provided, but failure to provide project performance data is not consistently pursued.

Another significant factor in decision-making is the number of years that some Division managers and staff members have been working with LSTA grant projects. They carry around a lot of data in their heads, which, some of them say, is used regularly in decision-making. Institutional memory is an important factor in Division and LSTA Program management and more than a little of that memory is based on project metrics.

Challenges to Using Outcome-Based Data to Guide Policy and Managerial Decisions (Question 4)

Division staff interviewed discussed several important challenges to using outcome-based data to guide policy and managerial decisions. Many of these comments are supported by the results of investigators' data collection activities in project files for fiscal years 2008, 2009 and 2010.

The challenges begin with the current outcomes evaluation process and reporting methods. Three required outcome statements that can be used in proposals, definitions of the evaluation terms such as inputs, outputs, indicators, and outcomes, and a standard form for use in presenting an outcomes evaluation plan are published in a Division document providing guidance to LSTA grant applicants.[5] There is no requirement for reporting results related to inputs, outputs, indicators, and outcomes although a form for this purpose is available for use on a voluntary basis. The guidelines are in state rules (i.e., *Florida Administrative Code* 1B-2.011), and can only be changed by going through a lengthy and complex rule revision process. The last amendments to the application and reporting forms were made in 2001. According to interviewees, 10 years of experience with these instruments for collecting data have made it clear that the methods in place are not successful in providing appropriate and adequate metrics that can be used for LSTA Program decision-making. Standard outcomes statements used during this period are also questioned for their value in evaluating project success.

Interviewees also report, and file reviews confirm, it is difficult to get compliance with the existing rules regarding planning and reporting outcomes-based evaluation. This is true of both Division projects and competitive projects.

Some interviewees believe that the current approach to evaluating progress towards project outcomes is too focused on indicators of success that come from service usage counts and is not an effort to determine the difference a service made in the lives of its users. However, several of the Division projects in 2009 and 2010 include user surveys asking this question and such surveys are also used in some competitive projects. In the evaluators' view, a greater problem occurs when one tries to compare user survey data and other types of indicators to project outcomes. There is a disconnect between the two, often because evaluative data does not address a project's proposed outcomes but instead addresses something else altogether. Some applicants

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[5] *Library Services & Technology Act Grants Guidelines & Application* , Florida Department of State, Division of Library and Information Services, (Tallahassee, FL: Florida Department of State, Division of Library and Information Services, 2011).

develop their own outcomes in addition to the standard outcome statements from which they can select. Evaluators found that when this was done, outcomes evaluation was more successful.

Although the requirement to use metrics to assess outcomes is published in state rule, discussed in training sessions provided by the Division, and stressed in communication with grantees, compliance is inconsistent. This problem is exacerbated by the fact that there is no required method of presenting results in annual reports. A new online application and grantee reporting system is under development and will, it is hoped, help with this problem because the software will force responses to certain questions.

A related challenge for some continuing Division projects is that the same indicators of success are used every year and they are a count or percentage of something. In some of those projects, the percentages are not even a percentage of increase, so not only does the indicator not provide information about the outcome, but it also does not compare this year's results to previous years.

Some interviewees reported that accessing data from other than the current year is difficult because project files are stored in boxes in an inconvenient location. An electronic database with selected data transcribed from applications and annual reports is available. Whether it is used by staff members outside the Grants Office, which is responsible for administering the day-to-day functions of the Florida LSTA Program, is not known to the investigators. In any case, the information in the database is a secondary source, not the primary source of the original documents. Again, the new application and reporting software should help with this issue.

An overarching challenge, which, in a sense overrides these administrative and compliance concerns, is that LSTA projects are for one year. The standard outcome statement options in the Florida LSTA Program cannot be evaluated in one year of a project. Longitudinal outcomes evaluation is needed but it is not done, not even for the Division projects where it is possible.

Environmental Scan

The Division of Library and Information Services functions in a complex environment. Not only is its staff responsible to the Florida Department of State, of which it is an administrative arm, but also to the Office of the Governor of Florida and the Florida Legislature; they are also responsible to the federal agency from which the Division receives funding for many of those functions, the Institute of Museum and Library Services. Additionally, and because many of its services are used by libraries across the state, the Division also is part of the Florida library community. As a component of the Division, the functions of the Library Services and Technology Act program take place in this same environment.

Because there are so many influencing factors on the LSTA Program environment, this report of environmental scan results is organized into five parts: 1) Federal government (IMLS) environment; 2) Florida's people; 3) Florida state government environment; 4) Division environment; and 5) Florida and its library community environment. A summary brings together the key environmental factors from each of the parts.

Federal Government (IMLS) Environment

The Institute of Museum and Library Services, which administers the national LSTA grant program, operates the program under federal regulations[6] that direct how states can receive and use these funds. A key part of the program is a maintenance of effort[7] (MOE) requirement that establishes a percentage of the grant amount that must be matched with state expenditures each year the state receives LSTA funds. Florida has used the annual legislative appropriation for the Divisions' State Aid to Public Libraries Program for that match, which has been cut from $33.2 million in 2001-02 to $21.2 million for 2011-12. When the State Aid appropriation is threatened, as it has been for several years in a row, the specter of loss of LSTA eligibility arises.

Loss of eligibility is not the only way the Division could experience loss of or change to this funding source. The Act must be reenacted periodically by the U.S. Congress and each time that happens, there is the possibility it could be eliminated. Changes to the Act also occur at reenactment, which was just completed in 2010, and, according to one interviewee, some positive changes for the Florida LSTA program resulted. At least one of them, which would

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[6] *Museum and Library Services, U.S. Code* 20 (2010); *Code of Federal Regulations*, Grants Regulations, title 45, sec. 1180; *Code of Federal Regulations*, Enforcement of Nondiscrimination on the Basis of Handicap in Programs or Activities Conducted by the Institute of Museum Services, title 45, sec. 1181; *Code of Federal Regulations*, Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, title 45, sec. 1183; *Code of Federal Regulations*, Government wide Debarment and Suspension (Nonprocurement) and Government Wide Requirements for Drug-Free Workplace (Grants), title 45, sec. 1185; Office of Management and Budget, *Grants and Cooperative Agreements with State and Local Governments* (Washington, DC, 1997); Office of Management and Budget, *Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals and Other Non-Profit Organizations* (Washington, DC, 1999); Office of Management and Budget, *Cost Principles for State, Local and Indian Tribal Governments* (Washington, DC, 2004); Office of Management and Budget, *Cost Principles for Non-Profit Organizations* (Washington, DC, 2004); Office of Management and Budget, *Cost Principles for Educational Institutions* (Washington, DC, 2004); Office of Management and Budget, *Audits of States, Local Governments and Non-Profit Organizations* (Washington, DC, 2003).

[7] *Payments; Federal share; and maintenance of effort requirements, U.S. Code* 20 (2010), § 9133.

bring more funding to Florida, will not occur until sufficient funds are appropriated by Congress. Funding for this federal fiscal year is $860,000 less than last year, which will impact the Division's services and opportunities for libraries to implement new services. A second change recognizes that LSTA funds can be used for projects that serve library employees, not just the people who use libraries, a recognition which will make the work of the Division's Bureau of Library Development, which is fully supported with LSTA funds, much clearer.

Another factor in the Act at the federal level is a requirement for a five-year LSTA plan,[8] which must be developed to the satisfaction of IMLS staff. This plan must be evaluated, as well, and for the five-year plan currently in place, the evaluation must be done by an outside evaluator. Costs for the evaluation are paid from the state's LSTA grant award from IMLS.

Several other factors that impact the Division's use of LSTA funds are in the Act, federal regulations, and other federal publications. No more than 4% of the total amount of funds received for a fiscal year may be used for administrative costs.[9] While this does not include the cost of evaluation, it does control the extent to which the Division can use funds to modify or expand administrative functions, including efforts to use electronic technology to improve efficiency and the accuracy of records. Use of LSTA funds is also controlled by federal Office of Management and Budget (OMB)[10] circulars that discuss allowable costs and time keeping for employees paid with grant funds.

The federal regulations include other financial and program management requirements to which the Division's LSTA Program must adhere. The environment for the program, as it relates to the U.S. Congress, IMLS, and other federal agencies is that of a dependent relationship wherein the Florida program cannot exist without the federal program, and its existence is shaped by the federal government and its agencies.

Florida's People

The people served by the Division and libraries in Florida continue to increase in their numbers, as shown in Figure 19, a map and statistics produced by the U.S. Census.[11] Just over 27% of the state's 67 counties increased in population by 25% or more, over 33% increased by 15-25%, 33% by 15-20%, 30% by 5-15%, and 7% by 0-5%. Only two counties decreased in population during the 10-year period.

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[8] *Payments; Federal share; and maintenance of effort requirements, U.S. Code* 20 (2010), § 9134.
[9] *Payments; Federal share; and maintenance of effort requirements, U.S. Code* 20 (2010), § 9132.
[10] *Cost Principles for State, Local and Indian Tribal Governments,* Office of Management and Budget, (Washington, DC, 2004); *Cost Principles for Non-Profit Organizations,* Office of Management and Budget, (Washington, DC, 2004); *Cost Principles for Educational Institutions,* Office of Management and Budget, (Washington, DC, 2004).
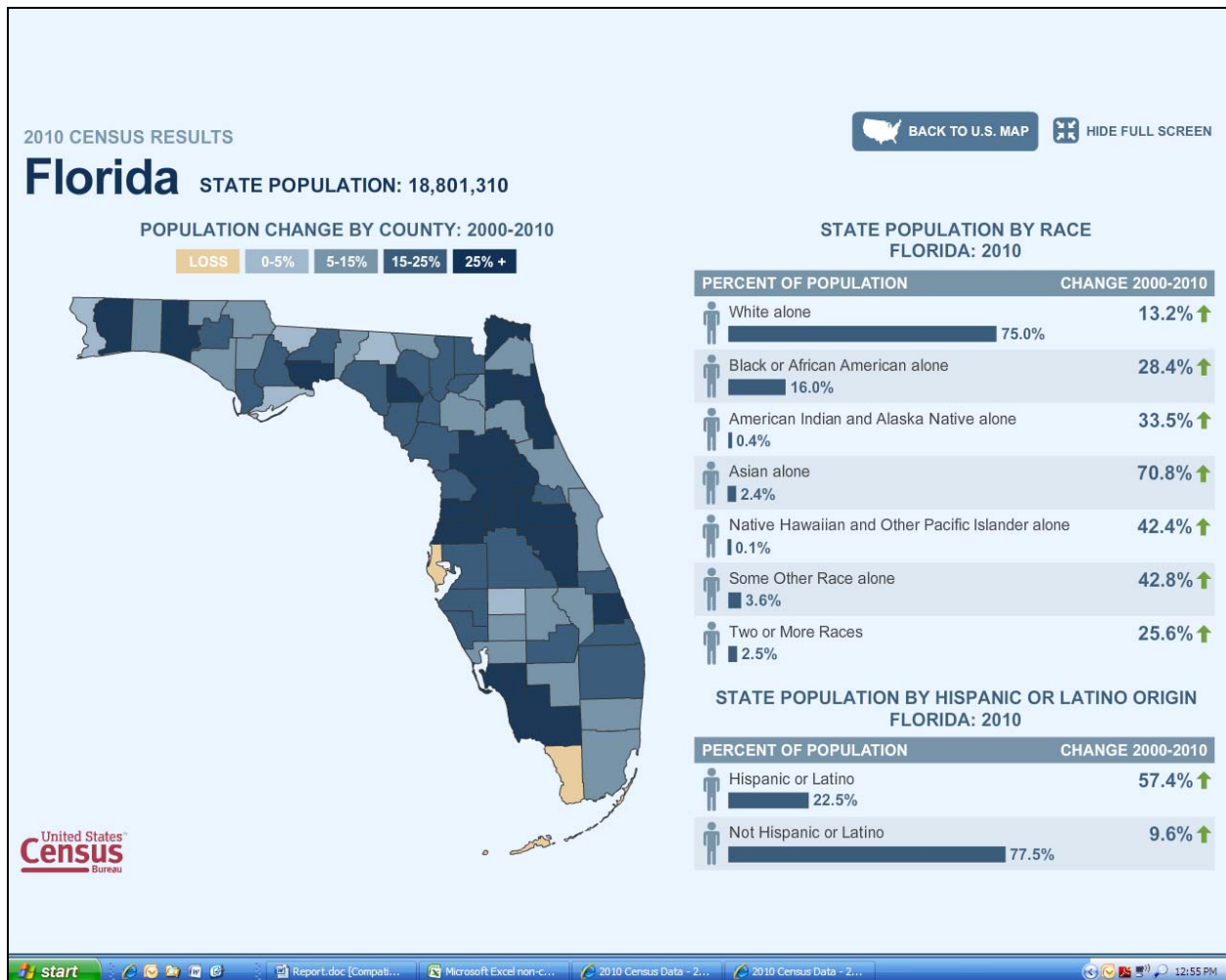[11] Available at http://2010.census.gov/2010census/data.

Figure 18. Screen Print of Census.org Redistricting Widget Showing Florida 2010 Population Change by County

When the time period covered by the Division's LSTA plan is considered, rather than the map and statistics in Figure 19, it is clear that population growth slowed significantly. Comparison in Figure 20 of Florida population growth from 2007[12] to 2010[13] to U.S. growth in the same period

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[12]*Quick Tables, 2007 Population Estimates, DP-1 General Demographic Characteristics, Florida,* U.S. Bureau of the Census, (Washington, DC: n.d.), http://factfinder.census.gov/servlet/QTTable?_bm=y&-context=qt&-qr_name=PEP_2007_EST_DP1&-qr_name=PEP_2007_EST_DP1PR&-ds_name=PEP_2007_EST&-CONTEXT=qt&-tree_id=807&-geo_id=04000US12&-search_results=01000US&-format=&-_lang=en; *Quick Tables, 2007 Population Estimates, DP-1 General Demographic Characteristics, United States,* U.S. Bureau of the Census, (Washington, DC: n.d.), http://factfinder.census.gov/servlet/QTTable?_bm=y&-context=qt&-qr_name=PEP_2007_EST_DP1&-qr_name=PEP_2007_EST_DP1PR&-ds_name=PEP_2007_EST&-CONTEXT=qt&-tree_id=807&-redoLog=false&-_caller=geoselect&-geo_id=01000US&-search_results=01000US&-format=&-_lang=en.

[13] *2010 Decennial Census, 2010 Demographic Profile Data, DP-1 Profile of General Population and Housing Characteristics: 2010, Florida,* U.S. Bureau of the Census, (Washington, DC: n.d.), http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk; *2010 Decennial Census, 2010 Demographic Profile Data, DP-1 Profile of General Population and Housing Characteristics: 2010, United*

shows Florida's percent of growth, at 3.01%, as only a little over a half a percent higher than that of the U.S., which had 2.36% growth. This can be seen as an indication that population growth in Florida has slowed in recent years. Figures 21-23 make a similar comparison for three demographic groups: people 65 years and older, African-Americans, and people claiming Hispanic heritage. Population growth in the number of retirees and elders in Florida from 2007 to 2010 is less than in the nation as a whole by over 1%, but growth in the number of minorities is more by over 3% for African-Americans and about 1.5% for Hispanics. These statistics are telling about the changing Florida environment, where, in the past, retirees had been a very important demographic because of their rapidly increasing numbers.
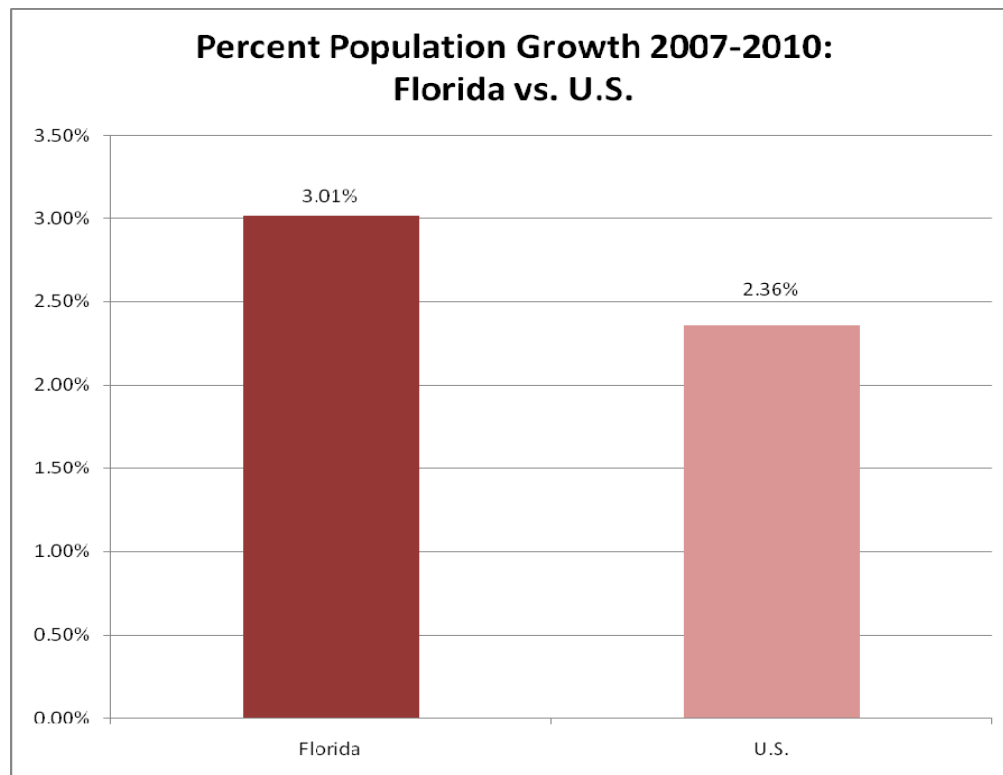
Figure 19. Comparison Bar Chart of Percent Population Growth 2007-2010: Florida vs. U.S.

States, U.S. Bureau of the Census, (Washington, DC: n.d.),
http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk

Figure 20. Comparison Bar Chart of Percent Growth in Senior Population (65 and Over) 2007-2010: Florida vs. U.S.

Figure 21. Comparison Bar Chart of Percent Growth in African-American Population 2007-2010: Florida vs. U.S.

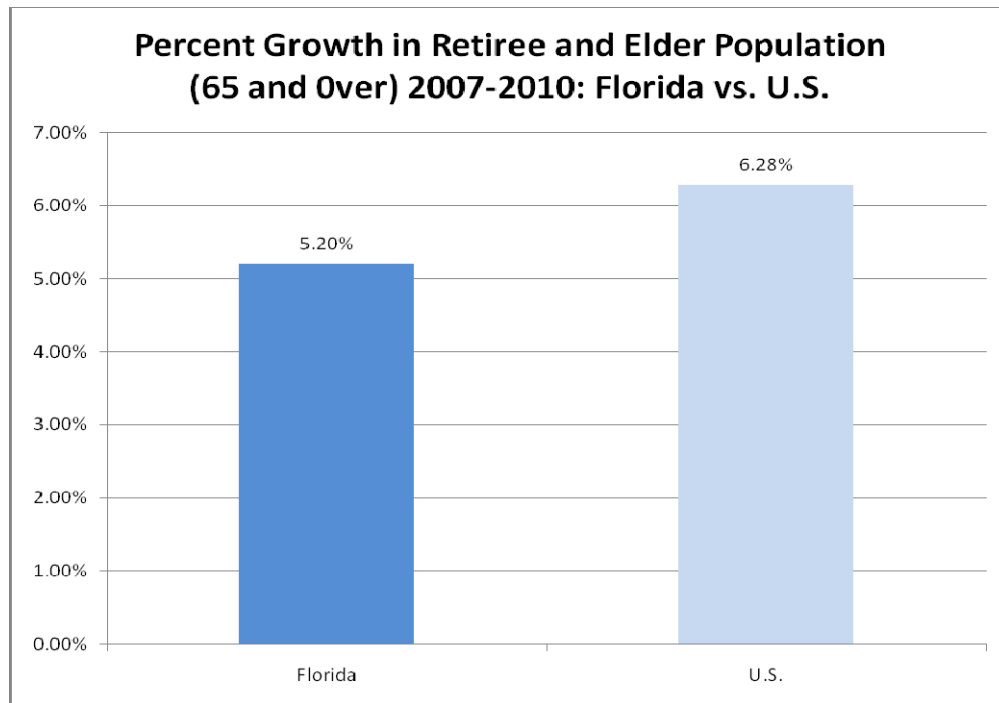**Percent Growth in Hispanic Population 2007-2010: Florida vs. U.S.**

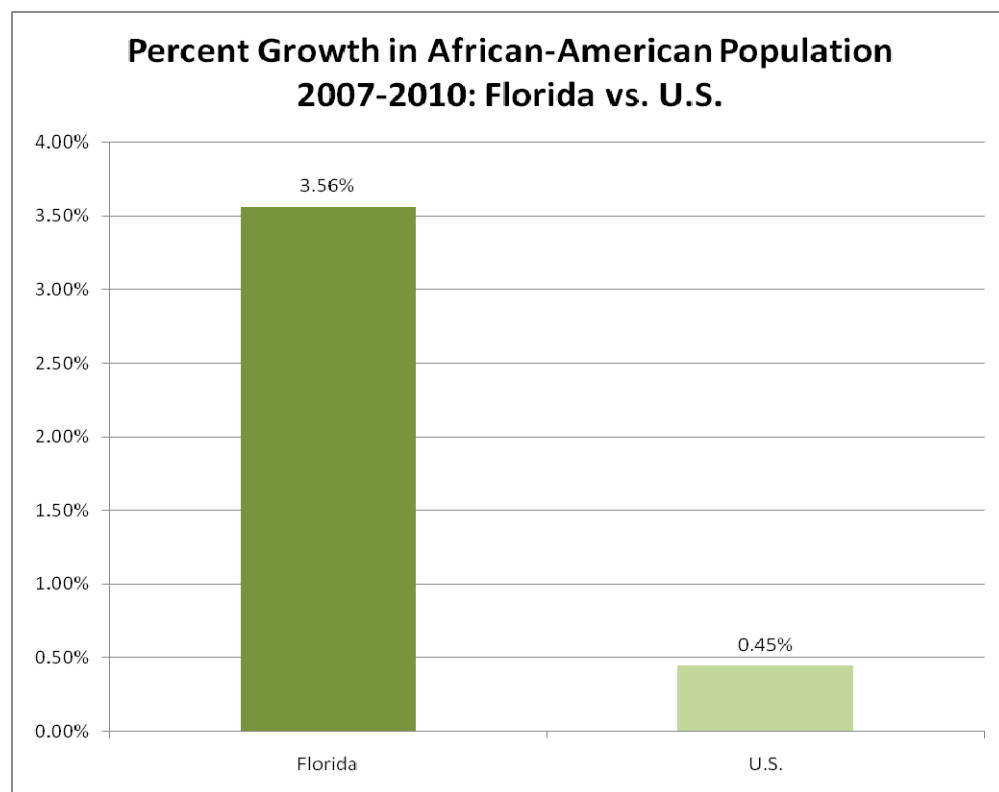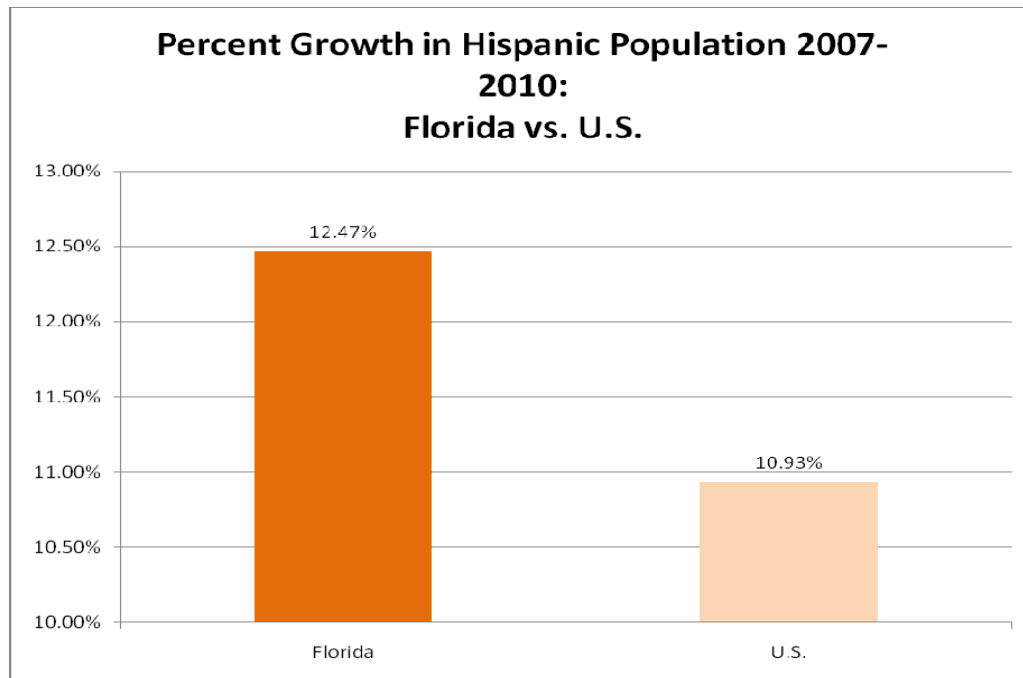Figure 22. Comparison Bar Chart of Percent Growth in Hispanic Population 2007-2010: Florida vs. U.S.

Florida State Government Environment

State government in Florida has undergone significant change in recent years. The Department of State, parent agency for the Division, lost to retirement a Secretary who had an excellent grasp of the LSTA Program and was very supportive of libraries. In the interim, a new Governor was elected who brought the Secretary back to his former role. Leadership changes at this level influence the working environment and delivery of services, according to interviewees. A number of them expressed particular concern about the Governor's emphasis on reducing the number of state employees and the layoffs happening in other agencies as interviews were conducted.

Although the LSTA Program is federally rather than state-funded, reductions in state spending can impact the availability of LSTA funds, as indicated in the section on federal government environment. State budgets have been reduced continuously during the period of this LSTA five-year plan and the Division has, according to interviewees, lost staff positions. Many interviewees agreed that the lost positions had a significant impact on Division functions and morale. Others said they had less concern about loss of staff in the past and feel that improvements were made because fewer employees were available, such as implementation of new technological advances like webinars. Some interviewees who brought up this subject mentioned that they feel there is a "culture of fear" due to concerns about job loss. The income shortfall experienced in this state since the housing boom of the early 2000s stopped and sales tax revenue began to decrease is likely to continue for several more years according to common reports in Florida newspapers and also will continue to have impact on the state government environment.

State requirements regarding rules are another factor in state government affecting the Division, which is responsible for promulgating and following the rules under which the Florida LSTA Program operates. The rule-making process is lengthy and, according to one interviewee, can take up to 18 months. Since all components of the program must be set out in rule and the program is funded on an annual basis, it is very difficult, if not impossible, to make changes in time to allow announcement of changes in priorities, forms, and almost anything related to the program. This situation is perceived by interviewees as preventing a nimble response to fast occurring changes in the field of library services brought on by new and developing technologies, public use of mobile devices for information and communication, and the social networking phenomenon. According to some interviewees, it also prevents improved efficiency in administration of the program.

State travel regulations are another aspect of the state government environment discussed in interviews. Interviewees said the travel approval process is lengthy and may take three to four weeks. Even preparing the approval form is felt by some to be burdensome because costs for three hotels must be researched and airfare comparisons provided.

Other state regulations apply to the LSTA Program – human resources, purchasing, auditing, and many others. None were mentioned in interviews as having any more impact than the expected requirements for management of any large organization. The primary impacts of state government environment reported in interviews were the rule making process, budget concerns, and new state leadership.

Division Environment

The LSTA Program is a very important part of the activities and role of the Division of Library and Information Services, although not all sections within it use LSTA funds. The Bureau of Library Development is the most involved. All personnel there are supported with LSTA funds, as are other activities, such as travel. Information Technology and the State Library have LSTA projects every year and part of the staff in these departments is LSTA-funded. Information Technology staff members supported by LSTA funds have assignments across the entire Division, so LSTA funding is key to that service. The impact of LSTA on Archives is less, although one of its services has an LSTA project. Records Management and the *Florida Administrative Weekly* are only impacted by LSTA in so far as they are in the administrative branch of the Department of State as are the other sections that use LSTA funds.

Several interviewees expressed opinions that nicely summarize the importance of LSTA to the Division. They said that service quality and the ability to innovate are dependent on access to LSTA funding. According to interviewees, LSTA drives the mission of the Division because it is such a large part of the budget. It was 44.4% of the Division's fiscal year 2008-09 operating budget and 47.7% in 2009-10. Staff expenditures were 34% of LSTA funds in 2008-09, which decreased to 24.7% in 2009-10. The percent of collection expenditures that were LSTA-funded also decreased from 86.2% in 2008-9 to 66.7% in 2009-10, but other operating expenditures funded by LSTA increased from 27% in 2008-09 to 57.9% in 2009-10.

One interviewee said that national LSTA program goals are supported by all the Web-based services of the Division, regardless of the source of funding. Another noted that LSTA projects and the written Division mission do not seem to relate to each other, even though LSTA is such a

vital part of the work done. Others said the Division's priorities are not clear so how the LSTA program fits within them is not clear either.

The Grants Office of the Bureau of Library Development is the center of Florida LSTA Program activity in the Division. Staff in this office ensure compliance with LSTA federal and state requirements, coordinate with the LSTA Advisory Council, monitor LSTA grant implementation and reporting, and facilitate the flow of grant funds to libraries. They also monitor grant-related expenditures, maintain an LSTA-purchased equipment inventory, coordinate with IMLS, and train other Division staff and library employees from around the state on grant application and reporting regulations and rules. All of their work is not focused on LSTA, however. The Office also manages several other state-funded grant programs.

Concern was expressed by some interviewees about LSTA funds being used to replace state general revenue funds that once supported Division activities, and they anticipate this will continue. In federal fiscal year 2009-10, 51.2% of LSTA funds were used for Division projects, including those that provided statewide services. That percent was up from 46.3% in 2008-09 but less than the 55.2% of LSTA funds used for Division projects in 2007-08. The concern is primarily that using LSTA funds at the Division, even for projects serving the whole state, limits use of those funds by libraries to implement new and innovative services. There seemed to be general agreement that if the economy of Florida does not improve and budget cuts continue, all LSTA funds will be committed to Division projects and there will be no money for competitive grants to libraries. One group of interviewees discussed how essential LSTA projects are to development of public libraries in Florida and the importance of this funding in advancing library services in the state.

Several processes in the Division were said by interviewees to have a negative impact on LSTA. The communication approval system and travel approvals were raised by some interviewees as instances of how the Division has a negative impact on LSTA projects. The concern is that there are multiple layers of approval which must be gone through before a communication going to more than a few individuals can leave the Division or permission to travel is given. This is perceived as a delaying factor in achieving project outcomes.

Florida's Library Community Environment

Florida's LSTA Program is part of an environment that is the state's library community. That community is impacted by an array of factors from politics to population growth to hurricanes.

Florida's library community has been impacted by the depth and breadth of the nation's Great Recession and slow recovery. For the last three years, public libraries in Florida have experienced budgets cuts to local funding and State Aid. The 2011 Florida Legislature increased the State Aid appropriation very slightly, from $21.25 million to $21.3 million. The amount of funding eligible libraries receive each year from the State Aid program varies significantly. Florida's smaller counties with lower tax bases and who have limited local funds to put into their libraries are particularly dependent on State Aid. The Florida LSTA program is also dependent on State Aid appropriations, as was discussed in "Federal Government (IMLS) Environment"

above. Loss of state and federal funds would shut down local programs and isolate rural libraries.[14]

On the local level, many library governing bodies are choosing to cut the public library budget to maintain current property tax rates. This was the case in Alachua County, where the library director proposed a 3.3% reduction in the library systems operating budget, from $18.02 million to $17.42 million.[15] In 2010, Walton County public libraries not only lost 20% of its operating hours, it also lost 85% of its book budget and all money that was spent for programming.[16]

Budget reductions are not only affecting rural and small libraries, but also large urban libraries such as those in Broward County, Jacksonville, Miami and the other large urban areas in the state. Public libraries, however, are not the only libraries whose budgets have been affected by the economic downturn and decrease in state funding. Academic libraries across the state also have seen a decrease in funds. According to a survey conducted by the State University Library System of Florida, these libraries have seen losses in staff, collection budgets, material budgets, and programming budgets.[17] In Pensacola, the University of West Florida has suffered the greatest loss, with a 29.4% decrease in its budget since 2007. Several of these libraries have reduced the number of hours they are open as a result. At Florida State University in 2007, Strozier Library began opening its doors 24 hours a day, five days a week, then had to cut back a year later due to budget restraints.[18] University of Florida and University of South Florida have been the only libraries that have not experienced budget reductions in the last year.[19]

As they try to manage reductions in funding that result in cutting staff, hours, and programs, public libraries are experiencing increases in patronage. Despite reductions in number of hours open, libraries in the Miami-Dade Public Library System have seen an increase in the annual number of users by 2.9 million people between 2006-2007 and 2009-2010.[20] In Volusia County, the system's 16 libraries and bookmobile logged almost 3.5 million visits during the 2007-2008 year, an increase of 21% from the year before.[21] Combine this with a decrease in staff such as the 300 positions cut in Broward County, and libraries and their existing staff are quickly overwhelmed. Potential programs and projects are also cut due to lack of staff.[22]

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[14] Patty Brant, "Library Budgets Remain Tight," *CAloosa Belle*, May 12, 2011, accessed June 14, 2011, NewsBank online database (Access World News).

[15] Curry, Christopher. (2011). Proposed library budget cuts operational spending by 3.3%. *Gainesville Sun.* Retrieved June 14, 2011, from NewsBank online database (Access World News).

[16] Norman Oder, "Permanent Shift? Library Budgets 2010," *Library Journal* 135 (2010): n.p., accessed June 14, 2011, http://www.libraryjournal.com/lj/communityfunding/849932-268_shift_library_budget_2010.html.csp.

[17] Gloria Colvin, "Budget Cuts Impact Florida's Academic Libraries," *Florida Libraries* 52: 10.

[18] Ibid.

[19] Oder, "Permanent Shift," n.p.

[20] Serena Dai, "Budget Cuts Put Libraries in a Bind: While Libraries in South Florida Are Getting Hit by a Sour Economy, the Demand for Services Is Increasing," *The Miami Herald,* April 22, 2011, accessed June 14, 2011, NewsBank online database (Access World News).

[21] Al Everson, "Everybody's Going to the Library – and the Library Budget is Shrinking," *The West Volusia Beacon*, January 29, 2009, accessed June 14, 2011, NewsBank online database (Access World News).

[22] Dai, "Budget Cuts Put Libraries in a Bind"; Robin Benedick, "Patrons Adjust to Budget Cuts at Broward Libraries, *The Miami Herald,* December 15, 2009, accessed June 14, 2011, NewsBank online database (Access World News).

Local and state organizations such as Friends of the Library groups for both public and academic libraries, the Florida Library Association (FLA), and the Florida Association for Media in Education continuously advocate for increased funding. FLA has been holding an annual event during each session of the Florida legislature for over 40 years, contracts with a professional lobbyist, and uses an electronic alert system provided by the American Library Association to keep library supporters informed. At the local level, members of library support and advisory groups attend library governing body budget hearings and meetings, contact elected officials, and maintain a strong presence in their communities.

Other factors besides the state's economy and subsequent problems for library funding have impact on Florida's libraries. Natural disasters such as hurricanes, coastal flooding, and wildfires occur frequently in Florida. Public libraries in many counties are heavily involved in assisting in disaster recovery. Public libraries also serve as early-voting and polling sites in the state and must dedicate parking and interior space to these services.

Attachments

Attachment One: Acronyms List

CFR – Code of Federal Regulations

DOS – Florida Department of State

DLIS – Division of Library and Information Services

IMLS – Institute of Museum and Library Services

FEL – Florida Electronic Library

FLA – Florida Library Association

FLNC – Florida Library Network Council

LSTA – Library Services and Technology Act

MLC – Multitype Library Cooperative

OMB – Office of Management and Budget

SLAA – State Library Administrative Agency

Attachment Two: Interviewees and Contact Information

The individuals listed below are employees of the Florida Department of State, Division of Library and Information Services and can be contacted through that agency.

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Attachment Three: Bibliography

LSTA-Funded Field/Competitive Grants

2008

Broward County Division of Libraries. (2008). *Afterschool @ Your Library-Technology.* Submitted to the Florida Division of Library and Information Services for LSTA grant funding.

Gadsden County Public Library System & William A. "Bill" McGill Library. (2008). *Books on Wheels.* Submitted to the Florida Division of Library and Information Services for LSTA grant funding.

Jacksonville Public Library. (2008). *Volunteers as Special Educators.* Submitted to the Florida Division of Library and Information Services for LSTA grant funding.

Marion County Public Library System. (2008). *Keys to Access: Windows to the World.* Submitted to the Florida Division of Library and Information Services for LSTA grant funding.

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Attachment Four: Qualitative Analysis Coding

Topic	Categories of Themes	Subcategory
Modifications to the Plan	WHAT AREA was modified	FEL portion of plan
	WHAT SPECIFICALLY was modified	Some of the goals (not the core services)
	WHO made the modifications	Division
		Florida Library Network Council, which advises the FEL program
	WHY were the modifications made	Already achieved goals
		New technologies
	Effect of PERFORMANCE MEASURES/OUTCOMES on modifications	Outcomes
		Output measures
		Other factors
Performance measures and management of the Division's LSTA program - OVERALL	Is there ANY effect	Yes
		No
	SOME effect on POLICY decisions	One of a multiple factors that are considered
		Only affects major policy decisions
		Only affects Division and MLC projects
	NO effect on POLICY decisions	
	SOME effect on managing the entire LSTA program	Assess quality of or modify services
		Change the LSTA process and funding decisions
	CHALLENGES to using performance measures	Inconsistency
		Qualitative data
		One-year nature of the projects

Topic	Categories of Themes	Subcategory
		Indicators don't change over time
		Irrelevance of IMLS Annual Report to the Division
Performance measures and management of the Division's LSTA program - SPECIFIC ASPECTS	EXEMPLARY PROJECT status	
	MLC CHANGES	
	SUBSEQUENT YEARS of competitive grants	Funding decisions
		Assistance with applications
	SUBSEQUENT YEARS of Division projects	Funding decisions
		Changes to/development of projects
	Use of something ELSE in subsequent years of Division projects and competitive grants	Relationship to Division mission
		Other indicators of success
Other factors affecting management of the Division's LSTA program	Internal policies or factors	The PLAN
		Anecdotal evidence
		Institutional memory
		Budget issues
		Limitations on travel
		Staff
	External policies or factors	State government/politics
		State laws
		State government process
		Economic issues
		Local issues
		Disaster-related issues
		Other organizations/agencies

Attachments

Topic	Categories of Themes	Subcategory
		Public perception
		Current state of the field
Factors helping the Division use outcomes to manage its LSTA program	Division data collection	
	External data collection	
Factors hindering the Division in using outcomes to manage its LSTA program	Unavailable/inaccessible data	
	State government process	
	Lack of outcomes and reliance on outputs	
Factors NOT affecting management of the Division's LSTA program	The PLAN	
	Outcomes	
Other uses of performance measures	Demonstrating impact of libraries	
Fit of LSTA programs in the overall Division environment	Mission	Developing public libraries
		Financial support of LSTA for mission
	Programs	General impact
		Crossover programs
		Florida Electronic Library
	Daily activities	Financial support for staffing
	No fit	
	Staff not sure	
	Fit of LSTA programs with other Division programs	Innovation
		Crossover projects
		Financial support
Effect of external factors	State politics	

Topic	Categories of Themes	Subcategory
on the Division's LSTA programs	State government process	General
		Purchasing
		Travel
	Federal issues	General
		IMLS
	Local issues	Funding
		Policies and procedures
	Economic issues	Funding cuts
		Increased costs
	Technology issues	
	Disaster-related issues	
	Support for or knowledge about libraries	Lack of understanding about libraries
		Reliance on public support
	Division process	General
		Unclear/unstated priorities
		Not sharing information
		Paperwork/communication process
Next five years of the Division's LSTA programs	Technology-related changes	Modernization
		Electronic resources
		Automating application process
	Loss of funding/services	Service cuts
		Funding cuts
	Uncertain financial future	
	Recommendations to improve the Division's LSTA programs	Better prioritization and articulation of priorities

Attachments

Topic	Categories of Themes	Subcategory
		Modify state government processes
	Next five years of LSTA	
Next five years of the Division as a whole	Effects of downsizing/loss of funds	Effects on services
		Effects on staff
		Effects on funding to libraries
	Need to modernize/innovate with technology	Moving to electronic formats
		Resistance to change
	Need to market to/reach the public	Better promotion
		Modify/eliminate library jargon
	Remaining role to support poorest libraries	
	Possible reorganization of the Department of State	
	Fear	Fear of job loss
		Fear of change
	Need to move forward proactively	

Attachment Five: Research Instruments

Research instruments used in the study were:

    A. Interview questions

    B. Data collection spreadsheet for LSTA project file review

Interview Questions

A Questions
1. Did Division staff consider previous years' LSTA applications in designing the call for LSTA proposals each year?
    a. [If YES] What about previous years' applications was a factor in designing the call?
    b. [If NO] Why not? And what other factors were considered in designing the call?

B Questions
1. How was the *Lead…Develop…Innovate* plan modified since 2007?
    a. What specifically was modified?
    b. Why were these modifications made?
    c. What factors influenced modifications to the plan?
      i. Were these factors based on previous years' LSTA funded projects?
        1. [If YES] What about the previous years' projects influenced the modifications?
        2. [If NO] Were FEL performance measure/outcomes factors in the modifications?
          a. Which ones?
          b. How so?
2. Do performance measures from the LSTA-funded projects have an effect on management of the Division's LSTA program?
    a. [If YES] What effect?
      i. Do the performance measures affect policy decisions?
        1. How so?
        2. Are there specific instances you can remember that illustrate this?
      ii. Do the performance measures affect how the Division manages the entire LSTA program?
        1. How so?
        2. Are there specific instances you can remember that illustrate this?
    b. If [If NO] What does affect the Division's management of its LSTA program?
      i. Internal policies or factors?
        1. Which ones?
        2. How do these factors affect the Division's management of its LSTA program?
        3. Are there specific instances you can remember that illustrate this?
3. How much do outcomes and performance measures affect the Division's overall management of its LSTA program?

      a. Are there any factors that help the Division use outcomes in managing its LSTA program?
         i. Which ones?
         ii. Are there specific instances you can remember that illustrate this?
      b. Are there any factors that inhibit the use of outcomes in managing the Division's LSTA program?
         i. Which ones?
         ii. How much of an obstacle are these factors?
         iii. Are there specific instances you can remember that illustrate this?
         iv. If the Division has overcome any of these obstacles, how was that done?

C Questions

1. Where do LSTA programs fit in the overall Division environment?
    a. In its mission?
    b. In its programs?
    c. In its daily activities?
2. How do LSTA programs work with other Division programs?
    a. Do LSTA programs complement other Division programs?
       i. [If YES] How so? Are there specific instances you can remember that illustrate this?
       ii. [If NO] Why not? How could they work together better?
3. Do external factors affect the Division's LSTA programs?
    a. Which ones?
    b. How so?
    c. Are these effects positive or negative?
4. Where do you see the Division's LSTA programs going in the next five years?
5. Where do you see the Division as a whole going in the next five years?

Data Collection Spreadsheet

A Microsoft® Excel spreadsheet was used for data collection. It listed LSTA projects from fiscal years 2008, 2009 and 2010 in rows and data collection categories in columns. Because there were so many columns the spreadsheet is not copied here in full. Rather, column headings are provided here.

1. Project number
2. Project name
3. Project year
4. Grantee name
5. Award amount
6. Funding request
7. Award minus funding requested difference
8. Project category
9. Project service area
10. Project service population
11. Proposed project activities
12. Completed project activities

Attachments

13. Proposed project outcomes
14. Project indicator results (y/n/partial/no indicators/outcome and indicators not related
15. Activities completed (y/n/partial)
16. Indicators of progress towards outcomes are positive
17. Comments
18. Projected target population
19. Percent project target population served by project
20. Project meets LSTA priority 1a (y/n)
21. Project meets LSTA priority 1b (y/n)
22. Project meets LSTA priority 1c (y/n)
23. Project meets LSTA priority 1d (y/n)
24. Project meets LSTA priority 1e (y/n)
25. Project meets LSTA Priority 2 (y/n)
26. Project meets Florida plan Goal 1 (y/n)
27. Project meets Florida plan goal 1 outcome 1 (y/n)
28. Project meets Florida plan goal 1 outcome 2 (y/n)
29. Project meets Florida plan goal 1 outcome 3 (y/n)
30. Project meets Florida plan goal 1 outcome 4 (y/n)
31. Project meets Florida plan goal 1 outcome 5 (y/n)
32. Project meets Florida plan goal 1 outcome 6 (y/n)
33. Project meets Florida plan goal 1 outcome 7 (y/n)
34. Project meets Florida plan Goal 2 (y/n)
35. Project meets Florida plan goal 2 outcome 1 (y/n)
36. Project meets Florida plan goal 2 outcome 2 (y/n)
37. Comments