

A word cloud for the Rhode Island Library System. The words are arranged in a circular pattern, with 'Rhode Island' being the largest and most central. Other prominent words include 'libraries', 'service', 'reading', 'literacy', 'patrons', 'program', 'databases', 'information', 'technology', 'skills', 'job', 'state', 'access', 'grants', 'people', 'materials', 'delivery', 'RILINK', 'AskRI', 'LSTA', 'Talking Books Plus', 'school', 'statewide', 'programs', 'sharing', 'LORI', 'development', 'education', 'system', 'books', 'provide', 'important', 'resources', 'think', 'needs', 'public', 'summer', 'great', 'support', 'reading', 'enable', 'local', 'impact', 'community', 'university', 'staff', 'ILL', 'greatest', 'state', 'service', 'information', 'literacy', 'job', 'skills', 'technology'.



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Evaluation Summary

The period of time covered by the evaluation of Rhode Island's implementation of the Library Services and Technology Act (LSTA) Grants to States program (2008 – 2012) marks what has been arguably the most volatile period in the history of libraries in the United States. The sharp economic downturn combined with rapid technological advances and exceptionally high customer demands presented all state library administrative agencies (SLAAs) with a daunting challenge in their efforts to make progress. As this evaluation documents, Rhode Island has achieved a vast majority of the objectives that were outlined in its 2008 – 2012 LSTA Plan in spite of these difficult circumstances.

On October 9, 2007, just over one-week into Federal Fiscal Year (FFY) 2008, the Dow-Jones Industrial Average hit an all-time high of 14,164. By March of 2009, it had lost more than half of its value and closed at 6,547. As we all know, the factors leading to this collapse and the recession that followed have had profound and lasting effects on local, state and federal budgets. Rhode Island's SLAA, the Office of Library and Information Services (OLIS), suffered staffing reductions of one-third (from 18 to 12 full-time equivalents) during this time period.

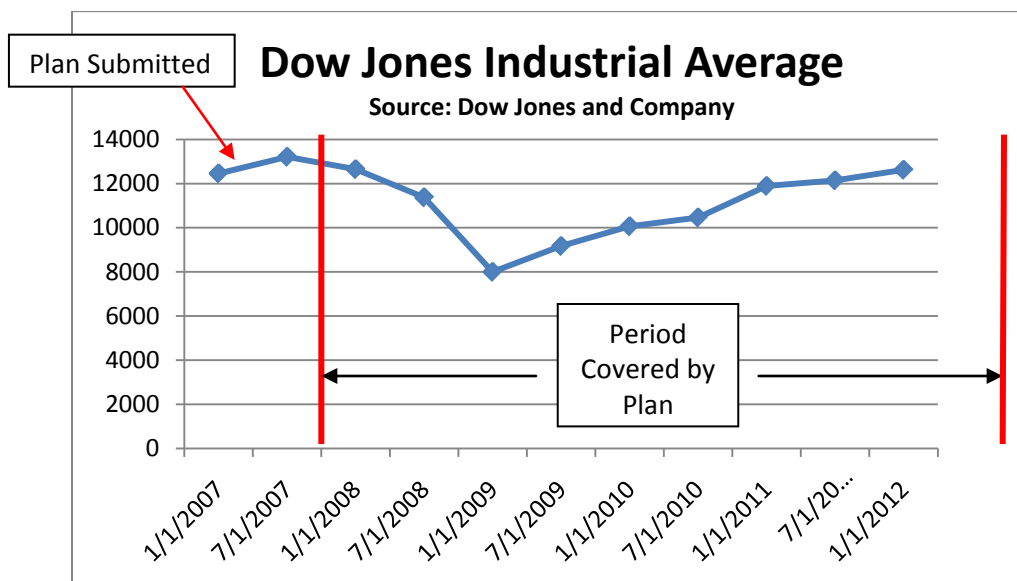


Chart 1
Dow Jones Industrial Average

Concurrently, libraries of all types were presented with amazing new opportunities. New technology products that directly impact the ways in which libraries deliver content to the public were bursting on the scene. Steve Jobs unveiled the first generation iPhone in January 2007 and the original Amazon Kindle was released in November of that year. The Barnes & Noble Nook was released in 2009; the original iPad went on sale in April 2010 and, in September 2011, the Nook broke the \$100 price barrier.

Simultaneously, increasing unemployment and cuts to social service agencies drove record numbers of people into libraries seeking everything from job retraining to a warm environment. Library staff, often stretched even thinner than before by budget cuts, struggled to keep up with increased demands. It is within this environment that OLIS and other SLAAs worked on realizing the goals they had set forth in their respective 2008 – 2012 LSTA Plans.

Rhode Island's ambitious 2008 – 2012 LSTA Plan included four goals and 36 objectives. The goals and objectives selected clearly reflected the LSTA Grants to States priorities as they existed at the time the plan was written. The evaluators believe that Rhode Island has met or is in the process of achieving 27 of its 36 objectives.

Most of the objectives that have not been accomplished are the direct result of staffing reductions. The elimination of the Field Services Team made progress on three “outreach” objectives virtually impossible. Reduced staffing levels have also taken their toll on the collection and analysis of data that was anticipated at the time of the writing of the plan. To their great credit, rather than simply abandoning efforts to gather supporting statistics, OLIS often opted to seek other less labor-intensive ways to monitor progress.

In short, the Rhode Island Office of Library and Information Services has accomplished much of what it set out to achieve in spite of significant challenges.

Evaluation Report

Background

Audiences. This report is intended for use by several audiences:

- The U.S. Institute of Museum and Library Services (IMLS). IMLS called for this evaluation as part of the reporting requirements when it awarded Library Services and Technology Act funding to the Rhode Island Office of Library and Information Services (OLIS) as required by Section 9134 of IMLS's authorizing legislation. That legislation directs state library administrative agencies (SLAAs) to “independently evaluate, and report to the [IMLS] Director regarding, the activities assisted under this subchapter, prior to the end of the five-year plan.”
- State of Rhode Island elected officials and policy makers.
- The Rhode Island Office of Library and Information Services, which requested the evaluation, in partial fulfillment of the requirements for receiving LSTA funding from IMLS and the Library Board of Rhode Island in its advisory capacity to OLIS.
- The State Library Administrative Agency (OLIS) staff and local library staff, as well as state-level and local-level partners involved in designing, implementing, and assessing LSTA-supported projects.
- Recipients of services supported by LSTA funding at the state, regional, and local level. In Rhode Island recipients included patrons of local libraries of all types, library employees, and partner agencies.

Key Evaluation Questions. This evaluation attempts to answer key evaluation questions outlined by IMLS that are designed to address effective past practices; identify processes at work in implementing the activities in the plan including the use of performance-based measurements in planning, policy making and administration; and, to develop findings and recommendations for inclusion in the next five-year planning cycle.

Retrospective questions include:

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 include:

1. Were modifications made to the OLIS agency's plan? If so, please specify the modifications and if they were informed by outcomes-based data.
2. If modifications were made to the 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 OLIS agency'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 include:

1. How does the OLIS agency plan to share performance metrics and other evaluation-related information within and outside the agency to inform policy and administrative decisions over 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 agency learned about using outcome-based evaluation that other states could benefit from knowing? Include what worked and what should be changed.

Optionally, IMLS asked states to address three additional prospective questions to assist the states in jump starting their five-year planning process. Optional prospective questions include:

1. What are the major challenges and opportunities that the OLIS agency and its partners can address to make outcome-based data more useful to federal and state policy makers as well as other stakeholders?
2. Based on the findings from the evaluation, what recommendations does the evaluator have for justifying the continuation, expansion, and/or adoption of promising programs in the next five-year plan?
3. Based on the findings from the evaluation, what recommendations does the evaluator have for justifying potential cuts and/or elimination of programs in the next five-year plan?

Statement of Values and Principles. As evaluators, Himmel & Wilson, Library Consultants embraces the "Guiding Principles for Evaluators" – systematic inquiry, competence, integrity/honesty, respect for people, and responsibilities for general and public welfare – adopted by the American Evaluation Association.

Methodology

Himmel & Wilson employed a variety of different methods to assess the progress that Rhode Island has made in pursuing its goals for the LSTA Grants to States program. The evaluation began with a reading of the State's 2008 – 2012 LSTA Plan and a review of the State Program Reports (SPRs) submitted to IMLS by OLIS. An initial one-day site visit was made to the OLIS offices in Providence, Rhode Island. During that visit, the consultants reviewed the 2008 – 2012 LSTA Plan with the Chief Library Officer Howard Boksenbaum and LSTA Coordinator Donna

Longo DiMichele. Interviews were also conducted with several key staff members. Included were:

- Chaichin Chen, Library Program Specialist – LORI Network Services
- Andrew Egan, Library Program Specialist – Talking Books Plus
- Karen Mellor, Library Program Manager – Direct Services to Libraries
- Cheryl Space, Library Program specialist – Youth Services
- Alicia Waters, Library Program Specialist – LORI Network Services, Iacono Professional Library

In addition, Himmel and Wilson also used a multifaceted research protocol, including interviews with library community leaders, focus groups with Library Board of Rhode Island members and library representatives from around the state and a web-based survey targeting the broader Rhode Island library community. Individual tools are described below.

The strengths of the evaluation methodology derive from:

- Objective, external evaluators not associated with the state in any capacity.
- Varied approaches and tools, allowing analysis and comparison of program data collected by staff and quantitative survey results with comments from librarians and sometimes from end users.
- Credible data, including output and outcomes, thanks to strong efforts by OLIS to identify desired outcomes and design and implement ongoing data collection methods.

Methodological weaknesses are associated with several factors:

- Ex post facto evaluation design, which only allowed for review of program data after the fact, resulting in inconsistent data in some areas and sometimes unrecoverable gaps in information.
- Difficulty in identifying trends, with only two full years of data available at the time of this evaluation.
- The online survey dissemination method did not allow collection of responses from a random sample of library staff (it was a self-selected sample); consequently results are biased toward individuals most interested in LSTA.

Review of existing documents. The consultants conducted an extensive review of background documents, including the *LSTA Five-year Plan 2008-2012*, annual State Program Reports to IMLS for 2008 and 2009 (2010 report was not yet available at time of evaluation) and a *Report on the Rhode Island Statewide Delivery System* (2010) published by the Delivery Subcommittee of the Library Board of Rhode Island.

Interviews with key OLIS personnel. Consultants Bill Wilson and Ethel Himmel visited OLIS on September 14, 2011, and interviewed seven OLIS staff members. A list of individuals interviewed was provided above.

Web-based input on key questions from OLIS personnel. Himmel & Wilson created a web-based tool to solicit comments from the state library agency head and the LSTA Coordinator regarding the SLAA's performance in implementing their plan. The web-survey asked the key OLIS staff to provide a self-assessment of the agency's performance in pursuing each of the goals in their plan (little or no progress toward goal, progressing toward goal, met goal, surpassed goal). Respondents were also asked to indicate why they believed that assessment was accurate.

Respondents were also asked to respond to each of the key questions posed by IMLS. While only general information could be offered on the optional prospective questions, substantive input was received on the other questions that were applicable.

Focus groups. Evaluator Bill Wilson conducted five focus groups. Included were sessions with the Library Board of Rhode Island (Providence), representative members of the Library of Rhode Island (LORI) services (Cranston), Talking Books Plus partners and patrons (Warwick), Consortium of Rhode Island Academic and Research Libraries (CRIARL) at Johnson & Wales University (Providence), and public library directors (East Providence). A total of 41 people participated in the sessions. A summary of the focus groups is included as Appendix A. The focus group discussion guide is included as part of Appendix G. Notes from focus groups were analyzed using content analysis techniques recommended by Graham Gibbs¹. Coding sheets are included in Appendix F.

Interviews with key stakeholders. Consultants Ethel Himmel and Bill Wilson conducted telephone interviews with ten Rhode Island library leaders. Most of the interviews were conducted during the first week of November 2011. A summary of the interviews and a list of participants are attached as Appendix B; the interview guide for the interviews is included as part of Appendix G. Notes from interviews were analyzed using content analysis techniques recommended by Gibbs. Coding sheets are included in Appendix F.

Web-based survey. Himmel & Wilson hosted a web-based survey using SurveyGizmo. This software was selected because it is superior to SurveyMonkey both in its features and in its accessibility for individuals with special needs who may be using screen readers. An email containing an invitation to participate and a “hot-link” to the survey was distributed using existing library email lists and listservs. Survey results are provided in Appendix C.

Qualitative methods. Evaluators included two qualitative methods – individual interview and focus group – in order to gain a more in-depth understanding of the context and descriptions from stakeholders about successes and challenges related to the projects undertaken. Qualitative methods excel at providing detailed descriptions of how individuals use a product or service and add information that helps evaluators understand the quantitative data included in usage statistics, surveys, etc. Because these qualitative methods involve individuals, they are susceptible to bias in selection of participants, as well as in interpretation. In order to minimize bias in analysis, Himmel & Wilson carefully designed open-ended questions that would not lead participants in interviews and focus groups and used standard content analysis techniques to guide analysis.

Development of evaluation report. Evaluation team member Sara Laughlin analyzed notes from focus groups and personal interviews using content analysis techniques. Team members Ethel Himmel and Bill Wilson collated and analyzed results from the web-based survey.

Laughlin, Himmel and Wilson reviewed other documents (both print and web-based) and State Program Reports. Laughlin synthesized the data and information collected and created a draft report in the format provided by IMLS in the “Guidelines for Five-Year Evaluation Report” document. Himmel and Wilson revised and added content to the draft report and shared it with the Chief Library Officer Howard Boksenbaum and LSTA Coordinator Donna Longo DiMichele to make sure that it would fully meet the expectations of the OLIS and comply with IMLS requirements. After incorporating feedback, they provided the resulting document to the OLIS in print and digital formats. Finally, the evaluators submitted the evaluation report in a format suitable for forwarding to IMLS.

¹ Gibbs, Graham. *Analyzing Qualitative Data* (Los Angeles: SAGE Publications, 2007)

Findings

2008 – 2012 LSTA Goals and Summary of Progress

Rhode Island's Office of Library and Information Services (OLIS) Library Services and Technology Act (LSTA) Plan for 2008 – 2012 includes four goals. They are:

- Goal I - Provide library services to people with disabilities in Rhode Island.
- Goal II - Enhance services that libraries in Rhode Island provide, particularly those provided to traditionally underserved populations.
- Goal III - Effect collaboration and cooperation of a multi-type nature among public, academic, school, and special libraries, including those in museums and historical repositories.
- Goal IV - Provide statewide those services more cost effectively or beneficially provided at the statewide scale than provided by individual libraries.

In their response to the “self-assessment” survey conducted by the consultants, OLIS indicated that they believed they had met and were continuing to meet Goal III and that they were making progress on Goals I, II and IV. The consultants agree with this assessment. In fact, the consultants believe that OLIS may even be understating its progress in regard to Goal I. Following is a chart that compares the OLIS self-evaluation and the consultants’ assessment.

Goal	OLIS Self-Assessment	Consultants’ Assessment
Goal I	Progressing toward goal	Progressing toward goal/Met Goal
Goal II	Progressing toward goal	Progressing toward goal
Goal III	Met Goal	Met Goal
Goal IV	Progressing toward goal	Progressing toward goal

Goal I - Provide library services to people with disabilities in Rhode Island.

Goal I revolves around the services provided by the Talking Books Plus program (TBP). Like other National Library Service (NLS) Library for the Blind and Physically Handicapped (LBPH) affiliates, the Talking Books Plus program has seen a great amount of change in the period from 2008 to the present. The introduction of the digital player and flash-media based content, the launching of the Braille and Audio Reading Download (BARD) program and the emergence of a new generation of users have presented challenges to all LBPH operations.

Although OLIS has fallen short of completely fulfilling some of its ambitious outreach goals, the TBP program has successfully navigated the transition to the digital format and has already developed a dedicated user base for it. Efforts to improve the accessibility of its web presence and to attract users to the BARD program have been outstanding. In short, OLIS has come a long way in its attempt to meet the objectives included in Goal I.

Goal II - Enhance services that libraries in Rhode Island provide, particularly those provided to traditionally underserved populations.

Making progress toward Goal II has been the most challenging for OLIS. Several of the outreach objectives under this goal were dependent on the OLIS “Field Services Team.” Unfortunately, budget cuts at the State level led to the elimination of this unit early in the implementation period. Consequently, limited progress was made in reaching Objectives I, II and III under Goal II. While some literacy sub-grants were awarded under Objective IV, the number of these awards has been reduced due to the discontinuation of one local program and budgetary pressures.

However, Goal II has a total of 14 objectives, many of which have been actively pursued. Successful efforts have been launched to foster the integration and “mainstreaming” of the TBP program in libraries throughout the State. Librarians from all types of libraries offered positive comments about the quality of the information offered through the OLIS website, which was another objective under Goal II. Many librarians have participated in a variety of staff development activities related to early literacy. Summer reading program and afterschool program efforts at the local level have been improved and enhanced through LSTA support. Unfortunately, staffing cuts at OLIS have hampered efforts to collect all of the data collection that was anticipated in the 2008 – 2012 Plan. Nevertheless, on balance, there is ample data to support the conclusion that measurable progress has been made on most of the objectives contained in Goal II.

Goal III - Effect collaboration and cooperation of a multi-type nature among public, academic, school, and special libraries, including those in museums and historical repositories.

Rhode Island has a strong history of multi-type library cooperation and there is substantial evidence that OLIS leverages LSTA funds well to facilitate resource sharing and quality interaction among libraries of all types. Focus groups, personal interviews and the web-survey provided input from a healthy mix of representatives of all types of libraries. For example, while 58.3% of web-survey respondents were from public libraries, 22.6% represented school library/media centers and 6.0 % and 8.3% worked in academic and special libraries respectively.

Participation in resource sharing under the LORI umbrella exceeds targets established in the Plan. The purchase and implementation of the RELAIS ILL system meets a longstanding need for an improved mechanism for managing transactions. Although not all libraries are enthusiastic about the RELAIS system (there were some complaints about the complexity of the system, primarily from small libraries that use the system less frequently than others), there is general agreement that the system meets a real need and that the training offered in support of implementation was very good.

Progress was lacking in only one objective of the seven under Goal III. Objective VI anticipated additional formal collaborative efforts between school and public libraries in regard to homework support. Staffing reductions at OLIS made the implementation of this Objective impossible. While less formal and local initiatives have continued, they have done so without the direct support of the envisioned LSTA-supported effort. As was the case under Goal II, staffing cuts at OLIS have hampered efforts to collect all of the data collection that was anticipated in the 2008 – 2012 Plan. Nevertheless, as a whole, Rhode Island has largely met its objectives and the lofty ideals captured in Goal III.

Goal IV - Provide statewide those services more cost effectively or beneficially provided at the statewide scale than provided by individual libraries.

Goal IV includes a wide variety of efforts focused on achieving greater efficiency through centralization and/or statewide cooperation and collaboration. Objectives range from staff development activities to the support of local libraries through participation in the Collaborative Summer Library Program (CSLP).

Although staff shortages hampered OLIS' efforts to collect detailed statistical and outcome data envisioned in continuing education objectives, OLIS was proactive in developing a less staff-intensive (albeit less robust) mechanism to gain feedback from participants through voluntary evaluations.

OLIS has managed to make significant progress on seven of the nine objectives included in Goal IV. One objective (Objective VI), which involved the production of "Library TV" (L-TV) programming was abandoned because the OLIS staff member trained to produce the programs retired and the person's State-funded position was removed from the OLIS budget. Lacking OLIS resources, the Rhode Island Library Association, which had acted as OLIS' partner in this undertaking, was unable to continue participation. The result was that this objective has been abandoned. No substantive progress in regard to Objective VIII. This objective envisioned State-level programming efforts including traveling exhibits and television broadcasts.

In spite of the deficiencies outlined above, great gains have been made. "Continuing Education for Library Staff" was rated fourth highest (of 13 LSTA-funded services identified) in impact at the local level on the web-based survey. "Summer Reading Program" support ranked third highest trailing only the "LORI Delivery Service (which is supported primarily with State funds)" and the "AskRI Databases." There is clear evidence that these programs specifically achieve the purpose identified in Goal IV.

Summary of Implementation Activity by LSTA Grants to States Priorities

In this section of the report, findings are organized around each of the LSTA Grants to States priorities that is addressed in Rhode Island's five-year plan. In fact, the Rhode Island 2008 – 2012 Plan addresses all six of the Grants to States priorities that were in place when the Plan was written. However, in most cases, individual programs and initiatives often address multiple LSTA Grants to States priorities rather than just one. The evaluators have placed each individual program under the priority that seems to be the most important in terms of impact. In fact, in most cases, a strong argument could be made to include the same program under two or more of the priority categories.

IMLS Retrospective Questions (Note: The questions raised by IMLS appear in the format shown below through the balance of the evaluation report.)

1. Did the activities undertaken through Rhode Island's LSTA plan achieve results related to priorities identified in the Library Services and Technology Act?

YES. The following summary of activities serves to answer the first of the IMLS Retrospective Questions in the affirmative. Both Rhode Island's 2008 – 2012 LSTA Plan and OLIS' implementation of that plan are closely aligned with the Grants to State priorities.

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

AskRI (FFY 2008 – FFY 2010 LSTA expenditures: \$194,250 or 16.8% of the total LSTA expenditures for the three-year period; no matching funds were reported, but the OLIS contract for electronic resources at the SRRC, supported by state funding in 2009 and 2010, totaled \$1,167,543). AskRI is a suite of electronic resources added to those supported by state funding and available statewide through the Statewide Reference Resource Center (SRRC) at Providence Public Library.

In 2009, OLIS contracted with Providence Public Library to add three additional databases - Learning Express, Mango Languages, and Reference USA – to provide tools and resources for businesses, jobseekers, students and any Rhode Islander hoping to learn another language. The SRRC, OLIS, and Rhode Island Department of Labor and Training (RIDLT) partnered to promote the availability of these resources and foster usage. SRRC and OLIS held training sessions for library staff members, while the DLT staff made the resources available through the RIDLT website and coordinated information and training sessions with their staff.

AskRI received the most positive comments among focus group and interview participants.

“AskRI is a wonderful service. Mango Languages is wonderful. Patrons, literacy students, and teachers use the database too. It ties into our literacy program.”

“We wouldn’t have moved forward without the databases. They’re essential today.”

“AskRI opens things up. Helps academic libraries in the sense of not having to pay for some of the databases.”

“AskRI takes the pressure off libraries to maintain those back files. It’s important that there be consistency across the types of libraries.”

“I have links to AskRI on my web page. Students use World Book; younger ones can use Searchasaurus and Student Search. We also use Homework Help. I visit the PTO and do a technology night during which I share the databases with parents.”

No patron outcomes were included in reports.

Combined expenditures for Continuing Education for Library Staff and Continuing Education for Children’s and Young Adult Librarians totaled \$ 148,940 or 4.5% of the total LSTA expenditures for the three-year period covered by this evaluation.

Continuing Education for Library Staff (FFY 2008 - FFY 2010: \$143,064 or 4.32% of the total LSTA expenditures for the three-year period)

Continuing education opportunities for library staff to increase competencies and explore emerging issues related to services for children and youth, reference services, library planning, customer service, technology development and use, library management and funding, and access for people with disabilities. Training focuses on skills and programming ideas that can be brought back to local libraries.

OLIS developed programming in “continuing education team” meetings where staff shared experiences, areas of expertise, and perceptions of community needs. Staff schedule programs on an online calendar and provide online registration. Classes were held in libraries throughout the state as well as online through Wimba software available through WebJunction.

(WebJunction no longer offers Wimba, which was a factor in OLIS' decision to withdraw from WebJunction.) Events and attendance are summarized in Table 1.

Specific technology classes in the use and application of Microsoft Office software and Google were the product of a partnership between OLIS and Providence Public Library.

Table 1: Continuing Education Participants and Usage, 2008-2009			
	2008	2009	Percent Change 2008- 2010
Continuing education events	50	53	6.0%
Continuing education	662	993	50.0%
WebJunction participants	28	58	107.1%

OLIS began using SurveyMonkey to collect end-of-session evaluations during this period. OLIS staff discussed findings and implemented some changes to improve programs. Some individual comments were included in the state report. A new survey form has now been developed and is being used to assess whether participants' awareness of various issues and concepts increased and/or whether they gained specific knowledge or skills related to the content being taught.

In focus groups and interviews, Rhode Island librarians praised the continuing education, mentioning it third most frequently among all services.

"Continuing education programs – free, top-shelf."

"CE reaches the other levels of staff. More people need to take advantage of them. They're easily digestible and quite useful."

They described specific instances of successful continuing education – classes in disaster preparedness, Relais training, special interest round tables, monthly young adult and children's services meetings, emerging trends and technology, and train the trainer programs.

Continuing Education for Children's and Young Adult Librarians (\$5,876 or 0.18% of total FFY 2008 – FFY 2010 LSTA expenditures)

In 2009, the OLIS youth services coordinator convened the OLIS Children's Services Advisory Council representing public libraries to plan an annual program of continuing education opportunities, which was then reviewed by the OLIS continuing education team.

Activities in 2009 included three brown bag sessions and two longer workshops. Beth Galloway, an independent presenter specializing in gaming and technology, presented a half-day workshop. In a second workshop, Cheryl Kirk Noll, published illustrator and advisor for the Rhode Island School of Design's Children's Book Illustration Program, spoke about art and design of picture books, following which five illustrators shared book dummies and participants toured RISD's Fleet Library. The Young Adult Round Table met 12 times, in different libraries around the state. OLIS staff led three Mock Newbery discussion programs and a Mock Caldecott program.

No evidence of outcomes was presented.

Health Information Outreach to Rhode Island Senior Centers (FFY 2009: \$5,000, 0.15% of total LSTA funds expended for the three-year period) The Health Information Outreach to Rhode Island Senior Centers project was a part of the National Network of Libraries of Medicine “Health Outreach to Senior Centers” program. Coordinated by OLIS and the Lifespan Health Sciences Library at Rhode Island Hospital, it was designed as a “train the trainer” program to team up public libraries and the senior centers in their service areas and provided outreach and training to their staff. It expanded to also provide hands-on training for end-user seniors as well. A total of 14 teams, each comprised of a senior center and a public library, participated. Lifespan hired an instructor and provided the training.

Lifespan completed the train the trainer portion and trained public library and senior center staff on the two government-sponsored consumer health websites covered in the Senior Health workshops. Twenty-eight participants participated in 2 sessions.

Based on pre- and post-tests and program evaluations, participants increased their confidence in using the two websites. Before the workshop only 11 indicated they had used the NIH Senior Health website; afterwards, all 28 felt confident or very confident using it; 9 had used MedlinePlus before the program; after it, all 28 individuals felt confident or very confident using it.

LORI Grants for Adult Literacy (FFY 2008 – FFY 2010: \$101,873 or 8.82% of the total funds expended for the three-year period). OLIS offered LSTA sub-grants to libraries providing ongoing literacy programming. These literacy efforts have been listed under LSTA Priority 1 but placement under LSTA Priority 5 (targeting specific populations with limited literacy skills) would be at least as appropriate, if not even more appropriate.

In 2010, Coventry Public Library received a \$10,000 grant from FFY 2009 funds to support its partnership with Literacy Volunteers of Kent County. A part-time program director and a part-time office assistant staffed the effort and they recruited, trained, and matched volunteer tutors with learners. Library reference staff members were available to help adult learners with their needs when the dedicated literacy staff was not present. A Board of Directors handled planning, outreach, and fund raising. Volunteers served as tutors, assessors, and tutor trainers. Many learners started in the “Start Here!” small group programs for ESL students. Using the library has been an important component of the “Start Here!” program, and obtaining a library card has been a primary desired outcome. During reaccreditation by the Literacy Volunteers of America, the Coventry Public Library and its literacy training module were cited as exemplary.

The Literacy Volunteers of Kent County/Coventry Public Library partnership were supported with FFY 2010 funds in the amount of \$ 15,191. Twenty-five tutors were recruited and 18 completed one of three 21-hour tutor training workshops. A total of 62 students were served and 23 new students entered the program. Eighteen tutors completed training 3,024 instructional hours of training. Outputs and outcomes reported include:

- 6 students gained or improved employment
- 1 student attained citizenship
- 1 student voted for the first time
- 2 students obtained driver’s licenses *
- 6 students reported increased involvement in community activities
- 12 students reported increased involvement in children’s school activities
- 17 students obtained new consumer skills
- 5 students attained wellness/healthy lifestyle skills

The Rhode Island Family Literacy Program, a statewide program that is managed by the Providence Public Library, was awarded sub-grants totaling \$76,682 from FFY 2009 and 2010

LSTA funds. Many program activities are offered through the Pawtucket Public Library. The funding covered the teacher's salary. Two classes at different levels of English-language competency were offered. The beginning level focused on survival English and the intermediate group concentrated on writing skills. Each class met for six hours a week. Frequent feedback and goal setting was the basis for the design of classroom learning activities. Scheduled teacher/learner goal conferences allowed time to reflect on learning and to adjust.

Senator Jack Reed visited Pawtucket in August 2010. As of September, 75 students awaited tutors. RIFLI joined the Blackstone Valley Education Network. Through this membership and strong positive relationship with the Institute for Labor Studies and Research, the Institute offered three additional classes at the Pawtucket Public Library beginning in September 2010.

During 2010 (the FFY 2009) funded year, both the Coventry and the Providence/Pawtucket programs made improvements in the intake and assessment portions of their programs. At Pawtucket, for example, thoughtfully designed intake activities allowed potential learners to make informed decisions to enroll, or allowed the assessor to make meaningful referrals to other agencies. Volunteers also actively sought to help learners overcome barriers to participation before beginning the program. As a result, 100 percent of learners set short-, medium-, and long-term goals.

It should be noted that these programs directly address groups of individuals targeted under LSTA Priority 5 with services that are highly consistent with the overall LSTA purposes. For example, 36 adult immigrants in the intermediate and advanced English as a Second Language (ESL) levels received instruction at the Pawtucket Public Library. Those Learners came from 16 countries and speak 8 languages. Seventy-two percent (72%) of learners are Hispanic or Latino and 17% are African-American. Half (50%) are between the ages of 25 and 44 and 39% percent are between 45 and 59 years old. Forty-four percent (44%) of the learners are unemployed and 31% are not in the labor force.

The two libraries used different measures of outcomes (Table 2a and 2b).

Table 2a: Literacy Outcomes: Coventry Public Library, 2009	
	2009
Entered employment	3
Retained employment	27
Received GED	1
Passed GED tests	1
Received Certified Nursing Assistant	2
Obtained citizenship	2
Voted for first time	2
Increased involvement in children's education	12
Attained consumer skills	17

Table 2b: Literacy Outcomes: Providence Public Library, 2009	
	2009
Completed one or more short-term or medium-term goals	75%
Completed an Educational Functional Level as measured by pre-and post CASAS assessments	58%
Obtained library cards	100%

The Pawtucket Public Library noted that it provided an optimal location, near neighborhoods with high immigrant populations. After they became familiar with the library, many learners also took advantage of additional services including free computer classes, the Adult Basic Education collection, and other materials and events. Louise Moulton, community services/public programs coordinator at the Library, reported in an interview:

“Forty people each year would not have the opportunity to learn English in Pawtucket without LSTA and the program. We put together a patchwork of funds, which helps us stretch dollars rather than being totally dependent on a single source.”

In the interview with Lynn Blanchette, director of Coventry Public Library, she noted:

“Even with the Library’s in-kind contribution and fund raising, we get about half of our funds from LSTA... LSTA is huge for us! We could do without it for one year, because we have some savings, but if we were without LSTA for two years, we couldn’t continue.”

Comments from focus group participants suggest that there are unmet needs for adult literacy in other areas of the state.

“Wish we could get more funding for literacy.”

“We have vets that could use literacy training.”

OLIS Iacono Library (FFY 2008 - FFY 2010: \$231092, 6.98% of total LSTA funds expended during the three-year period) The OLIS Iacono Library provides a comprehensive library and information science collection (print and electronic) designed to meet the reference, information, and continuing education needs of librarians, trustees, library school students, and friends of libraries.

An OLIS Iacono Library Team was formed in 2009 to redefine the library’s services. In 2009, the OLIS Library purchased 24 OverDrive compatible MP3 players so that LORI staff could familiarize themselves with downloading.

Circulation from and visits to the OLIS Iacono Library are reported in Table 3.

Table 3: OLIS Iacono Library Participants and Usage, 2008-2009			
	2008	2009	Change 2008-2010
Items circulated from OLIS	1,213	997	(17.8%)
Items borrowed on interlibrary	1,000	1,453	45.3%
Visits	1,510	2,305	52.6%

The state report includes reference to comments made by visitors who appreciated the quiet space and opportunity to check e-mail; no other outcomes were documented.

Youth Services (2008 and 2009: \$168,122, 7.8% of the total LSTA expenditures) Additional LSTA funding for Youth Services Continuing Education totaled \$1,100 or 0.1% of the 2008-2009 total, in 2008) For librarians who serve children and young adults, OLIS offered consultation services in the areas of literacy, collection development, programming, services, facilities, policies, planning and evaluation; continuing education; and advocacy support with other agencies.

From October 2008 through June 2009, the youth services coordinator position was vacant; the library program manager added responsibility for youth services to her portfolio. A new coordinator began work in July 2009.

- Continuing education. An eight-member Children's Services Advisory Council and seven-member Young Adult Services Steering Committee assist the youth services coordinator in developing continuing education topics. The coordinator produced a monthly continuing education calendar, facilitated monthly Round Tables for young adult libraries and children's librarians, and assisted with a major continuing education program, advised the mock Newbery and Caldecott Awards programs and Rhode Island Children's Book Award processes, and moderated forums for children's and young adult librarians on WebJunction. She represented OLIS on a Joint Legislative Summer Learning Task Force assembled by the Rhode Island After School Plus Alliance, a policy and advocacy group for Rhode Island out-of-school time programs, which created a report on the summer learning landscape with specific policy and funding recommendations.
- Summer reading. This program is a cooperative venture between OLIS and public libraries in Rhode Island, designed to provide access to interesting books at a variety of reading levels and provide opportunities for children to talk about what they read. OLIS coordinates planning, including managing relationships with sponsors McDonald's, Citizens Bank, Pepsi, and the Pawtucket Red Sox, while the local libraries partner with schools and other local organizations to promote and implement the program.

The state report for 2008 states: "As Rhode Island public librarians increasingly focus on research, we will be able to share what we have learned about the importance of conversation and individualized attention for all children around their reading with summer program staff."

In 2008 and 2009, McDonald's contributed 18,500 summer reading newspapers and 12,000 ice cream coupons. Fourteen museums offered free admission passes. The Pawtucket Red Sox hosted a grand finale at a game.

In 2009, LSTA funding paid for one educational program for children and one for young adults, chosen from the selected list of presenters, in each library building. McDonalds again contributed printing.

Individual outcomes for children and teens were not reported, but a story describes how one library expanded local reach through partnerships. The Newport Public Library partnered with several local agencies to reach children. More than half of the children registered came from the partners, including the YMCA, Child and Family Services, and Boys and Girls Club. Librarians presented programs at the partner sites, including story times and activities, and agencies were invited to visit the library to participate in programs. Children could record books they read at home and at the site, as well as

those read to them by counselors. The partners helped award prizes to the children in their care. After every program, the library staff asked partner staff to complete an evaluation, to be used in improving programming.

Nine focus group and individual interview participants made positive comments about summer reading.

“Summer reading is ingrained in Rhode Island libraries. Two to three hundred children participate at our library each summer. It has expanded to teens and adults too. It ties into our literacy program.”

“Summer reading is very creative. We are doing more with less, so we have to be creative.”

- **Getting Ready for Kindergarten Calendar and Web Site.** The calendar, in English and Spanish, has hands-on activities and reading suggestions grounded in the Rhode Island Early Learning Standards published by the Rhode Island Departments of Human Services and Education. In 2008, OLIS designed a web site, which was ready for implementation by the end of the reporting period in 2009. At that point, no outcomes had been documented.

Table 4: Youth Services Participants and Usage, 2008-2009

	2008	2009	Change 2008-2010
Continuing education sessions	11	21	90.9%
Libraries/other agencies participating in summer reading:	73	73	0
Children participating in summer reading	13,686	13,593	(0.7%)
Percent of children completing program	63%	63%	0
Libraries/other agencies participating in summer reading: teens	35	43	22.9%
Teens participating in summer reading	1,713	2,002	28.5%
Percent of teens completing program	64%	67%	3%
Summer programs	247	223	9.7%
Summer program attendance (children and adults)	17,138	14,215	(17.1%)
Summer program attendance (teens)	4,186	1,602	(61.7%)

Kids/Youth Reading Across Rhode Island (2009: \$14,818 or 1.28% of total LSTA expenditures for the three-year period) The goal of this joint project of OLIS and the RI Center for the Book at Providence Public Library was to raise public awareness of the importance and fun of summer reading and encourage upper elementary age youth to remain engaged with books and libraries during the summer months. The partners hoped to expand the scope and age range of the Reading Across Rhode Island project, a One Book, One State program for adults and teen in its ninth year, and kick off the statewide summer reading program.

The Providence Public Library hosted a writing session with author Kate Klise attended by 25 students in grades four through six at the State House, followed by a ceremony and celebration in the Governor's state room with Kate Klise as featured speaker and 160 children and families in attendance. Fifty people participated in exhibits by libraries, OLIS, Rhode Island Audubon Society and Woonasquatucket Watershed, and Rhode Island Educational Media Association.

Nine public libraries held book discussion programs for “tweens” for the first time; they all reported they plan to continue.

At the end of the event at the State House, 33 participating families completed surveys. Families reported learning about the event from school (38.7 percent), newspaper or other media (22.6%), friends or family (22.6%), and public library (16.1%). Among those responding, 76 percent of children were in the target age range. Favorite parts of the day were author book talk and autographing (42.9%), library activity tables (35.7%), and free books (21.4%).

OLIS also solicited feedback from librarians following the event.

The Rhode Island Office of Library and Information Services has used a variety of strategies (capacity building through continuing education, enhancement of resources [AskRI, OLIS Iacono Library] and sub-grant programs) to successfully address LSTA Priority 1.

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

Library of Rhode Island (LORI) (2008 and 2009: \$525,798, 24.3% of LSTA expenditures; match totaled \$731,516. In addition, in 2009, 15 Rhode Island libraries received \$141,544 in e-rate reimbursement.) LORI is the multitype statewide library network, designed to facilitate sharing of library collections and information to benefit library users. LORI libraries participate in three consortia, each with its own catalog – HELIN (academic and health science libraries), Ocean State Libraries (public libraries), and RILINK (school libraries). Other LORI libraries have stand-alone catalogs.

Because the LORI program is multi-faceted, it is difficult to place it under a single LSTA Priority. It fits in priority 2 because of its relation to the technology used to offer finding tools to the public. However, it also fits nicely under LSTA Priority 3 in that it links libraries together both virtually (e.g., Relais ILL) and physically (delivery). The certification component also creates professional linkages between and among members of the library community from different types of libraries.

OLIS served as administrator of LORI. It certified that members meet LORI standards, monitored and managed the vendor contract for delivery services, provided interlibrary loan services and supplies, facilitated access to the OCLC FirstSearch database, provided assistance and reviewed public library technology plans for e-rate applications; provided access to online holdings and resources of LORI libraries that do not belong to a consortium; and supported continuing and new resource sharing programs and technologies.

Comments confirm that librarians value interlibrary loan and that they desire a more seamless discovery solution.

“LORI has an impact; works for all libraries. It’s essential in Rhode Island.”

“Without LSTA, LORI/delivery would come to a halt. It would be disastrous. Sharing would be county/regional, not statewide. LORI makes libraries effective.”

(OLIS understands that librarians are unclear about the funding sources for LORI Delivery.)

Two targeted projects were funded under the LORI project – LORI Certification and LORI Delivery.

- **LORI Certification.** Every three years OLIS certifies that member libraries meet LORI standards; an online technology assessment that is part of the certification process

allows OLIS to review current levels of practice in LORI libraries. Annually, OLIS requires libraries to complete an update with ILL statistics, technology assessment, and contact information. In 2009, OLIS developed a certification portal to help reduce errors and incomplete submissions.

- LORI Delivery. LORI Delivery is supported primarily with State funds. However, LSTA funds enable OLIS to assume roles related to securing and monitoring the delivery contract on behalf of libraries across the State. The LORI Network provides courier delivery of materials to 198 libraries across three consortia, as well as to numerous independent libraries. Library patrons of any library in a consortium can borrow materials directly within that consortium and request delivery to their preferred library. Patrons can also borrow from libraries beyond their own consortium; these requests go through Relais and are facilitated by library staff. LORI Network staff members facilitate out-of-state borrowing through the OLIS ILL Clearinghouse. Interlibrary loan statistics and technology assessments of all LORI libraries are tabulated, summarized, and published on the OLIS website.

In 2009, the 13-member ILL Working Group met four times to seek better solutions for in-state, cross-consortium resource sharing. It finalized a report recommending Relais ILL for LORI resource sharing (see below).

ILL is greatly facilitated by OLIS' LORI interlibrary delivery service. OLIS employs a third party courier to make regular delivery stops at more than 200 LORI library locations, sorting and carrying interlibrary traffic. In 2010, the Library Board of RI convened an ad-hoc logistics committee to review the current delivery system and make recommendations for improvement

Courier delivery services received the second-most positive comments during focus groups and interviews.

"Delivery is crucial. Can't imagine being without it. We send out about twice what we borrow. No library can have everything... Delivery is an integral part of our service."

"Couldn't live without LORI delivery."

"Delivery is a huge part of our feeling connected although we're not all on the same catalog."

"Small rural libraries can't say enough about the delivery system."

- Relais Pilot. The ILL Working Group identified Relais ILL as an alternative, and OLIS worked with ten libraries (six academic, two public, and a school and special library) to pilot the new system and develop and present training for LORI libraries. The previous ILL system required libraries to identify a potential lending library, complete a webform, and e-mail it to the potential lender, a time-consuming process sometimes requiring follow-up phone calls. Through Relais, the Working Group hoped to provide one search interface to the three Rhode Island networks and Brown University catalogs, with an embedded delivery mechanism.

After an initial demonstration and further development of a web-based application by Relais International, the ILL Working Group recommended adoption. OLIS signed a contract and trained pilot library staff, who tested the system with each other, while OLIS configured LORI libraries in the Relais system and facilitated tech support and other problem resolution.

Focus group and interview participants mentioned the LORI interlibrary loan services 11 times positively (noted above) and eight times critically. Critical comments suggest that librarians desire a more seamless discovery solution.

“Relais has had an impact on us. It’s less disjointed. We wanted one OPAC for all of Rhode Island.”

“Relais has been a two-edged sword. It’s not user friendly.”

“I need one good functional (statewide) OPAC!”

Table 5: LORI Resource Sharing Participants and Usage, 2008-2009			
	2008	2009	Change 2008-2010
LORI members at beginning of year	201		
LORI members added	4		
OCLC searches conducted	60,118	56,880	(5.4%)
OCLC ILL requests completed	4,796	4,179	(12.9%)
Relais requests completed		2,288	
ILL Items borrowed in-state	1,008,761	1,017,900	0.9%
ILL Items borrowed out-of-state	49,073	52,187	6.3%
ILL Items lent in-state	1,249,586	1,350,059	8.0%
ILL Items lent out-of-state	48,817	46,991	(3.7%)
Libraries participating in delivery	198	196	(1.0%)
Items delivered*	2,353,650	2,490,750	5.8%
*Based on sampling data from participating libraries during a typical week.			

LIBRES-Library Resources for Students (2009: \$35,000, 1.6% of total LSTA expenditures)
This grant, to Rhode Island Library Information Network for Kids (RILINK), allowed additional schools to join and contribute their holdings to RICAT, the shared school library automation system. Schools in low-income communities and those in districts with other RILINK participating schools were given priority.

During this period, RILINK identified ten schools, purchased licenses and added their holdings to RICAT, trained library staff and volunteers, and provided support as the system was implemented.

Budget cuts and deficits in school budgets created obstacles in finding ten schools. The original plan was to add the remaining school libraries in Pawtucket, but the district could not commit to covering the ongoing expenses of software licenses and membership in RILINK. Only two schools from the original list of ten were able to go forward. Instead, two East Providence middle schools, all Westerly public schools, and Narragansett Pier School joined.

No information about records added, circulation or interlibrary loan were included; nor were any student outcomes reported. Focus group and interview participants did describe the impact of RILINK on their own schools and statewide.

“Students... use ILL for both fun reading and research.”

“Many schools have taken advantage of LSTA to do retro cataloging and to be online. Nine years ago we used cards! More and more schools are coming on board now.”

“RILINK [is an] incentive to keep adding [schools].”

OverDrive Holdings Expansion and Download (2009: \$6,000, 0.2% of LSTA expenditures) Ocean State Libraries purchased four download stations for public libraries and additional items for the E-Zone collection of the Ocean State Libraries in 2009.

Four libraries received download stations – Newport Public Library, North Kingstown Free Library, North Providence Union Free Library, and Cranston (Central) Library. A total of 390 downloadable items were added to the catalog.

No outcomes were documented.

Preservation Services (2008 and 2009: \$72,274, 3.4% of LSTA expenditures) OLIS contracted with Northeast Document Conservation Center (NEDCC) for training, evaluation, conservation, and disaster recovery services to meet legal requirements for preservation and disaster planning for Rhode Island public libraries. The contract included consultation and advice on implementing the Rhode Island statewide preservation plan, pick up and return of materials selected for conservation treatment, one free workshop and others at a 20 percent discount, and catastrophic disaster assistance, including two site visits per year. An OLIS representative sits on the NEDCC Advisory Committee.

In 2008, NEDCC and OLIS staff worked together on an IMLS planning grant awarded to OLIS, “Connecting to Collections.” In 2009, they continued to collaborate after the implementation grant was awarded in June 2010.

Comments from end-of-session evaluations in 2008 showed participants found three aspects of the content most useful- correct materials to use, inexpensive techniques, and simple repairs. Regarding the process, they complimented the knowledge and practicality of the presenter, as well as the hands-on opportunities.

No evidence was presented of implementation following workshop attendance, nor were outcomes provided for the other services.

Research and Data Collection (2009: \$44,109, 2.0% of LSTA expenditures) Through this project, OLIS sought to fulfill the mandate in Rhode Island General Law 29-3.1-7, which established OLIS, “to develop a systematic program of information gathering, processing and analysis,” understand libraries and their context through data, and assist libraries and their users and advocates with information.

The OLIS state report for 2009 lists the following data collection methods: public library annual reports using Bibliostat Collect and WebPlus, LORI certification and annual updates, interlibrary loan characteristics and utilization data, Rhode Island delivery data, as well as occasional surveys, usually online via SurveyMonkey.

This program also addresses LSTA Priority 1 as a capacity building strategy in that the data collected is useful to individual libraries in their decision-making.

Retrospective Conversion of Architecture and Art Book Catalog Records (2009: \$5,000, 0.2% of LSTA expenditures during this period) Redwood Library and Athenaeum supported retrospective conversion of 660 circulating architecture books and 672 circulating art folios.

By the end of the reporting period, the 672 art folios and 372 of the 660 architecture books had been added to OCLC and imported into the library’s catalog.

Retrospective Conversion of Early Biographies (2009: \$5,000, 0.2% of LSTA expenditures) Providence Athenaeum created 1,075 records for adult biographies published from the late 17th to the 19th century, in order to make them more accessible. The Athenaeum catalogued 1,622 books using OCLC and added holdings. Through its web site, it publicized the collection. Anecdotal evidence showed increased interest in the collection, but no usage or outcome data was provided.

World Wide Web Publications (2008 and 2009: \$55,682, 2.6% of LSTA expenditures) OLIS maintained three web sites – OLIS, WebJunction RI, and State of Rhode Island Government Information. The OLIS site disseminated accurate, accessible information about state programs, services, and resources for Rhode Island libraries. The site included applications that allowed OLIS staff to present continuing education programs, receive online registrations, generate attendance lists and gather continuing education data. It also included an application that supported the standards certification process and allowed data tabulation.

OLIS joined WebJunction and established WebJunction RI in 2008, as an online space with timely information on library topics, social media for professional networking, and online continuing education courses.

The Government Information site provides Rhode Island residents, state government staff, and other interested parties with information about the state, state government, and human services. Most Rhode Island state government agencies link to the site from their websites as the definitive source for Rhode Island government information.

In 2009, OLIS engaged in a high-profile marketing campaign to increase participation in WebJunction. It launched WebJunction online forums for young adult and children's librarians; both attracted national attention for their activity and the engagement of their participants. OLIS staff created two blogs – the Rhodarian for issues of local, state, and national interest, and Talking Books Plus. The 2009 state report noted that, despite heavy promotion, WebJunction courses were underutilized, perhaps because Rhode Island is compact and access to in-person training is relatively convenient, and functionality was less than optimal. WebJunction also announced removal of online classroom tools and impending diminishment of the community partner brand. As a result, OLIS planned to terminate its contract in June 2011.

In 2009, the OLIS Calendar migrated to the Google Calendar platform. The Jobline was substantially updated and moved to a server outside state government to facilitate updating and functionality.

Table 6 summarizes use of the three sites in 2008 and 2009. Among the 1,700 pages on the site, the OLIS home page, with frequently updated news, is the most frequently visited page on the site; second is the OLIS Jobline and third the New England Job Resources page.

Table 6: World Wide Web Publications Usage, 2008-2009			
	2008	2009	Change 2008-2009
OLIS Web Digest subscribers	478	492	2.9%
OLIS site hits	153,289	157,327	2.6%
OLIS site page views	409,385	406,926	0.6%
OLIS site unique visitors	59,577	61,275	2.9%
Government Information site visits	140,853	128,517	(8.8%)
Government information site page views	427,862	377,907	(11.7%)
Government information site unique	74,608	64,506	(13.5%)
OLIS Jobline postings	90	102	13.3%
OLIS Jobline visits		62,745	
OLIS Jobline page views		121,396	

Again, OLIS uses multiple strategies to successfully address LSTA Priority 2.

LSTA PRIORITY 3: Providing electronic and other linkages among and between all types of libraries.

Many activities undertaken by OLIS using LSTA funds advance LSTA Priority 3. Examples include investment in the Relais resource sharing system as well as support for Ocean State Libraries and RILINK. Ocean State Libraries was the recipient of two FFY 2010, one to purchase a content server and the other to facilitate a strategic planning effort. The grant for the content server provides a good example of using LSTA funds to leverage other resources, that combined, achieve greater results. LSTA funds to purchase the content server provided the opportunity for Ocean States Library to participate in a network operated by the Providence Emergency Management Agency (PEMA). The content server was a critical link in the creation of a sophisticated video conferencing system that is interconnecting the state's public libraries and, in turn, connects them with the state emergency management network and the OSHEAN network of higher education institutions and hospitals. Elements of this project very clearly address LSTA Priority 3 but also illustrate the degree to which public and private partnerships (LSTA Priority 4) are infused in OLIS' implementation of the LSTA Grants to States program.

In short, Rhode Island's LSTA Grants to States program addresses LSTA Priority 3 in real and measurable ways.

LSTA PRIORITY 4: Developing public and private partnerships with other agencies and community-based organizations.

No single program or initiative undertaken by OLIS is specifically directed toward this LSTA priority; however, there is clear evidence that the development and nurturing of partnerships is integrated into many of OLIS's efforts undertaken with LSTA funds. These collaborative efforts are particularly evident in the case of literacy grants and the OLIS/local library partnership in the

summer reading program. Connections through these programs range from the YMCA and Child and Family Services to McDonald's, Citizens Bank, Pepsi, and the Pawtucket Red Sox. However, other substantive partnerships can be cited. For example, an instance provided earlier described the Ocean States Library/Providence Emergency Management Agency partnership that provides Rhode Island's libraries with access to a high-level teleconferencing network. OLIS forged partnerships with the Department of Labor and Training, Project Compass and the RI Library Association for workforce development. The roll out of broadband grants in the state was made possible by partnerships OLIS forged with Ocean State Libraries, HELIN, OSHEAN, and the RI Economic Development Corporation. OLIS regularly partners with the RI Library Association on continuing education programs. The RI Center for the Book is a critical partner in the Youth Reading Across RI project.

Rhode Island's LSTA Grants to States program does not directly address LSTA Priority 4 with a specific program designed to build public and private partnerships. Nevertheless, collaboration is a hallmark of the overall OLIS program. Cooperation between and among types of libraries (some of which are private rather than public entities) is exceptionally strong. In some ways, the entire LORI program could have been placed under LSTA Priority 4 as an example of how Rhode Island addresses this Grants to States Priority.

LSTA PRIORITY 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.

Talking Books Plus (2008 and 2009: \$1,033,147 or 31.2% of the total LSTA expenditures for the three-year period. OLIS provided library services for people with vision impairments, blindness or physical disabilities and to institutions that serve them. Services included provision of reading equipment and materials in a variety of formats, reader's advisory, interlibrary loan, and information and referral.

In 2008 and 2009, formats provided through the online catalog, available 24/7, included large print and Braille books, audiocassettes, descriptive videos and discs, magazines via mail subscription and online downloading. Digital books were provided via participation in the Ocean State Libraries E-Zone and the National Library Service's Digital Downloading Program Pilot (BARD). The program also provided access to K-12 and college materials by referral to the Recoding for the Blind & Dyslexic and Bookshare programs. Talking Books Plus staff published a quarterly member newsletter and made presentations to target audience groups such as nursing homes and social service agencies.

Outputs from the program are itemized in Table 7.

Table 7: Talking Books Plus Service Participants and Usage, 2008-2009			
	2008	2009	Change 2008-2009
Members	1,877	1,801	(4.0%)
Members registered for NFB Newsline telephone newspaper Service	475	500	5.3%
Talking books, magazines, newspapers loaned	50,000	53,000	6.0%
Large print books loaned	1,099	789	(28.2%)
Braille books loaned	340	243	(28.5%)
Descriptive videos loaned	4	8	100.0%
Web site visits (site + blog)		14,730	
Digital and audio players loaned		1,960	
Digital books mailed/downloaded		11,404	
Titles circulated through self-initiated requests		13,553	
Readers' advisory requests answered		4,188	

Outcomes from the program are hypothesized, but no formal outcomes are documented. Anecdotal comments included in the state reports for 2008 and 2009 suggest that the program is highly valued by members and their families as a way of staying connected to the world of ideas and events, and of offsetting disabilities and depressing circumstances:

"This service which you offered my father gave [him] another way to be free of his disability.. the stories traveled him to different places, situations and plots he never would have been able to explore otherwise."

"After losing my husband and son, these books saved my life."

Seven focus group members and interviewees also commented positively on the impact of Talking Books Plus.

Rhode Island's primary impact related to LSTA Priority 5 is in the area of services to the blind and physically handicapped. Rhode Island's Talking Books Plus Program clearly meets needs that are central to Priority 5. However, as was noted earlier, sub-grants that provide literacy services also address audiences targeted in LSTA Priority 5. Priority 5 includes individuals from "diverse geographic, cultural, and socioeconomic backgrounds" and "individuals with limited functional literacy or information skills." OLIS addresses LSTA Priority 5 well.

LSTA GOAL 6: Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.

Books Beyond (FFY 2009: \$4,694, 0.14% of the total LSTA expenditures for the three-year period) The Rhode Island Department of Corrections operates a program with a goal of strengthening the bonds between inmates and their children. After receiving an application from an inmate, volunteers helped them choose new, age-appropriate books for their children from a large selection of children's books. In visiting rooms during visiting hours, the inmates read and

recorded the books onto audiotape or CD. The volunteer mailed the book and recorded tape/CD to the children of the inmate. LSTA funds were used to purchase books and recording materials.

Fifty-seven inmates created 114 recordings. On average, participating inmates had two children, each of which received three books. Overall, children received 342 books. Anecdotal evidence suggests that this program achieved its objective of strengthening the bonds between the inmates and their children. This is of considerable significance because research suggests that strong family bonds plays an important role in reducing recidivism.

Youth Reading Across Rhode Island LSTA funding for Youth Reading Across Rhode Island totaled \$7,677 in 2009, \$3,704 from LSTA PRIORITY 1 and \$3,973 from LSTA PRIORITY 6, 0.4 percent of the total funds expended during this period; \$2,660 in matching funds was reported. See Youth Reading Across Rhode Island under LSTA PRIORITY 1 for results of the effort.

The Rhode Island LSTA program's impact on the populations targeted in LSTA Priority 6 is somewhat diffused. Because Rhode Island's population is small compared to most other states, its LSTA allotment is small. This limits the amount of money available for sub-grant programs, which are used by many states to address the needs of targeted populations. Nevertheless, OLIS does address this Priority. A few small programs, such as those listed above address the Priority directly. However, the truth of the matter is that Rhode Island's demographics include a significant percentage of people that fall into one or more of the categories listed in Priority 3. For example, support for the Summer Reading Program (although it is not listed under Priority 6) obviously has an impact on "persons... (from) underserved urban communities, including children from families below the poverty line." For this reason, the evaluators believe that Rhode Island is addressing LSTA Grants to States Priority 6.

2. To what extent were these results due to choices made in the selection of strategies?

Some LSTA funding was applied to each of the goals identified in the Rhode Island Five-year Plan (Table 8):

1. Services to people with disabilities: The Talking Books Plus program
2. Services to traditionally underserved populations: Health Information Outreach, LORI Literacy, and Books Beyond
3. Multitype collaboration and cooperation: Library of Rhode Island (LORI), Library Resources for Students (RILINK), OverDrive Holdings Expansion and Download, and Retrospective Conversion
4. Statewide services when they are more cost-effective or beneficial at statewide scale: AskRI, Youth Services, Youth Reading Across Rhode Island, Preservation Services, World Wide Web Publications, Research and Data Collection, Continuing Education for Library Staff, and the OLIS Iacono Library

Table 8: LSTA Funding for Goals included in the Rhode Island Five-Year Plan, 2008 and 2009

<i>Goal</i>	<i>LSTA Funds</i>	<i>Percent Total LSTA Funds</i>	<i>State/Local Match</i>
1: Services to people with disabilities	\$774,968	36.0%	\$251,055
2: Services to traditionally underserved populations	\$59,374	2.8%	\$2,925
3: Multitype collaboration and cooperation	\$576,798	26.8%	\$740,270
4: Statewide services when they are more cost effective or beneficial at statewide scale	\$706,998	32.8%	\$1,786,692
LSTA Administration	\$37,040	1.7%	\$257,049
TOTAL	\$2,155,178	100.0%	\$3,037,991

Rhode Island employed five strategies:

Resource sharing. With a small geographic area and abundant library resources, interlibrary loan and delivery services were well used and widely seen as essential to the provision of quality library service in Rhode Island.

Relatively small amounts of LSTA funding were granted to two individual libraries for retrospective conversion of unique collections.

Ten school libraries were supported in joining RILINK, in order to expand access for their students to the broader world of library resources.

Continuing education/staff development. Rhode Island made a significant investment of LSTA funds in continuing education, when funding for the OLIS Iacono Library, the Continuing Education for Library Staff project, and education and training embedded in other projects are considered.

A substantial proportion of that funding went to the OLIS Iacono Library, which received very low usage.

The Continuing Education project supported a wide range of programs, delivered in-person and online to groups and individuals. Continuing education design followed traditional models of face-to-face courses, workshops, and shorter sessions, and some more impactful strategies were added, including round tables and blogs for follow-up coaching and support. Total attendance at these programs was similar to the number of visits to the OLIS Iacono Library.

OLIS adapted technology solutions to improve continuing education processes. It added an online calendar and registration and evaluation tools and dedicated attention to building content and actively promoting use of WebJunction's content, community forums, and courses.

Target audiences were involved in designing and assessing their own learning. For example, librarians serving children and young adults met to plan summer reading activities, select presenters, and discuss best practices. The OLIS continuing education team studied results of end-of-session evaluations to gather ideas for additional learning and make improvements in learning design.

Training and continuing education and collegial support mechanisms were included in a number of projects. For example the LORI switch to Relais interlibrary loan included a significant

training component. The Youth Services programs also included regular round tables and opportunities to participate in planning summer reading programs. Preservation Services involved workshops and other educational opportunities. Talking Books staff made major efforts to introduce new technology to users and to librarians and other referral agencies about new digital technology and resources.

Partnership development. OLIS worked with a wide range of partners during 2008 and 2009 to carry out the programs funded with LSTA. Details are included in the program descriptions above, but notable examples include: the three consortia – HELIN, Ocean State Libraries, and RILINK; the Northeast Document Conservation Center, which provided training, assessment, and disaster planning; the National Library Service; the Rhode Island Department of Labor and Training, which helped promote awareness of AskRI; McDonalds, the Pawtucket Sox and others who supported summer reading; and many others at the local level.

Literacy grants to two individual libraries had broader purposes. Coventry and Providence Public Libraries received LSTA funding to continue adult literacy programs for the tenth year; Coventry supports learners and tutors in an entire county; Providence serves as the statewide resource center, and both have developed tools and approaches that could be used in other libraries.

Direct services for patrons. OLIS provided direct services to Rhode Island residents through two ongoing programs - Talking Books and the OLIS Iacono Library. Both programs were very costly and labor intensive. As the capabilities of technology and resource sharing improve, OLIS may wish to reconsider the direct-service strategy in the future.

3. To what extent did these results relate to subsequent implementation?

Resource sharing. The LORI continued to work through the three statewide consortia to support and improve discovery, interlibrary loan, and courier delivery of items held in a library to any Rhode Island resident. Finding a more seamless method for searching all the catalogs and placing borrowing requests is a priority in the state.

Although the retrospective conversion projects were small and likely contribute only marginally to Rhode Island's resource sharing efforts, it should be recognized that these projects involved unique items that would otherwise be difficult to locate. This effort was highly targeted and therefore reflects an effective use of LSTA funds.

The difficulty in finding ten school libraries able to commit to supporting ongoing membership in RILINK is reflective of the environment facing many school libraries around the country, as school funding shrinks. With just over half of Rhode Island school libraries currently participating in resource sharing, it's apparent that recruiting the remaining half will be difficult.

Continuing education/staff development. OLIS Iacono Library services are very traditional with very high per-use costs. OLIS reported that a review of OLIS Iacono Library services is underway. There may be an opportunity to partner with the University of Rhode Island Graduate School of Library and Information Studies to share costs in providing access to professional resources. In the Library's defense, there were several positive reports from interviewees and focus group participants of use of the collection.

Continuing education and training are clearly a priority for the state, and the strategies of OLIS to employ technology but retain face-to-face opportunities, to involve participants in design and assessment of learning, and to embed education and training in every initiative seem as if they will yield positive results.

On the other hand, finding time for continuing education is always a struggle, and without certification or other organizational expectations, individual library staff members will continue to struggle to participate and libraries will struggle to find the money, time, and support for their staff to attend. In the face of so many competing demands, OLIS will have to pick continuing education content, processes, and contexts that are likely to result in the most learning and behavior change.

Despite significant efforts to add content and promote WebJunction, usage remained low, suggesting that Rhode Island library staff prefer in-person contact and don't have as much incentive as those in remote rural states to turn to online resources for learning.

Partnership development. In addition to leveraging talent and energy, partnerships yielded tangible benefits. For every \$1 of LSTA funds invested in 2008 and 2009, Rhode Island local and state matching funds added \$1.41, for a total investment of \$2.41 in Rhode Island library services.

Direct services for patrons. As the capabilities of technology and resource sharing improve, OLIS may wish to reevaluate the need for direct services to people with vision impairments and physical disabilities. Rapid growth in availability of downloadable books through local libraries may mean the centralized model is no longer necessary in a few years. Comments from Talking Books members suggest they can learn to use the equipment and once they do, they like having more control over their own selection and access to reading materials.

4. To what extent did programs and services benefit targeted individuals and groups?

There is no question that LSTA funding had a direct impact on some audiences targeted both in the LSTA Grants to States priorities and in Rhode Island's LSTA plan. Examples of targeted audiences receiving direct benefits include visually impaired through the Talking Books Plus program and children at risk through the summer reading program. However, there have also been some disappointments in regard to targeted audiences. The 2008 – 2012 Plan envisioned other outreach activities that were dependent on a Field Services Team that was eliminated due to State budget cuts.

IMLS Process Questions

1. Were modifications made to the Rhode Island OLIS's Plan? If so, please specify the modifications and if they were informed by outcomes-based data.

No modifications were made to the Rhode Island OLIS's 2008 – 2012 LSTA Plan. Although some adjustments were made in the strategies used to implement the Plan due to State budget cuts, these changes were not significant enough to warrant formally amending the Plan.

2. If modifications were made to the Plan, how were performance metrics used in guiding those decisions?

Because the Plan was not modified, this question is not applicable.

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

Ongoing changes and adjustments have been made to Rhode Island's LSTA program. Unfortunately, one of the key metrics at play in recent years has been the number of staff members available at the state library agency. The trend throughout the course of the implementation period has been on cutting and narrowing the focus of efforts. This has resulted

in increasing the emphasis on statewide programs that increase the capacity of libraries to serve the public rather than on sub-grant programs that directly impact end users.

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

Anticipated efforts to identify outcomes, specifically those related to staff development activities, have been thwarted by staff shortages. Lack of staff hindered OLIS' ability to collect and analyze relevant data. Consequently, most decisions have relied heavily on output data and input from the library community.

Prospective Questions

1. How does the OLIS Agency plan to share performance metrics and other evaluation-related information within and outside the Agency to inform policy and administrative decisions over the next five years?

OLIS is not alone among states in experiencing staff reductions within the SLAA. Unfortunately, many states find themselves in the position of desiring to collect quality outcome-based data but lacking the staff resources to carry out the task. The answer may lie in multi-state, regional and national cooperative efforts instead of at the individual state level. The work of IMLS to identify similar programs and to create logic maps and results chains is a helpful step in this direction. Shared efforts are more likely to produce outcome-based evidence of the significance of LSTA funding on the lives of real people.

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

OLIS will be examining the performance data collected to date in light of the initial work that IMLS has undertaken under its "Measuring Success" initiative. Where appropriate, existing data will be used to establish benchmarks against which future progress can be measured.

3. What key lessons has the Agency learned about using outcome-based evaluation that other states could benefit from knowing? Include what worked and what should be changed.

OLIS has learned that it experiences its greatest success when it attempts to measure outcomes that serve end-users directly. In Rhode Island, OLIS comes the closest to outcome-based evaluation in the areas of literacy, Taking Books Plus services and staff development activities. The agency is hopeful that the work of IMLS with SLAA staff to create assessment frameworks may result in mechanisms that will allow agencies with limited staff resources to collect, analyze and disseminate valid and useful information that can be used for decision-making and for the refinement of programs and initiatives.

4. What are the major challenges and opportunities that the OLIS Agency and its partners can address to make outcome-based data more useful to federal and state policy makers as well as other stakeholders?

Design outcome evaluation protocols for every project, perhaps based on the rubrics developed by State Library Agencies with IMLS and with assistance from a trained evaluator, and make sure evaluation instruments are put in place during the next round of LSTA planning, so that comparable data can be collected at each site and event during every year.

OLIS has made good beginning steps in assessing continuing education, with online collection of end-of-session responses after continuing education and training events. The continuing education team might want to read *Evaluating Professional Development* by Thomas Guskey, *Taking Charge of Change* by Shirley Hord, or similar volumes, for possible frameworks and tools for assessing longer-term behavior and condition changes following continuing education.

Some outcomes are also being demonstrated for other programs, notably the Health Information Outreach to Rhode Island Senior Citizens, the Coventry and Providence Public Libraries' literacy programs, and Youth Reading Across Rhode Island.

Much work remains to identify and measure outcomes for the larger projects, but with millions of Federal, State, and partner dollars involved, it is imperative. Better understanding of desired outcomes and data regarding progress toward those outcomes will also assist staff, partners, and other stakeholders in making improvements and making decisions to shift strategies, if necessary.

Develop or acquire a commercial "dashboard" product for reporting data on a regular basis (daily/weekly/monthly), so that data is consistent and complete for each year and is immediately available to policy makers, program planners, and participants in Rhode Island. Some systems offer report summaries that use "signal light" graphics (green, yellow, red) to automatically indicate trends that are occurring in regard to specified data elements. The goal is to make data readily available for ongoing state-level and local decision making, rather than to merely report it for compliance at the end of each year.

Review the format for collecting annual reports at IMLS to allow for quantitative data to be shared – charts, graphs, etc. – to encourage comparative and trend analysis.

Share all of these – protocols, instruments, dashboard, and annual reports – nationally, so that individual states can take advantage of practical solutions to data gathering for evaluating outcomes, for studying and comparing processes, and for improving results.

5. Based on the findings from the evaluation, include recommendations for justifying the continuation, expansion, and/or adoption of promising programs in the next five-year plan.

Based on the findings of the evaluation, the following strategies and programs are recommended for continuation.

"Access for all," summed up one focus group participant. OLIS should continue to invest in:

- LORI, finding ways to make searching the holdings of Rhode Island libraries easier and more uniform and continuing to add school library members
- Courier delivery, which supports interlibrary lending
- AskRI, and other digital resources, including downloadables, the OLIS website, and data collection/analysis tools
- Partnerships – for funding, resources, expertise, energy, innovative ideas, and access to audiences
- Preservation

Continuing education, as outlined above, to reach more library staff with ongoing, job-embedded learning. In order to make resources more available within the constricted schedules of most librarians, presenters/designers might consider creating reusable resources to accompany face-to-face sessions, such as web content (downloadable pdfs, video and audio clips, notes) to extend the impact of the session. They should also address the challenge of supporting implementation after staff have attended a continuing education or training session. Blogs and

discussion groups are a good beginning, but there may also be other structures that could be put in place.

Talking Books Plus and other services to people with disabilities and those who are unserved or underserved should be continued, but perhaps not in the “hand-knitting” model presently in use, where each individual and each request is handled by a highly trained staff member using structures designed especially for this audience. As downloadable content expands, it may for the first time be possible for individuals with disabilities and those who are outside the regular user groups at libraries to participate fully and conveniently.

6. Based on the findings from the evaluation, include recommendations for justifying potential cuts and/or elimination of programs in the next five-year plan.

Potential cuts are suggested based on the inverse of the “access for all” concept. Those services that do the least good for fewest people or have not demonstrated significant impact must either be improved or eliminated.

The evaluators identified one program that seems to fit in this category. The Iacono Professional Library, while important to some, serves a very small audience. Furthermore, its location limits the number of people who can access it physically. The program is not without merit; however, when examined alongside other LSTA programs, the benefits of supporting the Library with LSTA funds are marginal.

The evaluators also believe that Rhode Island’s next five-year LSTA Plan, along with the LSTA Plans of all other states that invest a significant amount in their LBPH programs, should carefully examine the impact of moving to a service model that will increasingly rely on downloading rather than on the delivery of physical media. Ongoing efforts should be made to adopt best practices as they emerge and to either reduce costs, or at the very least, increase outreach activities.

COSTS ASSOCIATED WITH THIS EVALUATION

Cost of contract with evaluator	\$ 19,200
Internal (SLAA) cost estimate	<u>\$ 9,800</u>
Estimated Total	\$ 29,000

Appendix A: Focus Group Summary

Five focus group discussions were held. Included were sessions with the Library Board of Rhode Island (Providence), users of Library of Rhode Island (LORI) services (Cranston), Talking Books Plus partners and patrons (Warwick), Consortium of Rhode Island Academic and Research Libraries (CRIARL) at Johnson & Wales University (Providence), and public library directors (East Providence). A total of 41 people participated in the sessions.

Library Board of Rhode Island

10/17

Providence

Which LSTA-funded programs have had the greatest impact on your library?

LORI—delivery, for academic libraries, it's delivery

(Note: Delivery is primarily supported with State funds; however a limited amount of LSTA funds are used to manage and monitor the program.)

AskRI databases

For school libraries it's RILINK (school library automation network)

Subgrants for literacy

Talking Books Plus program

Continuing education programs are free and they're top shelf.

Summer Reading allows us to do things that we couldn't afford to do otherwise.

Summer Reading brings visibility and PR to the library in addition to the obvious benefits to kids.

For special libraries it's delivery and AskRI

Talking Books Plus is marketed fairly well for those with vision loss, but I'm not so sure that it's thought of in the broader sense; there's more and more audio available for the general public.

I agree that there is a population that would benefit from it (the Talking Books Plus program) who don't know about it.

I'm not sure if our school is using it with kids with disabilities.

The new digital download program (BARD) provides lots of nice features—the digital talking books give kids with disabilities (and adults) a sense of normalcy.

Governor Chafee's grandfather used talking books and he was a big supporter of the program.

Where does innovation get started in Rhode Island? How does it happen?

AskRI is an example of that.

Statewide basis is cost effective.

State Office of Library and Information Services (OLIS) is innovative.

Services that operate in the background are important too—delivery, for example.

When you're short of staff being innovative is hard.

OLIS fosters innovation by providing some of the training sessions it sponsors, for example the train the trainers—health project.

OLIS has seized social networking—urging us to keep it current, keep it fresh.

LORI is innovative in some ways. It provides a framework for cooperation. That's not sexy but it's vitally important.

Literacy grants may not be innovative, but they're important as well in a state like Rhode Island. They're responsive as well - Workforce—labor & training—big push. RI is 2nd or 3rd highest in unemployment.

Preserving the Past project brought in libraries, museums, etc.

RELAIS system—being able to connect to other library collections

I'm not a fan of RELAIS, in my mind it's not a big success/right product but we have to have a system for ILL.

We had Books Beyond in corrections—inmates recorded books for their children. One of the big factors in recidivism is lack of family support and connections. There have been programs that provide opportunities for inmates to interact with their children around books. Quality of family life is related to how they interact with their children.

Great for public libraries to have access; puts all of the libraries on the same playing field.

Delivery system is a huge part of our feeling connected although we're not all on the same catalog.

Another group—research libraries...only half of the members of that group are in HELIN.

It's not just the delivery system; the online access 24x7—you're still hooked up through your computer.

There's great passion here for libraries working together. We take it for granted that libraries of all types will work together when in fact that's pretty rare in most places.

This board serves as the LSTA Advisory Committee. We think that the LSTA program is really good and that it accomplishes a lot.

A lot of it goes to the concept of inclusion; all Rhode Islanders will have access to good library services.

Final say? Is there anything else you'd like to add? Other comments?

It's critical that we have this kind of funding; so many things are dependent on it...AskRI, delivery, you don't have to think about it. These systems are in the background, but they're essential to the success of resource sharing and of libraries in general.

Keep the money coming and more; it has an impact even on smaller, special libraries.

I'm surprised to hear the dollar amount that goes to Talking Books Plus—that's a good thing... positive in my mind.

State funding is always a small amount and it gets cut.

We always have to use LSTA; there's a lack of state money.

A million dollars (from LSTA) is so small, but has such an amazing impact.

Small rural libraries can't say enough about the delivery system. It was a big deal when they got delivery.

Our patrons take delivery for granted. Things magically appear. They don't think about the work it takes to get the materials to them.

School libraries—thank you for the people who inform us of the availability of the grants. School libraries are really hurting, so it's important.

Leadership from OLIS staff—they juggle well; OLIS has a very small staff.

Hear, hear!! We talk about state funding for OLIS; our state funding for public libraries is pretty good.

We need the state to pony up for libraries.

PR—the grants are good in demonstrating to others the importance of libraries, literacy, technology.

I agree; I can only imagine what OLIS could do with more money!! They have to fight to survive rather than innovating... it's a shame that's true. We could do so much more if the funding was available. Need to spark that innovation!!

Users of LORI Services

10/18

Cranston

Which LSTA-funded programs have had the greatest impact on your library?

E-rate help
AskRI
ILL with the public libraries
Service to sight-impaired vets
Summer reading program
I wish we could get more funding for literacy.
AskRI; I don't have the general databases.
Literacy—we have vets that could use literacy training.

RELAIS funding has had impact on us; less disjointed; we wanted one OPAC for all of RI. It's still a goal worth pursuing. We're really in a good position to do it since there are only a few systems in place, HELIN, Ocean State and RILINK.

School libraries: RILINK—we need incentives to keep adding schools.
AskRI is also important to us.
ILL system and delivery

RELAIS has been a two-edged sword; it's not user friendly, but something like it is absolutely necessary. School libraries are hurting; it's hard to find time for ILL and if you don't use RELAIS every day, you feel like you're starting all over every time you use it.
It's not just the databases that are important: we do have Mango; Learning Express – these aren't technically databases, but they're essential online content.

Continuing education reaches the other levels of staff; more people need to take advantage of them. They're easily digestible; small and useful.

Where does innovation get started in Rhode Island? How does it happen?

Definitely in our network...LSTA started it.
RILINK is/was innovative.
There is innovation, but maybe separate from LSTA, some of it didn't need LSTA funds for it to happen. HELIN—there's a lot of interaction and innovation within the HELIN group.
Access services interest group is also a source of innovation.
Sometimes it seems as if the tail is wagging the dog... individual libraries are out there trying something new. For example, one library tried a Netflix subscription... this kind of thing needs to be more coordinated.
Initiative for a unified catalog

There is also innovation happening within the three automation consortia (Ocean State, HELIN and RILINK).

One of the issues is finding the money, so LSTA could help.

Maybe there is innovation going on because of the statewide library network.

I think that OLIS fosters innovation. They really don't have enough staff or money to innovate themselves, but they make sure we know about new trends, potential service models, products, etc.

There are lots of groups: COLA, OLIS, SLA, and RILINK; they're differently chartered and there's lots of cross fertilization. I think LORI plays a part in the fact that this cross fertilization takes place.

RILINK subgrants...what percent of school libraries are now in RILINK? About 55% of K-12 and public libraries.

We benefitted from an LSTA project that didn't happen, so they redirected the money for retrospective conversion of a special collection. OLIS has been pretty quick to redirect money when it's available. IT upgrades are needed and there really isn't money for them.

What should be the major priorities for the next five years?

ESL—basic literacy and information literacy

One catalog—lots of libraries use Innovative.

Information literacy/fluency—more technology and computer skills

We do have the union catalog.

I need one good functional OPAC with a good interlibrary loan system built in!

We need to partner more with Job Service

There's lots of duplication of effort—multiple community organizations are involved; we need to coordinate these efforts more.

OLIS and Ocean State Libraries are going separate ways. THEY NEED to work more closely.

I assume AskRI is through OLIS.

I think it's more of a partnership. State LSTA money is only a small portion of the total.

Final say? Is there anything else you'd like to add? Other comments?

I don't get to see things from these different perspectives too often; this has been interesting.

Our library is interested in working more closely with the schools.

RILINK is still growing.

We're going to have to set up a new delivery model eventually. What does delivery look like in a world where physical books are less important?

The statewide catalog is about money.

It's about not duplicating services, breaking down the silos.

I believe in the "magic button"... we need to make resource sharing as easy as possible. RELAIS isn't the magic button. It's too complex for small libraries. It may be fine for the academic and big publics but not for small publics and schools.

The magic button doesn't exist...

The patrons want an instantaneous Google type search.
It all comes down to where the lines are drawn.
We need to move in the direction of letting the patrons do what they want. Start with libraries and expand to historical societies, etc.
Connecting is what it's all about.
Mainly, I want to put in a plug for AskRI and OLIS— OLIS is making sure libraries serve everybody. OLIS has succeeded well.
Spoke to my colleagues before I came: RELAIS is kind of "nocky," BUT... the training was good.
Chaichin Chen really helped us with e-rate

AskRI is great!
We do have too many silos. We don't have enough interchanges with other kinds of libraries. There just isn't enough time.
I do want one OPAC.
I like the professional continuing education.
ESL is important.
Job Center partnerships
Technology upgrades

Talking Books Plus Partners and Patrons

10/25

Warwick

Talk about the impact of the Talking Books Plus Program on you personally?

I'm not an avid reader; it could have had a bigger impact if I had started earlier; magazines add to pleasure; Choice Magazine.
It's my lifeline; it's my connection to learning; connectedness is the major thing... I'm connected to the world through the program.
I use it mostly for recreation, some for work; "As children we learn to read; as adults we read to learn."
It makes a huge difference. There are two things: it makes me fit in, gets away from alienation. We (visually impaired) WAIT a lot! We wait for transportation; we wait for social services... Wait, wait, wait. You can't sit there like a lump! You can do something. If you're reading a magazine, you're learning/involved. I can wait and read a magazine.
I really find it important that some of the books are available in Braille and recorded forms. I move back and forth between the two on occasion. I read the Braille at home and listen when I'm on the move. It helps me brush up on my Braille too.
In college I could still read, but not very fast. Recordings save me. Talking books restored my identity; I was the fastest reader as a kid until I lost my vision. It was hard to become the slowest reader. The new digital format gives me back my edge. Once I got started again, I rediscovered reading for pleasure.

How has the move to the digital format affected you?

It's a shift...a majority of people probably continue to use the cassette format, but the younger people were certainly ready for the digital and have accepted it. It's about time!
We're the digital people; great thing about the digital player is they're portable. Now everybody puts it on a thumb drive at conferences.

I was never an avid reader; used to read trade journals and that was about it. Now I get some books on CDs from the library in addition to what I get through the Talking Books Plus program.

Downloading capability?

Many of the elderly don't have the computer equipment. Some are just afraid of machines or of anything new. We're all downloaders; you'd want to speak to the people who aren't downloaders about that.

Talking books are a terrific hook to adaptive training. It's a motivation to try something in order to be able to get something cool.

How downloading fits in... if I have a resistant client, I ask "who is your favorite author?" Then we try to find something that they really want to read. It's a motivator to identify something they'd really like to have. That makes the effort worthwhile rather than trying to teach them how in a vacuum.

I'm on the economic development digital authority in the state. One thing we know for sure is that literacy is an essential component of success.

In the way of a suggestion—why they just load one item on a flash drive? Could there be multi-book cartridges? A group of books by the same author or a group on the same topic?

I want to make another comment: I've experienced this myself. Visual impairments often lead to loneliness. The Talking Books Plus program combats loneliness.

I love music. Could they do that? My life revolved around music. It would be nice if there was a music section for download through the BARD system.

(Another participant offered that) "You can check out music from libraries."

What about the connection to the educational world? Do any of you use the Talking Books Plus program in connection with school?

Being able to access textbooks is important and it's not part of the program; however the program (and other programs) do connect us to sources that will record textbooks. We need more of this. Quality control is a big issue with textbooks.

Another example—when I was working on my graduate thesis, there was a lot of material I didn't have access to such as dissertations. The school made a big deal of how they were going to support my needs and it was really disappointing that I couldn't get what I needed.

The Talking Books Plus program should embrace "Daisy" technology and offer downloads that can be used with a Braille reader, as an audio or with a text reader.

Talking Book News comes out in print. Is there a Braille version?

(RI contracts with Perkins in Massachusetts for Braille service) Is that service was good?

The Perkins connection is a little disjointed; a lot of buck passing.

I like to call Andy if I have a problem. He takes care of it.

Personal touch of the local office is important. We called Andy. There's someone who knows you and knows your organizations.

The connections could be enhanced. We run a very small Library for the Blind staff in RI. When one person is out on sick leave, they lose 1/3 of the staff. They're willing to help, but they don't always have the time. Andy does get out to Insight and to other organizations. They (RI) have a very good staff.

A majority of time I refer to Talking Books Plus. There are other agencies that also provide some services related to reading.

I can say specifically about Andy: he's been reaching out to try to coordinate things and make sure that everyone eligible knows about the program. But there may be 700 agencies/non-profits to contact. Not all of them directly impact the blind but many do.

Improvements?

Positive comment about the enjoyment; the digital player is a marvel. Downloads—on the older folks—if they have a daughter or someone else who can do it for them, they can use the downloads too. It will gradually become all downloadable.

Final say?

I'll go back to wanting music through the program; however, it's an excellent program and they have good staff in Providence; I'd also like descriptive DVDs.

I struggle to think of anything new; I'd like to repeat the value of educational textbooks through NLS. Long way to go on integrating e-books to a format that can be used.

The digital machine—more people have been accepting; it used to take three or four visits to get people comfortable with the old player... now they're ready to go after the first visit and I can do a follow-up if they have any problems.

I want to reiterate what has been said. Enough is NOT enough; we still need access to more educational materials.

This is nit picking really; it's hard to find anything that I don't like. If there is, I'd say that I'd like to search by publication date.

The impact of what NLS did with the digital player and format is what they did was to make me a reader. Wonderful program; pioneering program. They could pick up on every book that comes out. Start with education publications. RFTB could be doing things in full DAISY format...that's the 21st century. Why can't it be piggybacked on CLAN in RI?

Public Library Directors

10/26

East Providence

Which of the LSTA programs has had the greatest impact on your library?

Delivery—especially in the smaller setting; trying to work toward a more streamlined process. LSTA gives us a sense of connectivity. The RI community shares; LSTA is part of that sharing. Even the small amount of money offered via the subgrants provides an opportunity for sharing.

Continuing education is something that has been beefed up in the last five years; they've (OLIS) been responsive. There's a wide variety of topics; for directors, children's services. They take suggestions for topics on continuing education. A lot of it is suggestions, continuing education on current topics. They've been bringing people in from out of state as presenters. AskRI is an excellent program; Homework Help; Genealogy one is a favorite too; Mango as well.

Summer Reading is most important for us; it brings families into the library. We promote it with schools.

Summer Reading Program is great—serves large and small libraries; wonderful statewide vent. Kids can visit grandparents and attend programs with the same theme. Wish we had the money to do advertising, put it on the side of a bus.

One of the things that's wonderful is getting teens and adults involved.

The statewide summer reading event at the PAWSOX game is outstanding!

The LSTA funding helps our library meet the requirements of our library mission.

Children's consultant is very important as well. The state person serves that purpose, goes out and does a lot of groundwork for coupons for the kids.

Children's services isn't just IMPORTANT. It's ESSENTIAL! And it's a fun thing to do... the fun rather than the FORCED reading list serves to make kids lifelong readers.

There's continuity—brothers, sisters...

In the last five years the state children's person retired, but in spite of budget cuts, Howard has stuck with the position and I think we're in as strong a position now as we've been in.

Advertising—with so many things that we offer the public, I wish there was a statewide effort to let the general public know about all the things we offer.

What evidence of collaboration and cooperation related to LSTA funding can you share?

Family literacy

RILINK—school libraries—sharing... not all that common across the country

Work with the Department of Labor and Training—information literacy piece

Hospitals—health information resources

Where does innovation for libraries live in RI?

I think OLIS works with our consortium (Ocean States Libraries) to make sure that we're aware of new technologies.

There may be a bit of tension there (between OLIS and Ocean States). There have been some issues of who is responsible for what.

Bibliostat makes it much easier to submit our annual reports; it's a breeze to do.

Disaster planning—both came out of OLIS.

When there were floods a year ago, everybody sent people to the public libraries.

This summer we were promoted as a place for job seekers.

Talking Books Plus gets lots of money, but we don't promote it enough. The people go directly to the state; we don't have a clue how many people use the service. Could we as a public library help connect more people to the program?

I'm curious about the program; more people are living longer. It's likely that more people will need the service.

My staff made a comment about what we have space for and we really don't have the space to offer the talking book services locally.

Then you're taking that service out of the library.

I guess what it comes down to is that we need a closer connection to Talking Books Plus.

I'm aware of one visually impaired person who uses our library; there are a lot more people out there that we're not serving.

I have RELAIS—I appreciate it, but it's cumbersome for those who don't use it every day.

RELAIS isn't the answer for us...I don't know that anybody is really happy with it.

There has been adequate training and opportunity.

We should have tried to move to a true statewide catalog...LSTA should help fund that effort.

I think libraries today are two libraries: physical and virtual. The biggest thing that we still need is the sharing/delivery.

I would like to see the delivery system brought into the 21st Century.

Consortium of RI Academic and Research Libraries

10/25

Johnson & Wales University

Which of the LSTA programs has had the greatest impact in your library?

The AskRI databases have allowed us to funnel some funding to other resources.

LORI grants—very multitype; digitization of state documents, court records

Delivery system has the greatest impact.

We distribute state documents using the delivery system, every two weeks to the 25 clearinghouse libraries.

Beauty of RI is that it's a microcosm---we can do this!!

We have a library commission that has been very supportive.

Providence Public Library is a statewide resource. It's important for our people to keep up with the trends. We have been able to send staff to continuing education; they do offer some things that are really helpful.

RELAIS system impacts us every day. It was a very positive change for us. The old system was really clunky.

Disaster Planning—planning for, preparing for and recovering from disaster has been good.

Where does innovation live in RI?

OLIS and LSTA is not our first thought!

Normally there haven't been competitive grants; there haven't been a lot of competitive grants. If there were more subgrants we could do more technology programs.

Private academic institutions take up lots of the slack for innovation. HELIN is an example.

OLIS isn't the first thing that comes to mind, but they play an important role. They don't have the money or the staff to BE the innovator, but they create the environment and try to foster innovation. The LORI certification is an example...I do a better job of record keeping because of the LORI framework and indirectly, OLIS and LSTA has an impact on my making better decisions.

There has been discussion of a single state catalog; this should be a Library Commission initiative; OLIS is in a supportive role rather than in the lead role.

OLIS has worked with the schools with RILINK; more funding could result in a higher level resource sharing and involvement of school libraries in other innovative activities. Conference on digital literacy is an example of supporting innovation.

Evidences of Cooperation/Collaboration related to LSTA?

Delivery is a major example.

Training crosses types of libraries

I wonder whether there is collaboration that goes on with schools beyond RILINK?

I think that there is cooperation between OLIS and the Department of Education. In the past there have been some joint grant applications.

Just having a warm body in the school library is a big deal in schools these days!

The OLIS website... we really do use the OLIS website and I think that's unusual (that academic and special libraries would use the state library agency's website). There really are things that are useful on the website.

Jobline is an example of collaboration and cooperation.

LORI standards

Directory of libraries

Delivery

AskRI

It seems to me that a lot of the collaboration that happens is between and among the consortia (Ocean States, HELIN, RILINK).

LORI may be the tie.

How about things that have specifically benefitted libraries that are members of CRIARL?

They've already done inventories of church materials; most town records were microfilmed in the 1980s (or 1990s?)

A central digital resources site would be useful.

CRIARL has wished that it could bring together the materials of the small organizations. LSTA could play a role in this.

There is a lack of MARC records for a lot of the old resources and non-monographic resources.

One of the things we don't have is a state history site—Maine and Connecticut both have this kind of site. We need one too. A Rhode Island Memory site like the LC site.

OLIS could help facilitate the development of that with LSTA. That is a need.

We did a survey of historic collections; we have the survey results.

I'm not sure what a Rhode Island Memory site would look like; but there are enough good models out there.

What we have is RI.gov. It's a contract with a vendor; state agencies contribute content; template; search engines... we could build on that rather than starting something new.

It would have to be more fluid.

If you're looking at centralization, I'm not sure that the State is the right place.

I don't think it's important where it's located. We could all contribute to it and point to it through our websites.

Are there potential LSTA grants? Not just for digitization; preservation is a huge issue too.

The State library isn't going to get too far relying strictly on the state funds; could we expect to get LSTA funding for it? What else would have to go away?

We've worked with the historical resources thing on a piecemeal basis. We've worked on various aspects at various times, but we still don't have a good assessment of what's out there.

Final say? Anything else you'd like to add? Comments?

In my world I think there are always opportunities for "consorting." There must be other ways to share more of our resources. One Catalog—In my world I think about resource sharing.

I don't always know what LSTA provides and what OLIS provides. Organizations really try to collaborate; OLIS as the point organization.

I don't have anything else to add—so much that is happening is good, but the needs outstrip the money. OLIS is the facilitator; I don't have the tie into all of the libraries individually. OLIS used to want to take over things; they're much more collaborative now. OLIS tends to bring us together; OLIS is great facilitator.

OLIS is considered too governmental to achieve some things. Historical resources are always the odd duck. CRIARL is the only thing that we really fit into. The historians see OLIS and LSTA (if they know about them at all) as primarily a public libraries program. I like the facilitation model.

OLIS and Howard's advocacy with the legislature has been helpful and striking in trying to keep the municipal public libraries afloat.

I agree with what others have said; there are lots of library organizations in RI, but the facilitation model works. It wouldn't if they (OLIS) were more domineering.

I very much respect them. One thing that I don't take advantage of is that they do manage a professional collection. But, it is pretty much public library (oriented). I wish that they would subscribe to one of the Library Professional indexes.

URI has it

Isn't there a meeting of all of the directors?

Yes, but its super focused on public libraries.

Once a year would be fine; more like a conference/library fair...state version of an ALA-type meeting.

Appendix B: Personal Interview Summary

Ten individuals identified by the Rhode Island Office of Library and Information Services (OLIS) staff were interviewed via telephone. The purpose of the interviews was to provide background information for the consultants and to gain the perspectives of Rhode Island (RI) librarians and supporters regarding the impact of LSTA funding in Rhode Island. A list of those interviewed follows the compilation of the comments made in those interviews.

Which of the LSTA-funded programs or jointly-supported (State and Federal dollars) has had the greatest impact on your library?

Classes in disaster preparedness; workshops on repairs—awareness. Very helpful. I was on the task force to develop disaster planning (online template for libraries to develop a disaster plan, not sure whether that was LSTA funded).

Any training...LORI has an impact; works for all libraries. It's essential in RI.

Even with the library's in-kind contributions and fund raising we (Literacy Volunteers) get about half of our funds from LSTA. Last year we got half of our budget...\$15,191 from LSTA. We use that for paying the two part time staff: a program director and an office assistant. Those two are available 64 hours/week, which is when the library is open.

We've had other grants too—for computers and literacy collections. LSTA is huge for us!! We could do without LSTA for 1 year because we have some savings, but if we were without LSTA for 2-3 years, we couldn't continue.

Talking Books—we have home bound program here; coordinator goes out and delivers to them. The service is important; delivery is crucial; can't imagine being without it. We send out about twice what we borrow. No library can have everything; incredible benefit. Delivery is an integral part of our service.

AskRI is a wonderful service; Mango languages are wonderful—patrons, literacy students and teachers use the database too. It ties into our literacy program.

Summer Reading is ingrained in RI libraries. 200-300 children participate at our library each summer. It has expanded to teens and adults too. We must keep kids reading over the summer. Schools here require that kids read over the summer.

OLIS coordinates the Summer Reading program—very successful and ongoing. Have expanded to teens; participation is up across the state; we want to get the online component too. My library participates in continuing education—roundtables, etc.

The impact of summer reading is huge!! Parents say, my child didn't read until this program. We work with OLIS and the school district, get to every part of the city, from rich to poor areas...all of them. The program has a really broad impact. The summer reading program gets kids in for cultural experiences as well.

OLIS is good about programs throughout the year; programs available to any type of library, although lots are directed toward public libraries. OLIS takes the collaborative approach. OLIS CE is lots of train the trainer programs...participants take information back to libraries to share. OLIS has asked RILA to

collaborate on CE. It's important because library budgets have been slashed. So we have to work together...challenge outdated notions, i.e., the irrelevance of libraries. So...LSTA funds do have an impact!

Summer Reading is the biggest one for me; I get materials from the Collaborative, which (membership) is funded by LSTA. State coordinator coordinates performers. That has a huge impact; individual libraries couldn't afford to do that.

Also, continuing education...we have monthly young adult (YA) and children's meetings. Children's meets four times/year; we have speakers, talk about things like bullying, recognizing abuse, etc. Recently we had a YA continuing education meeting with speaker from the New York Public Library talking about an app for homework help for teens. (links to appropriate databases and databases too) We hope to implement that in RI.

Summer Reading—funds spur growth of programs; works better because libraries work together. Otherwise some kids would get better programs than others. It allows libraries to offer basic children and YA services. Not all libraries would have YA programming and materials (PR types of materials). It's crucial.

Continuing education: OLIS puts together learning opportunities in response to needs—new products, trends, speakers/specialists.

LORI-ILL through RILINK—my elementary school takes part in that. We have twice a week pick-up and delivery. 4th and 5th grade kids can look up and request ILL items. Teachers also use ILL for students. I have links to AskRI on my web page. Students use WorldBook; younger ones can use Searchasaurus and Student Search. We also use Homework Help. I visit the Parent Teacher Organization and do a technology night to share the database, etc. with parents.

Subgrants for the literacy programs is what I know about...in the last two years there have been five literacy programs across the state. Providence is the fiscal administrator for them. Most of the money goes to Pawtucket to pay one full-time teacher. There are about 20 students in each of two classes. We provide ESL programs. Students need the classes. All the adults are in ESL classes—we have an intermediate class and an advanced program. Some of our grads go on to college or into training programs. We partner with other organizations, such as the Institute for Labor Studies and Research. The Institute provides the central location and our students go there in the afternoon. It's a natural connection. The Department of Education funds the Blackstone Valley Education Network. It was a volunteer group and got money for planning purposes. It's a work in progress (not up and running yet).

We participate in ILL delivery and share a catalog with the RI School of Design. Don't use all of OLIS services. Also use Relais; the staff doesn't complain so maybe we don't use it as much as others. We use the continuing education, ILL delivery, and LORI as a resource. We also use their publications and statistics. We'll do AskRI eventually.

Relais doesn't touch us; cost is going to be a factor going forward. It's probably an improvement over where we were, but it may not be the solution. The individual libraries using it would be in a much better position to assess this.

Ocean State Library has had two LSTA grants; a \$34,000 Content Server and a \$40,000 one for an organizational study. Content Server helped expand what can be done with mobile computer labs (BTOP money); it was in partnership with Providence Emergency Management. LSTA contributed the content server and libraries gained access to Emergency Management's teleconferencing capabilities. The content server enables us to capture classes and offer them later anytime/anywhere.

I would guess that the Individual libraries would say: LORI delivery system (wonderful system) and the databases. Both have an immeasurable impact on library services.

The AskRI databases are really an endeavor of all libraries; HELIN buys a lot more databases, but LSTA helps increase the level of access to these resources.

OLIS/LSTA investment in databases makes the incremental difference between a good program and a very good program.

Many of the activities of State Library would not be possible without LSTA support. In what ways does the State Library make a difference to your library? (follow with these probes if appropriate: What is the impact of delivery service on your library? What about access to electronic databases? How important is the Relais system to your library?)

Databases...I'm not aware of what academics use, but I know the public libraries do use these. State Library itself is very important. There are only a few places that such things are available (access to the databases at OLIS). A population based program is not a good way to do things. Costs for delivery are the same regardless of the population. It's very difficult to have an impact when the total amount of money is small. Who'd ask for a tiny subgrant?

We also use the database here; we want to get more use for tutor.com. We couldn't live without LORI delivery. Adult literacy helps the Asian and Spanish community here; it has a child component as well. I can't speak about Relais.

Talking Books, databases—part of a library's role is to provide services in areas where people don't have access. AskRI opens things up. Helps academic libraries in the sense of not having to pay for some of the databases. Talking Books Plus gets media and access to people who can't get out of the house. Lots of the continuing education centers on programs other than LSTA. OLIS and RILAS collaboration is really helpful in building awareness, reaching further.

Summer Reading would suffer without the support from OLIS. My library has an active friends group that supplements things, but others in the state wouldn't be able to do it without LSTA.

Without LSTA: continuing education would fall to just peers showing each other how to do things. In terms of Summer Reading—local libraries without sufficient funds, staff and programs would fall off. They'd still try, but it wouldn't be as good. Statistics are consistently going up with LSTA support for promotional things, performers, etc.

The negative would be no access to the databases. We couldn't meet teaching standards without the databases. We enjoy the ILL; students would have to work without other library collections. They use ILL for both fun reading and research.

Without LSTA we'd search for other funding...not sure what would happen.

Where does innovation "live" in Rhode Island libraries? How do new efforts or initiatives get started?

Under the current framework things get started, but they aren't sustainable; so there's no incentive; innovation is stifled. RI isn't very collaborative. There are lots of ideas, but most libraries here are understaffed, under supported. There are bright people and ideas in RI.

Everywhere!! Patrons come in from elsewhere with other ideas; Major sources are OSL (Ocean State Libraries) and OLIS continuing education classes-speakers from other types of libraries, other states. Also the library association, LJ, Online...there's innovation coming from various sources.

It comes from collaborative thinking among different types of libraries and organizations in the state. OLIS keeps an eye out for trends, 21st century learning/skills needed by kids and adults. There are many collaborative efforts in continuing education. Sometimes it's an individual, but creative thinkers share. Academics are usually ahead of the curve.

Lots of libraries here are innovative. The HELIN consortium has lots of innovative, creative things—check out tools and instructions on how to use them. Kindles in a classroom is an example. Not every library can afford to be creative. Maybe there could be more programs on using databases more creatively.

Summer Reading is very creative. We are doing more with less, so we have to be creative. In a poor economy people are overwhelmed and have to use libraries to find jobs.

Through Cheryl at the State Library; she's organized and able to share with us. Otherwise, it's left to the individual libraries. A library near here has lots more computers than we do; they have more technology for kids and teens...that would be interesting to do. Cheryl is good at reaching out and staying on top of new things.

Through OLIS, who guides and moderates the roundtables we have an opportunity to interact. We get to talk about problems, trends, new ideas...it's collaborative. RI seems to be very focused on locality...it's good to broaden that with collaboration.

The Rhode Island Educational Media Association is a strong organization; we have monthly meetings and include other types of libraries at the meetings too. We talk about what we'd like to see happen.

Innovation comes primarily from the (literacy) professionals...they're always looking for new things. They're student oriented, so they're always looking for ways to help the students. We're doing strategic CLANning for the programs now. Our focus is ways to partner with other agencies to get students into programs. We partnered with a Certified Nursing Assistant program for a course. We have partnered with others to meet student needs.

It's on a library by library basis; we try to do it at Ocean State; try to let libraries know what's new and emerging. OLIS is a facilitator of innovation; in touch with everybody; regularly brings new information to libraries.

We're historic; we try to marry the future and history; we do WiFi through OLIS; also do social media. As an Athenaeum we're a community center too. So we've increased our programming over recent years. We try to connect with other nonprofits; are doing an innovation series with them; try to use current tools, but our place looks historic. . We answer 85% of our own reference questions. We hold 65-70 programs/week with over 100 in attendance at each. There's definitely a thirst for the face to face.

Have specific improvements or advances in library services taken place in the last five years that you believe are largely attributable to the availability of LSTA funding?

There seems to be lots of training and interest in the subgrants. My institution is now at the consultant phase...I'm pushing for a CLAN. It has had an impact, but I've had to keep pestering. But the grants did include smaller institutions so there are lots more at the table at this time (than previously).

We must have LSTA funds for literacy. Students share lots of stories of the importance of literacy in their lives, i.e., one of our students worked in a flower shop and couldn't speak English when he first came to us...eventually he bought the shop!! A Liberian student passed the food service exam. A Czech student was studying to get a driver's license; is now a gymnastics instructor in another state.

We wouldn't have moved forward without the databases. They're essential today. Services would be patchy across the state. The LORI network is crucial. We wouldn't be able to move things; wouldn't be delivery, which is taken for granted here.

Continuing education on emerging trends and technology wouldn't be possible without LSTA. There have also been the pre-school initiatives with the calendar. We wouldn't be unified; things would be patchy.

We had a getting ready for kindergarten calendar (getting kids and parents involved). We did a monthly program based on the calendar..that wouldn't have happened without LSTA funds. Also, public relations/advertising on Summer Reading—would happen, but wouldn't be as extensive as is possible with LSTA funding. I'd like to use FourSquare (mobile app) and want to try online Summer Reading tracking.

LSTA has allowed databases. Many schools have taken advantage of LSTA to do retro cataloging and to be online. 9 years ago we used cards! More and more schools are coming on board now.

OLIS is good for providing access; it is a resource to librarians, grant moneys. It was sad when the retro conversion money went away; there are lots of historical collections still out there.

To what extent do you believe Rhode Island's implementation of the program has furthered these purposes? (improving access to library services, increasing resource sharing, reaching out to individuals with special needs, and building strategic partnerships)

We have done (talked about in the interview already) them all---sharing---special needs; I haven't had any students needing that, but a colleague has; partnerships—monthly meetings held by RIEMA include librarians from all types of libraries.

I'm not knowledgeable about special needs; strategic partnerships—CRIARL is an example of multi-type resource sharing. OLIS always tries, but they lack the ability to get things done. OLIS has had to fight politics, but they have done a good job reinventing themselves. HELIN has grown, also CLAN, those are the big pieces, but they haven't been able to pull everything together.

It's absolutely clear that LSTA does foster partnerships. It's the glue that helps hold together cooperation between and among libraries of different types. Our project with the content server is also a good example of fostering partnerships with outside organizations; in that case, with Emergency Management.

We're extremely grateful to get LSTA support. The funding has helped us do some critical things that absolutely have an impact on the libraries we serve.

Anything else? Are there any other comments you'd like to make?

Collaborative efforts are important, have huge impact....OLIS, Dept of labor and training, RILAS...literacy, adult education. These wouldn't be possible without LSTA.

Without LSTA, LORI/delivery would come to a halt. It would be disastrous. Sharing would be county/regional, not statewide. LORI makes libraries effective. AskRI takes the pressure off libraries to maintain those back files, etc. It's important that there be consistency across the types of libraries. Preservation subgrants are important to the library that gets wider access of its resources.

OLIS must keep their fingers on the pulse. They try to be in tune and provide services that enhance what libraries can do. They have to keep one step ahead of us!! Find solutions/networks to help us... I think OLIS stays in the background too much; they need to market themselves more. We must have OLIS; network is the cornerstone of library services in RI.

It's nice to have one person disseminating information; keeps us together and feeding off each other.

OLIS is very helpful to me as a technology coordinator. Donna is good in helping us. We get lots of support from OLIS. I also use the professional collection at the state library.

Summer reading---as a teacher I think that's wonderful. I encourage my students to participate. Early literacy—the calendar for pre-school activities is wonderful. You can tell in the classroom which children have taken part in calendar activities.

I don't think 40 people each year would have the opportunity to learn English in Pawtucket without LSTA and the program. We put together a patchwork of funds, that helps us stretch dollars rather than being totally dependent on a single source. LSTA is a crucial part of the partnership.

You'd think RI being small would make digitization easier, but we haven't gotten outside our walls. Digitization has happened where institutions had the money to do it.

Interviewees

Lynn Blanchette, Coventry Public Library
Jennifer Bond, Bryant University Library
Aaron Coutu, Cumberland Public Library
Eileen Dyer, Cranston Public Library
Joan Gillespie, Ocean State Libraries
Jamie Green, Huge Cole Schools
Brandi Kenyon, South Kingston Public Library
Alison Maxell, Providence Athenaeum
Louise Moulton, Providence Public Library
Sarina Wyant, University of Rhode Island Library

Appendix C - Web-Based Survey Summary

1. On a scale of 1 to 5 with 1 representing "No/Very Low Impact" and 5 representing "Very High Impact," please rate the degree to which each of the following programs has a positive impact on library services in YOUR library. (Please select "0 - Don't Know/Can't Rate" if you are unaware of the program or lack the information needed to rate the service.)

	0 - Don't Know/Can't Rate	1 - No/Very Low Impact	2	3 - Moderate Impact	4	5 - Very High Impact	Total
Talking Books Plus Library Services	41.7% 35	38.1% 32	4.8% 4	7.1% 6	3.6% 3	4.8% 4	100% 84
AskRI Databases	6.0% 5	9.5% 8	3.6% 3	15.5% 13	19.0% 16	46.4% 39	100% 84
Summer Reading Program	10.7% 9	9.5% 8	1.2% 1	9.5% 8	11.9% 10	57.1% 48	100% 84
LORI Delivery Service	6.0% 5	1.2% 1	0.0% 0	2.4% 2	6.0% 5	84.3% 70	100% 83
Youth Services Consulting	29.8% 25	20.2% 17	10.7% 9	17.9% 15	8.3% 7	13.1% 11	100% 84
Adult Literacy Grants	42.9% 36	26.2% 22	3.6% 3	3.6% 3	8.3% 7	15.5% 13	100% 84
LORI Multi-type Library Cooperation	27.4% 23	10.7% 9	6.0% 5	11.9% 10	10.7% 9	33.3% 28	100% 84
Iacono (Professional) Library	19.3% 16	14.5% 12	16.9% 14	28.9% 24	10.8% 9	9.6% 8	100% 83
Online Communications with Libraries	11.9% 10	4.8% 4	10.7% 9	21.4% 18	25.0% 21	26.2% 22	100% 84
Continuing Education for Library Staff	4.8% 4	4.8% 4	6.0% 5	17.9% 15	26.2% 22	40.5% 34	100% 84
LORI Grants (discretionary)	39.0% 32	13.4% 11	9.8% 8	11.0% 9	9.8% 8	17.1% 14	100% 82
Early Literacy	35.7% 30	19.0% 16	10.7% 9	10.7% 9	15.5% 13	8.3% 7	100% 84
School Library Development	48.8% 41	21.4% 18	4.8% 4	4.8% 4	9.5% 8	10.7% 9	100% 84

2. Briefly tell us about the impact that your highest ranked service or services has had in YOUR library.

Count	Response
1	AskRI is a heavily used service in my library. We use it every day.
1	Adult literacy has helped people get jobs.
1	AskRI has been a great help to all student population.
1	Book delivery crucial to good library service. Summer reading program very popular.
1	Delivery Service helps to keep new book budgets reasonable for even smallest libraries
1	Delivery service is invaluable. The CE classes for staff are the only ones available to us.
1	Helped us maintain a high level of service for our Literacy program-LV-KC
1	LORI delivery essential part of day to day operations lending /borrowing materials.
1	LORI delivery system
1	One of my elementary school libraries was automated, I believe, in part due to a LORI grant.
1	Summer Reading is widely popular!
1	Support for the Summer Reading Program.
1	We rely on LORI delivery service for resource sharing among state libraries.
1	Without the continuing education and support for statewide summer reading, we would be adrift!
1	We have both a Children's and a Teen's Summer Reading Program that are highly successful. Our summers are very busy. Also, we receive and distribute a large amount of materials through the LORI delivery system. We would not be able to off the same quality of service to our patrons without it.
1	Our adult literacy program is very successful there are always people on a waiting list. Our participation with RIFLI allowed us to continue offering the program this year as our literacy coordinator is on military leave. We received a LORI grant for a download station, helping us to stay ahead of the curve. Our summer reading program attracts a large audience at all activities and reading logs. Wonderful to have a state wide theme at all public libraries. The delivery system is the best; we've come to take it for granted, like running water, since we can't imagine doing our jobs without the delivery.
1	As a RIFLI member, adult literacy grants are critical to be able to continue to offer classes. Statewide delivery is critical in times of tight budgets in order to share resources and get the materials my patrons want into their hands. With dwindling reference collections, the AskRI databases are important for library staff use, even if we don't have as much patron use as we'd like. Summer Reading is a vital component of our youth services program which also involves many of the children of our adult literacy students.
1	I put the library delivery because the delivery is such a large part of our day. It has clearly become a service that patrons' expect the library to provide. They expect libraries

Count	Response
	in RI to act as conduits to other libraries.
1	LORI delivery service is unquestionably the highest impact. Several hundred items per week are borrowed for our patrons and our lent to other R.I. library patrons. This is vital and invaluable. I could not imagine what services would be like without this fairly quick delivery system.
1	I can't imagine a summer without the Summer Reading program. I can't imagine life at the reference desk without the AskRI databases. The delivery system is a must, as well as continued support for the literacy program.
1	Without LORI Delivery Service, my library would function at a dramatically lower level. We are a small library with a small collection. This service allows books from other libraries to reach my patrons! The Summer Reading Program helps get my youth to read. And some years it is the only way they get to see a storyteller or other performer. LORI grants have helped bring outside performers and classes to my library.
1	ILL is #1 in improving recreational reading and academic reading. Students are borrowing books for their school projects and own interests. Huge increase in circulation stats. They are using it every library period in addition to their local library. Right up there is AskRI. Super important for accessing periodicals, newspapers, reference books, etc. for their projects. Can't imagine life without these two services. I just sent my practicum student to the Iacono library. Where else can you borrow reference books? What a resource as Common Core and the RI Model for Teacher Evaluation is being instituted. They are as necessary as air and water!
1	Ask RI Databases are the only online databases that my K-5 students have access to. There is no budget for online databases. We use them on a daily basis in school and I heavily promote them to parents to use at home. LORI Delivery service is critical to my students AND faculty! I can't imagine running a library program without it. The I. Prof. Library has been a great help to me professionally. With very limited district and state-provided professional development, I use the I. Prof. Library for my own reading and research. Without it, I would not have access to professional development books. I could never buy them from Amazon or elsewhere. I'm curious about "School Library Development" listed above. I don't know anything about that category but I am very interested in knowing more.
1	The cooperative summer reading program has the highest impact in my library. We are a small branch that benefits from the cooperation of many states to produce a professional summer reading program for children and teens.
1	SRP allows us to get families in the library during the summer - especially some families who would otherwise not visit. They are able to see the services we offer to people of all ages. LORI delivery allows us to provide patrons with materials we may not have been able to purchase, or to get copies of materials to them more quickly.
1	Access to the statewide databases has helped our patrons immensely. Now, they can learn a new language and even more importantly get the career help they need. These have been very important to us.
1	The service of ILL would not be available without the LORI Delivery Service. The only

Count	Response
	electronic databases for reference we have are through AskRI. Our summer reading program exists because of the Summer Reading Program at the state level. We have been able to add electronic records to our OPAC and increase access thanks to grants from LORI.
1	Interactions among types of libraries are highly valued through OLIS. Continuing staff development programs offered via OLIS are also important. Interlibrary lending statewide is essential for our resource sharing interests.
1	AskRI database access has meant our students have access to necessary information our school library could not otherwise afford. Students are learning to use a database to locate valid information, a skill necessary for high school, college and beyond.
1	I reserve books daily from other libraries for my students. It helps tremendously to have these resources.
1	The LORI grants have been crucial for us to create MARC records for many of our older books so that we can include them in our online catalog. Without the grants, those books would still be undiscoverable except through our traditional card catalog.
1	Summer reading is extremely popular and state help is essential. Lori delivery and library cooperation are also essential.
1	It's impossible to pick one. The delivery, Summer Reading Program and AskRI databases have become such core services that it's almost impossible to think of libraries without having those there. Our patrons have come to expect these things--almost to a fault since they need to know they aren't givens, but services that require ongoing funding.
1	Delivery services allow all RI residents to benefit from all library resources in the state and to feel that there is just one BIG public library in RI. Adult literacy helps to provide ESL classes that would otherwise not be available.
1	The LORI delivery service is irreplaceable service for our patrons in accessing collections other than our own. Ask RI databases are also vital to our library's services. Staff training in new developments and products is critical. The annual SRP draws 400-500 children participants. Along with attending family members, the SRP activities are extremely well-attended and very important to our community.
1	The use of the shared resources such as the delivery service, continuing education, and program planning allows our staff to expand the areas in which they can provide services to our patrons. They aren't building up everything from the ground up, but can add to the existing information/offerings or use these instances to expand on what we have available on our own.
1	The LORI Delivery Service helps my library reduce costs by avoiding unnecessary duplication of resources that can be borrowed from other libraries in the region. AskRI and LORI Multi-type Library Cooperation have similarly allowed my library to reduce costs.
1	Being in a High School with Senior projects and History papers, ILL is invaluable to our meeting all students' information needs.

Count	Response
1	The AskRI databases have enabled us to use funds we ordinarily would have put toward those databases into other services such as Universal Class and Freegal, both of which are well received by our patrons.
1	Through the LORI delivery service we are able to share resources and distribute materials with other libraries around the state. The Continuing Education programs are helpful for our staff development.
1	Sharing materials among libraries is the “sine qua non” of what we do, since we cannot be expected to have every publication in our collection, our patrons rely--heavily--on getting what they need within the wider system.
1	Summer Reading Program gives kids the advantage of better skills to prepare them to reenter school in the fall.
1	We are a hospital library that does not utilize any services except for the LORI delivery which I couldn't do without
1	Summer reading, the delivery service and continuing education are three things that this library couldn't do without. We are very grateful for all that we receive through it.
1	The Summer Reading Program is a major part of Children's Services and a big draw for kids and parents in the summer.
1	The LORI grants have the biggest impact for school libraries, providing support for school library automation, interlibrary loan and all types of resource sharing, including sharing of professional expertise.
1	LORI--patrons appreciate being able to use the resources of the state AskRI--phenomenally useful at term paper time! SRP--our attendance at special activities and our circulation both increase through this program
1	The ASKRI databases are introduced at the elementary school where I teach. It really helps the kids see the connection between school and public library services
1	1. Summer reading program draws families to the library and gives staff opportunities to extend the program in order to foster continued use of the library. 2. AskRI databases provide access to online information that the Library patrons want but the Library could not afford to purchase. 3. LORI delivery moves materials daily from library to library. Patrons like this service.
1	ASKRI databases, RILINK, and LORI delivery are all vital services that provide for the educational needs of our students and faculty. Our library could not function effectively without these services; each is vital to student learning and achievement.
1	The Summer Reading Program is very popular here and the performances are always well-attended. As librarians, we feel that this program keeps kids reading during the summer months when they might not read as much as during the school year. The ILL delivery service is invaluable. Our budget could never supply all of the items that our patrons request.
1	AskRI.org is introduced to 4th grade and they are amazed at how easy it is to find great info that is appropriate to their age and needs. They memorize the link and use the

Count	Response
	databases, especially World Book online for their research and info needs.
1	Our local budget no longer supports purchase of database products- our patrons rely exclusively on AskRI and consortium DBs for access Delivery Service is VITAL to our ability to provide materials to our local and greater RI patrons. Summer Reading Program support, especially coordination of/subsidy for performers and advertising & support materials help make this annual event a rousing success- we have expanded with OSL help to include programs for a wider age group.
1	AskRi.org databases offer invaluable information access for students in low income districts. We have a large volume of daily users!
1	Talking books reaches a large sector of the Library patrons, and keeps up with a contemporary need in today's library patrons.
1	AskRI databases has allowed us to broaden the scope of databases offered to our patrons; especially pleased with Academic Search Premiere.
1	The services provided by AskRI databases, the youth services consultant, program support and funding for the Summer Reading Program and continuing education are absolutely vital to our library.
1	LORI Delivery service allows me to get books that my library doesn't own for teachers to use in their curriculum instruction.
1	The AskRI databases are invaluable and the LORI Delivery service and online communication options very significantly enhance our ability to provide our students with research resources.
1	Our membership in RILINK provides a service to my teachers and students whereby I am able to supply them with the resources that they need in their classrooms. AWESOME!!!
1	Without the AskRI databases my library would not have any database offerings and without LORI delivery we would not be able to offer the book and DVD selection currently available through ILL as our budget would not allow it.
1	I introduce students to ASKRI databases throughout the year since they are so relevant to many of the projects and learning they need for school and life. I have also benefitted from continuing education for library professionals
1	1.As a school library media specialist, I do not know about the "school library development program" other than what I think is OLIS contribution to RILINK (which is substantial) 2.Continuing education programs sound great but they are held during the school day
1	The adult literacy grants enable our library to hold several literacy programs throughout the year that are a key component of our outreach to underserved populations in our community.
1	The delivery service means that our patrons have access to library materials we don't have space for or can't afford to buy. The summer reading program subsidies allow us to have a performer for the teen program that we wouldn't be able to afford. We refer

Count	Response
	patrons to the AskRI databases all the time for research or tutoring or language help.
1	The Summer Reading Program is a huge part of the children's librarian work load each year, but the payoff in numbers of children reading and visiting the library is substantial. The variety of programs offered is good. They are well attended and enjoyed by all. The fact that much of it is pre-organized and standardized state wide is very helpful and the collaborative program is a valuable resource. It brings a huge amount of publicity and awareness of the library to the community, and makes us a valuable resource for the town.
1	Although we are a net lender, we rank the delivery service high because it allows us to fill in collection gaps, especially for older titles and books in series. The Summer Reading Program prepared materials frees up staff time. Pre-selected programs at a reduced cost generate excitement and save money.
1	I'm the reference librarian at the Providence Athenaeum. I rely heavily on your continuing ed. program and we will soon put AskRI in place here. We couldn't afford any of those ourselves.
1	The LORI delivery service is invaluable to our patrons. Last year we sent 56,356 items to other libraries and requested 28,811 on behalf of our patrons. Especially in difficult financial times, it's smart to share our collections across the state. Our adult literacy program, Literacy Volunteers of Kent County, has received a LSTA grant in past years. Without that grant, the future looks grim as we struggle to pay our Program Director. Unfortunately, without that position we cannot train our tutors, assess our students, and make the matches that work so well. And, lastly, our Summer Reading Program is greatly enhanced by the themes and programming provided by OLIS. The kids just love it!
1	Summer Reading Program affects the total community in positive ways. A great connect to the community.
1	The AskRI databases are essential to my ability, as a reference librarian, to meet the needs of many of my patrons. The databases as a group are rich enough that I use them for people of all ages, skills, and professions. I also rely on them for professional and personal use.
1	Our library would not be able to fund databases for our patrons or hold the summer reading programs for children and teens without this support. The delivery service is essential for our ability to provide for the reading needs of our patrons. The Iacono Library and continuing education for staff provides the means for our staff to keep current with library services and provide the best help to our patrons.
1	AskRI never ceases to amaze our patrons and reverses their idea that libraries are dying. Of course statewide delivery is the key to getting materials to patrons. We are often told by patrons how impressed they are that this service is available and gets materials to them quickly.
1	We look forward to the Summer Reading Program each year which not only promotes reading throughout the summer but affords us the opportunity of bringing great performers and special programs to our young patrons.

Count	Response
1	The State Library depends on the LORI Delivery Service to distribute state publications to the state documents depository libraries in Rhode Island, and to distribute serial publications such as the Rhode Island Government Owner's Manual to all of the LORI libraries.
1	The AskRI.org is the only way my students have access to research databases and online encyclopedias.
1	LSTA funding for the adult education programs coordinated by the RI Family Literacy Initiative at our library has been critical in helping us to build a high quality program for ESL adult learners, and allowing us to continue our statewide reach.
1	The Delivery Service has increased demand by our patrons, because now they have access to all of the materials.

3. On a scale of 1 to 5 with 1 representing "No/Very Low Impact" and 5 representing "Very High Impact," please rate the degree to which each of the following programs has a positive impact on library services on a STATEWIDE basis. (Please select "0 - Don't Know/Can't Rate" if you are unaware of the program or lack the information needed to rate the service.)

	0 - Don't Know/Can't Rate	1 - No/Very Low Impact	2	3 - Moderate Impact	4	5 - Very High Impact	Total
Talking Books Plus Library Services	56.8% 46	3.7% 3	2.5% 2	7.4% 6	11.1% 9	18.5% 15	100% 81
AskRI Databases	13.6% 11	0.0% 0	2.5% 2	11.1% 9	18.5% 15	54.3% 44	100% 81
Summer Reading Program	14.8% 12	0.0% 0	1.2% 1	6.2% 5	7.4% 6	70.4% 57	100% 81
LORI Delivery Service	6.2% 5	0.0% 0	0.0% 0	0.0% 0	6.2% 5	87.7% 71	100% 81
Youth Services Consulting	51.9% 42	1.2% 1	9.9% 8	13.6% 11	12.3% 10	11.1% 9	100% 81
Adult Literacy Grants	50.0% 40	1.3% 1	2.5% 2	18.8% 15	8.8% 7	18.8% 15	100% 80
LORI Multi-type Library Cooperation	30.9% 25	2.5% 2	0.0% 0	9.9% 8	14.8% 12	42.0% 34	100% 81
Iacono (Professional) Library	42.5% 34	2.5% 2	10.0% 8	21.3% 17	13.8% 11	10.0% 8	100% 80
Online Communications with Libraries	24.7% 20	1.2% 1	4.9% 4	17.3% 14	21.0% 17	30.9% 25	100% 81
Continuing Education for Library Staff	12.3% 10	1.2% 1	8.6% 7	11.1% 9	28.4% 23	38.3% 31	100% 81
LORI Grants (discretionary)	50.6% 41	1.2% 1	8.6% 7	11.1% 9	17.3% 14	11.1% 9	100% 81
Early Literacy	49.4% 40	1.2% 1	8.6% 7	4.9% 4	13.6% 11	22.2% 18	100% 81
School Library Development	58.2% 46	1.3% 1	8.9% 7	10.1% 8	7.6% 6	13.9% 11	100% 79

4. Briefly tell us about the impact that you think your highest ranked service or services has had on a STATEWIDE basis.

Count	Response
1	All three services increase the library's usefulness to its community
1	Borrowers can borrow/return to any library. A very worthwhile service.
1	Both the AskRI and the LORI delivery service are indispensable.
1	Delivery service gives patrons access to materials they may never have seen or heard of.
1	Delivery services would be highest with the most benefits for all types of libraries statewide.
1	Delivery system has been a boon in getting materials around the state to people who want them.
1	Grants have enabled us to keep our Literacy program, LV-KC functioning at a high level of service
1	It meets a new demand that has evolved that meets the needs of the public
1	LORI delivery and Summer Reading Program
1	LORI delivery system
1	Most libraries depend upon help with the Summer Reading Program.
1	R.I. has always been a leader in cooperative borrowing and lending.
1	The statewide delivery service is just beautiful in meeting needs of users throughout the state.
1	We just couldn't function without the LORI Delivery Service. Thank you for that.
1	access and availability would be very diminished if not for ILL
1	I think the delivery service is one of the few ways that almost every library in the state is connected. It's essential.
1	These are all extremely important to providing the best library services to Rhode Island's residents.
1	It is wonderful that these services are provided statewide. It does so much for the people in the state, and brings our libraries together, as well. We need to function together, not separately!
1	Statewide availability of library materials and services evens out some of the levels of library funding across the state and while it makes it easier for the patron it also allows libraries to factor in the resources held by other libraries in their collection development. The fact that Ask RI is available throughout the state has made the latest in library services available to Rhode Islanders everywhere and has freed up local funds to meet local needs

Count	Response
1	The delivery service is crucial to providing the best access for patrons. It's important to collection development as well, since libraries can purchase items with the highest local interest but still provide access to a broad variety of materials.
1	I'm not sure I understand the question, but I will say that the development and support of school libraries is a critical sector of libraries statewide. I know my school library is heavily used as are many others
1	How could I know what is happening at a state level? I have personal opinions about what might be a wonderful service, but I can't rate this.
1	I know that hundreds, if not thousands of kids participate in the Summer Reading Program and thousands take advantage of the AskRI.org resources.
1	ASKRI is a service that crosses all ages. It is a valuable resource to offer our public.
1	The Summer Reading program keeps students excited about reading over the summer promoting "reading for pleasure" as opposed to "reading because I have too."
1	Supporting literacy development, whether it is for the young, adult, or ongoing enrolled student research and study is critical to maintaining an educated state and national populace.
1	LSTA funding has been an important factor in supporting RI Family Literacy Initiative programming at libraries statewide, particularly at the Pawtucket Public Library during the past few years.
1	I think the LORI Delivery Service has had a profound impact because, without it, the LORI libraries would have to expend their own fiscal resources to provide ILL services to their patrons and there would be no statewide coordination or uniformity for these services.
1	ILL helps me see which libraries have collections useful for my students to borrow from, and displays the strengths of my collection. In this time of low budgets and inability to add to collections due to budget constraints ILL is a lifesaver.
1	Similar to local reasons given for: AskRI DBs, Summer Reading Program & LORI delivery service. Could not function without them.
1	I believe the most popular and widely used library service on a statewide basis is early literacy both in the public libraries and school libraries.
1	My students love the summer reading program at the local public libraries. I work with our local public librarians to promote it and each August the students talk about it when they come back to school. As a former public librarian I am aware that the ones I marked as "5"s, have had a strong impact on a statewide level.
1	I know of no library that does not benefit from summer reading. And we all need statewide delivery and interlibrary loan to be able to meet the needs of RI'ers wherever they live in the state.
1	Unquestionably the LORI delivery system has the greatest impact. With several hundreds of books "flying" back and forth each week, how could it not be the most

Count	Response
	valuable service we offer? It assists us all with collection development, as well.
1	1. Summer reading program statewide is essential to public libraries' plans of service. Public relations, contracted performers' fees, coupons, and discounted supplies all contribute to the program's success. 2. All libraries need affordable access to information databases. 3. All libraries need a dependable delivery schedule if resource sharing procedures are to be efficient and extensively used by patrons.
1	Libraries across the state have been strengthened by their connection through AskRI databases, the LORI delivery service, the OLIS listserv, and LORI certification standards.
1	I would rank the AskRI databases high on a statewide level because many libraries do not purchase any. The delivery service is essential for small libraries, and so are the continuing education programs.
1	Continuing Education helps ensure that Library staff members can deliver the best service possible to patrons; delivery helps share resources to meet patron needs.
1	SRP keeps kids reading and enjoying their reading over the summer months. Delivery service opens the access of materials statewide.
1	The Statewide databases not only have a great impact on our patrons, the marketing benefit they provide is priceless. It would be better if the service could be at a domain titled other than askri.gov though, because it does not reflect the fact that these services are provided through the state's libraries.
1	It's impossible to choose between LORI Multi-type Cooperation and AskRI databases, as both of these are essential in expanding the resources available to library users at all types of libraries.
1	The AskRI databases, LORI delivery service, continuing education for library staff and LORI Grants have each in their own way been immeasurably important to each and every library in the state. The LORI delivery service, for example, has made it possible for all patrons to have available to them any books in the system regardless if it is in their library or not.
1	The delivery service makes the entire state of RI effectively a single library, to the great benefit of the library patrons of the state.
1	I think it is a service which is available to everyone at all times (or all those who able to access a computer.)
1	Both the summer reading program and the delivery system successes speak rather eloquently for themselves. Our library has experienced a surge in stats for both of them--our library and the state's libraries would be decidedly poorer without them.
1	System wide holds in the Ocean State Libraries consortium would not work at all without the statewide delivery service and public library patrons would sorely miss it.
1	When discretionary grants are available it allows libraries to undertake projects that can benefit the whole state and that would otherwise not be accomplished.

Count	Response
1	I think the LORI Delivery Service is an invaluable tool for statewide sharing of resources and patron satisfaction. It is also a large cost-savings for individual libraries to be able to access all items available within the state.
1	Inter library loan benefits every citizen in the state by offering them access to the statewide collection of materials.
1	Resource sharing, communication, and cooperation are high priorities which impact our services to students.
1	The AskRI databases, summer reading program, the LORI delivery service, and others all make the RI libraries a valuable system for the state.
1	The ability for libraries to share materials with one another is crucial in a time of limited budgets.
1	The success of public library service in Rhode Island is directly related to the fact that we are a one state/one library system. From the perspective of a children's librarian, statewide cooperation makes us a much stronger, much better informed library -- thanks to continuing education, program support, delivery of items between libraries, to name a few.
1	ILL would not exist in the state of RI with the ease that it does if it wasn't for the LORI Delivery program. LORI Grants are helping libraries in RI stay current and viable.
1	Linking school libraries through RILINK and supporting school librarians with professional services helps to extend the services we can offer
1	Talking books plus rarely goes through our library, the direct service is essential to the state. Again, the delivery system is essential to the entire state, allows for the excellent service provided by public libraries. Online communication with libraries is necessary for the entire state.
1	The sharing of information, training, and resources allows all of the libraries in Rhode Island to expand on what they have available for their service populations.
1	Talking Books Plus is the primary service for that group. OLIS does an excellent job, good outreach. Positive impact on the lives of people.

5. In your opinion, which of the services or initiatives that have been identified as being supported with LSTA funds offers the greatest VALUE to the customers/end users of libraries? Why did you select this service?

Count	Response
1	Delivery services even the field!
1	A repeat of my answer to question 4
1	AskRI, ILL
1	Ask RI is a great service. Used by all students.

Count	Response
1	AskRI and ILL because both make library services more affordable to the local community library
1	AskRI.org- can be used 24/7 and can be used by a wide demographic.
1	Delivery
1	Delivery has the greatest value because patrons are placing more online requests for titles.
1	Delivery service - allows all libraries to cooperatively share materials.
1	Delivery system. A better use of all our materials is the result.
1	I assume that Ask RI Databases would have the greatest value to users of all RI libraries.
1	I think AskRI is great!
1	ILL
1	ILL - patrons can easily get the library resources they need/want
1	Inter library loan as it potentially impacts every library user in Rhode Island.
1	Inter-library cooperation makes access simple and easy. It keeps people coming back.
1	Interlibrary Loans. Serves the greatest impact for smaller libraries.
1	LORI Delivery - because more people use this service.
1	Lori Delivery
1	N/A
1	Please see my former comments.
1	Statewide delivery has the most immediate impact on the greatest number of our patrons.
1	The ILL delivery system for the sharing of state-wide resources.
1	The delivery service, for the reasons mentioned previously.
1	AskRI.org
1	Delivery service - they can get just about anything from anywhere.
1	The delivery service.
1	ILL. Many libraries would not be able to offer the wide selection of books to their patrons without out the LORI delivery service. Summer Reading Program is the only way most libraries are able to offer summer reading to their young patrons.
1	The statewide delivery service probably serves the most patrons as nearly everyone has received a wanted item from another library in the system.
1	The delivery system is a huge plus as well as the availability of the ASKRI databases to

Count	Response
	patrons throughout the state.
1	The AskRI databases benefit so many users, whether or not they personally use the databases that I have to speak up in support of maintaining or improving this service.
1	AskRI Allowing all citizens equitable access to information resources is what libraries are all about. This seems like such a necessary service now that we use it all the time. My patrons use it all the time to differentiate learning for all students.
1	This is very difficult to answer, as it depends on your point of view. I would have to say that each of the services/initiatives listed plays an essential role in providing excellent library services to each Rhode Islander and in helping to meet both individual needs and personal goals.
1	Continuing education. Librarians and their libraries cannot afford courses on their own. We need to stay on top of our professions to succeed and deliver the best service.
1	ILL delivery. From the start, patrons have been extremely pleased with the availability of items statewide. The delivery service is a great value.
1	LORI delivery (ILL) has the greatest value because it affords the end user the ability to have access to a far greater number of materials than any one library could provide.
1	The greatest value is the statewide delivery service. Without it, the whole concept of quick lending between libraries falls apart.
1	Both the AskRI programs and databases and the ILL options available via the LORI delivery system significantly enhance our programs and resources that we offer our students and their families.
1	Summer Reading Program for the funds made available brings a large amount of children across the state involved in the program.
1	I can't help but choose 2 - AskRI databases, because without them, I know my schools would have access to no reliable databases. I would also add LORI delivery because it is so wonderful to have access to so many books so quickly at the touch of a button.
1	AskRI and the LORI delivery service. The LORI program gives us the opportunity to share our materials with approximately 70 other high schools around the state. We use is daily! Also, the ASKRI is another invaluable resource for students to access quality information in a technology format that helps to prepare them to compete in the 21st century.
1	I think the delivery system because it allows patrons to receive materials that they may not have access to if we did not offer it.
1	Inter library loan delivery is the greatest value since it allows library patrons with maximum access to resources.
1	LORI delivery service. This service allows each library to stretch its collection regardless of budget, collection size, and location of the library.
1	Summer Reading Program support because of what it does to inculcate the value of libraries in the next generation or two of library users. As these children mature and take

Count	Response
	their place/role in the community, libraries will depend on them for their support. We want all those "kiddoes" to be lifelong learners and lifelong supporters (with fond memories) of their libraries.
1	Interlibrary multi-type cooperation is the single most important area for us. Fostering collaboration among library types builds lasting partnerships and improves services for all constituencies.
1	Summer reading program, as it promotes continuing academic activities during a time when most of them are abandoned
1	Talking Books Plus and adult literacy. Extremely important. Courier service allows libraries to better utilize their resources.
1	The delivery system makes sharing among the public, school, and academic library communities practically seamless.
1	The delivery service. A statewide card would be impossible without this service, each library would have to duplicate some of the purchases other libraries make just so those materials were available to local borrowers; patrons would have to travel across the state to get what they want. It gets materials to people who might not otherwise get them.
1	LORI delivery. Ability to offer entire state's collections through easy ILL & swift delivery makes RI unique and special! It brings widest scope of materials to everyone regardless of the size of their local library. Next would be the AskRI database program giving everyone 24/7 access to information beyond local library hours of operation.
1	Delivery service, mostly because it just reaches the largest number of patrons. It is hard to compare the various services because in some ways, they reach very different populations.
1	The delivery service provides access to the collections of libraries throughout the state and serves patrons of every age. I think it is the most far reaching program and provides the greatest value.
1	As a school librarian, having students have access to quality information through AskRI is most important. We could not afford access to these databases with our school library budget.
1	Library delivery system: efficient and fast delivery of library materials all over the state, benefiting all patrons while helping libraries conserve on their budgets.
1	I think the statewide databases resource offers the greatest value because they benefit the greatest number of users for the cost associated.
1	LORI delivery service, to get items to patrons quickly and effectively. It is a cost-effective solution to collections development in a small state, and helps local and special libraries tailor their collections while ensuring patron access to a wide range of items.
1	I think the AskRI databases offer the most incredible amount of information to our patrons. This site covers information from Homework help to career information to EBSCO databases. It's a mini reference desk for patrons whether at home or in the

Count	Response
	library.
1	LORI Delivery Service. Centralizing the management and funding has equalized the ability of a range of libraries throughout the state to participate.
1	Summer reading is a great value for not only the number of readers but the impact of the services. Creating a bond with both public libraries and schools throughout our state. The PR we receive statewide through the partnerships with local news outlets and organizations like the PAW Red Sox is great!
1	The value of libraries for the customers and our democratic society is immeasurable. All the services provide for the intellectual and civic development of individuals - such as early literacy programs for children to job seeking assistance for adults. Libraries already operate at bare-bone budgets and should be supported by local, state and federal funds.
1	Interlibrary loan delivery service. I love the idea that books and other library materials are flying around the state every day to meet the reading needs of RI residents!
1	Talking Books; gives people the assurance that they will have equal access to library materials and relieves individual libraries from having to support what might be small populations within their immediate patron base.
1	The Summer Reading Program materials and performers do a great job in encouraging participation, and therefore creating new readers and maintaining literacy skills over the summer break.
1	Summer Reading Program and Early Literacy. The future of libraries depends on getting kids "hooked" early on and these programs do that.
1	The statewide delivery service offers the greatest value as it allows patrons access to materials not owned by their library thereby providing patron satisfaction and diminishing the need for every library to own every item.
1	By the LORI delivery system. There is nothing more cost effective or that in effect, combined with OSL, offers a virtually statewide system.
1	Delivery Service. It provides an even playing field for all of the citizens of the state who to choose to use it.
1	I believe the early literacy programs are great for young parents. Also, the summer reading programs really help the students keep reading during the summer.
1	I don't know what the costs are associated with each service, so it is impossible to say which ones represent the best value.
1	Statewide delivery service and the AskRI databases offer the greatest value to end users. Users in underserved or small libraries can enjoy materials from locations all over RI and online information available 24/7.
1	The delivery service and ASKRI databases offer the greatest value as they greatly increase the amount of items available to patrons.
1	The delivery service. Patrons of all ages are constantly asking if the delivery has come and if their books have arrived.

Count	Response
1	Interlibrary loan and system wide holds provides great service and access to materials for R.I. library users.

6. In your opinion, which of the services or initiatives that have been identified as being supported with LSTA funds has the greatest potential for improving library services in Rhode Island? Why did you select this service?

Count	Response
1	ASKRI could include more databases for students to use such as EBSCO Points of View.
1	Ask RI if it could provide access to even more electronic databases
1	Delivery
1	Delivery ensures that resource sharing succeeds.
1	Discretionary grants that would allow libraries to develop innovative services.
1	Everything! LORI is important. Adult literacy and whatever can help school libraries.
1	I don't know about most of the services, but think the delivery service is vital.
1	I don't think I know enough to say.
1	ILL
1	LORI Grants.
1	Library staff CE, because the information world is changing rapidly.
1	N/A
2	Not sure
1	Online resources, e-books, etc. reach a wider range of users.
1	Same as above
1	See above, no. 5
1	Services for Blind indispensable
1	Summer Reading Program: it gets those of all ages reading and using their libraries!
1	The data bases will continue to grow in importance.
1	This is a tough one. Continuing Education because we need to continue to improve out skills.
1	Unsure, there were many services I was unaware were offered. Don't feel qualified to answer.

Count	Response
1	Youth Services - keeping young people in the library loop will support libraries into the future
1	AskRI.org
1	Multi-type library cooperation. The more the better.
1	Not sure
1	Continuing education for staff will have the greatest impact on improving library services. It is necessary to have a well-educated, well-informed, cutting-edge staff to provide the guidance in forming policies and procedures for libraries.
1	Early literacy grants, as well as adult literacy, encourage life-long learners and library lovers.
1	Staff Training allows libraries to keep abreast of new trends and pass on this knowledge to our patrons.
1	Continuing Education classes for library professionals and staff offered by LORI has the greatest potential to improve libraries services.
1	Reading and Literacy programs. This is where the rubber hits the road. By supporting these types of initiatives, libraries play a crucial role in developing a literate and educated society.
1	Expansion/improvement of LORI delivery (along with efforts to integrate more catalogs into single search) will bring more info/materials to more people quickly.
1	Staff training and library communication program provide a way for libraries to prepare for the future of library services through training and pooling of information on best practices, etc.
1	AskRI database assistance because of its broad-based applications across the spectrum of users around the state. It plays a key role in educating students/adults at each stage in their life, including seniors and the disabled. I selected this service based on the long view of library service in RI, but I must confess to a certain fondness for the SRP and the ILL services, too.
1	Adult literacy, as with increased literacy there is more demand for library services, more demand for services, the better the funding and public support, the more support the better the services for all library patrons.
1	I have to admit that I do not know which specific services or initiatives that are paid for by LSTA.
1	Summer reading program and early literacy for the intellectual development of our youngest residents. Encouraging a love of lifelong learning and reading can only improve what we do and how we do it for years to come. The databases and online information improves our services by making them available 24/7.
1	As a children's librarian, the programs for youth and support provided by the Youth Services Consultant greatly impacts the caliber of services we can provide.

Count	Response
1	AskRI. The expense of electronic services limits the libraries that can afford them. Providing them statewide not only gets them to everyone but is also cost effective. What better way to position libraries and Rhode Islanders for a successful future.
1	Both LORI delivery and the statewide databases offer this potential. ILL increases the information available while the databases make library service available to the end user 24/7.
1	ILL because it increases access to thousands of books. Iacono Library for continuing education AskRI for access to thousands of periodicals necessary for school projects
1	I believe the summer reading programs at local libraries are crucial for children to continue reading, learning, and socializing during the summer months. It is an important partnership between school and public libraries.
1	AskRI databases. Research databases are very costly but can often be selected to serve a very wide range of constituents. There are opportunities to identify additional databases that would be of wide information and instructional value across RI.
1	The greatest potential for improving library services in Rhode Island will come from enhancing new technologies to provide increased access to library collections and services online.
1	Statewide databases offer the greatest potential. However, not always sure these are the best databases to be offering. In any case, few single libraries can offer databases due to the costs. Offering some statewide is cost effective all around.
1	Early childhood development services. It is definitely an expanding area and really kicks off an opportunity for a lifelong love of the library, reading, and other services offered through the library. I do think that it would be helpful to see the same level of commitment statewide. I think that there should be as high a level of support provided for adults as there is early childhood, children's, and teens' services.
1	The delivery system. Many libraries cannot afford to buy more materials so this is a work-around; at least they have access to materials from around the state.
1	Again, statewide delivery and sharing of limited resources has the biggest impact on service to our patrons.
1	I think the LORI grants program offers the greatest potential because the grants can be used to foster cooperative endeavors among the LORI libraries.
1	Summer reading programs. I do not believe that most libraries would be able to maintain this important program with the funds provided by LSTA
1	The programs that provide ways for libraries to link patrons to resources in an ever expanding network
1	I think the LORI grants would have the greatest potential. Many times new ideas come across a librarian's desk for ideas on how to make her own or other libraries function better but because of lack of funds that idea lies buried under a stack of papers. The LORI grants give new hope to implementing these.

Count	Response
1	Same as above - yet serving the underserved - handicapped and those needing early intervention, youth and adult literacy training are critical to supporting a more educated and trained population overall.
1	The AskRI databases have greatest potential because in this day and age with the rapid growth of information, databases are the most current and up to date information sources available.
1	The delivery service has a proven record for success with the number of delivery items that move around the state and the increase in demand for more deliveries and improvements to this service.
1	I don't know. Perhaps, a coordination of marketing library services which are great but under-utilized.
1	AskRI has the potential to grow, develop and change, as part of the overall delivery system for information and materials. Ongoing technological change must be incorporated into the development of delivery of information and materials, getting the right information and materials to the individual user in the best, most cost-effective ways. Maybe in the future requests for materials from other consortia/libraries can be incorporated within AskRI as another aspect of information seeking?
1	The databases have the greatest potential for serving all RI citizens and more needs to be done to promote and educate the public on the value of this information.
1	Still the statewide delivery. It enables the sharing of resources in a way that would be impossible otherwise.
1	I would say the Continuing Education Opportunities would have the most potential for improving Library services on a theoretical basis - I'm not sure the opportunity is used to full advantage by library staff or with the current educational offerings.
1	AskRI - can be accessed anywhere in state; possibly RI libraries could develop a system like in NY where all electronic media can access databases, etc.
1	Expanding the AskRI Databases has the potential for allowing libraries to stay competitive in the digital world.
1	AskRI could be expanded and marketed more as a service of the state. Gives equal access to rich information resources.
1	Getting all types of libraries together to work on ways to connect, collaborate and cooperate on issues that concern all types of libraries.
1	Rather than a service, I'd identify all expansion of resource sharing services as most meaningful for both library staff and users. Multi-type library resource sharing is extremely desirable for both staff and patrons.

7. The goals outlined in Rhode Island's 2008 - 2012 Plan are: Goal I. Provide library services to people with disabilities in Rhode Island. Goal II. Enhance services that libraries in Rhode Island provide, particularly those provided to traditionally underserved populations. Goal III. Effect collaboration and cooperation of a multitype nature among public, academic, school, and special libraries, including those in museums and historical repositories. Goal IV. Provide statewide those services more cost effective or beneficial at the statewide scale than as provided by individual libraries. Please share your opinion of the effectiveness of one or more service and/or program that OLIS provides in an effort to address one or more of these goals.

Count	Response
1	Ask RI is a clear example of accomplishing Goal IV. See above
1	AskRI. We need more databases in the arts and sciences for middle and high school.
1	Can't choose....each plays such important role
1	Delivery service enables all libraries to effectively provide materials to its patrons.
1	Don't feel qualified to answer this.
1	Goal IV Youth programming/collaboration Deliver
1	Goal IV - The delivery service provided by OLIS is most cost effective.
1	Goals II and IV serve the people who have underfunded or very small libraries
1	I am in total support of all these goals.
1	I can't comment at this time.
1	I know that Talking Book Plus is a great resource for visually impaired people.
1	It all sounds great.
1	LORI Delivery - Goal IV
1	LORI sharing and delivery program and the AskRI databases help meet goals I, II,III and IV.
1	Not sure
1	Talking books is an excellent program.
1	The ILL service is very efficient and is very popular among our library users.
1	The delivery system helps with Goal II. Continuing education programs help with Goal IV.
1	Goal III and Goal IV are of great value. They provided services that are far reaching at a reasonable cost.
1	Talking Books great. Teachers who work with students with visual problems should know more about this.
1	Services do align with the four goals. Steps that have been implemented have been consistent with the goals.

Count	Response
1	I can speak to Goal 1. In the past four years, I have attended several continuing education workshops for Children's and Youth Services librarians that address the needs of children with special needs. For example, we attended a workshop at Meeting Street School, where we learned about the school and its services, which is information that we can share with library patrons. There was also training in providing storytimes in which children with special needs could be included. This is just one example of many opportunities we have to learn how to better serve children with special needs or disabilities.
1	I am not sure of the ratio of people with disabilities in RI compared to able bodied citizens and wonder if Goal I. needs to be a top priority positioned at the top of the list. I would think Goal III would affect more citizens and should be at the top of the list, as this would encompass those people with disabilities.
1	Delivery provides timely access to OSL collections for patrons who are interested in more titles or formats than their community library can afford to acquire.
1	Goal 4 seems to be very effective- especially with the increase in online services- ebooks, sharing of resources
1	I think the cooperation and the cost effectiveness are linked. When we share resources, the winner is always the library user and the community. I think it is important to always keep in mind the needs of those without the economic or educational advantages that many have.
1	Goal II, providing service to underserved populations, is well addressed by LSTA Literacy grants. The adult students who receive tutoring are not traditionally library users because of their inability to read or read in English. They are often uncomfortable even being in a library. Being able to get these individuals a library card, have them check out materials and begin to feel comfortable around the written word is a huge accomplishment. Often the student/tutor pair meet in the library and use the literacy collection, portions of which have been purchased with LSTA funds. Adult non-readers are certainly an underserved population but one that we cannot afford to overlook. As they learn to read, they become more engaged in their schools and communities, find work or improve their work situation, and become better citizens.
1	The AskRI databases and the LORI delivery system very effectively serve in the fulfillment of Goal IV.
1	I'm not familiar with the Talking Book program. I know that in other programs, volunteers are recorded while reading books aloud. While I appreciate this effort, I think that in 2012 there may be a more cost-effective and efficient way to provide access to books using digital text and software that can read aloud.
1	Goal III has considerable need associated with it. Forums like the Library Commission need to foster substantive benefits for the constituents of all types of libraries - and promote incentives for interlibrary collaboration.
1	I only have first-hand knowledge regarding Goals III and IV. I think OLIS, through its LORI grant program, can be very effective in fostering cooperative endeavors between libraries, particularly in the acquisition and use of new technologies to enhance access

Count	Response
	to library collections.
1	Goal IV seems to make most sense; collectively buy a service and then it's available for everyone.
1	Goal IV is of enormous benefit to the citizens of the state as well as the libraries. The cost sharing and savings to the community at large are substantial. A great value.
1	I keep referring to previous answers. Marketing and programs which can be accessed and utilized by different libraries seem like the most effective use of resources.
1	Being able to get good information online must be very helpful to everyone. Again, AskRI wins this one.
1	I think the coordination brought about through the delivery service and related options really does a great job with helping library share resources, which speaks directly to Goal IV.
1	It is critical to the survival of libraries to work together and support each other. We all have different missions and we need to collaborate and cooperate much more. Each type of library needs to maintain their identity and not try to duplicate services offered by another type of library.
1	Ask RI is far more cost effective. It is difficult for individual libraries to offer online and downloadable information because of diminishing library budgets.
1	Talking Books certainly meets Goal I's objective while ILL could be considered to meet Goal II in a broad term by making books available to patrons in library's that could not otherwise afford to own them. Libraries in RI do a better job than the many other coalitions I have seen when it comes to sharing resources and working together, but there is still a lot of room for improvement-particularly with museums and special libraries. Goal IV has certainly been met with the statewide databases and ILL. The next step here would be to increase our e-book collection through Overdrive to provide more items for borrowing and a wider selection of items.
1	As mentioned in my earlier responses, I believe the summer reading programs at local libraries are crucial for children to continue reading, learning, and socializing during the summer months. It is an important partnership between school and public libraries. As a school librarian, having students have access to quality information through AskRI is most important. We could not afford access to these databases with our school library budget.
1	Goal IV -- Statewide delivery and the AskRI databases are two services that would be prohibitively expensive for individual libraries to achieve on the scale that we have now. Goal I -- Several of my patrons are also Talking Books patrons and are very appreciative of the services.
1	Goal III is directly dependent on the delivery system; extremely effective in promoting collaboration and cooperation.
1	The Delivery service addresses Goals II and III and, since the materials can be moved all over the state, this helps all citizens gain access to materials they may not be physically able to get. Also the service enhances the relationships between all of the

Count	Response
	different libraries so that the patrons can get the materials they need.
1	GOAL III - collaboration and cooperation between school libraries and public libraries will promote reading for our young people
1	Statewide databases make services such as Tutor.com affordable to libraries that would never be able to afford the cost.
1	Goal III is important. So, I would say the delivery service and the Relais system would be services that we could improve upon.
1	I know the most about Goal IV: I think this is important and that OLIS is effectively meeting this goal. The statewide delivery service is critical to this. It could be more user-friendly and responsive in staffing, but the fundamental principle is sound and important.
1	Goal III to support collaboration and cooperation of multitype libraries is an important goal to leverage all resources for the benefit of a wide variety of patrons.
1	Cost effective purchasing with vendors on a statewide basis would be preferred on behalf of all types of materials.
1	Greater sharing and collaboration amongst the different types of libraries can only enhance the services provided to their patrons. By making materials more easily accessible, libraries will continue to in the forefront of public service for the public good.
1	I'm very interested in Goal III. Effect collaboration and cooperation of a multitype nature among public, academic, school, and special libraries, including those in museums and historical repositories. I am a teacher-librarian at a K-5 public elementary school and I am always looking for ways to collaborate with staff from public, academic, school, and special libraries, including those in museums and historical organizations. I'd like to have a more formal and sustainable speaker series, as well as after school - and/or before school - programs.
1	The Early Literacy initiatives strongly support children's librarians in their efforts to promote literacy skills to all children before age three. This is especially crucial for families at the low end of the economic scale.
1	Certainly Goal IV is well covered with LORI delivery system and the statewide databases. Those two programs are effective and could not be accomplished otherwise. Honestly, I do not know enough about efforts in the first three goals to be comment on them.
1	I especially like the CE programs, keeping us up to date on current library issues. The III delivery system is priceless in my opinion; you can't serve communities in a timely fashion without it.
1	Supporting immigrants and ESL learners with classes in adult literacy at the local library is a basic service that has been offered by Rhode Island Libraries for many years - my grandmother and mother credited Knight Memorial Library staff with helping them to learn English when they arrived here in the 1930's. Goals 2, 3 and 4 are addressed with LSTA support for the library-based literacy programming offered by RI Family Literacy Initiative.

Count	Response
1	In my opinion, Talking Books Plus is the one service that far transcends any one library's ability to deliver that type of service to the small number of community members who need it.
1	Goals I and II have been most effectively addressed when they become part of the consideration for the development of ANY service or program. With technology, this will become even more important in the future as we develop new ways to meet the needs of people with disabilities and those populations that are traditionally underserved. Inclusion and service design considerations must make sure that these populations can take advantage of all library programs and services.
1	Goal III. - The interlibrary loan program provides access to other library's collections for the patrons in the state. Goal IV. - By providing the AskRI databases, the state gets better pricing than individual libraries would be able to and this provides service to libraries that wouldn't be able to afford database access on their own.
1	Goal II, services provided to underserved populations. I think this is an outstanding goal, and I believe this is being achieved by all RI libraries.

8. If you could improve the LSTA program in Rhode Island in any way, what would that change be? What program or programs would you prioritize?

Count	Response
1	All have their place. I cannot argue for one being superior to the others
1	Delivery Summer Reading Early Literacy Adult Literacy
1	I can't comment at this time.
1	I don't have any suggestions for improvements.
1	More LORI grants to individual libraries
1	More LSTA funding for discretionary library projects.
1	More digital and ebook material for all libraries to share. Emerging technology information.
1	More grants.
1	More statewide databases.
1	More training for library staffers in new and emerging technologies.
1	N/A
1	None are currently apparent.
1	Not sure
1	Not sure, again I unfamiliar with many of the programs, maybe publicize services more.

Count	Response
1	Not sure.
1	Of course, more discretionary grants!
1	Online information.
1	See no. 7, above.
1	Continue to support these programs that are working successfully!
1	not sure
1	More continuing education, specifically in the field of technology. I also think there should be money for smart phones and e-readers. We cannot afford these devices and are being left behind because we lack the digital literacy.
1	I would increase funding to AskRI databases and other online information services because such an initiative has the potential to serve the widest number of constituents.
1	Strengthen the consultancy services available. By providing expertise in various areas and increasing the support libraries can access e.g., web page development, issue centered discussions for various types of librarians, support on building project development, libraries will be better prepared to move to the future. I would also like to see more of the money used for grants to libraries. This would allow the state to set priorities for libraries and support the development of innovative projects.
1	Add more databases to AskRI - I love Ebsco and Mango and wish CultureGrams and Infotrac could be added.
1	Be sure that some of the grants are available to the academic institutions as they serve the broad information needs of the residents of the state as well.
1	As a school librarian, I believe the priority must be with shared resources in order to provide every student and adult patron with as many library services as possible.
1	More funds for children's, teens' and adults' programs would be very beneficial especially in this economy where funding from other outside sources is harder to find. Individuals and families need educational and recreational programs that they no longer can afford to pay for.
1	I would hope for more outreach from public and museums to schools, since budgets are cut and field trips don't exist as often as in the past. There are still so many students who don't realize the benefits of the public library
1	I would recommend that the majority of LSTA monies be spent on direct grants to the library community as most other states do.
1	Resource sharing is essential to libraries; however, there is a cost beyond the cost of delivery. It takes comprehensive collection development and staff to respond to patrons' requests to borrow titles through interlibrary loan. A program to financially assist libraries that are net lenders would reimburse those a portion of those costs and provide additional funds for collection development.
1	More options for adult programming planning and support on a statewide level as we

Count	Response
	see on the level for children's and teens services.
1	Do not cut funding for the adult literacy programs and do more discretionary grants to libraries to fund innovative ideas.
1	I would like to direct more funding to the acquisition of statewide databases and the LORI grant program.
1	Joint PD with school libraries and public libraries since many young people only use the public library for e-research from home.
1	I think that I would like to see more done with adult literacy. RI has an incredibly high unemployment rate. We need literacy programs.
1	I can't really think of any way I would change the LSTA program. I am extremely pleased with the continuing education for library staff. The classes I have gone to have been very informative.
1	There needs to be more standardization within the ILL system. The manual processing is cumbersome and inefficient. Standardized processing of books and materials via barcodes, etc. would go a long way towards speeding up the process and saving employee hours and library funds.
1	Maintaining the OLIS system so that the above services can continue to be provided and perhaps enhanced.
1	I would find ways to assist school libraries more because of the fact that many have 0 or very small budgets.
1	I would like to see the State pay for more of these services to leave LSTA funds for innovative grants.
1	I would prioritize e-books. People want them and they want more options. E-books from Content Reserve often drop in price after being out for 3 months, so there are many opportunities for buying new books without spending an excessive amount of money from what is being offered now.
1	Literacy Programming for adults would be at the top of my list. In addition, any program or service that benefits or supports all Rhode Island libraries unilaterally should be a priority, such as the delivery system, databases and Summer Reading.
1	I don't know what OLIS/LSTA does for schools, apart from the ILL component, but I would de-emphasize services to schools. Since education has its own bureaucratic structure/funding, etc., I cannot justify throwing money in that direction when it (money) should be more targeted toward the greater public. Maybe that might be said about support for academic and special libraries, too. Multitype library cooperation is a noble goal, of course, and talk among/between all libraries is desirable. Less certain is just how many increasingly scarce resources should be consumed by non-public libraries. Our needs and those of our communities are GREAT--never more so than in this gloomy economic climate. Can we afford to continue with the status quo?
1	Access to more databases, specifically the archives of the Providence Journal and national newspapers.

Count	Response
1	I would have the state fully support the activities of OLIS, so that more of LSTA could be offered as competitive grants, focused in areas that OLIS would chose each year. I would prioritize collaborations among libraries in order to achieve cost efficiencies and good services. I would also prioritize continuing education.
1	I wouldn't change it but would prioritize the Delivery Service as a core service and place great emphasis on all services to children and adult literacy.
1	I would like to see programs to children always be a top priority. The children of today will become the library supporters and users of tomorrow. I would also like us to continue to provide free Internet to all.
1	I would like to see a greater importance placed on adult literacy/ESL. RIFLI always has long waiting lists. There aren't enough classes anywhere in the state to meet the demand.
1	I am a librarian in a public library. What I have noticed is the lack of membership of some communities in RILINK. Possibly more lobbying/promotion of the pluses to schools/communities for this membership could be addressed. If the membership could be budgeted into the school budget as a stand-alone line item as opposed to including it as part of the overall library budget, maybe the school libraries would join. (I may be all wet on this but I have noticed this problem in my community.)
1	I wish I could attend the workshops offered during the day. As a school librarian, that is not a viable option for me.
1	I would concentrate the programs to the ones that service the largest number of the patrons in all of the libraries. Basically to find out which LSTA program gives you the biggest bang for the buck. I would pick Delivery, Summer Reading, Electronic Databases, and Continuing Ed classes as the most important to keep.
1	The continuing education programs have caught my attention at times. It is challenging as a school librarian to get time during a school day to attend these workshops. But, I am grateful for the afterschool and summer workshops that focus on school issues.
1	I would improve Goal II, even though it is working, it could still be improved. To me, this should be Goal I.
1	Provide services to underserved populations; Provide more hardware and access to databases, and e-books in their various formats More databases within ASKRI
1	The LSTA program in RI needs to be better known by the general public, so that they can see the programs and services that their tax dollars are providing. I would prioritize the programs that can be shown to be the most effective in providing services and the most efficient in using available funds and other resources.

9. The category that most closely describes your role/responsibilities in the library community is:

Value	Count	Percent %
Public Library Director	16	19.3%
School Librarian/Media Specialist	19	22.9%
Academic Library Director	4	4.8%
Librarian in a Special Library	3	3.6%
Children's/Youth Services Librarian	7	8.4%
Reference/Information Librarian	12	14.5%
Interlibrary Loan or Technical Services Librarian	2	2.4%
Library Technology Specialist	5	6%
Other Library Staff	5	6%
Library Friend or Library Trustee	2	2.4%
Other (Please specify.)	8	9.6%

If you selected "other," please specify here.

Count	Response
1	Access services/ILL librarian
1	Adult Program Coordinator
1	Adult Services
1	Advocate
1	Assistant Director
1	Circulation
1	Director of a Government Library
1	Director, Special Library
1	OLIS
1	Past President of Library Board
1	Reference/Young Adult Librarian
1	Town Clerk
1	Circulation Department Head
1	library consortium director

10. Please complete the following sentence. I work in or am most closely associated with:

Value	Count	Percent %
a public library	49	58.3%
an academic library	5	6%
a school library/media center	19	22.6%
a special library	7	8.3%
something other than those in the list (Please specify.)	4	4.8%

If you selected "other," please specify here.

Count	Response
1	COLA and LBRI
1	OLIS
1	OLIS Board
1	Providence Athenaeum - membership library
1	many school libraries

11. Please indicate the size of the community or the student body of the library in which you work.

Value	Count	Percent %
Fewer than 250	1	1.2%
250 - 499	8	9.6%
500 - 2,499	14	16.9%
2,500 - 9,999	7	8.4%
10,000 - 49,999	37	44.6%
50,000 - 99,999	6	7.2%
100,000 - 499,999	5	6%
500,000 or more	2	2.4%
Does not apply	3	3.6%

12. Please estimate the overall annual operating budget of the library in which you work or with which you are associated.

Value	Count	Percent %
Less than \$10,000	13	15.7%
\$10,000 - \$49,999	4	4.8%
\$50,000 - \$99,999	3	3.6%
\$100,000 - \$249,999	4	4.8%
\$250,000 - \$499,999	9	10.8%
\$500,000 - \$999,999	16	19.3%
\$1 million or more	20	24.1%
Don't Know/Not Sure	14	16.9%

Appendix D - List of Acronyms

AskRI	Rhode Island's suite of online information databases http://www.askri.org/
BARD	Braille and Audio Reading Download – the National Library Service's Digital Downloading Program https://nlsbard.loc.gov/instructions.html
CSLP	Collaborative Summer Library Program - The Collaborative Summer Library Program (CSLP) is a grassroots consortium of states working together to provide high-quality summer reading program materials for children at the lowest cost possible for their public libraries. http://www.cslpreads.org/about.html
CRIARL	Consortium of Rhode Island Academic and Research Libraries
HELIN	Library automation consortium that includes holdings of 11 academic and 12 special (hospital) libraries http://www.helininc.org/General/about-helin.html
ILL	Interlibrary loan
IMLS	Institute of Museum and Library Services http://www.imls.gov
LBPH	Library for the Blind and Physically Handicapped – General name applied to state-level outlets of the National Library Service programs. Rhode Island calls their program “Talking Books Plus” or “TBP.” http://www.olis.ri.gov/tbp/
LORI	Library of Rhode Island - The Library of Rhode Island, or LORI, is a multi-type statewide library network, administered by the Office of Library and Information Services to foster and facilitate resource sharing and cooperation among the state's libraries and library personnel. It is physically manifested by the network of specific libraries of all types that have agreed to share their resources and services with each other, and to engage in other cooperative projects. Services under LORI include standards and certification, delivery and other support for resource sharing efforts. http://www.olis.ri.gov/network/
LSTA	<p>Library Services and Technology Act - LSTA is part of the Museum and Library Services Act, which created the Institute of Museum and Library Services (IMLS) and established federal programs to help libraries and museums serve the public. The LSTA sets out three overall purposes:</p> <ul style="list-style-type: none">• Promote improvements in library services in all types of libraries in order to better serve the people of the United States.• Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; and• Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public. <p>The LSTA Grants to States program is a federal-state partnership. The Program provides funds using a population-based formula, described in the LSTA, to each state and the territories through State Library Administrative Agencies (SLAAs).</p>
NEDCC	Northeast Document Conservation Center http://www.nedcc.org/home.php

NLS	National Library Service for the Blind and Physically Handicapped, which is administered by the Library of Congress http://www.loc.gov/nls/
OLIS	Rhode Island Office of Library and Information Services, the State Library Administrative Agency in Rhode Island. An Office of the Department of Administration http://www.olis.ri.gov
RICAT	Shared catalog operated through RILINK. The web-based catalog includes the holdings of 145 Rhode Island school libraries.
RILINK	RILINK is a cooperative effort by Rhode Island school libraries to share their resources through an interactive, web-based catalog of library materials. RILINK also serves as a clearinghouse for other resource sharing and cooperative activities among Rhode Island school libraries/media centers.
TBP	Talking Books Plus – Rhode Island’s Library for the Blind and Physically Handicapped program. (See LBPH above.)

Appendix E - Bibliography of Documents Reviewed

American Evaluation Association, "Guiding Principles for Evaluators," 2004.

Gibbs, Graham. *Analyzing Qualitative Data* (Los Angeles: SAGE Publications, 2007)

Rhode Island. Department of Administration. Office of Library and Information Services. *LSTA Five-Year State Plan 2008-2012*.

Rhode Island. Library Board of Rhode Island. Delivery Sub-committee. *Report on the Rhode Island Statewide Delivery System*. January 2010.

Rhode Island. Office of Library and Information Services. FY 2009 RI Statewide LORI ILL Statistics, accessed November 30, 2011 at:

<http://www.olis.ri.gov/network/standards/reports/2009/illacad.php> and
<http://www.olis.ri.gov/network/standards/reports/2010/illacad.php>.

U.S. Institute of Museum and Library Services. Guidelines for Five-Year Evaluation.

Appendix F - Summary of Coding Used in Qualitative Analyses

	<i>Focus Group – LORI Services</i>		<i>Focus Group – OLIS Board</i>		<i>Library Leader Interviews</i>		<i>Total</i>	
<i>Descriptive Codes</i>	+	-	+	-	+	-	+	-
ASK-RI Online Databases	7		3		6		16	
Courier Delivery	2		6		4		14	
Continuing Education Programs	3		4		6		13	
Funding	3		7		3		13	
Statewide services from OLIS	5	1	5		3		13	1
Literacy	5		5		2		12	
LORI Shared Catalog / Interlibrary Loan	6	6	2	2	3		11	8
Summer Reading	1		2		6		9	
Community Needs	2		3		1		6	
Grants	1		4		2		7	
RILINK/RICAT School Library Catalog	4		1		2		7	
Talking Books	1		4		2		7	
HELIN Health Science Shared Catalog	1		1		1		3	
Technology Support	3	1			2		3	1
Preservation					2		2	
Downloadables			2				2	
Categories							+	-
Services for Statewide Audiences (ASK-RI, Courier Delivery, LORI Shared Catalog/ILL, RILINK/RICAT, HELIN Health Science Shared Catalog, Downloadables)							53	8
Statewide Services for Libraries and Librarians (Continuing Education, Statewide Services from OLIS, Technology Support, Preservation)							31	2
Structures (Funding, Community Needs, Grants)							26	
Services for Individual Libraries (Literacy, Summer Reading)							21	
Services for Special Audiences (Talking Books Plus)							7	
Qualities							+	-
Innovation							15	
Partnering/Collaboration							12	4
Access for All							7	

Appendix G – Research Instruments

Rhode Island LSTA Interviews

Himmel & Wilson is working with the Rhode Island Office of Library & Information Services to conduct an evaluation of the State's implementation of the Federal Library Services and Technology Act (LSTA) "Grants to States" program. The "Grants to States" program is a population-based formula driven program intended to fulfill specific purposes outlined in the Museum and Library Services Act. Under the Act, each state is required to conduct an evaluation of the program every five years. The current evaluation covers activities conducted under the State's approved LSTA plan for the period between Federal FY 2008 - 2012.

Major programs and initiatives that currently receive LSTA funds in Rhode Island are the Talking Books Plus Library, the LORI program (including delivery services), the ASK RI databases (also supported with State funding), a variety of continuing education efforts, support for the Summer Reading Program. Funds have also been used for literacy grants, preservation projects and the start-up of the Relais interlibrary loan system.

LSTA "Grants to States" funding for Rhode Island has decreased from almost \$1.15 million in FY 2009 to just over \$1.1 million in FY2011 as total Federal funding for the program has been reduced.

1. *Which of the LSTA-funded programs or jointly-supported (State and Federal dollars) has had the greatest impact on your library?*
2. *Many of the activities of State Library would not be possible without LSTA support. In what ways does the State Library make a difference to your library?*
 - a. *What is the impact of delivery service on your library? What about access to electronic databases?*
 - b. *How important is the Relais system to your library?*
3. *Where does innovation "live" in Rhode Island libraries? How do new efforts or initiatives get started? Does LSTA play a role?*
4. *Have specific improvements or advances in library services taken place in the last five years that you believe are largely attributable to the availability of LSTA funding? What are the most important things that would NOT have been accomplished if LSTA funding had not been provided?*

Rhode Island LSTA Focus Group Questions

Himmel & Wilson is working with the Rhode Island Office of Library & Information Services to conduct an evaluation of the State's implementation of the Federal Library Services and Technology Act (LSTA) "Grants to States" program. The "Grants to States" program is a population-based formula driven program intended to fulfill specific purposes outlined in the Museum and Library Services Act. Under the Act, each state is required to conduct an evaluation of the program every five years. The current evaluation covers activities conducted under the State's approved LSTA plan for the period between Federal FY 2008 - 2012.

Major programs and initiatives that currently receive LSTA funds in Rhode Island are the Talking Books Plus Library, the LORI program (including delivery services), the ASK RI databases (also supported with State funding), a variety of continuing education efforts, support for the Summer Reading Program. Funds have also been used for literacy grants, preservation projects and the start-up of the Relais interlibrary loan system.

LSTA "Grants to States" funding for Rhode Island has decreased from almost \$1.15 million in FY 2009 to just over \$1.1 million in FY2011 as total Federal funding for the program has been reduced.

1. Which of the LSTA-funded programs or jointly-supported (State and Federal dollars) has had the greatest impact on your library?
 - a. In what ways is your library better able to serve the public because of this program or initiative?
 - b. In what ways are you as a library director/library staff member better able to serve the public?
2. Many of the activities of State Library would not be possible without LSTA support. In what ways does the State Library make a difference to your library?
 - a. What is the impact of delivery service on your library? What about access to electronic databases?
 - b. How important is the Relais system to your library?
3. One of the ways that LSTA has had an impact on libraries over the years has been in fostering innovation? Where does innovation "live" in Rhode Island libraries? How do new efforts or initiatives get started? Does LSTA play a role?
4. Have specific improvements or advances in library services taken place in the last five years that you believe are largely attributable to the availability of LSTA funding? What are the most important things that would NOT have been accomplished if LSTA funding had not been provided?
5. The LSTA "Grants to States" program purposes highlight activities that improve access to library services, increase resource sharing activity, reach out to individuals with special needs and build strategic partnerships. To what extent do you believe Rhode Island's implementation of the program has furthered these purposes?