Division of Library and Information Services

Evaluation of the 2008-2012 LSTA Five-Year Plan

Evaluated by

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Evaluation Summary

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

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

Research Questions

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

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

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

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

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

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

Methodology

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

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

Relationship of Plan Goals and Outcomes to IMLS Priorities

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

Findings

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

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

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

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

Recommendations

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

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

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

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

Work with other states on OBE efforts. The Division should consider working with other states to identify benchmarks, measurements, and OBE strategies to use with similar LSTA-funded projects. For example, many states use LSTA funds to support database licenses. They could identify similar database usage benchmarks and methodologies to collect OBE information. In addition, after identifying their common needs, states could work with vendors to develop uniform ways to collect and report output measurements. States could also require vendors to provide easy-to-implement user satisfaction surveys. The initial investment in time in this joint project will result in better understanding of the impact of LSTA-funded projects in Florida. IMLS is revising their work on outcome-based evaluation, and Florida should implement any new guidelines issued by IMLS. The LSTA coordinators in interested states could then work together to identify a common project for OBE measurement.

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

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

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

Body of the Evaluation Study

Study Background

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

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

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

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

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

Description of the Methodology Employed

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

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

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

Analysis of the Strengths and Weaknesses of the Research Design, Tools and Methods Used

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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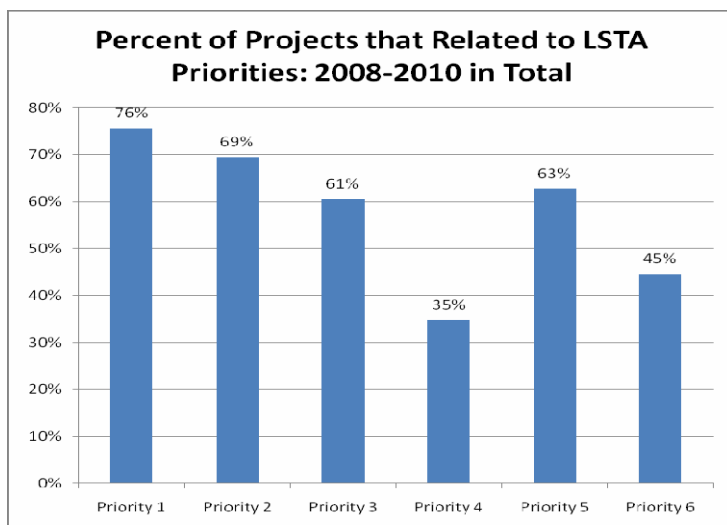
Strategies Used for Disseminating and Communicating the Key Findings and Recommendations: The Division will make the evaluation report widely available to Florida's library community by announcing its availability in posts to Listservs and by posting on the Division website. These postings are a very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

Evaluation Findings/IMLS Evaluation Questions

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

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

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

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

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

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

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

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

Process Questions

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

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

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

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

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

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

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

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

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

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

IMLS Prospective Questions

1. How will lessons learned about improving the use of outcome-based evaluation inform the state's next five-year plan? 2. How does the SLAA plan to share performance metrics and other evaluation-related information within and outside of the SLAA to inform policy and administrative decisions during the next five years? 3. How can the performance data collected and analyzed to date be used to identify benchmarks in the upcoming five-year plan?

This evaluation of the Plan has produced substantial new information from the survey and focus groups and from a synthesis of existing data and reports. This new information can inform decisions that the Division will make in the preparation of the 2013-2017 Five-Year Plan. We offer some criteria that the Division might use to determine which current programs to retain, improve, maintain at a limited level, or eliminate, and what new programs to initiate. Potential funding reductions of the LSTA program at the national level make the determination of criteria a critical decision-making task.

Suggested Criteria

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

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

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

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

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

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

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

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

4. What key lessons has the SLAA learned about using outcome-based evaluation that other States could benefit from knowing? Include what worked and what should be changed. The Division learned about the difficulty of collecting and using outcome-based evaluation during the Plan's duration. According to those interviewed by O'Donnell, years of experience have shown Division staff that the methods in place do not gather the right metrics to use for LSTA Program decision-making.

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

Analysis of Statewide Programs

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

Florida Electronic Library

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

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

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

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

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

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

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

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

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

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

<u>Findings</u>

Outputs and Impact: The targets in the Plan for FEL focused on output measures such as number of FEL licensed databases, number of searches and hits, number of training sessions and attendees, and number of items digitized. Over the last five years, the Division has contracted with the Information Institute at Florida State University to conduct a variety of program evaluations, including which databases are most useful, which libraries use specific databases, the effectiveness of the Gale-Division awareness program, the impact of the awareness program on database usage, and an evaluation of the Gale-Division training program. A copy of the November 2011 *Florida Electronic Library Evaluation Activities, 2011-2012: Assess the Gale Database Portfolio and Market the Florida Electronic Library* is attached in Annex H.

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

The survey results showed that 62% of the 555 respondents use FEL databases. The highest level of use was by Florida public libraries at 78%; academic libraries reported 63% usage. Just over half of the respondents indicated that they used the databases at least weekly. The November 2011 FSU study, cited above, reported a slightly higher rate of use at 86.1% across all libraries, with public libraries reporting 97.1% use and other libraries reporting 70.1%. The most heavily used databases include: General OneFile, Health and Wellness Resource Center, Books and Authors, Academic OneFile and Gale Virtual Reference Library. The report includes a lengthy list of seldom-used databases (p. 18). FSU survey respondents indicated that the following factors would encourage more use: more relevant databases (32.6%), wider selection

(23.7%), training (36.5%) and colleague or friend recommendation (21.5% and 6.6% respectively).

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

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

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

Issues and Concerns: Issues and concerns fall into four areas: the FEL interface, FEL database offering, FEL administration and the future of FEL. A fuller discussion of each area is included in the Focus Group Report (Annex I). In summary, the FSU respondents and focus group participants identified the FEL interface as not being user friendly, that the language used is library jargon, and that identifying which database to select is daunting. The FSU survey indicates that only 9% of the databases are heavily used. Focus group participants recommended a revision of the database selection, noting that more is not better. FEL management should look at this data in determining composition of the databases. The focus groups demonstrated a lack of understanding of how FEL is administered, including the role of the advisory committee, database selection process, and funding structure. There is a view that the vendors control database selection and interface rather than responding to the needs of the libraries and library users. Focus group participants raised questions regarding the future of FEL: "What will we need in five years?" This valid concern needs to be addressed before further modification or expansion of FEL.

IMLS Retrospective Questions
1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act? 2. To what extent were these results due to choices made in the selection of strategies? 3. To what extent did these results relate to subsequent implementation? Based on data from the LSTA evaluation survey, the focus groups, and the FSU evaluations, the Florida Electronic Library statewide program meets the priorities in the Act. The selection of and subsequent modification of the database offerings, and the development of the awareness and training programs are specific strategies to expand use of FEL and meet the needs of Floridians and Florida libraries. The Division and its advisory committees have developed a program of

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

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

E-Government

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

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

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

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

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

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

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

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

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

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

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

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

IMLS Retrospective Questions
1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act? 2. To what extent were these results due to choices made in the selection of strategies? 3. To what extent did these results relate to subsequent implementation? The activities did achieve the IMLS priorities and Florida goals and outcomes. Collaboration exists at the state level and partnerships at the local level. Access to needed information resources has been organized and developed. Technical assistance, consulting services, and training are provided by the Division and MLCs. The Division initiated this effort because it saw that Florida residents needed the service and it has continued to build the service in response to local needs.

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

Ask a Librarian

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IMLS Retrospective Questions
1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act? 2. To what extent were these results due to choices made in the selection of strategies? 3. To what extent did these results relate to subsequent implementation? AaL clearly relates to two of the IMLS priorities by creating a statewide network to link staffing and resources to answer questions for all Florida residents.

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

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

Competitive Grants

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IMLS Retrospective Questions
1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act? 2. To what extent were these results due to choices made in the selection of strategies? 3. To what extent did these results relate to subsequent implementation? Awarded grants met IMLS priorities. Division staff indicated that the LSTA Advisory Council did use performance data in recommending funding priorities to decide if grant applicants should get second- or third-year funding.

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

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

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

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

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

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

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

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

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

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

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

Budget:

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

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

Findings:

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

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

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

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

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

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

IMLS Retrospective Questions

1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act? 2. To what extent were these results due to choices made in the selection of strategies? 3. To what extent did these results relate to subsequent implementation? The Leadership Development activities contribute to the IMLS Priorities by preparing librarians to develop and deliver library services that meet the needs of library users. Leadership is particularly important because libraries and the services they are called on to deliver are changing rapidly and librarians must learn to prepare for and implement change. Evaluators found no evidence that indicated that the organizations offering Leadership Development training used results to improve training curriculum.

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

Statewide Resource Sharing and Collection Development

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

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

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

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

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

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

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

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

Findings

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

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

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

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

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

IMLS Retrospective Questions

1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act? 2. To what extent were these results due to choices made in the selection of strategies? 3. To what extent did these results relate to subsequent implementation? Yes, SRSCD programs relate to two of the IMLS priorities by linking staffing and resources to answer questions for all Florida residents. However, the level of usage of traditional services (ILL and reference questions) continues to decline as alternatives are available. Other Division programs providing electronic access to content and linkages have met the goals of expanded access. This has also resulted in a decline in the traditional SRSCD services.

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

Bureau of Library Development

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<u>Findings</u>

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

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

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

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

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

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

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

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

IMLS Retrospective Questions
1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act? 2. To what extent were these results due to choices made in the selection of strategies? 3. To what extent did these results relate to subsequent implementation? Anecdotal evidence from the surveys and focus groups indicates that BLD meets the IMLS priorities. Other than youth services, there is little evidence that the data collected is used to make decisions. The youth services consultant reports that she uses the annual count of library users of youth services to distribute LSTA summer reading program material grants, employing a per-capita formula. One staff member reported she is reluctant to ask what additional services her program might provide because she feels she does not have the resources to provide the services.

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

Annexes

Annex A: List of Acronyms

Annex B: IMLS Retrospective, Process, and Prospective Questions

Annex C: Florida Goals and Outcomes Matched with IMLS Priorities

Annex D: Documents Reviewed

Annex E: People Interviewed and Consulted

Annex F: Survey Analysis Process

Annex G: Recommendations Resulting from Statewide Program Analysis

Annex H: Florida Electronic Library Evaluation Documents

Annex I: Focus group report   (Sent separately)

Annex J: Survey Instrument   (Sent separately)

Annex K: Survey Report   (Sent separately)

Annex L: Ruth O'Donnell Report   (Sent separately)

Annex A

List of Acronyms

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

IMLS Retrospective, Process, and Prospective Questions

Retrospective Questions

1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act?

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

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

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

Process Questions

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

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

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

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

Prospective Questions

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

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

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

Annex C

Florida LSTA Goals and Outcomes Matched with IMLS Priorities

IMLS priorities are:

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

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

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

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

5. Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and,

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

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

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

Annex D

Documents Reviewed

2007

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

2008

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

2010

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

Plan. FY 2010. Submitted to the Institute of Museum and Library Services.

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

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

Annex E

People Consulted and Interviewed

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

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

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

Annex F

Survey Analysis Process

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

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

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

Annex G

Recommendations from Analysis of Statewide Programs and Competitive Grants

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

Florida Electronic Library – Recommendations

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

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

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

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

E-Government – Recommendations

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

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

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

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

Ask a Librarian – Recommendations

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

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

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

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

Competitive Grants – Recommendations

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

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

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

Leadership Development – Recommendations

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

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

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

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

State Library and Collection Development – Recommendations

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

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

Bureau of Library Development – Recommendations

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

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

Annex H

Florida Electronic Library Evaluation Documents

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

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

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