

Library Services and Technology Act LSTA Five-Year Evaluation for Wisconsin 2013-2017

Conducted by:

Karen Rose, MA, Library Strategies

Razeena Shrestha, MPP and Mary McEathron, PhD, Rainbow Research, Inc.

March 15, 2017

Submitted to:

Terrie Howe, LSTA Program Coordinator, Division for Libraries & Technology

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Evaluation Summary

Rainbow Research, Inc., partnered with Library Strategies to evaluate the 2013-2017 LSTA Five-Year Plan for the Wisconsin Department of Public Instruction's (DPI) Division for Libraries and Technology. As required by the IMLS, Library Strategies and Rainbow Research conducted an outcome-based, mixed method evaluation that addressed the questions outlined in the Guidelines for Five-Year Evaluation while adhering to the American Evaluation Association's guiding principles for evaluation that inform all of our work. The methodology for the evaluation included collecting and analyzing new and existing data from state library staff, patrons, and other key stakeholders to gain information about the extent to which Wisconsin has addressed the national priorities associated with the Measuring Success Focal Areas and Intents.

The Wisconsin Library Services and Technology Act (LSTA) Five-Year Plan consists of three main goals:

GOAL I: Utilization of technology to improve library services: To ensure that libraries and regional library systems utilize technology to improve services and facilitate access to materials and information resources in Wisconsin libraries and from other sources to benefit all Wisconsin residents.

GOAL II: Convenient access and quality library services for all residents: To ensure convenient and efficient access to a wide range of quality library and information services for all Wisconsin residents, including those who have difficulty using a library because of limited literacy and language skills, educational or socioeconomic barriers, or disabilities.

GOAL III: Support the equalization of access to information and lifelong learning resources: To ensure that enhanced continuing education, training, and development opportunities are available to the current library workforce and library users.

Methodology

For the purpose of this evaluation, the evaluation team (Rainbow Research and Library Strategies) adopted a mixed-methods approach of combining quantitative and qualitative methods to collect data. An online survey focused on measuring the progress on the three main goals of the LSTA Five-Year Plan, the success of focal areas and their corresponding intents, as well as obtaining feedback on LSTA grant administration processes. The questions for the survey were drafted in conjunction with DPI Division for Libraries and Technology staff based on the Guidelines for IMLS Grants to States Five-Year Evaluation document. A total of 497 people responded to the survey, giving a 24% response rate. Survey participants were encouraged to provide honest and truthful answers and to share constructive feedback; all survey responses were anonymous, which contributed to the reliability and validity of the study.

To augment the survey data, Rainbow Research and Library Strategies staff also conducted interviews with DPI staff members and focus group conversations with key library and library system staff who were familiar with the goals of the LSTA Five-Year Plan. Focus group conversations were led by the evaluation team to target three specific groups: Technology Services groups, Youth and Inclusive Services group, and Continuing Education group. In each focus group, participants were asked to comment on the application process related to competitive and noncompetitive grants and state-led activities, their observations about the possible benefits of LSTA grants and activities, and recommendations for improving LSTA efforts and funding. Participants shared their personal stories of success and challenges they faced, enriching the understanding of the outcomes of this Five-Year plan. Participants were asked to share candid responses and were informed about the confidentiality of information shared.

Additionally, DPI staff also provided quantitative information about resource allocation for the three LSTA goals. They provided budget summaries of the LSTA Subaward Project and DPI Managed Projects-

Resources, for years 2013-2016. This information helped to assess the overall budget allocated to various LSTA activities and how funds were well utilized or under-utilized over the last four year period.

All key stakeholders were engaged in the evaluation process. DPI staff members and the evaluation team held weekly conference calls to develop and finalize the work plan for the evaluation in the initial phases of the study. Once the work plan was solidified, the evaluation team worked on data collection tools and solicited feedback from DPI staff for improvement. DPI staff also helped recruit library and library system staff members to participate in the online LSTA survey, in focus group discussions, and were closely involved in providing ongoing input to frame and organize findings in the report.

The email lists used for focus groups will be used to convey findings and recommendations. Links will be posted to the Wisconsin Libraries Blog and linked to the Public Library Development's web page as well as on the LSTA web page. Summary information and links will be incorporated into DPI Google communities (WI Programs & Services as well as WI Library Administration and Data) in the development of the 2018-2022 LSTA Plan.

Main Findings

As can be expected, given the cyclical nature of the funding alone and the intent for systems-based change, approximately 75-80% of participants and staff reported that the objectives under the three LSTA goals were achieved or partially achieved. Only a small percentage of survey respondents (1%-2%) said that they did not believe the LSTA goals and objective were achieved, whereas, approximately 18% reported that they were not sure. Specific findings on the objectives within each goal area are provided within the main report.

Survey participants were also asked to provide feedback on various aspects of LSTA administration. In general, a majority of participants provided positive feedback on the three areas of LSTA administration. For example, almost 70% of participants reported that they were satisfied with DPI's implementation of LSTA programs. Although a majority of participants had a positive LSTA administration experience, at least a third (33% on average) of the respondents were not sure about their opinion on LSTA administration. This may have been because those participants may not have directly interacted with DPI staff, may not have had the opportunity to ask for assistance, or to provide feedback to the DPI staff about the LSTA program.

LSTA activities and efforts also gained some ground in all six focal areas and corresponding intents associated with the national priorities. On average, about 67% of survey respondents reported that the strategies were either achieved or partly achieved. Participants added that they saw continuous improvement on all of the focal areas. They stressed the importance of libraries remaining attentive to these needs in the future.

All of the 10 groups – library workforce, individuals living below the poverty line, individuals that are unemployed or underemployed, ethnic or minority populations, immigrants or refugees, individuals with disabilities, individuals with limited functional literacy or information skills, families, children, and school aged youth represented a substantial focus for the Five-Year Plan activities. Description about how each group was engaged is elaborated in detail in the report.

Data from the old and new State Program Report have aided in the development of:

- The annual LSTA Information and Guidelines for subaward applications.
- Training for potential applicants on language revisions to formerly acceptable grant categories and changes to the final project evaluations. For example, accessibility grant applications for the hearing impaired (hearing loops) are no longer allowed because of the needed room modifications.
- Application and evaluation forms have required extensive modifications for grantees to report on activities, beneficiaries, budgets, attendance, and outcomes.

- Potential applicants need to know a year in advance (prior to writing a grant application) what they will be asked to report in an evaluation.

Data gathered from the LSTA grant applications helped the Data & Finance Coordinator reassess required annual report questions for public libraries and library systems. This has also led to many libraries learning more from their data and using the data to tell better stories.

There were no formal changes made to the Five-Year Plan.

Data from the old and new SPR and from other evaluation resources have been shared with the LSTA Advisory Committee, the Council on Libraries and Network Development (COLAND), the Youth and Inclusive Services Consultants, the Technology Consultants, the Continuing Education consultants, System and Resource Library Administrators, and librarians through blog and community resources.

A. RETROSPECTIVE QUESTIONS

A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? Organize findings around each goal of the state’s 2013-2017 Five-Year Plan. Categorize each goal as either 1) achieved, 2) partly achieved, or 3) not achieved.

The Wisconsin Library Services and Technology Act (LSTA) Five-Year Plan consists of three main goals. The findings about the progress on the Five-Year Plan activities under each goal are presented separately under their respective goal area.

GOAL I: Utilization of technology to improve library services: To ensure that libraries and regional library systems utilize technology to improve services and facilitate access to materials and information resources in Wisconsin libraries and from other sources to benefit all Wisconsin residents.

The Wisconsin Library Services and Technology Act (LSTA) Five-Year Plan included four broad objectives under Goal 1. Each objective consists of activities that were led by the Wisconsin Department of Public Instruction’s Division for Libraries and Technology to meet the goals of the LSTA Plan. The overall findings about the four objectives and objective-specific findings for Goal 1 are presented in the following section.

OBJECTIVE-SPECIFIC FINDINGS FOR GOAL 1

When survey participants were asked to report if they believed LSTA activities under Goal 1 had helped them and their organizations to improve library services for their users, a majority gave a positive response. On average, about 70% of the 383 respondents agreed that the Goal 1 activities helped them or their organization. Open ended responses also indicated that there were positive outcomes resulting from LSTA efforts. One person noted there was “an increased bandwidth and database access” due to LSTA efforts. Another respondent shared, “Wisconsin libraries could not have advanced technology access to improve services, without this [LSTA] support.” While the LSTA efforts helped to move Wisconsin to better serve the needs of libraries and library users, a few participants reported that it was still a “work in progress” as a few libraries were more advanced in achieving this goal while others were continuing to work hard at meeting community needs. A very small percentage (about 6 percent of 383 respondents who responded to the question on LSTA activities) did not believe the LSTA activities helped them or their organization to improve library services. In the following section, specific feedback for each objective is presented.

OBJECTIVE 1: Ensure improved telecommunications in public libraries and public library systems for convenient and affordable access to electronic materials and information.	
Intended Audience:	Expected Outcome:
Public Library systems on behalf of member Library patrons	Library systems will monitor bandwidth needs and request greater bandwidth for member libraries when bandwidth is needed and funds become available.

The LSTA activities in Objective 1 broadly relate to improving telecommunications in public libraries and public library systems for greater access to electronic materials and information through increasing the affordability of data lines and bandwidth. Of the 383 survey participants who responded to a question about Objective 1, a majority of them (68%) believed the LSTA activity in Objective 1 helped to improve their library services. A few respondents shared comments in the survey, highlighting the continuing need for increased bandwidth as more services and information are available online. One respondent stated, “Access to affordable and high speed internet is not equitable across the state and many lack the infrastructure needed.”

OBJECTIVE 2: Encourage libraries to provide electronic content and information to expand learning opportunities and access to information and educational resources for user needs for education, lifelong learning, workforce development, and digital literacy skills.	
Intended Audience:	Expected Outcome:
Public Library systems on behalf of member Library patrons	The library patrons will use the new electronic resources for their personal needs. Library systems will maintain use statistics for the new resources and conduct a sample survey after the introduction of the resources to determine whether patron needs were met and whether the WPLC should continue to subscribe to this resource and provide this service.
Library patrons of Wisconsin or beyond who may have an interest in the collection	Local residents will discover and utilize the digitized resource and find it very useful for their lifelong learning and recreational interests. The resources will also help to preserve a historic context for local communities.
Library patrons of all ages	Creation of a content creative learning space to expand library informational opportunities that would be available for others to learn from and contribute to in the future -- Initial projects would provide models and best practices for subsequent projects if the category is continued.

On average, 69% of survey respondents also reported that activities in Objective 2 helped to improve library services. The LSTA activities in Objective 2 are aimed at expanding learning opportunities for users by expanding electronic and digital content, facilitating digitization of local historical materials, and implementing new technologies.

OBJECTIVE 3: Facilitate the sharing of library materials and information resources throughout the state and beyond.	
Intended Audience:	Expected Outcome:
Wisconsin libraries of all types and their patrons	The Division and the statewide library community will decide whether there is interest in developing a statewide shared ILS and determine which shared ILS to implement. If there is agreement, a procurement process will be undertaken and a statewide ILS will be implemented.
Wisconsin libraries and public library systems currently participating in shared or regional ILS and libraries interested in joining a shared or regional ILS.	The Division and the statewide library community will concur on whether or not to foster inter-compatibility of shared regional ILS in Wisconsin. If there is agreement to implement inter-compatible shared ILS, a procurement process will be chosen, software selected and implemented and a new statewide ILS created.
Library patrons of the public libraries; the agency runs the delivery service on behalf of Wisconsin libraries to provide resources for the patrons.	The delivery volume averaged 631,700 during 2013-2016, and the numbers have been moderating in the past two years. The reason is thought to be the growth in downloadable and streaming resources. The trend needs to be watched.
Wisconsin libraries and citizens using resource sharing tools, especially the BadgerLink databases.	Greater coordination, support, and funding for online informational content and curricular support; wider collaboration in selecting; training and outreach to increase use of informational and curricular support

	content BadgerLink content will be expanded and enhanced. More support and training will be made available to Wisconsin libraries and citizens accessing BadgerLink resources.
Wisconsin libraries of all types and their patrons.	The statewide library community will determine whether to adopt a new software system and workflow or refine the existing software and workflow. If the group recommends implementation of a new system and workflow, a procurement process will be undertaken and a new interlibrary loan system and workflow will be implemented.

The core activities related to Objective 3 included assessing the viability and interest for a statewide shared integrated library system (ILS), increasing information and educational resources through improved sharing and searching of materials, statewide delivery of services, and expanding access to resource sharing tools, and state level interlibrary loan. For Objective 3, on average, about 72% of survey respondents reported that the associated activities helped them and their organizations to improve library services.

Focus group participants shared some notable successes with LSTA activities associated with ‘resource sharing’ (BadgerLink program) and ‘interlibrary loan’ (WISCAT program). For example, focus group participants discussed how the staff and patrons of small and large public libraries, public library systems, academic libraries, and school districts are the primary users of BadgerLink. They noted several benefits of having access to a variety of resources and information through BadgerLink that would not have been otherwise possible. Another participant added that having a solid base of basic resources allows libraries the flexibility to invest their money on “*other more tailored*” supplemental information to meet community needs. Participants also shared that BadgerLink was a particularly useful resource for academic and educational purposes and an important avenue to find historical data.

While BadgerLink offers a vast range of resources, a few library staff talked about their patrons, particularly students, not knowing the best way to navigate through the program and being overwhelmed with the information available. Participants suggested offering trainings to students so they can better discern the appropriate terminology when searching for information on BadgerLink. Other focus group participants suggested adding more resources to the current BadgerLink database. One participant observed, “*I think most public libraries in the state, probably school libraries, too, wish there could be an expansion of resources... because the more participants, the cheaper the cost per use or the cost per person in Wisconsin is. So having even more resources available through the BadgerLink platform could only be beneficial.*”

WISCAT offered through LSTA was also favorably reviewed by focus group participants. Several focus group participants shared that WISCAT was the primary platform for interlibrary loan used by their libraries and library systems. Participants spoke of the cost effectiveness of the software saying that, “*I think the cost of the subscription is very inexpensive, and that really is important for the small libraries to link.*” They also commented on the benefits of having ‘live’ catalogs offered through WISCAT that are updated fairly regularly, making it easier to find current information. Participants also added that as more resources get added to the Internet, WISCAT sends links to those resources directly to libraries and their patrons, reducing delivery time. However, due to high volumes of internet traffic, live searching was reported to be occasionally sporadic.

Participants noted that at times, some libraries only work with other libraries that use OCLC. While WISCAT allows requests created in the program to expand its search to OCLC, it is not possible the other way around. They advocated merging OCLC with WISCAT, and if that were not possible, to at least make it possible for the two systems to communicate both ways. Other participants talked about replacing WISCAT with a ‘discovery layer,’ that is, “*a tool that will allow patrons to search all of the different library catalogs,*

allowing patrons to have access to all the resources.” A few others spoke of the need to raise awareness about WISCAT, to increase its user base, and to encourage more of the smaller libraries to use WISCAT as well.

OBJECTIVE 4: Provide state-level leadership, planning, and coordination of technology services throughout the state.	
Intended Audience:	Expected Outcome:
Library and technology consultants of public library systems and the public libraries	There will be a coordination of library technology efforts, broadband access, and subsidy programs for telecommunications; advancement of library technology awareness and implementation; facilitation of grants for developing technologies in public libraries and regional systems.
Assistant State Superintendent, COLAND, School and public libraries.	Attendance at meetings results in representation and participation in important state and federal meetings on behalf of the Wisconsin State Department of Public Instruction’s education and library communities. The expected outcome of the e-Content initiative in schools will be the feasibility of a collaborative regional purchase of e-books by school libraries for curricular support in their districts.

Objective 4 activities were aimed at providing state-level leadership, planning, and coordination of technology services through consultant services and statewide planning and technology use studies. While Objective 4 was rated by the same participants as the most successful in the Objective question, the fewest number of survey participants (60%) of the survey respondents shared that the associated activities in Objective 4 helped to improve library services, compared to activities in other Objectives. There were not any open ended responses that would explain the inconsistency in the findings. This discrepancy in data could be a result of respondents’ lack of understanding or confusion about how the LSTA activities connected with the respective Goals and Objectives. Activities within this goal and objective included coding, ILEAD USA, E-rate guidance for libraries and library systems, and CIPA.

GOAL 1 FINDINGS for FUNDING, ADMINISTRATION, AND SUSTAINABILITY

In addition to objective-specific activities under LSTA, DPI administers competitive and noncompetitive grants and state-led activities as a key mechanism for reaching the objectives of Goal 1 of the strategic plan. The section below presents the feedback shared by focus group participants on various aspects of the grant application process, communication with DPI staff, and other issues related to funding and sustainability of grants and projects. The funding allocation for different projects and activities is also presented in this section.

Competitive Technology Grants

Broadband Fiber Grant. Focus group participants discussed the broadband fiber grants which enabled all libraries in Wisconsin that were on a statewide network called BadgerNet to upgrade to broadband fiber, allowing for greater and faster internet connectivity. Ultimately, the libraries that needed it the most were the smaller libraries who could not afford the upgrade on their own, and having the grant allocated to that cause benefited them.

Digitization and Content Creation Grants. Several focus group participants shared instances of applying for competitive grants on one or more of the topics areas in Objective 2 including digitization of local historical materials, MakerSpaces, or content creation. A few participants had applied for these grants more than once and had been funded twice, while a smaller number of participants had applied and had not been funded. Some of the factors that affected whether libraries or library systems were funded included lack of staff capacity, competing priorities, or leadership changes.

Participants who applied for funding in this area mentioned that the application process for competitive grants was simple and straightforward and were appreciative of the flexible timeline of the LSTA competitive technology grant cycle.

A few participants agreed that expanding support for digitization ensured libraries throughout the state had a better opportunity to be found on the internet by using software programs and services such as Zepheira (Linked Data).

Merging ILS Grant. During one of the focus group discussions, participants were asked to share their opinions regarding the merging of an integrated library system (ILS) and why they believed there were not many applications submitted for this purpose. Participants simply stated that merging an ILS cost a lot more money than the \$12,000 allocated per award. A participant explained, *“Nobody merges their ILS systems because there’s money available. You do it for other reasons and you hope that there’s money available when you need to do it.”*

Noncompetitive Technology Block Grants

Focus group participants shared that library systems apply for the noncompetitive technology block grants. A few participants suggested that the effort to apply for the noncompetitive technology block grants and the work involved in implementing and reporting about the project was not worth the amount of funding received. However, they stressed that LSTA block grant was valuable to them and that their feedback was meant to be constructive.

A few participants also shared that having to apply for multiple smaller projects under a noncompetitive grants in the past was more complicated than currently being able to apply for all of those connected needs under one big project. Others, however struggled with this process. Some mentioned that applying for several projects under the same application was not only more time consuming, but confusing for a few applicants as they talked about having to fit several different ideas into one application. They also reported having difficulty understanding definitions in LSTA documentation.

Communication with DPI Staff

In discussion about the competitive technology grant process, focus group participants reported finding DPI staff to be extremely responsive and helpful. They also talked about having the opportunity as library or library system staff to provide feedback to inform LSTA decision making. One participant explained that the LSTA Advisory Committee meets twice a year and posts public announcements soliciting ideas on what the library community wants to see funded.

Focus group participants who had experiences interacting with WISCAT and the BadgerLink programs also shared similar views about DPI staff who provided those services. Moreover, participants also said they appreciated getting technical support through trainings and webinars on WISCAT and BadgerLink. Recipients said that they appreciated the quick responses from DPI staff to their issues and found trainings and informational sessions to be helpful.

Other Issues Related to Funding & Sustainability

Survey respondents stressed the need to better support smaller community libraries through greater funding and staff support. One survey respondent added, *“I believe that Wisconsin libraries could not have advanced technology access to improve services, without this support.”* Focus group participants shared general comments about LSTA funding and also recommended ideas for future funding. Participants added that even though they received LSTA funding for seed programs, they have continued to struggle with not having the appropriate staffing capacity to maintain those projects.

Resource Allocation for Goal 1

Table 1. Total Technology Funding (All figures are approximate)

(All figures are approximate)	\$ Allocation	% of Total LSTA Funds
DPI Managed Projects allocated to TECHNOLOGY	\$5,825,493	51%
LSTA Subaward Grant Projects allocated to TECHNOLOGY	\$2,481,452	22%
TOTALS	\$8,306,945	73%

Significant LSTA funds were allocated to the achievement of Goal 1, with activity directed toward this goal requiring 73% of total LSTA funding over the Five-Year plan period. Technology access, content creation and sharing of materials and information are very important to Wisconsin's libraries and the allocation of LSTA funds reflects this important need. Among the managed projects developed and funded in achievement of Goal 1, WISCAT and RLLL have required the most significant funding levels, a total of \$4,674,985, or 80% of the total managed project budget in years 2013-16. These programs have been highly regarded by the constituency and will likely require sustained funding at these levels.

Table 2. DPI Managed Projects (All figures are approximate)

DPI Managed Projects & Resources: State Supt. Awards	2013	2014	2015	2016	Totals
Broadband Upgrade	\$65,156				\$65,156
Coding Initiative	-	-	-	\$20,000	\$20,000
Digital Public Library of America (DPLA)	-	-	-	\$50,000	\$50,000
Learning Express Computer Module	\$32,000	\$16,000	\$16,000	-	\$64,000
Learning Express License	\$200,000	\$100,000	\$100,000	\$100,000	\$500,000
Library Development Tech-DLT	\$10,787	\$114,665	\$110,600	\$101,300	\$337,352
RLLL – Statewide Technology	\$647,100	\$701,600	\$775,772	\$702,610	\$2,827,082
School Media Staffing	-	-	\$25,000	-	\$25,000
School Library eContent	\$35,000	\$35,000	-	\$15,000	\$85,000
Integrated Library System Study	\$4,000	-	-	-	\$4,000
WISCAT – Resources for Libraries	\$458,050	\$454,500	\$414,972	\$520,381	\$1,847,903
Total DPI Managed Projects: Technology					\$5,825,493

Table 3. LSTA Subaward Grants (All figures are approximate)

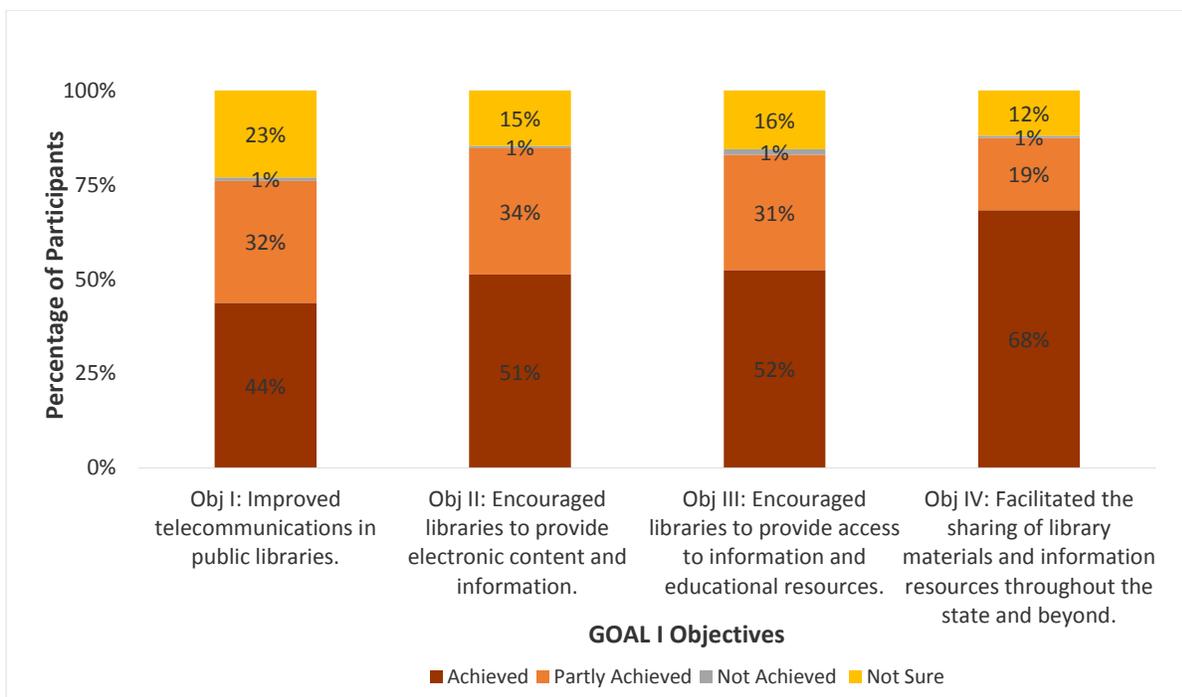
LSTA Subaward Grant Categories	Year	Applications Received	Apps Approved	Funds Budgeted	Funds Requested	Funds Awarded
Digital Creation Technology	2013	4	1	\$80,000	\$40,107	\$16,104
	2014	6	4	\$100,000	\$81,761	\$58,291
Content Creation (Name Change)	2015	11	10	\$150,000	\$104,380	\$94,060
	2016	11	9	\$120,000	\$110,371	\$95,281
Totals		32	24	\$450,000	\$336,619	\$263,736
Delivery Projects	2013	2	2	\$90,000	\$90,000	\$90,000
	2014	2	2	\$90,000	\$90,000	\$90,000
	2015	2	2	\$90,000	\$90,000	\$90,000
	2016	2	2	\$90,000	\$90,000	\$90,000
Totals		8	8	\$360,000	\$360,000	\$360,000
Digitization – Local Resources (by UWDC)	2013	4	4	\$14,762	\$14,762	\$14,762
	Totals	4	4	\$14,762	\$14,762	\$14,762

Digitization of Local Historical Materials (implemented locally)	2014	10	6	\$25,000	\$39,442	\$22,958
	2015	6	6	\$40,000	\$37,576	\$37,576
	2016	2	1	\$40,000	\$10,880	\$9,280
	Totals	18	13	\$105,000	\$87,898	\$69,814
eContent – Digital Buying Pool	2013	17	17	\$200,540	\$200,540	\$200,540
	2014	17	17	\$150,000	\$150,000	\$150,000
	Totals	34	34	\$350,540	\$350,540	\$350,540
Library System Technology	2013	17	17	\$350,000	\$350,000	\$350,000
	2014	17	17	\$350,000	\$350,000	\$350,000
	2015	17	17	\$360,000	\$360,000	\$360,000
	2016	17	17	\$350,000	\$350,000	\$350,000
	Totals	68	68	\$1,410,000	\$1,410,000	\$1,410,000
Merging Integrated Library Systems				\$12,000	\$12,000	
Merging Public Library Systems			600	600		
Total Technology Subaward Funds Distributed						\$2,481,452

It is apparent that some subaward categories were underutilized according to the above chart. In the Content Creation category fewer grant dollars were awarded than were budgeted year after year, and only 78% of total Five-Year budgeted funds were awarded in this category. To a lesser extent, the Digitization of Local Historical Materials category also awarded fewer resources than were budgeted.

CONCLUSION

Survey participants were asked to rate the extent to which they believed the LSTA goals and objectives were achieved. Their overall achievement feedback on LSTA Objectives for Goal 1 are presented in Figure 1. *Figure 1. Feedback on LSTA Goal 1 Objectives*



Based on the figure above, a majority of survey participants indicated that the four objectives under Goal 1 were achieved to a large extent. At least 76% of the 334 respondents who responded to this question reported that the objectives were achieved or partly achieved. Objective 4 had the highest percentage of respondents (88%) who reported that the objective was mostly achieved. For every objective under Goal 1, only one percent of respondents (about 4 people) did not believe the respective objective was met. Approximately 17% of survey participants were not sure whether the objectives were met.

GOAL II: Convenient access and quality library services for all residents: To ensure convenient and efficient access to a wide range of quality library and information services for all Wisconsin residents, including those who have difficulty using a library because of limited literacy and language skills, educational or socioeconomic barriers, or disabilities.

The Wisconsin Library Services and Technology Act (LSTA) Five-Year Plan included two broad objectives under Goal 2. Each objective consists of activities that were led by the Wisconsin Department of Public Instruction’s Division for Libraries and Technology to meet the goals of the LSTA Plan. The overall findings about the two objectives for Goal 2 are presented in the following section.

OBJECTIVE-SPECIFIC FINDINGS FOR GOAL 2

When survey participants were asked to report if they believed LSTA activities under Goal 2 had helped them and their organizations to improve library services for their users, a majority gave a positive response. On average, about 68% of the 383 respondents agreed that the LSTA activities helped them or their organization. Participants shared examples of how LSTA funds helped them promote and support learning and literacy activities for their library users. A few other respondents shared that there is an ongoing need to provide services to special populations, and they are appreciative of LSTA support in enriching the lives of community members. *“Due to my LSTA grant I was able to start offering baby and toddler story time and offer support to families of children with special needs.”*

A very small percentage (about 6 percent of 383 respondents who responded to the question on LSTA activities for Goal 2) did not believe the LSTA activities helped them or their organization to improve library services. They believed there were still many other needs and challenges in their community that were yet to be addressed. Finally, on average, 27% of respondents noted that they were not sure how to respond. As indicated by the open ended responses, people said they were unsure for a variety of reasons that included not having been in the job long enough to assess LSTA work or not being familiar enough with the LSTA program or funding.

In the following section, specific feedback for each objective in Goal 2 is presented.

OBJECTIVE 1: Encourage public libraries to provide the space, materials, services, and information needed by Wisconsin residents to enrich their quality of life and enable them to contribute in a democratic society.	
Intended Audience:	Expected Outcome:
The priority audience is children 0-17 years of age; the Cooperative Summer Library Program offers materials for early literacy, children’s, teen, and adult reading programs.	Youth librarians in Wisconsin will apply the annual national summer library program theme locally and will choose materials for their programs and websites to advertise the programming provided to them by their library systems. The goal is to foster engagement of children and their families to better retain the reading levels achieved during the school year and to encourage reading among families.

The LSTA activity in Objective 1 under Goal 2 broadly relates to coordinating a statewide summer library program for libraries in the state, helping Wisconsin residents to enrich their quality of life. Of the 383 survey participants who responded to the question on LSTA activities, more than 70% believed the LSTA

activity in Objective 1 helped to improve their library services. One survey respondent remarked, “We offer early literacy programs for birth to 18 month olds, 18 mo to 3 years, and 3-5 years. They are very well attended and space is much in demand for these programs!” Another participant also noted that the “Memory Kits” and “1000 Books before Kindergarten” programs have been successful. 7% said they did not believe LSTA helped them or their organization and 21% they were not sure if there was a positive outcome for this objective.

A few focus group participants discussed how the concerted efforts of DPI have led to innovative and creative opportunities for the libraries and the state. They stated, for example, how the planning and discussion of new ideas for the Collaborative Summer Library Program (CSLP) reading program led to effective utilization of resources and more importantly, mobilization of summer library program membership, which libraries would not have access to otherwise.

OBJECTIVE 2: Promote and support learning and literacy activities in public libraries to provide services to special populations.	
Intended Audience:	Expected Outcome:
Library users or potential library users who are having difficulty using libraries because of educational, cultural, or socioeconomic situations or because of a disability; people with limited functional literacy or information skills; those in underserved urban and rural communities; children (from birth through age 17) from families with incomes below the poverty line, in collaboration with partnering agencies appropriate to the project.	Activities will be completed; partners will be engaged; intended audience will have measureable improvements in their reading; digital literacy; families will have improved abilities to find information, etc.
Persons having difficulty using the library or currently taking advantage of library services because of cognitive, emotional, or physical disabilities	Activities will be completed; partners will be engaged; intended audience will have measureable improvements in their ability to access information and services that the libraries offer. Users become aware of programs and services that the library has to offer. Users opt to participate in the programs and services. Users learn new information and skills for making better decisions in their home, community, and/or workplace. Users of the library service let non-users know they have found valued resources on community services in libraries. Former non-users opt to participate in library programs and services. Libraries respond and adapt to increased user demands. Former non-users learn new information and skills for improved decisions in their homes, community, and workplace. Improved community sustainability and quality of life.

<p>Unemployed or under-employed persons; targeted users develop and network around their economic needs/interests.</p>	<p>Targeted users access employment and/or small business services and resources. Targeted users acquire new information skills. Users learn about other services that the library offers. Users apply new information and skills to increase opportunities for economic success. Users avail themselves of other library services to suit the needs of their children or themselves. A user has an improved chance to become employed. If that happens, it will increase business and government revenues.</p>
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The LSTA activities in Objective 2 under Goal 2 broadly relates to promoting and supporting the efforts of public libraries to advance learning and literacy for populations with special needs or those from marginalized socioeconomic, educational, and cultural backgrounds. Of the 383 survey participants who responded to the question on LSTA activities, about 66% believed the LSTA activities in Objective 2 helped to improve their library services. One person noted, *“Without the computer availability at public libraries (helpful staff with resources), many citizens would not even have access to job applications.”* Only a small percentage of respondents (6%) believed the LSTA activities did not help them or their organizations; however, many survey participants highlighted the additional needs related to Objective 2 for libraries and their users that they said required greater LSTA support.

Focus group participants also noted that several LSTA efforts helped libraries and library systems provide the opportunity for a larger role in promoting and advancing literacy in their communities, which ultimately benefited the community members. They shared an example of the ‘Growing Wisconsin Readers Project’ that supported early literacy in the state, was rolled out in a series of both in-person and virtual workshops, and provided resources for libraries, parents, and caregivers of different aged children. They talked about how the project was highly interactive and involved mobilizing local resources such as parent resource centers, Head Start, and pre-school agencies serving children.

GOAL 2 FINDINGS for FUNDING, ADMINISTRATION, AND SUSTAINABILITY

In addition to specific activities under LSTA, DPI administers competitive and noncompetitive grants and state-led activities as a key mechanism for reaching the objectives of Goal 2 of the plan. The section below presents the feedback about the grant application process, communication with DPI staff, and other issues related to funding and sustainability of grants and projects.

Accessibility, Literacy, Planning Competitive Grants

The funding for literacy and accessibility grants ranged from \$50,000 to \$100,000 annually. Some of the other internally managed projects varied to some degree as they tended to be multi-year, whereas the competitive grants were for single projects lasting a year. A few participants shared that they experienced issues with the application process. These issues are presented below.

Complicated. Many focus group participants found the proposal process too arduous and overwhelming. One person solved that issue by hiring a retired librarian to be her grant writer. Others just decided to forego submitting any LSTA proposals. Additionally, there were some who talked about how the requirements changed from year to year, so they had to read the application carefully to make sure they accommodated those shifts. Participants noted that they missed having a time to have a systems-wide question and answer session on the application process.

Effort vs. Resource. Participants also shared that the amount of grant often did not seem to fit the amount of paperwork and effort they put into the application process. Additionally, they found the evaluation and reporting requirements to be onerous. Library system staff shared that small individual libraries, in particular, did not have the staff capacity to go through the process. At the system level, many at the table

had decided a while ago to stop trying to do a system-wide application because not all their libraries wanted or needed the same things.

Not Transparent. Participants also shared that they did not think the review and selection process was understandable or transparent. One person felt that it favored the larger libraries. Another said she did not understand why some projects were funded and others were not. The selection process was not obvious from the outside.

Grant Period and Tracking Outcomes. A few participants also mentioned that the one year grant period did not work because of the focus on measuring outcomes. One person stated, “The one-year timelines can be a challenge. Especially with the new focus on outcomes. In a year, you are just getting something going...how you can prove that it made an impact when it isn’t even stable yet. Plus it seems that all we are doing is starting new things, jumping from one to the next.”

Reimbursement. Participants suggested that they did not really appreciate the process of being reimbursed rather than getting direct funds for their projects. For example, a participant reported, “My grant was supposed to start in January but I didn’t get my money until April.”

Table 4. DPI Managed Projects

DPI Managed Projects & Resources: State Supt. Awards	2013		2014	2015	2016	Totals
Special Services Populations						
Summer Library Program (CSLP)	\$7,500		\$7,500	\$7,500	\$7,500	\$30,000
Growing WI Readers	\$50,000		\$25,000	\$25,000	-	\$100,000
Youth Services Institute	\$15,000		-	\$15,000		\$30,000
YSS Continuing Ed Projects				\$10,000	\$25,000	\$35,000
YSS Consultant	\$109,150		\$118,200	\$119,700	\$114,200	\$461,250
Total DPI Managed Projects: Technology Categories						\$646,250

Table 5. LSTA Subaward Grants

LSTA Subaward Grant Categories: Special Services Populations	Year	Applications Received	Applications Approved	Funds Budgeted	Funds Requested	Funds Awarded	
Accessibility	2013	8	5	\$100,000	\$113,442	\$70,242	
	2014	8	6	\$75,000	\$76,552	\$61,902	
	2015	5	4	\$75,000	\$53,688	\$46,888	
	2016	10	8	\$75,000	\$122,899	\$89,127	
	Totals		31	23	\$325,000	\$366,581	\$268,159
Early Literacy Projects	2014	13	9	\$75,000	\$138,839	\$114,115	
	2015	8	6	\$100,000	\$87,952	\$60,839	
	Totals		21	15	\$175,000	\$226,791	\$174,954
Literacy	2013	10	4	\$125,000	\$116,676	\$52,006	
	2014	4	3	\$75,000	52,152	\$36,835	

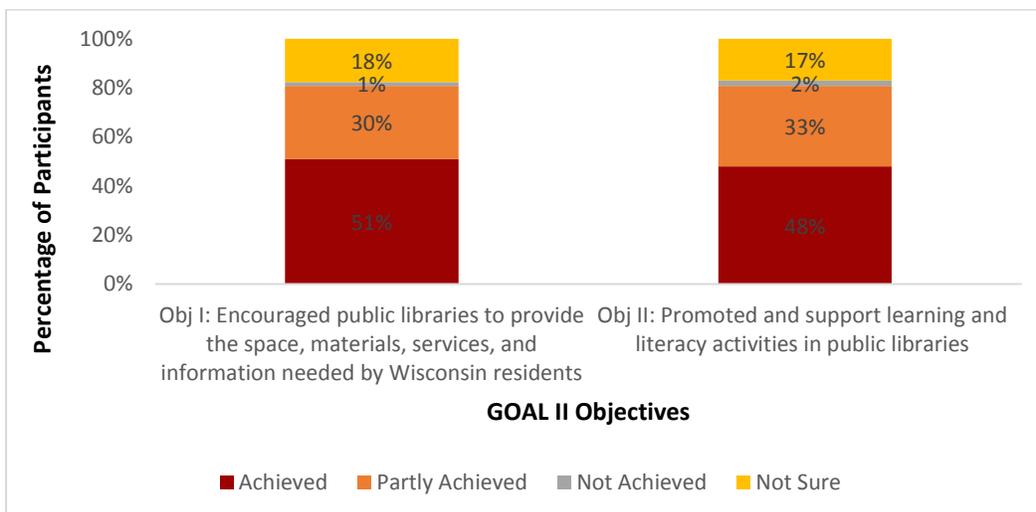
Totals	2015	1	-	\$50,000	10,000	-
	2016	8	6	\$85,000	\$66,108	\$40,998
		23	13	\$335,000	\$244,936	\$129,839
Totals of all SS Population Awards						\$572,952

For programs addressing Accessibility, subaward grant requests were consistently higher than funds budgeted in years 2013 and 2016. However, the amount of funds that were ultimately awarded remained well below budgeted amounts, with the exception of year 2016. It appears that, while some requests were denied, others are awarded at a lesser amount than what was requested. Early Literacy Projects were funded well over budget in 2014, while in the following year far fewer requests were awarded than in 2014. Literacy programs saw fewer requests and fewer funds awarded than what was budgeted. This was a consistent pattern every year from 2013-2016.

CONCLUSION

Survey participants were asked to rate the extent to which they believed the LSTA goals and objectives were achieved. Their feedback on LSTA Objectives are presented in Figure 2.

Figure 2. Feedback on LSTA Goal 2 Objectives



Based on the figure above, a majority of survey participants indicated that the two objectives under Goal 2 were achieved to a large extent. On average, 81% of the 334 respondents who responded to this question reported that the objectives in Goal 2 were achieved or partly achieved. Both the objectives were very similarly rated by survey respondents; for each response category, “Achieved/Partly Achieved/Not Achieved/Not Sure”, the percentage of respondents who selected each response category for both objectives were almost the same. For both objectives under Goal 2, only 1-2 percent of respondents believed the respective objectives were not met. Approximately 18% of survey participants were not sure whether the two objectives were met.

GOAL III: Support the equalization of access to information and lifelong learning resources: To ensure that enhanced continuing education, training, and development opportunities are available to the current library workforce and library users.

The Wisconsin Library Services and Technology Act (LSTA) Five-Year Plan included one broad objective under Goal 3. Each objective consists of activities that were led by the Wisconsin Department of Public

Instruction’s Division for Libraries and Technology to meet the goals of the LSTA Plan. The overall findings about the Goal 3 objective and related activities are presented in the following section.

OBJECTIVE-SPECIFIC FINDINGS FOR GOAL 3

In this section, specific feedback for the activities in Goal 3 is presented.

OBJECTIVE 1: Encourage public libraries and public library systems to provide training opportunities for staff, trustees, patrons, and “digital natives.”	
Intended Audience:	Expected Outcome:
Library and library system directors, public library boards of trustees, community and business leaders, state and national library agency leadership.	Statewide databases for all residents; better retention of residents in the library communities; more collaboration with Technical schools
Youth and Special Services librarians and their library patrons	Youth and special services librarians will receive quality training and information to assist library users in identifying the library community youth and special service needs, including the area of digital literacy training and accessibility for all populations.
EXAMPLE 2: Library staff and library board members.	EXAMPLE 1: For this group, there is a need to improve skill and knowledge base, foster a supportive community (in person and online), and to develop stronger peer-to-peer and peer-community connections within the Wisconsin libraries infrastructure. EXAMPLE 2: Library staff will have increased awareness, ability, and willingness to assist users in accessing databases and content and train library users in digital literacy skills.
Citizens, small businesses and entrepreneurs	Library users have an increased awareness, ability, and willingness to access electronic resources. Users find information that benefits their lives. Users increase awareness, interest, and use of electronic resources and other library services. Users apply acquired information to improve decisions in home, school, workplace and/or community.

The LSTA activities in Objective 1 under Goal 3 broadly relate to providing statewide leadership, planning, training, and consulting services to public libraries and library systems in helping them to adapt to changing workforce, to better serve youth and special service populations, and to serve the lifelong learning needs of library staff and trustees. When survey participants were asked to report if they believed LSTA activities under Goal 3 had helped them and their organizations to improve library services for their users, a majority gave a positive response. On average, about 69% of the 383 respondents agreed that the LSTA activities helped them or their organization. Consistent with Goals 1 and 2, participants gave feedback that training support was going to be an ongoing need for libraries and users as technology advances further. On average, only about 5% of the survey participants reported the LSTA activities did not think LSTA activities in Goal 3 helped them or their organization in improving library services. Based on open ended responses from the survey, some of the possible barriers to achieving Goal 3 are related to funding and time constraints.

GOAL 3 FINDINGS for FUNDING, ADMINISTRATION, AND SUSTAINABILITY

In addition to objective-specific activities under LSTA, DPI administers competitive grants and state-led activities as a key mechanism for reaching the objectives of Goal 3 of the strategic plan. The section below presents the feedback shared by focus group participants on various aspects of the state-led activities, competitive grant application process, communication with DPI staff, and other issues related to funding and sustainability of grants and projects. The funding allocation for different projects and activities is also presented in this section.

State-led Activities

DPI managed a number of state-led activities or leadership training projects such as ILEAD USA, New Library Director Boot Camp, and the Youth Services Institute. In general, both focus group and survey participants highlighted the importance of training opportunities for libraries and library systems to supplement competitive grant opportunities offered through LSTA. Focus group participants said that these professional development programs allowed them to see directly “*how this federal money is being used on behalf of all of us,*” whereas it was a lot more difficult for them to see how the competitive grants directly benefited them.

One participant discussed the value in investing in people through these programs, suggesting that doing so helped to sustain positive outcomes for library staff. A few other survey participants noted that they wanted more training opportunities for both library staff and patrons, that they wanted more training on topics such as Project Outcome, training libraries statewide to use the Edge Toolkit (<http://www.libraryedge.org/about-edge>) that helps libraries to better evaluate their technology services, and provide resources for strategic planning and community engagement. Focus group participants shared specific feedback and recommendations for the following state-led activities.

New Library Director’s Boot Camp. Participants noted that the New Library Director’s Boot Camp was highly useful in connecting library directors to people, information, and resources they would not typically have otherwise. It also drew smaller libraries that typically were under-resourced. They appreciated the high level of care and attention that went into organizing and implementing these sessions for libraries.

Youth Services Institute. Focus group participants shared that the Youth Services Institute focused on trust and relationship building and boosted the confidence and morale of library staff who participated. They reported the Institute was designed in a very intentional and thoughtful way, with emphasis on creating a cohort of support among participants. Other participants spoke of the need to tailor the size of the cohort of the training depending on the changing demographics in a given year. When asked if participants had any recommendations, they unanimously voted to have LSTA fund another staff member who would handle the same responsibilities as the current staff, “*We should just take all the LSTA grant money and fund another [DPI staff member].*”

ILEAD USA. In the ILEAD USA program managed by DPI, library staff participants were encouraged to work collaboratively in groups of five or six with the goal to expand their leadership skills. Focus group participants seemed to appreciate the benefits of participating in the professional development program, which allowed them to assess their strengths and weaknesses as leaders to find best ways to align their skill set to their own work. One person stated, “*I want to thank DPI for offering the ILEAD USA program in 2015. It was such an asset to my professional development as a librarian. It helped me understand my role as a leader all while using technology as a tool.*”

Application Process. One participant mentioned that many of the grants for which they applied almost always consisted of a continuing education component. She also observed that the grant application process did not seem that daunting because she had a designated grant writer in their team who was familiar with

the application process. She also said that she appreciated the shift in the grant timeline that accommodated grantee needs. When discussing the application procedure for competitive grants, a few participants debated whether they believed the review process was transparent or not. They had all participated as reviewers, but some reported that if they had not served as a reviewer, the process of selecting grantees would not have been that apparent to them. Others contended that the review committee did a good job of sharing feedback whether or not an application was funded, so they did not believe that transparency was an issue.

When questioned about the reasons for not applying or issues experienced with the application process, a considerable number of participants said they thought the process was too time-intensive for the amount of money granted. One library systems staff noted, *"We actually have a standing conversation at our system that asks, 'Is this worth applying for?'"* The small amount of grant money allocated to the noncompetitive components was particularly of concern for focus group participants. They claimed the application process was too arduous for the noncompetitive grants to make the amount of grant worthwhile. While the amount of grant money was also not that large for micro grants, a few library systems staff still reported that libraries tended to benefit from going through the application process.

The few people who had gotten grants said they valued the professional development training component, but in order for it to work people had to be totally excited about the idea and have champions because the money was not going to be enough. They said they were glad they did those projects but would not likely submit for another one. A few others also pointed out the problem with small grant amounts that it was hard to ensure the sustainability of projects when the funds run out.

Recommendations. When asked if they had any suggestions to improve the application process, participants unanimously voted to simplify it. One person proposed that it might be worthwhile to have *"different application forms for different categories of grants so that they make some sense to what you are actually talking about rather than shoe-horning every category into the same form."* Additionally, a few others shared that the libraries especially could benefit from participating in grant writing workshops.

While libraries would largely benefit from such support, participants discussed whether it would be feasible for staff at smaller libraries to even participate in workshops, given the staffing constraints of those libraries. Participants suggested that if one person per library system received the training and could be responsible for supporting the system and libraries in grant writing, it might reduce the burden on smaller libraries.

Evaluation and Reporting. A number of participants also discussed having issues with the evaluation and reporting aspects of the grant process. They mentioned finding the process to be cumbersome and that they were not always clear about different steps fitting together. They also said they found a few questions to be highly subjective. These factors tend to make the application and reporting process *"less inspiring and more stressful"* as shared by a participant.

Communication with DPI Staff

As with feedback on Goals 1 and 2, participants shared their observations about working and communicating with DPI staff on Goal 3. Participants seem to echo what they had shared about communicating with DPI staff in Goal 1 discussion. They reported finding DPI staff to be extremely responsive, approachable, and supportive. All the participants in the focus group agreed when one person noted, *"They've always been super responsive. I call them all the time and they always call right back. I've never had anybody drop the ball on getting an answer."*

Funding and Sustainability

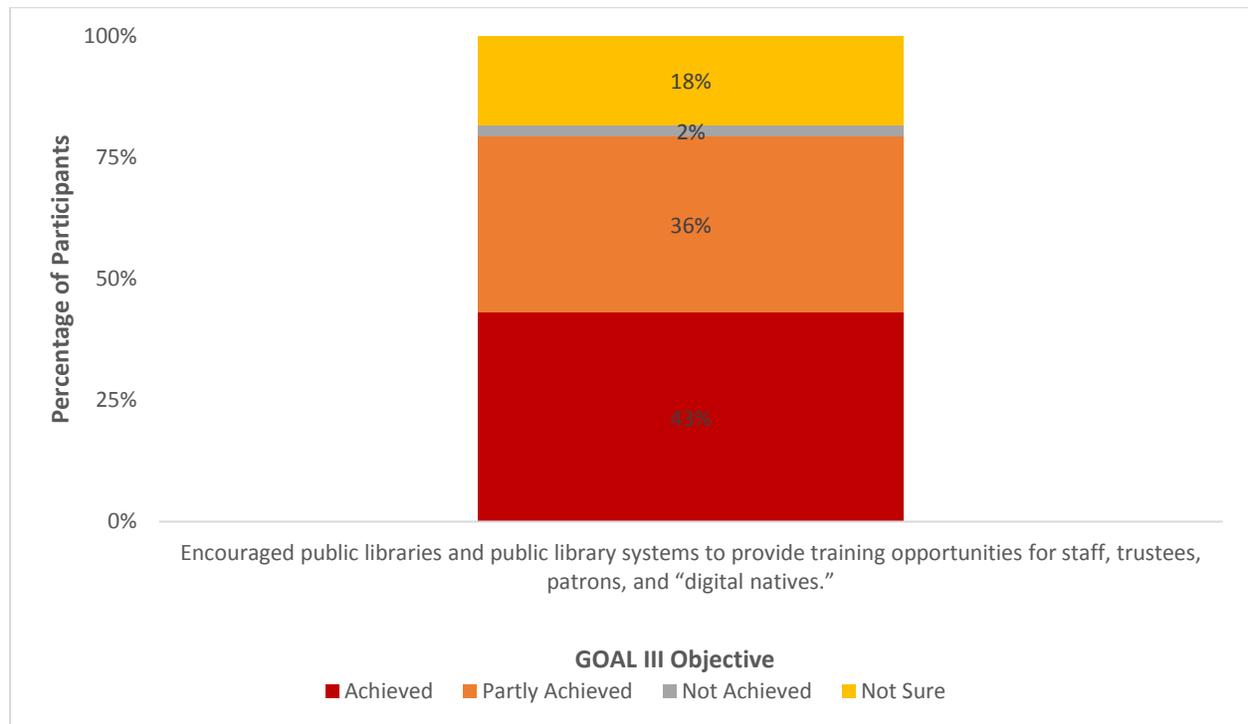
Focus group participants reflected further on issues related to LSTA funding and sustainability of LSTA projects and activities. On the whole, participants seemed to dislike the bureaucratic process of grant application and administration. They provided recommendations to streamline processes and minimize overhead to ensure the most effective and efficient use of limited funds. Other participants stressed the value of small grants and the need to direct more funding towards building and sustaining creativity, discovery, and innovation and providing adequate support to libraries to pursue them.

Another issue related to sustainability, that was discussed during the focus groups was about having greater clarity of roles and expectations for library system staff, and having equal access to professional development support and services. A few participants shared that they were looking forward to changes that would come with the Public Library Systems Redesign (PLSR), which they hoped would provide greater and more equitable access to resources and services across the board.

CONCLUSION

Survey participants were asked to rate the extent to which they believed the LSTA goals and objectives were achieved. Their feedback on LSTA Goal 3 Objective is presented in Figure 3.

Figure 3. Feedback on LSTA Goal 3 Objective

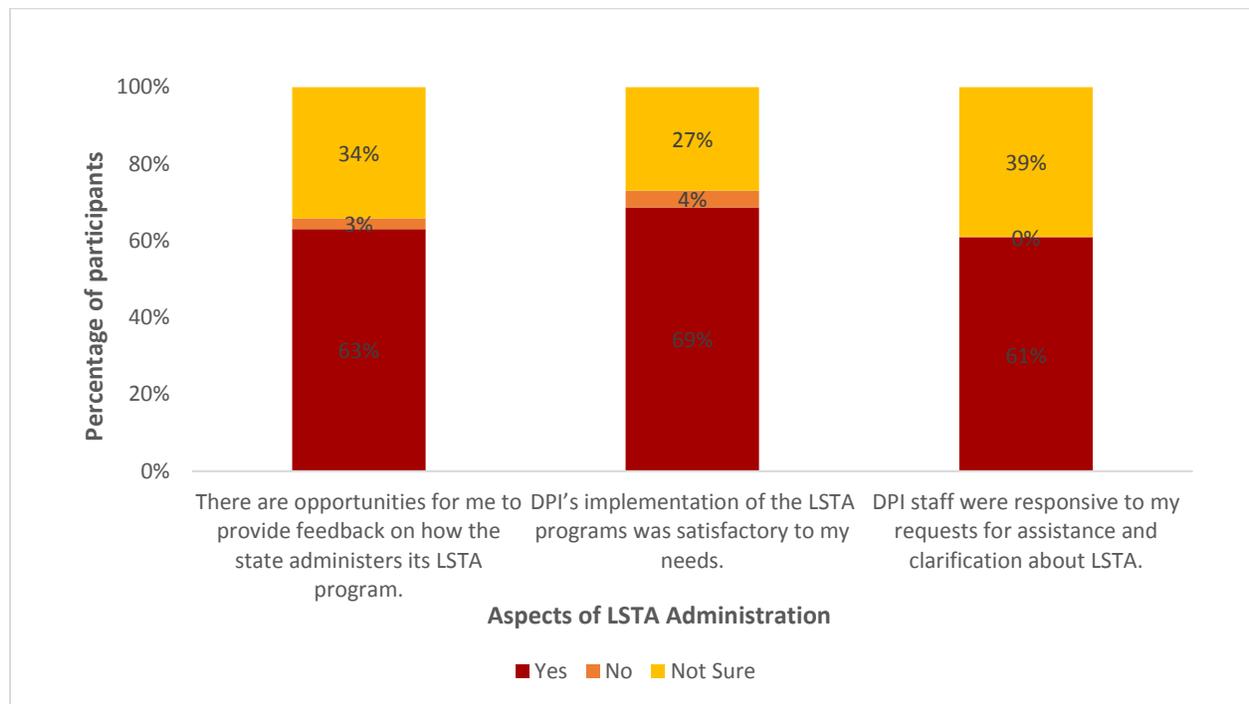


Based on the figure above, a majority of survey participants indicated that the objective under Goal 3 was achieved to a large extent. Almost four fifths or 79% of the 334 respondents responding to this question reported that the objective was achieved or partly achieved. Only 2% of the respondents believed the objective was not met while 18% were not sure whether the objective was met. The reasons that explain whether the objective was met or not met are explained in the section below. The main reason that a few participants reported they were unsure if Goal 3 objective was met was largely related to their lack of familiarity or knowledge about LSTA. This pattern of results is consistent with findings for the objectives in Goals 1 and 2.

FEEDBACK ON LSTA ADMINISTRATION

Survey participants were asked to provide feedback on various aspects of LSTA administration. 319 of the 497 participants responded to this question. In general, a majority of participants provided positive feedback on the three areas of LSTA administration surveyed. For example, almost 70% of participants, reported that they were satisfied with DPI’s implementation of LSTA programs. A few participants noted they did not have any recommendations for improvement, that they believed the LSTA program was valuable, and that they hoped the programs and support continued to remain strong. Only a handful of people (0-4%) reported a negative response related to grant application and evaluation reporting processes. Although a majority of participants had a positive LSTA administration experience, at least a third (33% on average) of the respondents were not sure about their opinion on LSTA administration. This may have been the case because those participants may not have directly interacted with DPI staff or may not have had the opportunity to ask for assistance or to provide feedback to LSTA program staff.

Figure 4. Feedback on LSTA Administration



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

Survey participants were asked to report on the extent to which they believed the LSTA Five-Year plan achieved results for the following focal areas and their corresponding intents. An open ended question also allowed participants to share additional comments on focal areas. Their responses are presented below.

Table 6. Feedback on Focal Areas and Intents

Measuring Success Focal Areas and Intents	Degree of Achievement (In Percentages)			
	Achieved	Partly Achieved	Not Achieved	Not Sure
Lifelong Learning				
Improve users' formal education	22%	41%	6%	31%
Improve users' general knowledge and skills	38%	39%	2%	21%
Information Access				
Improve users' ability to discover information resources	41%	42%	2%	16%
Improve users' ability to obtain and/or use information resources	42%	41%	1%	17%
Institutional Capacity				
Improve the library workforce	24%	36%	9%	31%
Improve the library's physical and technological infrastructure	31%	41%	5%	23%
Improve library operations	32%	36%	6%	27%
Economic & Employment Development				
Improve users' ability to use resources and apply information for employment support	28%	39%	5%	29%
Improve users' ability to use and apply business resources	25%	36%	6%	33%
Human Services				
Improve users' ability to apply information that furthers their personal, family, or household finances	23%	39%	5%	33%
Improve users' ability to apply information that furthers their personal or family health & wellness	26%	39%	4%	31%
Improve users' ability to apply information that furthers their parenting and family skills	27%	40%	5%	28%
Civic Engagement				
Improve users' ability to participate in their community	27%	37%	7%	29%
Improve users' ability to participate in community conversations around topics of concern	26%	34%	8%	33%

FOCAL AREA FINDINGS

The following section discusses the findings in each of the six focal areas in greater detail, based on both the table above and the open-ended responses.

Lifelong Learning

Almost two thirds (63%) of respondents felt that LSTA achieved its efforts around improving users' formal education. A majority (77%) felt that LSTA achieved its efforts around improving users' general knowledge and skills.

Information Access

A majority (83%) of respondents reported that LSTA's efforts around improving users' ability to discover information resources were achieved. Also, LSTA's efforts regarding improving users' ability to obtain

and/or use information resources were also achieved (83%). This category had the highest percentages of respondents that agreed that LSTA's efforts were achieving the target area. Multiple respondents requested more data or more clarification on how LSTA data was collected and used. Based on survey comments, this would be an important place to focus efforts for LSTA users and staff.

Institutional Capacity

Most survey respondents (57%) agreed that improving the library workforce was important to them. More than two thirds of the respondents (71%) reported that improving the library's physical and technological infrastructure were an important strategy for the library to implement. Finally, most respondents (68%) thought that improving library operations was important. Survey participants indicated that Institutional Capacity was a focal area that could be improved upon. One participant noted, *"I think institutional capacity is critical to meeting all the other needs listed."*

Economic & Employment Development

A majority of participants (67%) reported that LSTA efforts improved users' ability to utilize information and resources for employment support and just over sixty percent of the respondents said the LSTA efforts improved users' ability to use and apply business resources. Participants emphasized the need to focus on smaller libraries.

Human Services

At least 62% of survey participants reported that LSTA efforts to advance personal, family, or household finances, health and wellness, and parenting and family skills were successful. However, a few respondents reported that external factors affected the libraries and so it was difficult to ascertain which aspect of the positive changes they had experienced or observed was attributable directly to LSTA. One respondent remarked, *"These things are happening in libraries, but the extent to which LSTA funding and DPI are impacting this is hard to measure."*

Civic Engagement

While at least 60% of the respondents reported LSTA efforts improved users' ability to engage in their community, they shared that more should be done around civic engagement and the libraries. One person reported, *"We need more support than ever in creating programming that achieves understanding."*

OVERALL FEEDBACK ON FOCAL AREAS

Overall, library and library system staff reported that they felt the LSTA efforts gained some ground on all the focal areas and corresponding intents. On average, about 67% of survey respondents reported that the strategies were either achieved or partly achieved. Across all focal areas, there was a low percentage of respondents (1% - 9%) that felt that the strategies were not being achieved by the efforts. Many respondents added that they saw continuous improvement in all of the focal areas but did not provide specific examples to demonstrate their point. Furthermore, some even mentioned that libraries have the responsibility to stay attentive to these areas because they believe these particular needs will continue to exist in the future as well.

For all focal areas, there was a relatively high percentage of respondents (between 20% - 33%) that were "not sure" if the target area had been achieved. This could be due to many factors, as reported by survey participants: 1) their particular library was not targeting these areas; 2) they are new to their position; 3) the focal point did not apply to their target population; or 4) unfamiliarity with focal areas.

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities?

Group	For those who answer Yes to any of the groups, please discuss to what extent each group was reached.	
1. Library workforce (current and future)	Yes	<p>Extensive training provided to youth and special services librarians, day care providers and other care professionals through online and face to face meetings, workshops, symposium of expert speakers, videos, and course offerings in the Growing WI Reader (GWR) program.</p> <p>The five-year plan substantially focused on the current and future library workforce. LSTA funds supported consultants working directly with library staff to increase their knowledge of their telecommunications access options and troubleshoot any questions related to broadband access.</p> <p>Training in leadership initiatives that included national and statewide digitization efforts and ILEAD USA collaborations with seven other states.</p> <p>Training for staff in available BadgerLink resources to assist public and school library users.</p> <p>Training for staff of best practices in interlibrary loan of materials statewide New Library Directors received orientation through multiple day training on WI library law, services to library users, budgeting, library boards, library standards, mentoring, continuing education, maintaining their certification, and much more.</p>
2. Individuals that are unemployed or underemployed	Yes	<p>Payment for the Learning Express and Learning express computer modules databases, and subsequent support for library staff working with users.</p> <p>Worked with WI Department of Workforce Development to provide training for staff to assist public in seeking employment, use computers to write resumes and submit job applications or check on potential employment, learn how to take practice tests, etc.</p> <p>Established an extensive website for job seekers that includes national, state, and local resources for the unemployed and underemployed.</p>
3. Individuals living below the poverty line	Yes	<p>Retreat held to begin the conversations needed for inclusive services with librarian consultants.</p>
4. Ethnic or minority populations		<p>Inclusive Services Consultant and development of Serving Special Populations resources, development of webinars for Serving Special Populations (https://dpi.wi.gov/pld/yss/serving-special-populations).</p>

5. Immigrants/ refugees		<p>DLT staff worked extensively with librarians to provide opportunities for library staff to reach those with cognitive, emotional, or physical disabilities and to provide member librarians with the methods to acquire partnerships when seeking LSTA subaward grants.</p> <p>Local grants funded for hearing impaired, seniors, and others with disabilities.</p>
6. Individuals with disabilities		
7. Individuals with limited functional literacy or information skills		
8. Families	Yes	(See below under Children)
9. Children (aged 0-5)	Yes	<p>Mini-grants funded to support implementation of services to this population and care providers in the form of 1000 books before Kindergarten & early literacy centers.</p> <p>Provided Summer Library Program for 0-17 program.</p>
10. School-aged youth (aged 6-17)	Yes	<p>Training provided for public and school librarians offering coding services to this age group.</p> <p>Wisconsin Library Association (WLA) Pre-conference symposium provided for school-aged services.</p> <p>Wisconsin Library Association (WLA) Pre-conference Teen services symposium provided.</p> <p>Provided Summer Library Program for 0-17 program.</p>

B. PROCESS QUESTIONS

B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

Data from the old and new State Program Report have aided in the development of:

- The annual *LSTA Information and Guidelines* for subaward applications created online.
- Training for potential applicants on language revisions to formerly acceptable grant categories and changes to the final project evaluations. For example accessibility grant applications for the hearing impaired (hearing loops) are no longer allowed because of the needed room modifications.
- Application and evaluation forms have required extensive modifications for grantees to report on activities, beneficiaries, budgets, attendance, and outcomes.
- Potential applicants need to know a year in advance (prior to writing a grant application) what they will be asked to report on an evaluation.

Data gathered from the LSTA grant applications has helped the Data & Finance Coordinator to reassess required annual report questions for public libraries and library systems. This has also led to many libraries learning more from their data and using the data to tell better stories.

B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.

There were no formal changes made to the Five-Year Plan. However, there have been separate studies done on integrated library systems within the state and a study done to determine the efficiencies of services offered by library systems. There was going to be a separate study of a statewide interlibrary loan system. However, with the current political climate, a different broader study of all of library system services developed that includes the public libraries, regional library systems, consultants from the Division for Libraries and Technology, as well as the State Superintendent and independent consultants. There is a general feeling that statutory language for the regional library system services needs to be revised to more clearly reflect the current WI library environment. Consequently, the public library system redesign is in its 3rd and final stage with the potential to provide more equitable consulting, continuing education, technology, delivery, interlibrary loan, electronic resources, and integrated library systems more efficiently through fewer regional library systems statewide.

B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?

The old and new SPR and from other evaluation resources have been shared with the LSTA Advisory Committee, the Council on Libraries and Network Development (COLAND), the Youth and Inclusive Services Consultants, the Technology Consultants, the Continuing Education consultants, System and Resource Library Administrators, Public Librarians through blog and community resources.

C. METHODOLOGY QUESTIONS

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

Emails were sent to five evaluators on July 27, 2016. They were asked to bid on providing a Five-Year evaluation. For names see the appendix G.

For the purpose of this evaluation, the evaluation team (Rainbow Research and Library Strategies) adopted a mixed-methods approach of combining quantitative and qualitative methods to collect data. Collecting information via multiple sources allowed for the triangulation of data, enhancing the validity and reliability of the study.

An online survey focused on measuring the progress on the three main goals of the Library Services and Technology Act (LSTA) Five-Year Plan, the success of focal areas and their corresponding intents, as well as obtaining feedback on LSTA grant administration processes. The questions for the survey were drafted in conjunction with the Wisconsin Department of Public Instruction's (DPI) Division for Libraries and Technology staff based on the Guidelines for IMLS Grants to States Five-Year Evaluation document. DPI staff provided a list of email addresses of 2100 library and library systems staff across Wisconsin. The list included public librarians, public library system librarians, library board members, and librarians from academic and special libraries, and other members of the library and literacy networks of DPI staff. Mail Chimp was used to invite participants statewide to complete the survey online. DPI staff alerted the target population about the LSTA survey in advance and also helped to send reminders to participants which boosted the response level. Over the course of five weeks, between November and December, a total of 497

people responded to the survey, giving a 24% response rate. Survey participants were encouraged to provide honest and truthful answers and to share constructive feedback; all survey responses were anonymous, which contributed to the reliability and validity of the study. Participants' responses helped to answer the questions in the IMLS Evaluation Guideline for this report.

To augment the survey data, Rainbow Research and Library Strategies staff conducted interviews with DPI staff members and focus group conversations with key library and library systems staff who were familiar with the goals of the LSTA Five-Year Plan. Individual interviews were conducted with Terrie Howe, John DeBacher, Tessa Schmidt, Ryan Claringbole, and Martha Berninger. Focus group conversations were led by the Rainbow team to target three specific groups: Technology Services group, Youth and Inclusive Services group, and the Continuing Education group. Each focus group had approximately 8-10 participants. The Technology Services focus group was conducted using an online video conference call platform; the other two focus groups were conducted in person. In each focus group, participants were asked to comment on the application process related to competitive and noncompetitive grants and state-led activities, their observations about the possible benefits of LSTA grants and activities, and recommendations for improving LSTA efforts and funding. Participants shared their personal stories of success and challenges they faced, enriching the understanding of the outcomes of this Five-Year plan. Participants were asked to share candid responses and were informed about the confidentiality of information shared.

Additionally, DPI staff also provided quantitative information about resource allocation for the three LSTA goals. They provided budget summaries of the LSTA Subaward Project and DPI Managed Projects-Resources, for years 2013-2016. This information helped to assess the overall funds allocated to various LSTA activities, and how funds were well utilized or under-utilized over the last four year period.

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

All key stakeholders were engaged in the evaluation process. DPI staff members and the evaluation team held weekly conference calls to develop and finalize the work plan for the evaluation in the initial phases of the study. Once the work plan was solidified, the evaluation team worked on data collection tools and solicited feedback from DPI staff for improvement. Obtaining their feedback helped to incorporate questions and processes that would inform their planning, decision-making, and communication related to LSTA projects and activities. DPI staff was also engaged in individual interviews, which helped to enhance the evaluation team's understanding about various aspects of the LSTA funds, goals, and activities. They helped recruit library and library system staff members to participate in the online LSTA survey, in the focus group discussions, and were closely involved in providing ongoing input to frame and organize findings in the report.

Additionally, public librarians, public library system librarians, library board members, and librarians from academic and special libraries, and other members in the library and literacy networks of DPI staff were engaged and invited to participate in the online LSTA survey. A small sample of library and library systems staff were also engaged to share their experiences, observations and suggestions to improve LSTA efforts.

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

The email lists used for the focus groups will be used to convey findings and recommendations. Links will be posted to the Wisconsin Libraries Blog and linked to the Public Library Development's web page as well as on the LSTA web page. Summary information and links will be incorporated into our Google communities (WI Programs & Services as well as WI Library Administration and Data) in the development of the 2018-2022 LSTA Plan.

Appendices

A. List of Acronyms

CIPA	Children's Internet Protection Act
CSLP	Collaborative Summer Library Program
COLAND	Council on Library and Network Development
COSLA	Chief Officers of State Library Agencies
DLT	Division for Libraries and Technology
ILL	Interlibrary Loan
ILS	Integrated Library System
IT	Information Technology
LAN	Local Area Network
LSTA	Library Services and Technology Act
NWLS	Northern Waters Library Service
OCLC	Online Computer Library Center
PLD	Public Library Development
RFP	Request for Proposal
RLLL	Resources for Libraries and Lifelong Learning
SCLS	South Central Library System
SLP	Summer Library Program
UW	University of Wisconsin
UWDCC	University of Wisconsin Digital Collections Center
WAN	Wide Area Network
WLA	Wisconsin Library Association
WPLC	Wisconsin Public Library Consortium

B. List of People Interviewed

DPI Staff Members: Terrie Howe, John DeBacher, Tessa Schmidt, Ryan Claringbole, and Martha Berninger

Technology I Focus Group Participants

Technology II Focus Group Participants

Youth and Inclusive Services Focus Group Participants

Continuing Education Focus Group Participants

(Note: Our practice as professional evaluators requires that we maintain confidentiality and anonymity for participants; therefore, names of focus group participants are not disclosed in this report.)

C. Bibliography of Documents Reviewed

2016 LSTA Survey Comments

2016 LSTA Survey Results

2016 LSTA Survey Tool

Focus Group Responses

- Technology I Focus Group
- Technology II Focus Group
- Youth and Inclusive Services Focus Group
- Continuing Education Focus Group

Guidelines for IMLS Grants to States Five-Year Evaluation. Available at:

https://www.sos.wa.gov/_assets/library/libraries/dev/IMLSGuidance_LSTAFiveYearEvaluation.pdf

Library Services and Technology Act (LSTA) Advisory Committee

LSTA Five-Year Plan 2003-2017. Available at:

<https://dpi.wi.gov/sites/default/files/imce/pld/pdf/lstaplan13.pdf>

Public Library Grant Award Recipients – 2013-2016

Regional Public Library System Technology Award - 2013-2016

Resources for Libraries & Lifelong Learning (RL&LL). Available at: http://www.dpi.wi.gov/rll/rll_about.html

University of Wisconsin Digital Collection Center statistics. Available at:

<http://uwdcc.library.wisc.edu/usageStats/>

Wisconsin Public Library Service Data from annual reports. Available at: <http://www.dpi.wi.gov/pld/dm-lib-stat.html>

Wisconsin Public Library System Directory. Available at: <http://www.dpi.wi.gov/pld/wisysdir.html#public>

WI Regional Public Library System Technology Awards 2013-2016

D. Research instruments

WISCONSIN 2016 LSTA SURVEY

Text for the email:

You have been identified as a participant in the LSTA Plan for Wisconsin. The following information is just for your--please do not share this email or the customized survey link that it contains.

The LSTA Plan for Wisconsin is written, enacted, and evaluated on 5 year cycles. We are at the point of evaluating the plan from 2013-2017. Your input will help us to understand our recent efforts and assess future needs related to LSTA in Wisconsin.

Library Strategies and Rainbow Research, Inc. have been enlisted by Wisconsin Department of Public Instruction's Division for Libraries & Technology to evaluate the current Wisconsin Library Services and Technology Act (LSTA) Five-Year Plan. The following survey seeks to understand your experiences and observations and to capture your suggestions related to the LSTA grants, during the 2013-2017 period. Please answer the questions to the best of your knowledge.

Introduction to the Survey

The Department of Public Instruction's Division for Libraries and Technology is required to review its current Five-Year grant program (2013-2017) for the federal Library Services & Technology Act. You have been identified as either applying for, administering, or participating in services resulting from the grant program. Your responses to the following survey will provide us with information to assess the current plan as well as provide information for ongoing services.

Some examples of LSTA projects include, but are not limited to the following:

- Delivery
- WISCAT
- Growing Wisconsin Readers
- ILEAD USA
- Summer Library Program
- New Library Director Boot Camp
- Interlibrary Loan

This is a customized survey link and should not be shared.

Thank you for taking the time to complete the survey!

1. What is your library role?
 - a. Public library system staff
 - b. Library staff
2. Have you applied for and/or received an LSTA grant on behalf of your organization?
 - a. Yes
 - b. No
3. The LSTA Plan for Wisconsin was developed with input from the library community to address and better meet the needs for library services in the state. The following activities listed in the plan speak to LSTA efforts on state, system, and local levels.

Do you feel that the following activities helped you and your organization to improve library services?

Answer YES, NO, or Not Sure.

Activities	YES	NO	NOT SURE
	Support public library and public library system access to affordable and adequate access to data lines and bandwidth	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate expanded access to electronic databases, online resources, and e-content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate the digitization of unique local resources and communicate the availability of the resources locally, regionally, and statewide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate the exploration and implementation of the newest technologies to improve library services and access to information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster inter-compatibility of existing or adapted regional ILS for more economical and effective searching and sharing of materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support statewide delivery services among public library systems in the state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate access to statewide resource sharing tools to ensure timely and convenient access to needed materials and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide or coordinate access to state level interlibrary loan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide support services to assist libraries and systems in using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate statewide planning and studies related to the uses of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate a statewide summer library program for libraries in the state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support the efforts of public libraries to improve the reading skills and digital literacies of all people, including those who have difficulty using libraries because of their educational, cultural, or socioeconomic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote and demonstrate the role public libraries play in meeting the informational needs of people for whom using a library is difficult because of educational, cultural, or socioeconomic situations or because of a disability, including seniors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide statewide leadership and planning for the improvement of public library service in adapting to changing workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote the role of public libraries in providing resources, training, and space for those seeking employment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide support and planning assistance to public libraries and public library systems for youth and special services populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support the provision of training opportunities and equipment for the lifelong learning needs of library directors, library staff, and trustees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. Overall LSTA: Please rate the following overall aspects of the LSTA program.

Based on your perception, to what extent have each of the LSTA program goals and objectives been achieved?

Goals and Objectives	Degree of Achievement			
	Not Sure	Not Achieved	Partly Achieved	Achieved
Goal 1: Utilization of technology to improve library services.				
Improved telecommunications in public libraries and public library systems for convenient and affordable access to electronic materials and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged libraries to provide electronic content and information to expand learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged libraries to provide access to information and educational resources for user needs for education, lifelong learning, workforce development, and digital literacy skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitated the sharing of library materials and information resources throughout the state and beyond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment Box: (Optional) Please use this space to provide additional comments.				
Goal 2: Convenient access and quality library services for all residents:				
Encouraged public libraries to provide the space, materials, services, and information needed by Wisconsin residents to enrich their quality of life and enable them to contribute in a democratic society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoted and support learning and literacy activities in public libraries to provide services to special populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment Box: (Optional) Please use this space to provide additional comments.				
Goal 3: Support the equalization of access to information and lifelong learning resources:				
Encouraged public libraries and public library systems to provide training opportunities for staff, trustees, patrons, and "digital natives."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment Box: (Optional) Please use this space to provide additional comments.				

5. Based on your perception, to what extent did the LSTA 5-Year plan achieve results for the following focal areas and their corresponding intents?

Measuring Success Focal Areas and Intent	Degree of Achievement			
	Not Sure	Not Achieved	Partly Achieved	Achieved
Lifelong Learning				
Improve users' formal education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve users' general knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Access				
Improve users' ability to discover information resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve users' ability to obtain and/or use information resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional Capacity				
Improve the library workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve the library's physical and technological infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve library operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economic & Employment Development				
Improve users' ability to use resources and apply information for employment support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve users' ability to use and apply business resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Services				
Improve users' ability to apply information that furthers their personal, family, or household finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve users' ability to apply information that furthers their personal or family health & wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve users' ability to apply information that furthers their parenting and family skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic Engagement				
Improve users' ability to participate in their community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve users' ability to participate in community conversations around topics of concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment Box: (Optional) Please use this space to provide additional comments one or more of the focus area.
PLEASE SPECIFY THE FOCAL AREA FOR YOUR COMMENT

6. Please respond to the following statements about LSTA Administration

	Yes	No	Not Sure
There are opportunities for me to provide feedback on how the state administers its LSTA program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DPI’s implementation of the LSTA programs was satisfactory to my needs.			
DPI staff were responsive to my requests for assistance and clarification about LSTA.			
Comment Box: (Optional) Please use this space to provide additional comments.			

7. Please provide your recommendations for future improvement of the statewide LSTA programs.

FOCUS GROUP PROTOCOL FOR TECHNOLOGY SERVICES

Wisconsin Department of Public Information Division for Libraries hired Library Strategies & Rainbow Research from Minneapolis (both working together) for the purpose of evaluating the 2013-2017 LSTA Plan for Wisconsin. As part of the evaluation process, there will be an assessment of data (such as project reports), a survey, focus groups, interviews, and discussions with DLT staff to obtain feedback.

For this group, I will focus on asking about programs and activities in the area of Technology.

Introductions and Opening Question

Most likely you all know each other, but to give me a chance to learn about each of you, let’s begin with introductions.

1. Can you say your name, which library or system you work for and your role?
2. In a sentence or two, tell me about a project or activity in your work that you are really excited about.

Questions about Their Competitive Grant-Funded Projects

In this first set of questions, we’d like to ask you about your grant-funded projects.

3. How many proposals have you submitted for Digital/Content Creation, Digitization or Library System Technology since 2013?
 - a. How many projects in each have you had (in the last 3 years)?
4. Tell me about the process of applying.
 - a. Are the requirements and process clear and understandable?
 - b. What do you think about the review and selection process? (Transparency?)

- c. How does it fit with your library/system and community's needs and work? (i.e., do you feel like you can apply for funds for the work you want to do?)
 - d. What about timelines (does the one-year grant cycle work?) Grant amounts?
5. Can you briefly describe some of the LSTA funded projects you have conducted or are currently involved in?
- a. How satisfied are you with what you have been able to accomplish so far?
 - b. What helped or assisted in these accomplishments (i.e. staff, timing, state support, communication)? Did you experience any challenges that hindered your progress?
6. What are your recommendations for improving the competitive grant process for Inclusive Services?

Questions about Library System Technology Projects

7. How many of you have either participated in or organized one of these Library System Technology projects?
- a. Could you briefly describe your experience? (What? When?)
 - b. How useful were the guidelines towards your project(s)?
 - c. When did you begin the process for creating your project(s)?
8. What are your thoughts on LSTA's role to implement and support the Digital Buying Pool (WPLC)?
9. There were some categories that did not receive many applications (e.g. Merging ILS). What could have been done differently to encourage more projects?

Questions about State-Led Activities

10. How many of you participated in the Broadband – Fiber Project?
- a. How did it affect or benefit your work?
11. What are your thoughts about the State's efforts to increase broadband in public libraries?
12. What ideas or goals do you think should be incorporated in the future?

Overall

13. Do you have any thoughts or comments on your role as liaisons of the state and libraries? What have your experiences been working with the Public Library Development Team?

Closing

13. Thank you so much for your time tonight. Are there any final thoughts or suggestions that you would like to share?

FOCUS GROUP PROTOCOL FOR INTERLIBRARY LOAN AND ELECTRONIC RESOURCES SERVICES

Wisconsin Department of Public Information Division for Libraries hired Library Strategies & Rainbow Research from Minneapolis (both working together) for the purpose of evaluating the 2013-2017 LSTA Plan for Wisconsin. As part of the evaluation process, there will be an assessment of data (such as project reports), a survey, focus groups, interviews, and discussions with Division for Libraries and Technology (DLT) staff to obtain feedback.

For this group, I will focus on asking about services related to Interlibrary Loan (WISCAT) and Electronic Resources (Badgerlink). We acknowledge that not all of you here have had direct experiences with both of the services; however, we ask that you answer to the best of your knowledge and experiences.

Introductions and Opening Question

Most likely you all know each other, but to give me a chance to learn about each of you, let's begin with introductions.

1. Can you say your name, which library or system you work for and your role?

Overall Experiences

2. We are going to ask a few questions about WISCAT and Badgerlink and understand that some of you might be more involved with one or the other. So could we go around and describe your experience with either WISCAT or Badgerlink or both? Who uses them at your library or library system?
3. How has this service(s) benefited your work? What other positive outcomes have resulted from this service(s)? What are some its strengths?
4. What gaps or weaknesses have you experienced or identified with this service(s)? Are there specific problems with implementing the software(s)? Do you have some challenges in your library or library system that hinders the full utilization of Badgerlink or WISCAT services?
5. Do you have any thoughts on approximately how much time, effort and money these two programs might be saving your library or system?

Interactions with the Interlibrary Loan and/or Resource Sharing Team

6. DLT staff provides Training and Support on Badgerlink and WISCAT software. Tell us what your experience has been? What about informational webinars? Training content, usability, clarity, etc.?
7. How has the interaction/communication with Electronic Resources or Interlibrary Loan staff at DLT been?
8. Do you have adequate opportunity to provide feedback on one or more of the services provided? (User groups?)

Recommendations

9. How could the Interlibrary Loan and/or the Electronic Resources services be improved? What ideas or goals do you think should be incorporated in the future?

Closing

10. Thank you so much for your time today. Are there any final thoughts or suggestions that you would like to share?

FOCUS GROUP PROTOCOL FOR YOUTH AND INCLUSIVE SERVICES

Wisconsin Department of Public Information Division for Libraries hired Library Strategies & Rainbow Research from Minneapolis (both working together) for the purpose of evaluating the 2013-2017 LSTA Plan for Wisconsin. As part of the evaluation process, there will be an assessment of data (such as project reports), a survey, focus groups, interviews, and discussions with DLT staff to obtain feedback.

For this group, I will focus on asking about programs and activities in the areas of Special Services (or Inclusive Services), including Accessibility and Literacy.

Introductions and Opening Question

Most likely you all know each other, but to give me a chance to learn about each of you, let's begin with introductions.

1. Can you say your name, which library or system you work for and your role?
2. In a sentence or two, tell me about a project or activity in your work that you are really excited about.

Questions about Their Competitive Grant-Funded Projects

In this first set of questions, we'd like to ask you about your grant-funded projects.

3. How many proposals have you submitted for Accessibility or Literacy grants since 2013?
 - a. How many projects in Accessibility have you had (in the last 3 years)? In Literacy?
4. Tell me about the process of applying.
 - a. Are the requirements and process clear and understandable?
 - b. What do you think about the review and selection process? (Transparency?)
 - c. How does it fit with your library/system and community's needs and work? (i.e., do you feel like you can apply for funds for the work you want to do?)
 - d. What about timelines (does the one-year grant cycle work?) Grant amounts?
5. Can you briefly describe some of the LSTA funded projects you have conducted or are currently involved in?
 - a. How satisfied are you with what you have been able to accomplish so far?
 - b. What helped or assisted in these accomplishments (i.e. staff, timing, state support, communication)? Did you experience any challenges that hindered your progress?
6. What are your recommendations for improving the competitive grant process for Inclusive Services?

Questions about Youth, Special Services and Continuing Education System Projects

7. How many of you have either participated in or organized one of these collaborative, professional development projects?

- a. Could you briefly describe your experience? (What? When?)
 - b. Did you find the professional development training relevant and useful?
 - c. How did you put what you learned into practice?
8. What recommendations do you have for future YSSCES projects?

Questions about State-Led Activities

9. How many of you participated in the Youth Services Institute? What did you think about that training opportunity?
- a. How did it affect or benefit your work?
10. What are your thoughts about the State Leadership Training?
11. What are your thoughts about the summer library program? What ideas or goals do you think should be incorporated in the future?

Overall

12. Do you have any thoughts or comments on your role as liaisons of the state and libraries? What have your experiences been working with a large governance structure (WI-LSTA) and working with one another across the state? What the best way to be harnessing limited resources?

Closing

13. Thank you so much for your time tonight. Are there any final thoughts or suggestions that you would like to share?

FOCUS GROUP PROTOCOL FOR CONTINUING EDUCATION

Wisconsin Department of Public Information Division for Libraries hired Library Strategies & Rainbow Research from Minneapolis (both working together) for the purpose of evaluating the 2013-2017 LSTA Plan for Wisconsin. As part of the evaluation process, there will be an assessment of data (such as project reports), a survey, focus groups, interviews, and discussions with DLT staff to obtain feedback.

For this group, I will focus on asking about programs and activities in the areas of Continuing Education.

Introductions and Opening Question

Most likely you all know each other, but to give me a chance to learn about each of you, let's begin with introductions.

1. Can you say your name, which library or system you work for and your role?

Questions about Their Competitive Grant-Funded Projects

In this first set of questions, we'd like to ask you about your grant-funded projects.

2. How many proposals have you submitted for Continuing Education or other LSTA funded projects since 2013?
3. Tell me about the process of applying.
- a. Are the requirements and process clear and understandable?

- b. What do you think about the review and selection process? (Transparency?)
 - c. How does it fit with your library/system and community's needs and work? (i.e., do you feel like you can apply for funds for the work you want to do?)
 - d. What about timelines (does the one-year grant cycle work?) Grant amounts?
4. Can you briefly describe some of the LSTA funded projects you have conducted or are currently involved in?
- a. How satisfied are you with what you have been able to accomplish so far?
 - b. What helped or assisted in these accomplishments (ie, staff, timing, state support, communication)? Did you experience any challenges that hindered your progress?
5. What are your recommendations for improving the competitive grant process for Inclusive Services?

Questions about Youth, Special Services and Continuing Education System Projects

6. How many of you have either participated in or organized one of these collaborative, professional development projects?
- a. Could you briefly describe your experience? (What? When?)
 - b. Did you find the professional development training relevant and useful?
 - c. How did you put what you learned into practice?
7. What recommendations do you have for future YSSCES projects?

Questions about State-Led Activities

8. How many of you participated in ILEAD? What did you think about that training opportunity?
- a. How did it affect or benefit your work?
9. What are your thoughts about the State Leadership Training (e.g. New Director Boot Camp)?
10. What ideas or goals do you think should be incorporated in the future?

Overall

11. Do you have any thoughts or comments on your role as system liaisons to the state for your libraries? What have your experiences been working with the Public Library Development Team and DPI's reimbursement process?
12. What do you think is the best way to spend LSTA's limited resources? (I.e. WI receives approximately \$2.6 million annually.)

Closing

13. Thank you so much for your time. Are there any final thoughts or suggestions that you would like to share?

- E. Qualitative Analysis Coding Summary
- F. Quantitative Analysis Summary

All quantitative findings have been comprehensively captured in the report.

- G. Selection of Evaluator

Emails were sent to five evaluators on July 27, 2016. They were asked to bid on providing a Five-Year evaluation. See the names of the evaluators that were contacted below:

1. Donna Fletcher is in Highland Park, IL
<http://www.libraryconsultants.org/directory.php?ID=72>
2. Nancy Bolt
<http://www.libraryconsultants.org/directory.php?ID=68>
3. Karen Rose
Library Strategies, <http://librarystrategiesconsulting.org/about/> worked with Rainbow Research. A contract was written and signed in August, 2016 with Library Strategies, St. Paul, MN.
4. Marcie Pfeifer-Soderblom, GPC
Win by Decision Grant Development and Education Consulting
1301 Roby Road
Stoughton WI 53589
608-293-1674
5. Rebekah Willett, University of WI School of Library and Information Studies AND
Erica Halverson, UW School of Education

These two persons were also asked to bid on a proposal to consult on the Evaluation of the LSTA Plan. They declined because of the lack of time. Kurt Kiefer, State Librarians for WI, arranged a meeting with these two professors to discuss whether a graduate student was available and could assist the two companies (Library Strategies & Rainbow Research, St. Paul) in collection and analysis of the data collection. A graduate student was sought but unfortunately there was no one available.