Rhode Island Office of Library & Information Services

Library Services and Technology Act (LSTA) Grants to States Program Implementation Evaluation FFY 2018 - FFY 2022

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EVALUATION SUMMARY

Summary Introduction

Given Rhode Island's population of 1,097,379[1], the state's annual Library Services and Technology Act (LSTA) Grants to States[2] program allotment from the Institute of Museum and Library Services (IMLS) of approximately $ 1.2[3] million per year translates into $ 1.05[4] per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Rhode Island's approximately 1.1 million residents. The Rhode Island Office of Library & Information Services' (OLIS) challenge is to find ways to make $ 1.05 per person transformative in terms of library services, leveraging a relatively small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services.

There are three goal statements in the ***Five-Year State Plan for Library Services and Technology Act Funding 2018-2022***. They are:

> **GOAL 1: ACCESS**: Provide access to library materials and information resources for all Rhode Islanders through physical and virtual spaces.
>
> **GOAL 2: LEARNING**: Support the continuing education of librarians, library staff and trustees and the development of statewide programming for libraries.
>
> **GOAL 3: ENGAGEMENT**: Empower libraries to be incubators for economic, educational and cultural development and community discourse.

Retrospective Question A-1 Summary

Agency's Internal Assessment and Evaluators' Assessment

As part of the assessment process, the evaluators asked the OLIS Chief of Library Services and LSTA Coordinator to offer their joint appraisal of progress their agency had made toward achieving each of the three goals included in OLIS's 2018-2022 Five-Year Plan. The evaluators prefaced their request for this internal assessment by noting the fact that the state was only three years into the implementation of the Five-Year Plan. Consequently, it was acknowledged that it was unlikely that all of the goals would be completely or finally achieved.

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[1] United States Census Bureau, Decennial Census (April 1, 2020)
[2] The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report
[3] Four year LSTA Grants to States allotment average ((FFY [Federal Fiscal Year] 2018 State Allotment + FFY 2019 State Allotment + FFY 2020 State Allotment + FFY 2021 State Allotment) / 4)
[4] Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

Table 1 offers a summary of both OLIS's internal assessment and the evaluators' conclusions.

Table 1 - Rhode Island Office of Library & Information Services' and Evaluators' Assessment of Achievement		
GOAL	**Rhode Island Office of Library & Information Services' Internal Assessment**	**Evaluators' Assessment**
GOAL 1: Access - Provide access to library materials and information resources for all Rhode Islanders through physical and virtual spaces.	Achieved	Achieved
GOAL 2: Learning - Support the continuing education of librarians, library staff and trustees and the development of statewide programming for libraries.	Achieved	Achieved
GOAL 3: Engagement - Empower libraries to be incubators for economic, educational and cultural development and community discourse.	Achieved	Achieved

Goal 1 expenditures represent 57.47% of Rhode Island's total LSTA allotment for the FFY 2018 – FFY 2020 period. These expenditures cover three major projects continued from the prior LSTA funding cycle and carried through the three years of evaluation in the current cycle. *Talking Books Library* accounts for 21.79% of funding over the three-year period. *The Library of Rhode Island* accounts for 18.00% of funding, and *AskRI* accounts for 7.96% of funding. Goal 1 additionally includes projects associated with preservation: a statewide *Preservation and Digitization* program (including five subgrants grouped under the project), as well as five one-year additional sub-grants to libraries for specific local access projects reported as independent projects in the SPR. The evaluators conclude that OLIS has **ACHIEVED** Goal 1.

Goal 2 expenditures represent 18.25% of Rhode Island's total LSTA allotment for the FFY 2018 – FFY 2020 period. These expenditures cover three major projects continued from the prior LSTA funding cycle and carried through the three years of evaluation in the current cycle. *Reading Programs* accounts for 7.66% of funding over the three-year period. *Continuing Education* accounts for 6.84% of funding, and subgrants to the *Rhode Island Center for the Book* accounts for 2.29% of funding. Goal 2 additionally included two years of the new *Learning Grants* to libraries project to support summer reading programs and three additional sub-grants to libraries in FFY 2018. Collectively, the sub-grants represented 1.46% of funding. The evaluators conclude that OLIS has **ACHIEVED** Goal 2.

Goal 3 expenditures represent 23.11% of Rhode Island's total LSTA allotment for the FFY 2018 – FFY 2020 period. These expenditures cover two long standing projects that carried through the three years of evaluation in the current cycle. *Library Development and Leadership* accounted for 9.12% of funding over the three-year period and *Data and Research* accounted

for 3.97%. Goal 3 also included a new statewide *Inclusion and Diversity* initiative, accounting for 2.88% of total funding, and 12 sub-grants to libraries were granted, accounting for 7.14% of funding. The evaluators conclude that OLIS has **ACHIEVED** Goal 3.

COVID posed a major obstacle to libraries during this funding cycle, but OLIS pivoted to adapt new technologies and help libraries where they needed it most. Overall, OLIS rose admirably to the many challenges presented to State Library Administrative Agencies (SLAAs) in FFY 2020 and beyond.

A-2. Two of OLIS's three LSTA goals map directly to focal areas: Goal 1 maps to Information Access and Goal 2 to Lifelong Learning. At least one project maps to each focal area. The results achieved are in line with the national priorities associated with the Measuring Success framework and their corresponding intents. Retrospective question A-2 in the body of the report provides more detail, and Appendix F provides a detailed mapping to LSTA focal areas and intents on a project-by-project basis.

A-3. Two groups reached the 10% expenditure threshold identified by IMLS as representing a substantial focus. *Talking Books Library* accounted for 21.79% of total expenditures during the evaluation period, representing *Individuals with disabilities*. *School-Aged Youths* were a focus of a number of projects that when combined, represent 10.94% of total expenditures. These include: Goal 1's *RILINK in the Cloud* and *Read Feed Your Mind and Your Heart,* Goal 2's *Reading Programs, Learning Grants,* and all three learning sub-grants (*High School Library Media Production Lab, A Universe of Ideas, Blast Off with 3D Pen Creativity).* The majority of other target audiences benefited from other projects and efforts supported with LSTA funding.

QualityMetrics LLC deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. Reviewing demographic data, quantitative Public Libraries Survey (PLS) data, and State Program Report (SPR) data formed the basis of our knowledge from the stage of responding to the RFP for an independent evaluator and throughout the evaluation process. Data gathering included (a) interviews with agency staff members, (b) interviews with project managers for various SPR reported projects and activities, (c) focus group discussions with project teams, (d) focus group discussions with project and activity beneficiaries, (e) a broad-based survey for library staff and stakeholders with some knowledge and engagement with LSTA funded activities collecting primarily qualitative contextual information about past activities and future needs.

OLIS will share key findings and recommendations with stakeholders through regular and robust channels of communication, starting with the OLIS website. OLIS also hosts regular meetings with public library directors, sends out news updates to the Rhode Island library community, and maintains several subject-specific listservs including youth and adult services. In addition, OLIS works with and will share relevant data with several library-serving organizations, such as the public, school and academic library consortia, the Rhode Island Library Association, the School Librarians of Rhode Island, and the University of Rhode Island Graduate School of Library and Information Studies.

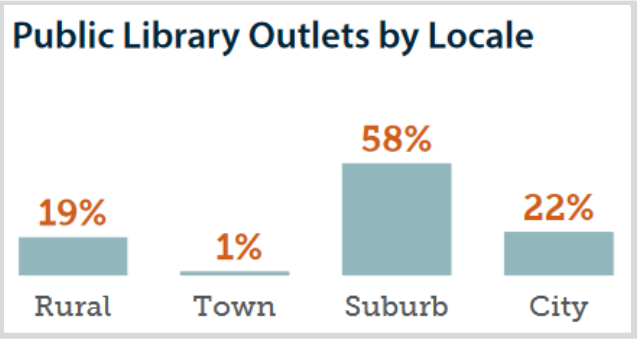
The pandemic had a profound impact on the agency operations and on the Rhode Island Library community. OLIS became quite adept at electronic communications and will continue to utilize all means of communication to strengthen idea sharing and collaborations. Libraries are also interested in a set of resources they can share in a library 'commons' space and would like to see OLIS provide a framework for sharing such resources whether acquired through LSTA subgrants or other funding sources (a directory of library resources such as movie screens for outdoor movie viewing, bikes, mobile makerspaces, etc., that can be shared across libraries was mentioned as a desired service OLIS can facilitate in the future). Also, recognition that libraries have a role to play in health and social services through expanded partnerships was mentioned, with investments in social workers employed in libraries was discussed as a future desired service, with parallel training for librarians to be comfortable and better prepared to offer such services in the coming years.

This evaluation would be remiss if it did not acknowledge the increased funding that the state agencies have received through the Coronavirus Aid, Relief and Economic Security Act (CARES) and the American Recovery Plan Act (ARPA). OLIS, like every other state agency, has been successful in disbursing these one-time additional sources of funding. With an at-times reduced staff working primarily off-site, they rapidly disbursed relief funds that enabled Rhode Island libraries to successfully deliver a wide range of services both virtual and in-person during the unprecedented times of COVID-19.

EVALUATION REPORT

Evaluation Introduction

Undeniably, the COVID-19 pandemic affected every aspect of our lives including the way libraries operate and function. In the midst of the 2018-2022 LSTA evaluation period, the pandemic and the way it affected libraries shed a prominent light on the work and importance of state library agencies. In normal times, libraries are busy serving those coming through their doors, but during these times of crisis, libraries were seeking answers to questions that the Rhode Island Office of Library & Information Services (OLIS) helped them explore. During these trying times, OLIS staff convened meetings with libraries frequently and regularly over Zoom, facilitated discussions, and helped libraries develop solutions for providing services to their communities throughout the pandemic. We are addressing the question of how this work fared in relation to the goals originally established in the Five-Year Plan with this report written at an unprecedented time in the history of Rhode Island libraries and the world.



The 2019 Public Libraries Survey (PLS) reported that Rhode Island had a total of 48 public library jurisdictions employing 250.04 full-time equivalent (FTE) staff categorized as librarians (229.47 FTE are reported as having an American Library Association (ALA) accredited Master's degree); similarly, the Academic Libraries Survey (ALS) reported that 12 institutions of higher education employ 143.36 FTE librarians. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (ElSi), Rhode Island's 64 public schools[5] employ 183.50 full-time librarians.

Rhode Island's 48 public library jurisdictions represent 71 outlets, the majority of them in the suburbs (58%). Total FTE library staff is about 645 in these 71 public library outlets. Overall staffing levels per capita are 34% higher than the national average. Total operating revenue for these libraries is about $49.46 per resident.[6] The collection items per person is more than the national average but the circulation of these items per person is lower than the national average. Service statistics such as library visits per person, programs offered, and computers per capita are all higher than national averages.[7]

LSTA funding provides approximately half of OLIS' budget and is critical in the development of programs and services that support Rhode Island's libraries in accordance with the Five-Year

[5] Rhode Island has 36 public school districts, four statewide districts, one regional collaborative and 23 charter schools, totaling 64 LEAs (Local Education Agencies).
[6] PLS State Profiles, FFY 2017
https://www.imls.gov/data/data-catalog/public-libraries-survey/fy-2017-pls-state-profiles
[7] *Ibid.*

Plan. There are three goal statements in OLIS's five-year LSTA plan entitled, ***Five-Year State Plan for Library Services and Technology Act Funding 2018-2022***. Each of the goals is stated below and the LSTA-funded activities carried out in support of the goal are described. Finally, the evaluators' assessment of whether each goal has been achieved, partly achieved, or not achieved is presented.

Goal 1 Retrospective Assessment - Access

GOAL 1: ACCESS - Provide access to library materials and information resources for all Rhode Islanders through physical and virtual spaces.

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 1.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Talking Books Library	$ 733,823.00
Library of Rhode Island	$ 606,119.03
AskRI	$ 268,011.75
Preservation and Digitization	$ 15,835
Digitization sub-grants to libraries (not listed separately in the SPR)	
RI Historical Society (digitization)	$ 39,260
Rhode Island School of Design (digitization)	$ 20,310
RI State Library (digitization)	$ 50,000
South Kingstown Library (digitization)	$ 11,305
Woonsocket Harris Public Library (digitization)	$ 50,000
Sub-grants to libraries (listed separately in the SPR)	
Pawtucket Times Newspaper Digitization	$ 49,755.00
RILINK in the Cloud	$ 49,224.00
Website Accessibility ADA Compliance	$ 19,643.00
Read Feed Your Mind and Your Heart	$ 11,950.00
Legislator Index Digitization Pilot Project	$ 10,212.61
GOAL SUBTOTAL	**$ 1,935,448.55**

Goal 1 expenditures represent 57.47% of Rhode Island's total LSTA allotment for the FFY 2018 – FFY 2020 period. These expenditures cover three major projects continued from the prior LSTA funding cycle and carried through the three years of evaluation in the current cycle. *Talking Books Library* accounts for 21.79% of funding over the three-year period. *The Library of Rhode Island* accounts for 18.00% of funding, and *AskRI* accounts for 7.96% of funding. Goal 1 additionally includes projects associated with a focus on preservation, such as a statewide *Preservation and Digitization* program and digitization sub-grants, which are listed separately in the table above.

Talking Books Library (TBL) maps to project 1.3 in the Five-Year Plan and provides free library service to residents unable to use standard print materials because of low vision, blindness, dyslexia or physical disability. The Rhode Island Talking Books Library (RITBL) acts as the regional affiliate of the Library of Congress' (LOC) Library for the Blind and Print Disabled (NLS). RITBL operates using a unique hybrid model that involves offering in-state based readers' advisory service with storage and fulfillment provided by the Perkins School for the Blind in Watertown, Massachusetts.

The evaluators had the opportunity to conduct a virtual focus group with RITBL consumers. Participants included both users of the Braille and Audio Reading Download (BARD) program and of digital cartridges. Many had been using the Talking Book program for decades and commented on how much easier it is to use today's formats (BARD and digital cartridges). Consumers also commented on the importance of the program to them personally. One characterized it as "a lifesaving thing to me" and another said, "it's my primary form of entertainment." Several also spoke of the socialization that is provided by meeting others through the virtual book discussions that are held. It was clear that RITBL prides itself on providing high-touch, personalized service to its customers.

In the web-survey of the library community conducted by the evaluators, participants were asked whether the library they represented participated in five Talking Books services or activities. Among public libraries, none are unaware of TBL and two-thirds say that they recommend TBL services to patrons, while 47.1% distribute promotional materials to patrons. Only 30.0% of responding libraries have staff who have attended a TBL training. One survey respondent praised the program, saying, "Talking Books Library opened a world of literacy for the visually impaired. We promote it in our community." The pandemic impacted RITBL's ability to carry out typical outreach activities, although regular services continued uninterrupted.

Statistics (Appendix K) show a drop in the total number of individuals registered for the program in the state, however, the Regional Librarian confirmed that this was primarily due to an active purging of inactive users conducted as a pandemic activity. Both the number of titles on digital cartridges loaned and the number of BARD audio downloads remained relatively steady over the entire period covered by this evaluation.

The Library of Rhode Island (LORI) maps to project 1.1 of the Five-Year Plan, and is the statewide resource sharing network, providing equitable services to members across the state regardless of economic conditions or location. For library materials not available in state, the OLIS Clearinghouse facilitates interlibrary loan from out-of-state libraries. LORI membership is free to all libraries in the state that meet eligibility requirements, currently linking 151 systems located in 179 facilities, including academic, public, school, and special libraries. According to the 2020 LORI report, this includes 80 schools with borrowing privileges. OLIS administers both the network and the standards that govern membership. Data collected through membership certification is used to populate library finding tools for the public and is also made available online for use by libraries and the public. In FFY 2020, the State Aid certification timeline was

modified to align with the Rhode Island PLS submission, and the State Aid to Public Libraries certification process was migrated from an in-house platform to Counting Opinions' LibPas, and integrated with the annual PLS. These steps streamlined and improved the user experience for certification and data collection in general.

In a statewide stakeholder survey conducted by the evaluators ("the evaluators' survey"), 94.8% of respondents report that their library is a member of LORI and participates in physical delivery of materials; 82.5% rate membership as "very impactful," with no respondents rating it as having no impact at all; and 91.2% rate the physical delivery of materials as "very impactful." In the words of one respondent, "LORI delivery is absolutely essential to our existence and operation as a public library." A school library respondent said, "My school's participation in interlibrary loan through OLIS is a great service for my students and teachers, providing access to resources I don't own." When asked if they participated in the OLIS Clearinghouse, 83.6% report that they do, and 72.3% of those who use the Clearinghouse rate it as "very impactful." A final comment from the survey stated that, "Resource sharing among the libraries in the state makes it possible to provide better access for our patrons. We don't have to purchase as many copies of items in order to fill the needs of patrons when we are sharing among the libraries." One question for future consideration posed by OLIS staff during interviews was how OLIS can leverage academic libraries, who are currently net lenders for LORI, and facilitate the flow of materials to make them an equal partner in the community connected through delivery.

	Yes, my library participates	No, my library does not participate	I was not aware of the program
Library of RI (LORI) membership Count Row %	55 94.8%	2 3.4%	1 1.7%
OLIS' Interlibrary Loan Clearinghouse Count Row %	46 83.6%	7 12.7%	2 3.6%
Physical delivery of materials Count Row %	55 94.8%	3 5.2%	0 0.0%

	2018	2019	2020
Library of Rhode Island (LORI)	$199,927.16	$193,528.62	$212,663.25
Resource Sharing			
# of items circulated	2,095,462	1,876,981	2,181,543
# of ILL transactions	4,688	1,417	2,734
Resource Sharing Working Group			
# of sessions in program	2	8	5
# of minutes per session	120	90	150
# of average attendance per session	18	12	51
Library of Rhode Island (LORI) Certification			
# of evaluations and/or plans funded	177	145	149

The LORI Resource Sharing Working Group develops and provides training (such as FFY 2019's "Fairly Useful: Copyright in Libraries" that taught attendees about Creative Commons, fair use, and plagiarism); conducts studies; and serves as an ad hoc task force to work on resource sharing projects. In 2020, the working group held a regional resource sharing conference in partnership with the Massachusetts and Connecticut SLAAs to explore innovative barrier-free resource sharing practices and develop future strategies for multi-state cooperation in the sharing of resources. The conference was highly successful, attended by 279 registrants (31 from Rhode Island), with 84.6% of Rhode Island survey respondents stating that they intended to apply what they had learned within their libraries, and 86.5% stating that this application would help improve library services. The event was attended by 59 representatives outside New England and the impact at the national level is evident with these remarks offered through the conference evaluation:

> "I am a resource sharing coordinator at the statewide level, not in New England, and it was extremely useful for me to see these other perspectives and ways of doing resource sharing." (State Library Agency)

> "We are exploring ways to maybe have a statewide consortium for public libraries here in Arkansas--the information from the presenters from RI, ME and VT will be put to good use toward this study." (State Library Agency)

When the pandemic hit, delivery and interlibrary loan activities were suspended from March 16 to April 23, 2020; delivery service was restored gradually with volume reaching approximately 80% of pre-pandemic levels by September 2021. Additionally, OLIS developed a web application utilizing information collected weekly by Ocean State Libraries (OSL), the public library consortium, to build the Public Library Service Status application to provide the public with an up-to-date listing of public library services and hours of operation, which could vary weekly during the pandemic.[8] While this project was at first considered a temporary emergency response to the pandemic, OLIS and OSL have continued to revise the application and to expand the app into a viable post-COVID resource for patrons, providing granular levels of information about library hours and services..

AskRI maps to project 1.2 of the Five-Year Plan, and is the statewide online portal for databases and learning tools, provided via the Statewide Reference Resource Center (SRRC) at Providence Public Library (PPL). OLIS contracts PPL to serve as the SRRC using state funds to coordinate services, evaluate usage, and seek input from the library community to identify tools for inclusion in AskRI. LSTA funding is used for Mango Languages and Learning Express Library. In response to the evaluators' survey, 100% of respondents reported that they use AskRI resources; 70.7% report that the resources are "very impactful" and 25.9% report that they are "somewhat impactful." In the words of survey respondents, "AskRI databases greatly enhance our service to the public. We truly would be a shadow of what we are without OLIS's support and our community would lose a tremendous amount of access to information

[8] Public Library Service Status application: https://lorinet.info/libraries/status/

resources," and, "Because we use AskRI for database access, we are able to increase our budget for large print books which are incredibly popular with our community." The survey also asked respondents to select the level of impact that thirteen AskRI resources had on their library and patrons. The resources that received the highest scores included EBSCO (60.4% "very impactful"), NoveList (55.6% "very impactful"), and WorldBook (48.1% "very impactful").

In the SPR report, *Learning Express Library* and *Mango Languages* highlight the usage of two specific LSTA-funded products. Learning Express Library provides ebooks, practice tests, and tutorials to help students prepare for careers and related examinations. Virtually all metrics of use for this project decreased over the three years of the evaluation. Rhode Island is an ethnically diverse state, where one out of five Rhode Islanders speaks a language other than English. Mango Languages provides online language courses in over 70 different languages and 21 courses specifically designed to help speakers of other languages learn English. Despite that all use metrics decreased for this service over the evaluation period, the importance of having these products during the pandemic cannot be overstated; as students stayed at home these resources provide useful tools for online learning and tracking learning progress.

	2018	2019	2020
AskRI	$129,246.26	$132,614.00	$6,151.49
Learning Express Library			
# of session logged	5,028	3,236	3,528
# of tests downloaded	3,592	2,381	3,479
# of tutorials downloaded	414	494	93
# of eBooks downloaded	655	610	336
Mango Languages - % increase		7.84%	-16.06%
# of sessioned logged	24,771	26,714	22,425
# of minutes averaged per session	13.55	14.7	12.3
# of total minutes logged	335,647.05	392,695.80	275,827.50

Rhode Island Public Laws Digitization Project	
# of items digitized	3,263
RI School of Design Archives Magnetic Media at Risk	
# of items digitized	298
Rhode Island Historical Society: Digital Library of RI History	
# of items made discoverable to the public	1,175
Narragansett Times Newspaper Digitization	
# of items digitized	70
Woonsocket Call Newspaper Digitization	
# of items digitized	310

Preservation and Digitization maps to project 1.4 of the Five-Year Plan. Under this project, OLIS supports digitization efforts and provides preservation resources and referral services for libraries and other cultural heritage organizations statewide. Online services included dPlan-RI, discussed further below, and an online directory of preservation and disaster response resources. OLIS additionally awarded five sub-grants to libraries for FFY 2020 to aid in developing and augmenting digital collections to promote preservation and access to unique, local collections. Digitization sub-grants in earlier years included the *Pawtucket Times Newspaper Digitization* and the *Legislator Index Digitization* by the State Library in FFY 2018. The latter is a unique and important resource that helped answer questions especially during the pandemic. During focus groups with sub-grantees, public libraries were interested in knowing more about this type of sub-grant, as they saw future opportunities for collaboration such as exploring the possibility of sharing a scanner to digitize materials.

Digitization sub-grants provide the opportunity to experiment and develop otherwise cost-prohibitive online spaces and collections. The experience gained by local staff while planning and conducting these projects simultaneously serves to develop expertise at local institutions and to establish the basis for a robust statewide Digital Public Library of America (DPLA) hub. Hub creation is in development in partnership with Brown University and PPL. Statewide surveys in 2018 identified 10 organizations around the state that hold collections meeting the criteria for the hub. Information about the development of the hub was shared at an OLIS Special Collections Roundtable meeting and with members of the Consortium of Rhode Island Academic and Research Libraries (CRIARL).

Statewide activities that took place as part of *Preservation and Digitization* include Disaster Planning and Response and the Special Collections Roundtable. The Special Collections Roundtable connects library staff who have responsibility for the care and access of special collections for purposes of discussion, peer education, and collaboration. Preservation planning and disaster planning are statutory requirements for Rhode Island public libraries, and public libraries' plans are monitored by OLIS annually. To facilitate compliance with state law, OLIS requires every public library to use dPlan-RI, an online preservation and disaster planning template customized with resources for Rhode Island libraries through which 71 plans are supported. dPlan-RI helps to create and maintain a disaster and preservation plan for each library building in a library's system. 100% of Rhode Island public libraries have detailed plans that prepare them to respond to disasters that may affect their buildings and collections. The global pandemic has demonstrated the need to add response to a public health crisis as part of the state's disaster preparedness.

The evaluators' survey asked respondents if they participate in disaster preparedness, and 58.9% responded that they do, while 19.6% are unaware of the statewide program. School librarians represented roughly half of survey respondents and are not eligible for this program. Of those who use the program, 28.6% said that it was "very impactful," with the majority (60.0%) saying it was "somewhat impactful." Additionally, 46.9% of respondents indicated that their library does not participate in continuing education in preservation/digitization training and workshops. Of those who have participated in Continuing Education (CE) in this area, 57.1% rate it as "somewhat impactful" and 35.7% rate it as "very impactful."

Two 'resource sharing' sub-grants were awarded to the Rhode Island Information Network for Kids (RILINK), *Read: Feed Your Mind and Your Heart* in 2018 and *RILINK in the Cloud* in 2020. RILINK serves over 70% of Rhode Island K-12 students in 205 schools. For the *Read: Feed Your Mind and Heart* project, RILINK purchased ebooks and digital audio books to provide online access to books with read-aloud functionality for K-12 students who have limited reading skills or are reluctant readers and do not qualify for materials and services for the blind and physically handicapped. The target audiences for the collection are students and teachers who need an alternative audio format for assignments and general reading. A secondary audience includes teachers, family members or other adults who are interested in read-along titles for children and young adults.[9] RILINK purchased six copies of forty-seven titles and thirty-eight

[9] https://guides.rilink.org/communications/maynewsletter2019

additional audio books with matching funds in 2018, which were downloaded to personal devices so students could read them on their own devices. RILINK organized the titles into easily identifiable project lists in each member library's online catalog. Elementary schools received only elementary-level books while middle and high schools received all titles purchased. RILINK added a tab to the Project READ online guide for sources of multicultural and bilingual books in response to teacher and library media specialist requests for this material. In 2020, *RILINK in the Cloud* migrated member school library media catalogs (RICAT)[10] to a cloud-based platform that better meets the needs of students and teachers with easy-to-use online interfaces and device apps, visual images, and search capabilities. The RILINK online shared collection of ebooks and digital audiobooks (RISOCKS) also moved to a new platform with a greatly increased number of titles meeting student needs for special formats, accessibility, and multicultural materials. Appendix J summarizes the school library environment in Rhode Island in additional detail.

The *Website Accessibility ADA Compliance* subgrant helped the Westerly Library and Wilcox Park to better serve patrons and provide equal access to library resources through its website. As part of an existing library website redesign, the library sought funds to audit their website and create a plan to eventually bring it into full compliance with the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2/1 Level AA for ADA compliance. This is especially important following the COVID-19 pandemic, during which many people's sole contact with the library was through the website. The target audience for the ADA WCAG 2.1 Level AA website is people with visual, mobility and hearing impairments, though an accessible website will benefit all users.

Goal 1 Conclusion - Retrospective Question A-1

A-1. To what extent did OLIS' Five-Year Plan activities make progress towards Goal 1?

The evaluators conclude that OLISs has **ACHIEVED** Goal 1. OLIS' Five-Year Plan outlines four projects under Goal 1, Access: Resource Sharing, AskRI, Talking Books Library, and Preservation and Digitization. OLIS has completed the activities in each of these project areas to continue providing and expanding access to library materials and information resources. LORI is almost universally used and was highly rated by library staff around the state as "absolutely essential to our existence and operation." AskRI is universally used by survey respondents with over 70% reporting that the resources have a very high impact and greatly enhance services to the public. Preservation and Digitization carried forward past successes in Disaster Planning and Response, and found new successes in sub-grants for digitization and the development of Rhode Island's upcoming DPLA Hub. In the evaluators' survey, the Disaster Preparedness program received middling ratings of impact, and may be an area for renewed focus as well as expanded collaborations in the future. Of all the programs under Goal 1, TBL services received the most conflicted feedback from library staff. There is room for growth in outreach and uptake around TBL services, and OLIS staff may want to more closely examine the causes for tepid valuations of impact. Utilization of many TBL services diminished during the

[10] https://guides.rilink.org/ricat

pandemic and have not yet returned to pre-pandemic levels. In general, services continued with minimal disruption during the pandemic, though TBL did experience a reduced delivery of materials and was able to provide materials through Utah during the two-month shut down of the delivery service. OLIS has supported access to school libraries with the RILINK sub-grants; while beyond OLIS' statutory obligations, sub-grants to school libraries are eligible through LSTA and are a very important activity, especially at a time when most schooling was virtual because of COVID-19.

Goal 2 Retrospective Assessment - Learning

> **GOAL 2: LEARNING:** Support the continuing education of librarians, library staff and trustees and the development of statewide programming for libraries.

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 2.

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Reading Programs	$ 257,835.39
Continuing Education	$ 230,229.25
Rhode Island Center for the Book	$ 77,180.00
Learning sub-grants to libraries	
Learning Grants	$ 25,405.63
High School Library Media Production Lab	$ 10,456.83
Blast Off with 3D Pen Creativity	$ 7,911.96
A Universe of Ideas	$ 5,518.10
GOAL SUBTOTAL	**$ 614,537.16**

Goal 2 expenditures represent 18.25% of Rhode Island's total LSTA allotment for the FFY 2018 – FFY 2020 period. These expenditures cover three major projects continued from the prior LSTA funding cycle and carried through the three years of evaluation in the current cycle. *Reading Programs* accounts for 7.66% of funding over the three-year period. *Continuing Education* accounts for 6.84% of funding, and the subaward for the *Rhode Island Center for the Book* accounts for 2.29% of funding. Goal 2 additionally included two years of the new *Learning Grants* to libraries project and three additional sub-grants to libraries in FFY 2018. Collectively, the sub-grants represented 1.46% of funding.

Reading Programs maps to project 2.3 of the Five-Year Plan. Under this umbrella, OLIS works with public libraries and other organizations to promote, support or develop statewide programs focused on grade level reading; to coordinate summer reading programs for children, teenagers, and adults at public libraries; and to provide training to library staff on how to conduct and grow local reading programs for patrons of all ages and abilities. OLIS' work aims to help libraries increase their capacity to develop, strengthen or expand reading programs to meet the needs of

their communities. *Reading Programs* encompasses the Summer Reading Program (SRP), Summer Reading Grants/Learning Grants, the Rhode Island Children's Book Award (RICBA), Kids Read Across Rhode Island (KRARI), and the FFY 2019 Library Presenter Directory project.[11] RICBA and KRARI will be discussed under the *Rhode Island Center for the Book* project, below. Appendix L provides all the output data the evaluators put together from the SPR.

The SRP is a statewide cooperative effort to motivate children and teens to read for pleasure and help them maintain or improve their reading skills over the summer and engages youth and families in reading and reading-related enrichment activities. OLIS coordinates the SRP, providing tools and resources made available through membership in the Collaborative Summer Library Program (CSLP) and conducting planning sessions to support implementation of programming. OLIS also executed a planned shift during this Five-Year Plan period to support public library SRPs through a pilot of competitive learning grants that transitioned to formula grants for all libraries, while developing a directory of Summer Reading presenters to fill the gap created by the shift away from providing presenters for library programs.

The evaluators' survey asked whether libraries utilize various SRP resources, and the extent to which they have impact. Among public library respondents, 100% use CSLP themes/images and SPR-related continuing education; 95.7% use the CSLP manual, 91.3% use the CSLP vouchers, and 87.0% use Beanstack.[12] When asked about the impact of these resources, the CSLP manual received the lowest rating of "very impactful" by 30.4% of public library respondents, while Summer Reading Mini-Grants received the highest, followed by continuing education at 60.9% "very impactful." At the beginning of the evaluation cycle, OLIS initially offered competitive Learning Grants of up to $2,000 to support libraries in developing innovative, forward-looking projects targeted to youth ages 5-17, with the goal of bringing access to quality learning opportunities at libraries during the summer months for children and teens at risk of summer slide. Eight were funded in FFY 2019 and four were funded in FFY 2018; in FFY 2018 OLIS also funded presenters for public library Summer Reading programs. In FFY 2020, the program transitioned to a non-competitive formula grant program, known as the Summer Learning Mini-Grants, with funding available to all public libraries. The mini-grants are awarded to libraries at $500 for youth activities, $250 for adult activities, and an additional $250 per branch library for youth activities. The modifications made to this program succeeded in including many more non-participating libraries, with 44 outlets participating in the FFY 2020 program (versus a total of 12 administrative entities in the preceding two years). Libraries completed projects such as creating programming kits, putting up StoryWalks and providing materials for outdoor and virtual programs. Among public library respondents to the evaluators' survey, 95.7% used the mini grants, and these were also rated as "very impactful" by 91.3% of respondents, higher than any other SRP resource. SRP received high praise from survey respondents, including comments such as, "The summer reading program has a significant impact on services. Adding Beanstack as a way to streamline record keeping has been very helpful to staff," and, "LSTA-supported programs have had the greatest impact on our children's

[11] Library Presenter Directory: https://olis.ri.gov/about/news/2019/lpdirectory.php
[12] Beanstack was funded with CARES funds. It was supported with LSTA-funded staff time.

summer reading program…Every year our children's librarians coordinate a robust summer reading program…that reach hundreds of children in our community. This program has made a real difference in keeping school-aged children engaged in reading and other activities in the summer months." Beginning in 2022, OLIS will join a number of other SLAAs in offering libraries the iREAD program: a flexible, nonprofit reading program designed by the Illinois Library Association featuring incentives, adaptable themes, and a comprehensive resource guide with ideas and reproducibles. In interviews, OLIS staff discussed a deep shift currently underway from funding educational youth services presenters towards Learning Grants that instead support experiential learning, in an effort to connect youth with deeper programming focused on learning.

In FFY 2019 OLIS developed the Library Presenter Directory to facilitate connections between libraries and program presenters as OLIS shifted away from identifying and funding summer reading presenters. The directory was initially developed to assist youth services librarians in finding appropriate presenters and programs for SRP but has since grown to include programs and presenters for all ages and all times of the year.

The *Rhode Island Center for the Book* (RICFB) is a statewide organization devoted to promoting personal and community enrichment by sharing books and creating conversations statewide around those books. RICBA and KRARI are full partnerships with RICFB and significant OLIS staff time supports these partnerships in addition to the OLIS annual sub-grants directly funding for books. The Center's projects include Reading Across Rhode Island (RARI), a program OLIS sponsors with some funding. RARI is the statewide community read program for adults and young adults. As part of the program, books are provided not only to libraries and schools, but also to the Rhode Island Adult Correctional Institution, Wyatt Detention Center, and the juvenile Training School. In the evaluators' survey, 55.6% of school library respondents say their institution participates, and of those, 60.0% report that the program is "very impactful," while 78.3% of public library respondents say they participate, with only 28.6% reporting it as "very impactful" and 71.4% reporting it as "somewhat impactful." RICBA[13] is in its 23rd year engaging children in reading by offering them an opportunity to read a selection of quality children's literature and vote for their favorites. Children in grades 3-5 select from a ballot of fiction and non-fiction books nominated by a committee of librarians, reading specialists and teachers, then vote at school or at their public library. In the evaluators' survey, 57.9% of school library respondents say their institution participates, and of those, 72.7% report that the program is "very impactful." Among public library respondents, 87.0% report that their library participants and of those, 56.5% report it as "very impactful." KRARI is a community-read program conducted between OLIS and RICFB, designed to engage students in grades 4-6. Typically, KRARI launches the statewide SRP with an annual event, featuring the selected book's author along with activities and performances, then continues with discussion groups and activities in libraries and classrooms statewide throughout the summer. In the evaluators' survey, 52.6% of school library respondents said their library participates in KRARI and 60% of users reported that it is "very impactful." Among public library respondents, 82.6% report participating in the

[13] RICBA and KRARI are full partnerships with RICFB while RARI is a program OLIS sponsors with funding. Significant OLIS staff time and support go along with RICBA and KRARI.

program and of those, only 38.1% report it being “very impactful,” with 57.1% listing KRARI as “somewhat impactful.” Many schools and libraries don’t have budgets that allow them to purchase multiple copies of the books for statewide reading events and would not be able to participate in these statewide reading programs without the books provided through LSTA funding. OLIS staff mention that both of these programs are key in involving schools in LSTA work, and reach across the public library/school library divide.

Continuing Education (CE) maps to project 2.1 of the Five-Year Plan, and sub-projects within CE maps to 2.2 and 2.4. Under this project, OLIS provides consultant services, CE programming, and resources for library staff and public library trustees to support and improve local library services. Together with the library community, OLIS identifies current and ongoing issues and develops targeted programming that address these issues at a statewide level, while providing resources that enable libraries to apply the knowledge gained. During the coronavirus pandemic, OLIS pivoted from primarily in-person programs to virtual sessions and added many CE sessions to assist libraries in the challenges of providing virtual and adapted physical services during a public health crisis. In FFY 2020, OLIS purchased statewide subscriptions for virtual learning platforms for libraries, including Niche Academy and WebJunction. OLIS CE included a robust offering of programs for youth services librarians, targeted programs for library management and other areas of librarianship, and programs supporting OLIS services.

OLIS Library is also offered under this program -- a lending collection of library professional materials to support the work of library staff statewide. OLIS Library circulation decreased significantly over the evaluation period as libraries and schools across the state were open for limited hours and provided limited services due to the pandemic. Under Adult Services CE, OLIS coordinates the Adult Services community of practice (“roundtable”) to facilitate sharing of specialized knowledge and best practices around specific topics. OLIS coordinates and facilitates programs, including securing speakers. Roundtable newsletters and listservs created by OLIS enhance communication and learning outside of face-to-face programs. The Adult Services Roundtable supported public library staff with adult SRP, programming for veterans, voter registration and promotion of civic engagement, and held regular Virtual Chats for adult services and reference staff during the pandemic to ask questions, share information and ideas, and support one another to navigate the unique challenges of providing library services during this time. Communities of Practice for both Adult Services as well as Children’s Services, and Young Adult Services map to Five-Year Plan Goal 2.2.

In the area of Youth Services, OLIS supports the Young Adult and Youth Services roundtables, and provides CE for children’s and young adult services staff at public and school libraries. The number of Youth Services trainings that were offered more than doubled between FFY 2018 and FFY 2020, and attendance increased by 233%. OLIS staff estimate that Youth Services is the focus of up to 50% of CE.

In terms of Digital and Other Literacies, OLIS staff and partners offer statewide training around digital literacy topics such as virtual reality, Microsoft Excel for librarians, building accessible websites, and Google Analytics. Together with PPL and the National Network of Libraries of

Medicine, OLIS offered a health literacy program for library staff in FFY 2018. Work with the Rhode Island Library Association's Financial Literacy Roundtable supported financial literacy in FFY 2018, and OLIS additionally coordinated logistics for training around the statewide Money Smart Week initiative. Out of 87 outcomes-based post CE surveys offered in FFY 2018 to program participants, over two-thirds "strongly agreed" that they had learned something new, 50.6% "strongly agreed" that they intended to apply what they had just learned, and 64.3% "strongly agreed" that applying what they learned would help improve library services to the public. This maps to Five-Year Plan Goal 2.4.

CE primarily targeted public library directors and trustees focused on strategic planning, state laws and regulations, and records management. Over 80% of those participating in such training in FFY 2019 (where data was reported) "strongly agreed" with all four IMLS outcomes-based survey questions. OLIS also partnered with the Rhode Island Attorney General's Office to present a seminar on public library requirements for complying with the State Open Meetings and Access to Public Records laws and with the State Archives for a seminar on retention and disposal of public library records. Out of 46 outcomes-based post CE surveys offered in FFY2018 to program participants, 65.2% "strongly agreed" that they had learned something new and that they intended to apply what they had just learned, and half "strongly agreed" that applying what they learned would help improve library services to the public.

The evaluators' survey asked whether directors or their library staff had attended CE in several topical areas in the past three years, including Children's/Young Adult services, Adult/Information services, Technology training, and Preservation/Digitization. 71.4% of all respondents participated in Children's/Young Adult services training; in this category School Library Media Specialists represented half of respondents. Staff left many positive comments such as, "the continuing education programs…have had the most impact on our community. Our staff was able to gain valuable skills and learn important information through the CEs," and, "OLIS' continuing education programs are much appreciated and help keep librarians connected with their peers and informed about the latest trends and technology in professional librarianship."
OLIS staff stated that CE was the most successful and impactful program during this Five-Year Plan.

Goal 2 Conclusion - Retrospective Question A-1

A-1. To what extent did OLIS' Five-Year Plan activities make progress towards Goal 2?

The evaluators conclude that OLIS has **ACHIEVED** Goal 2. OLIS expanded CE offerings during the first four years of the plan, and supported Communities of Practice for Special Collections, children, teen, and adult services librarians. Learning programs never stopped during the pandemic and attendance skyrocketed as the program pivoted to timely sessions on pandemic topics, response and recovery. OLIS executed a planned shift to new ways of supporting public library Summer Reading programs through competitive learning grants and formula grants for all libraries, while developing a directory of Summer Reading presenters to fill the gap created by the shift away from providing presenters for library programs. OLIS increased support of

statewide reading programs through subawards to the independent RICFB, which migrated online during the pandemic and served their biggest audiences ever in the new online format. While the delivery of programming shifted from predominantly in-person to completely virtual and some topics changed in response to the pandemic, OLIS pivoted to meet the learning and information needs of librarians and library staff.

Goal 3 Retrospective Assessment - Engagement

> **GOAL 3: ENGAGEMENT**: Empower libraries to be incubators for economic, educational and cultural development and community discourse.

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 3.

Goal 3 expenditures represent 23.11% of Rhode Island's total LSTA allotment for the FFY 2018 – FFY 2020 period. These expenditures cover two long standing projects that carried through the three years of evaluation in the current cycle. *Library Development and Leadership* accounted for 9.12% of funding over the three-year period and *Data and Research* accounted for 3.97%. Goal 3 also included a new statewide *Inclusion and Diversity* initiative, accounting for 2.88% of total funding, and 12 sub-grants to libraries were granted, accounting for 7.14% of funding.

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Library Development and Leadership	$ 307,047.75
Data and Research	$ 133,819.78
Inclusion and Diversity	$ 97,114.62
Engagement sub-grants to libraries	$ 192, 169.44
Conectando Nuestra Gente	$ 48,200.00
Everyplace Makerspace	$ 45,300.00
Strengthening and Protecting Library Networks	$ 29,817.00
PPL Library Garden Exchange	$ 24,500.00
East Bay and West Bay Recording Studios	$ 17,577.17
Library on the Move-The Next Chapter	$ 13,998.67
Kitchen Inspiration	$ 12,206.00
Indigenous Voices Anthology & Fellowship	$ 11,500.00
Any Place Office Space	$ 11,270.60
V-Lab	$ 10,000.00
Coventry Mobile Library	$ 10,000.00
Tabletop Role-Playing Games Collection and Outreach	$ 6,000.00
GOAL SUBTOTAL	**$ 778,351.59**

Library Development and Leadership map to projects 3.4 and 3.5 of the Five-Year Plan. OLIS staff whose salaries are paid by LSTA funds provide strategic leadership to strengthen and advance library services statewide, and cultivate partnerships to enhance local library services and solidify libraries' positions as community centers. In pursuit of these efforts, staff provided consultant services to libraries, including guidance in the development and execution of subgrants, support for public library directors and special support for new directors, community engagement, and a number of other one-time initiatives.

OLIS staff serve on the governing or advisory boards of various statewide library organizations and other groups whose priorities intersect with those of OLIS. These positions include OSL's Steering Committee; the University of Rhode Island Graduate School of Library and Information Studies Advisory Board; the Rhode Island Library Association (RILA) Executive Board; the RILA Conference Committee; the Consortium of Rhode Island Academic and Research Libraries; the Governor's Children's Cabinet; the Rhode Island Complete Count Committee for Census 2020; and Rhode Island's Special Legislative Commission on Out of School Time Learning.

OLIS annually supports RILA's annual conference through financial sponsorship and committee participation. In FFY 2020 OLIS sponsored RILA members' cost of attendance and paid for a discounted non-member rate to offset the financial hardships experienced due to the pandemic.

In FFY 2018 the Library Board of Rhode Island (LBRI) formed an ad hoc committee to study the current state of Rhode Island's school libraries. OLIS provided staff and services for the committee. The committee created and distributed a survey to which 197 school libraries responded (a 71% response rate among all public schools). The final report[14] summarized survey findings and added research on the staffing of school libraries, facilities, and library programs to provide a complete overview of school libraries. It also included recommendations on best practices and statewide actions to strengthen school library media programs in Rhode Island.

OLIS has maintained an online forum for library jobs in Rhode Island and the Northeast for over 20 years. In FFY 2020, OLIS partnered with the Colorado State Library's Library Research Service to implement a New England instance of Colorado's LibraryJobline. The resulting New England Region Jobline provides job seekers with better access to more library jobs both regionally and nationally, customizable email alerts based on job preferences, and search options to help find relevant jobs, including limiting job searches to Rhode Island or expanding to other regions in the country.

Rhode Island public libraries were closed on March 23, 2020 by recommendation of the Rhode Island Department of Health, though most continued to offer virtual services. In late April 2020, OLIS convened a committee of public library directors and members of LBRI to adapt the State's guidance for phased reopening ("Reopening Rhode Island") to libraries. The committee

[14] A Report on Rhode Island School Libraries: https://olis.ri.gov/about/lbri/reports/LBRI-School-Libraries2019.pdf

developed a plan for reopening library buildings and resuming services, along with targeted guidance for building operation, materials handling and delivery, technology, programming and services, and staff safety. The Reopening Rhode Island Libraries[15] guidance was published as a resource guide on the OLIS website, and OLIS staff assisted public libraries as they developed individual plans for reopening. OLIS continued to maintain the resource guide through summer 2021.

During the coronavirus pandemic, OLIS pivoted to develop new content and new tools to support public library development while adapting existing programs to operate under the constraints of a public health crisis. Coronavirus response was the primary focus in the spring to early summer of 2020, and libraries turned to the agency for leadership and guidance. Coronavirus response and recovery continued to be a primary focus throughout the year as the agency pivoted to develop and implement programs for the distributions of coronavirus relief funds made available through the Coronavirus Aid, Relief, and Economic Security Act (CARES). At the onset of the pandemic, OLIS created a resource for libraries to share with K-12 students, adult learners, and families to support virtual learning and promote resources that are freely available to all Rhode Islanders. The guide organizes statewide database resources available through AskRI, ebook resources from the OSL consortium, and other free learning and enrichment resources by age group. The guide received 11,496 views between March and September 2020. In response to the evaluators' survey, a number of library staff praised OLIS' pandemic assistance with statements such as, "COVID Response/Reopening RI Libraries was a lifeline in the first year of COVID. This information allowed us to keep our libraries safe and was critical in reopening," and, "The COVID trainings helped us navigate through an unknown time. Without the aid, I feel that many libraries would have floundered without guidance."

At the height of the pandemic, almost a fourth of Rhode Island public libraries were led by new directors, many of whom were new to either the role of director or to the state of Rhode Island. OLIS provided a five-week virtual workshop series, "Engaged Leadership for New Directors," covering topics such as communication, coaching and leadership style, strategic planning, building community and engaging stakeholders, and design thinking. The workshops provided participants opportunities to connect with other new directors, assistant directors, and library leadership from around the state to build professional connections and community.

The *Rhody Radio* podcast was created at the onset of the pandemic to fill gaps in in-person public library programming by a committee of public library staff with OLIS support. Rhody Radio continued to develop and publish a weekly podcast, covering topics including history, music, art, library services, storytelling, social justice, and more. Programming was funded by a grant from the Rhode Island Council for the Humanities and with in-kind donations from participating libraries, while OLIS provided administrative support for the project. OLIS and the Rhody Radio committee offered a CE session on podcasting show structure with award-winning podcaster and author Kristen Meinzer. The committee also held open meetings where any interested library staff could learn more about the project, discuss ideas for podcast episodes, and learn tips and tricks about podcasts from the committee.

[15] Reopening RI Libraries: https://olis-ri.libguides.com/covid19/reopening

Data and Research maps to the Five-Year Plan Goal 3.3. OLIS engages in a systematic program of gathering, processing, and analyzing data relating to Rhode Island public library development and interlibrary cooperation. Data is contributed to national data-gathering initiatives, and analyzed and published to facilitate data-driven decision making and strategic planning at the local and state level. The primary data collection activity is administration of the Rhode Island Public Library Annual Survey (PLAS). The PLAS is also used to collect data, certifications, and applications for the State Aid to Libraries program. The evaluators' survey asked if libraries use OLIS' Data and Statistical Analysis resources and 73.9% of public library respondents said that they do, with 82.6% saying the resources are "very impactful."

In FFY 2020, OLIS provided a sub-grant to the OSL consortium to develop an analysis of the borrowing patterns and characteristics of library users across the state to better understand statewide resource sharing through a lens of equity, diversity and inclusion (EDI) and to identify service gaps. The resulting dashboards allowed libraries to explore demographics such as age, educational attainment, ethnicity, household income, language, presence of children in the home, of both library cardholders and non-patrons, overlaid with usage statistics on both physical and digital materials. Public libraries can use this data to better understand the characteristics of library users and non-users, to quantify and visualize potential barriers to using the library, to review related library policies that may relate to barriers, and to set strategic priorities to ensure equitable access to library resources for all Rhode Islanders.

OLIS administered several surveys to assess the impact of the pandemic on library services in the spring of both 2020 and 2021. The surveys collected information about public library operations during the pandemic. In 2021, a survey on the status of library operations received responses from 70.8% of public library systems. The survey questions covered quarantining of materials, access to library spaces, programming activities, curbside services, and staffing. The second survey in 2021 collected data about libraries' fine-free status and 85.4% of public library systems responded. Data collected was presented to the Library Board of Rhode Island and used by OSL to inform discussion and decision making within the public library consortium.

Inclusion and Diversity maps to Five-Year Plan project 3.1. The goal of this program is to support libraries so that their collections, programming and staff are both welcoming and engaging for all members of the community, and to work with the graduate school to expand diversity in the profession. OLIS partnered with organizations to lead programs and identify resources to minimize cultural and social barriers in libraries. OLIS provided numerous workshops and resources and led several statewide projects. In FFY 2018 OLIS assembled a statewide EDI planning committee with representatives from the Rhode Island Library Association, Cornucopia of Rhode Island, the University of Rhode Island Graduate School of Library and Information Studies, and library staff representing diverse service areas. Working from committee recommendations, OLIS organized a full-day EDI Summit in 2019 to examine how libraries can embed EDI practices into library services, programs, collections, and work culture. With recommendations from the committee, OLIS developed ongoing EDI CE, including a three-part series on cultivating diverse collections, and a session on welcoming new

Americans. OLIS offered a full-day program on empathy-based conflict management to create welcoming libraries for people experiencing homelessness with presenter Ryan Dowd, and purchased a one-year subscription to the Librarian's Guide to Homelessness, which received 16,642 views between January and September of 2020, with 271 library staff enrolled in the course. The evaluators' survey asked if libraries had used EDI training and program development offered by OLIS, and 73.9% of public libraries said they had. Of those who used them, 52.3% said they are "very impactful" while a third said they are "somewhat impactful" and 14.3% said they were "not at all impactful."

From FFY 2020 on, OLIS undertook two EDI focused projects for youth services: Project READY and the Welcoming Libraries. In September 2020, OLIS began facilitating cohorts of youth services library staff working through the Project READY curriculum. Four cohorts have completed work, including one cohort of mainly school librarians. The curriculum is a yearlong learning opportunity with a mix of monthly cohort meetings and asynchronous work focused on racial equity and cultural competency. The cohorts developed a community of practice (CoP) centered on equitable and inclusive library services for historically marginalized youth. This CoP has provided librarians with a space for collective problem solving, resource sharing, and general support for thinking through new ideas and facing the difficult realities of racism past and present. Participants have noted changes they've made to library marketing, programming, collection development, and patron interactions as a result of Project READY. Many participants have also indicated that they have or intend to share their learning with their colleagues to create change on a larger scale. Facilitating the Project READY was a significant undertaking due to the curriculum's length and depth of content, and the OLIS Youth Services Coordinator spent more time than initially planned on the program. The Project READY curriculum and how it has been adopted by participants has demonstrated that there is an ongoing need for intentional EDI work at both the individual and institutional level. Library staff will need continued training, support, and resources from OLIS in the future.

In FFY 2020, OLIS acquired four Welcoming Libraries,[16] a pop-up conversation on immigration driven by a collection of 80 picture books featuring New Arrival and New American families. Each Welcoming Library is a collection of acclaimed picture books featuring New Arrival and New American families representing communities across Rhode Island. Highlighted in an accompanying pop-up display unit, the books have embedded discussion questions written by I'm Your Neighbor Books. The Libraries facilitate conversations on immigration, welcoming, and belonging for people of all ages. The Welcoming Libraries were piloted at four public libraries who had participated in Project READY training around the state in FFY 2020, after which they were made available to public libraries statewide upon request. Public libraries will be encouraged to use the Welcoming Library collection and resources in programming and outreach to raise awareness and build sensitivity for all ages through children's literature. The Welcoming Libraries will be an ongoing resource as the pilot wraps up and statewide implementation begins to address the ongoing need for intentional EDI work at the individual and institutional levels.

[16] The Welcoming Library, created by I'm Your Neighbor Books: https://imyourneighborbooks.org/welcoming-library/

Adult Education, Workforce Development and Small Business Support is an activity within this program, and maps to Five-Year Plan Goal 3.2. OLIS partnered with government agencies and participated in statewide planning to support workforce development at libraries, especially on projects that support digital literacy, equity, and inclusion. OLIS is a member of the state's Workforce Alliance, which works to identify areas of need in employment and workforce development, as well as Libraries Work, a national group of SLAAs that shares best practices for supporting adult education and workforce development in libraries. OLIS was an advisor on the PPL's IMLS funded project "Propagating Promising Practices for Literacy and Workforce Development at Libraries." In FFY 2019 OLIS partnered with the Rhode Island Secretary of State's Office to provide a workshop for reference and adult services librarians on the statewide business portal, a comprehensive tool for starting new business in Rhode Island and analyzing statewide business data. The evaluators' survey asked if libraries use the support offered in this area. Among public library respondents, 65.2% said their library does. Of those who use the services, 22.2% said they are "very impactful," 61.1% said they are "somewhat impactful," and 16.6% said they have "no impact at all." Future improvements could be targeted to this area.

Engagement sub-grants to Libraries also fell under Goal 3, including a dozen innovative grants that fostered civic discourse and engaged communities through libraries as centers for economic and cultural development. In the evaluators' survey, respondents were asked if they participate in the LORI Grant Program, and 57.8% said they that they do; of those who use the grants, 75.86% report the grants to be "very impactful" on their libraries and the patrons they serve and 10.34% report they have "no impact at all." In a focus group with the sub-grantees, it was evident that the sub-grants support innovations and serve as best practice examples. Select examples are discussed below.

The Providence Community Library (PCL) undertook the *Conectando Nuestra Gente* project to expand visibility and relevance to residents living in neighborhoods where 40% or more of residents speak Spanish. PCL hired two bilingual consultants to conduct community focus groups, identify relevant communication channels, and pilot new programs for Spanish-speaking adults and multigenerational audiences through increased networking with Spanish-speaking artists and educators. PCL also purchased a significant number of Spanish language books to recharge the Spanish language materials sections of five branch libraries, and an electric book bike to conduct outreach, advertise the library, and bring materials into the neighborhoods around the city. The grant's focus on arts programming and community building resulted in "pockets of joy" in people's lives and the neighborhoods served by this project. The chance to co-exist in spaces of creativity, food and celebration, especially following the isolation of the pandemic, was one of the most notable benefits of this project to participants.

Under the *East Bay and West Bay Recording Studios* project, two public libraries joined together to create podcast recording studios for use by Rhode Island citizens to create content and engage in civic and community conversations. One studio was situated on the eastern side of the state and the other on the western side of Narragansett Bay, which effectively separates one quarter of Rhode Island's communities from the rest. These studios supported existing content

creators for the statewide library podcasts, as well as library patrons' podcasts, and libraries that explored podcasting as an additional venue for providing library programs during the pandemic.

In the *Indigenous Voices Anthology and Fellowship*, the West Warwick Public Library brought together a cohort of young Indigenous writers to learn about the craft and business of writing fiction. The cohort attended a combination of workshops, lectures by literary professionals, and peer critique sessions, while also going through the professional editorial process. The project elevated Indigenous work in the Rhode Island community through student-led workshops and the publication of the Indigenous writers' stories in an anthology[17] made available through all Rhode Island public libraries and select commercial venues. This Anthology is used as supplemental reading in this year's Reading Across Rhode Island - a remarkable achievement!

Goal 3 Conclusion - Retrospective Question A-1

A-1. To what extent did OLIS' Five-Year Plan activities make progress towards Goal 3?

The evaluators conclude that OLIS has **ACHIEVED** Goal 3. OLIS convened a committee of diverse library staff from a variety of library organizations around the state to develop a systematic and thoughtful approach to EDI, resulting in workshops, trainings, and an EDI Summit that have laid the groundwork for continued work in this area. OLIS worked with the statewide Workforce Alliance and the statewide One-Stops to promote resources for jobseekers and continued its close relationship with the Rhode Island Family Literacy Initiative at the PPL to support adult education. OLIS continued the collection of public library data and partnered with OSL to provide better data for library decision making. The way in which these projects were achieved – particularly Library Development and Leadership – is different than anticipated due to shifts necessitated by the pandemic. However, OLIS pivoted during the pandemic to provide leadership, resources, and support to libraries navigating closings, reopenings, and surges that affected how libraries delivered services. OLIS offered increased opportunities for public library directors to connect with each other while elevating its stature as a trusted and critical partner in the provision of library services by all types of libraries statewide.

Retrospective Assessment Questions A-2 and A-3

A-2. To what extent did OLIS' Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? The Measuring Success focal areas are: Lifelong Learning, Information Access, Institutional Capacity, Economic and Employment Development, Civic Engagement, and Human Services. Two of OLIS' three LSTA goals map directly to focal areas: Goal 1 maps to Information Access and Goal 2 to Lifelong Learning. At least one project maps to each focal area. The results achieved are in line with the national priorities associated with the Measuring Success framework and their corresponding intents.

[17] Voices of the Warp and Weft: https://books.google.com/books/about/Voices_of_the_Warp_and_Weft.html?id=oJKZzgEACAAJ

Results that address the national priority of Lifelong Learning were achieved under the programs of AskRI, Reading Programs, Learning Grants, Library Development and Leadership, and Engagement sub-grants to libraries. Lifelong Learning crosses all three goals.

Results that address the national priority of Information Access were achieved under every project in Goal 1 (TBL, LORI, AskRI, Preservation and Digitization, and Access subgrants), as well as under some Engagement sub-grants, such as Conectando Nuestro Gente, which funded outreach materials in Spanish, enabling native Spanish speakers to *discover information resources*, and library materials in Spanish, which in turn enabled native Spanish speakers to *use information resources*.

Results that address the national priority of Institutional Capacity were achieved by programs under all three goals, including Preservation and Digitization, Access sub-grants (such as RILINK in the Cloud, mapping to the intent to *improve the library's physical and technological infrastructure*), Continuing Education, Reading Programs, Library Development and Leadership, Data and Research, Inclusion and Diversity, and the OSL subaward project Strengthening and Protecting Library Networks.

Results that address the national priority of Economic & Employment Development were achieved by a single project, AskRI, which provides statewide access to Learning Express Library resources.

Results that address the national priority of Human Services fell under the intent to *Improve users' ability to apply information that furthers their personal or family health & wellness,* and were achieved by several Engagement sub-grants, including Kitchen Inspiration and PPL Library Garden Exchange.

Results that address the national priority of Civic Engagement fell under all three goals as well, including AskRI, RICFB, and Inclusion and Diversity. Inclusion and Diversity provided Project READY training to SLAA and library staff around the state. While these individuals are arguably not "users," Project READY helps them to discuss and create library spaces in which productive conversations about racism and privilege can occur. Appendix F provides a detailed mapping to LSTA focal areas and intents on a project-by-project basis.

A-3. Did any of the following groups represent a substantial focus for OLIS' Five-Year Plan activities? (Yes/No) Two groups reached the 10% expenditure threshold identified by IMLS as representing a substantial focus. *Talking Books Library* accounted for 21.79% of total expenditures during the evaluation period, representing *Individuals with disabilities*. *School-Aged Youths* were a focus of a number of projects that when combined, represent 10.94% of total expenditures. These include: Goal 1's *RILINK in the Cloud* and *Read Feed Your Mind and Your Heart,* Goal 2's *Reading Programs, Learning Grants,* and all three learning sub-grants (*High School Library Media production Lab, A Universe of Ideas, Blast Off with 3D Pen Creativity).* However, this does not mean that many of the other target audiences did not significantly benefit from the efforts supported with LSTA funding.

Process Questions B-1, B-2, and B-3

B-1. How has OLIS used any data from the State Program Report (SPR) and elsewhere (e.g., Public Libraries Survey) to guide activities included in the Five-Year Plan?
OLIS develops an annual work plan derived from the Five-Year Plan. Using data from the SPR, the PLAS, continuing education, and other surveys, and ongoing interactions with libraries, the work plan is developed each year to focus on identified areas of need along with priority areas within each project area of the strategic plan. Within the framework of this work plan, each staff member creates a more granular work plan for their project area(s) to set goals and guide activities as outlined in the Five-Year Plan.

B-2. Specify any modifications OLIS made to the Five-Year Plan. What was the reason for this change? No modifications have been made.

B-3. How and with whom has OLIS shared data from the SPR and from other evaluation resources? How has OLIS used the last Five-Year Evaluation to inform data collected for the new Five-Year Evaluation? How has OLIS used this information throughout this five-year cycle? OLIS shares data from the SPR annually with the Library Board of Rhode Island, OLIS' advisory board, as a presentation at their January meeting. Data is also shared with the library community via the OLIS website. SPR data is used in agency reports for the state, budget presentations, and to support decision making. Data from the previous Five-Year Evaluation was used as a foundation for discovery in the development of the new Five-Year Plan. Lessons learned from the previous evaluation not only informed the current Five-Year Plan but established the framework for the evaluation of that plan.

Methodology Questions C-1, C-2, C-3, and C-4

C-1. Identify how OLIS implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of an Independent Evaluator. To ensure rigorous and objective evaluation of OLIS's implementation of the LSTA Grants to States program, OLIS, in cooperation with eight other SLAAs in the northeast United States, participated in the issuance of a joint Request for Proposals (RFP) for a "Cooperative Library Services and Technology Act Five-Year Plan Evaluation 2018-2022" through the Council of State Library Agencies in the Northeast (COSLINE). The RFP was issued on June 14, 2021 with proposals due by July 12, 2021.

As a result of a competitive bidding process, QualityMetrics LLC, a library consulting firm headquartered in Silver Spring Maryland, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics LLC does not have a role in carrying out other LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. QualityMetrics LLC has in-depth evaluation experience and demonstrated professional competency in conducting LSTA Grants to States evaluations.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and Reliability. QualityMetrics LLC deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. A review of demographic data, quantitative Public Libraries Survey (PLS) data, and State Program Report (SPR) data formed the basis of our knowledge from the stage of responding to the RFP for an independent evaluator and throughout the evaluation process. Providing a cloud-based storage space for OLIS to deposit additional data and files and reflect on the program was the basis of our initial interaction. After conducting an initial Zoom conference call with representatives of OLIS at the beginning of the evaluation process and a second phone call to discuss the agencies self-reflection on whether goals have been achieved, partly achieved, or not achieved, the evaluators stayed in regular touch (monthly sessions) with the agency as the evaluation team was gathering data. In addition to updating OLIS leadership on progress, the sessions were used to resolve emerging questions and to solicit additional relevant information. Data gathering included (a) interviews with agency staff members, (b) interviews with coordinators for various SPR reported projects and activities, (c) focus group discussions with project teams, (d) focus group discussions with project and activity beneficiaries, (e) a broad-based survey for library staff and stakeholders with some knowledge and engagement with LSTA funded activities collecting primarily qualitative contextual information about past activities and future needs.

Researchers and evaluators across the globe are adjusting to the new realities that accompany the pandemic. The technical note below is merely an example.

> COVID-19 presented special circumstances and a number of considerations had to be taken into account. The crisis brought the imperative of changing how evaluation work is done and how we engage policymakers, program managers and beneficiaries as restrictions on travel and 'social distancing' are expected to last.[18]

While no on-site visit was conducted during this evaluation period, both of the primary investigators for QualityMetrics (Dr. Martha Kyrillidou and Mr. William Wilson) had visited the OLIS offices as part of the 2013-2017 LSTA evaluation cycle. Consequently, the evaluators were somewhat familiar with OLIS's operation. Virtual (Zoom) one-on-one interviews were held with the agency chief officer and with key staff engaged in LSTA and in specific projects carried out under the LSTA Five-Year Plan. The Five-Year Evaluation is a summative assessment and as such the availability of the SPR data was extremely useful.

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[18] OECD/DAC and IEO/UNDP (2020) Guidance Note: Good practices during COVID-19; UNICEF Evaluation Office (2020) Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis; WFP Office of Evaluation (2020) Technical Note for {Planning and Conducting Evaluations During COVID-19; UNFPA Evaluation Office (2020) Adapting evaluations to the COVID-19 pandemic; UNDP Independent Evaluation Office (2020) Event planning and implementation during COVID-19; ILO Evaluation Office (2020) Implications of COVID-19 on evaluations in the ILO; FAO Office of Evaluations (2020) Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-190 crisis and restrictions.

Furthermore, the COVID-19 circumstances have strengthened the state library agency role -- during a time of crisis in the profession. Libraries and communities were seeking advice and often turned to the state library agency for answers. Many SLAAs responded by holding frequent and regular statewide community meetings with various groups which elevated the importance of the LSTA activities even when they were disrupted by the pandemic. Creative solutions were identified in most instances as most programs had to turn to virtual delivery for most of the pandemic period. In some ways, the record of virtual programming is more evident than in-person programming and its impact more readily documented. However, we do run the danger of minimizing the adverse effects on marginalized communities which often are more difficult to reach during times of crisis such as COVID-19 presented.

The toll on the mental health of our communities has also been evident as these restrictions are establishing new norms for interacting in person. Monitoring community behaviors took place frequently during the pandemic often resulting in people feeling over-surveyed in many instances. This had an impact on the nature of the statewide web-based survey that was administered in that an extra effort was made to make it as short as was practical.

The web-based survey targeting the library community was conducted between October 20th and December 16th, 2021. The survey provided some supplementary quantitative information as well as considerable qualitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered. Almost half of the survey respondents are from school libraries; we did a deeper dive into the school libraries even though OLIS is not mandated to serve school libraries per se, the LSTA Act specifies that funds are supporting all types of libraries in a state. Appendix J provides a summary view written by Keith Curry Lance on the school libraries with recommendations for future improvements in this area. We have also provided additional analysis in Appendix I splitting the school and the public library responses.

Validity and reliability analysis reflect a positivist worldview and in a qualitative naturalistic approach they are being redefined with some divergent views on whether and how one ensures quality and rigor in qualitative inquiry. The notion that naturalistic inquiry needs to exhibit quality, rigor, and trustworthiness is more widespread nowadays.

The evaluators engaged in numerous conversations through Zoom and phone interviews. The quality and rigor of the phone interviews in the LSTA evaluation of OLIS's LSTA implementation has been enhanced by references to external website links, google maps, internal triangulation and, in some instances, by asking interviewees to allow the conversation to be recorded with assurances for confidentiality by the evaluators. Quality and rigor were also enhanced by having two evaluators attend most focus groups and interviews. Shared note-taking was available in real time through shared google documents and drive access. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of OLIS's LSTA program was accumulating from one interaction to the next. Recorded conversations also allow the evaluators to reflect and refine their interpretations in a reliable manner. The validity of the inquiry was strengthened with the informed selection of the subjects by the OLIS leadership team and staff.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation. How did QualityMetrics in cooperation with OLIS engage them? Numerous small-group virtual sessions and telephone interviews were conducted with librarians and other persons with knowledge of LSTA-funded initiatives in Rhode Island. A focus group was conducted with consumers of the Library for the Blind and Print Disabled program. Focus groups with OLIS staff, library directors, youth services library staff and subgrantees and additional interviews provided both qualitative evidence and context that supplemented a review of agency-supplied statistical data and information and data submitted in the form of the SPRs.

Interviewees shared their knowledge of LSTA utilization, enhancing interactions and depth and quality of the conversations. Furthermore, principal investigators Martha Kyrillidou and Bill Wilson conducted both separate and joint interviews and group discussions; they shared and discussed their observations in order to develop a shared understanding of the meaning of the library experience in Rhode Island and how it was supported by OLIS with LSTA funds. Both investigators participated in many of the agency interviews, allowing for the evaluators to triangulate their interpretations and understandings during debriefs.

C-4. Discuss how OLIS will share the key findings and recommendations with others. OLIS will share key findings and recommendations with stakeholders through regular and robust channels of communication, starting with the OLIS website. OLIS also hosts regular meetings with public library directors, sends out news updates to the RI library community, and maintains several subject-specific listservs including youth and adult services. In addition, OLIS works with and will share relevant data with several library-serving organizations, such as the public, school and academic library consortia, the Rhode Island Library Association, the School Librarians of Rhode Island, and the University of Rhode Island Graduate School of Library and Information Studies.

This evaluation would be remiss if it did not acknowledge the increased funding that the state agencies have received through the Coronavirus Aid, Relief and Economic Security Act (CARES) and the American Recovery Plan Act (ARPA). OLIS, like every other state library agency, has been successful in disbursing these one-time additional sources of funding. With an at-times reduced staff working primarily off-site, they successfully disbursed relief funds that enabled Rhode Island libraries to successfully deliver a wide range of services both virtual and in-person during the unprecedented times of COVID-19.

These additional funds helped people get resources that are often not part of the regular LSTA program and their wishes regarding future funding for LSTA is influenced by the additional services they were able to offer. A recognition that library services will need to continue in both in person and virtual environments means the need for additional resources that can support these new mixed modes, physical and digital, of operating in the future.

APPENDICES

Appendix A: Acronyms

ADA - Americans with Disabilities Act
ALA - American Library Association
ALS - Academic Libraries Survey
ARPA - American Recovery Plan Act
BARD - Braille and Audio Reading Download
CARES - Coronavirus Aid, Relief and Economic Security Act
CE - Continuing Education
CoP - Community of Practice
COSLINE - Council of State Library Agencies in the Northeast
CRIARL - Consortium of Rhode Island Academic and Research Libraries
CSPL - Collaborative Summer Library Program
DPLA - Digital Public Library of America
EDI - Equity, Diversity, and Inclusion
ElSi - Elementary/Secondary Information System
FFY - Federal Fiscal Year
FTE - Full Time Equivalent
ILL - InterLibrary Loan
ILS - Integrated Library System
IMLS - Institute of Museum and Library Services
KRARI - Kids Reading Across Rhode Island
LBPD - Library for the Blind and Print Disabled
LBRI - Library Board of Rhode Island
LEA - Local Education Agencies
LOC - Library of Congress
LORI - The Library of Rhode Island
LSTA - Library Services and Technology Act
NCES - National Center for Educational Statistics
NLS - National Library Service for the Blind and Handicapped
OLIS - Office of Library and Information Services
OSL - Ocean State Libraries
PCL - Providence Community Library
PLAS - Public LIbrary Annual Survey (state survey)
PPL - Providence Public Library
PLS - Public Libraries Survey (federal survey)
RARI - Reading Across Rhode Island
RFP - Request for Proposals
RI - Rhode Island
RICAT - Rhode Island Catalog (for RILINK members)
RICBA - Rhode Island Children's Book Award

RICFB- Rhode Island Center for the Book
RILINK - Rhode Island Information Network for Kids
RISOCKS - Rhode Island Shared Overdrive Collection for Kids and Schools
SLAA - State Library Administrative Agency
SDC - State Data Coordinator
SPR - State Program Report
SRP - Summer Reading Program
SRRC - Statewide Reference Resource Center
TBL - Talking Books Library
WCAG - Web Content Accessibility Guidelines

Appendix B: Interviewees/ Focus Groups

Interviewees

1. Chaichin Chen, Resource Sharing Coordinator, OLIS
2. Jason Ackermann, Digital Resources Coordinator, OLIS
3. Pablo Morales Henry, Library Program Manager, OLIS
4. Alicia Waters, Library Services Coordinator, OLIS
5. Danielle Margarida, Youth Services Coordinator, OLIS
6. Nicolette Baffoni, Library Program Manager/LSTA Coordinator, OLIS
7. Karen Mellor, Chief of Library Services, OLIS

Focus groups

1. Talking Books Consumers (5 participants)
2. School Libraries (4 participants)
3. Youth Service Librarians (7 participants)
4. Subgrantees (5 participants)
5. Public Library Directors (5 participants)

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

- SPR data (FFY 2018-2020)
- Stats Over Time (FY 2018 - 2020)
- Agency website and social media

Federal Government Publications

Federal Agency Data Sources

- Institute of Museum and Library Services, State Program Report (SPR) report
- Institute of Museum and Library Services, Public Library Statistics
- Institute of Museum and Library Services, State Profiles
- Institute of Museum and Library Services "Grants to States" Conference
- Institute of Museum and Library Services, State Library Administrative Agency Survey
- National Center for Education Statistics, Academic Libraries
- National Center for Education Statistics, Elementary and Secondary Information System
- United States Census Bureau, Decennial Census (April 1, 2020)

Evaluation Resources and COVID-19

- OECD/DAC and IEO/UNDP (2020) *Guidance Note: Good practices during COVID-19.*
- UNICEF Evaluation Office (2020) *Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis.*
- WFP Office of Evaluation (2020) *Technical Note for Planning and Conducting Evaluations During COVID-19.*
- UNFPA Evaluation Office (2020) *Adapting evaluations to the COVID-19 pandemic.*
- UNDP Independent Evaluation Office (2020) *Event planning and implementation during COVID-19.*
- ILO Evaluation Office (2020) *Implications of COVID-19 on evaluations in the ILO.*
- FAO Office of Evaluations (2020) *Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-19 crisis and restrictions.*

Other Resources

- Ethel Himmel and William J. Wilson. The Functions and Roles of State Library Agencies. American Library Association, Chicago, 2000.
- The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. (2021). The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic. Washington, DC: The Institute.

- The Institute of Museum and Library Services. 2021. Understanding the Social Wellbeing Impacts of the Nation's Libraries and Museums. 2021 Report. Washington DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: Institute of Museum and Library Services.
- Measures that Matter: Workforce Development Literature Review, January 12, 2021.
- Pelczar, M., Frehill, L. M., Nielsen, E, Kaiser, A., Hudson, J., & Wan, T. (2021). Characteristics of Public Libraries in the United States: Results from the FY 2019 Public Libraries Survey. Institute of Museum and Library Services: Washington, D.C. Results from the SDC E-Resources Survey (received January 2022).
- Sarah Mervosh, "The pandemic hurt these students the most." In print "Pandemic widened U.S. Educational Gap into a Gulf, Research Suggests." *New York Times*, July 28, 2021, Section A, Page 13.
- The School Librarian Investigation: Decline or Evolution? https://libslide.org/

Appendix D: Focus Group Questions

Focus groups

General Questions

1. What stands out as being the most effective use of LSTA in Rhode Island over the last three years?
2. Are there specific examples of projects that you think were the most impactful on the lives of the citizens of Rhode Island?
3. Are there specific changes in how LSTA funds should be expended in the future? Are there new or emerging needs that are unmet that need to be addressed?

Potential Follow-up Questions

1. What type of programs work for library patrons and staff, in general?
2. What type of programs work for public library patrons, school and academic library clientele, and library staff specifically?
3. What do non-participating libraries and borderline participants need to be able to participate in, grant funded projects or statewide programs?
4. How will the library patrons and library staff be satisfied with the delivery of services?
5. What programs will result in cost savings for participating libraries?

Outcome Questions

1. Will more patrons use the library services because of the grant programs?
2. Will there be an increase in community involvement in relation to the grant programs?
3. Will customer service improve due to staff training from LSTA funded events?
4. Will the statewide programs enhance libraries' abilities to serve patrons?

Interview guidelines

1. Introductions (include that you are working for QualityMetrics, a library consulting firm headquartered in Silver Spring, Maryland, established in 2016). Ask them to tell you a bit about themselves.
2. Ask about their familiarity with the LSTA program. If they are unfamiliar you can provide some or all of the below info -
    a. *The Library Services and Technology Act's (LSTA) "Grants to States" program is the single largest source of ongoing federal funding for libraries. Many states spend funds on a combination of statewide initiatives and on subgrants awarded to individual libraries to enable them to launch innovative efforts or to extend services to populations that are difficult to reach.*
    b. *The LSTA program requires that each state conduct an evaluation of its LSTA program every five years. These evaluations are overseen by the Institute of*

Museum and Library Services but are conducted by independent evaluators. QualityMetrics was selected to conduct the state-level evaluations for nine states in the Northeast and our company is also working with more than a dozen additional states and territories. The results of our review are due to be submitted to IMLS in March of 2022.

3. FOR THOSE WHO DO NOT WORK FOR THE SLAA (who manage a project):
    a. Ask them to talk about the particular grant/s they worked with. Allow them to lead the conversation in an exploratory fashion. Ask follow up questions.
    b. Identify where there are materials or data from their projects that it would be useful for us to see.
4. FOR THOSE WHO DO NOT WORK FOR THE SLAA (high level stakeholder):
    a. Go through the plan goal by goal, remind them of the goal wording and the percent of funds the state spent on it, get their reflections on progress toward each goal.
    b. Are there any future needs we should be emphasizing in the evaluation?
5. FOR SLAA STAFF on specific projects:
    a. Ask them to talk about the particular programs they are responsible for
    b. Let them know the data available (SPR, output, etc.) and verify that there is no other data or materials they have that would be helpful to us. If they only listed outputs in the SPR outcomes data, ask about plans for outcome data in the future.
    c. What do you see as the needs moving forward for the next seven years?
6. ALL: What impact have you seen LSTA dollars have on your state?
7. ALL: Is there anything you think we should have asked that we didn't?

Appendix E: Web-Survey Instrument

Rhode Island LSTA Survey 2021

WELCOME

Every five years, the Office of Library and Information Services (OLIS), Rhode Island's state library administrative agency, is required to conduct an independent evaluation of its implementation of the Library Services and Technology Act (LSTA) "Grants to States" program as established in **OLIS' Five-Year Plan**. This evaluation must be submitted to qualify for ongoing federal funding. In Rhode Island, federal funding supports a range of programs for libraries and library staff including the salaries of OLIS staff implementing these programs.

Following close on the heels of the evaluation is the requirement for OLIS to submit a new state-level Five-Year Plan for the LSTA program. QualityMetrics, Library Consultants is assisting OLIS with the evaluation.

QualityMetrics has been gathering information and data from a number of different sources including the State Program Report (SPR) that OLIS submits annually to the Institute of Museum and Library Services (IMLS), internal statistical and narrative reports, survey data, and personal interviews with OLIS staff as well as with representatives of the library community in the state. We'd like your help in assessing the impact of the LSTA program on your library and on the people that your library serves.

You are invited to share your thoughts and ideas in a short survey that should take you no more than 15-20 minutes to complete. The first four sections ask you to look back over the last few years and to consider how specific LSTA-funded programs have benefitted libraries and library users. Next, we'd like to invite you to think about the future and to suggest new ways in which you think LSTA funds should be invested. Finally, we want to give you an opportunity to offer any other observations about Rhode Island's LSTA program (positive or negative). Thank you in advance for helping OLIS serve your community better!

Rhode Island receives approximately $1.1 million in LSTA Grants to States funding each year. LSTA funding is used to supplement state and local funds to advance library services and foster innovation in meeting the information, learning and cultural needs of Rhode Island residents through a connected and collaborative network of libraries and library staff.

The largest portion of this funding (about 59%) has been allocated to support the OLIS goal of Access, with programs such as Resource Sharing (Library of Rhode Island and LORI delivery), AskRI, the Talking Books Library, and preservation and digitization.

The second largest portion of LSTA funding (21%) supports the OLIS goal of Learning with programs such as continuing education and communities of practice for library staff, and reading programs including summer reading and Kids Reading Across Rhode Island.

The last portion of LSTA funding (20%) supports the OLIS goal of Engagement with programs such as local library development and statewide leadership, inclusion and diversity, adult education, workforce development and small business support, data and statistical analysis, and the LORI subgrant program.

GOAL I: ACCESS

OLIS' first Five-Year Plan Goal, Access, includes programs that provide access to library materials and information resources through physical and virtual spaces.

Does your library participate in or utilize the following programs within the Access goal?

	Yes, my library participates	**No, my library does not participate**	**I was not aware of the program**
Library of RI (LORI) membership	( )	( )	( )
OLIS' Interlibrary Loan Clearinghouse	( )	( )	( )
Physical delivery of materials	( )	( )	( )
AskRI resources	( )	( )	( )
Disaster preparedness	( )	( )	( )

2) Please select the level of impact these programs had on your library and on the people your library serves.

	No impact at all	**Somewhat impactful**	**Very impactful**	**Not aware / do not use**

Library of RI (LORI) membership	( )	( )	( )	( )
OLIS' Interlibrary Loan Clearinghouse	( )	( )	( )	( )
Physical delivery of materials	( )	( )	( )	( )
AskRI resources	( )	( )	( )	( )
Disaster preparedness	( )	( )	( )	( )

3) Please select the level of impact these AskRI resources had on your library and/or on the people your library serves.

	No impact at all	**Somewhat impactful**	**Very impactful**	**Not aware / do not use**
AtoZ	( )	( )	( )	( )
Auto Repair Source	( )	( )	( )	( )
Biography Reference Center	( )	( )	( )	( )
Consumer Health Complete	( )	( )	( )	( )
EBSCO	( )	( )	( )	( )
Flipster	( )	( )	( )	( )
Learning Express	( )	( )	( )	( )
Mango Languages	( )	( )	( )	( )

NoveList	( )	( )	( )	( )
Points of View	( )	( )	( )	( )
Tutor.com	( )	( )	( )	( )
Udemy	( )	( )	( )	( )
WorldBook	( )	( )	( )	( )

4) Does your library and/or staff participate in the following Talking Books services or activities?

	Yes, my library participates	**No, my libraries does not participate**	**I was not aware of the program**
Institutional Membership	( )	( )	( )
Recommending the service to patrons	( )	( )	( )
Distributing promotional materials	( )	( )	( )
Connecting with OLIS Talking Book Staff	( )	( )	( )
Attending Talking Books Library Trainings	( )	( )	( )

Please select the level of impact these services or activities had on your library and/or on the people your library serves.

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Institutional Membership	( )	( )	( )	( )
Recommending the service to patrons	( )	( )	( )	( )
Distributing promotional materials	( )	( )	( )	( )
Connecting with OLIS Talking Book Staff	( )	( )	( )	( )
Attending Talking Books Library Trainings	( )	( )	( )	( )

GOAL II: LEARNING

OLIS' second Five-Year Plan Goal, Learning, supports the continuing education of librarians, library staff and trustees and the development of statewide programming for libraries.

Have you or your library staff attended continuing education in the following areas in the last 3 years?

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply

Children's/Young Adult services training and workshops, including the Children's and Young Adult Roundtables	( )	( )	( )	( )
Adult/Information services training and workshops, including the Adult Services Roundtable	( )	( )	( )	( )
Technology training and workshops, including the Digital Innovation Roundtable	( )	( )	( )	( )
Preservation/Digitization training and workshops, including the Special Collections Roundtable	( )	( )	( )	( )

Which programs had the greatest impact on your library and on the people your library serves?

	No impact at all	**Somewhat impactful**	**Very impactful**	**Not aware / do not use**
Children's/Young Adult services training and workshops, including the Children's and Young Adult Roundtables	( )	( )	( )	( )
Adult/Information services training and workshops, including the Adult Services Roundtable	( )	( )	( )	( )

Technology training and workshops, including the Digital Innovation Roundtable	( )	( )	( )	( )
Preservation/Digitization training and workshops, including the Special Collections Roundtable	( )	( )	( )	( )

8) Does your library staff utilize the following resources and/or participate in the following activities for your summer reading program?

	Yes, my library participates	**No, my library does not participate**	**I was not aware of the program**	**Does not apply**
CSLP Manual	( )	( )	( )	( )
CSLP theme and images	( )	( )	( )	( )
CSLP Vouchers	( )	( )	( )	( )
Beanstack or other online reading tracker	( )	( )	( )	( )
Training and continuing education on Summer reading	( )	( )	( )	( )
Summer Learning Grants or Mini-Grants	( )	( )	( )	( )

Please select the level of impact these resources and activities had on your library and/or on the people your library serves.

	No impact at all	Somewhat impactful	Very impactful	Not aware/do not use
CSLP Manual	( )	( )	( )	( )
CSLP theme and images	( )	( )	( )	( )
CSLP Vouchers	( )	( )	( )	( )
Beanstack or other online reading tracker	( )	( )	( )	( )
Training and continuing education on Summer reading	( )	( )	( )	( )
Summer Learning Grants or Mini-Grants	( )	( )	( )	( )

Does your library or library staff participate in any of the following reading or book award programs? (includes participation in committees or use of materials and booklists, hosting book clubs, RICBA Voting and Rooster Games)

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
Mock Caldecott	( )	( )	( )	( )
Mock Newberry	( )	( )	( )	( )
RI Children's Book Awards	( )	( )	( )	( )

Kids Reading Across RI	( )	( )	( )	( )
Reading Across RI	( )	( )	( )	( )

11) Please select the level of impact these programs had on your library and/or on the people your library serves.

	No impact at all	**Somewhat impactful**	**Very impactful**	**Not aware/do not use**
Mock Caldecott	( )	( )	( )	( )
Mock Newberry	( )	( )	( )	( )
RI Children's Book Awards	( )	( )	( )	( )
Kids Reading Across RI	( )	( )	( )	( )
Reading Across RI	( )	( )	( )	( )

GOAL III: ENGAGEMENT

OLIS' third Five-Year Plan Goal, Engagement, empowers libraries to be incubators for economic, educational and cultural development and community discourse.

Did your library or library staff participate in or utilize the following programs within the OLIS Engagement Goal?

	Yes, my library participates	**No, my library does not participate**	**I was not aware of the program**	**Does not apply**

Local Library Development and Statewide Leadership (OLIS consulting services, OLIS statewide meetings)	( )	( )	( )	( )
Leadership and management training and workshops	( )	( )	( )	( )
Data and Statistical Analysis (public library annual survey, LORI technology survey, other surveys, data publications)	( )	( )	( )	( )
Equity Diversity and Inclusion training and program development	( )	( )	( )	( )
Adult Education, Workforce Development and Small Business Support	( )	( )	( )	( )
LORI Grant Program	( )	( )	( )	( )
COVID Response/Reopening RI Libraries (OLIS resources, meetings and pandemic response excluding CARES Act and ARPA grants)	( )	( )	( )	( )

Please select the level of impact these programs had on your library and/or on the people your library serves?

	No impact at all	**Somewhat impactful**	**Very impactful**	**Not aware/ do not use**

Local Library Development and Statewide Leadership (OLIS consulting services, OLIS statewide meetings)	( )	( )	( )	( )
Leadership and management training and workshops	( )	( )	( )	( )
Data and Statistical Analysis (public library annual survey, LORI technology survey, other surveys, data publications)	( )	( )	( )	( )
Equity Diversity and Inclusion training and program development	( )	( )	( )	( )
Adult Education, Workforce Development and Small Business Support	( )	( )	( )	( )
LORI Grant Program	( )	( )	( )	( )
COVID Response/Reopening RI Libraries (not CARES Act or ARPA Grants or programs)	( )	( )	( )	( )

Think back over the past three years. Which, if any, of the LSTA-supported programs mentioned in the previous three sections have had the greatest impact on your library and on the people your library serves? How is library service in your community better because of OLIS' investment of LSTA funds?

[free text]

LOOKING FORWARD

15) Look ahead to the next five years. Are there any changes in the way that OLIS uses LSTA funds that you think would significantly improve library services in Rhode Island? If so, what are they and why do you think that the change(s) would make a difference.

(Note that LSTA funding cannot be used for construction or renovation or for lobbying/advocacy purposes.)

[free text]

16) Please feel free to offer any additional comments about OLIS' program for use of LSTA funds in Rhode Island. What do you like or dislike about the program? What could be improved? *(Note that your responses are confidential and comments will not be identified with an individual or with a specific library.)*

[free text]

OPTIONAL DEMOGRAPHIC QUESTIONS

17) The library that I represent is:

( ) A public library

( ) A school library

( ) An academic library

( ) A special library

( ) Other (Please specify below.)

If you responded "Other" to the question above, please specify the type of library you represent in the text box provided below.

_____

18) My role in the library that I represent is:

( ) Director

( ) Manager or Department Head

( ) Youth Services Librarian

( ) Adult Services Librarian

( ) Technical Services Librarian

( ) Technology Specialist

( ) Library Trustee

( ) Other (Please specify below.)

If you responded "Other" to the question above, please specify your role in the library you represent in the text box provided below.

_____

Thank You!

Appendix F: Measuring Success Crosswalk Table

RHODE ISLAND Measuring Success Focal Areas and Intents	Talking Books Library	Library of Rhode Island	AskRI	Preservation and Digitization	Pawtucket Times Newspaper Digitization	RILINK in the Cloud	Website Accessibility ADA Compliance	Read Feed Your Mind and Your Heart	Legislator Index Digitization Pilot Project	Reading Programs	Continuing Education	Rhode Island Center for the Book	Learning Grants & Learning sub-grants	High School Library Media Production Lab	High School Library Media Production Lab	A Universe of Ideas
Lifelong Learning			**YES**							**YES**			**YES**	**YES**	**YES**	
Improve users' formal education			YES							YES			YES	YES		
Improve users' general knowledge and skills			YES												YES	
Information Access	**YES**	**YES**	**YES**	**YES**	**YES**			**YES**	**YES**							**YES**
Improve users' ability to discover information resources		YES	YES	YES	YES				YES							
Improve users' ability to obtain and/or use information resources	YES	YES	YES	YES				YES								YES
Institutional Capacity				**YES**		**YES**	**YES**			**YES**	**YES**					
Improve the library workforce										YES	YES					
Improve the library's physical and technological infrastructure							YES									
Improve library operations				YES		YES										
Economic & Employment Development			**YES**													
Improve users' ability to use resources and apply information for employment support			YES													
Improve users' ability to use and apply business resources																
Human Resources																
Improve users' ability to apply information that furthers their personal, family or household finances																
Improve users' ability to apply information that furthers their personal or family health & wellness																
Improve users' ability to apply information that furthers their parenting and family skills																
Civic Engagement			**YES**									**YES**				
Improve users' ability to participate in their community			YES									YES				
Improve users' ability to participate in community conversations around topics of concern												YES				

RHODE ISLAND
Measuring Success Focal Areas and Intents

	Library Development and Leadership	Data and Research	Inclusion and Diversity	Conectando Nuestra Gente	Everyplace Makerspace	Strengthening and Protecting Library Networks	PPL Library Garden Exchange	East Bay and West Bay Recording Studios	Library on the Move-The Next Chapter	Kitchen Inspiration	Indigenous Voices Anthology & Fellowship	Any Place Office Space	V-Lab	Coventry Mobile Library	Tabletop Role-Playing Games Collection and Outreach
Lifelong Learning	**YES**				**YES**			**YES**			**YES**		**YES**		
Improve users' formal education															
Improve users' general knowledge and skills	YES				YES			YES			YES		YES		
Information Access									**YES**					**YES**	
Improve users' ability to discover information resources															
Improve users' ability to obtain and/or use information resources									YES					YES	
Institutional Capacity	**YES**	**YES**	**YES**			**YES**	**YES**					**YES**			
Improve the library workforce	YES		YES												
Improve the library's physical and technological infrastructure						YES									
Improve library operations	YES	YES					YES					YES			
Economic & Employment Development															
Improve users' ability to use resources and apply information for employment support															
Improve users' ability to use and apply business resources															
Human Resources							**YES**			**YES**					
Improve users' ability to apply information that furthers their personal, family or household finances															
Improve users' ability to apply information that furthers their personal or family health & wellness							YES			YES					
Improve users' ability to apply information that furthers their parenting and family skills															
Civic Engagement			**YES**	**YES**											**YES**
Improve users' ability to participate in their community				YES											YES
Improve users' ability to participate in community conversations around topics of concern			YES												

Appendix G: Targeted Audiences Crosswalk Table

RHODE ISLAND
Target Population Served

	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Individuals with Limited Functional Literacy or Information Skills	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
	YES											
Talking Books Library	YES					YES			YES	YES	YES	YES
Library of Rhode Island	YES											
AskRI			YES	YES	YES		YES			YES	YES	YES
Preservation and Digitization	YES											
Pawtucket Times Newspaper Digitizatior												
RILINK in the Cloud	YES											
Website Accessibility ADA Compliance	YES											
Read Feed Your Mind and Your Heart							YES		YES	YES		
Legislator Index Digitization Pilot Project												
Reading Programs	YES									YES		
Continuing Education	YES											
Rhode Island Center for the Book										YES	YES	YES
Learning Grants	YES	YES						YES		YES		
High School Library Media Production La										YES	YES	
Blast Off with 3D Pen Creativity								YES	YES	YES		
A Universe of Ideas		YES		YES			YES	YES		YES		
Library Development and Leadership	YES											
Data and Research	YES											
Inclusion and Diversity	YES		YES				YES			YES	YES	YES
Conectando Nuestra Gente				YES	YES				YES	YES	YES	YES
Everyplace Makerspace		YES		YES					YES	YES		
Strengthening and Protecting Library Ne	YES		YES				YES			YES	YES	YES
PPL Library Garden Exchange					YES				YES	YES	YES	YES
East Bay and West Bay Recording Studio												
Library on the Move-The Next Chapter				YES					YES	YES	YES	YES
Kitchen Inspiration									YES	YES	YES	YES
Indigenous Voices Anthology & Fellowsh				YES						YES	YES	
Any Place Office Space												
V-Lab												
Coventry Mobile Library						YES			YES	YES	YES	YES
Tabletop Role-Playing Games Collection					YES	YES				YES	YES	YES

Appendix H: Expenditure Tables

RHODE ISLAND LSTA PROJECT EXPENDITURE SUMMARY

	State Goal Short	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Goal 1	Access	**Talking Books Library**	X	X	X	$ 231,926.44	$ 297,439.98	$ 204,456.58	$ 733,823.00	37.91%	21.79%
		Library of Rhode Island	X	X	X	$ 199,927.16	$ 193,528.62	$ 212,663.25	$ 606,119.03	31.32%	18.00%
		AskRI	X	X	X	$ 129,246.26	$ 132,614.00	$ 6,151.49	$ 268,011.75	13.85%	7.96%
		Preservation and Digitization	X	X	X	$ 8,981.49	$ 4,194.85	$ 173,533.82	$ 186,710.16	9.65%	5.54%
		Pawtucket Times Newspaper Digitization	X			$ 49,755.00	$ -	$ -	$ 49,755.00	2.57%	1.48%
		RILINK in the Cloud			X	$ -	$ -	$ 49,224.00	$ 49,224.00	2.54%	1.46%
		Website Accessibility ADA Compliance			X	$ -	$ -	$ 19,643.00	$ 19,643.00	1.01%	0.58%
		Read Feed Your Mind and Your Heart	X			$ 11,950.00	$ -	$ -	$ 11,950.00	0.62%	0.35%
		Legislator Index Digitization Pilot Project	X			$ 10,212.61	$ -	$ -	$ 10,212.61	0.53%	0.30%
		GOAL SUBTOTAL				**$ 641,998.96**	**$ 627,777.45**	**$ 665,672.14**	**$ 1,935,448.55**	**100.00%**	**57.47%**
Goal 2	Learning	**Reading Programs**	X	X	X	$ 82,680.56	$ 90,205.92	$ 84,948.91	$ 257,835.39	41.96%	7.66%
		Continuing Education	X	X	X	$ 106,265.87	$ 83,204.02	$ 40,759.36	$ 230,229.25	37.46%	6.84%
		Rhode Island Center for the Book	X	X	X	$ 15,000.00	$ 20,000.00	$ 42,180.00	$ 77,180.00	12.56%	2.29%
		Learning Grants	X	X		$ 7,940.83	$ 17,464.80	$ -	$ 25,405.63	4.13%	0.75%
		High School Library Media Production Lab	X			$ 10,456.83	$ -	$ -	$ 10,456.83	1.70%	0.31%
		Blast Off with 3D Pen Creativity	X			$ 7,911.96	$ -	$ -	$ 7,911.96	1.29%	0.23%
		A Universe of Ideas	X			$ 5,518.10	$ -	$ -	$ 5,518.10	0.90%	0.16%
		GOAL SUBTOTAL				**$ 235,774.15**	**$ 210,874.74**	**$ 167,888.27**	**$ 614,537.16**	**100.00%**	**18.25%**
Goal 3	Engagement	**Library Development and Leadership**	X	X	X	$ 73,272.44	$ 108,705.47	$ 125,069.84	$ 307,047.75	39.45%	9.12%
		Data and Research	X	X	X	$ 18,731.26	$ 50,447.06	$ 64,641.46	$ 133,819.78	17.19%	3.97%
		Inclusion and Diversity	X	X	X	$ 21,672.67	$ 40,692.95	$ 34,749.00	$ 97,114.62	12.48%	2.88%
		Conectando Nuestra Gente			X			$ 48,200.00	$ 48,200.00	6.19%	1.43%
		Everyplace Makerspace	X			$ 45,300.00	$ -	$ -	$ 45,300.00	5.82%	1.35%
		Strengthening and Protecting Library Networks		X		$ -	$ 29,817.00		$ 29,817.00	3.83%	0.89%
		PPL Library Garden Exchange			X			$ 24,500.00	$ 24,500.00	3.15%	0.73%
		East Bay and West Bay Recording Studios			X			$ 17,577.17	$ 17,577.17	2.26%	0.52%
		Library on the Move-The Next Chapter	X			$ 13,998.67	$ -	$ -	$ 13,998.67	1.80%	0.42%
		Kitchen Inspiration			X			$ 12,206.00	$ 12,206.00	1.57%	0.36%
		Indigenous Voices Anthology & Fellowship			X			$ 11,500.00	$ 11,500.00	1.48%	0.34%
		Any Place Office Space			X			$ 11,270.60	$ 11,270.60	1.45%	0.33%
		V-Lab	X			$ 10,000.00	$ -	$ -	$ 10,000.00	1.28%	0.30%
		Coventry Mobile Library			X			$ 10,000.00	$ 10,000.00	1.28%	0.30%
		Tabletop Role-Playing Games Collection and Outreach	X			$ 6,000.00	$ -	$ -	$ 6,000.00	0.77%	0.18%
		GOAL SUBTOTAL				**$ 188,975.04**	**$ 229,662.48**	**$ 359,714.07**	**$ 778,351.59**	**100.00%**	**23.11%**
		LSTA PROGRAM ADMINISTRATION				**$ 15,445.85**	**$ 18,598.33**	**$ 5,398.52**	**$ 39,442.70**	**100.00%**	**1.17%**
		GRAND TOTAL				**$ 1,082,194.00**	**$ 1,086,913.00**	**$ 1,198,673.00**	**$ 3,367,780.00**	**100.00%**	**100.00%**
		ALLOCATION				$ 1,082,194.00	$ 1,086,913.00	$ 1,198,673.00	$ 3,367,780.00		

Appendix I: Web-Survey Report

Findings

The survey received 83 responses, 43 of which were complete and 40 of which were partial. As shown in Figure 1, 54.8% (23) of respondents work in public libraries and 45.2% (19) work in school libraries. 58.1% of respondents (25) are public library directors, 11.6% (5) are managers or department heads within public libraries, and 9.3% (4) of respondents are Youth Services Librarians. 20.9% of respondents (9) indicated “other” which includes school librarians, a teacher, and a library media specialist aka school librarian. Figure 2 shows the overall breakdown of job roles.

Figure 1. The type of library in which respondents work

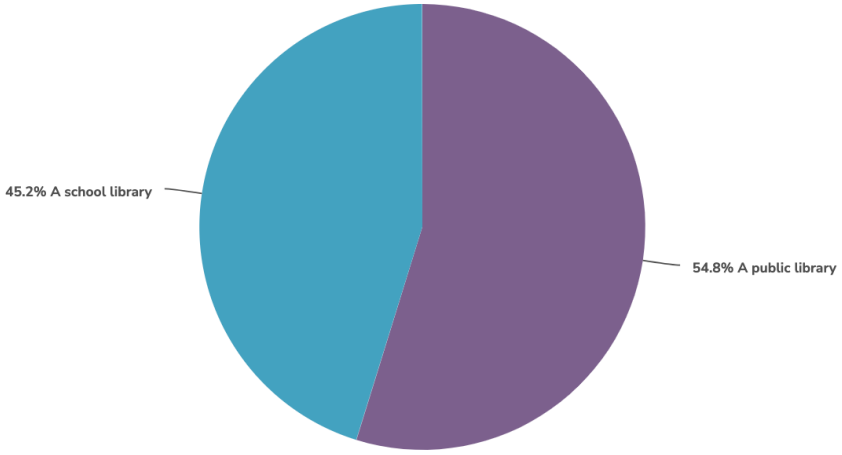
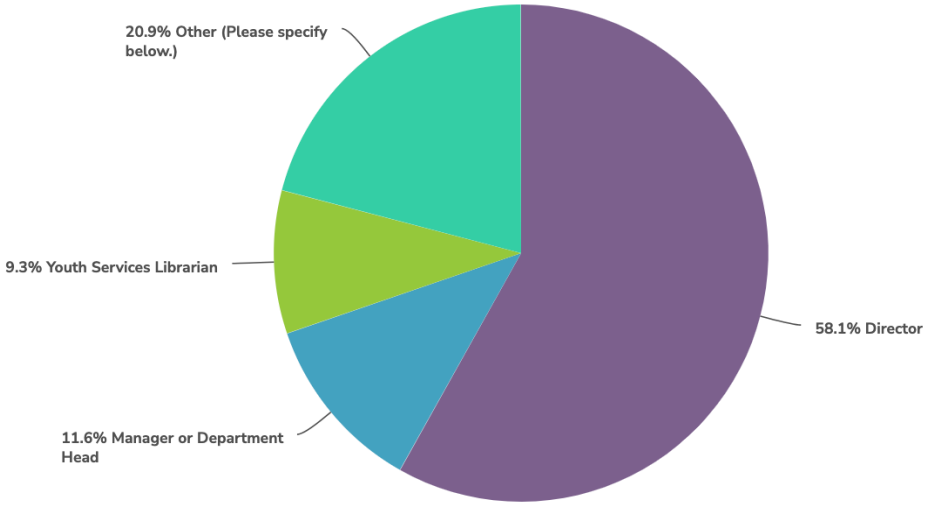


Figure 2. Role of respondent within their library



Respondents were asked to indicate if their library participates/utilizes programs within the Access goal from a provided list. Five programs were listed and respondents were asked to

indicate “yes, my library participates”, “no, my library does not participate”, or “I was not aware of the program”. This question received 58 responses. The program with the highest percentage of respondents indicating that their library does not participate in Disaster preparedness (which is not a service offered to school librarians) with 12 respondents (21.4%). Library of RI membership, Physical delivery of materials, and AskRI resources were marked with high participation rates above 94% by respondents. Figure 3 shows the breakdown of responses in each program.

Respondents were then asked to rate the level of impact that the five listed programs had on their library and patrons. Respondents were asked to choose from four ratings including no impact at all, somewhat impactful, very impactful, and not aware/do not use. 91.2% (52) of respondents indicated that physical delivery of materials was the most impactful program for their library and patrons. Figure 4 shows the breakdown of responses for this question.

Figure 3. Library program participation within the Access goal.

	Yes, my library participates	No, my library does not participate	I was not aware of the program
Library of RI (LORI) membership Count Row %	55 94.8%	2 3.4%	1 1.7%
OLIS' Interlibrary Loan Clearinghouse Count Row %	46 83.6%	7 12.7%	2 3.6%
Physical delivery of materials Count Row %	55 94.8%	3 5.2%	0 0.0%
AskRI resources Count Row %	56 100.0%	0 0.0%	0 0.0%
Disaster preparedness Count Row %	33 58.9%	12 21.4%	11 19.6%

Figure 4. Program impact.

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Library of RI (LORI) membership Count Row %	0 0.0%	8 14.0%	47 82.5%	2 3.5%
OLIS' Interlibrary Loan Clearinghouse Count Row %	1 1.8%	12 21.4%	34 60.7%	9 16.1%
Physical delivery of materials Count Row %	0 0.0%	2 3.5%	52 91.2%	3 5.3%
AskRI resources Count Row %	0 0.0%	15 25.9%	41 70.7%	2 3.4%
Disaster preparedness Count Row %	4 7.0%	21 36.8%	10 17.5%	22 38.6%

The third survey question asked respondents to select the level of impact that thirteen AskRI resources had on their library and patrons. Participants were asked to select one of four ratings including no impact at all, somewhat impactful, very impactful, and not aware/do not use. This question received 54 total responses. The most impactful resource indicated by respondents was EBSCO with 60.4% of respondents (32) selecting “very impactful”. The Auto Repair Resource was indicated as the least impactful from respondents with 23.1% of respondents (12) selecting “no impact at all”. A deeper breakdown of rating showing all thirteen resources can be found below in figure 5.

Figure 5. Impact of AskRI resources.

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
AtoZ				
Count	7	27	8	12
Row %	13.0%	50.0%	14.8%	22.2%
Auto Repair Source				
Count	12	24	3	13
Row %	23.1%	46.2%	5.8%	25.0%
Biography Reference Center				
Count	6	26	15	7
Row %	11.1%	48.1%	27.8%	13.0%
Consumer Health Complete				
Count	9	28	7	9
Row %	17.0%	52.8%	13.2%	17.0%
EBSCO				
Count	3	15	32	3
Row %	5.7%	28.3%	60.4%	5.7%
Flipster				
Count	6	22	19	6
Row %	11.3%	41.5%	35.8%	11.3%
Learning Express				
Count	6	23	13	10
Row %	11.5%	44.2%	25.0%	19.2%
Mango Languages				
Count	3	22	19	8
Row %	5.8%	42.3%	36.5%	15.4%
NoveList				
Count	1	19	30	4
Row %	1.9%	35.2%	55.6%	7.4%
Points of View				
Count	6	22	16	7
Row %	11.8%	43.1%	31.4%	13.7%
Tutor.com				
Count	5	20	21	7
Row %	9.4%	37.7%	39.6%	13.2%
Udemy				
Count	7	20	12	12
Row %	13.7%	39.2%	23.5%	23.5%
WorldBook				
Count	5	19	26	4
Row %	9.3%	35.2%	48.1%	7.4%

Survey respondents were then asked whether their library and/or staff participate in Talking Books services or activities. Participants were given a list of five services/activities to indicate participation in. Respondents were asked to select whether their library participates, does not participate, or if they were unaware of the program. This question received 56 responses. Figure 6 below shows a breakdown of responses.

Respondents were then asked to rate the level of impact that the Talking Books services/activities had on their libraries and patrons. This question received 54 responses. Respondents were asked to select whether the program had no impact at all, was somewhat impactful, very impactful, or if they were not aware / did not use the program. Most respondents indicated that they were not aware or did not use all five of the services provided. Figure 7 shows the complete breakdown of ratings.

Figure 6. Participation in Talking Books services/activities.

	Yes, my library participates	No, my libraries does not participate	I was not aware of the program
Institutional Membership Count Row %	13 23.2%	32 57.1%	11 19.6%
Recommending the service to patrons Count Row %	21 39.6%	26 49.1%	6 11.3%
Distributing promotional materials Count Row %	17 32.7%	29 55.8%	6 11.5%
Connecting with OLIS Talking Book Staff Count Row %	12 23.5%	31 60.8%	8 15.7%
Attending Talking Books Library Trainings Count Row %	9 17.3%	34 65.4%	9 17.3%

Figure 7. Impact of Talking Books services/activities.

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Institutional Membership Count Row %	5 9.3%	9 16.7%	7 13.0%	33 61.1%
Recommending the service to patrons Count Row %	3 5.7%	13 24.5%	12 22.6%	25 47.2%
Distributing promotional materials Count Row %	7 13.5%	11 21.2%	9 17.3%	25 48.1%
Connecting with OLIS Talking Book Staff Count Row %	10 19.6%	5 9.8%	6 11.8%	30 58.8%
Attending Talking Books Library Trainings Count Row %	10 19.2%	2 3.8%	6 11.5%	34 65.4%

The sixth question for respondents asked whether directors or their library staff had attended continuing education in a provided list of areas in the last three years. Respondents were provided with four areas of continuing education. This question received 49 responses. Respondents were asked to indicate whether their library participates, does not participate, they were unaware of the program, or it does not apply. 46.9% of respondents (23) indicated that their library does not participate in continuing education in preservation/digitization training and workshops. 71.4% of respondents (35) indicated that their library participates in continuing education for Children's/Young Adult services training and workshops. Figure 8 shows the complete breakdown of responses and ratings.

Respondents were then asked to rate these programs on their impact on their library and the patrons they serve. The program with the most ratings as "very impactful" was the Children's/Young Adult services training and workshops with 51.0% of respondents selecting this rating. 70.8% of respondents rated the Preservation/Digitization training and workshops program as "not aware or did not use". Figure 9 shows a breakdown of responses for this question.

Figure 8. Continuing Education for library directors and staff.

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
Children's/Young Adult services training and workshops, including the Children's and Young Adult Roundtables Count Row %	35 71.4%	10 20.4%	3 6.1%	1 2.0%
Adult/Information services training and workshops, including the Adult Services Roundtable Count Row %	28 57.1%	7 14.3%	1 2.0%	13 26.5%
Technology training and workshops, including the Digital Innovation Roundtable Count Row %	26 53.1%	14 28.6%	3 6.1%	6 12.2%
Preservation/Digitization training and workshops, including the Special Collections Roundtable Count Row %	9 18.4%	23 46.9%	4 8.2%	13 26.5%

Figure 9. Continuing Education program impact.

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Children's/Young Adult services training and workshops, including the Children's and Young Adult Roundtables Count Row %	3 6.1%	10 20.4%	25 51.0%	11 22.4%
Adult/Information services training and workshops, including the Adult Services Roundtable Count Row %	1 2.1%	13 27.1%	15 31.3%	19 39.6%
Technology training and workshops, including the Digital Innovation Roundtable Count Row %	4 8.2%	10 20.4%	16 32.7%	19 38.8%
Preservation/Digitization training and workshops, including the Special Collections Roundtable Count Row %	5 10.4%	8 16.7%	1 2.1%	34 70.8%

Summer Reading Program

Question eight asked respondents to indicate whether their library staff utilizes resources/activities from a provided list for their summer reading program. Six summer reading program resources and activities were listed for respondents to indicate whether their library participates, does not participate, they were not aware of the program, or the program does not apply. The question received a total of 49 responses. The two resources/activities with the highest indication that their library participates are the CSLP theme and Images and training and continuing education on summer reading, both with 57.1% of respondents (28) indicating that yes, their library participates. A complete breakdown of ratings for this question is shown in figure 10 below.

Figure 10. Participation and utilization of Summer Reading Program resources/activities.

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
CSLP Manual Count Row %	25 52.1%	7 14.6%	5 10.4%	11 22.9%
CSLP theme and images Count Row %	28 57.1%	7 14.3%	4 8.2%	10 20.4%
CSLP Vouchers Count Row %	24 50.0%	9 18.8%	5 10.4%	10 20.8%
Beanstack or other online reading tracker Count Row %	24 49.0%	12 24.5%	2 4.1%	11 22.4%
Training and continuing education on Summer reading Count Row %	28 57.1%	9 18.4%	3 6.1%	9 18.4%
Summer Learning Grants or Mini-Grants Count Row %	24 49.0%	11 22.4%	3 6.1%	11 22.4%

Respondents were then asked to select the level of impact that the provided resources and activities had on their library and patrons. 44.9% of survey respondents indicated that Summer Learning Grants or mini-grants were the most impactful to their library and patrons. Figure 11 shows the complete breakdown of responses.

Figure 11. Impact of Summer Reading Program resources/activities.

	No impact at all	Somewhat impactful	Very impactful	Not aware/do not use
CSLP Manual Count Row %	4 8.2%	17 34.7%	8 16.3%	20 40.8%
CSLP theme and images Count Row %	2 4.1%	14 28.6%	15 30.6%	18 36.7%
CSLP Vouchers Count Row %	2 4.2%	12 25.0%	13 27.1%	21 43.8%
Beanstack or other online reading tracker Count Row %	5 10.2%	6 12.2%	17 34.7%	21 42.9%
Training and continuing education on Summer reading Count Row %	3 6.1%	11 22.4%	16 32.7%	19 38.8%
Summer Learning Grants or Mini-Grants Count Row %	3 6.1%	2 4.1%	22 44.9%	22 44.9%

Reading and Book Award Programs

Respondents were asked to indicate whether their library and/or staff members participated in reading or book award programs. The question provided a list of five programs and respondents had to choose whether their library participates, does not participate, they were not aware of the program, or it does not apply to their library. No respondent indicated that they were unaware of any of the provided programs. The program with the highest participation rate is the RI Children's Book Awards, 73.5% of respondents indicated that their library participates. Further responses can be found in figure 12 below.

Figure 12. Participation in reading/book award programs.

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
Mock Caldecott Count Row %	10 20.4%	36 73.5%	0 0.0%	3 6.1%
Mock Newberry Count Row %	9 18.8%	35 72.9%	0 0.0%	4 8.3%
RI Children's Book Awards Count Row %	36 73.5%	11 22.4%	0 0.0%	2 4.1%
Kids Reading Across RI Count Row %	34 69.4%	14 28.6%	0 0.0%	1 2.0%
Reading Across RI Count Row %	31 64.6%	10 20.8%	0 0.0%	7 14.6%

Figure 13 outlines the impact of the reading and book awards programs listed in the survey. This question received 49 responses. Respondents were asked to rank the impact of these programs with either not impactful, somewhat impactful, very impactful, or not aware/do not use. 57.1% of respondents (28) indicated that they were not aware or did not use the Mock Newberry program in their libraries. 55.1% of

respondents (27) indicated that they were not aware or did not use the Mock Caldecott program in their libraries.

Figure 13. Impact of reading and book awards programs.

	No impact at all	Somewhat impactful	Very impactful	Not aware/do not use
Mock Caldecott				
Count	10	9	3	27
Row %	20.4%	18.4%	6.1%	55.1%
Mock Newberry				
Count	10	8	3	28
Row %	20.4%	16.3%	6.1%	57.1%
RI Children's Book Awards				
Count	2	15	25	7
Row %	4.1%	30.6%	51.0%	14.3%
Kids Reading Across RI				
Count	3	19	16	11
Row %	6.1%	38.8%	32.7%	22.4%
Reading Across RI				
Count	2	21	13	13
Row %	4.1%	42.9%	26.5%	26.5%

Programs utilized in OLIS Engagement Goal

Respondents were next asked whether their libraries or library staff participates in/utilizes certain programs within the OLIS Engagement Goal. Respondents were provided a list of seven programs. This question received a total of 46 responses. 78.3% of respondents (36) indicated that their library utilizes Data and Statistical Analysis (public library annual survey, LORI technology survey, and data publications). 37% of respondents (17) indicated that their library does not participate in Equity Diversity and Inclusion training and program development, while 47.8% of respondents (22) indicated that their library does participate in DEI training. Figure 14 below shows the comprehensive list of programs and their responses.

Figure 14. Program utilization within OLIS Engagement Goal.

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
Local Library Development and Statewide Leadership (OLIS consulting services, OLIS statewide meetings) Count Row %	29 63.0%	9 19.6%	2 4.3%	6 13.0%
Leadership and management training and workshops Count Row %	27 58.7%	11 23.9%	1 2.2%	7 15.2%
Data and Statistical Analysis (public library annual survey, LORI technology survey, other surveys, data publications) Count Row %	36 78.3%	4 8.7%	2 4.3%	4 8.7%
Equity Diversity and Inclusion training and program development Count Row %	22 47.8%	17 37.0%	3 6.5%	4 8.7%
Adult Education, Workforce Development and Small Business Support Count Row %	17 37.0%	17 37.0%	1 2.2%	11 23.9%
LORI Grant Program Count Row %	26 57.8%	11 24.4%	5 11.1%	3 6.7%
COVID Response/Reopening RI Libraries (OLIS resources, meetings and pandemic response excluding CARES Act and ARPA grants) Count Row %	30 65.2%	7 15.2%	2 4.3%	7 15.2%

Respondents were then asked to indicate the level of impact that the programs have had on their libraries and the patrons they serve. This question received 46 total responses. 60.9% of respondents (28) indicated that the COVID Response/Reopening RI Libraries program was the most impactful to their library/patrons. 50% of respondents (23) indicated that they were not aware or did not use the Adult Education, Workforce Development and Small Business Support programs. A further breakdown of program impact can be found below in figure 15.

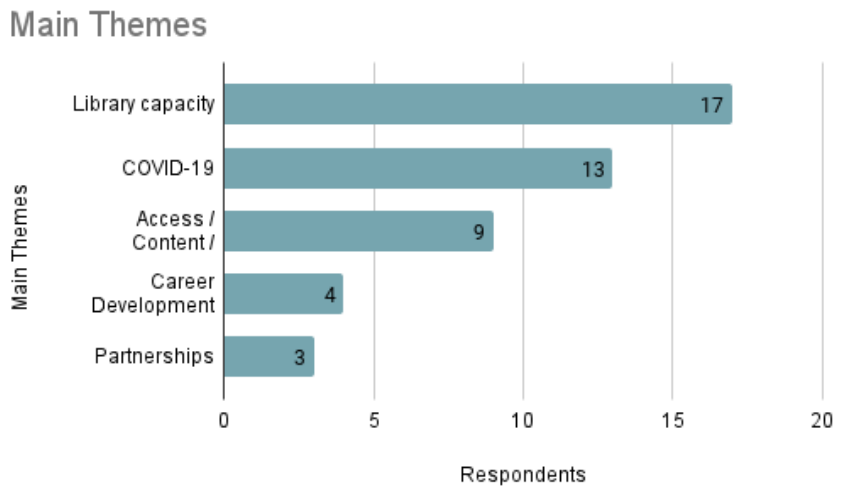
Figure 15. Program Impact.

	No impact at all	Somewhat impactful	Very impactful	Not aware/do not use
Local Library Development and Statewide Leadership (OLIS consulting services, OLIS statewide meetings) Count Row %	1 2.2%	12 26.7%	18 40.0%	14 31.1%
Leadership and management training and workshops Count Row %	5 10.9%	10 21.7%	16 34.8%	15 32.6%
Data and Statistical Analysis (public library annual survey, LORI technology survey, other surveys, data publications) Count Row %	3 6.5%	12 26.1%	23 50.0%	8 17.4%
Equity Diversity and Inclusion training and program development Count Row %	6 13.0%	11 23.9%	12 26.1%	17 37.0%
Adult Education, Workforce Development and Small Business Support Count Row %	6 13.0%	13 28.3%	4 8.7%	23 50.0%
LORI Grant Program Count Row %	3 6.5%	4 8.7%	22 47.8%	17 37.0%
COVID Response/Reopening RI Libraries (not CARES Act or ARPA Grants or programs) Count Row %	1 2.2%	3 6.5%	28 60.9%	14 30.4%

Looking Back

The first question asked respondents to think back over the past three years and discuss which of four LSTA-supported programs had the greatest impact on the library and the people the library serves. The most prominent main themes discussed in the responses include library capacity, COVID-19, and access/content/databases. Figure 16 below shows the number of mentions for each theme.

Figure 16. Main themes discussed by respondents.



There were several specific programs mentioned to have significant impact on libraries and their patrons by respondents. This question received 33 total responses. 27.3% of respondents (9) indicated that the delivery service and the InterLibrary Loan program was the most impactful for their library, 27.3% of respondents (9) also indicated that the COVID-19 response was the most impactful to their libraries and patrons in the last three years. Below are specific comments from respondents regarding these programs.

> *Delivery service and inter library loan is huge for patrons. Support for children's programming and any related grants are great. (Arpa grants were very helpful)*
>
> *COVID Response was very helpful in getting our library open again.*
>
> *My school's participation in interlibrary loan through OLIS is a great service for my students and teachers, providing access to resources I don't own. My students and teachers use databases provided through AskRI, specifically World Book Online and Tutor.com.*
>
> *Interlibrary Loan has had the greatest impact. Even though my school is considered a "net lender", I am still able to provide resources to my patrons.*
>
> *Delivery of physical materials significantly helps expand access to materials for our patrons.*
>
> *OLIS's leadership in COVID response was instrumental in our library's ability to offer services during the pandemic. We rely on data collected by OLIS to inform our policy making decisions. LORI delivery is absolutely essential to our existence and operation as a public library, and AskRI databases greatly enhance our service to the public. We truly would be a shadow of what we are without OLIS's support and our community would lose a tremendous amount of access to information resources.*
>
> *The role OLIS played in COVID Response/Reopening RI Libraries was especially helpful. The information provided on the OLIS website was always accessible and updated. It served as a good roadmap to navigate the challenges and advisories.*

During COVID the meetings with OSL and OLIS were very necessary. The COVID grants also helped a lot. The data/statistical trainings are also really useful. Programming meetings are also very useful for sharing ideas for all age levels.

The information compiled during the COVID response/reopening time period was very helpful for planning our library response. It saved the staff a lot of time and energy because the information was compiled in one place. The staff have benefitted from the trainings offered. I depend on the annual survey statistics data in my dealings with the board and community.

The COVID trainings helped us navigate through an unknown time. Without the aid, I feel that many libraries would have floundered without guidance.

COVID Response/Reopening RI Libraries was a lifeline in the first year of COVID. This information allowed us to keep our libraries safe and was critical in reopening.

COVID Response/Reopening RI Libraries (not CARES Act or ARPA Grants or programs) has been the most impactful, i.e. funding & education for the community itself.

Looking Forward

Respondents were asked to think ahead to the years covered by the upcoming Five-Year Plan (fiscal years 2023 - 2027) and discuss changes in the way that LSTA dollars are invested that would significantly improve library services. Recommended changes mentioned more than once include additional and continued funding for professional development (mentioned 6 times), a collaboration between schools and public libraries (mentioned 4 times), and continuation of grant funding (mentioned twice).

Additional recommendations include:

- Collaborative meetings between OLS and OLIS
- Additional database funding
- Small library support
- Increase staff support for OLIS's Learning Center
- Complete ebook platform
- Workshops on digital preservation

Specific comments from respondents are below.

Maybe strengthening the connection between school libraries and public libraries. It's one thing to talk about the public library and other libraries middle school students may use later in their lives (academic)--it's another thing to SHOW them. Many families sadly do not use public libraries. I wonder if state-run field trips from the RI public schools to public libraries would be valuable and manageable? Especially around summer reading time--End of May and June?

I think something should be done about the inequities between the various public libraries. There is a huge disparity in salaries, working conditions and local funding. It would be nice if smaller/underfunded libraries could get more $ based on need and use it towards operational

funding or at least earmarked for collection development, technology upgrades, hiring program facilitators etc.

I believe that more opportunities for public and school libraries to connect would be useful. Summer reading is sometimes done in conjunction with schools in the public libraries but not all districts participate.

The talking books program has seemed challenging to utilize with students. My school district uses www.learningally.org. Is there any possibility of exploring the Talking Books program from a school use perspective?

I should have also mentioned how much we rely on the resources provided through AskRI.org! Please continue providing these important resources to the people of Rhode Island. I have felt so proud of the work and discussion around Jason Reynolds's Stamped book last year. It is pushing the needle forward and kids love having conversations together. During our student- only Stamped book club last year a student said, "This has been life- changing." Wow!

As more library patrons turn to digital resources, it would be helpful to use LSTA funds to support a full ebook platform, including e-audio books. LSTA funding for digital books would help alleviate the financial strain on individual libraries. The positive impact of digital books is that there are no overdue materials, fines, lost book charges, or delivery fees incurred.

More attention may need to be paid to small libraries who do not have the same technology needs as larger, more urban libraries.

Trainings to create a path for those who do not have an MLIS to work at higher levels in the library. Promotion and marketing of library services to the general public. Recruit and provide support for BIPOC and LGBTQ in the profession to create a staff that is more representative of the communities we serve. Provide funds for librarians to attend regional and national level conferences. This is needed because many of the librarians in our state are behind the curve in what a modern library is. More CE for leadership and management development.

I would like to see more training and workshops on digital preservation. I would also like to see more workshops on how to promote library services and databases. And/or a coordinated advertising campaign by OLIS promoting Askri databases and other services. I recently learned that remote access to Ancestry will cease at the end of the year. This is a very popular database with our patrons and would like to see it continue to be available remotely from home if at all possible.

Additional Comments

I'm not sure if this is pertinent, but I find that the reporting requirements for summer reading are onerous and challenging. If we could streamline the whole summer reading program, that would be a tremendous help to our library during the busy summer months. I don't have any comments otherwise.

I have appreciated the breadth of programs offered as well as the dedication of the OLIS staff to help library directors and all library workers navigate forward thinking services. The update to the

annual report has made the process more relevant. The statistical reports that can be generated are comprehensive, making them very useful for planning.

Once a year or at a director's meeting we should have a complete overview of everything available to use from OLIS. I know the website has information, but I think an in-person or virtual mention of this would help us promote programs available to our staff and patrons.

Sometimes the window to apply for grants is too short. I think this favors larger libraries who have staff available to work on grants. It's not fair for medium and small libraries who may not have staff and may be left out because of a short application window. This may not be the place for this observation, but I've worked in medium and small and poor libraries in RI and CT and in both the funding provided for by grant-in-aid formulas are dated and unfair. The formulas favor the larger libraries and the richest communities. Libraries are supposed to help everyone. When way more funding is funneled to the richest communities because those communities are able to support their libraries to a greater extent because their communities are richer, larger, or have a larger tax base, the library world is definitely not supporting diversity, equity and inclusion. We are actually giving more to the rich and leaving the poorer and smaller libraries and their patrons further and further behind. The Library Board of RI looked at this issue around 5 years ago after the League of Women's Voters conducted a study and brought the issue to them. They put a small bandage on the issue. In RI if a library is lucky enough to have an endowment fund they get more state in aid funding. This is ridiculous to me. In CT when I was there funding was partially based on how much ILL you did. Of course a big library with many more holdings and many more staff members can do more ILL. I think something should be done to make changes in library grants and aid funding. Possibly some guidance or rules need to be made by the IMLS. Thanks for reading this and if you can pass it on to an appropriate person.

I feel that the competitive nature of the LSTA hurts some libraries, and does not encourage advancement for all libraries.

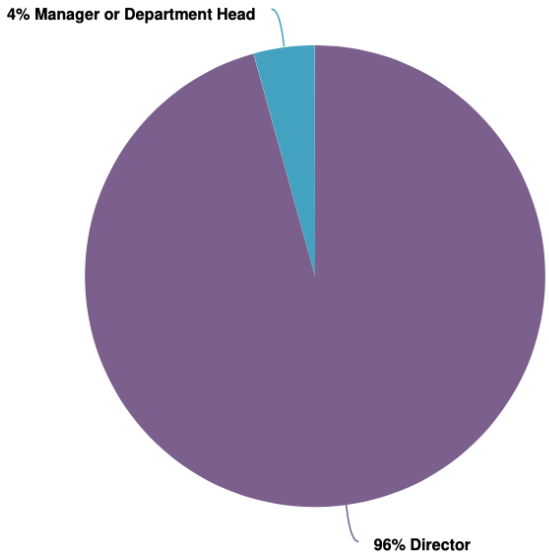
I was disappointed when the summer reading support was changed to a grant. This last round of grants was better distributed throughout the library system. The first grants were competitive and required a big project. These disadvantaged libraries who depended on that money to run their programs, but didn't have the staff or resources for a big project - they just wanted to offer a bare bones summer reading program, which had been allowed under the previous subsidy for a professional program for each library for each age group. In some libraries this was the only program offered and it's loss was a real problem. I would like the summer reading funds to be distributed system wide rather than used only to provide a few libraries with funding with a lot of hoops to jump through.

My only comment is on the timing of the grant announcement and the due date. I know this is something beyond OLIS' control, but we often have to weigh the value of the grant against the time crunch for the staff.

Summary of results for Public Libraries only

This survey received answers from 23 public libraries in the state of Rhode Island. The following summary shows the results of this survey only including the answers from public libraries. As seen below in figure 1, 95.7% of respondents (22) are library directors and 4.3% of respondents (1) are a manager or department head.

Figure 1. Role of respondents in their library



The first question survey respondents were asked was to indicate whether their library participates in certain programs within the Access goal. 100% of respondents indicated that they participated in three of the five programs, which include physical delivery of materials, AskRI resources, and disaster preparedness. 95.7% of respondents indicated that they participated in both Library of RI (LORI) memberships and OLIS' Interlibrary Loan Clearinghouse, and 1 respondent each program indicated that their library does not participate. Figure 2 below shows the complete list and ratings for each program.

Figure 2. Library participation of programs within the Access goal

	Yes, my library participates	No, my library does not participate	I was not aware of the program
Library of RI (LORI) membership Count Row %	22 95.7%	1 4.3%	0 0.0%
OLIS' Interlibrary Loan Clearinghouse Count Row %	22 95.7%	1 4.3%	0 0.0%
Physical delivery of materials Count Row %	23 100.0%	0 0.0%	0 0.0%
AskRI resources Count Row %	22 100.0%	0 0.0%	0 0.0%
Disaster preparedness Count Row %	23 100.0%	0 0.0%	0 0.0%

Next, respondents were asked to select the level of impact the above programs had on their libraries and patrons. Respondents were asked to rate programs from no impact at all, somewhat impactful, and very impactful. 63.6% of respondents (14) indicated that the disaster preparedness was somewhat impactful to their libraries and patrons, 9.1% of respondents (2) indicated that the disaster preparedness program had no impact at all on their libraries and patrons. Physical delivery of materials was rated as very impactful by 100% of respondents. Figure 3 below shows the complete ratings for all five programs.

Figure 3. Impact of programs on libraries and patrons

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Library of RI (LORI) membership Count Row %	0 0.0%	2 9.1%	19 86.4%	1 4.5%
OLIS' Interlibrary Loan Clearinghouse Count Row %	0 0.0%	6 26.1%	16 69.6%	1 4.3%
Physical delivery of materials Count Row %	0 0.0%	0 0.0%	22 100.0%	0 0.0%
AskRI resources Count Row %	0 0.0%	8 34.8%	15 65.2%	0 0.0%
Disaster preparedness Count Row %	2 9.1%	14 63.6%	6 27.3%	0 0.0%

Respondents were then asked to select the level of impact that certain AskRI resources had on their libraries and patrons. 13 resources were provided and respondents were asked to select from no impact at all, somewhat impactful, very impactful, or not aware/do not use. 69% of respondents (16) indicated that NoveList was very impactful, making it the most overall resource. 68.2% of respondents (15) indicated that the Auto Repair Source was somewhat impactful to their libraries and patrons. Figure 4 below shows the complete ratings of AskRI resources.

Figure 4.a. AskRI resource impact

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Tutor.com Count Row %	4 17.4%	8 34.8%	11 47.8%	0 0.0%
Udemy Count Row %	4 18.2%	9 40.9%	9 40.9%	0 0.0%
WorldBook Count Row %	5 21.7%	11 47.8%	7 30.4%	0 0.0%

Figure 4.b. Impact of AskRI services

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
AtoZ Count Row %	4 17.4%	14 60.9%	5 21.7%	0 0.0%
Auto Repair Source Count Row %	4 18.2%	15 68.2%	3 13.6%	0 0.0%
Biography Reference Center Count Row %	5 21.7%	15 65.2%	3 13.0%	0 0.0%
Consumer Health Complete Count Row %	5 21.7%	14 60.9%	4 17.4%	0 0.0%
EBSCO Count Row %	2 8.7%	8 34.8%	13 56.5%	0 0.0%
Flipster Count Row %	5 21.7%	8 34.8%	10 43.5%	0 0.0%
Learning Express Count Row %	4 17.4%	12 52.2%	7 30.4%	0 0.0%
Mango Languages Count Row %	3 13.0%	10 43.5%	10 43.5%	0 0.0%
NoveList Count Row %	1 4.3%	6 26.1%	16 69.6%	0 0.0%
Points of View Count Row %	5 21.7%	14 60.9%	4 17.4%	0 0.0%

Respondents were then asked whether their library and/or staff participate in certain Talking Book services/activities. Respondents were asked to indicate that yes, their library participates, no their library does not participate, or they were not aware of the program.

66.7% of respondents (14) indicated that their library/staff participate in recommending the service to patrons, 57.1% of respondents (12) indicated that they participate in distributing promotional materials. 60% of respondents (12) indicated that they do not participate in attending Talking Books library trainings. Figure 5 below shows the complete ratings of participation in Talking Books services and activities. Next, respondents were asked to select the level of impact that these services and activities had on their libraries and patrons. Figure 6 below shows the impact of these services.

Figure 5. Participation in Talking Books services and activities

	Yes, my library participates	No, my libraries does not participate	I was not aware of the program
Institutional Membership Count Row %	8 34.8%	12 52.2%	3 13.0%
Recommending the service to patrons Count Row %	14 66.7%	7 33.3%	0 0.0%
Distributing promotional materials Count Row %	12 57.1%	9 42.9%	0 0.0%
Connecting with OLIS Talking Book Staff Count Row %	8 42.1%	10 52.6%	1 5.3%
Attending Talking Books Library Trainings Count Row %	6 30.0%	12 60.0%	2 10.0%

Figure 6. Impact of Talking Books services on libraries and patrons

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Institutional Membership Count Row %	5 21.7%	3 13.0%	4 17.4%	11 47.8%
Recommending the service to patrons Count Row %	3 13.6%	9 40.9%	6 27.3%	4 18.2%
Distributing promotional materials Count Row %	4 18.2%	9 40.9%	4 18.2%	5 22.7%
Connecting with OLIS Talking Book Staff Count Row %	6 28.6%	5 23.8%	3 14.3%	7 33.3%
Attending Talking Books Library Trainings Count Row %	6 28.6%	2 9.5%	4 19.0%	9 42.9%

Respondents were asked whether their library staff attend continuing education in 4 areas in the last three years. The areas include children's/youth services training and workshops, adult/information services training and workshops, technology training and workshops, and preservation/digitization training and workshops. Figure 7 below shows the participation in these trainings. Figure 8 below shows which areas of training were impactful to libraries and patrons.

Figure 7. Participation of continuing education trainings

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
Children's/Young Adult services training and workshops, including the Children's and Young Adult Roundtables Count Row %	22 95.7%	1 4.3%	0 0.0%	0 0.0%
Adult/Information services training and workshops, including the Adult Services Roundtable Count Row %	23 100.0%	0 0.0%	0 0.0%	0 0.0%
Technology training and workshops, including the Digital Innovation Roundtable Count Row %	19 82.6%	3 13.0%	1 4.3%	0 0.0%
Preservation/Digitization training and workshops, including the Special Collections Roundtable Count Row %	6 26.1%	14 60.9%	1 4.3%	2 8.7%

Figure 8. Impact of continuing education areas on libraries and patrons

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Children's/Young Adult services training and workshops, including the Children's and Young Adult Roundtables Count Row %	1 4.3%	5 21.7%	17 73.9%	0 0.0%
Adult/Information services training and workshops, including the Adult Services Roundtable Count Row %	0 0.0%	12 52.2%	11 47.8%	0 0.0%
Technology training and workshops, including the Digital Innovation Roundtable Count Row %	2 8.7%	7 30.4%	11 47.8%	3 13.0%
Preservation/Digitization training and workshops, including the Special Collections Roundtable Count Row %	3 13.0%	6 26.1%	1 4.3%	13 56.5%

The next question asked survey respondents to indicate whether library staff utilize resources or participate in activities for their summer reading programs. 4.3% of respondents (3) indicated that their library does not participate in Beanstack or other online reading tracker services. One respondent indicated that they were not aware of the CSLP Manual, One respondent indicated that they were not aware of the CSLP Voucher, and one respondent indicated that their library does not use the CSLP vouchers. Figure 9 below shows the complete participation ratings from respondents. Figure 10 shows the level of impact of these resources and activities on libraries and patrons.

Figure 9. Participation and use of services and activities for summer reading programs

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
CSLP Manual Count Row %	22 95.7%	0 0.0%	1 4.3%	0 0.0%
CSLP theme and images Count Row %	23 100.0%	0 0.0%	0 0.0%	0 0.0%
CSLP Vouchers Count Row %	21 91.3%	1 4.3%	1 4.3%	0 0.0%
Beanstack or other online reading tracker Count Row %	20 87.0%	3 13.0%	0 0.0%	0 0.0%
Training and continuing education on Summer reading Count Row %	23 100.0%	0 0.0%	0 0.0%	0 0.0%
Summer Learning Grants or Mini-Grants Count Row %	22 95.7%	1 4.3%	0 0.0%	0 0.0%

Figure 10. Impact of Summer Reading Program services and activities

	No impact at all	Somewhat impactful	Very impactful	Not aware/do not use
CSLP Manual Count Row %	0 0.0%	15 65.2%	7 30.4%	1 4.3%
CSLP theme and images Count Row %	0 0.0%	11 47.8%	12 52.2%	0 0.0%
CSLP Vouchers Count Row %	0 0.0%	10 43.5%	11 47.8%	2 8.7%
Beanstack or other online reading tracker Count Row %	3 13.0%	5 21.7%	13 56.5%	2 8.7%
Training and continuing education on Summer reading Count Row %	1 4.3%	8 34.8%	14 60.9%	0 0.0%
Summer Learning Grants or Mini-Grants Count Row %	1 4.3%	0 0.0%	21 91.3%	1 4.3%

Next, respondents were asked if their library or library staff participate in reading or book award programs. Figure 11 below shows the participation of five reading/book award programs. Respondents were then asked to indicate the level of impact of these programs on their libraries and patrons. Figure 12 shows the level of impact of these programs.

Figure 11. Participation in reading and/or book award programs

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
Mock Caldecott Count Row %	6 26.1%	16 69.6%	0 0.0%	1 4.3%
Mock Newberry Count Row %	6 27.3%	15 68.2%	0 0.0%	1 4.5%
RI Children's Book Awards Count Row %	20 87.0%	3 13.0%	0 0.0%	0 0.0%
Kids Reading Across RI Count Row %	19 82.6%	4 17.4%	0 0.0%	0 0.0%
Reading Across RI Count Row %	18 78.3%	4 17.4%	0 0.0%	1 4.3%

Figure 12. Impact of programs on libraries and patrons

	No impact at all	Somewhat impactful	Very impactful	Not aware/do not use
Mock Caldecott Count Row %	7 30.4%	6 26.1%	2 8.7%	8 34.8%
Mock Newberry Count Row %	7 30.4%	6 26.1%	2 8.7%	8 34.8%
RI Children's Book Awards Count Row %	0 0.0%	10 43.5%	13 56.5%	0 0.0%
Kids Reading Across RI Count Row %	1 4.3%	12 52.2%	8 34.8%	2 8.7%
Reading Across RI Count Row %	0 0.0%	15 65.2%	6 26.1%	2 8.7%

Respondents were asked to indicate whether their library or library staff participate in or utilize certain provided programs within the OLIS Engagement Goal. Respondents were asked to choose from yes, my library participates, no, my library does not participate, I was not aware of the program, or does not apply. Figure 13 below shows the complete list of programs and their participation from respondents. Figure 14 shows the impact that these programs had on respondents' libraries and patrons.

Figure 13. Participation of programs within the OLIS Engagement Goal

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
Local Library Development and Statewide Leadership (OLIS consulting services, OLIS statewide meetings) Count Row %	22 95.7%	1 4.3%	0 0.0%	0 0.0%
Leadership and management training and workshops Count Row %	21 91.3%	2 8.7%	0 0.0%	0 0.0%
Data and Statistical Analysis (public library annual survey, LORI technology survey, other surveys, data publications) Count Row %	22 95.7%	1 4.3%	0 0.0%	0 0.0%
Equity Diversity and Inclusion training and program development Count Row %	17 73.9%	6 26.1%	0 0.0%	0 0.0%
Adult Education, Workforce Development and Small Business Support Count Row %	15 65.2%	8 34.8%	0 0.0%	0 0.0%
LORI Grant Program Count Row %	21 95.5%	0 0.0%	1 4.5%	0 0.0%
COVID Response/Reopening RI Libraries (OLIS resources, meetings and pandemic response excluding CARES Act and ARPA grants) Count Row %	23 100.0%	0 0.0%	0 0.0%	0 0.0%

Figure 14. Impact of participation of programs within the OLIS Engagement Goal

	No impact at all	Somewhat impactful	Very impactful	Not aware/do not use
Local Library Development and Statewide Leadership (OLIS consulting services, OLIS statewide meetings) Count Row %	0 0.0%	6 26.1%	17 73.9%	0 0.0%
Leadership and management training and workshops Count Row %	2 8.7%	5 21.7%	16 69.6%	0 0.0%
Data and Statistical Analysis (public library annual survey, LORI technology survey, other surveys, data publications) Count Row %	1 4.3%	3 13.0%	19 82.6%	0 0.0%
Equity Diversity and Inclusion training and program development Count Row %	3 13.0%	7 30.4%	11 47.8%	2 8.7%
Adult Education, Workforce Development and Small Business Support Count Row %	3 13.0%	11 47.8%	4 17.4%	5 21.7%
LORI Grant Program Count Row %	0 0.0%	3 13.0%	19 82.6%	1 4.3%
COVID Response/Reopening RI Libraries (not CARES Act or ARPA Grants or programs) Count Row %	0 0.0%	2 8.7%	21 91.3%	0 0.0%

Looking back

Respondents were asked to think back on the last three years and indicate which LSTA supported programs have had the most impact on their libraries and patrons. Four main themes emerged from respondents' comments. 8 respondents indicated that the COVID-19 Response training and information was impactful to the operation of their libraries. 7 respondents indicated that library capacity was positively impacted by these programs, 5 respondents indicated that

continuing education opportunities positively benefited their libraries and patrons, and 1 respondent indicated that library access was positively impacted by these programs.

Looking Forward

Survey respondents were then asked to think about changes they would like to see in the next five years to LSTA funding. Below is a list of recommendations taken from the comments.

- Look at disparities in salaries, working conditions and funding between various public libraries
- More collaborative meetings between OLS and OLIS
- Resource sharing between library types
- Full ebook platform
- Additional staff training

Below are a selection of comments from respondents regarding funding change recommendations.

> *I think something should be done about the inequities between the various public libraries. There is a huge disparity in salaries, working conditions and local funding. It would be nice if smaller/underfunded libraries could get more $ based on need and use it towards operational funding or at least earmark for collection development, technology upgrades, hiring program facilitators etc.*
>
> *I'm constantly humbled by the number and variety of libraries out there and think that OLIS is in a unique position to connect libraries of different types. School and public libraries can benefit from resource sharing agreements, special and academic libraries (law, medical, etc) can connect residents with powerful learning opportunities, etc.*
>
> *As more library patrons turn to digital resources, it would be helpful to use LSTA funds to support a full ebook platform, including e-audio books. LSTA funding for digital books would help alleviate the financial strain on individual libraries.*
>
> *Anything to do with staff training i.e. how to work with difficult patrons.*
>
> *I wish LSTA funds could be used towards goals in individual libraries' Strategic Plans and not just for things that OLIS has in their Strategic Plan. Sometimes available grant opportunities are for specific things that don't fit individual libraries goals.*
>
> *I'd love to see OLIS use LSTA funds to support real collaborations between RI public libraries, for example, offer funding for major adult programs that several libraries could work together to sponsor. OLIS should continue to streamline the LORI grant process.*
>
> *I would like to see more training and workshops on digital preservation. I would also like to see more workshops on how to promote library services and databases. And/or a coordinated advertising campaign by OLIS promoting Askri databases and other services. I recently learned that remote access to Ancestry will cease at the end of the year. This is a very popular database*

with our patrons and would like to see it continue to be available remotely from home if at all possible.

Additional Comments

I find that the reporting requirements for summer reading are onerous and challenging. If we could streamline the whole summer reading program, that would be a tremendous help to our library during the busy summer months.

I have appreciated the breadth of programs offered as well as the dedication of the OLIS staff to help library directors and all library workers navigate forward thinking services. The update to the annual report has made the process more relevant. The statistical reports that can be generated are comprehensive, making them very useful for planning.

Once a year or at a director's meeting we should have a complete overview of everything available to use from OLIS. I know the website has information, but I think an in-person or virtual mention of this would help us promote programs available to our staff and patrons.

Sometimes the window to apply for grants is too short. I think this favors larger libraries who have staff available to work on grants. It's not fair for medium and small libraries who may not have staff and may be left out because of a short application window.

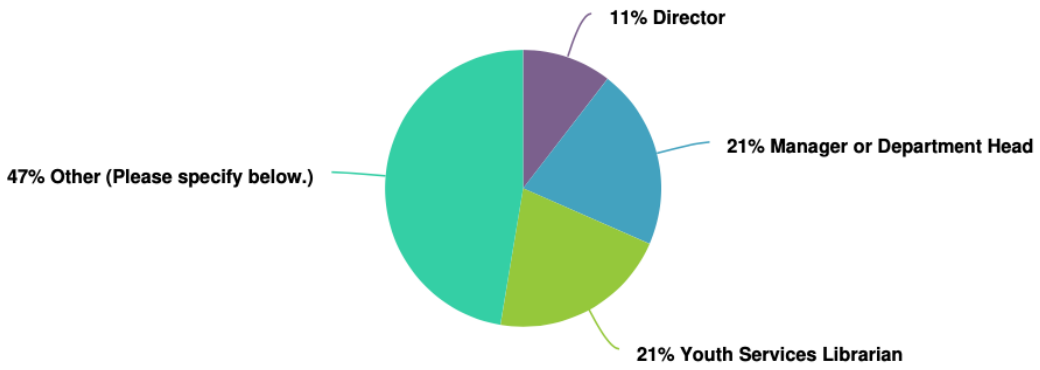
I was disappointed when the summer reading support was changed to a grant. This last round of grants was better distributed throughout the library system. The first grants were competitive and required a big project. These disadvantaged libraries who depended on that money to run their programs, but didn't have the staff or resources for a big project - they just wanted to offer a bare bones summer reading program, which had been allowed under the previous subsidy for a professional program for each library for each age group. I would like the summer reading funds to be distributed system wide rather than used only to provide a few libraries with funding with a lot of hoops to jump through.

Most of the CE is focused on professional staff. I would like to see more programs, opportunities, and training focused on staff who do not have an MLIS.

Summary of results for School Libraries only

This survey received answers from 19 school libraries in the state of Rhode Island. The following summary shows the results of this survey only including the answers from public libraries. As seen below in figure 1, 10.5% of respondents (2) are library directors, 21.1% of respondents (4) are a manager or department head, 21.1% of respondents (4) are Youth Services Librarians, and 47.4% of respondents (9) indicated “other” which includes School Library Media Specialists, and a teacher and district library supervisor.

Figure 1. Role of respondent in their library



The first question survey respondents were asked was to indicate whether their library participates in certain programs within the Access goal. 100% of respondents (19) indicated that they participated in AskRI resources. 94.7% of respondents (18) indicated that they participated in both Library of RI (LORI) memberships, 84.2% of respondents (16) indicated that their library uses physical delivery of materials within the access goal, and 63.2% of respondents (12) indicated that they use OLIS’ Interlibrary Loan Clearinghouse. Figure 2 below shows the complete list and ratings for each program. Respondents were then asked to indicate the level of impact these programs have on their libraries and the patrons they serve. Figure 3 below shows the impact of these programs on their libraries and patrons.

Figure 2. Library participation of programs within the Access goal

	Yes, my library participates	No, my library does not participate	I was not aware of the program
Library of RI (LORI) membership Count Row %	18 94.7%	1 5.3%	0 0.0%
OLIS' Interlibrary Loan Clearinghouse Count Row %	12 63.2%	5 26.3%	2 10.5%
Physical delivery of materials Count Row %	16 84.2%	3 15.8%	0 0.0%
AskRI resources Count Row %	19 100.0%	0 0.0%	0 0.0%
Disaster preparedness Count Row %	0 0.0%	11 61.1%	7 38.9%

Figure 3. Impact of programs on libraries and patrons

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Library of RI (LORI) membership Count Row %	0 0.0%	4 21.1%	14 73.7%	1 5.3%
OLIS' Interlibrary Loan Clearinghouse Count Row %	0 0.0%	5 26.3%	8 42.1%	6 31.6%
Physical delivery of materials Count Row %	0 0.0%	2 10.5%	14 73.7%	3 15.8%
AskRI resources Count Row %	0 0.0%	3 15.8%	15 78.9%	1 5.3%
Disaster preparedness Count Row %	1 5.3%	1 5.3%	0 0.0%	17 89.5%

Next, respondents were asked to select the level of impact certain AskRI resources had on their libraries and patrons. Figure 4 below shows the complete selection from respondents.

Figure 4. Impact of AskRI resources

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
AtoZ Count Row %	3 16.7%	7 38.9%	0 0.0%	8 44.4%
Auto Repair Source Count Row %	8 44.4%	2 11.1%	0 0.0%	8 44.4%
Biography Reference Center Count Row %	1 5.3%	5 26.3%	9 47.4%	4 21.1%
Consumer Health Complete Count Row %	4 22.2%	7 38.9%	2 11.1%	5 27.8%
EBSCO Count Row %	1 5.3%	3 15.8%	14 73.7%	1 5.3%
Flipster Count Row %	1 5.3%	7 36.8%	6 31.6%	5 26.3%
Learning Express Count Row %	2 11.1%	5 27.8%	4 22.2%	7 38.9%
Mango Languages Count Row %	0 0.0%	7 41.2%	5 29.4%	5 29.4%
NoveList Count Row %	0 0.0%	9 47.4%	8 42.1%	2 10.5%
Points of View Count Row %	1 5.9%	3 17.6%	9 52.9%	4 23.5%

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Tutor.com Count Row %	1 5.3%	5 26.3%	9 47.4%	4 21.1%
Udemy Count Row %	3 17.6%	5 29.4%	1 5.9%	8 47.1%
WorldBook Count Row %	0 0.0%	3 15.8%	15 78.9%	1 5.3%

Respondents were then asked whether their library and/or staff participate in certain Talking Book services/activities. Figure 5 below shows the complete ratings of participation in Talking Books services and activities. Next, respondents were asked to select the level of impact that these services and activities had on their libraries and patrons. Figure 6 below shows the impact of these services.

Figure 5. Participation in Talking Books services & activities

	Yes, my library participates	No, my libraries does not participate	I was not aware of the program
Institutional Membership Count Row %	2 10.5%	12 63.2%	5 26.3%
Recommending the service to patrons Count Row %	3 15.8%	12 63.2%	4 21.1%
Distributing promotional materials Count Row %	2 10.5%	13 68.4%	4 21.1%
Connecting with OLIS Talking Book Staff Count Row %	1 5.3%	13 68.4%	5 26.3%
Attending Talking Books Library Trainings Count Row %	0 0.0%	14 73.7%	5 26.3%

Figure 6. Impact of Talking Books services & activities on libraries and patrons

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Institutional Membership Count Row %	0 0.0%	5 26.3%	1 5.3%	13 68.4%
Recommending the service to patrons Count Row %	0 0.0%	4 21.1%	1 5.3%	14 73.7%
Distributing promotional materials Count Row %	3 16.7%	1 5.6%	1 5.6%	13 72.2%
Connecting with OLIS Talking Book Staff Count Row %	3 15.8%	0 0.0%	2 10.5%	14 73.7%
Attending Talking Books Library Trainings Count Row %	3 15.8%	0 0.0%	0 0.0%	16 84.2%

Respondents were asked whether their library staff attend continuing education in 4 areas in the last three years. The areas include children's/youth services training and workshops, adult/information services training and workshops, technology training and workshops, and preservation/digitization training and workshops. Figure 7 below shows the participation in these trainings. Figure 8 below shows which areas of training were impactful to libraries and patrons.

Figure 7. Participation in continuing education

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
Children's/Young Adult services training and workshops, including the Children's and Young Adult Roundtables Count Row %	7 36.8%	9 47.4%	2 10.5%	1 5.3%
Adult/Information services training and workshops, including the Adult Services Roundtable Count Row %	2 10.5%	7 36.8%	1 5.3%	9 47.4%
Technology training and workshops, including the Digital Innovation Roundtable Count Row %	4 21.1%	9 47.4%	2 10.5%	4 21.1%
Preservation/Digitization training and workshops, including the Special Collections Roundtable Count Row %	0 0.0%	8 42.1%	2 10.5%	9 47.4%

Figure 8. Impact of participation in continuing education

	No impact at all	Somewhat impactful	Very impactful	Not aware / do not use
Children's/Young Adult services training and workshops, including the Children's and Young Adult Roundtables Count Row %	2 10.5%	2 10.5%	5 26.3%	10 52.6%
Adult/Information services training and workshops, including the Adult Services Roundtable Count Row %	1 5.6%	0 0.0%	2 11.1%	15 83.3%
Technology training and workshops, including the Digital Innovation Roundtable Count Row %	2 10.5%	1 5.3%	3 15.8%	13 68.4%
Preservation/Digitization training and workshops, including the Special Collections Roundtable Count Row %	2 11.1%	0 0.0%	0 0.0%	16 88.9%

The next question asked survey respondents to indicate whether library staff utilize resources or participate in activities for their summer reading programs. Figure 9 below shows the complete participation ratings from respondents. Figure 10 shows the level of impact of these resources and activities on libraries and patrons.

Figure 9. Participation/utilization of resources for summer reading programs

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
CSLP Manual Count Row %	1 5.3%	6 31.6%	2 10.5%	10 52.6%
CSLP theme and images Count Row %	2 10.5%	6 31.6%	2 10.5%	9 47.4%
CSLP Vouchers Count Row %	0 0.0%	7 38.9%	2 11.1%	9 50.0%
Beanstack or other online reading tracker Count Row %	1 5.3%	7 36.8%	1 5.3%	10 52.6%
Training and continuing education on Summer reading Count Row %	2 10.5%	7 36.8%	2 10.5%	8 42.1%
Summer Learning Grants or Mini-Grants Count Row %	0 0.0%	7 36.8%	2 10.5%	10 52.6%

Figure 10. Impact of resources for summer reading program on libraries and patrons

	No impact at all	Somewhat impactful	Very impactful	Not aware/do not use
CSLP Manual Count Row %	2 10.5%	2 10.5%	0 0.0%	15 78.9%
CSLP theme and images Count Row %	2 10.5%	2 10.5%	1 5.3%	14 73.7%
CSLP Vouchers Count Row %	2 11.1%	1 5.6%	0 0.0%	15 83.3%
Beanstack or other online reading tracker Count Row %	2 10.5%	1 5.3%	1 5.3%	15 78.9%
Training and continuing education on Summer reading Count Row %	2 10.5%	1 5.3%	1 5.3%	15 78.9%
Summer Learning Grants or Mini-Grants Count Row %	2 10.5%	1 5.3%	0 0.0%	16 84.2%

Next, respondents were asked if their library or library staff participate in reading or book award programs. Figure 11 below shows the participation of five reading/book award programs. Respondents were then asked to indicate the level of impact of these programs on their libraries and patrons. Figure 12 shows the level of impact of these programs.

Figure 11. Participation in reading or book award programs

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
Mock Caldecott Count Row %	2 10.5%	15 78.9%	0 0.0%	2 10.5%
Mock Newberry Count Row %	1 5.3%	15 78.9%	0 0.0%	3 15.8%
RI Children's Book Awards Count Row %	11 57.9%	6 31.6%	0 0.0%	2 10.5%
Kids Reading Across RI Count Row %	10 52.6%	8 42.1%	0 0.0%	1 5.3%
Reading Across RI Count Row %	10 55.6%	4 22.2%	0 0.0%	4 22.2%

Figure 12. Impact of participation in reading or book award programs

	No impact at all	Somewhat impactful	Very impactful	Not aware/do not use
Mock Caldecott Count Row %	3 15.8%	2 10.5%	0 0.0%	14 73.7%
Mock Newberry Count Row %	3 15.8%	1 5.3%	0 0.0%	15 78.9%
RI Children's Book Awards Count Row %	2 10.5%	4 21.1%	8 42.1%	5 26.3%
Kids Reading Across RI Count Row %	2 10.5%	4 21.1%	6 31.6%	7 36.8%
Reading Across RI Count Row %	2 10.5%	4 21.1%	6 31.6%	7 36.8%

Respondents were asked to indicate whether their library or library staff participate in or utilize certain provided programs within the OLIS Engagement Goal. Respondents were asked to choose from yes, my library participates, no, my library does not participate, I was not aware of the program, or does not apply. Figure 13 below shows the complete list of programs and their participation from respondents. Figure 14 shows the impact that these programs had on respondents' libraries and patrons.

Figure 13. Participation/utilization of programs within the OLIS Engagement Goal

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
Local Library Development and Statewide Leadership (OLIS consulting services, OLIS statewide meetings) Count Row %	4 21.1%	7 36.8%	2 10.5%	6 31.6%
Leadership and management training and workshops Count Row %	3 15.8%	8 42.1%	1 5.3%	7 36.8%
Data and Statistical Analysis (public library annual survey, LORI technology survey, other surveys, data publications) Count Row %	10 52.6%	3 15.8%	2 10.5%	4 21.1%
Equity Diversity and Inclusion training and program development Count Row %	3 15.8%	9 47.4%	3 15.8%	4 21.1%
Adult Education, Workforce Development and Small Business Support Count Row %	0 0.0%	8 42.1%	1 5.3%	10 52.6%
LORI Grant Program Count Row %	2 10.5%	10 52.6%	4 21.1%	3 15.8%

	Yes, my library participates	No, my library does not participate	I was not aware of the program	Does not apply
COVID Response/Reopening RI Libraries (OLIS resources, meetings and pandemic response excluding CARES Act and ARPA grants) Count Row %	4 21.1%	7 36.8%	2 10.5%	6 31.6%

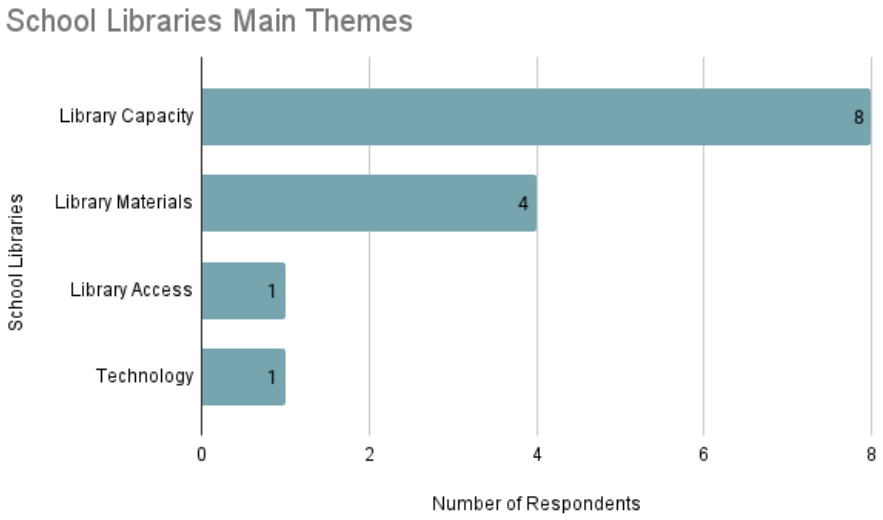
Figure 14. Impact of participation in programs within OLIS Engagement Goal

	No impact at all	Somewhat impactful	Very impactful	Not aware/do not use
Local Library Development and Statewide Leadership (OLIS consulting services, OLIS statewide meetings) Count Row %	1 5.6%	3 16.7%	1 5.6%	13 72.2%
Leadership and management training and workshops Count Row %	3 15.8%	2 10.5%	0 0.0%	14 73.7%
Data and Statistical Analysis (public library annual survey, LORI technology survey, other surveys, data publications) Count Row %	2 10.5%	7 36.8%	2 10.5%	8 42.1%
Equity Diversity and Inclusion training and program development Count Row %	3 15.8%	3 15.8%	0 0.0%	13 68.4%
Adult Education, Workforce Development and Small Business Support Count Row %	3 15.8%	0 0.0%	0 0.0%	16 84.2%
LORI Grant Program Count Row %	3 15.8%	0 0.0%	1 5.3%	15 78.9%
COVID Response/Reopening RI Libraries (not CARES Act or ARPA Grants or programs) Count Row %	1 5.3%	1 5.3%	4 21.1%	13 68.4%

Looking back

Respondents were asked to think back on the last three years and indicate which LSTA supported programs have had the most impact on their libraries and patrons. Four main themes emerged from respondents' comments. 8 respondents indicated that library capacity was positively impacted by these programs, 4 respondents indicated that library materials were positively impactful to their libraries and patrons, 1 respondent indicated that technology impacted their library, and 1 respondent indicated that library access was positively impacted by these programs.

Figure 15. Main Themes from School Libraries



Looking Forward

Survey respondents were then asked to think about changes they would like to see in the next five years to LSTA funding. Below is a list of recommendations taken from the comments.

- Collaboration between schools and public libraries
- Borrowing and delivery between schools and public libraries
- Update Talking Books to be easier to use from a school perspective
- Add databases

Below is a selection of comments from survey respondents.

> *Maybe strengthening the connection between school libraries and public libraries. It's one thing to talk about the public library and other libraries middle school students may use later in their lives (academic)--it's another thing to SHOW them. Many families sadly do not use public libraries. I wonder if state-run field trips from the RI public schools to public libraries would be valuable and manageable? Especially around summer reading time--End of May and June?*
>
> *the ASK RI program is essential for our students. The databases are excellent and provide a credible, scholarly source for research information and personal reading interests. We love Reading Across RI and ASK RI!!*
>
> *I believe the current usage of funds is acceptable. Possibly add more databases. Whether my population uses all of them or not, it is good to know they are available.*

Collaboration between school and public libraries should be increased. My district's collaboration with the public library has been at the forefront (Cranston) and I think that this collaboration could be increased in other districts.

The talking books program has seemed challenging to utilize with students. My school district uses www.learningally.org. Is there any possibility of exploring the Talking Books program from a school use perspective?

Additional Comments

Having EBSCO, World Book and other resources for use in school is a game changer for us! So useful in teaching.

There is room for improvement in the ILL delivery service.

This year my high school was the recipient of 100 free books from The Brownstone Book Fund thanks to OLIS. The books are current, fun independent reading books.

I am just so thankful that you think to provide all of these resources to better the students and adults of Rhode Island. Thank you for all you do!

Appendix J: School Libraries

Recommendations to Rhode Island OLIS Regarding Services to School Libraries

by Keith Curry Lance

Rhode Island had 180.5 full-time equivalent school librarians for 316 schools in 2019-2020.

About Rhode Island's School Libraries

State of Rhode Island's School Libraries

In May 2019, OLIS conducted a statewide survey of school library programs, receiving 197 responses representing 71 percent of all public schools.[19] Major findings include:

- Nine out of 10 (90%) of school libraries are staffed by a certified librarian; but, three out of five elementary school libraries (59%) are open only part-time, and two out of five school libraries (39%) share their librarian with another school.
- Three out of five school librarians (62%) report teaching how to apply critical thinking skills daily.
- Half of school librarians (49%) report teaching how to engage in inquiry-based learning daily to weekly.
- Two out of five school librarians (40%) report teaching how to evaluate the credibility of information sources daily to weekly.
- Only a quarter (25%) of respondents reported teaching on a flexible schedule, while three out of five (61%) have fixed schedules, and the rest a mix of the two types.
- Two out of five school libraries (39%) are closed sometime during the school day due to additional duties assigned to library staff.
- School library collections are aging alarmingly: the average age for non-fiction books is 20.3, and for fiction books it is 16.5.

Recommendations of the survey report call for the state to support student achievement by:

- Staffing all schools with full-time, certified librarians, regardless of grade level or locale.
- Ensuring universal access to library programs, facilities, collections, technology, and instruction that are up-to-date and of high quality.

Reading Programs

As part of its Reading Programs project, OLIS reports four major activities to IMLS: 1) Summer Reading Programs, 2) Kids Reading Across Rhode Island (One, Book, One State project), 3) Rhode Island Children's Book Award, and Library Presenter Directory. In addition, there was a separate RILINK project called Read—Feed Your Mind and Your Heart.

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[19] A report on Rhode Island School Libraries, Prepared by the School Libraries Sub-Committee of The Library Board of Rhode Island, Melody Drnach, Chair, September 2019: https://olis.ri.gov/about/lbri/reports/LBRI-School-Libraries2019.pdf

Notably, in its State Program Reporting submissions, OLIS gives the intent of all of these activities as "to improve the library workforce." While it is understood that most of OLIS's activities involve serving members of the library workforce directly, many of its activities have ultimate ends that can—or certainly could—extend further and closer to end users of school libraries and their public library partners.

In its 2018-22 LSTA Plan, OLIS targeted two outcomes for these reading programs:

1. Rhode Islanders of all ages and abilities will have access to a variety of reading programs across the state to develop, maintain or strengthen reading skills and critical understanding.
2. Libraries will increase their capacity to develop, strengthen or expand reading programs to meet the needs of their communities.

There is no evidence that either of these outcomes was measured in the SPR database. Further, notably, the first outcome does not explicitly include the inclusion and diversity priority stated elsewhere in the plan.

While informal OLIS staff observations and anecdotal accounts suggest that all of these activities are worthwhile and generally successful, there is room for improvement, particularly in the areas of outreach to under-served populations and outcome-based evaluation.

Summer Reading Programs

In the SPR database, OLIS reports that summer reading participants included 6,166 children and 1,363 teens reached via 71 public library outlets. Statewide, summer reading events were attended by about 15,000 youth and families virtually and another 3,400 in-person. While these output data serve to describe the scale and scope of OLIS's support of local summer reading programs, they do not address the outcomes generated by those programs for the participating children, teens, and their families or the libraries serving them. How do we know the intended outcomes were generated? Did Rhode Islanders of all ages and abilities have access to reading programs that developed, maintained, or strengthened their reading skills and critical understanding? A comparative assessment of the demographics for communities whose public libraries had summer reading programs and those that did not might provide some metrics relevant to the extent to which summer reading programs were—or were not—available to all Rhode Islanders of all ages. The extent to which these programs equipped participants to develop, maintain, or strengthen reading skills and critical understanding is a far more daunting evaluation challenge which, minimally, would have required either pre- and post-program surveys of participants or adult family members or one-shot surveys in which respondents were asked to report the extent to which those specific outcomes were experienced by the participant.

If OLIS retains these targeted outcomes for summer reading programs—statewide access to programs that prevent the "summer slide" and capacity building for libraries to support them—it is recommended that explicit plans for measuring them be made. Outcome-based

evaluation must be planned and scheduled in advance in order for there to be any realistic expectation that it will take place when appropriate.

The iREAD cooperative in which OLIS participates offers two excellent examples of summer reading program evaluations, either or both of which could serve as a model for evaluating whether or not Rhode Island summer reading programs are achieving their intended outcomes. OLIS joined and will implement the iRead program for the first time in summer 2022.

Cole, Natalie, Virginia Walter, & Eva Mitnick. *Outcomes + Outreach The California Summer Reading Outcomes Initiative.* *Public Libraries Magazine*, Vol. 52: 2, March/April 2013.

Virginia Summer Reading Program Impact Study. 2013-15..

- Impact of Summer Reading Programs in Virginia (Infographic)

In the absence of such an ambitious effort to evaluate the state's library-based summer reading programs, OLIS should plan to survey library staff whose summer reading programs it supports regarding their perceptions of this activity's outcomes.

Kids Reading Across Rhode Island (KRARI)

OLIS's other Reading Programs activity designed to combat the summer slide in reading skills is the One Book, One State effort, Kids Reading Across Rhode Island (KRARI). The SPR database entry is conspicuously lacking in both output and outcome data. How many school and public libraries participated in KRARI? How many students in grades 4-6 participated—perhaps at different levels? What was attendance at the annual launch event and subsequent activities and performances? How many times were KRARI videos played online? How many copies of the selected book were distributed at meal sites and via school librarians? Such output data would convey some sense of the scale and scope of KRARI's reach through this OLIS partnership with the Center for the Book. Given OLIS's concern for inclusion and diversity, more detailed output data tied to school/community geography and demographics could give some indications of this activity's contribution to OLIS's success as an equalizer. Or, it might indicate areas for improvement.

As for summer reading programs, assessing the extent to which OLIS is achieving its declared intended outcome of preventing the "summer slide" is much more challenging. While access to reading scores pre- and post-KRARI would be necessary for a serious assessment of this outcome, realistically, the most that might be achievable could be a survey of librarians and teachers involved in KRARI to elicit their perceptions of the extent to which participating students avoided the "summer slide."

Rhode Island Children's Book Award (RICBA)

Unlike the two preceding OLIS reading programs activities, RICBA—a Newberry-like competition—does not aspire explicitly to tackle the problem of the "summer slide" in reading skills experienced by many K-12 students. Instead, RICBA engages children in grades 3-5 in reading by having them read 20 fiction and non-fiction books and vote for their favorites. In the

SPR database, OLIS provides key output data including the following: 8,169 children, representing 105 school and public libraries, voted in 2020; OLIS provided all 20 books to 38 elementary school libraries and partial book sets to 18 others. These schools were ones where inadequate school funding would otherwise have been a barrier to participation. OLIS could give context to these data by also reporting the percentages of school and public libraries and grade 3-5 students they represent. Enrollment and demographic statistics for the assisted schools would also provide more substantial evidence of OLIS's efforts to embrace inclusion and diversity through such outreach efforts. Or, again, it might indicate areas for improvement.

While the need for outcome data is somewhat less for this activity than for others, a survey of grade 3-5 teachers about their perceptions of the impact of reading and voting on the nominated books by their students would almost certainly provide compelling evidence of RICBA's impact on the students' enthusiasm for reading. Responding teachers might also provide moving stories about the impact of a particular book on a particular child (without, of course, jeopardizing the child's privacy).

Library Presenter Directory

Originally designed to assist youth services librarians in finding summer reading presenters, the directory has expanded to include presenters for year-round programs for all ages. Both generally and specifically for reading program activities, a variety of output data not provided so far in the SPR database would testify to the scale and scope of this resource. How many presenters found programming opportunities via the directory? How many programs of different types did they present, and to which kinds of audiences? From the directory's description, such data should be available, or, if not currently available, should be obtainable from basic web statistics for these pages. Further, attendance statistics for programs whose presenters were obtained using the directory would demonstrate the outcome of using this directory for a library—its ability to offer a program reaching a certain number of people. Such statistics could also be reported by program type or geography or attendee demographics.

Read—Feed Your Mind and Your Heart

Another LSTA-funded project during 2018-19 was RILINK's Read—Feed Your Mind and Your Heart. RILINK provided ebooks and digital audio books for K-12 students with limited reading skills as well as those who are reluctant readers. According to the State Program Report (SPR) for this project, 263 electronic materials were acquired, and they were circulated 558 times. According to the SPR, there was no evaluation of this effort.

What Else?

Beyond improving and expanding its data collection and reporting about LSTA-funded reading programs via school and public libraries—specifically how program activities impact library capacity and the extent to which they promote inclusion and diversity—what else could OLIS do to better serve school libraries in Rhode Island?

A Stronger Commitment to Outcome-Based Evaluation

Generally, based on available SPR data, OLIS does not appear to be doing much in the realm of outcome-based evaluation (OBE). This could be a major area for improvement. Before preparing the next five-year plan, OLIS staff might benefit from a refresher course on outcome-based evaluation. A key point at the outset of the OBE process is to set goals with realistic, practicably measurable outcomes. It is fairly easy to set idealistic outcomes, while setting ones that can actually be measured can be quite a bit trickier. It is also a challenge to do—early on and realistically—the necessary work of establishing intended outcomes in advance and planning for data collection and reporting about them. Perhaps the most common error made in pursuing OBE is not even beginning the process until some report is due. Outcomes for which one wishes credit must be intentional and announced in advance. And data collection about them is far more arduous, if not impossible, if it is not planned from the outset. As long as it is well-planned in advance, OBE can be done sufficiently and manageably without substantial additional resources.

Highly Effective Schools through Libraries

An exemplary Colorado program for school libraries is the Highly Effective Schools through Libraries program. School libraries that meet specified criteria—as well as their principals—are designated as Highly Effective Schools through Libraries. This program not only recognizes exemplary programs but helps to sustain support for them in order to continue receiving this honor. It is an honor for the school, the librarian, and the principal which, if properly developed and publicized, can be a "carrot" with which to cultivate stronger support for school library programs or to sustain their support.

OLIS does not have a statutory charge to serve school libraries, which fall exclusively under the purview of the RI Department of Education. A school library program might be more feasible and viable in Rhode Island if undertaken in partnership with the state education department and/or the professional association for school librarians.

More and Better Data About School Libraries and Librarians

Compared to public and academic libraries, there is almost no data about school libraries at any level—district, state, or national. It is impossible to make data-based decisions in such an absence of data. The most fundamental indicator of the lack of data about school libraries is that the only federal agency that collects any data about them is the National Center for Education Statistics (NCES). NCES's Common Core of Data—its oldest and most basic data collection about public education—asks only for the number of school librarians and library support staff in full-time equivalents. These data are far from perfect—they are based on an outdated definition and are not restricted to state-certified librarians—but they are all that we have for every state and district in the nation. In addition to these CCD data, NCES's National Teacher and Principal Survey asks a national sample of individual schools if they have a library—yes or no—and how many full-time and part-time librarians they have. (Notably, those are head counts, not FTE data.) The vast majority of states do not collect or report any further data about school libraries and librarians.

Minimally, OLIS could help to improve the little available data on school librarians by facilitating a review by school library leaders of data for Rhode Island recently submitted by the state education department to NCES. There is no process for correcting erroneous data already released by NCES; but, OLIS could have a major impact on data quality going forward as the result of such a review.

If it is a priority and OLIS could partner with the Rhode Island Department of Education and/or School Librarians of Rhode Island (SLRI), consideration might be given to conducting a survey of school libraries at some regular interval. Due to the very limited data available from NCES and others, state library agencies wishing to serve school libraries and librarians are largely on their own at present.

Another way in which OLIS could contribute to more and better school library data nationally would be to champion this issue via the Chief Officers of State Library Agencies (COSLA) and the American Association of School Librarians (AASL). By law, NCES is responsible for school library data collection; but, their effort for at least a decade has been negligible. Filling this enormous data gap will require either renewed pressure by Congressional and/or Administration officials or an effort to have legal responsibility for school library data collection and reporting moved from NCES to IMLS. The latter will also require new federal funding for IMLS to take on this expanded role. Nonetheless, it is likely the only hope of gaining for school libraries the kind of basic data that public and academic libraries take for granted and rely upon to inform decision-making and policy-making.

School libraries in Rhode Island—like their counterparts nationwide—need all the support they can get. Like most other states, fewer and fewer schools have librarians, especially full-time ones with working conditions and school environments conducive to their success. The latest AASL Standards—which Rhode Island has adopted as its own—call for a full-time librarian in every school and promulgate expectations about the performance of school librarians based on that assumption. **According to 2019-20 data reported to the NCES, Rhode Island then had 180.5 full-time equivalents of school librarians for 316 schools.** While OLIS may not have a formal mandate to serve school libraries and librarians, it is worth considering what OLIS can do to strengthen its support for the school library sector. School libraries and librarians help to set the expectations of students and the general public about academic and public libraries and librarians.

Rhode Island Library Information Network for Kids
c/o East Bay Educational Collaborative
317 Market Street, Warren, RI 02885
(401) 245-4998, ext. 320 email: info@rilink.org

What is RILINK ?

RILINK is a cooperative effort by Rhode Island school librarians sharing their resources through an interactive web-based network. Students and teachers at RILINK member schools use the network to find information, browse their own library's resources, and request books or other items from other member libraries. Currently, over 200 school libraries in 33 districts share their resources and expertise to provide better service to their more than 110,000 students and teachers. RILINK serves over 65% of Rhode Island K-12 students, including students in 11 charter/private schools as well as at the Family Literacy Center in Lincoln.

Through RILINK and its online web-based network, students and teachers have access to more than two million books and audiovisual items, as well as curriculum resources in the Open Educational Resources database (OER). Through the statewide Library of Rhode Island (LORI) network, they also have access to the books and other resources in Rhode Island public and academic libraries. If what is needed can't be found in Rhode Island, the Office of Library and Information Services (OLIS) Inter-library Loan Clearinghouse will forward their requests throughout the entire library world, through the OCLC catalog and interlibrary loan system.

Literally the entire world is open to students and teachers at RILINK schools, even to those students who cannot get to their local public libraries and must rely on whatever they can get through their school library.

RILINK members also receive:

- ★ On-site training and support
- ★ Professional Learning opportunities
- ★ Discounts for books and online subscriptions
- ★ Subscription to ProQuest's CultureGrams
- ★ Subscription to Exploring Nature
- ★ Shared eBook/audiobook collection (BookLynx)
- ★ Subscription to LibGuides CMS and LibWizard to build web-based research and curriculum resources

RILINK knows its Destiny…

Destiny is Follett's web-based library automation software. RILINK offers a shared Destiny system for Rhode Island school libraries, which we call RICAT. When a school library joins our RICAT system, all that is needed locally is a computer, laptop, or mobile device and an Internet connection. Librarians, library staff, teachers, students, and parents have access to the school's library collection anytime, anywhere they have access to the web.

RILINK hosts the Destiny software on its own server, removing this need at the local level. Students can have access to library resources from home without having to open the district network to outside traffic. System hardware and software maintenance, backups, and training are all provided by RILINK. Software upgrades are done at the central site and are available immediately to users.

Our mission: RILINK supports school libraries, library media specialists, teachers, staff, and students with shared resources and training in partnership with the entire educational community.

Check it out at www.ricat.net . Each member library can have its own web page with links to local school pages as well as Internet resources and online subscriptions. Access to administrative functions is provided by password. Each library can set up its own protocols and change them at any time, as needed. It's all done through the web. When adding books and other items to the catalog, librarians have access to millions of catalog records which are downloaded directly into the system when selected, if the item is not already in the RICAT database. New books can be available to students and teachers immediately with full subject access to each title.

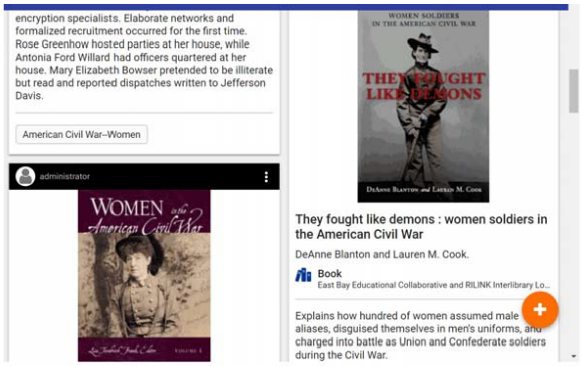
Most entries include content annotations as well as interest and reading levels. The software supports searches by Lexiles and by reading level for a variety of reading programs such as Fountas and Pinnell and Accelerated Reader.

Funding for this program was awarded by the RI Office of Library and Information Services, using funds provided by the Institute of Museum and Library Services, under the Library Services and Technology Act.

Searches in RICAT can also link to digital resources, such as streaming video from Discovery Education and eBooks. Searches will find information in online subscription databases, including those available free to all Rhode Islanders through AskRI.org. Your tax dollars at work!

Follett Destiny's newest feature is called ***Collections***. ***Collections*** by Destiny® creates new, collaborative ways to share free and purchased resources–with anyone, at any time. Each collection can include web pages, videos, documents and much more.

With ***Collections***, librarians can curate materials for the classroom, teachers can pair content to instruction and students can be more actively engaged in learning. You can easily add resources from the new and growing national Open Educational Resources database. Share your collections publicly, within your district/school or with only a few people. There is no limit to how many collections you can create in a single Destiny account. ***Collections*** is available for both the desktop and mobile versions of Destiny. It works on any device or browser, and is also accessible through the Destiny Discover mobile app. Here is a sample of materials from a ***Collection*** called Women in the Civil War:



What does it cost?

RILINK annual dues are $1.50 per student. Dues cover local support and training, the benefits listed on the previous page, administration and technical support provided by RILINK staff with the East Bay Educational Collaborative, Internet communications through OSHEAN, plus software and equipment maintenance for the servers and other central site equipment. RILINK also offers BookLynx, a shared eBook/audiobook collection available to students and teachers at member schools.

The initial software license, including all of the first year costs for Destiny, is $2,500 through RILINK. After the first year, annual costs for Follett/Destiny are approximately $800 per site, per year. This includes subscription access to Alliance+ (Follett's cataloging database) and OneSearch plus TitlePeek, which displays the book cover and varied content such as table of contents, brief summary, author notes, published reviews and more.

Annual subscription options available to enhance the district's investment in the school library include:

Web Path Express	Links to thousands of curriculum-based, authoritative sites on the Web, all K-12 educator-evaluated, checked regularly for availability.	$250
Accelerated Reader	Finds AR levels and quiz information for the books in your library. With the Enterprise version of AR, provides automatic updates.	$225
Standards	Aligns your school library resources and WebPath Express links to Common Core as well as Rhode Island Standards.	$345
Fountas and Pinnell	Finds reading levels for books in your collection, making it easier to implement the Guided Reading approach in classrooms. $149 per site annually after the first year.	$199
Lexiles	Finds and identify books in your collection by Lexile text measure, helping to match readers with the right texts.	$199
Biblionasium	Students are just a single sign-on away from Biblionasium's great features that promote healthy reading habits while generating actionable data for educators when you integrate this service with Destiny. **Pricing:** Less than 500 Students: $199 per site Greater than 500 Students: $249 per site 6 – 30 sites = 5% discount per site 30+ sites = 10% discount per site	

July 2020

Library resources for students and teachers:
Now available anywhere, anytime.

Appendix K: Rhode Island Talking Books Program

STATE: RHODE ISLAND	Oct. 1, 2017 - Sept. 30, 2018 FFY 2018	Oct. 1, 2018 - Sept. 30, 2019 FFY 2019	Oct. 1, 2019 - Sept. 30, 2020 FFY 2020	Oct. 1, 2020 - Sept. 30, 2021 FFY 2021	TOTAL FFY 2018 - FFY 2021	Percentage Difference FFY 2018 - FFY 2021
Braille Readers (Individuals)	32	37	42	37	148	15.63%
Cartridge Readers (Individuals)	1,032	1,036	994	573	3,635	-44.48%
BARD Braille Readers (Individuals)	42	23	19	20	104	-52.38%
BARD Audio Readers (Individuals)	219	263	200	186	868	-15.07%
Braille Circulation (excluding magazines)	296	272	239	230	1,037	-22.30%
Cartridge Circulation (excluding magazines)	38,114	40,858	35,281	36,956	151,209	-3.04%
BARD Braille Downloads (Books Only)	224	477	251	125	1,077	-44.20%
BARD Audio Downloads (Books Only)	10,468	12,824	13,952	12,528	49,772	19.68%
TOTAL Readers*	**1,325**	**1,359**	**1,255**	**816**		
TOTAL Circulation	**49,102**	**54,431**	**49,723**	**49,839**		
Estimated State Population	1,055,673	1,058,287	1,059,361	1,097,379		
Readers as a Percentage of State Population	0.13%	0.13%	0.12%	0.07%		
Circulation per Reader	37.06	40.05	39.62	61.08		

Statistics compiled from data supplied by the National Library Service for the Blind and Print Disabled
Braille and circulation data provided to NLS through Perkins School for the Blind in Watertown, Massachusetts

Note: the drop in readership was due to a substantial clean-up/purge of the membership database during the pandemic.

Appendix L: Goal 2 - Output Data

	2018	2019	2020
Reading Programs	$ 82,680.56	$90,205.92	$84,948.91
Summer Reading Program			
# of children participated	12,051	6,166	9364
# of teens participated	2,327	1,363	1,391
# of youth and their families attended programs	14,976	3,400	6,316
# of youth and their families attended virtual programs	N/A	15,000	35,201
# of children and teens volunteered @ public libraries	732	N/A	N/A
# of free summer programs in distressed communities	17	N/A	N/A
# of libraries in Summer Food Service program	7	5	4
Kids Reading Across Rhode Island			
# of presentations performed/administered	1	2	2
# of average attendance per session	180	virtual	70
Rhode Island Children's Book Award			
# of books reviewed by committee	148	128	88
# of children voting in schools	7,259	8,169	2,790
# of school and public libraries being represented	94	105	42
Continuing Education	$106,265.87	$83,204.02	$40,759.36
Adult Services			
# of sessions in program		18	4
# of average attendance per session		20	19
Digital and Other Literacies			
# of sessions in program	10	13	
# of average attendance per session	13	24	

	2018	2019	2020
OLIS Library			
# of volumes held by OLIS library	708	714	712
# of total of items circulated	206	188	253
# number of ILL transactions	1,166	361	532
Policy and Planning for Public Libraries			
# of sessions in program	3	2	
# of average attendance per session	18	8	
Youth Services			
# of sessions in program	9	14	22
# of average attendance per session	11	13	15
# of total attendance	99	182	330
Mindfulness in Ordinary and Extraordinary Times			
# of sessions in program			3
# of average attendance per session			35
# of total attendance	0	0	105
Rhode Island Center for the Book	$15,000.00	$20,000.00	$42,180.00
Reading (YA & Adult)) Across Rhode Island			
# of copies distributed at no cost to public libraries	2,000	2,000	2,800
# of sessions in program	3	9	14
# of average attendance per session	235	100	500
# of total attendance	705	900	7000
Kids Reading Across Rhode Island			
# of copies distributed at no cost to public libraries	1,611	1,650	1,250
# of sessions in program	1	2	30
# of average attendance per session	180	130	7
# of total attendance	180	259	210
RI Children's Book Awards Book Sets			

	2018	2019	2020
# of print books purchased, collated, and distributed			1,520