EVALUATION OF THE LSTA FIVE-YEAR PLAN FOR THE FELETI BARSTOW PUBLIC LIBRARY SYSTEM 2018–2022

Commissioned by:
Feleti Barstow Public Library System
Emma Solaita-Malele
Territorial Librarian

Submitted by:
Joyce Chapman
Independent evaluator
Durham, North Carolina

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I. Evaluation Summary

Background

This document is an evaluation of the implementation of the 2018-2022 Five-Year Library Services and Technology Act (LSTA) Plan for the American Samoa State Library System, more commonly known as the Feleti Barstow Public Library (FBPL), which is the State Library Administrative Agency (SLAA) for American Samoa. The Institute of Museum and Library Services (IMLS) is the federal agency responsible for implementing the LSTA Grants to States program, which distributes federal funds to each of the U.S. states and territories annually. Each SLAA must develop a Five-Year Plan detailing how the funds will be used, how use aligns with LSTA purposes and priorities and the library's goals, and how success will be evaluated at the end of the five-year period. The IMLS' authorizing legislation requires LSTA Grants to States recipients to hire an independent evaluator to conduct an evaluation of each Five-Year Plan period for programs funded.

In this five-year cycle, LSTA program funds continued to play a vital role in FBPL's ability to preserve American Samoan cultural heritage, offer professional development and training for staff, and provide effective literacy programs, technology, and services to the public. Below is a brief summary of progress made towards each of the five Goals. These are expanded upon in the body of the report.

Retrospective questions

A-1 To what extent did the Five-Year Plan activities made progress towards Goals?

Goal	Evaluator's assessment
Goal 1: Maintain, expand, and promote the Polynesian Photo Archives (PPA)	Achieved
Goal 2: Maintain, expand, and promote Computer Lab services	Partly achieved
Goal 3: Maintain, enhance, and promote the Online Public Access Catalog (OPAC)	Achieved
Goal 4: Maintain, enhance, and promote literacy programs	Achieved
Goal 5: Maintain, enhance, and promote the professional development of the State Library Workforce	Achieved

Goal #1: Maintain, expand, and promote the Polynesian Photo Archives (PPA)

It is the evaluator's opinion that FBPL has **achieved** Goal 1. FBPL made tremendous headway in processing the 800,000 images in the Keith Dahl collection. Despite challenges presented by staff turnover, the library was able to use creative staffing solutions, hiring temporary summer workers to undertake the labor needed to make materials available to the public. In 2020 the library launched the digital PPA on the Mukurtu open source platform, making 200,000 images available online for the first time. The online content is marketed heavily via social media, where posts have been viewed by thousands of people. Over 1,300 people registered for accounts to use the PPA online, and 1,334 in-person image replication requests

made during this evaluation cycle by people who had discovered materials online. The platform used for digital access allows for community crowdsourcing of metadata, and community members have provided 109 crowdsourced metadata submissions with identifying information about people, events, and places. Staff and Library Board members believe the PPA has had a huge impact, both in reconnecting community members to their local history and to each other, and in shining a spotlight on the library, both internationally and within American Samoa. The new library director plans to hire the vacant PPA Library Assistant position by the end of the current fiscal year in order to maintain support for the PPA program and meet the goals from the Five-Year Plan.

Goal #2: Maintain, expand, and promote Computer Lab services

It is the evaluator's opinion that FBPL has **partly achieved** Goal 2. Goal 2 was new to the Five-Year Plan this cycle, and while the Computer Lab itself was maintained and received positive feedback from respondents to the end user and stakeholder surveys conducted for the evaluation, virtually no LSTA funds were expended on Goal 2 and classes contracted instead of expanding. The Computer Lab manager is not funded via LSTA and no computers were refreshed during this funding cycle. The only expenditures for Goal 2 were 0.48% of funds that went towards a Smart TV, a new printer, and several software upgrades for the computers. Additionally, the Lab has seen a decline in the number of computer classes taught since 2014. While the pandemic eliminated the possibility of holding computer classes in 2020 due to legal limits on gatherings, due to shifting priorities and duties for the Lab Manager only a single two-week Basic Computer course was held in 2018, 2019, and 2021 respectively, compared to 12 such classes held in 2013. Admirably, Computer Lab courses were the only programs offered by the library that collected feedback from participants via evaluation forms during this cycle, which contributed to Five-Year Plan outcome evaluation targets; unfortunately, the data from evaluations was unable to be located and was not provided to the evaluator because a key staff person was on leave during the evaluation.

Goal #3: Maintain, enhance, and promote the Online Public Access Catalog (OPAC)

It is the evaluator's opinion that FBPL has **achieved** Goal 3. This Goal encompasses not only activities related to the consortial OPAC, but also those related to providing electronic resources to patrons. The library fulfilled most of the planned activities, offering OPAC training to all OPAC members' staff, inducting a new OPAC member, and maintaining the catalog and website. A number of eresources were acquired during this cycle, including the Lyrasis Library Simplified ebook collection, Teaching Books, and Newsbank. Teaching Books in particular has been well received by the schools and received significant use. Unfortunately, use statistics could not be provided for Newsbank or Lyrasis. While Beanstack was purchased, it was never used, though the library has hopes to use it for the Summer Reading Program (SRP) in the summer of 2022.

Goal #4: Maintain, enhance, and promote literacy programs

It is the evaluator's opinion that FBPL has **achieved** Goal 4. Despite setbacks caused by staff departures and the COVID-19 pandemic, early literacy programming on Tutuila was maintained and is currently experiencing an expansion, aided by the addition of the new part time Educational Consultant whose work focuses solely on early literacy programming. Once the vacant Children's Librarian position at FBPL is rehired, the library will have expanded capacity to meet the literacy and programming needs of children. The continued absence of the Library Assistant position at the Ofu Community Center branch library is a concern, as residents on these islands have now been without library services or

programming for nearly two years. Additionally, none of the early literacy programs are currently evaluated. The evaluator recommends that the library and its partners begin to collect user feedback on programs to support future program improvement and demonstrate the value of such programming to the community.

The continuation of the Western District SRP in collaboration with the central SRP program in Pago Pago has been enthusiastically received by families, and the planned expansion of the SRP to the east coast in the coming year will continue progress towards overcoming geographic inequities in access to summer library programming. While virtual children's programming was necessitated by the pandemic under less than ideal circumstances, the silver lining has been an expansion of the library's partnerships and outreach, and a reduction in geographic inequity of access to library services. Three successful pandemic-era collaborations are the *Children's Quarantine Virtual Program*, *Virtual Class Visits by Library Staff,* and *Calm Kits for Kids.*

A formidable challenge facing the library in coming years is the need to offer early literacy services to the 64% of the population that resides on the western coast of Tutuila, which has become the most densely populated part of the island as economics have caused geographic population shifts over the past decades. Currently, the only library services in the west is the volunteer-managed Western District SRP. Over the years, FBPL has considered several ways to address this issue, including a bookmobile, building a new facility, or renting existing space for a library branch. Staff interviews indicate that expanding children's literacy services to the western coast is a priority for the library, despite the financial challenges posed.

Goal #5: Maintain, enhance, and promote the professional development of the State Library Workforce

It is the evaluator's opinion that FBPL has **achieved** Goal 5. While some of the original planned activities for this goal were not conducted — for example, working towards the development of a curriculum for librarianship at the Nu'uuli Vocational Technical High School — the majority of target activities were fulfilled. Staff development is a high priority for the library, and even when the pandemic closed borders and limited in-person training, alternative online opportunities were funded via the Niche Academic and Darren Hardy Training Vault. As with Goal 4, feedback was not systematically gathered from staff who participated in professional development and no evaluation was performed of the impact of professional development, making it impossible to assess whether some of the targets from the Five-Year Plan were achieved. The evaluator recommends that FBPL ask staff participating in professional development to complete a feedback form that uses the IMLS-provided outcomes survey, and that the resulting data be compiled and stored to support data-driven decision making around professional development.

Additional retrospective questions

A-2 asks the extent to which funds were spent on the Measuring Success focal areas. LSTA funds have been spent in direct relation to the focal areas of Lifelong Learning, Information Access, and Institutional Capacity. **Lifelong Learning:** The entirety of Goal 4 (Literacy programming) and the technology class component of Goal 2 (Computer Lab) both achieved results related to the focal area of Lifelong Learning, specifically the intent to *improve users' general knowledge and skills*. **Information Access:** Goals 1 (PPA), 2 (Computer Lab), and 3 (OPAC) achieved results that address the focal area of Information Access. Immense progress was made under Goal 1 to make the PPA discoverable online *(improving users' ability to discover*

information resources), as well as accessible online *(improving users' ability to obtain and use information resources).* Goal 2 trained patrons on information retrieval via the OPAC, and courses were taught in the basic use of computers and the internet, including searching and use of library resources. This supports the intent of *improving users' ability to discover information resources*. Goal 3 funds both the library website and the library catalog, which enable the *discovery of information*. **Institutional Capacity:** Goal 5 (Staff Professional Development), Goal 2 (Computer Lab), and Goal 3 (OPAC) achieved results that addressed the focal area of Institutional Capacity. Goal 5 specifically addressed the intent to *improve the library workforce,* while aspects of Goal 3 addressed all three intents within this focal area: staff are taught to use the OPAC, which *improves the library workforce;* the functionality of the catalog *improves library operations*, and the OPAC also *improves the library's technology infrastructure*. Support of the Computer Lab under Goal 2 contributes specifically to the intent to *improve the library's technology infrastructure*. Funds were not spent in direct relation to the national priorities of Economic and Employment Development, Human Services, & Civic Engagement.

A-3 asks SLAAs to identify groups from a list that were of substantial focus during the Five-Year Plan. Four groups formed a substantial focus: ethnic minorities, individuals living below the poverty line, the library workforce, and school aged children (6-17). While programs and services are not explicitly targeted at ethnic minorities, virtually all residents of American Samoa are part of ethnic or minority populations according to definitions of such groups by the IMLS. In this way, these groups form a substantial focus for the library. While U.S. federal government poverty guidelines are not defined for American Samoa, the IMLS directs evaluators to use the poverty guidelines for the contiguous states and D.C. for the purposes of the LSTA Evaluations. As of 2019, the Samoan government reports that the most recent poverty data is from the 2010 census. According to this data, the median household income is $23,892 and 57.8% of all persons, or 54.4% of households, earn below the national poverty level. The U.S. 2021 poverty guidelines are $26,500 for a family of four: more than the entire average household income for American Samoa. A majority of LSTA expenditures in American Samoa can therefore considered to be expended for the benefit of individuals living below the poverty line. The majority of the library's use is by students and school-aged children, and almost all programming is targeted at school-aged children. During this cycle, 38.91% of LSTA funding was spent on literacy programming for children. Additionally, FY2021 and FY2022 funds will pay the salary of the part time Educational Consultant for early literacy. Lastly, the library spends more than 10% of LSTA funds on the library workforce: 20.71% of FY2018-FY2020 LSTA funds were spent on Goal 5, funding professional development travel and virtual offerings for staff.

Process questions

B-1 asks how libraries have used data from State Program Reports (SPRs) to guide activities included in the Five-Year Plan. FBPL uses data from the SPR and PLS to inform decision making regarding programming activities included in the Five-Year Plan. These decisions may include the need to continue or discontinue a particular activity. It may also forge the creation of activities that may need to be included.

B-2 asks whether changes were made to the Five-Year Plan. FBPL made no modifications to the Five-Year Plan.

B-3 asks how libraries have shared data from SPRs. Data from the SPR is shared with FBPL Board Members through Quarterly Financial Statement Reports. The PLS is shared publicly via the IMLS website. The last Five-Year Evaluation recommendations were included in our current Five-Year Plan evaluation methods in hopes of seeing progress in the new Five-Year Evaluation. This information has guided the services and programs offered at FBPL during this five-year cycle.

Methodology

C-1 addresses the selection of an independent evaluator. FBPL contacted Ms. Chapman in February 2022 with a request to conduct their Five-Year Evaluation. The evaluation did not require an RFP due to the cost of the evaluation falling below the price point for which an RFP is required. Ms. Chapman had conducted American Samoa's LSTA evaluation for the previous 2013-2017 period and FBPL felt that Ms. Chapman's prior work with the library provided important foundational knowledge and understanding about both library operations and the unique challenges facing the Pacific Islands.

C-2 explores evaluation methods. The evaluator employed a mixed methods approach, triangulating survey and interview data with document review. The evaluator reviewed SPR data, photographs of library spaces, and administrative documents; she analyzed demographic data and conducted both surveys and interviews. The evaluator worked with FBPL staff to design and deploy two anonymous web-based surveys (one for library stakeholders and one for library patrons and program participants), and undertook one-on-one interviews with staff and Library Board members. The evaluator met regularly with the Grants and Programs Coordinator via Zoom, and additionally asked questions to relevant staff as needed via email.

C-3 examines stakeholder engagement. Three stakeholder groups were engaged as part of the evaluation process. Library patrons were engaged via an anonymous library survey that requested feedback on existing library programs and services, as well as input on ways in which library services and programs could be expanded to better meet user needs in the future; library stakeholders were engaged via an anonymous survey that sought feedback on the success and impact of LSTA expenditures over the past five years and thoughts for the upcoming five year period; and key library staff and Library Board members were engaged via one-on-one interviews conducted by the evaluator.

C-4 asks how the evaluation report will be shared. FBPL will share key findings with all personnel and stakeholders pertinent to each finding. Findings will be rectified or enhanced by soliciting input from key staff and stakeholders based on each finding. These findings will then be incorporated into FBPL's new Five-Year Plan which has been a north star for library services and programs in American Samoa.

II. Body of the report

Background

LSTA Grants to State program

This document is an evaluation of the implementation of the Fiscal Year (FY) 2018-2022 Five-Year Library Services and Technology Act (LSTA) Plan for the American Samoa State Library System, more commonly known as the Feleti Barstow Public Library (FBPL), which is the State Library Administrative Agency (SLAA) for American Samoa. The Institute of Museum and Library Services (IMLS) is the federal agency responsible for implementing the LSTA Grants to States program, which distributes federal funds to each of the U.S. states and territories annually. Each SLAA must develop a Five-Year Plan detailing how the funds will be used, how use aligns with LSTA purposes and priorities and the library's goals, and how success will be evaluated at the end of the five-year period. The IMLS' authorizing legislation requires LSTA Grants to States recipients to hire an independent evaluator to conduct an evaluation of each Five-Year Plan period for programs funded.

Description of the community and the library

American Samoa is comprised of seven islands (five volcanic islands and two coral atolls) covering 77 square miles,[1] located in the South Pacific Ocean about midway between New Zealand and Hawai'i.[2] The largest island, Tutuila, is inhabited by the majority of the Territory's 49,710 people.[3] Roughly 38,000 people live in the Western District, or 64% of the population.[4] The library system has a main facility in Pago Pago and one small branch library in a Community Center on Ofu island. Other populated islands in American Samoa do not have library services. Pago Pago is the capitol city, located centrally on the island and officially part of the Eastern District, where roughly 17,000 people live, or 34% of the population. While Pago Pago was historically the largest population center due to the harbor, in recent decades the population has shifted west where the airport and industrial park are now located. Travel from the coasts to the library in Pago Pago is 40 minutes by car and can be multiple hours by bus, leaving populations on the eastern and western coasts of Tutuila without easy access to library facilities. Many people living on the coasts have never been to the public library, and for many children, their only experience with the library is via a single school field trip visit, if at all. FBPL does not have a bookmobile, or other outreach services that extend to the coastal areas, other than the Summer Reading Program (SRP).

The majority of American Samoans are bilingual in English and Samoan. Ninety-three percent of the population is ethnically Pacific Islander; more specifically, 89% are Samoan, and less than 1.5% are Caucasian. As of 2019, the Samoan government reports that the most recent poverty data is from the 2010 census. According to this data, the median household income is $23,892 and 57.8% of all persons, or 54.4% of households, earn below the national poverty level.[5] In 2010, roughly 9.2% of the civilian labor force was reported to be unemployed. Of those employed, one-third work for the federal government.[6] Tuna fishing and processing are the main industries on the island in the private sector, with canneries alone providing 15% of all employment as of the last available data, in 2013.[7]

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[1] American Samoa LSTA Five-Year Plan, 2018-2022

[2] CIA World Factbook https://www.cia.gov/the-world-factbook/countries/american-samoa/

[3] 2020 Census https://www.census.gov/data/tables/2020/dec/2020-american-samoa.html

[4] *Ibid.*

[5] American Samoa Combined Statistical yearbook 2018-2019.

[6] *Ibid.*

[7] CIA World Factbook

The only institution of higher education in American Samoa is the American Samoa Community College (ASCC). The ASCC has experienced a 50% drop in enrollment over the past decade, and on average in 2019, only 36% of high school graduates enrolled at the college – though an unknown additional percent attended other institutes of higher education off island.[8]

The head of the FBPL is known as the Territorial Librarian. The Territorial Librarian is appointed by the Governor from a proffered list of three to five candidates in the order of descending priority who have received the highest consideration of the Library Board. Library Board members are appointed by the Governor. The 2020 elections in American Samoa ushered in a new eight-member Library Board, as well as a new Governor-appointed Territorial Librarian. In November 2021, Ms. Emma Solaita-Malele replaced Mr. Justin Maga as Territorial Librarian. Due to the timing of these changes, the current Board does not have extensive familiarity with the LSTA Grants to States program activities over the past few years. The evaluator therefore worked with both Mr. Maga in his new role as Grants & Special Programs Officer, as well as Territorial Librarian Solaita-Malele, to complete the evaluation.

During this evaluation cycle, LSTA funds represented between 20-25% of the library's total budget in each year.

Technology infrastructure

In 2015, slightly less than a third of the population had home internet. However, in 2015 the U.S. Department of Agriculture's (USDA) Rural Utility Service (RUS) funded the Broadband Linking American Samoa Territory (BLAST), installing infrastructure to enable the majority of homes and businesses to be connected to the fiber-optic network. The territory spent $90M on BLAST in five inhabited islands, and also upgraded the Territory's 2G network with 4G LTE technology. This was followed by the installation of a $30M Hawa'iki submarine cable in 2018, "connecting American Samoa to the global community via the availability of 200+ Gbps off-island bandwidth capacity." A household technology survey conducted by the American Samoa Territorial Broadband Strategy (ASTBS) Working Group in 2020 with 522 respondents found that 89.3% of respondents now have internet access at their home, though the percent of people with only mobile internet access was not identified. Two-thirds (66.5%) did report that a mobile device was the main way in which they access the internet. Sixty-four percent of respondents reported that they "can't live without" internet access and 24.5% report that the speed and reliability of their internet connection does not meet their needs.[9]

Note on COVID

American Samoa declared a public health emergency in March 2020 and closed the borders, which remained closed until January 2021. American Samoa has only a single acute medical facility with 124 medical beds and 10 ICU beds, which the government deemed dangerously insufficient to address medical needs if the pandemic entered the Territory. Additionally, the Territory has a very high rate of non-communicable diseases that put residents at higher risk to the effects of COVID-19. Due to these measures, American Samoa remained the only U.S. soil to experience no cases of local transmission of the COVID-19 virus through the end of 2021. Residents sacrificed much to protect the community via border closures, including travel, access to off-island healthcare, educational opportunities such as college, and business opportunities. The government implemented a mass vaccination campaign with numerous incentive

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[8] American Samoa Combined Statistical Yearbook, 2018-2019.
[9] 2021. "The 2021-2026 Territorial Broadband Strategy." American Samoa Territorial Broadband Strategy Working Group.

programs to help increase vaccination rates, and as of January 3rd 2022, 80.4% of the population of American Samoa had received at least one dose of the vaccine, and 72.9% were fully vaccinated. At this same time, the Omicron variant of the virus reached American Samoan shores, and in Spring 2022 the Territory struggled as the virus tore through the community for the first time.[10]

With the borders closed against the pandemic, repatriation of citizens who had been off-island when the pandemic hit became a priority. American Samoa undertook a massive repatriation and quarantine program beginning in January 2021. By the end of 2021, over $33M (including $10M in American Rescue Plan Act (ARPA) funds) had been expended on repatriation costs, safely returning over 5,500 citizens to the Territory. The public library played a role in the repatriation process, collaborating with the government to offer virtual services to children in quarantine facilities.[11]

While COVID relief funds have been vital to the territory, one unforeseen effect of an influx of ARPA and Coronavirus Aid, Relief, and Economic Security (CARES) act funding was a loss of staff for FBPL. The flood of federal funding created many new jobs and better funded opportunities on island, and FBPL lost several key staff members due to its inability to compete with salaries, including the Head Curator of the PPA, the Children's Librarian, and the Library Assistant operating the library branch on the island of Ofu. While a new staff member was successfully hired to conduct children's literacy programs, all three salary lines remain vacant, slowing progress on some LSTA goals.

The library itself was completely shut down from mid-March 2020 to June 2020, other than virtual services. However, because closed borders insulated the population from the pandemic, the library, schools, and all other island systems operated normally from June 2020 until February 2022, when the Omicron variant of the virus entered the Territory.

Retrospective questions

A-1. To what extent did your Five-Year Plan activities make progress towards each goal?

American Samoa's *LSTA Five-Year Plan 2018-2022* consists of five Goals. This section of the report provides a retrospective assessment of each Goal. The expenditures for each Goal over the three-year period are shown in the table below. While the Plan covers a five-year period, only three years of data (FY2018-FY2020) are available to independent evaluators to review in the State Program Reports (SPR)[12] at the time the evaluation must be completed, and so the majority of the evaluation is performed using only the first three years of the evaluation period.

As part of the evaluation, the evaluator conducted two web surveys. The first survey was with library stakeholders (including library staff, library board members, and several library donors). This survey had an almost universal completion rate, and will be referred to ask the "stakeholder survey" in this report. The second survey was targeted to library end users, and was distributed by FBPL staff and the evaluator to lists of known users who had participated in early literacy programming or registered for accounts with the online PPA. This survey will be referred to as the "end user survey" in this report.

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[10] 2022. "State of the Territory Comprehensive Report." 37th Legislature, 3rd Regular Session, January 10, 2022. https://www.americansamoa.gov/_files/ugd/4bfff9_3f8addf3f8e747a09d147ca19f6d4ad2.pdf

[11] *Ibid.*

[12] The SPR is the formal reporting system using by the IMLS for the Grants to States program

Table 1. LSTA Goals and FY2018-FY2020 expenditures – Totals

Goal	Expenditures (FY2018 FY2020)	% of Total
Goal 1: Maintain, expand, and promote the Polynesian Photo Archives (PPA)	$44,775.05	18.86%
Goal 2: Maintain, expand, and promote Computer Lab services	$1,132.73	0.48%
Goal 3: Maintain, enhance, and promote the Online Public Access Catalog (OPAC)	$49,946.50	21.04%
Goal 4: Maintain, enhance, and promote literacy programs	$92,373.11	38.91%
Goal 5: Maintain, enhance, and promote the professional development of the State Library Workforce	$49,178.60	20.71%
Total expenditures	**$237,405.99**	
Total LSTA allotment	$237,406.00	
Administrative overhead	$0.01	0.000004%

Table 2. LSTA Goals and FY2018-FY2020 expenditures – Annual breakdown

Goal	% of expenditures			Amount		
	FY2018	FY2019	FY2020	FY2018	FY2019	FY2020
1. PPA	6.14%	29.31%	21.14%	$4,870.00	$23,244.24	$16,660.81
2. Computer Lab	0.15%	0.79%	0.49%	$118.80	$629.98	$383.95
3. OPAC	17.62%	20.54%	24.98%	$13,972.23	$16,287.19	$19,687.08
4. Literacy programs	49.60%	41.91%	25.14%	$39,325.00	$33,234.95	$19,813.16
5. Workforce development	26.49%	7.44%	28.26%	$21,004.96	$5,898.64	$22,275.00
Grand Total	100.00%	100.00%	100.00%	$79,290.99	$79,295.00	$78,820.00

Goal #1: Maintain, expand, and promote the Polynesian Photo Archives

FBPL used 18.86% ($44,775.05) to support Goal 1 from FY2018-FY2020. FBPL has an extensive Pacific Collection and founded the Polynesian Photo Archive (PPA) in 2007. While there are a number of collections in the PPA, the vast majority of materials belong to the Keith Dahl archive, which contains 800,000 film and negative photographs bequeathed to FBPL after the passing of Keith Dahl in 2012. Dahl was a well-known local photographer, known particularly for photographing community and social events such as weddings,

flag days, religious ceremonies and sporting events.[13] A fulltime PPA Photo Curator was hired in 2012, and during the last Five-Year Evaluation period the library began cataloging the collection, sorting photographs, and scanning. However, in 2015 the Photo Curator position was lost in an island-wide 10% governmental budget cut. From 2015 through 2017 progress on the collection slowed as the PPA had less staffing than planned. The first scanning equipment was purchased — an Indus 9000 Book Scanner — using FY2015 LSTA funds.

One of the targets of Goal 1 was to increase staffing for the PPA. FBPL succeeded in this effort: In FY2014, a fulltime Library Assistant was hired for the PPA and in 2018 a second fulltime PPA Library Assistant was hired. These fulltime PPA staff are not paid from LSTA funds. The first Assistant left the library in early 2021 and has not yet been replaced, though the funding for the position is still in the budget and the new library director plans to hire the position before the end of FY2022. FBPL was also able to hire college-bound students during the summer months of FY2018-FY2021 to assist with materials organization and scanning. Between three and five students worked with the library each summer, and FY2019 and FY2020 students were funded by the LSTA. In total, 14.20% of all LSTA funds (75.30% of Goal 1 funds) were spent on PPA summer salaries.

Figure 1. Goal 1 expenditures by category and by year
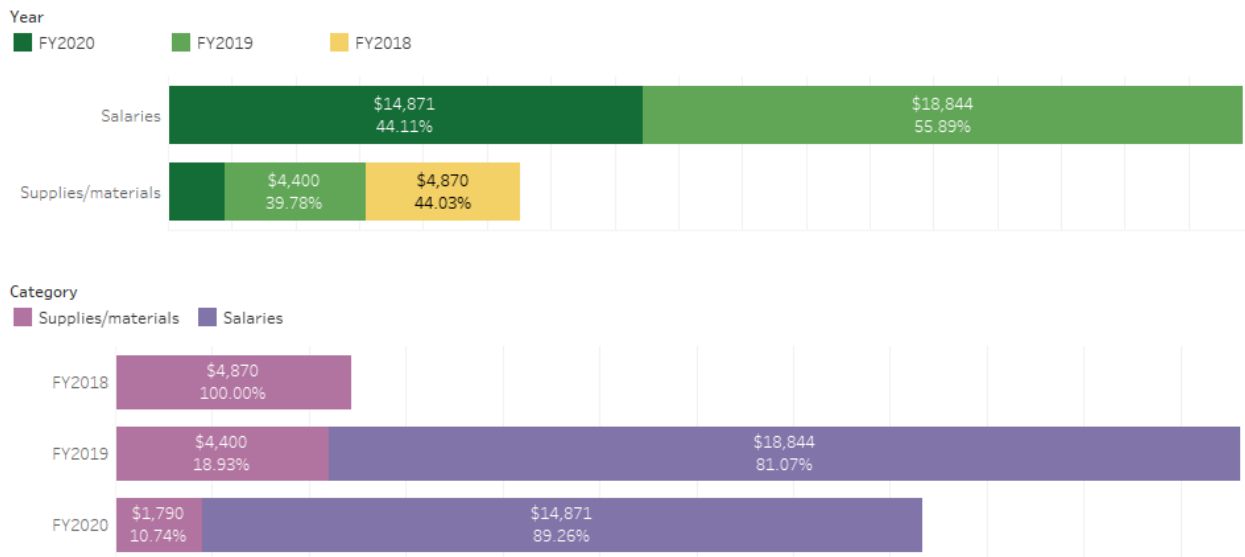
Figure 2. The Polynesian Photo Archives processing room, FBPL

Additional Goal 1 funds were expended on equipment. In FY2019, two computer workstations were added to the PPA and in FY2020, two new WideTEK25 scanners were purchased. PPA staff were able to attend training to assist them in their work before the pandemic halted travel: both fulltime PPA staff attended a training provided by the Northeast Document Conservation Center (NEDCC) in FY2018. Figure 1

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[13] The Polynesian Photo Archives online: https://mukurtu.org/project/polynesian-photo-archive/

above shows the breakdown of Goal 1 expenditures by category and year as reported in the SPR.

During this evaluation cycle, the sorting and numbering of the Keith Dahl collection was completed, resulting in roughly 600,000 unique images and 170,000 duplicates. As they are sorted, photographs are rehoused into acid-free sleeves in binders. When digitized, a high-resolution version of the image is stored as a preservation copy, and an access copy of the image is produced and watermarked for the website. In 2020, the PPA went live on the Mukurtu Content Management Software (CMS) platform. Mukurtu is a free, opensource CMS and digital access tool built specifically to meet the needs of indigenous communities. The CMS was developed and is maintained at the Center for Digital Scholarship and Curation at Washington State University, and its main goal is to "empower communities to manage, share, and exchange their digital heritage in culturally relevant and ethically-minded ways."[14] As of spring 2022, roughly 200,000 images (one-third of the Keith Dahl collection) are now available online. The CMS allows uses to browse and search watermarked images online, and provides a platform for crowdsourcing metadata about images. Since it launched in August 2020, 1,320 people have registered for accounts with the PPA online, and 109 comments have been left providing metadata, such as the identification of the individuals in photographs. During the evaluation, the library realized that no data is tracked on the number of pageviews, image views, or downloads of online PPA materials. This data collection is not a built-in feature of the CMS, and instead requires that an institution implement web analytics software to collect the data, which cannot be done retrospectively.

Figure 3. Facebook promotion of the launch of online PPA materials
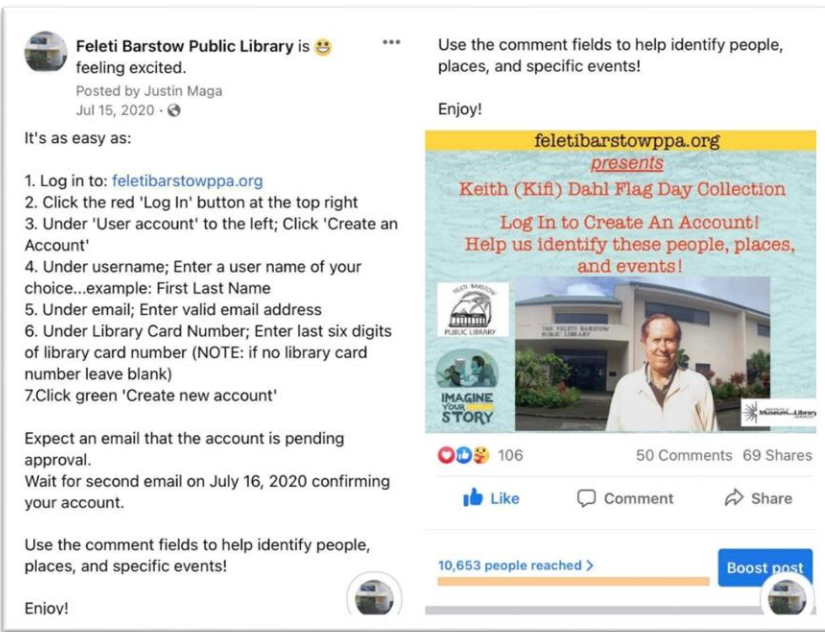
The library provides unwatermarked physical or digital copies of the images for a small fee. While the pandemic caused a significant drop in such in-person photograph requests, the library was receiving roughly 500 requests per year in FY2018 and FY2019 before the pandemic, as shown in Figure 4, and 1,334 requests were made from FY2018-FY2021. The online collections have successfully been promoted via the website, the library's Facebook page, and local television; Figure 3 includes a sample of online promotional material.

An end user survey was distributed for the evaluation to registered PPA and early literacy program participants. Fifty-seven percent (57.0%) of respondents said they use the PPA. Of these users, 69.4% report that they are "very satisfied" with the PPA, with only 8.4% reporting that they were dissatisfied in any way. Reasons for dissatisfaction included the presence of the watermark and difficulty navigating the online interface. Some comments left by participants about the PPA include:

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[14] Mukurtu homepage: https://mukurtu.org/

"The graphic materials especially in our Polynesia section were some of the most beautiful photos …and… primary sources for our students' findings."

"Please provide more photos of past events and made them available for public use. I really enjoyed Keith's collections. Thank you.

The quality of the photos is amazing, I had no issues toggling through the gallery.

Figure 4. In-person PPA photographic replication requests at FBPL

Polynesian Photo Archives photo requests

491   516   186   141

FY2018   FY2019   FY2020   FY2021
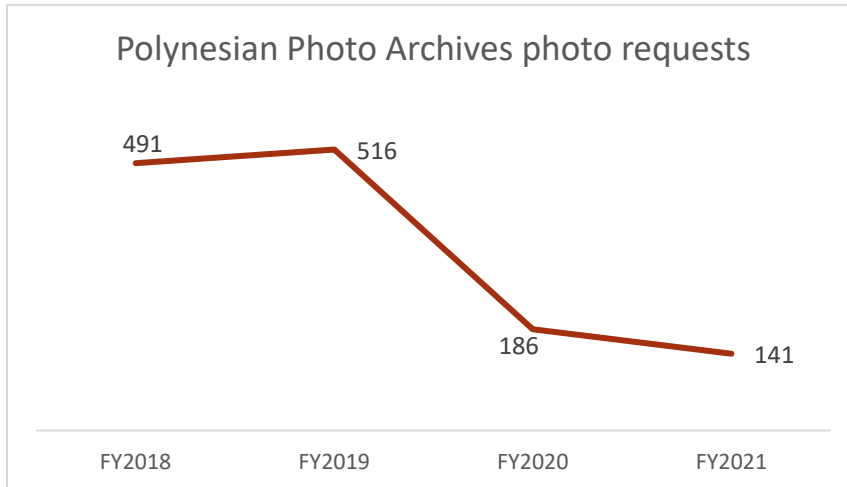
According to staff and Library Board members, the online collections has had a great impact and brings significant public attention to the library. The stakeholder survey asked respondents which of the goals they believe have been most impactful on the library and on patrons, as well as the specific ways in which each project has had an impact. Sixty percent (60%) of respondents discussed Goal 1 in their responses. Some quotes from Library Board members are included below:

"This project has been extremely impactful to our local community, both past, and present! In fact, PPA photos have surfaced social media in recent years and have been virally shared and praised. These photos have allowed people of all generations to honor our history and even reconnect with friends they may have gone decades without hearing from. This project is a true gem and essential to preserving American Samoan history!"

"This vital digital project preserves our cultural heritage and more importantly provides a service for our current and future patrons to access these historical and cultural images. A service not provided by other entities with this amount of content."

In an interview, a Board Member explained that part of the reason the PPA has had such high impact is the importance of *o le gafa.*[15] "Family is everything here," they explained. "The photo archive sparked an interest in genealogy, and connected people with their roots and with each other." Other comments about the PPA program from the stakeholder survey included the importance of hiring more staff for the PPA (which will be achieved if the vacant position is hired), and a suggestion to increase advertising of the online images.

It is the evaluator's opinion that FBPL has **achieved** Goal 1, to "maintain, promote, and expand the Polynesian Photo Archives." FBPL made tremendous headway in processing the collection of 600,000 unique images. Despite challenges with staff turnover, the library was creative in finding staffing solutions and hired temporary summer workers to undertake the labor needed to make materials available to the public. The library launched the digital PPA, making 200,000 images available online for the first time during this evaluation cycle. The PPA was marketed heavily via social media where posts were viewed by thousands of people. Over 1,300 people registered for accounts to use the PPA online, with 1,334 in-person image replication requests made from FY2018-FY2021 by people who had discovered materials online. The opensource platform used for digital access allows for community crowdsourcing of metadata, and many community members have participated in this effort to date, providing 109 crowdsourced metadata

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[15] *O le gafa* is the Samoan word for "family history" or "genealogy."

submissions with identifying information about people, events, and places. Staff and Library Board members believe the PPA has had a huge impact, both in reconnecting community members to their local history and to each other, and in shining a spotlight on the library both within American Samoa and internationally. FBPL plans to hire the empty PPA Library Assistant position by the end of the current fiscal year in order to maintain its support for the PPA program and meet its goals from the Five-Year Plan.

Goal #2: Maintain, expand, and promote Computer Lab services

FBPL used 0.48% ($1,132.73) to support Goal 2 from FY2018-FY2020. The Computer Lab has existed for over two decades and has 20 computers. It is located in the main library facility on Tutuila. LSTA Grants to States funds have not been used to fund new computers or staff in the Computer Lab. The current computers in the lab were purchased using LSTA Pacific Competitive Program (PCP)[16] funds in 2015, and are still in working order, according to staff. A funding source for replacement machines will soon need to be determined, and Grants to States is one option. During this evaluation cycle, funds were spent on a Smart TV for the Lab, Cross Tech software for computers (using for virtual class management), a new printer, and several software upgrades.

Figure 5. Use of public computers by year

Public computer use
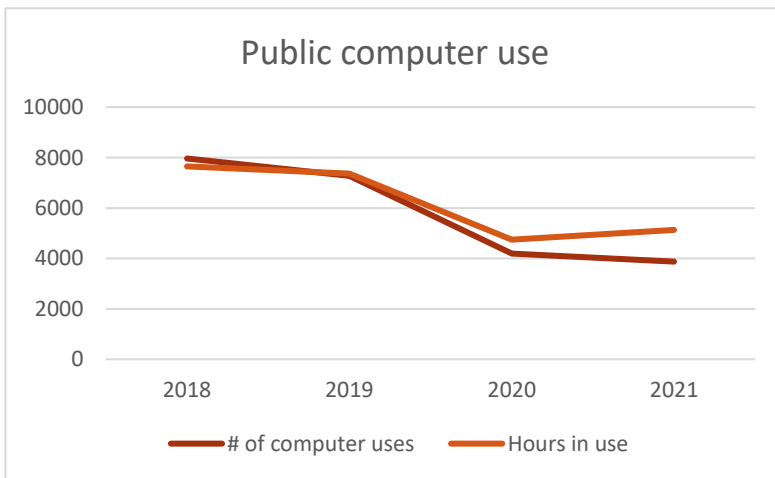
Computers are available to the public unless the lab is booked for classes or meetings. Prior to the pandemic (2018 and 2019), the lab averaged 7,600 computer uses per year. This is similar to average computer use during the prior funding cycle. While use declined by nearly half during the pandemic, the lab was still used over 4,000 times each year.

The Computer Lab manager offers free classes in Basic Computers for adults, which includes how to use email, how to conduct online searches, and how to use Microsoft Office products such as Word and Excel. Classes are advertised on the radio, in the newspaper, and on Facebook. Every class is two weeks long, three hours every day. One of the reasons for the time-intensive courses is that while internet is now newly widely available, many people in American Samoa do not have access to desktop computers at home. Lacking familiarity, people need a lot of time to practice and remember desktop operations. Prior to 2015, the two-week courses were offered roughly monthly, with a break during the winter holidays. While island-wide restrictions in 2020 and in the second half of FY2022 have precluded group class from taking place due to legal limits on gathering, only a single two-week Basic Computer course was held in 2018, 2019, and 2021 respectively. Staff perceive two reasons for the decline. First, the staff member who manages the lab has competing job duties. The staff member attained a Masters of Library Science degree and transitioned from a position as a full time IT and Computer Lab manager to a job as a librarian and Cataloger, but is still simultaneously tasked with maintaining the lab. The staff member has less time in recent years to dedicate

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[16] Prior to FY2020, the Freely Associated States, Pacific Territories, and the U.S. Virgin Islands were eligible to take part in the Pacific Competitive Program, which provided an opportunity for the SLAAs of these regions to apply for a maximum of $30,000 annually for competitive project grant funding. The PCP was discontinued after FFY2019. https://www.imls.gov/sites/default/files/lstapacificgrants2019nofo_jan2019.pdf

to the portion of the job that manages the Computer Lab. Second, several other computer labs became available on island that also offered free basic computing courses to the public. For example, the Department of Youth and Women's Affairs (DYWA) opened a lab with 25 computers in 2017. While staff have discussed pivoting FBPL's computer class offerings to overlap less with what is now available elsewhere, this has not yet occurred. Computer Lab course statistics can be viewed in Appendix I.

Table 3. Number of computer classes taught per year

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
13	8	6	12	9	0	4	2	1	1	0	1

During the summer, the Computer Lab also coordinates with the SRP to offer some children's classes, which teach skills based on the annual Collaborative Summer Library Program (CSLP) theme around how to use Microsoft Office, how to conduct research, and how to prepare a presentation.

The library collaborates with community partners on training to offer trainings. The Lab offers courses in the advanced use of computers to government agencies upon request, and allows government agencies to book the lab for their own courses when needed, as it is one of the only large computer labs on island; for example, the Department of Commerce booked the Lab and brought in their own instructor for a Geographic information Systems (GIS) training for their staff in FY2019. In FY2018, FBPL partnered with the Territorial Administration on Aging (TAOA) to teach computing courses specifically for senior citizens.

Figure 6. Participants in the TAOA-FBPL Computer Training course, FY2018

The Computer Lab Manager provides a one-page anonymous survey for each participant after class. The form provides a five-point Likert scale asking participants the degree to which they agree with nine statements and provides a space for comments. Statements include, "I learned a lot from this class," the instructor was knowledgeable," and "the class/program was worth my time." Periodically, administrative staff compile the responses and provide this feedback to the Lab Manager to help improve classes. Unfortunately, the compiled responses are not systematically retained and the evaluator was unable to acquire any of them due to the fact that the administrative assistant in charge of the data was on extended leave during the time the evaluation was conducted.

In the stakeholder survey, 20% of respondents said that the Computer Lab was the most impactful of all LSTA goals. Library Board members left comments such as:

> "We've received so much feedback about our computer lab giving free internet and computer access to the public, especially when we have computer classes…our patrons would always line up to register for these classes and would ask for more after completing a session…Also, most people come to our library because there isn't any other place on the island offering free internet and computer access like we do. It's useful and very impactful for our people."

> *"The computer lab has been a greater use for our local patrons who do not have access to computers or WIFI at their homes. Adults would utilize our computer labs for emails or use MS Word in the mornings and in the afternoon the computer lab would be packed with after school students doing research or to print out information needed for their assignments or projects."*

> *"Our free computer classes have afforded our patrons to bridge the gap between the have and have nots. These computer classes have benefited our children, adults, and elderly. We also have been working with creating on-line tutorials."*

In the end user survey conducted for the evaluation, 24.1% of respondents said that they and their family have used library computers for internet access in the past three years, and 8.9% said they have participated in a computer class. Of those who use the public computers for internet access, 62.5% report that they are "very satisfied," while 25.0% report that they are dissatisfied in some way. For those who took a computer class, 71.4% are "very satisfied" while only 14.3% are dissatisfied. When asked which library services were most important for the library to continue in the future, 20.6% of the comments discussed the computer lab services. Some respondents asked for more adult and senior computing classes. Comments about the computer lab included:

> *"Satisfied. My children are able to access the internet and utilized books and computers provided by Feleti Barstow."*

> *"I hope the library continues the literacy programs and also the tech program for computer classes, we are in the new era and many people do still do not know how to use a computer or even the Microsoft applications."*

It is the evaluator's opinion that FBPL has **partly achieved** Goal 2, to "maintain, expand, and promote Computer Lab services." Goal 2 was new to the Five-Year Plan this cycle, and while the Computer Lab itself was maintained and received positive feedback from end user and stakeholder surveys conducted for the evaluation, virtually no LSTA were required or expended on Goal 2: The Computer Lab manager is not funded via LSTA and no computers were refreshed during this funding cycle. The only expenditures for Goal 2 were 0.48% of funds. Admirably, Computer Lab courses were the only programs offered by the library that collected feedback from participants via evaluations during this cycle in order to meet Five-Year Plan outcome evaluation targets; unfortunately, the data was unable to be located and provided to the evaluator due to staff leave during the evaluation. The number of Computer Lab class offerings have been in decline since 2013 for several reasons discussed above. As FBPL authors the next Five-Year Plan, it may wish to explore modifications to class offerings based on modern needs.

Goal #3: Maintain, enhance, and promote the Online Public Access Catalog (OPAC)

FBPL used 21.04% ($49,946.50) of FY2018-FY2020 funding in support of Goal 3. The lions' share of these expenditures went to the annual OPAC licensing fee for Follett Destiny, but funds were also spent on the annual fee for the library's website hosting platform, Upsprung Media. In FY2018 minimal funds were used for mobile wifi access to teach remote OPAC training and support remote library card sign ups. Figure 6 shows expenditures by category and year; all funds were expended under "services."

Figure 7. Goal 3 expenditures by category and by year
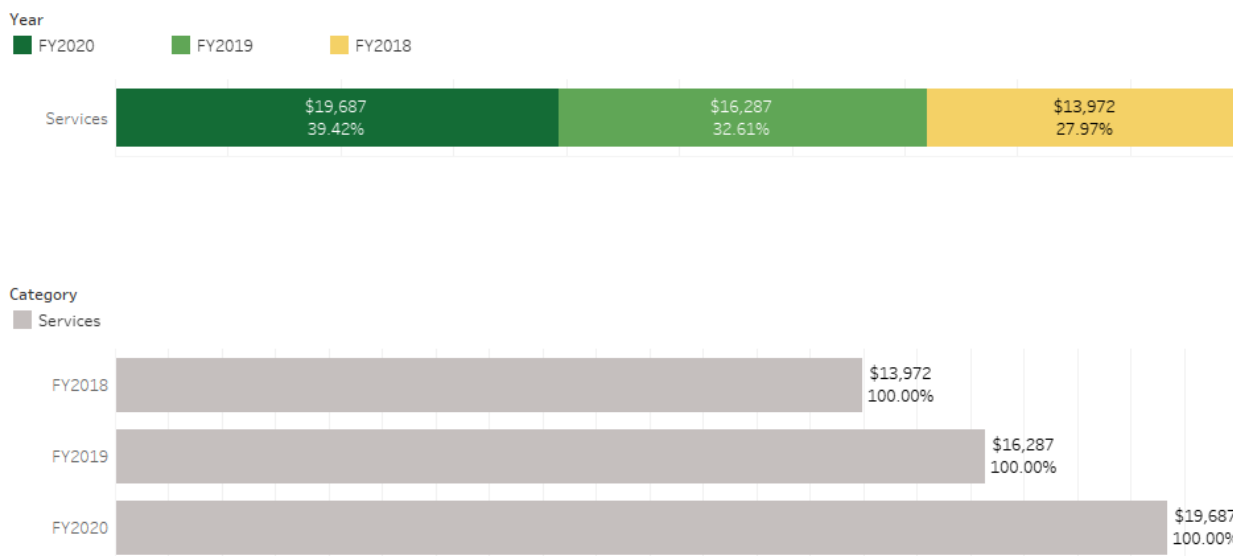
The OPAC is a catalog shared with the American Samoa Library Cooperative (ASLC). The OPAC launched in April 2000, and is supported financially by the library. The OPAC has 13 members, including three public library locations (the main library, the Ofu Community Center, and the PPA); five high schools under a single site license for the American Samoa Department of Education (DOE), the ASCC, the American Samoa Historic Preservation Office, the Kanana Fou Theological Seminary, the Governor's Adopt-A-School Initiative, and the Iakina Seventh Day Adventist Academy. The Iakina Academy was the only member added during this evaluation period, in 2019. FBPL offered an OPAC training in 2019 to all members' staff. The library had hoped to research InterLibrary Loan (ILL) systems and services during this cycle and consult annually with consortial partners on recommendations for expanded database subscription services and other online resources, but the onset of the pandemic and changes in library leadership caused these targets to be put on hold for the time being. Output and outcome targets from the plan were unable to be assessed because as with Goals 4 and 5, the necessary data was not collected. Additionally, a target to increase usage of the OPAC over the course of the evaluation period could not be evaluated because Follett Destiny does not track or provide access to statistics about the number of searches completed in the catalog.[17]

In response to the stakeholder survey, several staff and Board Members left comments about the important role the OPAC plays, such as:

> "The OPAC is used by patrons who visit the library for reading which is a few, however, there are days where it would be used by so many students searching for specific books for their projects."

> "Very impactful for our local schools and students! Could use additional effort towards promoting this service for the public-at-large."

In the end user survey, respondents were asked if they had checked out materials in the past three years, making use of the OPAC, and 46.8% said that they did. Of those who did, 60.6% said they were "very satisfied" with the experience, and only 15.1% said they were dissatisfied in any way.

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[17] Tyler at internationalsupport@follett.com. "RE: FW: Destiny Usage Statistics." Received by Justin Maga, 4/13/2022.

The library also pays for its suite of electronic resources out of Goal 3 funds, including TeachingBooks, Newsbank, Lyrasis Library Simplified, and Beanstack. Beginning in FY2019, FBPL purchased Lyrasis Library Simplified to offer patrons access to 3,600 ebooks. To date, ebooks have struggled to attract users, who are not familiar with the medium for reading. Unfortunately, usage statistics for Lyrasis were unable to be acquired and provided to the evaluator. Staff believe that more outreach and education will be required before patrons understand how to use ebooks and are comfortable operating on the Lyrasis platform. TeachingBooks was purchased with FY2020 funds, and provides an online collection of educational resources to engage readers. This service has been very popular with teachers and students. Since it was made available in August 2021, there have been 16,266 views and downloads of full content items, such as booklists, audiovisual resources, and text resources. Keep in mind that TeachingBooks resources are often used in a group classroom setting, meaning that the impact is significantly larger than the recorded statistics. Beanstack was purchased in FY2020 when the library thought they would need to offer a virtual SPR, but was not used. This software helps librarians, children, and families to promote, manage, participate in, and gaining insights from Summer Reading challenges. The Western District 2020 SRP was cancelled entirely due to island-wide limits on gatherings and issues with a number of volunteers having yet to be repatriated; the central library's smaller program provided COVID packets-to-go and did not end up using the software, as the Children's Librarian who managed the program left the library and a replacement was not hired until October 2021.

In the end user survey, 20.3% of respondents said that they and their family had used the library to access electronic resources such as ebooks, journals, or databases. Satisfaction was high among those who had done so, with only 6.3% dissatisfied in any way, and 68.8% "very satisfied."

It is the evaluator's opinion that FBPL has **achieved** Goal 3, to "maintain, enhance, and promote the OPAC." The library offered OPAC trainings to all members' staff, inducted a new member, and maintained the catalog and website. A number of eresources were acquired for the first time, including the Lyrasis Library Simplified ebook collection, Teaching Books and Newsbank. Teaching Books in particular has been well received by the schools and received significant use. While Beanstack was purchased it was never used, though the library has hopes to use it for the SRP in the summer of 2022. The outcome targets set for Goal 3 in the Five-Year Plan were overly ambitious, without a clear method of how they could be measured. These can be simplified in the next plan. Unfortunately, usage statistics for Lyrasis and Newsbank were unable to be acquired and provided to the evaluator. The evaluator recommends that FBPL work with content providers so that in the future a monthly usage report be provided to the library, who can store this data and analyze it longitudinally.

Goal #4: Maintain, enhance, and promote literacy programs

FBPL used 38.91% ($92,373.11) of FY2018-FY2020 funding in support of Goal 4. Expenditures under Goal 4 are mostly for supplies and materials needed for early literacy programming, such as glue, construction paper, pipe cleaners, and other arts and crafts materials for both the main library and the Ofu Community Center. Like many public libraries across the U.S., the SRP is managed at FBPL as part of the CSLP. SRP is a largescale undertaking in Samoa, offered as a multi-week, half day summer camp with limited spots.

Beginning with FY2021 LSTA expenditures, the part time Educational Consultant (a new contract employee who develops and runs early literacy programming) is additionally paid from LSTA funds.

Figure 8. Goal 4 expenditures by category and by year

Year
■ FY2020 ■ FY2019 ■ FY2018

Services	$1,245 100.00%	
Supplies/materials	$17,138 22.70% / $30,397 40.27% / $27,947 37.02%	
Travel	$7,152 62.63%	

Category
■ Unknown ■ Travel ■ Supplies/materials ■ Services

FY2018	$4,226 10.75% / $7,152 18.19% / $27,947 71.07%	
FY2019	$30,397 91.46%	
FY2020	$2,675 13.50% / $17,138 86.50%	
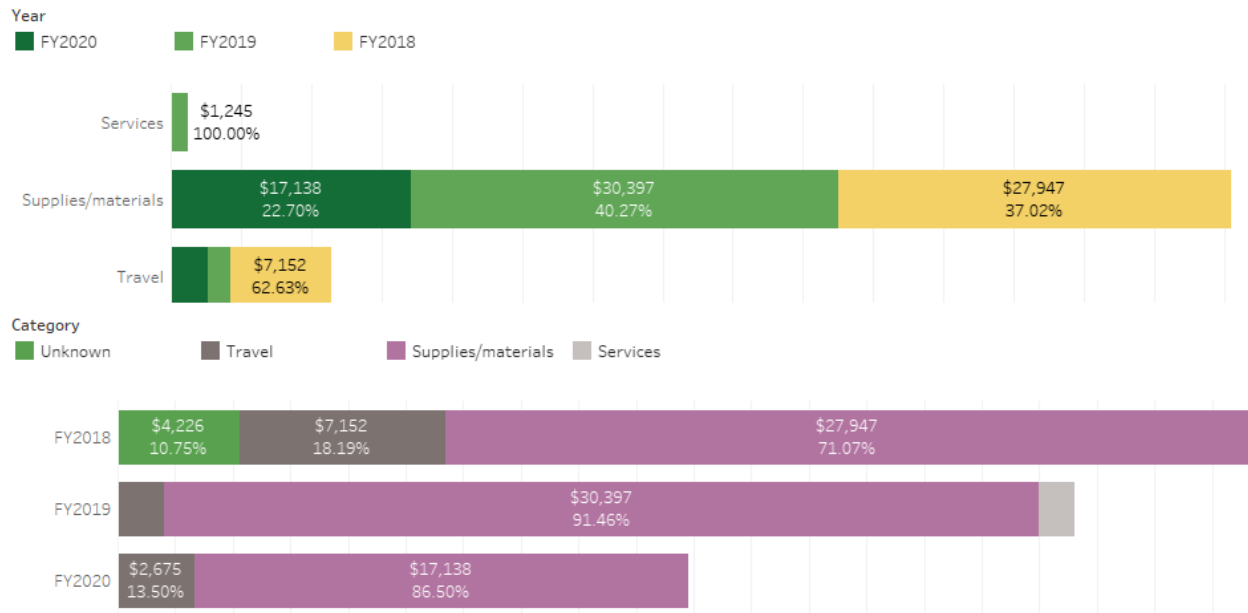
According to staff interviews, the children of American Samoa struggle with reading; staff estimate that as many as 95% of the children who use the library are behind grade level in reading, though this is not particular to library users. A Library Board Member also reflected that "…a lot of children do not know how to read, and are not having positive experiences with learning," when discussing the importance of the library's early literacy programming and SPR. The focus of FBPL's literacy programming is therefore on children, though staff believe that there is a need for an increase in adult programming as well, if funds allow.

The end user survey conducted for the evaluation was sent directly to over 100 recent participants in the library's early literacy programming, and this group comprised 20.3% of all respondents. Out of all survey respondents, 35.9% said that they had seen "a lot" of improvement in their children's ability to read because of library services and programs in the past five years, with only 2.6% reporting that they had seen no improvement. A quarter of respondents participate in the SRP, and 77.8% were "very satisfied" with the SRP. Additionally, 22.8% reported participating in early literacy reading hour, with 64.7% reporting that they are "very satisfied" (See Appendix G for a full report of survey findings). One issue discussed by both survey respondents and library stakeholders was the need for visual refresh of the library facilities to make them more inviting and create a more welcoming atmosphere to attract visitors. In 2021 the Children's room was refreshed to the extent possible without additional funds (moving furniture that blocked windows to allow more natural light, reorganizing the shelves and books, etc.) and one end user commented, "the children's room updates look amazing! And the books are organized so well now!" A more formidable issue is the need for expanded early literacy services to the western coast of the island where there is no library branch, but where nearly two-thirds of the population resides. Over the years, FBPL has considered several ways to address this issue including a bookmobile, building a new facility, or renting existing space for a library branch. Staff interviews indicate that expanding children's literacy services to the Western District is a priority for the library, despite the financial challenges posed.

Staff departures presented a major challenge for Goal 4 during the evaluation cycle. The only full-time staff person at the Ofu Community Center branch library departed in 2020, and has yet to be replaced. This left the Manu'a islands (a population of roughly 500) with no children's programming or library services for the second half of the evaluation period. The departure of the Children's Librarian from the main library in 2020

caused a gap in services until the new part time Educational Consultant was hired in October 2021 to carry out the literacy programming aspect of the Children's Librarian's job. Because the Educational Consultant is paid from LSTA funds, the funding line for a Children's Librarian still exists and the library will be able to hire this position as well, increasing its capacity for children's programming and outreach in the near future. Numerous comments left in the end user survey indicate that children's literacy programming is of high value to library users, who hope for even more support in this area in the next five years.

Little information about early literacy programming and its outputs and outcomes was retained when staff turned over. The evaluator was only able to access detailed information from October 2021 through March 2022, and basic program and participation counts prior to that. During this evaluation cycle, between 200 and 300 children's programs were offered per year until the loss of the Children's Librarian, with roughly 5,000 participants per year pre-pandemic. FY2022 is on track to see a 34% increase in the number of programs offered, with double the attendees, thanks in part to hybrid virtual and in person offerings (see Appendix I for statistical tables).

While the library offers an impressive array of early literacy programs that are well attended, no formal feedback is collected and no evaluation is undertaken. The evaluator recommends that the children's room and SRP partners implement evaluation of their programs to assist with program improvement, and to understand program impacts and outputs. Appendix H contains sample outcome surveys provided by the IMLS to LSTA-fund recipients for exactly such purposes.

Summer Reading Program

Figure 9. Western District Summer Reading Program

The SRP is a highly valued and popular largescale community program in American Samoa that is run as a formal camp, with children spending scheduled time at the library as part of the program. Due to the physical space, participation has long been limited at FBPL. FBPL's eight-week summer reading program has traditionally accommodated about 100 children, with 25 participants in each of four, two-week sessions. Due to distance and transportation difficulties, thousands of children in the territory have no access to the program in Pago Pago.

Beginning in 2017, FBPL partnered with the Brigham Young University Alumni Chapter of American Samoa (BYU) to offer a large SRP to the Western District of Tutuila, where two-thirds of the population is located. With CSLP materials provided by FBPL, a dedicated group of over 20 volunteers composed of BYU alumni, ASCC instructors, missionaries, and parents develops and runs the Western District SRP, which has been able to enroll as many as 300 children per summer. The DOE partners with the program to offer free breakfasts on site for children, most of whom come from low-income families. Dozens of local businesses and private donors also contribute funds to the Western District SPR. The Western District SRP also offers eight classes in summer camp format — four for younger children and four for teenagers — that provide reading games, literacy, writing, and Social Emotional Learning (SEL). The program also offers basic conversational English classes for parents during the children's programs. One mutually beneficial aspect of the program is that ASCC volunteers are able to fulfill their student teacher practicum requirements by teaching during SRP. Since 2019, lesson plans for SRP have been created by the FBPL Educational

Contractor for each class type and lesson.[18] SPR is one of the only free programs in American Samoa for children during the summer, and for this reason is extremely popular. The program must consistently turn families away each year.

Beginning in the summer of 2022, FBPL plans to partner not only with the Western District SPR program but also with a volunteer, Ms. Aoelua, who will run the first SRP on the eastern coast. The Educational Consultant will train volunteers at all locations and create lesson plans to provide a high level of quality and consistency across SPR experiences. Due to the onset of the pandemic, the Western District program was cancelled in the summer of 2020, and FBPL's program was modified in 2020 to offer grab-and-go book kits.

While BYU writes an annual report for the Western District SPR and both SRPs track basic participation statistics each year, no evaluation has been conducted of the SRP program in either location: neither participants nor volunteers are asked to provide formal feedback on the program. The program did receive some feedback from the evaluator's end user survey. As mentioned above, a quarter of respondents participate in the SRP and 77.8% of them say they are "very satisfied" with the program. Some respondents left comments about the program, such as, "The Summer Reading Program is amazing. We are so grateful to participate in it every summer!"

Early literacy programs

The LSTA-funded Educational Contractor offers a number of regular literacy programs. Detailed data on programming prior to October 2021 was not available to the evaluator, as the Children's Librarian had left the library and records were not able to be located. *Let's Read* is an afterschool program offered three times a week in which children combine arts and crafts with stories, and work on their reading comprehension and critical thinking. This program works on foundational literacy activities for ages up to 8th grade. *Emotional Detectives* is another afterschool program offered twice a week that uses Diane Alber's SEL children's books to teach children about their emotions and help them learn to calm emotions such as anger, anxiety, and sadness. The program gives children the chance to discuss their feelings and introduces children to yoga that assists with deep breathing. *Homework Help* (sometimes called Homework Club) begins every day after school at 2:00pm, and continued until 3:00pm when other programming starts. During Homework Help, students can receive assistance from library staff with their homework. The *Toddler/Parent Emerging Literacy program* is an in-person program offered Tuesday and Thursday mornings that uses activity stations around the children's room pairing books with crafts and tactile objects, focusing on tasks such as recognizing numbers, letters, shapes, colors, and animals. *Storytime* is offered currently both in-person and virtually. One parent commented to

Figure 10. Social Emotional Learning art in the children's room

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[18] While the Educational Contractor was only hired as a part time staff member by FBPL in 2021, she worked with the SRP for several years prior to that.

the librarian, "My daughter had such an amazing time this morning during story time. She is a bit shy...but I was very happy to see her engaged and having fun. I really do find it a great supplement to her remote learning. Thank you and FBPL for offering virtual story time to the general public."

While virtual children's programming was necessitated by the pandemic under less than ideal circumstances, it has been a silver lining due to the geographic inequity in access to library services. A large percent of the population does not live within reasonable travel distance to the library in Pago Pago, and the advent of virtual children's programs has helped to equalize the current issues in access. In response to a question on the evaluator's end user survey asking what programs and services were critical to continue or expand, several parents requested that virtual children's programming be offered beyond the pandemic. One parent reported that their family had never been to the library together, but that her child was now participating in virtual storytime. Another parent commented that, "Virtual activities/Story Time are really convenient & helpful especially throughout this time of the pandemic. It...helps with some of my kids ongoing virtual works especially coping with the many feelings and emotions dealing with the ongoing restrictions/shutdown."

Three successful collaborations that have come out of the pandemic are the *Children's Quarantine Virtual Program*, *Virtual Class Visits by Library Staff,* and *Calm Kits for Kids.* With the borders closed against the pandemic, American Samoa undertook a largescale repatriation and quarantine program beginning in January 2021. As part of this program, residents returning to the island had to remain in hotel rooms for two-week quarantine periods. The library partnered with the government-run quarantine program and the DYWA to offer virtual early literacy sessions for the children who were in quarantine, focusing on SEL to help them deal with the anxiety of the quarantine process.

During the 2022 COVID shutdown of schools caused by the first outbreak of the virus in American Samoa, public school teachers began reaching out to the library with requests for literacy programming within the virtual classrooms. These virtual sessions pair reading with physical movement, SEL, and other activities.

Parents and teachers have been enthusiastic about this new collaboration. One teacher posted on Facebook, "My students LOVE her and they enjoyed learning about emotions and feelings through stories and fun movement activities. Those were some great books and the kids can't wait to hear more stories tomorrow!"

Lastly, the library offered *Calm Kits for Kids* in collaboration with the Department of Health to help children who feel anxious about receiving a vaccine shot. The kits include a QR code for parents to access the book *A Little Peaceful Spot* on YouTube, coloring pages that go along with the book, crayons, and a balloon to help children practice taking deep breaths. The goal of the kits is to make the experience a little easier for both children and parents if they choose to be vaccinated.

While no formal feedback was collected, when asked in the evaluator's end user survey which library services were most important for the library to continue in the future, 64.7% of the comments discussed children's literacy programs.

It is the evaluator's opinion that FBPL has **achieved** Goal 4, to "maintain, enhance, and promote literacy services." Despite setbacks caused by staff departures and the COVID-19 pandemics, early literacy programming on Tutuila was maintained and is currently experiencing a significant expansion with the addition of the new part time Educational Consultant, focused solely on early literacy programming. Once the critical Children's Librarian position at FBPL is rehired, the library will have expanded capacity to meet

the literacy and programming needs of children. The continuation of the BYU Western District SRP in collaboration with the central program in Pago Pago has been enthusiastically received by families, and the planned expansion of the SRP to the east coast in the coming year will assist in overcoming geographic inequities in access. While virtual children's programming was necessitated by the pandemic under less than ideal circumstances, the silver lining has been to limit geographic inequity in access to library services, and has also expanded the library's partnerships and outreach. The library developed several highly successful pandemic-era programming collaborations. The continued absence of the Library Assistant position at the Ofu Community Center branch library is a concern, as residents on these islands have now been without library services or programming for nearly two years. This vacant position should be hired as soon as possible. The evaluator recommends that FBPL and BYU begin to collect user feedback on programs to support future program improvement and demonstrate the value of such programming to the community, and that FBPL continue to explore options to offer increased services and programs to western Tutuila.

Goal #5: Maintain, enhance, and promote the professional development of the State Library Workforce.

FBPL used 21.04% ($49,946.50) of FY2018-FY2020 funding in support of Goal 5. Because American Samoa's library positions are dominated by paraprofessionals, it is especially important to provide opportunities for training to enhance the quality of library services in the territory. Professional Librarians also need the opportunity to maintain their skill sets through training, professional conferences, and continuing education opportunities. Over the course of the evaluation cycle, funds were used to send staff off island to conferences and trainings including ALA, CSLP, NEDCC, and IFLA. Funds were also used to pay for COSLA membership. In FY2018, FBPL added the Niche Academy as a virtual resource for training and staff development, the use of which is open to patrons as well as staff. In FY2020, the Darren Hardy Training Vault was purchased for staff development. Unfortunately, use statistics on Niche Academy are not routinely acquired by the library and were unable to be provided to the evaluator within the timeframe in which they were needed.

Figure 11. Goal 5 expenditures by category and by year
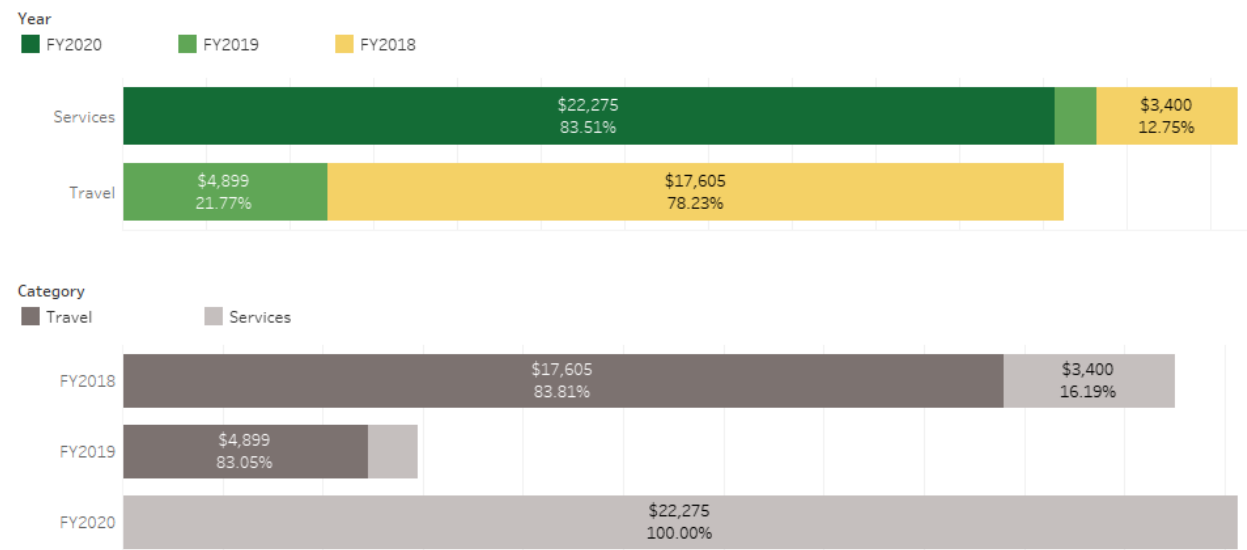
The Darren Hardy Training Vault provides virtual, asynchronous training programs focus on the areas of productivity/motivation, leadership, and marketing for professional development. One reason to add this resource was the belief that a more businesslike approach to marketing and delivering library services

might be necessary in response to declining library visits and program attendance. Trainings purchased through the Training Vault including Leadership Training, Marketing, and Insane Productivity Training. These were assigned to staff in key positions of leadership and influence over library services. Unfortunately, a number of these key staff members have since left the library. While all staff who were assigned the Leadership and Marketing trainings did complete them, the staff who were assigned the Productivity Training resigned early enough that the library was able to get a refund for their course participation, and so retains this course in the Training Vault to be used by other staff members before the end of FY2022.

One of the central output targets of the Five-Year Plan was that each staff member participates in at least one professional development opportunity. While the library was easily able to track participation in off-island conferences and trainings in the first half of the evaluation period, a system was not developed to track participation in virtual professional development after the pandemic struck. Both the staff and the public had access to many virtual opportunities via Niche Academy over the past two years, but the evaluator was not able to access statistics on use by staff and staff were not asked to report on Niche Academy courses that they completed. More widely, no evaluation of professional development was conducted. Staff were not asked to fill out feedback forms on their experiences, or report on the quality of the trainings, nor were the IMLS-provided outcome questions asked (such as whether they had learned something, whether they felt more confident in the subject matter, or whether they intended to apply what they had learned). The evaluator recommends that FBPL systematically provide a feedback form to staff upon completion of a professional development training, and store results electronically in a spreadsheet in order to analyze trends and improve professional development experiences. The IMLS-provided impact survey templates can be found in Appendix H.

Forty percent of the evaluator's stakeholder survey commented on Goal 5, and all were library staff members. Respondents say that staff development is key to their ability to provide quality services in the community. One respondent highlighted how the professional development funding had enabled them to pursue their library science degree while working at the library. A Google IT Support professional course in which some staff are currently enrolled was also praised. In the words of one staff person, "Staff development is a high priority for the library. We understand that in order to grow and develop to better serve our community we need to educate ourselves in all aspects of library services."

It is the evaluator's opinion that FBPL has **achieved** Goal 5, to "maintain, enhance, and promote the professional development of the State Library workforce." While some of the original planned activities for this goal were not conducted — for example, one activity targeted in the Plan was to develop a curriculum for librarianship at the Nu'uuli Vocational Technical High School — the majority of target activities were fulfilled. Staff development is a high priority for the library, and even when the pandemic closed borders and limited in-person training, alternative online opportunities were funded via the Niche Academic and Darren Hardy Training Vault. As with Goal 4, no feedback was gathered from staff who participated in professional development and no evaluation was performed of the impact of professional development, making it impossible to assess whether some of the targets from the Five-Year Plan were achieved. The evaluator recommends that FBPL ask staff participating in professional development to complete a feedback form to support data-driven decision making around professional development.

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

Lifelong learning: The entirety of Goal 4 (Literacy programming) and the technology class component of Goal 2 (Computer Lab) both achieved results related to the focal area of Lifelong Learning, specifically the intent to *improve users' general knowledge and skills.*

Information Access: Goals 1 (PPA), 2 (Computer Lab), and 3 (OPAC) achieved results that address the focal area of Information Access. Immense progress was made under Goal 1 to make the PPA discoverable online *(improving users' ability to discover information resources),* as well as accessible online *(improving users' ability to obtain and use information resources)*. Goal 2 trained patrons on information retrieval via the OPAC, and courses were taught in the basic use of computers and the internet, including searching and use of library resources. This supports the intent of *improving users' ability to discover information resources*. Goal 3 funds both the library website and the library catalog, which enable *the discovery of information resources.*

Institutional Capacity: Goal 5 (Staff Professional Development), Goal 2 (Computer Lab), and Goal 3 (OPAC) achieved results that addressed the focal area of Institutional Capacity. Goal 5 specifically addressed the intent to *improve the library workforce* while aspects of Goal 3 addressed all three intents within this focal area: staff are taught to use the OPAC, which *improves the library workforce*; the functionality of the catalog *improves library operations,* and the OPAC also *improves the library's technology infrastructure.* Support of the Computer Lab under Goal 2 contributes specifically to the intent to *improve the library's technology infrastructure.*

Economic and employment development, Human services, & Civic engagement: Funds were not spent in direct relation to these three national priorities, and there is no requirement that funds be spent in all of the national priority areas.

A-3. Groups representing a substantial focus of Five-year plan activities

Retrospective question A-3 asks: "Did any of the following groups represent a substantial focus for your Five-Year Plan activities?" According to the IMLS' definitions of the groups, four of the groups made up a substantial focus of PPL's LSTA expenditures. Two of these groups are based not on a calculatable 10% threshold, but on population thresholds in American Samoa.

Group	Yes/No
Library workforce (current and future)	Yes
Individuals living below the poverty line	Yes
Individuals that are unemployed/underemployed	No
Ethnic or minority populations	Yes
Immigrants/refugees	No
Individuals with disabilities	No
Individuals with limited functional literacy or information skills	No
Families	No
Children (aged 0-5)	No
School-aged youth (aged 6-17)	Yes

Individuals living below the poverty line: While U.S. federal government poverty guidelines are not defined for American Samoa, the IMLS directs evaluators to use the poverty guidelines for the contiguous states and D.C. for the purposes of the LSTA Evaluations.[19] As of 2019, the Samoan government reports that the

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[19] US government Office of the Assistant Secretary for Planning and Evaluation 2021 Poverty Guidelines: https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines/prior-hhs-poverty-guidelines-federal-

most recent poverty data is from the 2010 census. According to this data, the median household income is $23,892 and 57.8% of all persons, or 54.4% of households, earn below the national poverty level.[20] The U.S. 2021 poverty guidelines are $26,500 for a family of four: more than the entire average household income for American Samoa. A majority of LSTA expenditures in American Samoa can therefore considered to be expended for the benefit of individuals living below the poverty line.

Library Workforce: The library spends more than 10% of LSTA funds on the library workforce: 20.71% of FY2018-FY2020 LSTA funds were spent on Goal 5, funding professional development travel and virtual offerings for staff.

Ethnic or minority populations: Virtually all residents of American Samoa are part of ethnic/minority populations, according to definitions of such groups by the IMLS.[21] According to the CIA World Factbook, 93% of the population is ethnically Pacific Islander and less than 1.5% are Caucasian. Ethnic minorities therefore represent a substantial focus of the Five-Year Plan and use of funds.

School-aged youth (aged 6-17): The majority of the library's use is by students and school-aged children, and almost all programming is targeted at school-aged children. From FY2018-FY2020, 38.91% of LSTA funding was spent on Goal 4: Literacy Programming for children. Additionally, FY2021 and FY2022 funds will pay the salary of the Educational Consultant who manages early literacy programming.

Process questions

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

FBPL uses data from the SPR and PLS to inform decision making regarding programming activities included in the Five-Year Plan. These decisions may include the need to continue or discontinue a particular activity. It may also forge the creation of activities that may need to be included.

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

FBPL made no modifications to the Five-Year Plan.

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register-references/2021-poverty-guidelines#threshholds. The US federal government poverty guidelines are not defined for Puerto Rico, the U.S. Virgin Islands, American Samoa, Guam, the Republic of the Marshall Islands, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, or Palau. In cases in which a Federal program using the poverty guidelines serves any of those jurisdictions, the Federal office which administers the program is responsible for deciding whether to use the contiguous-states-and-D.C. guidelines for those jurisdictions or to follow some other procedure.

[20] American Samoa Combined Statistical yearbook 2018-2019.

[21] Email correspondence from IMLS staff to Sandra Stanley of the Guam Public Library System (GPLS) on February 12, 2017 indicated that the Pacific island populations would fall into the categories of ethnic and minority populations.

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

Data from the SPR is shared with FBPL Board Members through Quarterly Financial Statement Reports. The PLS is shared publicly via the IMLS website. The last Five-Year Evaluation recommendations were included in our current Five-Year Plan evaluation methods in hopes of seeing progress in the new Five-Year Evaluation. This information has guided the services and programs offered at FBPL during this five-year cycle.

Methodology

C-1. Identify how you implemented an independent evaluation using the criteria described in "Selection of Evaluators."

FBPL contacted Ms. Chapman in February 2022 with a request to conduct their Five-Year Evaluation. The evaluation did not require an RFP due to the cost falling below a certain price point. Ms. Chapman had conducted American Samoa's LSTA evaluation for the previous 2013-2017 period. FBPL felt that Ms. Chapman's prior work with the library provided important foundational knowledge and understanding about both library operations and the unique challenges facing the Pacific Islands. Ms. Chapman has over a decade of experience working in assessment and data analysis in academic, state, and consortial libraries. Ms. Chapman conducted the LSTA Five-Year Evaluations in the previous cycle for the Commonwealth of the Northern Mariana Islands, American Samoa, and Guam, and thus had experience with and understanding of the particular challenges facing Territories and Freely Associated States. She has no other associations with American Samoa or FBPL.

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.

The evaluator employed a mixed methods approach, triangulating survey and interview data with document review. The evaluator reviewed SPR data, photographs of library spaces, and administrative documents; she analyzed demographic as well as data collected via evaluator-run surveys and interviews. The evaluator has an extensive background in survey design, and worked with FBPL staff to design and deploy two anonymous web-based surveys: one for library stakeholders and one for library patrons and program participants (see appendices E, F, and G). The evaluator additionally undertook one-on-one interviews with staff and Library Board members.

The evaluator met regularly with the Grants and Programs Coordinator via Zoom, and additionally asked questions to relevant staff as needed via email. The evaluator conducted interviews with library staff working in areas related to the goals in the Five-Year Plan, the Library Director, and several members of the Library Board. The evaluator and staff members identified documents that would be required for evaluation and analysis. FBPL staff worked to locate and delivery these documents via email and a Google Drive shared folder. The evaluator compiled information from documents and surveys, analyzed data, and integrated data into the evaluation process.

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

Three stakeholder groups were engaged as part of the evaluation process. Library patrons were engaged via an anonymous library survey that requested feedback on existing library programs and services, as well as input on ways in which library services and programs could be expanded to better meet user needs in the future (see appendices F and G); library stakeholders were engaged via a second anonymous survey that sought feedback on the success and impact of LSTA expenditures over the past five years and thoughts for the upcoming five year period (see appendices E and G); lastly, some library staff and Library Board members were engaged via one-on-one interviews conducted by the evaluator. The Grants & Programs Manager worked directly with the evaluator, meeting frequently via Zoom in 2022. After the meetings, the evaluator produced a list of information, data, and documents that would assist in the evaluation process. Staff delivered data and documents via email and a shared Google drive folder and involved other staff members at the library as needed to find data and information necessary for the evaluation process.

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

FBPL will share key findings with all personnel and stakeholders pertinent to each finding. Findings will be rectified or enhanced by soliciting input from key staff and stakeholders based on each finding. These findings will then be incorporated into FBPL's new Five-Year Plan, which has been a north star for library services and programs in American Samoa.

III. Considerations for the next Five-Year Plan

Goals

Between the last Five-Year Plan and the current one, FBPL moved from six Goals to five. While the library may have additional, new areas on which it wants to focus in the next plan (for example, extending services to the Western District), if FBPL plans to continue incorporating aspects of all goals from the 2018-2022 Plan in the 2023-2027 Plan, the evaluator recommends that the library consider consolidating these into fewer goals. FBPL might consider combining the current Goals 2 and 3 into a single technology focused goal. While the Computer Lab goal highlights a valuable service the library provides, LSTA funds were not expended on the Computer Lab, nor is the Lab manager paid by LSTA funds. However, it is possible LSTA funds may be used to support the Lab in the next five years. A single, broader technology goal could encompass several programs, including the OPAC, the Computer Lab, and electronic resources. In this cycle, these three areas were already reported in the SPR under a single Project.

Planning data collection

At the beginning of the five-year period, consider mapping out the evaluation that will be undertaken to support FBPL's understanding of service and program success and enable service and program improvement. Be realistic in what can be accomplished, and set up data tracking mechanisms (e.g., a questionnaire or a spreadsheet) from the start. Much of the data that would be helpful in evaluating programs in 2022 – in particular measurement of outcome baseline data – could not be acquired retrospectively. Consider revising data collection workflows to make sure all data desired for decision-making by management is being collected consistently over time. The library should begin tracking all staff's

professional development participation, including webinars, as these are a valuable piece of the professional development landscape currently missing from FBPL's evaluation capabilities.

Requesting feedback from patrons and staff is of great value to any organization in understanding how well it is meeting customers' needs. In this five-year cycle, little program evaluation was conducted and no feedback was collected on early literacy programming or staff development. The evaluator recommends that the library begin gathering continuous feedback in both these areas. IMLS-provided data collection templates for collecting such data are included in appendix H.

Using clear language

Much of the wording of the current Five-Year Plan was copied directly from the prior Five-Year Plan, even where language was confusing. There are certain targets and programs in the Five-Year Plan that are so vague that staff were unsure how to interpret their intent during this evaluation process as well as the last. When writing the next Five-Year Plan, be sure to provide enough detail and clarity so that staff who were not part of the original drafting of the plan can interpret its meaning in later years. The library may benefit from having less of the next Five-Year Plan text copied directly from the prior Five-Year Plan.

Setting appropriate output and outcome targets

As currently written in the Five-Year Plan, some of the target outputs and outcomes are not actually outputs. An output tells the measurable story of what an organization does or produces – these are countable targets such as the number of patrons served or programs taught. Outputs are direct products of program activities, usually measured in terms of work accomplished.[22] An outcome measures benefit or change – change in attitudes, behavior, knowledge, skills, or an improved condition or state – for individuals or populations during or after participation in library programming or using library services. Outcome data is used as proof of effectiveness or impact. Where output targets do not truly measure outputs, many could instead be listed as programs. An example of an output target that could have been written as a program due to a missing measurable component is, "Develop a plan to address service deficiencies in underserved areas of the Territory by 2018." It is particularly difficult to gather the data necessary to evaluate outcomes, and doing so typically requires at least two points of data collection: before and after. Baseline data must be collected prior to the experience being measured, and data must again be collected after the experience being measured. For many of the outcomes in the current Five-Year Plan that were correctly written, there was no pre and post data available and the outcome therefore could not be evaluated. In planning for the next five-year period, be sure to consider what data will need to be collected in order to evaluate outcomes, and whether this data can realistically be obtained.

As currently written in the Five-Year Plan, some of the target outputs and outcomes are not measurable because the data cannot be obtained from systems or vendors. These were identified by the evaluator together with the Grants & Programs Coordinator in 2022. In the next Five-Year Plan, staff can create new, achievable, and understandable performance metrics for goals and programs.

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[22] http://publiclibrariesonline.org/2014/12/inputs-outputs-and-outcomes-oh-my/

IV. Appendices

Appendix A. Abbreviations and acronyms

ALA American Library Association

ARPA American Rescue Plan Act of 2021

ASCC American Samoa Community College

ASLC American Samoa Library Cooperative

ATL Acting Territorial Librarian

BLAST Broadband Linking American Samoa Territory

BYU Brigham Young University; also used as a shortened acronym here to indicate the Brigham Young University Alumni Chapter of American Samoa

CARES Coronavirus Aid, Relief, and Economic Security Act

CBO Community Based Organization

CE Continuing Education

CLSP Collaborative Library Summer Program

CMS Content Management System

DYWA Department of Youth and Women's Affairs

DOE American Samoa Department of Education

DOH American Samoa Department of Health

DYWA American Samoa Department of Youth and Women's Affairs

GIS Geographic information Systems

ECRR Every Child Ready to Read

FBPL Feleti Barstow Public Library

FY Fiscal Year

GPLS Guam Public Library System

IMLS Institute for Museum and Library Services

LBPH Library for the Blind and Physically Handicapped

LEAP Library Education for the Affiliated Pacific

LSTA Library Services and Technology Act

NEDCC Northeast Document Conservation Center

OPAC Online Public Access Catalog

PPA   Polynesian Photo Archives

RUS   Rural Utility Service

SLAA   State Library Administrative Agency

SPR   State Program Reports

SRP   Summer Reading Program

TAOA   Territorial Administration on Aging

USDA   US Department of Agriculture's

Appendix B. List of people interviewed

1. Emma Solaita-Malele - Territorial Librarian (2021-)
2. Justin Maga – Grants and Special Programs (former interim Territorial Librarian)
3. Loring Faiivae – Cataloger (former Systems Librarian in charge of the computer lab)
4. Lorena Seu – Educational Consultant (in charge of children's literacy programming from October 2021 onward)
5. Luisa Kuaea – Library Board Member, Treasurer

Appendix C. Documents and data reviewed

- State of the Territory annual report, January 2022
- American Samoa Combined Statistical Yearbook 2018-2019
- The 2021-2026 Territorial Broadband Strategy report. American Samoa Territorial Broadband Strategy Working Group.
- PPA policies
- PPA photographs
- FBPL social media (Facebook account)
- PPA crowdsourcing platform
- Summer Reading Program annual reports and videos
- Monthly reports on early literacy programs (October 2021-March 2022)
- Computer usage statistics
- Computer course offerings
- Limited eresource usage statistics
- Statistics on programs offered and program attendance
- Circulation statistics
- Library visit statistics
- Professional Development data

Appendix D. Completion of Five-Year Plan activities

Goal 1

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Increase staffing for the Polynesian Photo Archives. (2018-2022)		X	
Expand number of platforms upon which the PPA is accessible. (2018-2022)			X
Implement crowdsourcing for the PPA through a variety of face-to-face and virtual methods. (2018-2022)			X
Evaluate hardware, software and training needs as necessary for the expansion of digitization and electronic image delivery. (2018-2022)			X
Support cultural literacy programs and partnerships with cultural organizations. (2018-2022)			X
Support the overall preservation and promotion of cultural heritage and cultural literacy through a variety of media including sound and video recording, print, and digital reproduction programs. (2018-2022)			X
Consult with staff at the NEDCC to improve PPA procedures. (2018-2022)			X
Develop input form for crowdsourcing: documenting images, identifying information, people, events, places, etc. and use with all PPA users, both virtual (internet, social media) and face-to-face. (2018)			X
Output Targets	**Incomplete/unable to assess**	**Somewhat complete**	**Complete**
Platform for public to view collections will be established.			X
Crowd-sourcing/input form for documenting images, identifying information, people, events, places, etc. will result in enhanced PPA metadata for at least 100 images per year			X
PPA staffing will increase from the current level of one fulltime to one fulltime and one part-time staff by 2021.		X	
Outcome Targets	**Incomplete/unable to assess**	**Somewhat complete**	**Complete**
FBPL staff will demonstrate the knowledge and skills obtained from trainings, workshops, and conferences and apply these skills to improve public services.	X		
FBPL staff will manage the PPA by selecting adequate equipment and archival supplies and providing services to effectively maintain the collections.			X

FBPL staff will provide PPA outreach services to actively promote the use of the PPA.		X	

Goal 2

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Develop needs assessment for computer lab users and potential users (2018)	X		
Schedule computer classes, staff time, and revise class materials as needed. (2018 – 2022)			X
Advertise classes and register participants. (2018 – 2022)			X
Record and report on students' skills at completion of class. (2018 – 2022)			X
Maintain and expand the online Union Catalog and train patrons and library personnel as needed for information retrieval. (2013 – 2017)			X
Maintain and expand online database subscription services as needed and train patrons and library personnel as needed for information retrieval. (2018 – 2022)		X	
Develop training programs to teach community users advanced use of computers, the internet and Microsoft Office application software. (2018 – 2022)			X
Develop program to teach Internet research skills and effective and secure ways of using the Internet. (2018 – 2022)		X	
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
Increased computer training programs for patrons by 2018.	X		
Increased computer class participation by 2018.	X		
Expanded online database subscription services by 2018 and increasing with each successive year.	X		
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
Computer class participants will self-report increased confidence and efficacy in the use of computers and the other technology-enhanced services.	X		
Computer class participants will use the knowledge and skills from the class(es) in their work place, school, or at home (SurveyMonkey).	X		

Goal 3

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Seek collaborations to promote and encourage Continuing Education (CE) for librarians and support staff through resource sharing between libraries, visiting instructors, distance learning opportunities and other means that are deemed appropriate for local needs. (2018 – 2022)	X		
Promote and publicize training opportunities to all library personnel territory-wide when appropriate. (2018 – 2022)			X
Conduct training on OPAC (2018 – 2022)			X
Evaluate all training opportunities and request input for further training topics. (2018 – 2022)			X
Expand use of the State Library website for online resource sharing and to publicize all American Samoa Library Cooperative training. (2018 – 2022)			X
Evaluate hardware and software needs for the American Samoa Library Cooperative and provide training for any upgrades. (2018 – 2022)	X		
Conduct annual consultations with all member sites for recommendations for online Union Catalog, database subscription services, and any other online resource requests. (2018 – 2022)	X		
Consider Inter-Library Loan system or service	Didn't happen		
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
Increased opportunities in various subjects for staff development annually by 2022		X	
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
Pre- and post-test results from OPAC training sessions will result in an 80% increase in ability to conduct research using the OPAC.	X		
OPAC usage in American Samoa will increase by 5% in each year of the plan, to reach 25% increase by 2022	X		

Goal 4

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Train library staff as needed and consult with program participants. (2018-2022)			X
Develop early literacy programs and materials for onsite delivery. (2018-2022)			X

	Incomplete/unable to assess	Somewhat complete	Complete
Train program participants and partners as needed. (2018-2022)			X
Promote programs, register participants, conduct, and evaluate programs. (2018-2022)		X	
Continue all other student level programs and evaluate programs with stakeholder input. (2018-2022)	X		
Maintain the State Library in-house listening station for audio books, and expand the audio books and large print collections. (2018-2022)		X	
Assess programs and services at the all branch libraries.	X		
Identify underserved areas of the Territory and draft plan for addressing service deficiencies	X		
FBPL will collaborate with community-based organizations (CBOs) to implement emergent literacy programs.			X
FBPL staff will collaborate with CBOs to pilot marketing ideas and strategies to better promote emergent literacy services and special events that the FBPL offers.		X	
Output Targets	**Incomplete/unable to assess**	**Somewhat complete**	**Complete**
Increase literacy programs attendance annually		X	
Increase adult and teen literacy programs	X		
Increase patron satisfaction with literacy programs (surveys/interviews)	X		
Outcome Targets	**Incomplete/unable to assess**	**Somewhat complete**	**Complete**
Raise community awareness of the importance of literacy and an informed citizenry	X		
Lower the illiterate population	X		

Goal 5

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Develop and implement a training program for all newly-hired library staff. (2018-2022)		X	
Explore and select appropriate online training programs offered by the Society of American Archivists (SAA) and other appropriate professional organizations for the staff of the Polynesian Photo Archives. (2018-2022)			X
Professional staff will deliver training to paraprofessional staff in customer service and research skills. (2019-2022)		X	
Conduct staff workshops on the use of e-books. (2018-2022)	X		
Management team will review and revise existing training opportunities by 2019 in order			X

to provide staff with relevant and up-to-date best practices.			
Professionally qualified library staff will be hired to enhance and expand library services and provide in-house staff training.			X
FBPL and branch staff will participate in selected online learning opportunities.			X
Develop a curriculum for librarianship at the American Samoa Community College or Nu'uuli Vocational Technical High School.	X		
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
Staff will complete at least one professional development training per year consistent with the work they are doing for the library			X
Staff will look for opportunities to grow professionally.			X
Management will provide opportunities for needed training.			X
Associate of Science degree or Certification in librarianship.	X		
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
Library services to the community will be improved with the use of new technology skills.	X		
Library staff trained in research skills will be able to provide computer literacy training for the community, thereby improving the knowledge and confidence of the patrons in using the internet and computers at their library.		X	
Library patrons will experience a more efficient level of assistance from FBPL staff, increasing customer satisfaction.	X		
Library patrons will experience a more efficient and effective knowledge base from their library service.	X		
FBPL staff will consistently demonstrate the knowledge and skills obtained from trainings, workshops, and conferences and apply these skills to improve public services.	X		
A more trained and experienced library workforce.	X		

Appendix E. Library stakeholder survey instrument (web)

The Feleti Barstow Public Library (FBPL) is conducting a federally-mandated evaluation of its implementation of the Library Services and Technology Act (LSTA) "Grants to States" program. This evaluation must be conducted by an independent evaluator once every five years in order to qualify for continued federal funding.

FBPL received approximately $78,000 under the LSTA program each year. These funds support the library's online catalog, technology and literacy programming for the public, the Polynesian Photo Archive, and professional development opportunities for FBPL staff.

As a library stakeholder, your perspective is important to the evaluator, and will be essential in helping FBPL determine funding priorities for the next five years of federal funding. We would like your feedback on the impact of LSTA funds on the library and on the people of American Samoa. Please assist us in our evaluation by answering the brief questions below. Thank you for helping FBPL serve the community better!

The library's LSTA Five Year Plan has 5 Goals. Think back over the past four years (2018-), and let us know which of the goals below you believe have been most impactful on the library and on patrons, as well as the specific ways in which each project has had an impact. If you are unfamiliar with a particular project, just skip that question.

Goal 1: Maintain, expand, and promote the Polynesian Photo Archives (PPA)

19% of LSTA funding was spent on the PPA during this Five-Year Plan. The PPA is an ongoing preservation project of approximately 800,000 photos of local events, sports, and people that gifted to the library from the Keith Dahl estate. LSTA funds the staff and equipment to catalog, digitize, and make the materials accessible.

[Free text response box]

Goal 2: Maintain, expand, and promote Computer Lab services

The computer lab offers free internet and computer access to the public, as well as classes for the public in computer and internet basics. During this Five-Year Plan, roughly 5% of LSTA funds were spent in support of the computer lab.

[Free text response box]

Goal 3: Maintain, expand, and promote the Online Public Access Catalog (OPAC)

About 15% of LSTA funds pay for the library's online catalog (which is shared by the American Samoa Library Cooperative), as well as other important technology including the library's website.

[Free text response box]

Goal 4: Maintain, expand, and promote literacy programs

39% of LSTA funds were spent on programming that supports literacy at all ages during this Five-Year Plan. This includes: Early Literacy programs, Summer Reading Programs, Homework Club, Samoan Technology Class, AWE children's literacy computers, and special events such as 'Meet the Author' book launches featuring local authors and authors with content relating to American Samoa. LSTA funds also pay for online Teaching Books for teachers/students, Newsbank, Summer Reading software Beanstack, and the Lyrasis Library of over 6,000 ebooks for patrons.

[Free text response box]

Goal 5: Maintain, expand, and promote the professional development of the State Library Workforce

21% of LSTA funds were spent on staff development, providing opportunities for staff to pursue professional development and training that are related to their duties and enhance the quality of library services in the territory. The funds cover trainings, professional conferences, and subscriptions to online training platforms Niche Academy and the Darren Hardy Training Vault.

[Free text response box]

Looking to the future and FBPL's next LSTA Five Year Plan (2023-2027), what ideas do you have for how LSTA funds could be spent that would improve library services in American Samoa? Are there areas of new or emerging need? Are there areas of current funding that you see as crucial to carry forward? Note: LSTA funds cannot be used for construction projects.

[Free text response box]

Do you have any additional comments about FBPL's LSTA program?

[Free text response box]

My role is... (select all that apply)

☐ Library staff member

☐ Library Board member

☐ Community partner

☐ Other. Please describe: _____

Appendix F. Library end user survey instrument (web)

Public library services survey

The Feleti Barstow Public Library (FBPL) would like your help evaluating current services and planning for new library services over the next five years. This evaluation and plan will be submitted to the Institute of Museum and Library Services, a federal agency that provides funding to FBPL. Your input will help shape future library services and the funding that supports them.

Please take a few minutes to provide feedback about which library services are most important to you, your family, and your community. Thank you in advance for helping the library serve your community better!

How often do you typically visit the library?

- o   Daily
- o   Multiple times per week
- o   Once a week
- o   A couple times a month
- o   A few times a year
- o   Not at all

In the past five years, have you seen improvement in your own or your children's ability to read because of library services or participation in library programs?

- o   A lot
- o   A little
- o   Not at all
- o   N/A

Which library services have you and your family used in the past three years? (Select all that apply)

- ☐   Checking out materials (books, DVDs, CDs, etc.)
- ☐   Accessing other electronic resources, such as ebooks, journals, or databases
- ☐   Polynesian Photo Archives (Keith Dahl photo collection, etc.)
- ☐   To gain general research skills
- ☐   Reference/Information desk help

☐   Improving my reading skills or my child's reading skills

☐   Computer classes ("Basic Computers," etc.)

☐   Using library computers for internet access

☐   Attending a community program or meeting (Meet the Author, Apollo Exhibit, etc.)

☐   Attending a cultural program or class (Constitution Convention Exhibit, etc.)

☐   Field trips/Tours

☐   Meeting friends or relaxing

☐   Early literacy reading hour (virtual Story Time, etc.)

☐   After school children's programming (Emotional Detectives, etc.)

☐   Summer Reading Program

☐   Educational games (AWE Literacy Stations)

☐   Completing school work (Homework Club)

☐   Other (Please describe): _____

Carry Forward Selected Choices from "Which library services have you and your family used in the past three years?

X→

You said you and your family have used the following library services. How satisfied are you with each service?

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Checking out materials (books, DVDs, CDs, etc.)	○	○	○	○
Accessing other electronic resources, such as ebooks, journals, or databases	○	○	○	○
…	○	○	○	○

If you'd like to say more about why you were satisfied or unsatisfied with particular service in the question above, you may do so here.

_____

_____

_____

_____

_____

For your family, what programs and services are most important for the library to continue, or to expand?

_____

_____

_____

_____

_____

What programs or services would you like the library to begin offering in the next five years that it does not already?

_____

_____

_____

_____

_____

What other feedback would you like to provide to the library?

_____

_____

_____

_____

_____

Can you access the internet from home?

      o   Yes, I have wired home internet

      o   Yes, but only via my cell phone

      o   No

Is a member of your household a recipient of Medicaid, food stamps, or free and reduced school lunch?

      o   Yes

      o   No

Appendix G. Survey findings report

As part of the 2018-2022 LSTA Five-Year Plan evaluation process, the Feleti Barstow Public Library (FBPL) worked with an independent evaluator to distribute two surveys: one to library stakeholders and one to end users. The surveys ran for two weeks each in early 2022. Both were built in Qualtrics survey software and distributed electronically. The goals of the surveys were to assess the impact of the funds provided by the LSTA program on the library and the people that the library serves, and to inform the library's 2023-2027 Five-Year Plan for LSTA funds. A summary of findings can be found below for each survey.

Stakeholder survey

The stakeholder survey was distributed to 20 people in total: ten staff members, eight Library Board members, and two community partners. We received 15 responses, with a 75% response rate. Roughly half of respondents are library staff and half Board Members, with one community partner also responding. The survey asked stakeholders to look back over the past four years (2018 to the present), and discuss which of the five Goals in the LSTA Plan they believe have been most impactful on the library and on patrons, as well as the specific ways in which each project has had an impact. The survey provided the text of each Goal along with the percent of funds spent on the Goal, and a free text response box. Lastly, the survey asked, "what ideas do you have for how LSTA funds could be spent that would improve library services in American Samoa? Are there areas of new or emerging need? Are there areas of current funding that you see as crucial to carry forward?"

Goal 1: Maintain, expand, and promote the Polynesian Photo Archives (PPA)

Nine respondents (60%) left comments about Goal 1. All respondents agree that the PPA is an important project, preserving and making accessible valuable cultural heritage artifacts for American Samoa. No one believed the program should receive less funding or focus. Comments pointed out the importance of the materials to students conducting research, to the local community of the past and present, and even to the international community. Respondents discussed the positive public attention that has been brought to the library based on PPA materials, some of which have received significant attention online via social media, as well as the personal connections that the program helps forge by helping people reconnect with friends of the past. Two respondents highlighted the need for increasing PPA staffing. One respondent discussed the need for enhancing the equipment for the program and providing off-island professional development for PPA staff.

It should be noted that there is currently a funding line for a full time PPA employee that has been vacant since partway through 2020. If this position were filled, it would double the PPA staff.

> *"This vital digital project preserves our cultural heritage and more importantly provides a service for our current and future patrons to access these historical and cultural images. A service not provided by other entities with this amount of content."*

Goal 2: Maintain, expand, and promote Computer Lab services

Eleven respondents (73.3%) left comments about Goal 2. While a number of staff respondents cite Goal 2 as the most impactful, virtually no LSTA funds were expended on Goal 2. While the majority of targets in the Five-Year Plan were completed during the evaluation cycle, neither Computer Lab staffing or new computers came out of the LSTA budget, which a number of survey respondents may not have been aware of. Respondents discussed the vital nature of the Lab, as so many people do not have internet access at home and there are few other locations providing free access and computers. There was praise for the computer classes that are taught, and the current method of advertising these in the local papers. Several respondents said that the computers in the lab needed to be upgraded.

> *"The computer lab has been a greater use for our local patrons who do not have access to computers or WIFI at their homes. Adults would utilize our computer labs for emails or use MS Word in the mornings and in the afternoon the computer lab would be packed with after school students doing research or to print out information needed for their assignments or projects."*

> *"Our free computer classes have afforded our patrons to bridge the gap between the have and have nots. These computer classes have benefited our children, adults, and elderly. We also have been working with creating on-line tutorials."*

Goal 3: Maintain, expand, and promote the Online Public Access Catalog (OPAC)

Eight respondents (53.3%) left comments about Goal 3. It was not clear that everyone who responded understood what the OPAC is. While everyone agrees that the OPAC is necessary and a fundamental offering of the library, no one cited this as the area of LSTA expenditures with the highest impact and a number of comments were somewhat vague. People discussed the importance of the OPAC to students conducting research for class. One patron suggested that while students understand and use it, the product needed to be promoted better to the community at large.

> *"Very impactful for our local schools and students! Could use additional effort towards promoting this service for the public-at-large."*

Goal 4: Maintain, expand, and promote literacy programs

Ten respondents (66.7%) left comments about Goal 4. This Goal is well understood by both staff and Board Members. Respondents discussed the impact of early literacy programming and more specifically the Summer Reading Program and Homework Club, virtual programming, outreach programs, and Meet the Author programs. Respondents mentioned the need to expand promotion of Newsbank and ebook resources.

> *"EXTREMELY IMPACTFUL!! These programs are truly the heart of FBPL! These are the greatest services we are currently offering the public and are very impactful for our school-aged children especially."*

> *"I honestly believe that the literacy programs have been the most impactful of all of the above. A lot of kids love being at the library and for whatever reason, I believe it helped them. At the end of the day, it's the students who make our numbers go up aside from our regular patrons. Most importantly,*

summer reading programs have been the most popular program, especially for the elementary level. Like the computer classes, parents would hurry to the library to have their kids register first. The students especially the parents would always have positive feedback about it and it always leads to more parents wanting their kids to get involved. So I would it would be a great idea to keep maintaining, expanding, and promoting literacy programs for the Feleti Barstow Public Library."

Goal 5: Maintain, expand, and promote the professional development of the State Library Workforce

Six respondents (40%) commented on Goal 5, and all were library staff members. Respondents say that staff development is key to their ability to provide quality services in the community. One respondent highlighted how the PD funding had enabled them to pursue their library science degree while working at the library. A Google IT Support professional course in which some staff are currently enrolled was also praised.

> *"Staff development is a high priority for the library. We understand that in order to grow and develop to better serve our community we need to educate ourselves in all aspects of library services."*

Looking to the future and the next Five-Year Plan, what ideas do you have for how LSTA funds could be spent that would improve library services in American Samoa? Are there areas of new or emerging need? Are there areas of current funding that you see as crucial to carry forward?

- An investment in improved technology and new books.
- The ability to use the library for a gathering or meetings -- currently there are no private conference rooms/spaces.
- The WiFi connectivity is poor and it's difficult to conduct virtual meetings from the library.
- A library management system would be very helpful.
- Adding a branch library or additional services on the Western side of the island.
- Enhanced publicity about the services provided by the library, especially ebooks.
- The library should be open to new programs and emerging needs
- A library contingency plan to move selected library services online in the event of a Covid-19 government shutdown, like the current "Code Red."
- LSTA Funds should have additional personnel salaries included
- Equipment for the PPA should be added
- Materials and supplies for all the library programs should be funded by LSTA
- The Summer Reading volunteers could be paid by LSTA
- Having a small program for tweens around the reference area would be another great way to not only utilize and promote our library services to them but also let our youngsters know that there is more we can provide for them.
- In an increasingly online world post-pandemic, more funds for hardware (web cams, cameras, video equipment), software (video editing and audio enhancement) and training is essential to our evolution in providing information that is current and relatable for patrons.
- Virtual activities for adults and children
- Re-envision and upgrade areas of the library (under permitted LTSA uses) in which students learn and read to be a conducive and attractive environment for these activities.
- More laptops and computers for virtual services.

- More funds for staff development
- Continue all five services for the next five years

Lastly, the survey asked if respondents had any other comments. Responses included:

> *We are thankful for the LSTA funds it has supplemented our budget and is a relief during budget cuts. These funds have allowed our library to maintain needed library services for our community.*

> *FBPL's support in the Aoelua Family Reading Program has provided learning activity supplies for over 100 children that are unable to gain access to reading material and attend the library. We are privileged to be a part of the FBPL programs.*

Two board members asked for clarification on whether LSTA funds can be increased, and if so, the requirements for this. Library staff should explain to the Library Board that LSTA Grants to States program funds (those evaluated here) are a population-based formula and so can only increase if 1. The population of American Samoa increases; 2. The U.S. Congress appropriates increased funds to the program. The funds are unlikely to increase, though there are other sources of IMLS and LSTA funding to which libraries can apply on a competitive basis (i.e., National Leadership Grants).

Patron survey

> *"Feleti Barstow Library is one of my favorites places in American Samoa. I just love the environment and the peace and quietness of the library. The staff there are also always very kind to me."*

> *"This is the best place to take our children to read and focus on their school work."*

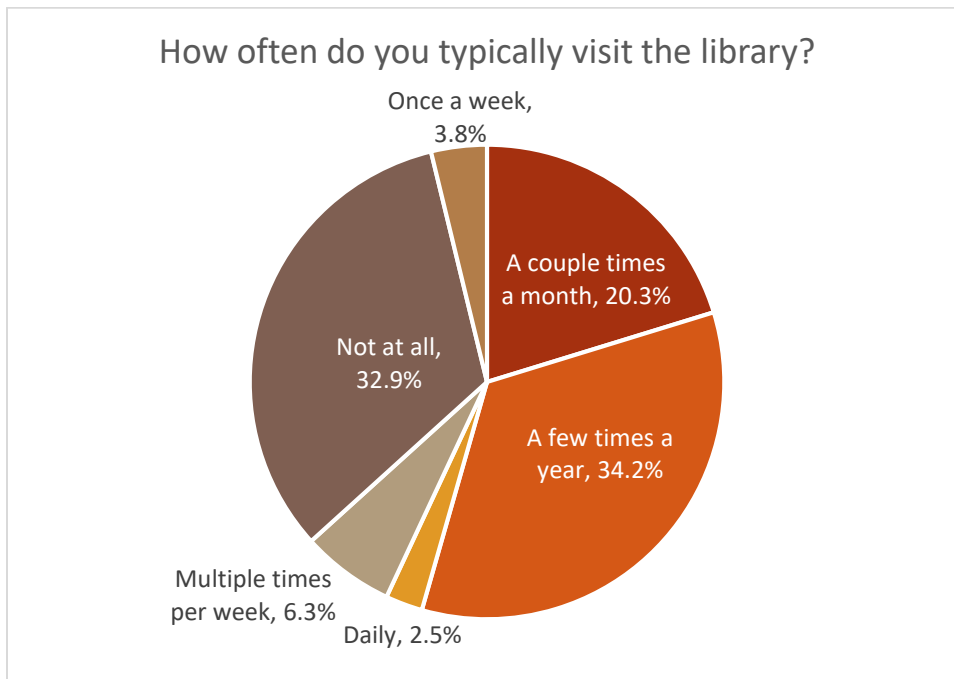> *"Thank you for serving the people, especially the children, of American Samoa."*

The stakeholder survey had two goals: to gather retrospective data to assist in the Five-Year Plan Evaluation, and to gather prospective data to assist FBPL in authoring its forthcoming LSTA Five-Year Plan for 2023-2027. The survey was distributed via email to two groups. A direct email was sent to over 1,300 individuals who had registered for accounts with the Polynesian Photo Archives (PPA) online; the email requested that only those living within American Samoa respond, as a number of users are likely internationally located. Secondly, an open URL was sent by the Educational Consultant to 197 people who had registered children for virtual early literacy programming in FY2022. No paper version of the survey was distributed. Responses were therefore biased towards those residents who have access to the internet and are comfortable filling out a web survey, as well as towards people who interact with the PPA and early literacy programs. The survey ran from mid-March to mid-April 2022 and received 79 responses. Roughly a fifth of respondents came from the early literacy program distribution list and 80% from the PPA distribution list.

The survey did not specifically mention the LSTA program, in order to avoid confusion for end users who are unaware of the nuances in FBPL's funding streams. End users were asked several multiple choice questions, including: how frequently they visit the library over the past few years, the extent to which they have seen improvement in their own or their child's reading ability based on participation in library programming, which library services they have used and their satisfaction levels with these services, if they can access the internet
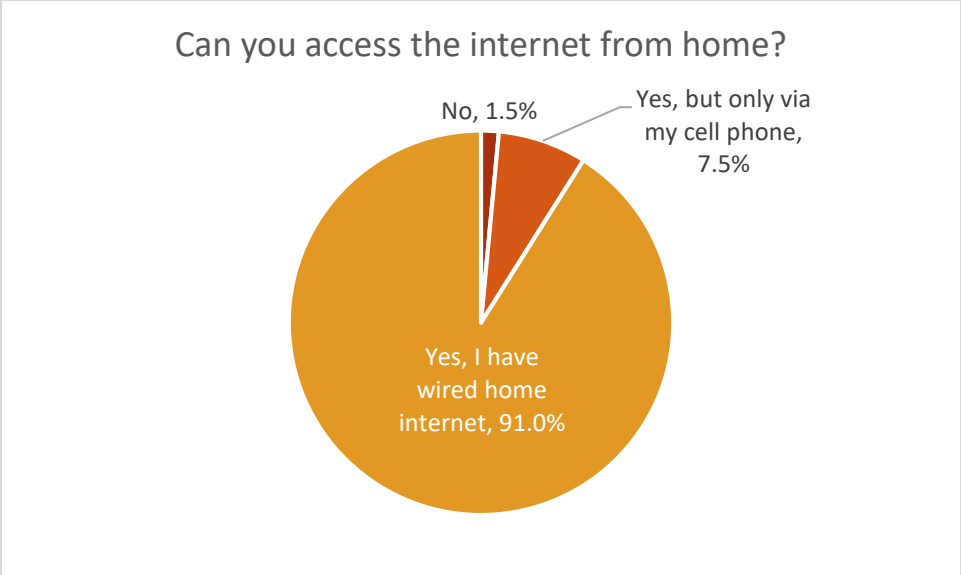
from home, and if a member of their household is a recipient of Medicaid, food stamps, or free and reduced school lunch. Additionally, the survey asked several free text questions: what programs and services are most important for the library to continue or expand, what programs and services the respondent would like the library to begin offering in the next five years that it does not already, and what other feedback the respondent would like to provide to the library.

When asked to think back over the past few years on how often they typically visit the library, a third of respondents said that they do not visit the library at all. This is due to the fact that the largest list of email addresses available to the library for survey distribution was PPA users, and the PPA is a fully online service. Only 12.6% of respondents said that they visit the library once a week or more, with the most common visitation level being a few times a year (34.2%).

How often do you typically visit the library?

- Once a week, 3.8%
- A couple times a month, 20.3%
- Not at all, 32.9%
- A few times a year, 34.2%
- Multiple times per week, 6.3%
- Daily, 2.5%

Virtually all respondents can access the internet at home, with 91.0% having wired home internet access and 7.5% having access only via their cellphones. This may not accurately reflect internet access for all library users, due to the fact that the survey was distributed as a web-survey, prioritizing responses from people who have internet access. However, most households in American Samoa do have internet access. A household technology survey conducted by the American Samoa Territorial Broadband Strategy Working Group in 2020 found that 89.3% of respondents have internet access at their home, though the percent of people with only mobile internet access was not identified. Two-thirds (66.5%) did report that a mobile device was the main way in which they access the internet.

Can you access the internet from home?

No, 1.5%

Yes, but only via my cell phone, 7.5%

Yes, I have wired home internet, 91.0%

Respondents were asked if a member of their household was the recipient of Medicaid, food stamps, or free or reduced school lunch. This question was meant to gauge the general income level of respondents. Nearly two-thirds of respondents said yes (62.7%).

Is a member of your household a recipient of Medicaid, food stamps, or free and reduced school lunch?

37.3%

62.7%

No   Yes
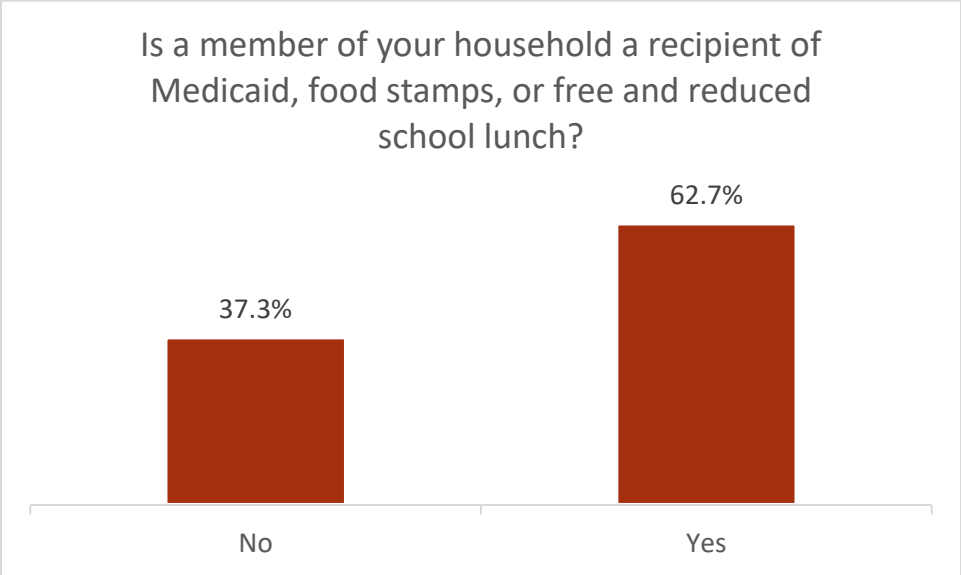
When asked if they had seen an improvement in their own or their child's reading ability due to library services/programs in the past five years, the largest group of respondents (39.7%) said that the question was not applicable ("N/A"). However, 87.1% of those who responded "N/A" were from the PPA distribution list, meaning this group may only use online library services such as the PPA. Over a third of respondents say they have seen "a lot" of improvement in reading ability due to participation in library services/programming. When respondents from the early literacy program distribution list are considered in isolation, 43.8% of respondents say they have seen "a lot" of improvement in their own or their child's ability to read due to participation in library programs and services.

In the past five years, have you seen improvement in your own or your children's ability to read because of library services or participation in library programs?

Category	Percentage
N/A	39.7%
A lot	35.9%
A little	21.8%
Not at all	2.6%
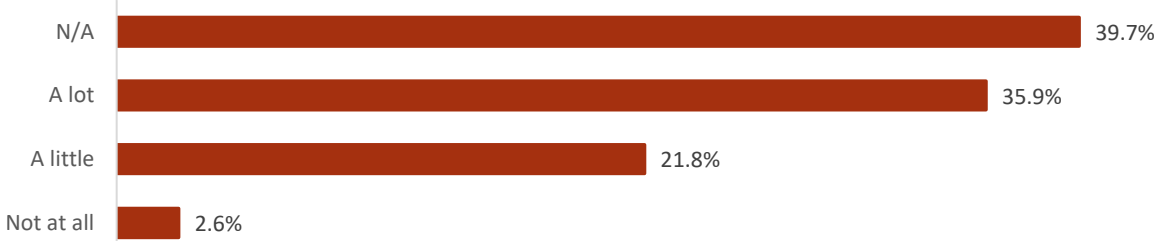
The next question asked which library services and programs respondents and their families had used in the past few years. As expected given the distribution lists, the PPA was the most used service, with 57.0% of respondents having used the PPA. The second most used service is checking out materials, with nearly half of respondents having done so. Around a quarter of respondents report that they or their family use the library to gain general research skills, participate in the Summer Reading Program (SRP), or use the library computers for internet access. Around a fifth participate in early literacy reading hour, access electronic resources, or use the library to improve their or their child's reading skills.

Which library services have you and your family used in the past three years? (Select all that apply)

Service	Percentage
Polynesian Photo Archives (Keith Dahl photo…)	57.0%
Checking out materials (books, DVDs, CDs, etc.)	46.8%
To gain general research skills	27.8%
Summer Reading Program	24.1%
Using library computers for internet access	24.1%
Early literacy reading hour (virtual Story Time, etc.)	22.8%
Improving my reading skills or my child's reading…	21.5%
Accessing other electronic resources, such as…	20.3%
Meeting friends or relaxing	19.0%
Reference/Information desk help	19.0%
Field trips/Tours	15.2%
Completing school work (Homework Club)	11.4%
Other (Please describe):	10.1%
After school children's programming (Emotional…)	10.1%
Attending a community program or meeting…	10.1%
Computer classes ("Basic Computers," etc.)	8.9%
Educational games (AWE Literacy Stations)	3.8%
Attending a cultural program or class…	3.8%

Which library services have you and your family used in the past three years? (Select all that apply)	Count
Polynesian Photo Archives (Keith Dahl photo collection, etc.)	45
Checking out materials (books, DVDs, CDs, etc.)	37
To gain general research skills	22
Using library computers for internet access	19
Summer Reading Program	19
Early literacy reading hour (virtual Story Time, etc.)	18
Improving my reading skills or my child's reading skills	17
Accessing other electronic resources, such as ebooks, journals, or databases	16
Reference/Information desk help	15
Meeting friends or relaxing	15
Field trips/Tours	12
Completing school work (Homework Club)	9
Attending a community program or meeting (Meet the Author, Apollo Exhibit, etc.)	8

After school children's programming (Emotional Detectives, etc.)	8
Other (Please describe):	8
Computer classes ("Basic Computers," etc.)	7
Attending a cultural program or class (Constitution Convention Exhibit, etc.)	3
Educational games (AWE Literacy Stations)	3

Respondents were then asked to report their satisfaction level for each of the services that they had said they use. Keep in mind that in some instances, the percentages are based on very few responses.

You said you and your family have used the following library services. How satisfied are you with each service? -	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Checking out materials (books, DVDs, CDs, etc.)	60.6%	24.2%	3.0%	12.1%
Accessing other electronic resources, such as ebooks, journals, or databases	68.8%	25.0%	0.0%	6.3%
Polynesian Photo Archives (Keith Dahl photo collection, etc.)	69.4%	22.2%	2.8%	5.6%
To gain general research skills	61.9%	28.6%	0.0%	9.5%
Reference/Information desk help	71.4%	14.3%	7.1%	7.1%
Improving my reading skills or my child's reading skills	58.8%	29.4%	0.0%	11.8%
Computer classes ("Basic Computers," etc.)	71.4%	14.3%	0.0%	14.3%
Using library computers for internet access	62.5%	12.5%	12.5%	12.5%
Attending a community program or meeting (Meet the Author, Apollo Exhibit, etc.)	85.7%	14.3%	0.0%	0.0%
Attending a cultural program or class (Constitution Convention Exhibit, etc.)	50.0%	0.0%	0.0%	50.0%
Field trips/Tours	81.8%	9.1%	0.0%	9.1%
Meeting friends or relaxing	76.9%	7.7%	0.0%	15.4%
Early literacy reading hour (virtual Story Time, etc.)	64.7%	29.4%	0.0%	5.9%
After school children's programming (Emotional Detectives, etc.)	50.0%	33.3%	0.0%	16.7%
Summer Reading Program	77.8%	16.7%	0.0%	5.6%
Educational games (AWE Literacy Stations)	0.0%	50.0%	0.0%	50.0%
Completing school work (Homework Club)	62.5%	25.0%	0.0%	12.5%

Respondents were asked if they would like to say more about why they were satisfied or unsatisfied with particular services, and 23 people left responses. For example:

Feleti Barstow Library is one of my favorites places in American Samoa. I just love the environment and the peace and quietness of the library. The staff there are also always very kind to me.

I think we need another library on the west and east side of the island

The methods & activities for Virtual Story time are very fun & engaging that it makes my kids excited to join in every sessions!

Respondents were asked what programs and services are most important for the library to continue or to expand, and 34 people left responses. There were a number of requests for virtual storytime to continue. For example:

I hope the library continues the literacy programs and also the tech program for computer classes, we are in the new era and many people do still do not know how to use a computer or even the Microsoft applications.

One program that I know is most important to continue would be the Virtual story time. I feel that this is a very engaging learning experience for the children and the person who leads it, Ms Lorena is doing an amazing job. Its a great program for children especially during this pandemic. I feel that children are learning more about their emotions and feelings as they cope with the covid pandemic.

It would be great to have another Feleti Library located on the west side.

Respondents were asked what programs or services they would like the library to begin offering in the next five years that it does not already, and 24 people left responses. For example:

Be able to check out laptops and computers; or allow students to go there for their online classes

history and museum exhibits from the Pacific

More teen programs.

Samoa Reading stories or learning to reading in Samoan.

Respondents were asked what other feedback they would like to provide to the library, and 20 people left responses. For example:

More information on your website about what to expect to experience at the library, with pictures of staff, names and titles, their function and what you are doing to promote reading, research and learning during this pandemic.

You need to have a wide variety of books and collect or get more reading books that students can come and do their research on all different areas there is in the working field.

Need new material. More innovation materials to spark the imagination of our children

I hope the library begins a digital collection picking up where Keith left off.

Keep up the good work!!!

Appendix H. IMLS provided outcomes surveys

The IMLS provides templates to LSTA Grants to States recipients for short outcomes-based questionnaires that can be provided to participants in various LSTA-funded activities. The following links and templates were provided to LSTA Grants to States recipients in 2018.[23]

SPR Outcomes (PDF 117KB)

- SPR Outcomes Survey for Instruction (Program) – Library Workforce (PDF 64KB)
- SPR Outcomes Survey for Instruction (Program) – General Public (PDF 70KB)
- SPR Outcomes Survey for Content (Acquisition or Creation) – Library Workforce (PDF 44KB)
- SPR Outcomes Survey for Planning & Evaluation – Library Workforce (PDF 53KB)

SPR Outcomes Questions by Activity and Beneficiary

Response options for each question: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree (or Non-response)

Instruction (Program) – Library Workforce

- I learned something by participating in this library activity.
- I feel more confident about what I just learned.
- I intend to apply what I just learned.
- Applying what I learned will help improve library services to the public.

Instruction (Program) – General Public

- I learned something by participating in this library activity.
- I feel more confident about what I just learned.
- I intend to apply what I just learned.
- I am more aware of resources and services provided by the library.
- I am more likely to use other library resources and services.

Content (Acquisition or Creation) – Library Workforce

- I am satisfied that the resource is meeting library needs.
- Applying the resource will help improve library services to the public.

Planning & Evaluation – Library Workforce

- I believe the planning and evaluation addresses library needs.
- I am satisfied with the extent to which the plan or evaluation addresses library needs.
- I believe the information from the plan or evaluation will be applied to address library needs.

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[23] "RE: Copy of IMLS-provided outcomes survey?" Email from Madison Bolls to Joyce Chapman, 3/11/2022.

Appendix I. Other tabular data

Table 4. FBPL Computer Lab courses (2 weeks each) offered per year

	# SESSIONS	# PARTICIPANTS	AVG PARTICIPANTS PER CLASS
2010	13	168	12.9
2011	8	112	14.0
2012	6	100	16.7
2013	12	135	11.3
2014	9	106	11.8
2015	0	0	N/A
2016	4	79	19.8
2017	2	27	13.5
2018	1	15	15.0
2019	1	10	10.0
2020	0	0	N/A
2021	1	10	10.0

Table 5. Annual statistics, as available, for programming, circulation, visitors, and PPA photo requests

	FY2018	FY2019	FY2020	FY2021	FY2022
PHOTO REQUESTS FROM PPA	491	516	186	141	N/A
CHILDREN'S PROGRAMS	288	303	209	N/A	199
PROGRAM ATTENDANCE	5,124	4,904	4,138	N/A	4,134
CIRCULATION	14,926	40,307	25,413	15,673	N/A
VISITOR COUNTS	11,694	18,266	7,428	4,846	N/A

Table 6. Children's room statistics, FY2022 (to date)

	Programs	Attendees	Reading minutes
Oct-21	27	627	6,530
Nov-21	35	983	6,375
Dec-21	32	430	3,920
Jan-22	31	525	6,215
Feb-22	34	538	5,300
Mar-22	40	1031	10,310