Kentucky Department for Libraries and Archives

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

Evaluators:
Martha Kyrillidou, Ph.D.
William Wilson, M.L.S.

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Terry Manuel, Commissioner and State Librarian

INSTITUTE of Museum and Library SERVICES

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Public Library Outlets by Locale

40% Rural
39% Town
11% Suburb
10% City

The LSTA Plan 2018-2022 includes a needs assessment for Kentucky using U.S. Census Bureau and population projections from the Kentucky State Data Center 2010-2014 data. As noted in the needs assessment done five years ago, there are significant disparities between Kentucky's urban areas and Kentucky's rural areas; population growth is happening primarily in the state's urban centers.

Given Kentucky's population of 4,505,836[2], the state's annual Library Services and Technology Act (LSTA) Grants to States[3] program allotment from the Institute of Museum and Library Services (IMLS) of approximately $ 2.5[4] million per year translates into $ 0.54[5] per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Kentucky's approximately 4.5 million residents. The Kentucky Department for Libraries and Archives' (KDLA) challenge is to find ways to make $ 0.54 per person transformative in terms of library services; to leverage a relatively small amount of money to accomplish major results by

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[1] https://www.imls.gov/data/data-catalog/public-libraries-survey/fy-2017-pls-state-profiles
[2] United States Census Bureau, Decennial Census (April 1, 2020)
[3] The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report
[4] Four year LSTA Grants to States allotment average ((FFY [Federal Fiscal Year] 2018 State Allotment + FFY 2019 State Allotment + FFY 2020 State Allotment + FFY 2021 State Allotment) / 4)
[5] Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services.

There are three goal statements in the ***The Kentucky Department for Libraries and Archives Library Services and Technology Act (LSTA) Grants to States Five-Year Plan Implementation FFY 2018 - FFY 2022***. They are:

GOAL 1: INFORMATION ACCESS: Meet the information needs of Kentucky citizens of all ages and abilities by providing access to resources and public records.

GOAL 2: INSTITUTIONAL CAPACITY: Improve the capacity of libraries and archives through staff development and training opportunities.

GOAL 3: LIFELONG LEARNING: Aid libraries in improving services to Kentucky residents including services that support lifelong learning, employment, early literacy and youth development, and civic engagement.

Retrospective Question A-1 Summary

Agency's Internal Assessment and Evaluators' Assessment

As part of the assessment process, the evaluators asked the Kentucky Department for Libraries and Archives Commissioner and State Librarian, the KDLA's LSTA Coordinator and other key staff identified by the State Librarian to offer their joint appraisal of progress their agency had made toward achieving each of the three goals included in the KDLA's 2018-2022 five-year plan. The evaluators prefaced their request for this internal assessment by noting the fact that the state was only three years into the implementation of the five-year plan. Consequently, it was acknowledged that it was unlikely that any of the goals would be completely or finally achieved.

Table 1 offers a summary of both the Kentucky Department for Libraries and Archives' internal assessment and the evaluators' conclusions.

Table 1 - Kentucky Department for Libraries and Archives' and Evaluators' Assessment of Achievement		
GOAL	**Kentucky Department for Libraries and Archives' Internal Assessment**	**Evaluators' Assessment**
GOAL 1: INFORMATION ACCESS: Meet the information needs of Kentucky citizens of all ages and abilities by providing access to resources and public records.	Partly Achieved	Achieved

GOAL 2: INSTITUTIONAL CAPACITY: Improve the capacity of libraries and archives through staff development and training opportunities.	Partly Achieved	Achieved
GOAL 3: LIFELONG LEARNING: Aid libraries in improving services to Kentucky residents including services that support lifelong learning, employment, early literacy and youth development, and civic engagement.	Partly Achieved	Partly Achieved

Evaluators' Goal 1 Summary

INFORMATION ACCESS: Meet the information needs of Kentucky citizens of all ages and abilities by providing access to resources and public records.

Goal 1 expenditures represent 65.67% of Kentucky's total LSTA allotment for the FFY 2018 – FFY 2020 period. Two of the five LSTA projects under Goal 1 are in the double digit percent points; *Electronic Resources* accounts for 27.28% of the LSTA allotment and *Information Access* for 24.01%. The other three projects are all under ten percent of the allotment with *Kentucky Talking Book Library* at 9.08%, *Digital Archives* at 3.89%, and *Digitization* at 1.41% (the last two are basically the same project just a slight shift in focus and name in different years). *Electronic Resources*, the largest of the LSTA projects in Kentucky, acquires databases (see Appendix J) and is one of the most valuable programs KDLA offers.

The evaluators conclude that the Kentucky Department for Libraries and Archives has **ACHIEVED** Goal 1. The evaluators find two overarching reasons for their conclusion:
1. KDLA expanded access to electronic resources during the pandemic; KDLA played a central role in building and maintaining access to robust electronic resources for public, school and academic libraries in the state.
2. KDLA took special care of evaluating the offered training to state employees and assess services and databases available to them; this is an area where there was not much systematic evidence collected before; this is proving extremely useful and points to areas where further outreach and training needs to take place.

Evaluators' Goal 2 Summary

INSTITUTIONAL CAPACITY: Improve the capacity of libraries and archives through staff development and training opportunities.

Goal 2 expenditures represent 14.88% of Kentucky's total LSTA allotment for the FFY 2018 – FFY 2020 period. *Public Library and Archival Staff Development* accounts for the largest portion of these funds (8.20%), followed by the *Regional Consultants Support* (3.81%), *Technology Support* (2.58%), *CE Courses and Conference Subaward* (0.18%) and *Library Science Graduate School Tuition Reimbursement* (0.11%).

The evaluators conclude that the Kentucky Department for Libraries and Archives has **ACHIEVED** Goal 2. The evaluators find three overarching reasons for their conclusion:

- In the midst of budget cuts, KDLA continues to support the libraries in critical and vibrant ways and was able to hire additional support to move the trainings online at a critical time during the pandemic. The redesign of the most popular face-to-face training from a lecture-based training to a more hands-on, activity-driven training is noteworthy.
- Continuing education support in the form of graduate school tuition reimbursement met the goal of offering seven public library staff members the opportunity to complete their goals. Furthermore, a curriculum that can be followed each year is now in place for other continuing education opportunities.
- Last, but not least, the tremendous success KDLA had in encouraging public libraries to apply for e-rate discounts, with records set for both participation and funding in the past two application cycles, is a remarkable achievement (especially in the middle of the overall budget woes).

Evaluators' Goal 3 Summary

LIFELONG LEARNING: Aid libraries in improving services to Kentucky residents including services that support lifelong learning, employment, early literacy and youth development, and civic engagement.

Goal 3 expenditures represent 16.45% of Kentucky's total LSTA allotment for the FFY 2018 – FFY 2020 period. *Science in Play to Go - Version 2* is the largest projects with 4.72% of the LSTA allocation, followed by *Workforce and Adult Services Support* (3.63%), *Youth Services Support* (3.33%), *Do Science at Home: STEAM Kits* (2.06%), *Workforce Laptop-Hotspot Subgrant* (1.29%), *Prime Time Family Reading Time* (1.08%), and *Science in Play to Go - Remediation* (0.34%).

The evaluators conclude that the Kentucky Department for Libraries and Archives has **PARTLY ACHIEVED** Goal 3. The evaluators recognize that a lot of adjustments were made due to the pandemic and this was the one goal that was probably most affected by it. Outreach activities and in-person programming is being rethought and the kits have been very popular. The evaluators believe that we are still trying to learn how to be more effective in doing outreach and programming effectively in ways that can meet all people where they are and KDLA is aware that the services under Goal 3 need to move in this direction and be transformed.

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

KDLA's projects for the most part address national priorities in the areas of Information Access and Institutional Capacity (Appendix F) and their corresponding intents.

A-3. Did any of the following groups (as listed in the IMLS Guidelines and reflected in Appendices G and H) represent a substantial focus for KDLA's Five-Year Plan activities? (Yes/No)

No project qualifies as being a substantial focus based on the percentage of expenditures specified by IMLS in the evaluation guidelines (Appendix G and H). Even though Kentucky's Talking Book Library is short of the ten percent cut off point, it does serve Individuals with Disabilities. While many other projects undertaken by KDLA have had significant impacts on specified groups including the library workforce, most other projects and activities either target general audiences or fall substantially below the 10% expenditure threshold.

Data and information collected for the annual submission of the SPR has been used to improve services and existing projects. Project and activity outputs and outcomes are routinely reviewed at the beginning of each federal funding cycle to determine whether activities should be refined, replaced or enhanced. The SPR serves as a critical data source for measuring the overall performance of each KDLA programmatic activity. KDLA uses the reported information in a variety of ways, including justification for activities before the State Library Advisory Board and in budget justification with the legislature when making Supplemental Budget Requests.

QualityMetrics, LLC deployed a mixed-methods protocol for data collection that is multi-faceted and rigorous. Data gathering included (a) interviews with agency staff members, (b) interviews with project managers for various SPR reported projects and activities, (c) focus group discussions with project teams, (d) focus group discussions with project and activity beneficiaries, (e) a broad based short survey for library staff and stakeholders with some knowledge and engagement with LSTA-funded activities collecting primarily qualitative contextual information about past activities and future needs.

This evaluation would be remiss if it did not acknowledge the increased funding that the state agencies have received through the Coronavirus Aid, Relief and Economic Security Act (CARES) and the American Recovery Plan Act (ARPA). KDLA, like every other state agency, has been successful in disbursing these one-time additional sources of funding. Often with the same level of staff they had before, they successfully dispersed twice the amount of the LSTA funding as the annual funding stream was augmented with this one-time infusion of support. A big thank you to all parties involved for helping our communities and libraries thrive during the unprecedented times of COVID-19.

EVALUATION REPORT

"In response to the pandemic, both educators and parents teaching their children at home have been encouraged to consider alternative learning practices in order to cross the digital divide of internet access. The $150,000 [LSTA] grant from KDLA is one tangible way that we can help children learn through their local public libraries,"

- *Terry Manuel, KDLA Commissioner, State Librarian, and Archivist and Records Administrator on STEAM Kit distribution*

"After a year of disrupted learning due to the global pandemic, these fun activities offer a chance to step away from the computer and learn together in a very relaxed setting. As the state science center of Kentucky, we believe in Science for All, that everyone should have the opportunity to Do Science in fun and engaging ways. By promoting science literacy, we nurture a world of life-long learners that ask questions, work together, problem-solve, and think creatively to make a better quality of life for everyone."

- *Mike Norman, Chief Executive Officer at Kentucky Science Center*

Evaluation Introduction

The 2019 Public Libraries Survey (PLS) reported that Kentucky had a total of 120 public library jurisdictions employing 1,322.11 full-time equivalent (FTE) staff categorized as librarians (393.05


Public Library Outlets by Locale
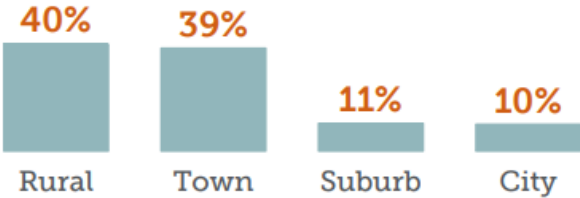
FTE are reported as having an American Library Association [ALA] accredited Master's degree); similarly, the Academic Libraries Survey (ALS) reported that 55 institutions of higher education employ 319.90 FTE librarians. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (EISi) (see also Appendix J). Kentucky's 185 public school districts employ 1,023.54 full-time librarians. Total FTE library staff is about 2,355 in 277 public library outlets, the majority of libraries (40%) are in rural environments and a close runner up (39%) in Township environments.

The LSTA Plan 2018-2022 includes a needs assessment for Kentucky using U.S. Census Bureau and population projections from the Kentucky State Data Center 2010-2014 data. As noted in the needs assessment done five years ago, there are significant disparities between Kentucky's urban areas and Kentucky's rural areas; population growth is happening primarily in the state's urban centers.
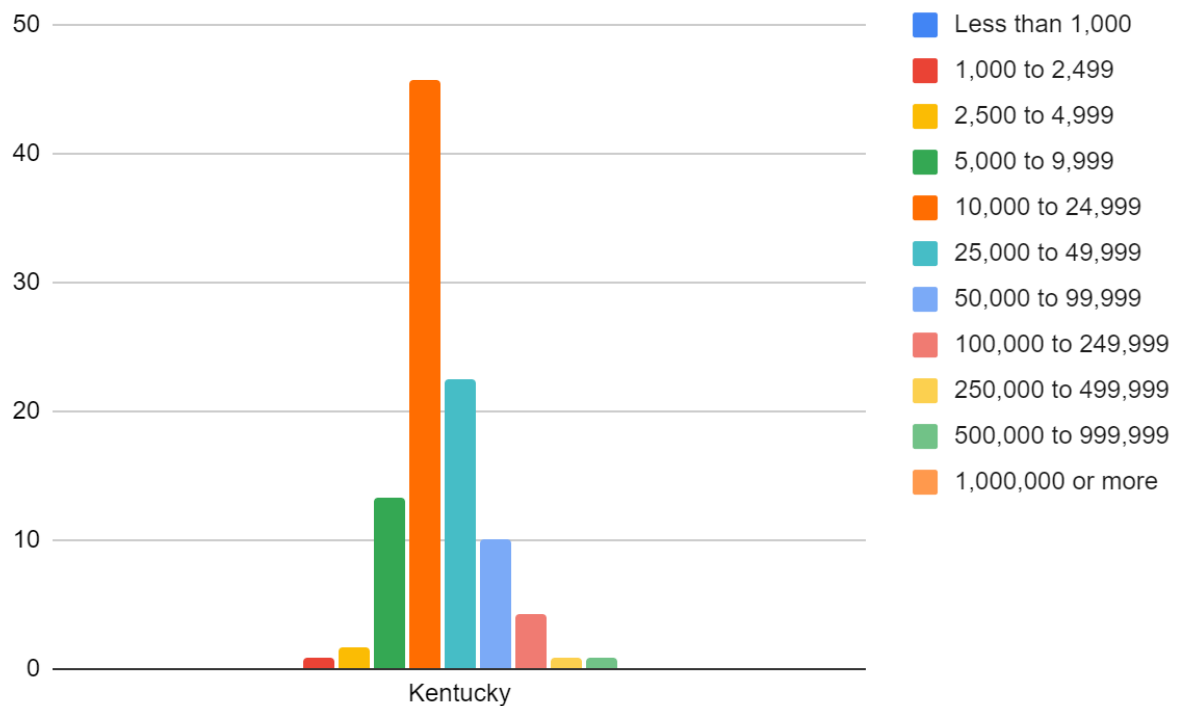
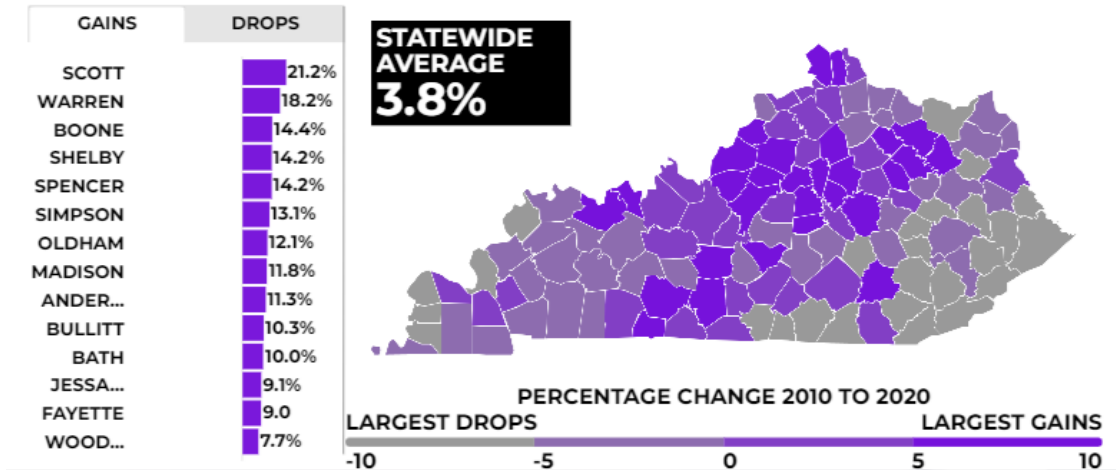**Percentage distribution of public libraries, by population of legal service area and state: FY 2019**

With few exceptions, the population in rural areas has declined and continues to decline. The needs assessment highlights that there are two Kentucky's - a Kentucky that is growing and a Kentucky that is declining in population and the same patterns replicate in educational attainment and income/poverty rates.

Kentucky's changing population shows an almost four percent increase in the 2020 US Census exacerbating the differences in the "two Kentucky's" mentioned in the earlier paragraph:

Kentucky continued with a hybrid approach to the use of its limited LSTA allotment. Unlike some states that invest all or nearly all of their Grants to States dollars in statewide initiatives or other states that distribute a majority of their funds through extensive sub-grant programs, KDLA does a little of both. Kentucky has made a significant investment in statewide initiatives (e.g., the Kentucky Virtual Library), but it has also distributed some funding to local libraries through targeted subgrants (e.g., Workforce Laptop-Hotspot Subgrant or Science on the Go).

Kentucky's LSTA program continues to "support" libraries, "support" state employees, and "support" increasingly more partnerships across different types of libraries and between libraries and state agencies and other partners. So, the one word that describes the Kentucky LSTA program continues to be *supportive.* Recent budget cutbacks on the agency budget encourage a deeper sense of supporting each other as the evaluators see a deepening in the relationship between KDLA and state library employees in other agencies.

KENTUCKY'S CHANGING POPULATION

GAINS	DROPS	
SCOTT		21.2%
WARREN		18.2%
BOONE		14.4%
SHELBY		14.2%
SPENCER		14.2%
SIMPSON		13.1%
OLDHAM		12.1%
MADISON		11.8%
ANDER...		11.3%
BULLITT		10.3%
BATH		10.0%
JESSA...		9.1%
FAYETTE		9.0
WOOD...		7.7%

STATEWIDE AVERAGE 3.8%

PERCENTAGE CHANGE 2010 TO 2020
LARGEST DROPS   LARGEST GAINS
-10   -5   0   5   10

There are three goal statements in the *The Kentucky Department for Libraries and Archives Library Services and Technology Act (LSTA) Grants to States Five-Year Plan Implementation FFY 2018 - FFY 2022*. Each of the goals is stated below and LSTA-funded activities carried out in support of the goal are described. Finally, the evaluators' assessment of whether each goal has been achieved, partially achieved, or not achieved is presented.

Goal 1 Retrospective Assessment - Information Access

GOAL 1: INFORMATION ACCESS: Meet the information needs of Kentucky citizens of all ages and abilities by providing access to resources and public records.

Goal 1 Description and Discussion

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

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Electronic Resources	$ 1,982,339.55
Information Access	$ 1,744,324.21
Kentucky Talking Book Library	$ 660,020.93
Digital Archives	$ 282,893.07
Digitization	$ 102,390.95
GOAL SUBTOTAL	**$ 4,771,968.71**

Goal 1 expenditures represent 65.67% of Kentucky's total LSTA allotment for the FFY 2018 – FFY 2020 period. Two of the five LSTA projects under Goal 1 are in the double digit percent points; *Electronic Resources* accounts for 27.28% of the LSTA allotment and *Information Access* for 24.01%. The other three projects are all under ten percent of the allotment with *Kentucky Talking Book Library* at 9.08%, *Digital Archives* at 3.89%, and *Digitization* at 1.41%.

Electronic Resources, the largest of the LSTA projects in Kentucky, acquires databases (see Appendix J) and is one of the most valuable programs KDLA offers. The Kentucky Department

for Libraries and Archives (KDLA) provided access to information and resources by supporting databases and making them available to public and special libraries, K-12 schools, post-secondary institutions, and state employees. KDLA worked in partnership with the Kentucky Virtual Library (KYVL)—part of the Kentucky Council on Postsecondary Education—to select and provide access to research databases for all Kentuckians through their local public libraries. Through KYVL 60 databases were made available in 2018 and increased to 68 databases by 2020 (the agency maintains the Ancestry Library Edition as well which is extremely popular). KYVL databases are accessible to Kentucky citizens through the public library accounts of the participating libraries and form a core collection of research databases, without which citizens in counties with smaller annual operating budgets would not have access. With many public libraries and schools closing in March 2020 due to the pandemic, the Council on Postsecondary Education expanded access to all public libraries and school districts through June 30, 2020. Many remarked on the value of KYVL along similar lines: "*The greatest impact for our community using KYVL. When our library doesn't have the materials a patron is looking for we refer them to using KYVL. We tell the patron about the database that is free to them. If they need help navigating the site, we sit down with them to show them how to use it.*" Summary statistics of use of the electronic resources are robust both for KYVL and for the databases used by government employees:

	2018	2019	2020
Electronic Resources	**$ 557,826.00**	**$ 886,827.66**	**$ 537,685.89**
Number of licensed databases acquired	74	76	84
KDLA Database searches	44,970	52,536	60,201
KDLA Full-text retrieval	16,741	8,220	6,403
KYVL Database searches	82,473,627	99,945,323	87,900,661
KYVL Full-text retrieval	5,247,829	5,604,489	4,326,013
Institutions served	297	297	297

KDLA also provided database access to state government employees to support their reference and research needs. Thirteen online databases were purchased for state government

employees in 2018 as well as a software license to OCLC EZProxy, which allows off-site users to log in to these databases using their State Library account. Along with the KYVL databases, the supplemental KDLA databases available to Kentucky state employees provided an essential complement of authoritative research databases allowing the employees to complete research tasks. New databases were acquired in 2019 based upon specific requests from state government employees. With the COVID-19 pandemic situation requiring so many state employees to telecommute, the ability to access these databases from anywhere greatly assisted these employees in their job duties.

In a recent survey done by KDLA, we see that almost seventy percent of state government employees are aware of the KDLA services even though the majority of them have not used these resources for work. Among a list of services evaluated the ones that attracted higher levels of "very satisfied" and "satisfied" are: articles or information from a research database (28.15%), assistance from a librarian (26.03%), and KDLA's online catalog (25.06%).

From those who have used KDLA services, more than 70% indicated that these services and materials had a positive impact in serving their customers. Live training webinars and database resources are among the most useful for state government employees. The survey results also show that there is continuing need to provide training and awareness of KDLA services to other government employees (40 percent, 199 out of 494 respondents indicated a wish to attend an overview of State Library collections and services).

The evaluators' survey captured many positive sentiments about the availability of electronic resources especially during the pandemic:

> *The ability for the public to use electronic resources not only during this day and age, but also with the isolation the pandemic caused has had a great impact on the ability of the public to still obtain the materials they deem necessary.*

During the covid crisis having the Databases to offer to our patrons to use at home while we were closed was the best. They were able to do research from home as well as family history research.

With the onset of covid, the electronic resources became so important.

Information Access entails five different activities: Research and Advisory Services, State Library Cataloging and Description, Libraries and Archives Presentations, State Library Lending Program, and State Library Materials Acquisitions.

	2018	2019	2020
Information Access	$ 543,950.29	$ 468,096.22	$732,277.70
Research and Advisory Services			
# of consultations/reference transactions	615	114	643
Satisfaction with research and library science consultation services received	56%		
State Library Cataloging and Description			
# of items made discoverable to the public	11,783	36,747	31,189
Libraries and Archives Presentations			
Presentation/performance length (minutes)	60	60	60
Number of KDLA webinars to state/gov employees	32	16	25
Number of average attendance per session	68	4	37
State Library Lending Program			
# of items circulated through ILL	99,790	88,525	60,753
# of total ILL transactions	75,631	29,075	27,203
State Library Materials Acquisition			
# of print materials acquired	1,039	1,042	1,210
# of electronic materials acquired	57	16	17
# of audio/visual units acquired	569	312	601
# of hardware acquired	1	0	0

KDLA participated in the Kentucky Libraries Unbound consortium (this is the Overdrive consortium) so state employees could download e-books and e-audio books. Library materials were cataloged and processed by KDLA staff. KDLA loaned materials directly to state government employees and Kentucky public libraries through requests made by phone, email, or the OCLC WorldCat Discovery online catalog. In support of the Kentucky Resource Sharing program, holdings in the OCLC database and the KDLA WorldCat Discovery catalog were updated, allowing customers to locate and obtain library materials at KDLA and other participating libraries.

The most significant highlight of this goal is the migration and implementation KDLA undertook for OCLC's WorldShare Management System (WMS) and the WorldCat Discovery (WCD) system. WCD is an innovative, modern discovery interface for State Library customers, which combines the catalog of the State Library and the catalogs of millions of libraries worldwide, along with a Knowledge Base of millions of database citations linking users directly to electronic resources they need. KDLA has also continued to acquire resources—in print, media, and electronic formats—for its central collection supporting the needs of Kentucky state agency

employees and Kentucky public libraries. KDLA has continued its work consulting with state employees and public libraries, providing convenient, reliable reference support, and further targeting employee training needs and community programming. KDLA has successfully delivered the resources needed by its customers in the timeliest and cost-effective ways, from desk-top electronic delivery to delivery of physical resources when needed. KDLA efforts made more than 30,000 items discoverable to the public in each of the FFY 2018 and FFY 2019. In each of the years of this evaluation cycle, they made thousands of items available through ILL (as many as 99,700 items in FFY 2018 and 60,753 items in FFY 2020). Furthermore, they continue to make available items through ILL (around 27,200+ in FFY 2020) which, thanks to the increased discovery, is much less than the FFY 2018 ILL figure of 75,631 items. As a reminder, ILL is not cost free (on average an ILL transaction costs about $30) therefore; as useful of a service it is, it is great to see that improved discovery reduces the need for ILL services.

State government employees, public library employees and members of the general public received research consultation services. KDLA staff created and presented numerous live online webinars in order to give state government employees information about the library's services and access to resources. KDLA staff presented in-person training to both state and local government employees in order to give them information about agency records management, including records retention, destruction and transfer of records, and how to manage electronic records. The following table captures the level of activity in the *Information Access* project as compiled from the SPR data submitted to IMLS:

The Kentucky Talking Book Library (KTBL): KTBL is the Kentucky implementation of the Library of Congress' (LOC) National Library Service for the Blind and Print Disabled (NLS) (Appendix L). The Talking Book Library provides free library service to Kentuckians who are physically unable to read traditional print due a visual, physical, organic, or learning disability. Braille and digital audiobooks are mailed to patrons and returned postage free. Patrons can also download books through the Braille and Audio Reading Download (BARD) program. Professional librarians and highly-trained staff provide readers' advisory service, user support (both with using the materials and the specialized equipment that is supplied), perform patron account maintenance, and reference and referral services to their patrons. They also participate in outreach activities to introduce the service to potential new users.

While the COVID-19 pandemic affected KTBL (as it did almost everything), services continued without any serious disruption. Staff worked both from home and in a staggered fashion on-site to maintain a high level of service. Although circulation of cartridge-based talking books declined marginally in the Spring of 2020, it quickly rebounded to pre-pandemic levels. BARD download activity also increased during this time.

KTBL is a leader in several ways. It was one of the first NLS Regional Libraries to complete the "recall" process of single-title digital cartridges and to implement the Duplication on Demand (DoD) system that enables KTBL to supply digital cartridges that are loaded with multiple titles requested by an individual. Kentucky depends heavily on cartridge service. While KTBL has a

loyal and enthusiastic base of BARD (download service) users, the adoption of this service has been slow due to both demographic factors (age and technophobia/ lack of technology expertise) and the availability and affordability of broadband service in the state. Kentucky has also been serving as a pilot site for NLS' refreshable Braille reader. While the opinions of users of the new machine are mixed, the pilot is providing valuable information that will help Braille users throughout the U.S.

KTBL has traditionally had one of the premier talking book recording services among NLS regional libraries, with more than thirty (30) volunteers typically recording forty (40) to fifty (50) books of special interest to Kentuckians each year and adding these to the national BARD collection. The pandemic has resulted in the suspension of this service, although work continued converting analog titles to the digital format.

KTBL is also active in engaging its users. The evaluators had the opportunity to participate in one of KTBL's regularly-scheduled Book Club meetings. Seven talking book users gathered virtually to discuss an engaging mystery novel. It was clear that the participants enjoyed both the book and their opportunity to interact with each other. The evaluators interacted with these users and conducted another consumer interview as well. A retired college professor who had gradually lost her sight and eventually found herself unable to read standard print spoke of her experience with talking books. She said, "One day I could no longer read and all of a sudden, I could read again. It was astounding!"

Digital Archives which includes Digital Content Creation, increased access to public records

Digital Archives	
Content-Creation	
Number of items digitized	3,199,656
Number of items digitized and available to the public	23,217

determined to have permanent historical and administrative value. This project supported the digitization of both paper microfinance records for ingest into KDLA's digital preservation system, Preservica, which is accessible to the public online through the Kentucky State Digital Archives (KSDA). The digitization of these records has facilitated access to records for which no index or minimal indexing currently exists. Descriptive and embedded metadata opened possibilities for new avenues of research and study.

Online access eliminates the necessity to travel to KDLA or submit multiple records requests. By digitizing these records and making them available online, KDLA provides a tool with which researchers, historians, genealogists, public libraries, and state and local government staff can locate information easily and remotely. Records digitized include Kentucky Death Certificates 1966-1967; Circuit Court Records; at-risk Circuit indexes; the Works Progress Administration (WPA) Writer's Project photo collection; and microfilm including the Kentucky Department of Corrections and indexes for the Kentucky Court of Appeals.

In the recent survey of state government employees mentioned above, the digitization of photographs was the most popular item requested (almost half of the respondents asked for more historic photographs to the question 'what records would you like to see digitized and made available only through the Kentucky Digital Archives).

Goal 1 Conclusion - Retrospective Question A-1

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

The evaluators conclude that the Kentucky Department for Libraries and Archives has **ACHIEVED** Goal 1. The evaluators find two overarching reasons for their conclusion:

3. KDLA expanded access to electronic resources during the pandemic; KDLA played a central role in building and maintaining access to robust electronic resources for public, school and academic libraries in the state.
4. KDLA took special care of evaluating the offered training to state employees and assess services and databases available to them; this is an area where there was not much systematic evidence collected before; this is proving extremely useful and points out to areas where further outreach and training needs to take place.

Goal 2 Retrospective Assessment - Institutional Capacity

GOAL 2: INSTITUTIONAL CAPACITY: Improve the capacity of libraries and archives through staff development and training opportunities.

Goal 2 Description and Discussion

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

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Public Library and Archival Staff Development	$ 595,577.22
Regional Consultants Support	$ 277,069.68
Technology Support	$ 187,469.13
CE Courses and Conference Subaward	$ 13,048.38
Library Science Graduate School Tuition Reimbursement Subaward	$ 8,000.00
GOAL SUBTOTAL	**$ 1,081,164.41**

Goal 2 expenditures represent 14.88% of Kentucky's total LSTA allotment for the FFY 2018 – FFY 2020 period. *Public Library and Archival Staff Development* accounts for the largest portion

of these funds (8.20%), followed by the *Regional Consultants Support* (3.81%), *Technology Support* (2.58%), *CE Courses and Conference Subaward* (0.18%) and *Library Science Graduate School Tuition Reimbursement* (0.11%).

Public Library and Archival Staff Development (8.20% of the LSTA allocation) focuses on providing continuing education opportunities for Kentucky public library staff, trustees, and archivists. Examples of continuing education opportunities provided are online webinars presented by Kentucky Department for Libraries and Archives (KDLA) staff and other library/non-profit entities; face-to-face interactive workshops such as the Kentucky Archives Institute, the KDLA Public Library Institute, and Trustee Certification training; and online asynchronous courses provided by third party vendors. As stated in the end of the year Public Library and Archivists survey conducted in 2018, the continuing education opportunities provided by KDLA help public library staff, trustees, and archivists better serve their communities and stay relevant and current in their field.

Survey results show that 81% of the beneficiaries are very satisfied to satisfied with face-to-face trainings; 90% are very satisfied to satisfied with the live webinars and 97% are very satisfied to satisfied with the archived webinars; last, 89% are very satisfied to satisfied with the continuing education/certification consultation. In 2019, the main activity for this project was asynchronous (self-paced) and live online webinars due to the COVID-19 pandemic. No face-to-face training was held during the 2019 federal fiscal year, but before the pandemic hit 21 public library staff were able to attend in-person library conferences using LSTA funds and most of the face-to-face offerings were presented virtually. KDLA was able to hire a Training Development Specialist. This person was able to begin work on developing asynchronous training using a variety of online training tools such as Adobe Connect, the KDLA online webinar platform, Adobe Captivate, an authoring tool to create responsive eLearning courses, and PowToon. Due to key personnel being detailed to handle a significant Unemployment Insurance backlog, the implementation of Blackboard, the Learning Management System (LMS) was delayed until the end of September 2020.

	2018	2019	2020
Public Library and Archival Staff Development	$ 192,571	$ 108,588	$294,416
Continuing Education and Certification Consultations			
# of consultation transactions for staff, trustees, and archivists	1,280	432	1,080

Regional Consultants Support (3.81%) provides consultative service, experience, and knowledge for public library personnel and their governing boards in order to strengthen public library development and all phases of public library operations and administration. KDLA Regional Consultants worked directly with public librarians, trustees and staff at the local level to promote library development throughout Kentucky. Through attendance at board meetings, regular site visits, phone calls and emails, the consultants provided assistance to libraries in several essential areas.

KDLA Regional Consultants created several resources for directors and trustees based on areas of need or concern. They published a monthly report of timely information and upcoming deadlines. They added three new resources to the Public Library Directors' Toolkit focusing on information for new directors. They also developed an updated Public Library Calendar and created a maintenance schedule for the Trustee Manual to ensure it stays up to date. In 2019, they published a monthly report of timely information and upcoming deadlines. They developed and maintained a spreadsheet of library closings and reopenings in response to the COVID-19 pandemic. These resources were emailed, placed on the directors and trustees discussion lists and all but the reopenings spreadsheet were put on the KDLA website. In many of our focus groups consultants work was characterized as the most valuable service KDLA offers and high praise was given to those who serve especially the more remote and rural areas in addition to the technology support.

	2018	2019	2020
Regional Consultants Support	**$ 111,689.31**	**$ 72,899.04**	**$92,481.33**
Consultation Services			
Number of consultation/reference transactions	13,347	28,410	40,445
Website Resource Creation			
# of items digitized and available to the public	16	25	24
# of physical items made accessible	12	0	0
# of learning resources	16	25	0

Technology Support (2.58%): The Kentucky Department for Libraries and Archives (KDLA) provided technology consultation and training to Kentucky public library staff. KDLA's Technology Support focuses primarily on E-rate consultation for Kentucky public libraries because the E-rate program provides critical funding for improving public internet access. The KDLA staff assisted 99 public libraries with E-rate form filing to receive a record $2.157M in E-rate funding commitments in 2018 and a similar number received $1.944M in 2019 and $1,887M in 2020 for internet access, telecommunications, network equipment upgrades, and network equipment maintenance. Kentucky public library staff attended technology training to learn about E-rate, emerging technology trends, library website design, coding, technology planning, graphic design, and social media. The E-rate website is tremendously informative and useful. The KDLA staff moderated a listserv for Kentucky public library technology staff to share professional expertise, technology news, and training opportunities.

Technology support included reviewing 48 technology plans, work on broadband planning, and digital literacy training. While the Website Development project yielded important data on the

state of Kentucky public library websites, efforts to procure websites for libraries without one weren't successful due to state government procurement restrictions. Technology support was recognized by almost every person we talked to as a very valuable service.

Technology Support	2018	2019	2020
	$ 71,709.51	$ 63,187.74	$52,571.88
E-rate funding committments secured	**$2.157M**	**$1.944M**	**$1.887M**
Asynchronous Training			
Session length (minutes)	1,180	1,582	0
Number of sessions in program	6	11	0
Average number in attendance per session	4	2	0
Number of times program administered	1	1	0
Presentation			
Presentation/performance length (minutes)	75	95	70
Number of presentations/performances administered	16	23	10
Average number in attendance per session	6	8	17
Content Creation/Online Resources			
Number of learning resources (e.g. toolkits, guides)	12	16	16
Consultations			
Total number of consultation/reference transactions	3,439	3,566	2,878

CE Courses and Conference Subaward (.18%) included two activities: Acquisition of Course Materials and Laptops and Courses and Conference Attendance. William B. Harlan (Monroe County) Public Library and Wolfe County Public Library used a portion of their awarded funds to purchase course materials and reference books to be used with by library staff as well as reference resources in their libraries. One library purchased two laptops for staff in order for them to have the ability to complete learning activities towards their initial Kentucky public library certification; this resulted in three staff being able to apply for their Temporary certification and the director for initial certification. The staff also studied the certification requirements and formed a continuing education plan to ensure their success in achieving their initial certification. Many of the CE Courses and Conferences subaward libraries used funds to attend virtual conferences. With the aid of the subaward, many more public library staff were able to attend virtual library conferences such as the American Library Association annual conference, the

Association for Rural & Small Libraries, the Kentucky Library Association, and the Kentucky Public Library Association. Other subaward recipients attended virtual courses ranging from library science college courses to job-related continuing education courses. Ten public library staff members were able to attend virtual courses from the Kentucky Community and Technical College system, University of Kentucky, Library Juice Academy, UDEMY, American Association of State and Local History, and Amigos Library Services.

Library Science Graduate School Tuition Reimbursement (.11%) is proving critically important as talent management and enhancing staff skills and qualifications is becoming paramount for what is a very modest portion of the LSTA allocation. The project provided assistance with Library & Information Science graduate school tuition for public library employees pursuing a Master's in Library and Information Science (MLIS). This award makes an MLIS degree more desirable and attainable. In turn, the award provides Kentucky citizens with better qualified and knowledgeable library staff and improved library services. Kentucky's certification regulations require library directors with a county population greater than 15,000 people to have an MLIS degree or a master's degree with at least 15 graduate hours in library science courses. For public library staff that are not currently directors, the sub award gives them the opportunity to obtain an MLIS degree so that they are prepared to move into a management and leadership role. During FFY 2020 the subaward provided tuition reimbursement to four Kentucky public library staff. As one recipient stated about their community and library: *"This is a high poverty income with a lower education rate, and there isn't anyone qualified to just come in and take the position in the area. The GSTR has allowed me to step up and get the education required to step into the role, thereby continuing to ensure that the library runs smoothly and provides patrons and the community with the services they so desperately need."* Participants strongly agree that by being able to attend graduate school they have learned something while going to school, has made them more confident in their job, can apply what they have learned to their jobs, and what they have learned will help their patrons and community. It is imperative that this subaward continues as long as there is the need and funding available. It changes the lives of the people who receive this award and the people they serve. This is especially important in the high poverty areas in Kentucky where the salaries are low and it is important to grow the leadership from within the community.

Goal 2 Conclusion - Retrospective Question A-1

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

The evaluators conclude that the Kentucky Department for Libraries and Archives has **ACHIEVED** Goal 2. The evaluators find three overarching reasons for their conclusion:
- In the midst of budget cuts, KDLA continues to support the libraries in critical and vibrant ways and was able to hire additional support to move the trainings online at a critical time during the pandemic. The redesign of the most popular face-to-face training (Public Library Institute) from a lecture based training to a more hands on activity driven training is noteworthy.
- Continuing education support in the form of graduate school tuition reimbursement met the goal of offering seven public library staff members the opportunity to complete their

goals. Furthermore, a curriculum that can be followed each year now is in place for other continuing education opportunities.

- Last, but not least, the tremendous success KDLA had in encouraging public libraries to apply for e-rate discounts with records set for both participation and funding in the past two application cycles is a remarkable achievement especially in the middle of the overall budget woes.

Goal 3 Retrospective Assessment

GOAL 3: LIFELONG LEARNING: Aid libraries in improving services to Kentucky residents including services that support lifelong learning, employment, early literacy and youth development, and civic engagement.

Goal 3 Description and Discussion

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

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Science in Play to Go – Version 2	$ 343,310.52
Workforce and Adult Services Support	$ 263,742.31
Youth Services Support	$ 241,738.67
Do Science at Home: STEAM Kits	$ 150,000.00
Workforce Laptop-Hotspot Subgrant	$ 93,508.18
Prime Time Family Reading Time®	$ 78,627.74
Science in Play to Go – Remediation	$ 24,522.81
GOAL SUBTOTAL	**$ 1,195,450.23**

Goal 3 expenditures represent 16.45% of Kentucky's total LSTA allotment for the FFY 2018 – FFY 2020 period. *Science in Play to Go - Version 2* is the largest projects with 4.72% of the LSTA allocation, followed by *Workforce and Adult Services Support* (3.63%), *Youth Services Support* (3.33%), *Do Science at Home: STEAM Kits* (2.06%), *Workforce Laptop-Hotspot Subgrant* (1.29%), *Prime Time Family Reading Time* (1.08%), and *Science in Play to Go - Remediation* (0.34%).

Science in Play to Go - Version 2 is the largest project under Goal 3 with 4.72% of the LSTA allocation. This was a very popular program highly praised by many of the focus group

participants and continuing from the previous LSTA Evaluation cycle with renewed elements is capturing people's imagination and impacts their ability to learn. From the project's website:

> *Science in Play2Go, the mobile version of Kentucky Science Center's progressive next-generation learning experience, empowers children and adults to learn together through the power of play.*

Version 2 retained key features of the original exhibit, with some components downsized and/or segmented into modules to fit into more limited spaces. The exhibit components include the following popular elements:
- Build Your World
- Build Your Own Roller Coaster
- The Science Depot
- Shapes and Stuff Store
- Ball Fall
- Light Bright

The design and components allow smaller libraries to develop STEM-based family and children's educational programs through staff training and surveying outcomes related to library staff's ability to incorporate exhibit elements and curriculum into existing early childhood story times and programs. Due to the pandemic, the Science in Play2Go was suspended and the Kentucky Science Center team requested to shift their programmatic focus to a virtual experience for grades K-8th delivering virtual STEM education content utilized in virtual classes, programs and activities at home. The evaluator's survey captured many comments that spoke highly about the impact of this program like the following quote exemplifies:

> *Science in Play to Go had a huge impact on our community. We already had a strong presence amongst school-age children within the schools, but SIP2Go brought people who wouldn't have otherwise stepped through our doors into the library, showing them that today's libraries aren't quiet, sterile places but vibrant learning centers with so much to offer.*

Science in Play to Go - Remediation (0.34%): The original Science in Play to Go (SIP2Go) exhibit has been in circulation since December 2016. KDLA wanted more libraries and communities to participate in this wonderful education experience designed by the Kentucky Science Center and developed a version that is easy to travel to smaller libraries using FFY 2018 funding. The Kentucky Science Center has taken the observations made from the installation of this exhibit in various libraries to make necessary adjustments. These newly redesigned and fabricated SIP2Go components provide more flexibility to accommodate libraries' physical constraints. These components retained key features of the original exhibit, but are flexible enough to fit into spaces with very limited contiguous space.

Do Science at Home: STEAM Kits (2.06%) was the FFY 2020 collaboration with the Kentucky Science Center. When the pandemic hit, "Do Science at Home" launched a family facilitated

Science Technology, Engineering, Art and Mathematics (STEAM) kit with guided and virtual instructions for families with students in grades 3 through 6. "Do Science at Home '' focused on activities that connect to science in society, timely research, and professional pathways in STEAM fields; helping to expose Kentucky students to future career opportunities and pipelines while supporting formal educational curriculum with informal, hands-on activities. Various press releases were issued by libraries and this excerpt from one of them captures the essence and the driving needs behind this program:
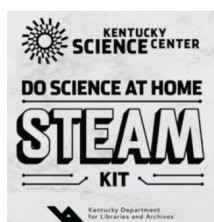
The recent school year exposed the digital divide in which 36 percent of Kentucky students, roughly 240,000, lack adequate internet access, and additional gaps for families struggling across the state to implement digital learning alternatives. The Do Science at Home STEAM Kits will aid statewide and local initiatives to eliminate the learning gaps in STEAM scholastic and at-home learning experiences available for students. Providing students with durable kits and guided projects will help teach and inspire students of all genders at critical ages to introduce STEAM opportunities and promote literacy through library engagement and selection of grade-level reading resources helping address Kentucky's statewide 3rd-6th grade level proficient gaps.

Do Science at Home: STEAM Kits brought new users to the libraries at a time when the buildings were closed; 81% of libraries reported seeing new families because of these kits and 63% reported families utilizing other public library services when picking up the kits.

Based on feedback received through the SPR: "one of the biggest struggles was getting families to complete the survey. The surveys were distributed to families receiving the kit via a website link or QR code. Several of the libraries attempted to increase awareness of the survey by adding additional links and QR code stickers, social media prompts, paper versions at kit pick up and more direct reminders to their families." As we mentioned elsewhere, it is our experience throughout this evaluation cycle that people have been over surveyed especially during the pandemic creating a situation where convenience survey sampling methods are not as robust as they used to be before the pandemic.

A second survey for library staff was designed and several of the public libraries shared their feedback as being mainly positive with regard to the quality of the kits, the types of activities included and their family's response to each kit theme. Recommendations for improvements include how some of the kit materials may be packaged and will be incorporated in future iterations. As with any new program, there were a few things to improve for a future iteration of this kit-based model. One of the challenges of this kit concept is condensing all of the resources for families into limited text space in the kit guides. Some ways to overcome this include adding video links to each of the kit guides to provide visual instruction and resources for these hands-on activities to enhance the learning experience, assist with facilitation of the STEAM content and provide support for families implementing. The libraries also shared great insight into adjustments with provided supplies or packing of provided supplies for ease of distribution and integral use. The participating public libraries were asked to rate their

experience with the kits. Of those libraries who completed the survey, 100% gave the kits positive responses in several categories including kit distribution to libraries, kit themes, and distribution to patrons.

The participating libraries distributed kits to 4,960 families. Overall the feedback from the library staff and patrons who utilized the kits was very positive. The families enjoyed the kits and the ability to do the activities with their child. In addition, 54% of participating families reported utilizing other programs and resources at the public library related to the kit themes. More than 12,000 kits were distributed to libraries in the following counties: Boyd, Bracken, Breathitt, Butler, Caldwell, Christian, Clinton, Cumberland, Daviess, Floyd, Hardin, Johnson, Kenton, McLean, Meade, Mercer, Metcalfe, Monroe, Muhlenberg, Oldham, Perry, Scott, and Trimble.

Workforce and Adult Services Support (3.63%) changed its name in the FFY20 to *Library Services for Adults* showing that the program is evolving from supporting primarily libraries to developing a focus on partnership that in collaboration with libraries aim to change adult people's lives. *Adult Services* include consultation services and resources on different forms of literacy (adult, digital, financial, and health).

Examples of services and collaborations include extensive work on the 2020 U.S. Census (preparing library staff to assist with the Census in various ways), digital skills training workshops with Grow w/Google, training on how libraries can become a GED testing center, and the development of multiple statewide government agency partnerships. Current statewide government agency collaborators include the following: Kentucky Workforce Innovation Boards – Kentucky Career Centers, KY Skills U - GED (formerly known as KY Adult Education), the Kentucky Virtual Library (KYVL), Kentucky Educational Television, and the Kentucky Department for Workforce Development. Online training included webinars presented by KDLA staff and other library entities, face-to-face interactive workshops, and online asynchronous courses provided by third party vendors. This project includes the development of the Digital Toolbox for KY Public Libraries (renamed to Workforce Laptop-Hotspot Subgrant) and a backpack kit related to various KY State Parks. Online training included webinars, virtual meetings, and asynchronous courses, the production of the Kentucky Adult Programmers Newsletter and Workforce Development Resources. KDLA noted in their self-assessment that this program had staffing changes and performance was up and down as a result; the SPR data though show a steady increase in the number of consultations and transactions for the three years of this evaluation cycle.

	2018	2019	2020
Workforce and Adult Services Support	$ 157,704.52	$ 75,601.22	$30,436.57
Workforce Development Support/Consultation Services			
# of consultation/reference transactions	120	480	675

Youth Services Support (3.33%): The Kentucky Department for Libraries and Archives (KDLA) sought to provide support to public library staff providing direct services to children, teens, and their families/caregivers through consultation, program assistance and continuing education. This was accomplished through general advisory consulting and webpage support, professional book collection development, as well as the development of youth book discussion programming kits, and the annual (Kentucky Youth and Children Public Librarians) KYAC conference. In addition,original webinars and individual seats in asynchronous online courses on youth services programming were provided. Summer reading support was provided with the purchase of Collaborative Summer Library Program (CSLP) manuals and an annual conference. KDLA also offered NASA@ My Library workshops, and Ages and Stages Questionnaire training for library staff. The pandemic did affect some of these activities as we can see from the annual activity statistics below.

Youth Services Support	2018	2019	2020
	$ 130,458.82	$ 35,944.33	$75,335.52
# of individuals participated in statewide Summer Reading Program	194,785	80,520	102,753
# of total participants at events	465,628	637,344	281,758
Consultation Services			
# of consultation/reference transactions	3,555	1,031	4,712
Acquisition			
# of print materials acquired	326	41	2,044
# of electronic materials acquired	71	210	210
# of audio/visual units acquired	15	0	0
Instruction-Programs/Asynchronous courses			
Presentation/performance length (minutes)	1,030	1,000	875
# of presentations/performances administered	8	11	8
# of average number in attendance per session	11	9	22
# of times program administered	1	1	1
Webinars			
Presentation/performance length (minutes)	60	60	60

Youth Services Support	2018	2019	2020
# of presentations/performances administered	10	8	5
# of average number in attendance per session	19	30	102

Workforce Laptop-Hotspot Subgrant (1.29%). One of the most popular projects (circulating a total of 916 items, 130 laptops) during FFY 2020, it was also recognized by many as being very valuable as the evaluators's survey captured many sentiments like the following:

> *The people our library serves have been greatly impacted by the Hot Spot/Laptop Lending Grant. We could never afford to keep up the hotspot service in order to check them out without this grant. We already had a laptop lending program. but the grant provided a much needed update to our equipment.*

Prime Time Family Reading Time (1.08%): The Kentucky Department for Libraries and Archives sought to promote family literacy by providing a subaward to the Kentucky Humanities Council to administer Prime Time Family Reading Time ® programs at a handful of Kentucky libraries. This subaward provided financial assistance to these public libraries for hiring a scholar and storyteller; training for the library project monitor, scholar, and storyteller; and reimbursement for participant transportation, on-site childcare, and translator. The subaward pays for program management manuals and a set of 12 picture books for each participating family to be discussed during the six-week program. Only one library was able to successfully complete the program due to in-person programming restrictions caused by the COVID-19 pandemic.

Goal 3 Conclusion - Retrospective Question A-1

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

The evaluators conclude that the Kentucky Department for Libraries and Archives has **PARTLY ACHIEVED** Goal 3. The evaluators recognize that a lot of adjustments were made due to the pandemic and this was the one goal that was probably most affected by it. Outreach activities and in person programming is being rethought and the kits have been very popular. The evaluators believe that we are still trying to learn how to be more effective in doing outreach and programming effectively in ways that can meet all people where they are and KDLA is aware that the services under Goal 3 need to move in this direction and be transformed.

Closer collaboration between the youth services and the KTBL program will also be important to reach and provide resources to underserved and at risk populations. More attention needs to be given to the needs of children and teens in K-12 so they can be served in an equitable manner in a post-pandemic world.

As demonstrated in data related to KDLA's annual Summer Reading Program evaluation survey, summer reading programs continue to grow in public libraries across the state

with a concentration on strengthening collaborative relationships with schools to serve children and family during out-of-school times; however, these programs are not happening in all public libraries (about 10% of them) due to limited staffing and small budgets in libraries in the most rural and underserved areas of the state.

Clear challenges related to goal 3 are the need to conduct effective outcomes based evaluation while the programs are being transformed. The need to help libraries serve those with the greatest needs is also critically important.

Retrospective Assessment Questions A-2 and A-3

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

KDLA's projects for the most part address national priorities in the areas of Information Access and Institutional Capacity (Appendix F). Goal 1 projects address the Information Access focal area, with two projects focusing on the intent of improving users' abilities to discover information resources and three projects focused on the intent of improving users' ability to obtain and/or use information resources. Goal 2 projects address mostly Institutional Capacity focal areas with four projects grouped under the intent of improving library workforce and two projects under the intent of improving library operations. Goal 3 projects serve the focal areas of Economic and Employment Development (*Workforce and Adult Services Support*), Human Resources (*Prime Time Family Reading Time*), and Lifelong Learning (*Do Science at Home*; and, *Workforce Laptop-Hotspot Subgrant*). In particular, *Workforce and Adult Services Support* serves the intent of improving users' ability to use resources and apply information for employment support; *Prime Time Family Reading Time* the intent of improving users' ability to apply information that furthers parenting and family skills; *Do Science at Home* and *Workforce Laptop-Hotspot Subgrant* the intent of improving users' general knowledge and skills.

A-3. Did any of the following groups represent a substantial focus for KDLA's Five-Year Plan activities? (Yes/No)

No project qualifies as being a substantial focus based on the percentage of expenditures specified by IMLS in the evaluation guidelines (Appendix G and H). Even though Kentucky's Talking Book Library is short of the ten percent cut off point, it does serve Individuals with Disabilities. While many other projects undertaken by KDLA have had significant impacts on specified groups including the library workforce, most other projects and activities either target general audiences or fall substantially below the 10% expenditure threshold.

The Kentucky Talking Book Library program accounts for 9.08% of LSTA program expenditures in the period that includes FFY 2018, FFY 2019, and FFY 2020 and reaches several categories of individuals with disabling conditions. Primary among these categories are individuals with

visual impairments; however recent changes expanding eligibility and streamlining the certification process have resulted in additional clients with other print and reading disabilities.

Kentucky's LSTA expenditures do have a significant impact on the library workforce directly through expenditures related to continuing education/ staff development and indirectly through the efforts of regional consultants under the Regional Consultants Support project.

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

B-1. How has KDLA used any data from the State Program Report (SPR) and elsewhere (e.g., Public Libraries Survey) to guide activities included in the Five-Year Plan?

Data and information collected for the annual submission of the SPR has been used to improve services and existing projects. Project and activity outputs and outcomes are routinely reviewed at the beginning of each federal funding cycle to determine whether activities should be refined, replaced or enhanced. The SPR serves as a critical data source for measuring the overall performance of each KDLA programmatic activity. KDLA uses the reported information in a variety of ways, including justification for activities before the State Library Advisory Board and in budget justification with the legislature when making Supplemental Budget Requests.

B-2. Specify any modifications KDLA made to the Five-Year Plan. What was the reason for this change?

No formal changes or amendments were made to the Five-Year LSTA Plan since it was submitted to IMLS in June 2017; however, the COVID-19 pandemic significantly altered how some specific activities were carried out and, in a few cases, prevented KDLA from fully achieving the results that were originally envisioned. Nevertheless, the goals specified in the Plan remained in place and served as guiding principles toward progress.

B-3. How and with whom has KDLA shared data from the SPR and from other evaluation resources? How has KDLA used the last Five-Year Evaluation to inform data collected for the new Five-Year Evaluation? How has KDLA used this information throughout this five-year cycle?

Statistics and data from the SPR and other sources are shared within Kentucky state government, primarily with the Education and Workforce Development Cabinet (of which the agency is a part) but also with the Office of the Governor. Information has also been shared with the Kentucky Public Library Association (KPLA), the Kentucky Library Association (KLA), the Council on Postsecondary Education (CPE), and the KDLA State Advisory Council. Statistical data is shared with the National Library Service for the Blind and Print Disabled. The state library sometimes shares selected statistics with users via the Talking Book Library newsletter and social media. Some SPR data has been shared with committees and individuals within the Kentucky library community. Finally, SPR data was shared with the QualityMetrics team for the purpose of this evaluation.

Information from the 2013-2017 Five-Year Evaluation was first used to inform the 2018-2022 Five-Year Plan. Subsequently, it provided a helpful context for refinements to the implementation of LSTA during the pandemic as KDLA turned to the 2018-2022 Plan goals to identify core strategic directions as activities were adjusted to confront new realities. Finally, the 2013-2017 Five-Year Evaluation was useful as a source of supplemental information as KDLA carried out an internal reorganization.

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

C-1. Identify how KDLA implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of an Independent Evaluator.
KDLA issued a competitive RFP and selected QualityMetrics as the evaluator; QualityMetrics has experience in Kentucky as it has worked on the previous LSTA Evaluation 2013-2017 and the LSTA Plan 2018-2022.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

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

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

> COVID-19 presented special circumstances and a number of considerations had to be taken into account. The crisis brought the imperative of changing

how evaluation work is done and how we engage policymakers, program managers and beneficiaries as restrictions on travel and 'social distancing' are expected to last.[6]

While no on-site visit to the State Library was conducted during this evaluation period, both of the primary investigators for QualityMetrics (Dr. Martha Kyrillidou and Mr. William Wilson) had visited the Kentucky Department for Libraries and Archives in Frankfort, KY as part of the 2013-2017 LSTA evaluation cycle and was somewhat familiar with KDLA's operation. Virtual (Zoom) one-on-one interviews were held with the agency Chief and with key staff engaged in LSTA and in specific projects carried out under the LSTA Five-Year Plan. The Five-Year Evaluation is a summative assessment and as such the availability of the SPR data was extremely useful more so than other times.

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

The toll on the mental health of our communities has also been evident as these restrictions are establishing new norms for interacting in person. Student learning and well being have been concerns as the education life cycle was disrupted. Opportunities to help students catch up with unfinished learning were plentiful and many state library agencies, including KDLA, have adjusted or augmented their database offerings to help home-schooled children and teens. Monitoring community behaviors took place frequently during the pandemic often resulting in people feeling over-surveyed in many instances.

A web-based survey targeting the library community was conducted between November 17, 2022 and December 30, 2021. The survey provided some supplementary quantitative information as well as considerable qualitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

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

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

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

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation. How did QualityMetrics in cooperation with KDLA engage them?

Numerous small-group virtual sessions and telephone interviews were conducted with

Have you checked out a laptop or hotspot from the library? Have you participated in Prime Time, Science in Play2Go or Do Science at Home Kits? If so, we want to hear from you!

✳ Please join us for a focus group to give feedback on these programs paid for in part with federal funds from the Institute of Museum and Library Services.

December 16, 2021, 4-5 p.m. EST

Register for the Zoom session using the link below or the QR code.

bit.ly/LSTAgroup

librarians and other persons with knowledge of LSTA-funded initiatives in Kentucky. Oftentimes, these interactions were enhanced by virtual tours of their library buildings and physical facilities through Google Maps. One-on-one interviews were also conducted with consumers of the Library for the Blind and Print Disabled program.

Agency staff helped us get out invitations via zoom registrations to focus groups (see invitations graphic). The focus groups and interviews provided both qualitative evidence and context that supplemented a review of agency-supplied statistical data and information and data submitted in the form of the State Program Reports (SPRs).

Interviewees shared their knowledge of LSTA utilization, enhancing interactions and depth and quality of the conversations. Furthermore, principal investigators Martha Kyrillidou and Bill Wilson conducted both separate and joint interviews and group sessions and shared and discussed their observations in order to develop a shared understanding of the meaning of the library experience in Kentucky and how it was supported by KDLA with LSTA support. Both investigators participated in many of the agency

interviews, allowing for the concept of triangulation to be implemented as evaluators debriefed and compared interpretations and understandings.

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

The evaluation will be made available through the agency website and inform the next Five Year Plan. Frequent communications with librarians across the state is an important tool for the future of libraries in Kentucky.

This evaluation would be remiss if it did not acknowledge the increased funding that the state agencies have received through the Coronavirus Aid, Relief and Economic Security Act (CARES) and the American Recovery Plan Act (ARPA). KDLA, like every other state agency, has been successful in disbursing these one-time additional sources of funding. Often with the same level of staff they had before, they successfully dispersed twice the amount of the LSTA funding as the annual funding stream was augmented with this one time infusion of support. A big thank you to all parties involved for helping our communities and libraries thrive during the unprecedented times of COVID-19.

Per guidance provided by IMLS, we have not examined the impact of these additional funds; the reason is that it is important to allow for the ability to have continuity of comparability in the five year evaluations as the long term standing funding formula of LSTA is the traditional population based formula. Yet, we want to acknowledge the existence of these funds and the many additional projects and activities they supported in the hopes that a look at these activities will indeed provide a fuller and more accurate picture of what happened during the FFY 2018 - FFY 2022 LSTA Evaluation period.

These additional funds helped people get resources that are often not part of the regular LSTA program and their wishes regarding future funding for LSTA includes the ability to have expanded access at home and do more new types of programming in the library. The following quote captures the high value received and the need for future support:

> *E-rate help [...] been phenomenal! I'm thankful for this amount of savings for our library system. The live webinars, archived webinars, and additional CE opportunities provided are key to our team meeting their requirements each year. I appreciate the valuable and valid CE options. The lending library allows us to access quality training materials, as well. KYVL is a wonderful resource for not only our patrons, but our team, as well. All of the services I checked have contributed to our library system's ability to serve our community better! [...] With libraries being constantly asked to do more with less, the services and programs provided through LSTA funds are truly a blessing.*

APPENDICES

Appendix A: Acronyms

ACS - American Community Survey
ARPA - American Recovery Plan Act
BARD - Braille and Audio Reading Download
CARES - Coronavirus Aid, Relief and Economic Security Act
COP - Community of Practice
CSLP - Collaborative Summer Library Program
DPLA - Digital Public Library of America
ElSi - Elementary/Secondary Information System
E-Rate - Schools and Libraries Universal Service Support Program
FFY - Federal Fiscal Year
FTE - Full Time Equivalent
ILS - Integrated Library System
IMLS - Institute of Museum and Library Services
KDLA - Kentucky Department for Libraries and Archives
KSDA - Kentucky State Digital Archives
KTBL - Kentucky Talking Book Library
KYVL - Kentucky Virtual Library
KYAC - Kentucky Young Adult and Children's Program
LMS - Learning Management System
LSTA - Library Services and Technology Act
NAAL - National Assessment of Adult Literacy
NCES - National Center for Educational Statistics
NLS - National Library Service for the Blind and Print Disabled
OBE - Outcome-Based Evaluation
OCLC - Online Computer Library Center
OPAC - Online Public Access Catalog
POP - Patron Outreach Project
ROI - Return-On-Investment
SLAA - State Library Administrative Agency
SiP2Go - Science in Play2Go
SPR - State Program Report
STEAM - Science Technology Engineering Arts Mathematics
STEM - Science, Technology, Engineering, and Math
WPA - Works Progress Administration

Appendix B: Interviewees/ Focus Groups

Interviews

- Terry Manuel, State Librarian
- Nikole Gieske, Library Development Branch Manager
- Barbara Penegor, Talking Books Branch Manager
- Jane Joyce, Talking Books Customer

Focus Group	Stakeholders	Date
#1	KY Staff FG (5 people)	11/17/2021
#2	KYAC (7 people)	12/14/2021
#3	Talking Books FG (13 people)	12/21/2021
#4	Public Library Directors #1 (14 people)	1/7/2022
#5	Public Library Directors #2 (8 people)	1/10/2022
#6	KAPS (5 people)	1/20/2022
#7	Commission Meeting	3/10/2022
#8	KY Public Library Association Meeting	3/16/2022

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

- SPR data (FFY 2018-2020)
- Stats Over Time (FY 2018 - 2020)
- Agency website and social media
- LSTA Plan 2018-2022
- YouTube video (5 yrs old)—Introduction to Kentucky Talking Book Library - https://www.youtube.com/user/KyTalkingBookLibrary
- Sound Cloud—Audio versions of KTBL Newsletter - https://soundcloud.com/kytalkingbooklibrary
- KDLA Archives Webinars: https://kdla.ky.gov/librarians/staffdevelopment/kdlaarchivedwebinars/Pages/default.aspx

Federal Government Publications

Federal Agency Data Sources

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

Evaluation Resources and COVID-19

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

Other Resources

- Ethel Himmel and William J. Wilson. The Functions and Roles of State Library Agencies. American Library Association, Chicago, 2000.
- The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. (2021). The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic. Washington, DC: The Institute.
- The Institute of Museum and Library Services. 2021. Understanding the Social Wellbeing Impacts of the Nation's Libraries and Museums. 2021 Report. Washington DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: Institute of Museum and Library Services.
- Measures that Matter: Workforce Development Literature Review, January 12, 2021.
- Pelczar, M., Frehill, L. M., Nielsen, E, Kaiser, A., Hudson, J., & Wan, T. (2021). Characteristics of Public Libraries in the United States: Results from the FY 2019 Public Libraries Survey. Institute of Museum and Library Services: Washington, D.C. Results from the SDC E-Resources Survey (received January 2022).
- Sarah Mervosh, "The pandemic hurt these students the most." In print "Pandemic widened U.S. Educational Gap into a Gulf, Research Suggests." *New York Times*, July 28, 2021, Section A, Page 13.
- The School Librarian Investigation: Decline or Evolution? https://libslide.org/

Appendix D: Focus Group Questions

Focus groups

General Questions

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

Potential Follow-up Questions

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

Outcome Questions

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

Interview guidelines

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

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

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

Appendix E: Web-Survey Instrument

Kentucky LSTA Survey 2021

WELCOME

Every five years, each state library administrative agency in the nation is required to conduct an independent evaluation of its implementation of the Library Services and Technology Act (LSTA) "Grants to States" program. This evaluation must be submitted in order to qualify for ongoing Federal funding.

Following close on the heels of the evaluation is the requirement for the submission of a new state-level five-year plan for the LSTA program. QualityMetrics, a library consulting firm, is assisting the Kentucky Department for Libraries and Archives (KDLA) with the evaluation.

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

You are invited to share your thoughts and ideas by answering five short questions. The survey should take you no more than ten minutes to complete. The first question asks you to look back over the last few years and to consider how the LSTA program has benefitted libraries and library users. Second, we'd like to invite you to think about the future and to suggest new ways in which you think LSTA funds should be invested. Finally, we want to give you an opportunity to offer any other observations about Kentucky's LSTA program (positive or negative).

Thank you in advance for helping the Kentucky Department for Libraries and Archives serve your library and community better!

BACKGROUND

Kentucky receives approximately $2.3 million in LSTA Grants to States funding each year. This funding supports three major goals directed to public libraries in Kentucky:

· Information Access

· Institutional Capacity

· Lifelong Learning

The largest portion of this funding by far (about 69%) has been allocated to support of Information Access with programs such as Electronic Resources (acquisitions, KYVL), Information Access (research and advisory services, state library cataloging and description,

material acquisitions for circulating large print and audio books, library lending program for book discussion kits and programming kits), Kentucky Talking Book Library (Kentucky-produced books and materials, preservation of Kentucky-produced titles, talking book library customer service, talking book library outreach, cataloging and description), and Digital Archives.

The second largest portion (20%) supports Institutional Capacity with programs such as Public Library Staff and Trustee Training, Regional Consultants Support, Workforce and Adult Services Support (FY 2018), Technology and E-rate Support, and Youth Services Support (FY 2018).

The last portion (11%) of the budget supports Lifelong Learning with programs such as Science in Play to Go, Workforce Laptop and Hotspot Grant, (FY 2019), Prime Time Family Reading Time, and Summer Reading Support (FY 2019).

LSTA dollars are used to supplement state and local funds and to foster creativity and innovation in meeting the needs of Kentucky's existing and potential library users and citizens.

1) Which programs had an impact on your library and on the people your library serves?

	No impact	Somewhat impactful	Very impactful	Not applicable / Do not know
Acquisitions (electronic resources)	( )	( )	( )	( )
KYVL (electronic resources)	( )	( )	( )	( )
Research and advisory services	( )	( )	( )	( )
State library cataloging and description	( )	( )	( )	( )
Materials acquisitions for circulating large print and audio books	( )	( )	( )	( )
Library lending program for book discussion kits and programming kits	( )	( )	( )	( )
Kentucky Talking Book Library	( )	( )	( )	( )

Digital Archives	( )	( )	( )	( )
Public Library Staff and Trustee Training	( )	( )	( )	( )
Regional Consultants Support	( )	( )	( )	( )
Workforce and Adult Services Support	( )	( )	( )	( )
Technology and E-rate Support	( )	( )	( )	( )
Youth Services Support	( )	( )	( )	( )
Science in Play to Go	( )	( )	( )	( )
Workforce Laptop and Hotspot Grant	( )	( )	( )	( )
Prime Time Family Reading Time	( )	( )	( )	( )
Summer Reading Support	( )	( )	( )	( )

2) Think back over the past three years (2018, 2019, and 2020). Which, if any, of the LSTA-supported programs mentioned on the last page have had the greatest impact on your library and on the people your library serves? How is library service in your community better because of the investment of LSTA funds?

_____
_____
_____
_____

LOOKING FORWARD

3) Look ahead to the next five years (2023 - 2027). Are there changes in the way that LSTA dollars are invested that you think would significantly improve library services in Kentucky? If so, what are they and why do you think that the change(s) would make a difference. *(Note that LSTA funding cannot be used for building facilities or for lobbying purposes.)*

_____

_____
_____
_____

OTHER COMMENTS

4) Please feel free to offer any additional comments about Kentucky's LSTA program. What do you like or dislike about the program? What could be improved? *(Note that your responses are confidential and comments will not be identified with an individual or with a specific library.)*

_____
_____
_____
_____

OPTIONAL DEMOGRAPHIC QUESTIONS

5) My role in the library that I represent is:
( ) Director
( ) Manager or Department Head
( ) Youth Services Librarian
( ) Adult Services Librarian
( ) Technical Services Librarian
( ) Technology Specialist
( ) Library Trustee
( ) Other (Please specify below.)

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

Thank You!
 Thank you for taking our survey. Your response is very important to us.

Appendix F: Measuring Success Crosswalk Table

KENTUCKY Measuring Success Focal Areas and Intents

Focal Areas and Intents	1.1 Electronic Resources	1.2 Information Access	1.3 Kentucky Talking Book Library	1.4 Digital Archives	1.5 Digitization	2.1 Public Library and Archival Staff Development	2.2 Regional Consultants Support	2.3 Technology Support	2.4 CE Courses and Conference Subaward	2.5 Library Science Graduate School Tuition Reimbursement Subaward	3.1 Science in Play to Go – Version 2	3.2 Workforce and Adult Services Support	3.3 Youth Services Support	3.4 Do Science at Home: STEAM Kits	3.5 Workforce Laptop-Hotspot Subgrant	3.6 Prime Time Family Reading Time®	3.7 Science in Play to Go – Remediation
Lifelong Learning														YES	YES		
Improve users' formal education																	
Improve users' general knowledge and skills														YES	YES		
Information Access	YES	YES	YES	YES	YES												
Improve users' ability to discover information resources				YES	YES												
Improve users' ability to obtain and/or use information resources	YES	YES	YES														
Institutional Capacity						YES	YES	YES	YES	YES		YES					YES
Improve the library workforce						YES			YES	YES		YES					
Improve the library's physical and technological infrastructure																	YES
Improve library operations							YES	YES									
Economic & Employment Development												YES					
Improve users' ability to use resources and apply information for employment support												YES					
Improve users' ability to use and apply business resources																	
Human Resources																YES	
Improve users' ability to apply information that furthers their personal, family or household finances																	
Improve users' ability to apply information that furthers their personal or family health & wellness																	
Improve users' ability to apply information that furthers their parenting and family skills																YES	
Civic Engagement																	
Improve users' ability to participate in their community																	
Improve users' ability to participate in community conversations around topics of concern																	

Appendix G: Targeted Audiences Crosswalk Table

KENTUCKY
Target Population Served

	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Individuals with Limited Functional Literacy or Information Skills	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
1.1 Electronic Resources												
1.2 Information Access											YES	YES
1.3 Kentucky Talking Book Library				YES			YES	YES		YES	YES	
1.4 Digital Archives												
1.5 Digitization												
2.1 Public Library and Archival Staff Deve	YES											
2.2 Regional Consultants Support	YES											
2.3 Technology Support	YES											
2.4 CE Courses and Conference Subawar	YES											
2.5 Library Science Graduate School Tuit	YES											
3.1 Science in Play to Go – Version 2	YES						YES	YES	YES			
3.2 Workforce and Adult Services Suppo	YES		YES								YES	
3.3 Youth Services Support	YES											
3.4 Do Science at Home: STEAM Kits									YES			
3.5 Workforce Laptop-Hotspot Subgrant			YES								YES	YES
3.6 Prime Time Family Reading Time®		YES				YES	YES	YES	YES	YES	YES	
3.7 Science in Play to Go – Remediation						YES	YES	YES				

Appendix H: Expenditure Tables

KENTUCKY LSTA PROJECT EXPENDITURE SUMMARY

	State Goal Short Title	PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Goal 1	Information Access	Electronic Resources	X	X	X	$ 557,826.00	$ 886,827.66	$ 537,685.89	$ 1,982,339.55	41.54%	27.28%
		Information Access	X	X	X	$ 543,950.29	$ 468,096.22	$ 732,277.70	$ 1,744,324.21	36.55%	24.01%
		Kentucky Talking Book Library	X	X	X	$ 161,718.56	$ 305,159.10	$ 193,143.27	$ 660,020.93	13.83%	9.08%
		Digital Archives		X	X	$ -	$ 178,200.83	$ 104,692.24	$ 282,893.07	5.93%	3.89%
		Digitization	X			$ 102,390.95	$ -	$ -	$ 102,390.95	2.15%	1.41%
		GOAL SUBTOTAL				$1,365,885.80	$1,838,283.81	$1,567,799.10	$ 4,771,968.71	100.00%	65.67%

	State Goal Short Title	PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Goal 2	Institutional Capacity	Public Library and Archival Staff Development	X	X	X	$ 192,571.55	$ 108,588.82	$ 294,416.85	$ 595,577.22	55.09%	8.20%
		Regional Consultants Support	X	X	X	$ 111,689.31	$ 72,899.04	$ 92,481.33	$ 277,069.68	25.63%	3.81%
		Technology Support	X	X	X	$ 71,709.51	$ 63,187.74	$ 52,571.88	$ 187,469.13	17.34%	2.58%
		CE Courses and Conference Subaward			X	$ -	$ -	$ 13,048.38	$ 13,048.38	1.21%	0.18%
		Library Science Graduate School Tuition Reimbursement Subaward			X	$ -	$ -	$ 8,000.00	$ 8,000.00	0.74%	0.11%
		GOAL SUBTOTAL				$ 375,970.37	$ 244,675.60	$ 460,518.44	$ 1,081,164.41	100.00%	14.88%

	State Goal Short Title	PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Goal 3	Lifelong Learning	Science in Play to Go – Version 2	X	X		$ 223,310.52	$ 120,000.00	$ -	$ 343,310.52	28.72%	4.72%
		Workforce and Adult Services Support	X	X	X	$ 157,704.52	$ 75,601.22	$ 30,436.57	$ 263,742.31	22.06%	3.63%
		Youth Services Support	X	X	X	$ 130,458.82	$ 35,944.33	$ 75,335.52	$ 241,738.67	20.22%	3.33%
		Do Science at Home: STEAM Kits			X	$ -	$ -	$ 150,000.00	$ 150,000.00	12.55%	2.06%
		Workforce Laptop-Hotspot Subgrant			X	$ -	$ -	$ 93,508.18	$ 93,508.18	7.82%	1.29%
		Prime Time Family Reading Time®	X	X	X	$ 33,500.00	$ 26,387.95	$ 18,739.79	$ 78,627.74	6.58%	1.08%
		Science in Play to Go – Remediation	X			$ 24,522.81	$ -	$ -	$ 24,522.81	2.05%	0.34%
		GOAL SUBTOTAL				$ 569,496.67	$ 257,933.50	$ 368,020.06	$ 1,195,450.23	100.00%	16.45%

		PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR EXPENDITURE TOTAL	PERCENTAGE	PERCENTAGE
		LSTA PROGRAM ADMINISTRATION				$ 59,269.16	$ 58,795.09	$ 99,847.40	$ 217,911.65	100.00%	3.00%
		GRAND TOTAL				$2,370,622.00	$2,399,688.00	$2,496,185.00	$ 7,266,495.00	100.00%	

# Appendix I: Web-Survey Report

KY LSTA Survey Summary

https://reporting.alchemer.com/r/71852_61950899591cc2.51211876

Findings

The survey received 270 responses, 133 of which were complete and 137 of which were partial. As shown in Figure 1, 82% (72) of respondents work in public libraries and 15% (13) work in school libraries. 43.3% of respondents (55) are library directors, 11.8% are managers or department heads (15). 10.2% of respondents (13) are Adult Services Librarians, 7.9% of respondents (10) are Youth Services librarians, 3.9% of respondents (5) are Technical Services Librarians, and 3.1% of respondents (4) are Library Trustees. An additional 19.7% of respondents (25) indicated "other". Figure 2 shows the overall breakdown of job roles.

Figure 2. Role of respondent within their library
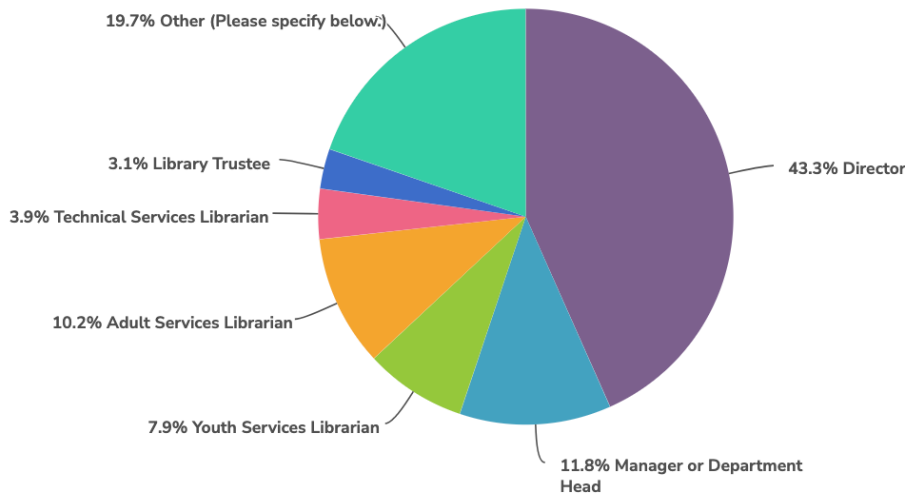
Looking Back

The first question asked respondents to think back over the past three years and discuss which of four LSTA-supported programs had the greatest impact on the library and the people the library serves. Main themes discussed by respondents include technology, library capacity, staff support, and COVID-19. Figure 3 shows a breakdown of themes discussed. Specific programs mentioned by survey respondents include the E-rate program (27), various subgrants such as technology and hotspot grants (36), Prime Time Reading Time and the Summer Reading Program (12), and regional consultants (8).

Figure 3. Main themes discussed by respondents

Main Themes
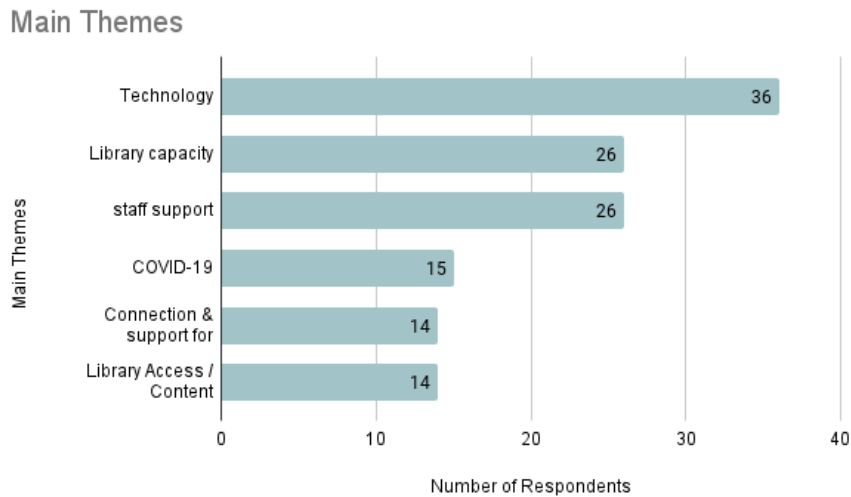
Below are a selection of comments from respondents on the benefits of these programs.

KYVL electronic resources--expensive resources available to all library patrons. Kentucky Talking Book Library--though not provided to large numbers of people, it is an important resource for those who do participate. Staff and Trustee Training--important for consistent and position specific training. Regional Consultant Support--all libraries need assistance, especially with policy and legal issues. All of these things help the library provide the best possible service to our library patrons.

We have done Prime Time reading in the past and it was very well received. Also, our adult book club has been steadily growing with the use of book kits. We love all the support of Summer Reading and always get wonderful ideas to use in future programs. These things combined allow us to support all age groups in the community in a positive way.

The people our library serves have been greatly impacted by the Hot Spot/Laptop Lending Grant. We could never afford to keep up the hotspot service in order to check them out without this grant. We already had a laptop lending program. but the grant provided a much needed update to our equipment.

E-rate help from Lauren has been phenomenal! I'm thankful for this amount of savings for our library system. The live webinars, archived webinars, and additional CE opportunities provided are key to our team meeting their requirements each year. I appreciate the valuable and valid CE options. The lending library allows us to access quality training materials, as well. KYVL is a wonderful resource for not only our patrons, but our team, as well. All of the services I checked have contributed to our library system's ability to serve our community better! I feel the LSTA funds were allocated well and hope that KDLA continues to receive the support from the LSTA funds. With libraries being constantly asked to do more with less, the services and programs provided through LSTA funds are truly a blessing.

Science in Play to Go had a huge impact on our community. We already had a strong presence amongst school-age children within the schools, but SIP2Go brought people who wouldn't have otherwise stepped through our doors into the library, showing them that today's libraries aren't quiet, sterile places but vibrant learning centers with so much to offer. We have offered Prime Time Family Reading Time periodically over more than a decade and it always impacts those who participate, drawing families into conversations in which they might not engage without the influence of the chosen literature and those who guide them. Our regional consultant is an invaluable resource, especially for those of us who are new directors. I only wish that we could have more consultants to better cover the state. The youth and adult services/workforce support staff are very helpful and our technology consultant is top notch. Lauren is so knowledgeable and always going above and beyond to make sure we are informed about opportunities and that we submit successful applications for those. All the KDLA staff has been really helpful to our library and I can see that they are continually reviewing and updating their services so that they can guide our libraries in the best way possible.

The ability for the public to use electronic resources not only during this day and age, but also with the isolation the pandemic caused has had a great impact on the ability of the public to still obtain the materials they deem necessary. The state circulating collections help out our older population with fresh new books that we might not have had at our library otherwise. The training provided has bolstered our library's ability to help out others through the support and ideas we receive. I would be remiss if I didn't mention Lauren Abner of the E-rate and Tech Support without whom most of us would refuse to file for E-rate as it is too confusing on our own. These services are greatly needed and highly valued at our Rural library where we might not have the room or funding to purchase all of this on our own. Many thanks to those who have made this possible.

With the grant money provided we have been able to offer our patrons not only laptops but access to the internet. Both of these are expensive for anyone so I feel we are offering a great service that KDLA helped us be able to provide to our patrons. During the covid crisis having the Databases to offer to our patrons to use at home while we were closed was the best. They were able to do research from home as well as family history research.

The support of KDLA staff has been invaluable for everything from E-rate/Technology support to having knowledgeable staff to approach on the various construction and management projects that have been conducted here in the past few years. LSTA funds have helped provide stronger internet and digital resources to a community that lacks the basic infrastructure in many areas to provide those resources outside of the library. LSTA funds have also helped provide the community with better trained staff in order to meet the wide range of community needs of our patrons. Whether the patrons are school age and younger or adults researching history and genealogy, the LSTA funds allow the library to meet these needs with Summer Reading, generating program ideas, conference trainings, virtual databases, and access electronic collections.

The Book Kits & KYVL together have had the most impact. We have 4 book discussion groups that meet monthly, and without the book kits we wouldn't be able to sustain them. Additionally, we have begun lending to one of the area middle schools to assist teachers in being able to provide class kits to their students. The electronic book collection via KYVL is a hugely beneficial resource as many of our patrons read exclusively on devices, and even those who don't are able to supplement their reading choices with those that are available as ebooks, audio, etc.

With the onset of covid, the electronic resources became so important. Additionally, support from the state to coordinate the sharing of ideas has been so helpful. Especially since meeting with peers from other libraries has become unsafe. Finally, the training offerings have been especially helpful as we try to stay up to date on various subject areas.

Library lending program for book discussion kits has made it possible for our library to offer book discussion groups in several of our libraries that would not have been possible with the extra books loaned by KDLA. Currently, we have 5 book groups with as many as 21 ladies in the group.

In my work at the Library I have noticed the biggest impact from Public Library Staff and Trustee Training and Youth Services Support. The professional development available through KDLA improves the quality of work of all of our public library employees, and that means better service to our community. The Youth Services Support is invaluable to assist libraries across the state provide best practices in the important area of youth services.

The greatest impact for our community using KYVL. When our library doesn't have the materials a patron is looking for we refer them to using KYVL. We tell the patron about the database that is free to them. If they need help navigating the site, we sit down with them to show them how to use it. This is due to the training that is available from KDLA to library staff. Training is very important to the library world, as librarians, we have to keep up with today's ever-changing world. Without continuing education training, the library world wouldn't be as successful as it is today. For small libraries, the lending program is great for us, in all of the programs we provide for our community. This allows us to give our community great programs without all the expense. The Book Discussion kits are ordered monthly here at our library. Most of the time all of them are check-out and have a waiting list for when the discussion book is returned.

Looking Forward

Respondents were asked to think ahead to the years covered by the upcoming Five-Year Plan (fiscal years 2023 - 2027) and discuss changes in the way that LSTA dollars are invested that would significantly improve library services. We received 91 responses to this question. 17 respondents indicated that they had no suggested changes and liked how funding is being allocated currently. Some recommendations from respondents include:

- Expanding the Regional Consultant program
- Continue to build up technology and electronic resources
- Special projects grant
- Lifelong learning programming for patrons of all ages
- Operational guides
- Continued funding for hotspots, WiFi, and high speed internet
- Continued professional development opportunities for library staff
- Funding for rural libraries
- DEI programming for patrons and training for staff

Selected comments from respondents explaining their recommended changes to LSTA funding are below.

A program that encourages equity, diversity, and inclusion would significantly improve library services in Kentucky. Have an EDI specialist visit libraries to train staff and hold them accountable in hiring library staff and meeting the needs of black, brown, and LGBT communities. It's hard to know how to meet the needs of the community if the library has an all white staff.

better support for internet improvements, hotspots, digital collections (ebooks and audiobooks). We see less and less circulation in actual books and I believe this will continue to dwindle. Post pandemic for adults - I have noticed that post pandemic patrons are seeking more leisure type reading and programs that they can participate in (yoga, knitting, etc) and less interest in intellectual programs. They want to escape and have fun and reconnect with people. Public libraries are truly now a community meeting space, and less of a place patrons look to for higher education......like it or not..

It seems to me that there's a great need for hands-on programming and life-skills for children, teens, and young adults. Many schools don't have funding for home ec and life skills are lacking. Having small garden plots at local libraries is an idea on teaching how to grow and preserve food.

I think we would all benefit from more operational guides. Creating a standardization procedure for operations and services would be beneficial. Increasing standards for Library professionals, and working on creating more digitization support.

Restoring more LSTA funds to small rural libraries with insufficient funds to maintain current collections.

Outreach immediately comes to mind. The pandemic, again, showed the power of effective outreach programs to bring services to people who were unable to get out into the community. Support for these services (mailing materials to homes, porch drops, drop off collections at senior centers) would be helpful. Support for navigating the e-rate process (especially Category 2 funding) is essential to building the digital infrastructure libraries for the future. Lauren Abner does a great job, but she is one person. When Lauren was not available for an extended period in spring 2021, the loss of her advisory services was, for this library, acute. More personnel trained in that area would've been very helpful.

The Dolly Parton Imagination library was a huge success in Lewis County. We were never able to keep raising money for the Imagination funded, so we had to drop out. It would be great if LSTA dollars would be invested in the Imagination Library.

Can the monies be used for an online platform that can keep track of our education units? I worked in another state over 10 years ago and we had a state sponsored webform where we input our information, instead of holding onto materials for a whole year, scan or save the learning activity reports, and then get them approved. It was so much easier.

More hands-on training for administrators (new and old) that helps with the shift from hierarchical paradigm to a much more inclusive strategy for management. A strategy that focuses more on building up a culture from the inside out instead of simply on budget and perceived impacts. Embracing staff input and strategies as well as life experience as a tool to better serve and uplift all walks of life in our communities.

Additional Comments

Consistent communication from KDLA about the status of the grant applications. I have emailed and left messages about current grant opportunities and have not received a response.

It would be nice, when selected for a grant funded by LSTA dollars, if reports could be filled in and receipts/documentation could be uploaded online rather than having to send these in via snail mail. I realize that may be a requirement that comes down from the federal level, but if there's a possibility that could be adapted, that would be fantastic.

more funding opportunities that would enable staff to attend conferences.....the cost to send a staffer is increasing, some grants for this area would be nice. Honestly, I have no idea what the next 3-5 years will bring. Our patrons' interests have really changed or perhaps their priorities in life have changed during the pandemic. Somehow, I don't think it will ever go back to what it was for adult programming. Children's programming will always focus on the ABC's of learning, that is pretty standard. But even then, we see less request for reference books, or how to write a paper, or homework help. Purchasing online programs might be a better way to reach patrons young and old.

I love our KDLA staff! We could not function without them, but particularly the E-Rate help! I would love to see us talk more about serving the patrons and about finding the ones who don't use the library. I watched Terry's Why Can't ALL Our Patrons be Nice and would love to learn more about the barriers we set up unintentionally for our patrons, particularly our most vulnerable and what ways we can fix those barriers.

It is unfortunate that LSTA funds cannot be used for debt repayment on new construction or remodeling. The programs and services libraries provide rely on having the space and facilities to offer those programs, many times. I realize programs can be held in another building or outside, but ideally, you have your program inside your building or outside of your building to encourage your community to check out what else is going on.....not just attend the program.

Grant processes are sometimes confusing and cumbersome. It does help to have training modules before the grant application. Revamp the Prime Time Reading program or create a different literacy program. We have avoided using this program as the requirements were above what our library could handle. We do need help with literacy programs, but aren't able to commit the amount of staff and resources that this program requires. Regional Consultants are vital to the success of libraries, however, they aren't paid enough. At a state level I would think that they would get paid more than a library director and that isn't the case. Biweekly northern regional meetings have been valuable! We are starting a digital historical collection sometime this next year. We have had trouble locating information on how to do that through KDLA's website and finding a representative that could provide answers.

Thank you for providing LSTA funding. It helps so many people in a vast assortment of ways, from the youngest to the oldest individuals and patrons. Our community has been hit hard by a loss of available jobs and programs in recent years and LSTA funding has helped our libraries provide necessary and helpful support to so many. Thank you and keep up the great work!

Is there a way that libraries can receive statistics about the LSTA programs and how much they are being used? For example, the Ky Talking Book Library may be utilized in our county but we

are unaware of it because the patron is working with them personally. We have knowledge of only one patron. Are there statistics that can be shared? Also, after completing this survey we have become aware that we do not know as much as we should about the programs listed. For example, Acquisitions (E resources) was a big ???? for us. We are not sure what that program entails. We feel like we should know.

More quality control in creating the steam kit boxes. Specifically, troubleshooting for items being stored better for multiple moves in order to make it safely into the hands of the community with all pieces intact.

Since this is supposed to be confidential, I will give an opinion. A few years ago, we did a Prime Time Reading Program at the library. The subject matter disturbed several people because they were at a point in their lives that they needed financial assistance, which was frowned upon by the presenters at that time. Many had hurt feelings and many others did not come back to the library. We talked to the presenters before the next program, and they were going to use books to point out incest, rape, etc., to parents and their children. These are not topics that should be discussed in public group settings. I would hope that these programs are better run than those at that time because many were offended and hurt. Our library has not had any prime time programs since. We have had family oriented programs. I realize that this may work elsewhere, but it did not work at our library.

Appendix J: Databases in Kentucky

Prepared by Genya O'Gara, Library Consultant and VIVA Deputy Director

Background

Statewide database programs are a crucial service supported at various levels by the vast majority of state library programs across the United States.[7] Meeting user needs in virtual as well as physical spaces is a critical component of state library services; even as physical visits and circulation decline at public libraries (a trend likely to be further exacerbated by the COVID-19 pandemic), both the usage and availability of electronic resources has expanded.[8]

To understand the snapshot of the database resources and programs provided by the state agency, it is important to note that funding models for statewide databases have shifted considerably in the last few decades. For example, between 2000 and 2020 state libraries' overall spending on statewide database licensing increased from 42.29 million to 74.04 million dollars (spent by 48 state libraries). Within this increase however, state libraries were very unlikely to be the sole source of support for statewide databases; in fact, in 2020 89.6 percent of statewide database licensing was carried out by multiple entities and funding sources.[9] In an informal 2021 survey of state data coordinators, it was found that although the majority of states offer support for a statewide databases program (41 of 44 respondents), many of those are not managed through the state library (only 33 reported state library management). Thirty-six of these respondents also noted the existence of a local e-resource consortium in the state.

Often these statewide database programs are supported in part through LSTA funding, as well as state funding, library cost-shares, grants, and external, but often complementary, consortial programs.[10] Each statewide database program is approached, funded, and supported in slightly different ways. The following snapshots note where LSTA funds have likely supported a particular resource or platform to some extent, but they do not note what other funding or percentage of support this comprises, as this information is beyond the scope of the LSTA evaluation.

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[7] The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: The Institute of Museum and Library Services, p.14.; Results from the SDC E-Resources Survey.
[8] The Institute of Museum and Library Services. (2021). *The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic.* Washington, DC: The Institute, p. 6.
[9] The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: The Institute of Museum and Library Services, p.14.; Results from the SDC E-Resources Survey, p.14.
[10] Results from the 2021 SDC E-Resources Survey

State: Kentucky

Project details/URLs:
- https://imls-spr.imls.gov/Public/Details/81925 and https://imls-spr.imls.gov/Public/Details/83781
- In FFY 2018 & FFY 2019, $1,444,653.66 was spent on database resources, comprising 31% of $4,652,245.78 total LSTA expenditures.

1. Table of Resources:

All of these resources are funded in whole or with the support of LSTA funds. The italicized resources are only available to State employees, not all Kentucky residents.

Vendor/Provider	Resource	Vendor/Provider	Resource
BioOne	*BioOne Complete*	Ebsco	MEDLINE
ITHAKA	*JSTOR*	Ebsco	Middle Search Plus
NewsBank	*NewsBank*	Ebsco	Newspaper Source
DataAxle	*Reference Solutions*	Ebsco	NoveList
USDHS, FEMA, & the Naval Postgraduate School Center for Homeland Defense & Security	*Homeland Security Digital Library*	Ebsco	Open Dissertations
ProQuest		Ebsco	Primary Search
Ebsco	Academic Search Complete	Ebsco	Psychology & Behavioral Sciences Collection
Ebsco	Agricola	Ebsco	Regional Business News
Ebsco	AHFS Consumer Medication Information	Ebsco	Small Business Reference Center
Ebsco	APA Psycinfo	Ebsco	Sociological Collection
Ebsco	Business Source Premier	Ebsco	Teacher Reference Center
Ebsco	CINAHL with Full Text	Ebsco	TOPICsearch
Ebsco	Consumer Health	Britannica Digital	Annals of American History

	Complete	Learning	
Ebsco	eBook Collections	Britannica Digital Learning	Britannica Academic
Ebsco	EBSCOhost	Britannica Digital Learning	Britannica Escolar
Ebsco	ERIC	Britannica Digital Learning	Britannica Library
Ebsco	Explora for Educators	Britannica Digital Learning	Britannica Moderna
Ebsco	Explora for Elementary	Britannica Digital Learning	Britannica School
Ebsco	Explora for Middle School	Ebsco	Learning Express Library
Ebsco	Explora for High School	Ebsco	NoveList
Ebsco	Explora for Public Libraries	Gale/Cengage	InContext: Opposing Viewpoints
Ebsco	Funk & Wagnalls New Encyclopedia	ProQuest	Ancestry Library Edition
Ebsco	GreenFILE	ProQuest	Alt-Press Watch
Ebsco	Health Source - Consumer Edition	ProQuest	Career & Technical Education
Ebsco	LISTA - Library, Information & Technology Abstracts	TeenBookCloud	TeenBookCloud
Ebsco	MAS Ultra - School Edition	OCLC	Kentucky Digital Library: ContentDM site
Ebsco	MasterFILE Premier		

2. Access/Scope/Population:

The Kentucky Department for Libraries and Archives (KDLA) provides access to information and resources by supporting database collections and making them available to public and special libraries, K-12 schools, post-secondary institutions, and state employees. KDLA works in partnership with the Kentucky Virtual Library (KYVL) —

part of the Kentucky Council on Postsecondary Education — to select and provide access to research databases for all Kentuckians through their local public libraries. In 2019, KDLA served a population of 4.468 million. KDLA also provides access to databases accessible to Kentucky state government employees to support their reference and research needs (https://kdla.ky.gov/employees/databases/Pages/default.aspx). Additionally, KDLA purchases a software license to OCLC EZProxy, which allows off-site users to log in to these databases using their State Library account.

In 2019 and 2018 respectively sixteen (16) and thirteen (13) online database collections were purchased for state government employee use. Additionally, by helping to fund the Kentucky Virtual Library (KYVL), another 60 database collections were made available to all Kentucky residents. (KYVL is a consortium of libraries and institutions, including college and university libraries, public libraries, K-12 schools, hospitals, U.S. Department of Defense libraries, and the KDLA.) KDLA also purchased Ancestry Library Edition in 2019.

Along with the KYVL databases, the supplemental KDLA databases available just to Kentucky state employees provide an essential complement of authoritative research databases allowing employees to complete the research tasks associated with their jobs. New databases were acquired in the FFY2019 based upon specific requests from state government employees. With the COVID-19 pandemic requiring so many state employees to telecommute, the ability to access these databases from anywhere greatly assisted employees in their job duties. The KYVL databases, which are accessible to Kentucky citizens through the public library accounts of the participating libraries, form a core collection of research databases, without which citizens in counties with smaller annual operating budgets would not have access. With many public libraries and schools closing in March due to the pandemic, the Council on Postsecondary Education expanded access to all public libraries and school districts through June 30, 2020

3. URLs:
Kentucky-DBs spreadsheet constructed.

4. URLs usage:
Usage statistics for all databases hosted through KYVL are available here: https://kyvl.org/statistics . Kentuckians had access to a broad range of electronic resources through KDLA, KYVL, and public libraries throughout the state -- databases were used by 297 institutions, including two libraries that specifically service military families. In 2019, KDLA database searches numbered 52,536; users retrieved 8,220 full-text documents from KDLA databases; and KYVL database searches numbered 99,945,323, not including retrieval of 5,604,489 full-text searches. In 2018, KDLA database searches numbered 44,970; users retrieved 16,741 full-text documents from KDLA databases; and KYVL database searches numbered 82,473,627, not including retrieval of 5,247,829 full-text searches.

Appendix K: School Librarians in Kentucky

During COVID-19 with the schools closed and instruction happening online primarily, we have seen a surge in the use of databases from school age children; historically, we have seen school librarians being reduced; this appendix is offering an insight on the school librarian trends in Kentucky.

Source: https://libslide.org/data-tools/state-profile/

Profile for Kentucky

Change Since 2009-10 in Selected Educator FTEs
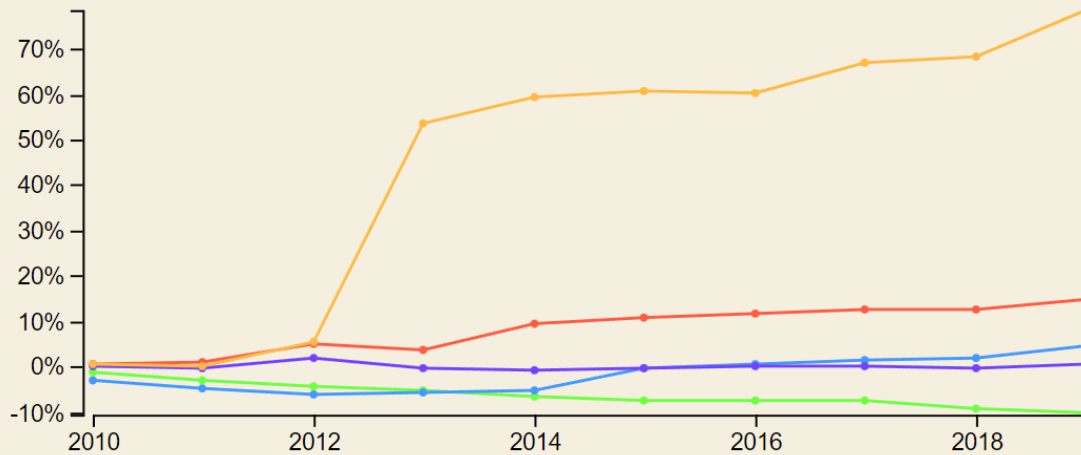
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Librarian FTEs	-1.3%	-2.9%	-4.4%	-5.4%	-6.5%	-7.5%	-7.3%	-7.4%	-9.4%	-10.0%
District Administrators	-2.8%	-4.8%	-5.9%	-5.6%	-5.4%	-0.3%	0.7%	1.4%	2.0%	4.7%
School Administrators	0.5%	0.9%	5.1%	4.0%	9.4%	11.0%	11.7%	12.5%	12.7%	14.7%
Teachers	0.2%	-0.3%	1.9%	-0.4%	-0.9%	-0.2%	0.1%	0.2%	-0.4%	0.6%
Instructional Coordinators	0.5%	0.0%	5.4%	53.4%	59.3%	60.6%	60.1%	67.0%	68.4%	78.5%

Where are there school librarians?
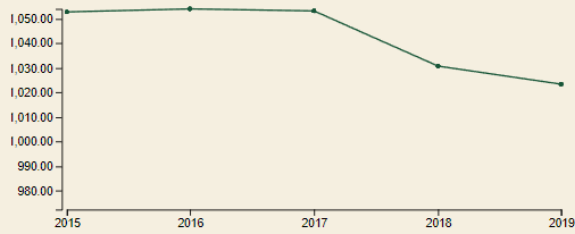
2019-20

VIEW PROGRESSION

■ Has Librarian FTE   ☐ Has No Librarian FTE
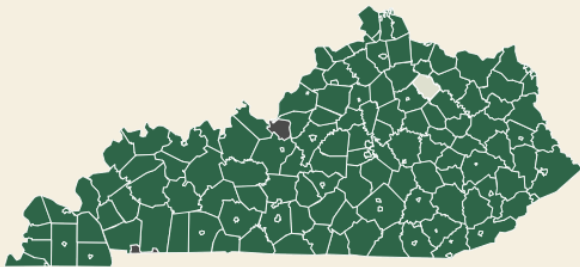
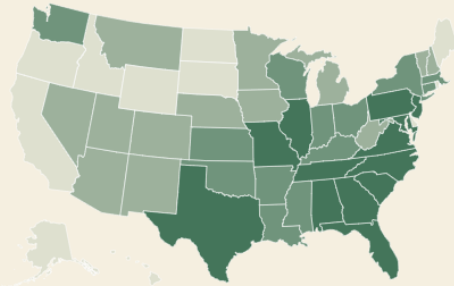*Note: Column Chart does not reflect missing data*

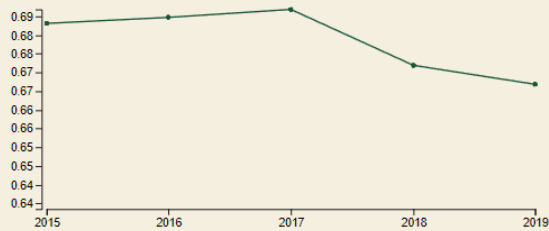*Note: Dark Grey areas indicate no data available*

Number of Librarian FTE

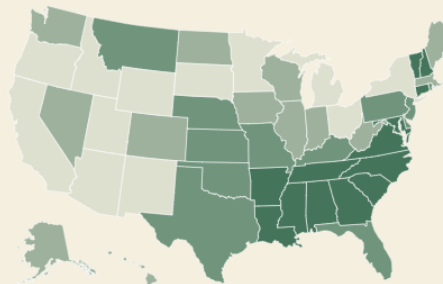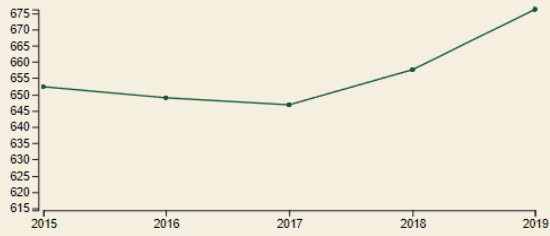KENTUCKY is ranked 14 of 51 states (and D.C.) for the most current year.

Show Table

	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Librarian FTE	1,052.67	1,053.98	1,052.98	1,030.74	1,023.54

Librarian FTE per School

KENTUCKY is ranked 14 of 51 states (and D.C.) for the most current year.

Show Table

	2015-16	2016-17	2017-18	2018-19	2019-20
Librarian FTE per School	0.68	0.68	0.69	0.67	0.67

Students per Librarian FTE

KENTUCKY is ranked 10 of 51 states (and D.C.) for the most current year.

Show Table

	2015-16	2016-17	2017-18	2018-19	2019-20
Students per Librarian FTE	652	649	647	658	676

Teacher FTE per Librarian FTE

KENTUCKY is ranked 5 of 51 states (and D.C.) for the most current year.
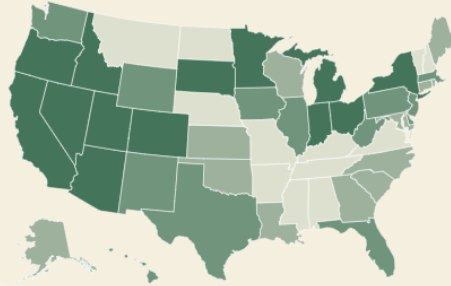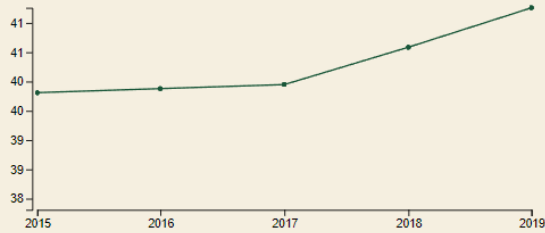
Show Table

	2015-16	2016-17	2017-18	2018-19	2019-20
Teacher FTE per Librarian FTE	40	40	40	41	41
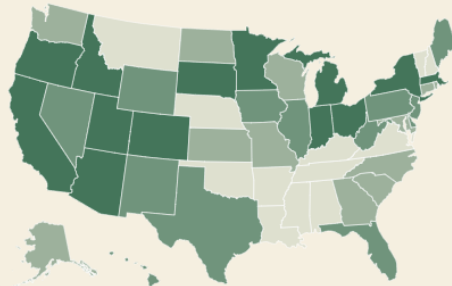
Appendix L: Organizational Chart
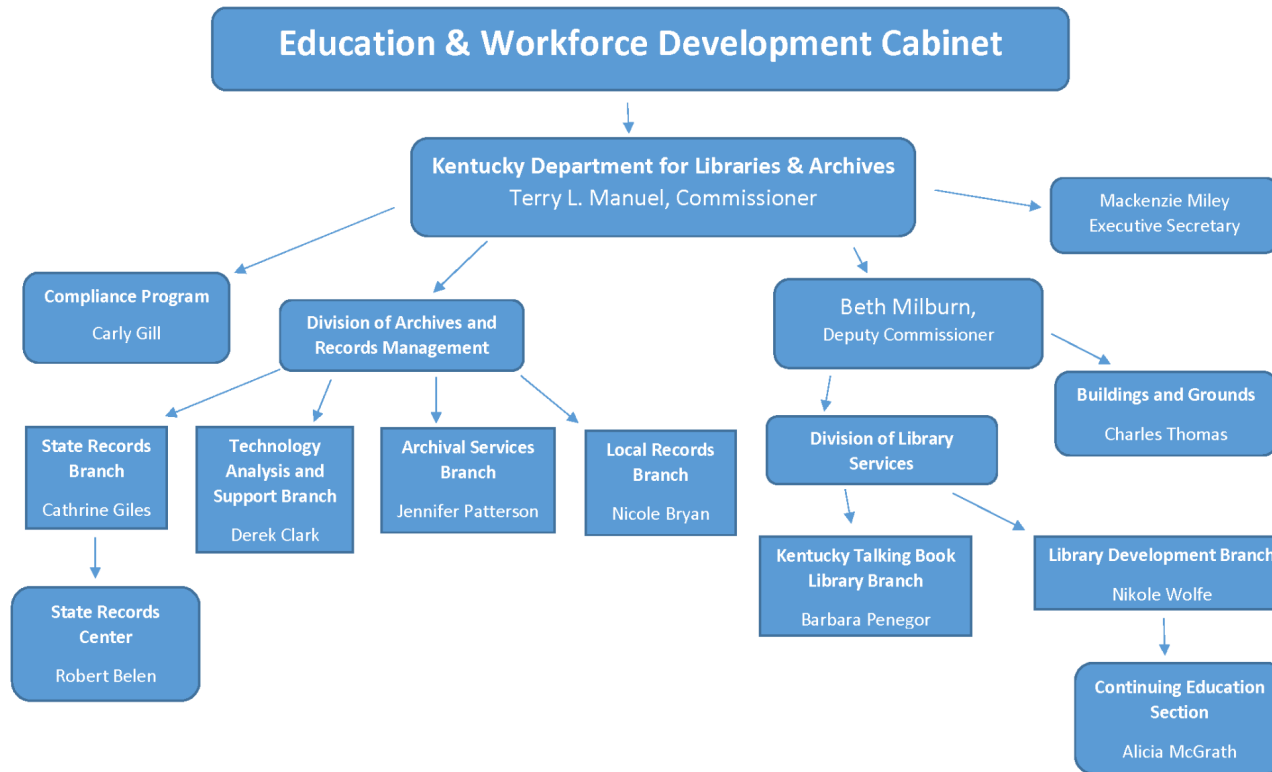
Appendix M: KTBL Statistics

KENTUCKY TBL	FFY 2018	FFY 2019	FFY 2020
Braille Readers (Individuals with this media selected according to WebReads)	287	280	240
Cartridge (DB) Readers (Individuals with this media selected according to WebReads)	2,789	2,634	2,401
KY cartridge readers (individuals with this media selected according to WebReads)	1,636	1,846	1,984
BARD Braille Book Readers (users who downloaded BR according to NLS BARD stats)	122	86	86
BARD Audio Book Readers (users who downloaded audio according to NLS BARD stats)	593	582	568
Non-BARD Braille Circulation (includes books & interlibrary loan - does not include NLS magazines. Local braille circ according to Webreads)	2,623	1,842	2,162
Cartridge (DB) Circulation (includes books & interlibrary loan - does not include NLS magazines. Local audio circ according to WebReads)	NLS--157,223 KY--5263 total--162,486	NLS--170,452 KY--4321 total-174,773	NLS--169,652 KY--11,497 total--181,149
BARD Braille Circulation (Downloads according to NLS BARD stats)	1,897	1,910	3,225
BARD Audio Circulation (Downloads according to NLS BARD stats)	65,351	75,495	63,944
TOTAL READERS according to WebReads	**4,324**	**3,706**	**3,683**
TOTAL CIRCULATION & DOWNLOADS	**232,344**	**253,939**	**250,382**