Nevada State Library, Archives and Public Records

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

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QUALITYMETRICS

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Mike Strom, Administrator

Nevada State
Library, Archives & Public Records

INSTITUTE *of* **Museum** and **Library** SERVICES

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The 2019 Public Libraries Survey (PLS) reported that Nevada had a total of 21 public library jurisdictions employing 227.86 full-time equivalent (FTE) staff categorized as librarians (185.48 FTE are reported as having an American Library Association [ALA] accredited Master's degree). The Academic Libraries Survey (ALS) reported that 15 institutions of higher education employ 120.55 FTE librarians. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (ElSi), Nevada's 20 public school districts employ 278 full-time librarians. The total FTE public library staff is about 817 in 87 library outlets(main libraries, branches, bookmobiles). The majority of libraries (40%) are in rural environments.

Public Library Outlets by Locale

Rural	Town	Suburb	City
40%	22%	14%	24%

Given Nevada's population of 3.1 million 2020 state population[1], the state's annual Library Services and Technology Act (LSTA) Grants to States[2] program allotment from the Institute of Museum and Library Services (IMLS) of approximately $ 1.9 million allotment average[3] million per year translates into $0.62 per capita amount[4] per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Nevada's approximately 3.1 million residents. The Nevada State Library, Archives and Public Records (NSLAPR) challenge is to find ways to make $0.62 per person transformative in terms of library services; to leverage a relatively small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services.

There are four (4) goal statements in the *Nevada State Library, Archives and Public Records Library Services and Technology Act, Five Year Plan 2018-2022*. They are:

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

Goal 1 Statement: Strengthen Nevada libraries' ability to effectively respond to community needs through training, planning, and assessment.

Goal 2 Statement: Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state.

Goal 3 Statement: Nevada libraries will provide responsive and accessible learning environments that meet the needs of all Nevada residents.

Goal 4 Statement: Build capacity of libraries to meet evolving information access needs.

Retrospective Question A-1 Summary

Nevada's 2018 - 2022 LSTA Five-Year Plan is very straightforward. The Plan presents four action-oriented goals. Each states that the NSLAPR will do something to encourage, support, and build capacity in libraries. The first goal says that NSLAPR will provide training, planning and assessment; the second states it will encourage libraries to develop partnerships; the third is about libraries providing responsive and accessible environments; and the fourth and last one is about increasing the capacity of libraries to serve. The 2018 - 2022 Plan offers few measurable objectives. For the most part, the evaluation that follows centers on whether or not NSLAPR did what it said it was going to do.

Agency's Internal Assessment and Evaluators' Assessment

As part of the assessment process, the evaluators asked the Nevada State Librarian, the NSLAPR'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 four goals included in the NSLAPR'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 NSLAPR's internal assessment and the evaluators' conclusions.

Table 1 - Nevada State Library's and Evaluators' Assessment of Achievement		
Goal	**Internal Assessment**	**Evaluators' Assessment**
Goal 1: Strengthen Nevada's libraries' ability to effectively respond to	Achieved	Achieved

Table 1 - Nevada State Library's and Evaluators' Assessment of Achievement		
community needs through training, planning, and assessment.		
Goal 2: Encourage Nevada Libraries to develop and use partnership and collaboration to maximize user resources and services throughout the state.	Achieved	Achieved
Goal 3: Nevada libraries will provide responsive and accessible learning environments that meet the needs of all Nevada residents	Achieved	Achieved
Goal 4: Build capacity of libraries to meet evolving information access needs.	Achieved	Achieved

Summary of Nevada Expenditures for FFY2018-FFY2020

Goal	Goal Title	Expenditures	Percentage
Goal 1	Strengthen	$ 628,941.83	11.34%
Goal 2	Encourage	$1,939,207.68	34.97%
Goal 3	Responsive and Accessible	$1,591,216.72	28.70%
Goal 4	Capacity	$1,185,297.20	21.38%
	LSTA PROGRAM ADMINISTRATION	$200,551.55	3.62%
		$5,545,214.98	**100.00%**

Evaluators' Goal 1 Summary

Goal 1 Statement: Strengthen Nevada libraries' ability to effectively respond to community needs through training, planning, and assessment.

Goal 1 expenditures represent 11.34% of Nevada's total LSTA allotment for the FFY 2018 – FFY 2020 period. A combination of statewide and subgrant opportunities supported the Goal 1 objectives set forth by the NSLAPR five year plan:

- Advance data-driven decision making and reporting to prioritize needs and improve effectiveness.
- Offer targeted Capacity Building subgrant opportunities.

The evaluators conclude that Nevada State Library, Archives and Public Records has **ACHIEVED Goal 1** in the face of a lot of uncertainty, adversity and disruption. Nevada libraries were able to make strategic pivots, particularly with professional development, in light of the COVID-19 Pandemic. Of note was the choice to partner with the California Library Association to allow Nevada library staff members to attend the CLA online conference. LSTA funds also went towards hiring a Youth Consultant to support outreach initiatives and as a resource to

library staff, as well as investing in infrastructure to support libraries in expanding online programming for youth and families during the Covid-19 Pandemic.

Other disruptions to Goal 1 programming were navigated thoughtfully and effectively. The impact of the political climate in Nevada in response to the COVID-19 Pandemic, and its impact on the Nevada Library Cooperative (NLC) EDGE assessment was the most notable disruption to the planned projects.

Evaluators' Goal 2 Summary

Goal 2 Statement: Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state.

Goal 2 expenditures represent 34.97% of Nevada's total LSTA allotment for the FFY 2018 – FFY 2020 period. Goal 2 has one objective set forth by the NSLAPR five year plan: Cultivate collaborative projects that will leverage multiple resources, improve access, extend reach, and strengthen core services.

The evaluators conclude that Nevada State Library, Archives and Public Records has **ACHIEVED Goal 2.** Collaboration is the main theme of the projects under Goal 2. Even the database licensing benefits all types of libraries in the state, public, school and academic libraries. Many of the competitive subgrants are also worth noting for their strong collaborations and innovative spirit that permeates them.

Evaluators' Goal 3 Summary

Goal 3 Statement: Nevada libraries will provide responsive and accessible learning environments that meet the needs of all Nevada residents.

Goal 3 expenditures represent 28.70% of Nevada's total LSTA allotment for the FFY 2018 – FFY 2020 period. It includes two major statewide projects, *Nevada Talking Book Services (15.54% of the LSTA allotment)* and *Rural Bookmobiles (1.86% of the LSTA allotment)* as well as a variety of subgrants. The evaluators conclude that Nevada State Library, Archives and Public Records has **ACHIEVED Goal 3.** Both the Talking Books Program and the Rural Bookmobiles are worthy and impactful projects. Furthermore, the rich array of subgrants under this goal "expand and enhance libraries ability to meet the spectrum of learning and information needs of their communities" as articulated in the LSTA plan for FFY 2018 - FFY 2022.

Evaluators' Goal 4 Summary

Goal 4 Statement: Build capacity of libraries to meet evolving information access needs.

Goal 4 expenditures represent 21.38% of Nevada's total LSTA allotment for the FFY 2018 – FFY 2020 period. The Goal 4 objectives set forth by the NSLAPR five year plan include:

Position Nevada libraries as one stop information and educational portals. The two largest subgrants in this goal is the *Statewide Workforce Development (8.14% of the LSTA allotment)* and *Statewide Evolving Needs (6.67% of the LSTA allotment)* as well as multiple subgrants. The evaluators conclude that Nevada State Library, Archives and Public Records has **ACHIEVED Goal 4.**

Retrospective Question A-2 and A-3 Summary

NSLAPR projects address five of the six focal areas and associated intents (Appendix F). The majority of the projects are in the Lifelong Learning area addressing the intent to Improve users' general knowledge and skills (28 projects total and 24 of them from Goal 3). Though the Information Access focal area had only 11 projects, it represents the largest part of the budget.

Two projects qualify as being a substantial focus on the basis of the ten percent (10%) expenditure specified by IMLS in the evaluation guidelines: Statewide Databases impacting the library workforce and Nevada Talking Books Services impacting individuals with disabilities. However, this does not mean that NSLAPR's implementation of the Grants to States program did not significantly impact some of the other groups. Included are school-aged youth (6-17) (through a number of subgrants to libraries), and, in a less focused way, individuals living below the poverty line (many of the areas served by the Bookmobile are economically disadvantaged) (see Appendix G).

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

SPR data is used to adjust and refine programs and to make decisions regarding priorities among projects; these data were shared with the evaluators; and, no amendments were made to the LSTA plan.

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

QualityMetrics, LLC, deployed a multi-faceted and rigorous mixed methods protocol for data collection. Thorough reviews of demographic data, quantitative PLS data, and SPR data formed the basis of our knowledge from the RFP response onward. Data gathering included: (a) interviews with agency staff members; (b) interviews with project managers of various SPR-reported projects and activities; (c) focus group discussions with project teams; (d) focus group discussions with project and activity beneficiaries; and (e) responses to a broad-based short survey for library staff and stakeholders with some knowledge of and engagement with LSTA-funded activities; this survey primarily collected qualitative contextual information about past activities and future needs. Triangulation and shared working environments enhanced the quality of the evaluation.

EVALUATION REPORT

Evaluation Introduction

The 2019 Public Libraries Survey (PLS) reported that Nevada had a total of 21 public library jurisdictions employing 227.86 full-time equivalent (FTE) staff categorized as librarians (185.48

Public Library Outlets by Locale
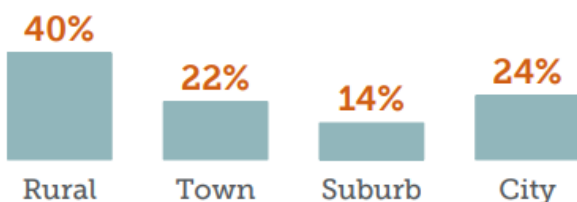
40% Rural
22% Town
14% Suburb
24% City

FTE are reported as having an American Library Association [ALA] accredited Master's degree). The Academic Libraries Survey (ALS) reported that 15 institutions of higher education employ 120.55 FTE librarians. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (ElSi), Nevada's 20 public school districts employ 278 full-time librarians. Total FTE public library staff is about 817 in 87 library outlets (main libraries, branches, bookmobiles), the majority of libraries (40%) are in rural environments (also see Appendix J).

NSLAPR's five year plan called for creating subgrant opportunities for libraries to "meet small and rural information access needs," and to adapt the subgrant program to allow for more flexible deadlines for applicants. Other activities proposed in the five year plan include supporting continuing education for library staff, investing in library infrastructure, supporting a "healthy and educated citizenry," digitization of cultural heritage materials, implementation of data-driven collection development practices, and continued support of the Statewide Databases Project.

There are four (4) goal statements in the *Nevada State Library, Archives and Public Records Library Services and Technology Act, Five Year Plan 2018-2022*. 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, partly achieved, or not achieved is presented.

Goal 1 Retrospective Assessment

Goal 1 Statement: Strengthen Nevada libraries' ability to effectively respond to community needs through training, planning, and assessment.

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	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Statewide Youth Services	$ 204,615.22	3.69%
Statewide Continuing Education	$ 164,592.78	2.97%
Engaging a Community; Building a Strategy	$ 50,000.00	0.90%
NLC Strategic Planning Project	$ 49,962.98	0.90%
Public Library Statistics	$ 44,750.00	0.81%
Statewide Early Literacy	$ 35,170.63	0.63%
Carson City Strategic Planning Initiative	$ 25,785.00	0.46%
Nevada Library Association Conference	$ 13,000.00	0.23%
Nevada Library Cooperative Gains the Edge (Assessment)	$ 11,500.00	0.21%
Continuing Education Scholarships	$ 11,204.38	0.20%
Churchill County Library Building Program	$ 10,000.00	0.18%
Youth, Adult, and Family Programming	$ 7,010.84	0.13%
EDGE Assessment	$ 1,350.00	0.02%
GOAL SUBTOTAL	**$ 628,941.83**	**11.34%**

Goal 1 expenditures represent 11.34% of Nevada's total LSTA allotment for the FFY 2018 – FFY 2020 period. A combination of statewide and subgrant opportunities supported the Goal 1 objectives set forth by the NSLAPR five year plan:

- Advance data-driven decision making and reporting to prioritize needs and improve effectiveness.
- Offer targeted Capacity Building subgrant opportunities.

PROFESSIONAL DEVELOPMENT

Statewide Youth Services (3.69% of the LSTA allotment)
This project was noted as the most successful project in the self-assessment reflection by the state agency leadership. It is a new program for this current five year plan we are evaluating, and it was created to fill a gap in the professional development offerings. The Council chair, who also served on the state's Early Childhood Advisory Council (ECAC), had advised the Administrator (this is the title used in Nevada for the State Librarian) that the state's public libraries play a large role in advancing ECAC's strategic priorities. NSLAPR conducted an Early Literacy survey/needs assessment and found that public directors wanted early literacy training and support. In addition, conversations with directors and youth services staff revealed a desire to connect and create a community of practice. The program launched during COVID-19, with regularly scheduled youth services check-ins and learning circles, led by the Youth Services consultant. An email comment from the LVCCLD Youth Services Manager, June 2, 2020 notes: "I haven't been as connected to the statewide network before, and really didn't know how to plug

in. I've been a member of NLA (Nevada Library Association) for years, but this is a new level of connectedness, and it's been awesome😊"

In 2019, NSLAPR continued investing in public library staff who support youth and family services and programs. FRP training was continued. Online platforms for training were provided to staff. Check-in meetings and learning circles were implemented to connect library staff from across the state. One interview participant shared that check-ins and collaboration are invaluable for librarians at small libraries. "That's the only way to really cover all of the bases. It's just too difficult to keep reinventing the wheel." Notably, the state invested in reading program management software, Beanstack, to facilitate logistics for summer reading programs. Staff noted that this became invaluable during the Covid 19 Pandemic, and the transition to virtual programming. One respondent to the QualityMetrics web survey shared: "All of the support for the Summer Reading Program would have to be the most important service that we offer to the community and it is widely used and well received, the use of Beanstack let so many patrons who had spotty attendance for whatever reason and let families stay home and still participate." Another shared "The summer reading program helped, especially Beanstack which helped the program continue although the library was open and then closed, with unstable hours for a while during the pandemic."

These programs continued into 2020, with library staff finding opportunities for increased connection and learning to combat the isolation of working in a small library during the Covid 19 Pandemic. Overall, librarians valued continued professional development in these areas, and were motivated to participate. A 2020 virtual training on FRP had three times the expected number of attendees. Both the trainings and the opportunities for building community among library staff statewide will continue to be priorities. One interview participant noted that library closures (due to the Covid 19 Pandemic) and remote work and programming offered many library staff an opportunity to put their new skills to use, and expand on them. "There were lots of interesting developments." Previous to remote work, many library staff did not have time to dedicate to learning new digital skills. Staff were provided with some tools (ex. microphones and greenscreens) and training on how to develop digital materials. Again, it was noted that the digital divide remains a major factor in providing equitable services across Nevada, as many remote areas do not have reliable internet access.

The Statewide Youth Services project also included participation in the YALSA "Transforming Teen Services" program. This "train the trainer" program allowed NSLAPR staff to provide training on enhancing teen services over the course of three years. Trainings focused on civic and cultural engagement, lifelong learning, digital inclusion, and support of economic vitality. During the pivot to remote work in 2020, trainings were shifted from in-person to virtual. An average of 30 library staff participated in each session. Another respondent to the QualityMetrics web survey shared "The Youth Service programs mentioned above have helped make our children's department better and more accessible to patrons. They have also helped our librarians share ideas amongst each other, not only for the benefit of youth service but the library as a whole."

Statewide Continuing Education (2.97% of the LSTA allotment)
NSLAPR supports professional development through a variety of offerings including microgrants to individual staff, supporting the Nevada Library Association annual conference, and providing access to remote training opportunities. The "Statewide Continuing Education" program is a significant part of Goal 1, totaling 26% of the allocations for Goal 1. In 2020 NSLAPR was able to leverage these funds to support libraries navigating shut downs, reopenings, and a dramatic shift in services due to the Covid-19 Pandemic. The Nevada State Library and the Nevada Library Association were able to provide regular check-ins for branch library leaders, as well as standardize and support the adoption of reopening guidelines. Funds were also repurposed to switch all professional development to remote options, via online learning platforms and virtual conference attendance. Attending remote conferences reduced costs and allowed more staff members to participate. A total of 661 online trainings were completed during this reporting period, using a variety of platforms. Library staff participating in online trainings reported via survey "nearly 97% of those participants agreed or strongly agreed that they learned something that would improve library services, felt confident in what they learned, and intended to apply what they learned." Continuing Education Scholarships were provided to 4 staff members to attend ALA and ALA CORE conferences. Two challenges that NSLAPR has faced for Goal 1 include 1) the inability to hire someone into the CE Consultant position, due to a statewide hiring freeze, and 2) one training opportunity in which the participating cohort had a low completion rate. Of note, training was provided to Trustees and board members regarding their roles and responsibilities. This particular project was rated as "very impactful" by 27 respondents (58%) to the QualityMetrics web survey, and 11 survey respondents mentioned the impact of professional development funding. One respondent shared "The webinar training the staff has had access to has been vital during the pandemic time-frame." Another shared "Staff training has had a large impact. It allows us to better communicate and organize for the public." Finally, "These [subgrants] allow staff to participate in conferences we would not be able to afford ourselves."

Staff who participated in the QualityMetrics web survey shared the following comments about the impact of LSTA-supported professional development opportunities.
- *The webinar training the staff has had access to has been vital during the pandemic time-frame [...].*
- *I also use the staff training whenever it is offered and supports my job.*
- *Last year when Bruce Douglass did the weekly meetings, it was great. I will miss him and Norma and the support they offered.*
- *If this applies to the Library Juice courses my staff has been able to utilize, it has been very helpful for professional growth and development, which in turn makes us better able to serve our patrons.*
- *The most often used program by our staff has been the Continuing Education for Library Staff and Trustees which is of great help to us as our staff would not otherwise have the opportunity to attend the wide variety of continuing education courses these grants open up to them. We hope you continue this program.*
- *Our staff take advantage of the many continuing education opportunities - whether freely available online or through in-person opportunities at the annual Nevada Library Association conference.*

Statewide Early Literacy (0.63% of the LSTA allotment)

In 2018 NSLAPR focused on assessing and enhancing youth services programs across the state, as part of the Statewide Early Literacy program. The Family Reading Program (FRP) was developed by a non-profit, the Northern Nevada Literacy Council and they introduced this program to public libraries. The FRP Pilot introduced Nevada public librarians to the FRP model for early childhood literacy programming; the State Library hired NNLC as consultants to help develop the program into a statewide activity. Staff from eight libraries were able to attend the training and five libraries were recruited to run the pilot program. A consultant was engaged to conduct a youth and early literacy needs assessment statewide, identifying gaps in both programming offered and staff skill sets. Additionally, NSLAPR and the STAR Library network held a two day training program to support the development of STEM programming for the statewide Summer Reading Program. Thirty-five (35) staff members were able to attend, selected from underserved communities, in addition to ten (10) librarians from California public

Nevada Public Library Early Literacy Projects

... a small sampling!

- **1000 Books Before Kindergarten:** Washoe, Boulder City, Henderson, LVCCLD
- **Bilingual Storytimes:** Carson City, Lyon County, Humboldt County
- **Baby/Family Storytimes:** Pahrump, LVCCLD, Washoe, Elko, Humboldt, North Las Vegas
- **Launchpad Early Learning Stations:** Henderson, Pershing
- **AWE Early Literacy:** Amargosa Valley, Pershing, Mineral, Churchill, Douglas, LVCCLD, Elko, Henderson, Washoe, White Pine
- **Mind in the Making:** LVCCLD, Lyon County
- **Learn and Play Kits:** North Las Vegas
- **Family Reading Program:** Carson City, Churchill, Elko, Humboldt

libraries.

Note: Figure above includes both LSTA and non-LSTA projects (excerpt from the SCLL report to the Governor.

Nevada Library Association Conference (0.23% of the LSTA allotment)

In 2019, LSTA funding went towards supporting an in-person Nevada Library Association annual conference. Forty-five (45) sessions were presented to attendees, along with a vendor fair. In 2020, rather than attempting to produce a fully remote NLA conference, NLA was able to contract with the California Library Association to provide twenty (20) scholarships to the remote CLA annual conference.

Continuing Education Scholarships (0.20% of the LSTA allotment)

In 2019, twenty (20) members of the Nevada Library workforce received professional development scholarships to attend job-specific trainings. It was estimated that participants were able to access a total of 138 hours of in-person training thanks to the scholarships.

One-hundred percent (100%) of participating staff reported that they agreed or strongly agreed that they had learned something that would help improve services to the public, via a survey after attending conferences and trainings. Due to state requirements, the paperwork process for receiving reimbursement can be prohibitively cumbersome for both individual library staff and State Library staff who support the project. The application process is being streamlined, to the extent that it can be. The Covid 19 Pandemic interrupted this program in 2020, as in-person conferences were canceled.

Youth, Adult, and Family Programming (0.13% of the LSTA allotment)
The Pershing County Library, serving a population of 6,600, intended to provide a series of engaging programs for all ages in 2020, using LSTA funds. Unfortunately these programs were canceled due to the Covid 19 Pandemic. Some funds were diverted to supporting virtual summer reading programs, Grab and Go kits, and collection development. One-hundred and thirty-four (134) Grab and Go kits were distributed.

ASSESSMENT & PLANNING
NLC Strategic Planning Project (0.90% of the LSTA allotment)
Engaging a Community; Building a Strategy (0.90% of the LSTA allotment)
Carson City Strategic Planning Initiative (0.46% of the LSTA allotment)
Churchill County Library Building Program (0.18% of the LSTA allotment)
Nevada Library Cooperative Gains the Edge (Assessment) (0.21% of the LSTA allotment)
EDGE Assessment (0.02% of the LSTA allotment)

Multiple branches and county library systems participated in community assessment and strategic planning initiatives. Some of these programs are a continuation of previous strategic planning projects. Overall, the enthusiasm and staff support for these projects was reported as very strong, and the libraries involved were motivated to act on and share their results, demonstrating a dedication to the objective of advancing data-driven decision making across the state.

After a previous round of successful strategic planning, the Carson City Library worked with consultants from the University Center for Economic Development at the University of Nevada, Reno. Multiple data collection methods were used in a needs assessment, including community workshops and an online survey. Two-hundred and sixty-six (266) community members responded to the online survey, which was noted as particularly valuable. The Library Board and Library Director have taken stewardship of the plan, and will be working with the consultant on an ongoing basis for annual progress reviews.

The Churchill County Library Building Program is a continuation of a previous project that had great success. Their *Repurpose Project*, completed in 2015, demonstrated significant impact due to the programs and services implemented based on the assessment results, and accompanying strategic plan. The library reported that after the *Repurpose Project* "Program

attendance has increased 209%. The library is operating at full capacity. A full time professional librarian position has been budgeted beginning FY 2019-2020." For this stage of the project, a consultant was hired to prepare a preliminary building program, incorporating library data and statistics, and an architect was consulted for an initial assessment. The data gathering and program planning was considered effective in clarifying the need for additional library space to meet the needs of a growing community. Unfortunately, since this previous success, the proposed building planning process has been put on hold "indefinitely" due to budget concerns and the Covid 19 Pandemic.

The Henderson District Public Libraries also engaged in an assessment and planning process to develop a 5 year strategic plan. The plan focuses on three areas: Core Services, Out of School Learning, and Culture & Creativity. The staff reported that "we are already identifying new services and ending services that aren't well-used or practical to support, with our new priorities." Henderson has also created a process for staff to propose, plan, and support new programs and services. "It is refreshing to see our team excited about providing services that meet community needs–and getting involved at all levels."

The Nevada Library Cooperative (NLC) currently has 19 member libraries, representing 42 individual outlets (branches). The NLC hired a consultant to guide them through an assessment and planning process, resulting in a 5 year strategic plan and promotional pamphlets to be used in community outreach. This planning process brought the NLC into compliance with state law, and staff were enthusiastic participants. Staff noted that regular site visits across the system are invaluable and need to be prioritized moving forward, despite financial and time constraints.

The Humboldt County Library completed the EDGE Assessment in late 2019, to identify areas of improvement in the technology infrastructure. Four areas were identified for improvement: adding devices and bandwidth, supporting workforce development, educational opportunities, and health and wellness. This assessment included benchmarking, which was found to be particularly valuable by some participants, while others felt that it only confirmed what they already knew about their library infrastructure. One interview participant noted "Gave us a good look at what everyone assumes we offered, and what we actually offer." Some of the program plans developed based on EDGE were interrupted or transformed due to the Covid 19 Pandemic, and virtual programming was prioritized. It was noted in the SPR reports that the timing of this evaluation was helpful, as there was a clear understanding of the technology infrastructure as the libraries transitioned to remote services during lockdown.

In 2020, the NLC also engaged the EDGE assessment as a way to build upon the work started by the strategic planning process. Unfortunately, the Covid 19 Pandemic and resulting political fall-out at the local level prevented any of the member libraries from following through on the results or creating action plans.

From the SPR report:
> *"This project would be best undertaken under stable political and operational conditions. The CoOp's member libraries navigated reopening after COVID-19 within politically*

charged environments and focused their priorities and efforts to that end. Several member libraries have been hampered by local municipal politics, related to extreme political partisanship and COVID and vaccine outrage politics, which has taken significant time away from operations. Based on action from one municipality, one member library terminated its CoOp contract to provide library services as part of the consortium and will no longer be a CoOp member."

Public Library Statistics (0.81% of the LSTA allotment)
NSLAPR used the Bibliostat Collect product to efficiently and consistently collect, evaluate and report library statistics from public libraries. In 2018 and 2019, this proved an effective tool for streamlining the collection and reporting of statistics to stakeholders. State Library staff were also able to analyze the data collected, and support branch libraries in interpreting and applying the information learned through the statistics. In 2020, these statistics helped NSLAPR better understand the impact of the pandemic and building closures on services, and to identify areas where remote services were filling in gaps. The Bibliostat Collect platform also helped the system identify challenges in collecting wifi usage statistics, and NSLAPR was able to license WhoFi, a platform that collects and analyzes wifi usage. From the SPR reports: "The libraries using WhoFi were able to document that their wireless access was being used, even when the library buildings were closed." To date, 28 public library branches are now using WhoFi. WhoFi was mentioned by a number of respondents to the QualityMetrics web survey, including: "WhoFi allows us to see what impact our Wifi is having." "The addition of WhoFi made a tremendous difference for us. We had no way of capturing our wireless usage prior to this–and many, many community members use our libraries over a wireless network."

Goal 1 Conclusion - Retrospective Question A-1

The evaluators conclude that Nevada State Library, Archives and Public Records has **ACHIEVED Goal 1** in the face of a lot of uncertainty, adversity and disruption. Nevada libraries were able to make strategic pivots, particularly with professional development, in response to the COVID-19 Pandemic. Of note was the choice to partner with the California Library Association to allow Nevada library staff members to attend the CLA online conference. LSTA funds also went towards hiring a Youth Consultant to support outreach initiatives and as a resource to library staff, as well as investing in infrastructure to support libraries in expanding online programming for youth and families during the Covid-19 Pandemic.

Other disruptions to Goal 1 programming were navigated thoughtfully and effectively. The impact of the political climate in Nevada in response to the COVID-19 Pandemic, and its impact on the NLC EDGE assessment was the most notable disruption to the planned projects.

Goal 2 Retrospective Assessment

Goal 2 Statement:
Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state.

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	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Statewide Databases	$ 1,601,897.41	28.89%
Statewide Literary Programs	$ 150,000.00	2.71%
Virtual Reality Hidden Cave	$ 69,984.87	1.26%
Northern Nevada Neon	$ 59,025.40	1.06%
Museum Family Adventure Pass	$ 55,000.00	0.99%
Crowdsourcing Transcriptions: A Pilot Project	$ 3,300.00	0.06%
GOAL SUBTOTAL	$ 1,939,207.68	34.97%

Goal 2 expenditures represent 34.97% of Nevada's total LSTA allotment for the FFY 2018 – FFY 2020 period. Goal 2 has one objective set forth by the NSLAPR five year plan: Cultivate collaborative projects that will leverage multiple resources, improve access, extend reach, and strengthen core services.

Statewide Databases (28.89% of the LSTA allotment)
The Statewide Databases program constitutes the bulk of Goal 2 funding, with 82% of the Goal 2 funds allocated to this project. NSL continues to use LSTA funding to supplement the consortial subscription to database packages. The target audiences for the database services are school-aged children and teens, with the general public as a secondary audience. (This prioritization is based on analysis of database usage data.) Currently 45 database subscriptions are funded or supplemented by LSTA funds (Appendix K). Feedback from librarians statewide revealed that while some branches and staff are dedicated to providing databases as a service, for others it is not a priority. Eighty-nine percent (89%) of respondents to the QualityMetrics web survey rated the Statewide Databases program as "somewhat impactful" or "very impactful." Additionally, survey respondents rated the following databases as "very impactful": EBSCO (61% of respondents), Learning Express (55% of respondents), LinkedIn Learning for Public Libraries (49% of respondents), Nevada Career Explorer (44% of respondents), and World Book (49% of respondents).

Unsurprisingly, database subscriptions elevate Goal 2 to the highest funded goal across all four goals. Usage statistics for Teaching Books show a constant increase over a three year period as illustrated in the adjacent figure.

Monthly Sum of Investigations, Requests, Searches, and Original TeachingBooks Resources
(March 1, 2020 - March 24, 2022)
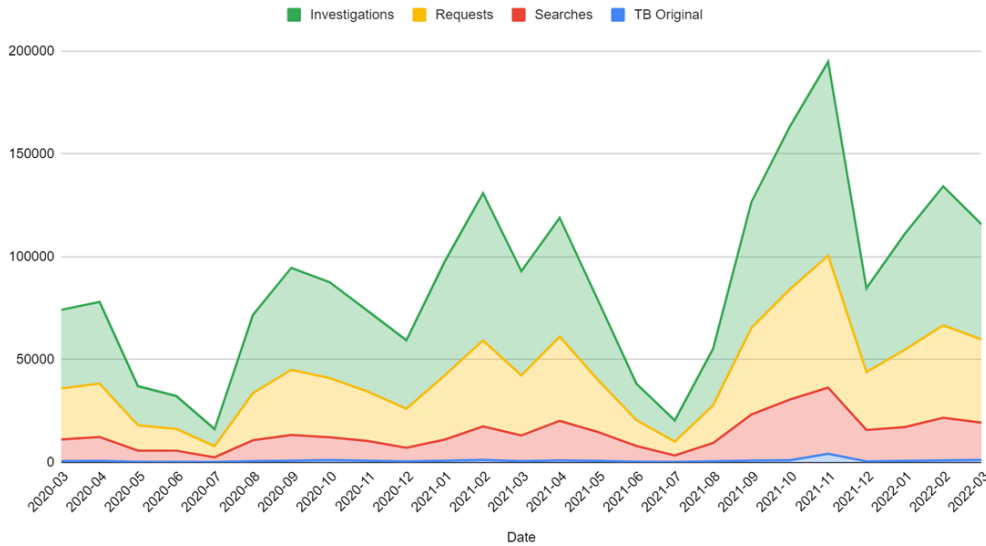
EBSCO statewide usage appears to have a steady pattern over the last three years (includes public, school and academic libraries):

EBSCO Statewide Usage July 2018-June 2021
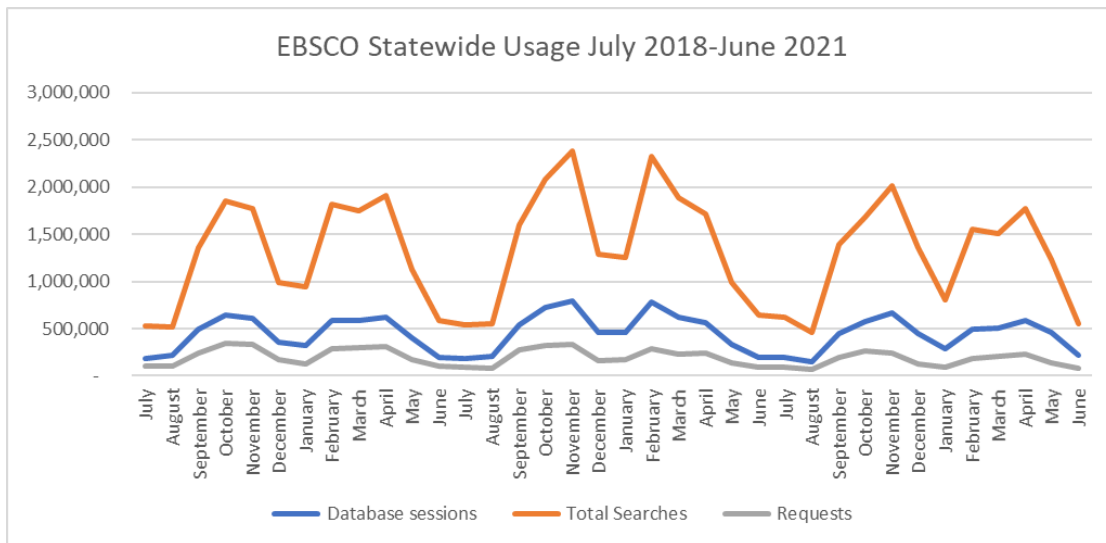
And the World Book online usage report shows the typical pattern of high usage in Sept/Oct and March/April that represents the school usage pattern usually.
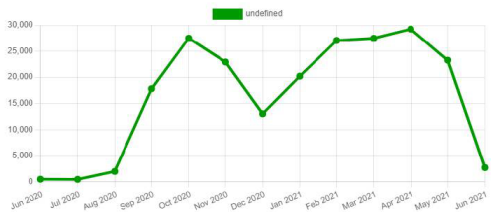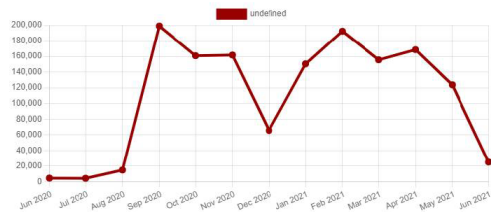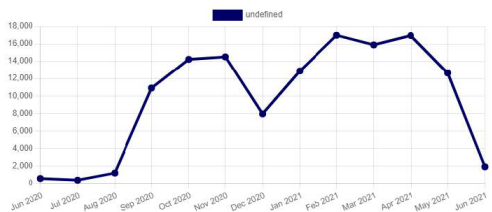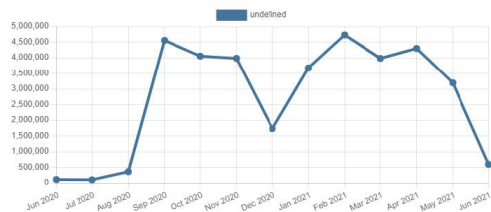
| Month | Estimated Hits | Product Sessions | Content Views | Searches |

Respondents to the QualityMetrics web survey shared the following comments about the Statewide Databases program.

- *LinkedIn Learning for Public Libraries is great. Patrons know what it is and use it extensively when compared to other databases. It is one of the most utilized services.*
- *At the high school level, databases are huge for our students.*
- *The many statewide databases have had a great impact as they increase the amount of total databases, and learning opportunities, we are able to bring to the community.*
- *Having access to the LSTA grants and databases has been the most beneficial for our library district. This is especially true during the pandemic.*
- *Especially during the pandemic closures, the databases were a lifeline to our community.*
- *Access to an array of quality databases, to Nevada Career Explorer, and to World Book have helped us serve students on site and at a distance.*

Statewide Literary Programs (2.71% of the LSTA allotment)
NSLAPR in collaboration with Nevada Humanities runs a number of book-centered and reading-centered activities to promote literacy statewide. Activities include: *Nevada Reads, the Las Vegas Book Festival, Letters About Literature* (via the Library of Congress)*, the Reno Literary Crawl,* and attendance at the *National Book Festival*. The *Las Vegas Book Festival* and *Reno Literacy Crawl* are Nevada Humanities programs. Of note, both the Reno Literary Crawl and the 2018 Letters About Literature programs garnered broad participation. Two-hundred and forty-three (243) students participated in Letters About Literature, while the 2018 Reno Literary Crawl hosted over 100 creators and was attended by roughly 1,500 participants. This program also met a goal of attracting a larger audience between the ages of 20-44; 53% of attendees who filled out a program survey fell into this age range. The 2019 Nevada Reads program was also considered a success; author Willy Vlautin participated in a tour of ten readings and performances across the state. In 2020, 6 "book club" boxes were distributed to support the Nevada Reads program, and the ebook circulation statistics for the books was 1,364.

Goal 2 SUBGRANTS
Virtual Reality Hidden Cave (1.26% of the LSTA allotment)
Northern Nevada Neon (1.06% of the LSTA allotment)
Museum Family Adventure Pass (0.99% of the LSTA allotment)
Crowdsourcing Transcriptions: A Pilot Project (0.06% of the LSTA allotment)

Subgrants for Goal 2 supported projects with strong collaborative connections in the community. For the *Museum Family Adventure Pass* project, Las Vegas-Clark County Library District partnered with the DISCOVERY Children's Museum (along with 13 other organizations) to provide no-cost family passes to the museum via the public library system. More than 12,000 passes were redeemed for museum attendance.

In 2020, the *Crowdsourcing Transcriptions* project was added to the Goal 2 programs. LSTA funding paid for a one year subscription to the FromThePage platform, allowing community members to contribute to transcriptions of handwritten materials in the collection. This included a small number of letters which were also translated from Spanish to English. "A total of 1758 pages were transcribed by 15 active collaborators/transcribers." These materials and transcriptions are available in the digital archive. Ultimately, the project proved too costly to continue beyond the pilot.

The *Northern Nevada Neon* project was a collaboration of the University of Nevada Reno (UNR) Libraries, the University of Nevada Las Vegas (UNLV) Libraries, Nevada Historical Society (NHS), the Nevada Neon Project, the UNR History Department, and the Reynolds School of Journalism (RSJ). This subgrant funded the creation, collection, presentation and preservation of images of historic neon signs throughout Nevada. Two-thousand, one-hundred and thirty-five (2,135) digital images were organized, made available to the public via a custom website (neoninnevada.com), and preserved by UNLV.

Finally, the Virtual Reality Hidden Cave was a partnership between the Churchill County Library, the Churchill County Museum, University of Nevada Reno, and the Fallon Paiute-Shosone Tribe. The "Hidden Cave" is a historic site; Native peoples once used this cave to store food and resources. Visitation to the cave jeopardizes the physical and cultural integrity of the cave, inspiring the project of creating a virtual reality experience for people to learn about this landmark. From the website (https://library.unr.edu/hidden-cave-vr) "The Hidden Cave Virtual Reality experience, designed by University Libraries' @One Digital Media Team, includes a narrative tour of the cave, 3D artifacts you can pick up and handle, and multimedia information about the site, its formation, and its uses by Indigenous people for millennia." This subgrant funded the creation and promotion of the virtual reality experience, as well as training for library staff in using the VR station. UNR contributors collected data to create the visualizations for the VR experience. Three VR Hidden Cave kiosks are now in the community, providing access to this learning experience.

Goal 2 Conclusion - Retrospective Question A-1

The evaluators conclude that Nevada State Library, Archives and Public Records has **ACHIEVED Goal 2.** Collaboration is the main theme of the projects under Goal 2. Even the database licensing benefits all types of libraries in the state, public, school and academic libraries. Many of the competitive subgrants are also worth noting for their strong collaborations and for the innovative spirit that permeates them.

Goal 3 Retrospective Assessment

Goal 3 Statement:

Nevada libraries will provide responsive and accessible learning environments that meet the needs of all Nevada residents.

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	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Nevada Talking Book Services	$ 861,623.79	15.54%
Rural Bookmobiles	$ 103,000.00	1.86%
Teachers in Libraries	$ 100,000.00	1.80%
Creating Access to Paul Laxalt's Senatorial Papers	$ 90,717.00	1.64%
Creating Coding Competency	$ 82,500.00	1.49%
NLV Creation Station	$ 50,040.00	0.90%
Statewide Coding in the Library	$ 41,800.00	0.75%
Teen Space at the Humboldt County Library	$ 33,452.00	0.60%
Bionics Camp @ the Library	$ 21,726.61	0.39%
AWE Literacy Tablets	$ 18,942.85	0.34%
Imagine, Create, 3D Print	$ 12,828.00	0.23%
Subgrants (less than $10,000 aggregated)	$ 164,586.470	9.37%
Jail Library Services	$ 10,000.00	0.18%
GOAL SUBTOTAL	$ 1,591,216.72	28.70%

Goal 3 projects constitute 27% of the total LSTA allocations for this reporting period. Funding for the Talking Books program constitutes 58% of the allocations for Goal 3 projects, and the remainder is allocated via subgrants. The Goal 3 objectives set forth by the NSLAPR five year plan include: Expand and enhance libraries ability to meet the spectrum of learning and information needs of their communities.

Nevada libraries used LSTA funds for a wide variety of programs to meet Goal 3. These programs include literacy programs, summer reading, STEAM programs, services to special populations, special collections projects, and supporting programming shifts during the Covid-19 Pandemic. The primary disparity addressed by the projects in Goal 3 is the continued challenge of the Digital Divide, and lack of internet access, access to libraries, and severely limited budgets at small rural libraries. Respondents to a 2018 survey about databases (distributed by NSLAPR) illustrated this gap clearly: 44% of respondents said that their patrons "have adequate internet bandwidth available to them for off-site access of statewide databases." Six percent (6%) of respondents said no, their patrons do not have sufficient access, and forty-three percent (43%) said that "it varies" in the communities they serve.

Nevada Talking Book Services (15.54% of the LSTA allotment)
Nevada Talking Books Services (TBS) is Nevada's implementation of the Library of Congress' (LOC) National Library Service for the Blind and Print Disabled (NLS). TBS serves as the NLS Regional Library offering talking book services to any individual who cannot read standard print materials due to a visual, physical, or organic condition. Readers who use physical Braille materials receive them through a contract that the Nevada State Library, Archives, and Public Records maintains with the Utah State Library. Nevada uses LSTA funds to support the majority of its activities.

Users of the Nevada program can receive audio talking books either in the form of digital cartridges that are used with specialized players supplied at no cost through the program or by accessing the Braille and Audio Reading Download (BARD) service via the Internet. Patrons can download either audiobooks or refreshable Braille to a variety of devices including home computers and smartphones. One of the greatest changes for TBS during the period covered by this evaluation has been the transition to Duplication-on-Demand (DoD). NLS has moved from a model that placed a single title on a single cartridge to a mechanism that enables staff to custom load cartridges with multiple titles. This process removes the need to warehouse large quantities of talking books and also means that requests are never left unfilled because of high demand. The response to DoD in Nevada has been tremendous with cartridge circulation jumping by more than twenty percent (23.80% between October 2017 and September 2021).

TBS normally operates a robust program of recording materials that are of special interest to Nevada residents. This includes books by Nevada authors, books about the state's landscape, history, and culture, as well as other items of interest including a TBS newsletter.

STATE: NEVADA	Oct. 1, 2017 - Sept. 30, 2018 FY 2018	Oct. 1, 2018 - Sept. 30, 2019 FY 2019	Oct. 1, 2019 - Sept. 30, 2020 FY 2020	Oct. 1, 2020 - Sept. 30, 2021 FY 2021	TOTAL FY 2018 - FY 2021	Percentage Difference FY 2018 - FY 2021
Braille Readers (Individuals)	60	55	38	10	163	-83.33%
Cartridge Readers (Individuals)	1,722	1,790	1,610	1,537	6,659	-10.74%
BARD Braille Readers (Individuals)	42	35	47	42	166	0.00%
BARD Audio Readers (Individuals)	268	304	306	319	1,197	19.03%
Braille Circulation (excluding magazines)	313	228	205	195	941	-37.70%
Cartridge Circulation (excluding magazines)	87,638	87,355	84,567	108,498	368,058	23.80%
BARD Braille Downloads (Books Only)	484	438	462	584	1,968	20.66%
BARD Audio Downloads (Books Only)	22,480	23,931	28,536	28,480	103,427	26.69%
TOTAL Readers*	2,092	2,184	2,001	1,908		
TOTAL Circulation	110,915	111,952	113,770	137,757		
Estimated State Population	2,969,905	3,027,341	3,080,156	3,104,614		
Readers as a Percentage of State Population	0.07%	0.07%	0.06%	0.06%		
Circulation per Reader	53.02	51.26	56.86	72.20		

Statistics are primarily from the National Library Service for the Blind and Print Disabled (NLS)

Braille service is provided under contract by the Utah State Library

The Nevada Talking Book Service conducts periodic patron surveys to assess the program's effectiveness. One question in a recent survey asked program users to indicate whether the talking book program contributed to their independence. More than ninety-two percent (92.5%) of respondents indicated that it did.

The Nevada Talking Book Services newsletter entitled *Silverlining* continued to be a reliable source of information for program users throughout the pandemic. Although it is no longer being published in a large print format, patrons have a choice of receiving either an email, text version or a recorded version. In addition to information about the talking book program itself and helpful hints on accessing program services, the newsletter offers book reviews, news of new iNevada items that have been recorded and an explanation of other services of the Nevada State Library. For example, the Winter 2021 newsletter included a lead story about the EBSCO databases.

Rural Bookmobiles (1.86% of the LSTA allotment)
Nevada has a strong bookmobile program, partially funded by the LSTA grants ($26,000 annually), serving rural communities in the state. The state legislature also allocates funds to rural bookmobiles as a line item in the NSLAPR's budget. The bookmobiles served approximately 10,000 patrons in 2018 and 2019, with a total 2018 circulation of 30,530 and a 2019 circulation of 23,035. LSTA funds were also used to purchase materials for the bookmobile program, and supplement outreach programs such as "Hands-On Bookmobile '' with school children. In 2018, these bookmobiles traveled a total of over 17,000 miles, reaching communities that may not otherwise have access to such materials. Humboldt County Libraries created a collection of 175 "Story Time Kits" to distribute via the bookmobile. One bookmobile

patron shared "I have grandchildren that like to frequent the bookmobile. I just wanted to say thank you for the service you provide. It has made a great difference in how my grandchildren have taken to reading and the excitement of visiting the bookmobile. Thank you for the storytime bags that make reading so much fun. What a great idea! The interactive toys along with the stories keep them enthused. Thanx a million!" According to the QualityMetrics web survey, only 17% of respondents rated the rural bookmobile program as "very impactful." This is another instance of programming that makes a significant impact locally and that meets the needs of the immediate community in spite of having minimal statewide impact.

While the Covid 19 Pandemic did interrupt some bookmobile service, the program was able to continue. From the 2020 SPR report: "During the project period, when Bookmobile stops were reduced due to COVID restrictions, the 3 Bookmobiles were still able to: travel more than 18,000 miles; make nearly 800 individual stops; safely circulate more than 17,500 items; answer over 400 reference questions; provided 78 programs and storytimes with an average attendance of 10; and welcome nearly 5,000 patrons, in counties where population density is less than 2 people per square mile."

Teachers in Libraries (1.80% of the LSTA allotment)
In response to a critical need for homework support from the Clark County School District (CCSD), the "Teachers in Libraries" program was developed, placing homework tutors in 8 branch libraries. Over 2,089 students participated in 14,132 consultations in 2018. LSTA funding was used as seed money to attract funding from other community partners, including Windsong Trust, MGM Resorts, and United Way of Southern Nevada. Overall this program model appears to be quite successful – rooted in an explicit community need, partnering with the local school system, and implementing a sustainable financial model.

Special Collections
Creating Access to Paul Laxalt's Senatorial Papers (1.64% of the LSTA allotment)
For the "Creating Access to Paul Laxalt's Senatorial Papers" project, an archivist and two student assistants were hired to complete the processing of this collection, which includes over 12,000 items. The collection includes over 800 digital items, and an additional 410 items were digitized. The finding aid for this collection was the 9th most accessed in 2018. General book repair also fell under Goal 3, and 213 items were repaired during this reporting period (*Book repair and maintenance project accounting for 0.04 of the LSTA allocation*).

Coding
Creating Coding Competency (1.49% of the LSTA allotment) &
Statewide Coding in the Library (0.75% of the LSTA allotment)
The Statewide Coding in the Library project (originally called "Creating Coding Competency") was noted by staff as particularly impactful. Nevada libraries consider coding a basic literacy skill, today. NSLAPR purchased a statewide license for NCLab, an online training platform that supports technology skill development in the context of career development. NCLab modules include computer programming, coding, Python, SQL, linear algebra, 3D modeling, and more. In 2018, NSLAPR laid the groundwork for expanding this program (originally piloted in 2015) by

Coding, or computer programming, is a digital literacy skill that has become a critical component of 21st century digital citizenship; learning to code means learning how to think creatively, reason systematically and work collaboratively.

In support of coding literacy, the State Library created a *Coding in the Library* statewide initiative, providing *all* public libraries with access to *NCLab*, a Reno based online platform for computer programming and 3D modeling courses. The initiative also supports coding workshops for librarians so that they are equipped to offer high quality, outcome-based coding classes, camps, and clubs for their patrons.

providing staff training, coding webinars, and purchasing licenses. The Statewide Coding in the Library (2020) project included training for staff focused on introducing patrons to NClab as part of their personal career development plan. Promotional materials were also created. The 2020 SPR report included the following, about the impact of this training on staff: "One of the smaller libraries, White Pine County, was one of the strongest users because a staff person took the lead; she participated in all the training opportunities including all the webinars; she encouraged her library youth and also had a elderly patron who took an interest and became a volunteer to help others."

Respondents to the QualityMetrics web survey shared:

- *"Many of our staff and patrons have had their first introduction to coding through NCLab access. What was once intimidating was made fun!"*
- *"The Coding in the Library classes [...] enabled libraries to teach this in-demand technology to the youth in our community. They would not get this information anywhere else, nor could they afford it if it was available somewhere else."*
- *"This [training] provided an opportunity to library staff to have confidence to provide the coding to the patrons of the library. Coding [program] has grown to the point more laptops had to be purchased and a bigger space to hold the coding class. The class consists of participants from 8 years of age to mid-eighties!"*

NLV Creation Station (0.90% of the LSTA allotment)

The North Las Vegas Library District implemented a variety of STEAM programs, including Makerspace Kits, Creation Station Classes, bite-sized sessions to introduce students to the projects available, and materials to support these programs. The "STEAM Spots" that introduced patrons to the Creation Station had 217 participants over the reporting period.

Teen Space at the Humboldt County Library (0.60% of the LSTA allotment)

The Humboldt County Library created a dedicated space for teen patrons, and provided training on teen services to library staff. Furniture, decor, supplies, and collection materials were provided in the space. Library staff attended the 2020 YALSA virtual conference, as well as a workshop called "Welcome to the Library: Teen Spaces, Staff, and Services." Not only did staff report a shift in the library culture, becoming more welcoming and focused on teens and teen services, Humboldt County Library also saw an increase in circulation, teen patronage, and participation in teen programming from 2019-2021.

Bionics Camp @ the Library (0.39% of the LSTA allotment)

While the "Think Bionics!" a program at the Carson City Library was held in-person, social distancing guidelines were observed. This reduced the number of participants who were accepted into the program. Facilitators noted that running the program in-person, rather than remotely, had an observable positive effect on the participants demeanor (ages 13-17).

AWE Literacy Tablets (0.34% of the LSTA allotment)
The Pershing County Library purchased three tablets for children aged 2-8 years, and two tablets for children aged 6-12 years, along with content and accessories for each. An extensive training program for staff and the public was put in place.

Imagine, Create, 3D Print (0.23% of the LSTA allotment)
Mineral County Library purchased a 3D printer and provided workshops for patrons. During the drop-in sessions, 77 printings were completed.

Many subgrants less than $10,000 were offered and broadly grouped them in the 2019 and 2020 activities as Literacy Programs (Including Summer Reading Programs) and 2020 Pandemic Programming; Appendix N discusses them in a bit more detail.

Microgrants were offered to support local literacy programming across the state. In many small, rural communities the public library programs are some of the only programming available to children and families. Programming was heavily impacted by the Covid 19 Pandemic. NSLAPR changed course during the 2020 reporting period by allocating resources to programs accommodating Covid-19 Pandemic restrictions. For example, the North Las Vegas "Nature Discovery Park" collaboration with the local Parks and Rec Department is an example of creative programming, partnership, and community outreach (see Appendix N for more details).

Jail Library Services (0.18% of LSTA allotment)
The Jail Library Services project is a new partnership with the Washoe County Sheriff's Office which addresses a critical gap in services for incarcerated populations by providing information services to current and recent inmates. Initial goals include updating the collection to include educational, vocational, legal, and recreational reading materials, which is much needed. Long term goals aim to contribute to reductions in recidivism. During this reporting period, the Library has purchased $10,000 worth of materials, and trained the Jail Library Aide in basic organization of materials (Dewey and genre-based systems). Over 1,000 items from the new collection have been utilized by inmates, with a total of 2,987 items circulated during the 2020 reporting period. Thus far the program has been considered a success, and will use pre-survey and post-survey data to assess the impact of the program.

Goal 3 Conclusion - Retrospective Question A-1

The evaluators conclude that Nevada State Library, Archives and Public Records has **ACHIEVED Goal 3.** Both the Talking Books Program and the Rural Bookmobiles are worthy and impactful projects. Furthermore, the rich array of subgrants under this goal "expand and

enhance libraries ability to meet the spectrum of learning and information needs of their communities," in keeping with what was articulated in the LSTA plan for FFY 2018 - FFY 2022.

Goal 4 Retrospective Assessment

Goal 4 Statement: Build capacity of libraries to meet evolving information access needs.

Goal 4 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 4.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Statewide Workforce Development	$ 451,605.58	8.14%
Statewide Evolving Needs	$ 369,654.34	6.67%
WNC Library Reimagined	$ 100,000.00	1.80%
Micro Grants	$ 76,855.93	1.39%
Building the Pipelines: Large Scale Digitization Models for Nevada Cultural Heritage	$ 71,796.91	1.29%
Access to Information: Tech for WCSD School Libraries	$ 53,700.49	0.97%
Changing Spaces	$ 34,810.82	0.63%
allCIRC Disc Management Self-checkout Expansion	$ 26,873.13	0.48%
Digital Programming Toolkits	$ 19,499.55	0.35%
Information Nevada ILL Support	$ 10,882.90	0.20%
A Better Look into the Past through Microfilm	$ 10,608.00	0.19%
Subgrants (less than $10,000 aggregated)	$ 47,495.57	0.83%
GOAL SUBTOTAL	**$ 1,185,297.20**	**21.38%**

Goal 4 expenditures represent 21.38% of Nevada's total LSTA allotment for the FFY 2018 – FFY 2020 period. The Goal 4 objectives set forth by the NSLAPR five year plan include: Position Nevada libraries as one-stop information and educational portals. The Goal 4 objectives set forth by the NSLAPR five year plan include: Position Nevada libraries as one-stop information and educational portals.

Statewide Workforce Development (8.14% of the LSTA allotment)

Workforce development is a statewide priority, and Nevada libraries are working to position themselves as a resource. One interview participant shared "Nevada had a 15% unemployment rate, and suffered in 2009. [NSLAPR] took the mandate for workforce development seriously. How can we leverage the library from an innovation point of view? What technologies could we employ that would support the efforts around workforce development?"

This program has two key components. One, funding the purchase of the Nevada Career Explorer (SaaS), available to all residents, allows users to search for job opportunities, training, and plan a path to a new job or career in the identified eight priority industry sectors for the state. Second, in partnership with the College of Southern Nevada (CSN), a pilot project was developed and implemented to create extensive support for career training in a priority field, healthcare. The pilot project included the following instructional elements for students in Dialysis Technician training: practice modules, virtual reality (VR) recruitment materials, VR course content, and access to the SaaS database and all library resources. The pilot project successfully applied for a grant for $13.8M from the U.S. Department of Education's Education Stabilization Fund. "The proof of concept with the College of Southern Nevada leveraged an innovative prototype that combined career exploration using 3D, VR, and maps it to a 12-week training program with virtual reality components for an in-demand occupation (kidney dialysis technician) that pays living wages." 11 students were successfully enrolled in the prototype, and transitioned to fully remote learning during the 2020 Covid 19 Pandemic. This training was previously available only in-person, in Las Vegas, and is now available remotely throughout the state.

Statewide Evolving Needs (6.67% of the LSTA allotment)
Micro Grants (1.39% of the LSTA allotment)
In 2020, NSLAPR offered "Evolving Needs" grants in order to support branch libraries as they "rethink library services, identify and prioritize issues impacting their communities, and renew their purpose as an inviting and accessible community resource and meeting place" in relation to the Covid 19 Pandemic. The Evolving Needs grants were clustered into four categories: Contactless Services; Resilience Building; Connectivity; and Library Spaces (Appendix O provides a fuller summary of these and other Goal 4 Micro Grants and less than $10,000 projects).

WNC Library Reimagined (1.80% of the LSTA allotment)
Western Nevada College invested in a redesign of library spaces, using a learning commons model. Furniture was purchased to create a variety of study environments and improve ADA compliance in the space. (ADA compliant upgrades were noted as a significant outcome.) The space has inspired a number of on-campus collaborations, and space use increased 78% from spring 2018 to spring 2019.

Feedback from students includes: "*This is awesome!!!;" "People here are so nice;" "the big circulation desk felt so impersonal. This is nice that you've broken down the power structure between librarians and students;" "There's so much potential in here for students to work;" "I didn't know this place was so big;" "I like how you've made more spaces for us;" "I love this*

place. It is so open and accessible. It encourages anyone to come in and use the facility;"
"Awesome tutors helping me in Calculus and Accounting. I'm thankful for coaches and the
friendly environment;" "I would have registered for classes sooner if I knew this is what the
library looked like;" "If I had a place like this to study I wouldn't have waited till I was 30 to jump
into college!"

Building the Pipelines: Large Scale Digitization Models for Nevada Cultural Heritage (1.29% of the LSTA allotment)

This project included the digitization and digital archiving of records from the Las Vegas Land
and Water Company, the Las Vegas Valley Water district, and the Union Pacific Railroad.
Fifty-five thousand (55,000) items were digitized using rapid digitization techniques. This project
solidified best practices for large scale digitization projects, and recommendations were
communicated at a workshop.

Access to Information: Tech for WCSD School Libraries (0.97% of the LSTA allotment)

Tech for WCSD School Libraries: The Washoe County School District purchased 17 iPads each
for eight school districts via a school library subgrant. This project included procurement,
training for librarians, outreach to school teachers, and instruction sessions with students. From
the SPR report: "80% of students [participating in library instruction] learned to use Destiny;
79% used World Book; 84% of students learned strategies to be safe online; 72% used
Seesaw."

Changing Spaces (0.63% of the LSTA allotment)

The Nevada State Library proposed to upgrade two public spaces in the Library, and update the
technology infrastructure. The Covid 19 Pandemic, and library closure/limited re-opening hours
gave the library extra time to devote attention to this project, which was much needed due to
complications on the technology side. While there was limited use of the spaces in 2020, the
library values these upgrades and continues to work on issues related to library technology
infrastructure.

allCIRC Disc Management Self-checkout Expansion (0.48% of the LSTA allotment)

The Elko County Library upgraded and expanded their self-check out system for DVDs and
other disk media by purchasing additional allCIRC equipment.

Digital Programming Toolkits (0.35% of the LSTA allotment)

In response to the Covid 19 Pandemic, NSLAPR surveyed library branch staff to gain clarity on
what support was needed to facilitate "pivoting" to remote services and programs. NSLAPR
produced a Digital Toolkit to share best practices for remote programming and guidance on
monitoring social media effectiveness in partnership with the Nevada Library Association.
Toolkits contained: a tablet, ring light, box light, tripod, microphone, remote clicker and
greenscreen. Libraries had the goal of producing one virtual summer library program. The 2020
Nevada summer library program videos received 53,000 views. Staff who participated in the
Toolkit program in order to adapt to remote programming reported increasing their skill levels

with technology, learning to project-manage a remote program, and ability to provide virtual life long learning programs. Feedback from staff included "I really believe that we'll continue to create virtual offerings after the pandemic and envision using this technology to do so."

Information Nevada ILL Support (0.20% of the LSTA allotment)
Interlibrary loan costs continue to be a challenge for small Nevada libraries, as they do across the country. Interlibrary loan services remain a core library service – particularly for rural libraries – that is sorely underfunded. Many small municipalities do not dedicate funds for postage to support ILL programs at branch libraries. The Information Nevada program, started in 1989, supplements ILL budgets to cover the cost of postage to mail materials. One-thousand, four hundred and forty-five (1,445) items in 2018 and 2,529 items in 2019 were mailed to branch libraries during this reporting period. In 2020 it was noted that there was a mistake in reporting of ILL statistics, and reliable statistics were not reported via SPR. NSLAPR dedicates a modest amount (less than 1% of 2020 LSTA allocations) to supplement library budgets for ILL. However, for the libraries that receive this supplemental funding, the impact is significant. Thirty-six percent (36%) of respondents to the QualityMetrics web survey said that ILL postage support was "somewhat impactful" or "very impactful."

A Better Look into the Past through Microfilm (0.19% of the LSTA allotment)
The Boulder City Library upgraded the microfilm machine (ST View Scan Universal 9MP Microfilm Digital Reader) and provided basic workshops on use of the new machine.

Goal 4 Conclusion - Retrospective Question A-1

The evaluators conclude that Nevada State Library, Archives and Public Records has **ACHIEVED Goal 4.** Again through a rich array of subgrants including innovative applications around workforce development and emerging needs are helping to "position Nevada libraries as one-stop information and educational portals."

Retrospective Assessment Questions A-2 and A-3

A-2. To what extent did NSLAPR's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? NSLAPR projects address five of the six focal areas and associated intents (Appendix F). The majority of the projects are in the Lifelong Learning area addressing the intent to "Improve users' general knowledge and skills" (28 projects total and 24 of them from Goal 3). Though the Information Access focal area had only 11 projects, it represents the largest part of the budget; Information Access projects address both intents (improve users' ability to discover information resources and improve users' ability to obtain and/or use information resources). Institutional Capacity had 25 projects spread across all four goals and the majority of them in Goals 1 and 4. There are two projects in the Economic and Employment Development focal area, each one in Goal 3 and Goal 4 respectively serving the intent to Improve users' ability to use resources and apply information for employment support. Last, two Goal 2 projects address the Civic Engagement focal area and each one of the two projects addresses each of the two intents under this focal area: Improve users' ability to participate in

their community and Improve users' ability to participate in community conversations around topics of concern (see Appendix F).

A-3. Did any of the following groups represent a substantial focus for NSLAPR's Five-Year Plan activities? (Yes/No) Two projects qualify as being a substantial focus on the basis of the ten percent (10%) expenditure specified by IMLS in the evaluation guidelines: Statewide Databases impacting the library workforce and Nevada Talking Books Services impacting individuals with disabilities. However, this does not mean that NSLAPR's implementation of the Grants to States program did not significantly impact some of the other groups. Included are school-aged youth (6-17) (through a number of subgrants to libraries), and, in a less focused way, individuals living below the poverty line (many of the areas served by the Bookmobile are economically disadvantaged) (see Appendix G).

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

B-1. PLS data was used to support the acquisition of wifi counting software (Statewide PLS) as it was very evident that libraries who did not have the ability to count wifi sessions accurately were just guessing, and those guesses, by being included in the PLS, were becoming codified as fact. PLS data was also used to support the purchase of a reading program management software (Beanstack, Statewide Youth Services) Summer Reading questions are part of the PLS, but the hand-tabulated data resulted in unreliable final numbers that make it difficult to identify trends and successes. At the time (pre-Covid) only the largest libraries used software, and not everyone used the same software. Procuring Beanstack statewide helps libraries accurately & efficiently track summer reading data.

B-2. No amendments were made to the plan and, while methods of carrying out projects were frequently changed, the goals were not altered.

B-3. The SPR data has been shared with QualityMetrics for the independent evaluation.

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

C-1. Nevada issued a joint RFP with Utah and selected QualityMetrics as the independent evaluation based on their rich experience with LSTA evaluations.

C-2. QualityMetrics, LLC, deployed a multi-faceted and rigorous mixed methods protocol for data collection. Thorough reviews of demographic data, quantitative PLS data, and SPR data formed the basis of our knowledge from the RFP response onward. Our initial interaction created a space for the NSLAPR to deposit additional data and files and reflect on the program. After a series of Zoom calls (first with NSLAPR representatives at the beginning of the evaluation process and secondly, later in the process, to discuss whether goals had been achieved, partially achieved, or not achieved), we stayed in touch with the agency to resolve questions that emerged from the data collection and to solicit additional information. Data gathering included: (a) interviews with agency staff members; (b) interviews with project managers of various SPR-reported projects and activities; (c) focus group discussions with project teams; (d) focus group discussions with project and activity beneficiaries; and (e) responses to a broad-based short survey for library staff and stakeholders with some knowledge of and engagement with LSTA-funded activities; this survey primarily collected qualitative contextual information about past activities and future needs.

COVID-19 presented special circumstances, and a number of considerations had to be taken into account to complete our research. The pandemic, due to its travel restrictions and social distancing limitations, necessitated many changes in how evaluation work is done and how we engage policymakers, program managers.[5] We replaced face-to-face interviews with remote interviews and desk-based methods, paying attention to (a) maximizing use of technology; (b) securing engagement while reaching out to the most marginalized populations (small and rural libraries, and, in particular, users of talking books services); and (c) enhancing triangulation to validate remote data.[6]

While no on-site visit to the State Library was conducted during this evaluation period, we have both visited Nevada before and studied the ACS and PLS data to get a deeper understanding of the trends in the state; furthermore, one of the QualityMetrics collaborators that is not involved in this project is residing in Nevada and provided useful insights. Virtual (Zoom) one-on-one interviews were held with the agency chief and with key staff engaged in LSTA work 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 of critical importance.

Furthermore, the restrictions imposed by COVID-19 have strengthened the state library agency role. During this time of crisis, the state library was the source of answers for its communities and the profession as a whole. The SLAA responded to this need by making the necessary adjustments to the projects even though the Nevada state library has seen major staffing changes the last couple of years including a new state librarian. Creative solutions were identified in most instances, as many programs had to turn to virtual delivery for most of the pandemic period. In some ways, the impact of recording virtual programming is more evident and more readily documented. However, we do run the risk of minimizing the adverse effects of virtual programming on marginalized communities, which were often more difficult to reach during the COVID-19 crisis.

The toll on the mental health of our communities has also been evident during the pandemic, as its restrictions have established new norms for in-person interaction. Student learning and well being have been precarious due to the disruption of the education life cycle.[7] However, opportunities to help students catch up with unfinished learning were plentiful, and state library agencies also augmented their database offerings to help homeschooled children and teens. In contrast, and due to the fact that community behaviors were frequently monitored during the pandemic,respondents felt overly surveyed in many instances.

A Web-based survey targeting the library community was conducted between November 29, 2021 and February 5, 2022. This survey provided considerable qualitative information, as well

[5] 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.

[6] UNFPA Evaluation Office (2020) Adapting evaluations to the COVID-19 pandemic.

[7] The impact of the pandemic on K-12 learning loss has been documented approximately leaving students with five month of learning loss in math and four months of learning loss in reading; the effects are larger for historically disadvantaged students. See Sarah Mervosh, "The pandemic hurt these students the most." In print "Pandemic widened U.S. Educational Gap into a Gulf, Research Suggests." July 28, 2021, Section A, Page 13.

as some additional quantitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the previously gathered evidence.

Validity and reliability analysis traditionally reflect a positivist worldview, and in a qualitative naturalistic approach, they are being redefined by 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 has gained more traction nowadays. The quality and rigor of the phone interviews conducted by the evaluators in the LSTA evaluation of Nevada has been enhanced by references to external Web site links, Google Maps, and internal triangulation. In some instances, interviewees have been asked to allow recording of the conversation (with assurances of confidentiality by the evaluators). At other times, two evaluators attended focus groups or interviews. Shared note-taking was available in real time through shared access to Google Documents and Google Drive. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of NSLAPR was refined from one interaction to the next. Recorded conversations also allowed the evaluators to reflect upon and modify their interpretations in a reliable manner. The validity of the inquiry was strengthened with the informed selection of the subjects by NSLAPR's leadership team and staff.

C-3. Numerous small-group virtual sessions and telephone interviews were conducted with librarians and other persons with knowledge of LSTA-funded initiatives in Nevada. 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.

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 [state] and how it was supported by NSLAPR 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. Findings will be presented to Council, will be presented to all subgrantees during webinars, and posted to the LSTA program webpages. Library Planning & Development staff, who are project managers of statewide LSTA programs, must understand how findings affect/impact their programs, and will use them to inform project applications and activities.

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). NSLAPR, 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 Nevada communities and libraries thrive during the unprecedented times of COVID-19.

Emerging Technology

XR Libraries

Virtual reality (VR), augmented reality (AR), and extended reality (XR), are making a global impact on the ways in which we learn, work, and relate to life. These interactive, immersive platforms make it possible for the user to experience anything, at any time, in any place. Nevada's libraries have always been leaders in introducing emerging technologies such as these to the public; thus, with appropriations from SB 549, the State Library created the *Nevada XR Libraries* pilot program, providing virtual reality equipment and quality STEM focused extended reality experiences to library patrons, students, and teachers.

Initially, 11 public and high school libraries were accepted into the virtual reality pilot program; 2019 will see participation from an additional 4 libraries and 1 planetarium!

The Nevada State Library has presented ongoing results from the XR Libraries pilot to librarians across the country, including at the national American Library Association conference; it has also created the first ever library catalog records for extended reality content, making XR experiences findable to libraries everywhere in the world.

Parallel to the XR Libraries pilot is the *Libraries = Education* sub-initiative. In *Libraries = Education*, high school XR librarians are collaborating with their school's science teachers to integrate educational XR content into classroom curriculum:

- "We've got new technology that will help students learn in a new, exciting way." Holly McPherson, Churchill County High School Library
- "Teachers saw the potential for classroom and educational use. I would definitely incorporate XR in the future." Ananda Campbell, Carson City High School Library.

Note: XR has real world applications for people of all abilities. Nevada Talking Books staff are researching ways in which visually impaired can participate and benefit from XR. Additionally, through the use of virtual reality programs, a Churchill School District speech pathologist has seen a huge leap in his student's progress at school and at home.

Carson City Mayor Bob Crowell in VR

VR warm-up

Henderson Libraries

Pershing Co. High School

Nevada Rural Bookmobiles

Elko, Humboldt, Lincoln, Pershing, and White Pine Counties

Nevada Rural Bookmobiles By the Numbers

Bookmobile Stops
- 🔴 Elko Bookmobile
- 🟢 Humboldt Bookmobile
- 🔵 Lincoln Bookmobile

Rural Bookmobiles:	3
Bookmobile stops:	44
School/Preschool stops:	18
Summer Reading participants:	170
Bookmobile annual visitors:	15,401
Bookmobile counties:	5
Bookmobile territory square miles:	52,374
Population density per square mile:	1.7

Nevada rural bookmobiles are supported by local, state, and federal funds, and have been since their very beginnings.

The Elko, Humboldt, and Lincoln County Bookmobiles visit some of the most rural and isolated communities in the state; through local agreements, these bookmobiles also visit residents in Pershing and White Pine Counties. With vast tracts of open land, and miles of highway between towns and neighbors, these five rural bookmobile counties are not only among the top 100 geographically largest in the country, they also have among the lowest of population densities.

Nevada's Rural Bookmobiles, with stops at daycares, schools, parks, general stores, the post office, ranches, senior care facilities, honor camps, and "wide spots in the road" such as rural mailboxes, connect and empower their rural communities through the sharing of information and knowledge. These mobile libraries break down barriers to access; they bring the means for opportunity; they share the simple pleasures of reading.

Humboldt County Bookmobile

In 1960, State Librarian Joseph Shubert (right) sends off Nevada's first Bookmobile, a collaborative effort between the Nevada State Library, Washoe County Library, and Lyon County Library, with support from the federal Library Services and Construction Act.

Students in Lincoln County browse the shelves of their bookmobile

APPENDICES

Appendix A: Acronyms

ACS - American Community Survey

ARPA - American Recovery Plan Act

BARD - Braille and Audio Reading Download

BGCWN - Boys and Girls Club of Western Nevada

CARES - Coronavirus Aid, Relief and Economic Security Act

CCSD - Clark County School District

CCHS - Churchill County High School

CE - Continuing Education

CLAN - Cooperative Libraries Automated Network

COP - Community of Practice

CSN - College of Southern Nevada

DoD - duplication on demand

DPLA - Digital Public Library of America

ElSi - Elementary/Secondary Information System

E-Rate - the schools and libraries universal service support program

ETEAP - Emerging Technology Early Adopter Program

FFY - Federal Fiscal Year

FTE - Full Time Equivalent

ILL - Interlibrary Loan

ILS - Integrated Library System

IMLS - Institute of Museum and Library Services

LPD - Library Planning and Development

LSTA - Library Services and Technology Act

LVCCLD - Las Vegas-Clark County Library District

LV PITA - Las Vegas Professional Institute of Technology

NAAL - National Assessment of Adult Literacy

NCES - National Center for Educational Statistics

NCLab - Network Computing Lab

NLA - Nevada Library Association

NLC - Nevada Library Cooperative

NLS - National Library Service

NSHE - Nevada System of Higher Education

NTBS - Nevada Talking Book Services

NVCE - Nevada Career Explorer

OBE - Outcome-Based Evaluation

OCLC - Online Computer Library Center

OPAC - online public access catalog

PLS - The Public Library Survey
POP - Patron Outreach Project
RA - reader advisory
ROI - return-on-investment
SaaS - Nevada Career Explorer
SLAA - State Library Administrative Agency
SPR - State Program Report
STEAM - Science Technology Engineering Arts Mathematics
STEM - Science, Technology, Engineering, and Math
STREAM - Science, Technology, Reading, Engineering, Art, and Math
UWNNS - United Way of Northern Nevada and the Sierra
WCLS - Washoe County Library System
XR - Extended Reality

Appendix B: Interviewees/ Focus Groups

Interview	Stakeholder	Title	DATE
#1	Mike Storm	Secretary Administrator, Nevada State Library, Archives and Public Records	12/29/2021 & 1/18/2022
#2	Sulin Jones	LSTA Coordinator	11/5/2021
#3	Tammy Westergard	Project SANDI manager, Governor's Office of Economic Development	12/2/2021
#4	Norma Fowler	NSLAPR Library Consultant (former)	12/9/2021
#5	Bruce Douglass	NSLAPR Early Lit Consultant (former)	12/20/2021
#6	Holly Esposito	School Libraries	1/6/2022
#7	Courtney Oberhansli	Mineral County Library Director	1/7/2022
#8	Joan Dalusung	Chairperson Public Libraries	1/12/2022
#9	Stephanie Gibson	Assistant Director, Nevada Humanities	1/13/2022
#10	Karsten Heise	Governor's Office of Economic Development	1/13/2022
#11	Jeanne Frazier Price	UNLV, Associate Dean for Academic Affairs, Louis Wiener, Jr. Law Library Professor of Law, William S. Boyd School of Law	1/19/2022
#12	Nancy Cummings-Schmidt	Immediate Past Chairperson Private Literacy Organizations	1/19/2022
#13	Lisa Foley	Member of the Public	1/24/2022
#14	Bryan Allison	Private Sector Employers	1/25/2022
#15	Denise Frohlich	Deputy Administrator of Library Services (interim assignment on grants office)	1/27/2022
#16	Maggie Farrell	Academic Libraries	2/28/2022

Focus Group	Stakeholders	# attending	Date
#1	State Council on Libraries and Literacy - quarterly meeting	17	11/9/2021
#2	LSTA Grantees (Goal 1)	2	1/10/2022
#3	LSTA Grantees (Goals 3 and 4)	10	1/13/2022
#4	Nevada Career Explorer (NVCE) Focus Group	16	1/26/2022
#5	State Council on Libraries and Literacy - focus group	17	2/17/2022

Site visit planned for the week of April 25, 2022, conducting field research for the next LSTA Plan 2023-2027.

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

- SPR data (FFY 2018-2020)
- PLS Statistics (FY 2018 - 2020)
- Agency website and social media
- LSTA Plan 2018-2022
- State Council on Libraries and Literacy 2019 Biannual Report to the Governor and State Legislature (the images before the appendices are from this report)
- State Council on Libraries and Literacy 2020 Biannual Report to the Governor and State Legislature (the images in Appendix M are from this report)

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.
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- 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 and Interview Guidelines

Focus groups

General Questions

1. What stands out as being the most effective use of LSTA in Nevada 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 Nevada?
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

Nevada 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, Library Consultants is assisting the Nevada State Library, Archives and Public Records (NSLAPR) with the evaluation.

QualityMetrics has been gathering information and data from a number of different sources including the State Program Report (SPR) that NSLAPR submits annually to the Institute of Museum and Library Services (IMLS), internal statistical and narrative reports, survey data, and personal interviews with NSLAPR 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 a handful of questions. The survey should take you no more than ten minutes to complete. We ask you to look back over the last few years and to consider how the LSTA program has benefitted libraries and library users. We also 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 Nevada's LSTA program (positive or negative). Thank you in advance for helping the Nevada State Library, Archives and Public Records serve your community better!

BACKGROUND

Nevada receives approximately $1.8 million in LSTA Grants to States funding each year. This funding supports four major goals directed to Nevada libraries and Nevadans as a whole:

- Training, Planning and Assessment
- Library Partnerships and Collaboration
- Responsive and Accessible Learning Environments
- Library Capacity Building

Projects and programs these funds support include:

1. Statewide Databases
2. Continuing Education for Library Staff and Trustees

3. Early Literacy and Youth Services (Family Reading Program, Mind in the Making)
4. Summer Reading (Manuals, Workshops, Beanstack)
5. Library Data (Bibliostat Connect/Collect, WhoFi)
6. Talking Books Services for the Blind
7. Literary Programs (Nevada Reads, Letters About Literature)
8. Workforce Development (Nevada Career Explorer, CSN Dialysis Project)
9. Coding in the Library (NCLab licenses and training)
10. Rural Bookmobiles
11. ILL Postage Support
12. LSTA Subgrants (Mini, Competitive, and Travel to Training)
13. Formula LSTA Subgrants (Statewide Evolving Needs, CARES, ARP)

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

	No impact	Somewhat impactful	Very impactful	Not applicable
Statewide Databases	( )	( )	( )	( )
Continuing Education for Library Staff and Trustees	( )	( )	( )	( )
Early Literacy and Youth Services (Family Reading Program, Mind in the Making)	( )	( )	( )	( )
Summer Reading (Manuals, Workshops, Beanstack)	( )	( )	( )	( )
Library Data (Bibliostat Connect/Collect, WhoFi)	( )	( )	( )	( )
Talking Books Services for the Blind	( )	( )	( )	( )

Literary Programs (Nevada Reads, Letters About Literature)	( )	( )	( )	( )
Workforce Development (Nevada Career Explorer, CSN Dialysis Project)	( )	( )	( )	( )
Coding in the Library (NCLab licenses and training)	( )	( )	( )	( )
Rural Bookmobiles	( )	( )	( )	( )
ILL Postage Support	( )	( )	( )	( )
LSTA Subgrants (Mini, Competitive, and Travel to Training)	( )	( )	( )	( )
Formula LSTA Subgrants (Statewide Evolving Needs, CARES, ARP)	( )	( )	( )	( )

2) Please select the level of impact these Statewide Databases and resources had on your library and/or on the people your library serves.

Databases provided by the Nevada State Library, Archives and Public Records (NSLAPR) are

- ABC-CLIO: history and social studies database package, geared towards grades 8-12
- EBSCO: comprehensive package of 18+ databases for research and primary source materials, for elementary through college, plus general info for adults
- LearningExpress Library: test prep and skills building for elementary through adults, including Spanish Language content
- LinkedIn Learning for Public Libraries (ARP funded): online course in business, design, and technology
- Nevada Career Explorer (state funded): Career Exploration database
- TeachingBooks/Book Connections: helps readers connect with books by pairing resources with favorite titles

- World Book: interactive encyclopedia package + curriculum for preK-high school, plus general adult

A breakout list of databases in the EBSCO, ABC-CLIO, and World Book packages is available here: **https://nsla.nv.gov/ld.php?content_id=44070637**

	No impact	Somewhat impactful	Very impactful	Not applicable
ABC-CLIO	( )	( )	( )	( )
EBSCO	( )	( )	( )	( )
LearningExpress	( )	( )	( )	( )
LinkedIn Learning for Public Libraries	( )	( )	( )	( )
Nevada Career Explorer	( )	( )	( )	( )
TeachingBooks / Book Connections	( )	( )	( )	( )
World Book	( )	( )	( )	( )

3) 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?

_____
_____
_____
_____

4) 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 Nevada? 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.)*

_____
_____
_____

_____

5) Please feel free to offer any additional comments about Nevada'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.)*

_____
_____
_____
_____

6) The library that I represent is:
( ) K12 (elementary school)
( ) K12 (middle school)
( ) K12 (high school)
( ) Public library (population < 25,000)
( ) Public library (population 25,001 - 100,000)
( ) Public library (population > 100,000)
( ) Academic library
( ) Other (Please specify below.)

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

_____

7) 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
( ) Volunteer
( ) 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.

_____

8) If interested in participating in a virtual focus group to discuss the LSTA funded projects, please include your email here:

_____

Thank You!

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

Appendix F: Measuring Success Crosswalk Table

NEVADA
Measuring Success Focal Areas and Intents

	GOAL 1 Strengthen Nevada libraries' ability to effectively respond to community needs through training, planning, and assessment.	GOAL 2 Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state.	GOAL 3 Nevada libraries will provide responsive and accessible learning environments that meet the needs of all Nevada residents	GOAL 4 Build capacity of libraries to meet evolving information access needs.
Lifelong Learning	YES	YES	YES	YES
Improve users' formal education			2	1
Improve users' general knowledge and skills	2	1	24	1
Information Access	YES	YES	YES	YES
Improve users' ability to discover information resources		2	1	
Improve users' ability to obtain and/or use information resources			2	6
Institutional Capacity	YES	YES	YES	YES
Improve the library workforce	4			
Improve the library's physical and technological infrastructure	3		3	7
Improve library operations	4	1	1	2
Economic & Employment Development			YES	YES
Improve users' ability to use resources and apply information for employment support			1	1
Improve users' ability to use and apply business resources				
Human Resources				
Improve users' ability to apply information that furthers their personal, family or household finances				
Improve users' ability to apply information that furthers their personal or family health & wellness				
Improve users' ability to apply information that furthers their parenting and family skills				
Civic Engagement		YES		
Improve users' ability to participate in their community		1		
Improve users' ability to participate in community conversations around topics of concern		1		

Appendix G: Targeted Audiences Crosswalk Table

NEVADA **Target Population Served**	All Activities
Library Workforce (current and future)	31
Individuals Living Below the Poverty Line	5
Individuals who are unemployed/underemployed	1
Immigrants/Refugees	0
Individuals with Disabilities	0
Individuals with Limited Functional Literacy or Information Skills	1
Families	8
Children (aged 0-5)	9
School-aged Youth (aged 6-12)	13
School-aged Youth (aged 13-17)	9
General (aged 18-64)	6
Senior (aged 65+)	3
All Age Groups	13

Appendix H: Expenditure Tables

NEVADA LSTA PROJECT EXPENDITURE SUMMARY

	State Goal Short Title	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Goal 1	Strengthen Nevada libraries' ability to effectively respond to community needs through training, planning, and assessment.	Statewide Youth Services		X	X	$ -	$ 105,899.02	$ 98,716.20	$ 204,615.22
		Statewide Continuing Education	X	X	X	$ 87,868.98	$ 47,280.66	$ 29,443.14	$ 164,592.78
		Engaging a Community; Building a Strategy	X			$ 50,000.00	$ -	$ -	$ 50,000.00
		NLC Strategic Planning Project	X			$ 49,962.98	$ -	$ -	$ 49,962.98
		Public Library Statistics	X	X	X	$ 2,750.00	$ 19,550.00	$ 22,450.00	$ 44,750.00
		Statewide Early Literacy	X			$ 35,170.63	$ -	$ -	$ 35,170.63
		Carson City Strategic Planning Initiative	X			$ 25,785.00	$ -	$ -	$ 25,785.00
		Nevada Library Association Conference		X	X	$ -	$ 10,000.00	$ 3,000.00	$ 13,000.00
		Nevada Library Cooperative Gains the Edge (Assessment)			X	$ -	$ -	$ 11,500.00	$ 11,500.00
		Continuing Education Scholarships		X		$ -	$ 11,204.38	$ -	$ 11,204.38
		Churchill County Library Building Program		X		$ -	$ 10,000.00	$ -	$ 10,000.00
		Youth, Adult, and Family Programming			X	$ -	$ -	$ 7,010.84	$ 7,010.84
		EDGE Assessment		X		$ -	$ 1,350.00	$ -	$ 1,350.00
		GOAL SUBTOTAL				$ 251,537.59	$ 205,284.06	$ 172,120.18	$ 628,941.83

NEVADA LSTA PROJECT EXPENDITURE SUMMARY

	State Goal Short Title	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Goal 2	Encourage Nevada libraries to develop and use partnerships and collaboration to maximize user resources and services throughout the state.	Statewide Databases	X	X	X	$ 323,996.44	$ 750,273.49	$ 527,558.15	$ 1,601,828.08
		Statewide Literary Programs	X	X	X	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 150,000.00
		Virtual Reality Hidden Cave			X	$ -	$ -	$ 69,984.87	$ 69,984.87
		Northern Nevada Neon			X	$ -	$ -	$ 59,025.40	$ 59,025.40
		Museum Family Adventure Pass			X	$ -	$ -	$ 55,000.00	$ 55,000.00
		Crowdsourcing Transcriptions: A Pilot Project			X	$ -	$ -	$ 3,300.00	$ 3,300.00
		GOAL SUBTOTAL				$ 373,996.44	$ 800,273.49	$ 764,868.42	$ 1,939,138.35

NEVADA LSTA PROJECT EXPENDITURE SUMMARY

	State Goal Short Title	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Goal 3	Nevada libraries will provide responsive and accessible learning environments that meet the needs of all Nevada residents	Nevada Talking Book Services	X	X	X	$ 279,002.88	$ 293,283.99	$ 289,336.92	$ 861,623.79
		Teachers in Libraries	X			$ 100,000.00	$ -	$ -	$ 100,000.00
		Creating Access to Paul Laxalt's Senatorial Papers	X			$ 90,717.00	$ -	$ -	$ 90,717.00
		NLV Creation Station	X			$ 50,040.00	$ -	$ -	$ 50,040.00
		Statewide Coding in the Library			X	$ -	$ -	$ 41,800.00	$ 41,800.00
		Creating Coding Competency	X	X		$ 40,500.00	$ 42,000.00	$ -	$ 40,500.00
		Teen Space at the Humboldt County Library			X			$ 33,452.00	$ 33,452.00
		Rural Bookmobiles	X	X	X	$ 26,000.00	$ 26,000.00	$ 51,000.00	$ 26,000.00
		Bionics Camp @ the Library			X	$ -	$ -	$ 21,726.61	$ 21,726.61
		AWE Literacy Tablets	X			$ 18,942.85	$ -	$ -	$ 18,942.85
		Reading Program: A Universe of Stories in Amargosa Valley		X	X	$ -	$ 10,000.00	$ 4,500.00	$ 14,500.00
		Imagine, Create, 3D Print	X			$ 12,828.00	$ -	$ -	$ 12,828.00
		Imagine, Discover, Connect with Youth Programming		X		$ -	$ 10,000.00	$ -	$ 10,000.00
		Toddler Stay and Play		X		$ -	$ 10,000.00	$ -	$ 10,000.00
		Capital Makers		X		$ -	$ 10,000.00	$ -	$ 10,000.00
		Jail Library Services			X	$ -	$ -	$ 10,000.00	$ 10,000.00
		Connect with Summer Learning			X	$ -	$ -	$ 10,000.00	$ 10,000.00
		Dramatic Play Zone			X	$ -	$ -	$ 10,000.00	$ 10,000.00
		Reading Program: A Tale of Many Stories			X	$ -	$ -	$ 10,000.00	$ 10,000.00
		Just Keep Reading!		X		$ -	$ 9,999.20	$ -	$ 9,999.20
		Youth, Family, and Adult Programming		X		$ -	$ 9,971.75	$ -	$ 9,971.75
		Readers, Makers, Thinkers Programming	X			$ 9,696.00	$ -	$ -	$ 9,696.00
		Flexible Learning Centers		X		$ -	$ 9,447.80	$ -	$ 9,447.80
		Seasonal Programs		X		$ -	$ 9,253.07	$ -	$ 9,253.07
		Year of Reading		X		$ -	$ 7,500.00	$ -	$ 7,500.00
		Thinking, Writing, Making		X		$ -	$ 7,308.85	$ -	$ 7,308.85
		Nature Discovery Park Storywalk			X			$ 6,011.00	$ 6,011.00
		Computer Classes at the Aliante Library		X		$ -	$ 5,500.00	$ -	$ 5,500.00
		North Las Vegas Summer Reading Program		X		$ -	$ 4,500.00	$ -	$ 4,500.00
		3D Printer at the Silver Stage Library		X		$ -	$ 3,807.00	$ -	$ 3,807.00
		Book Bike		X		$ -	$ 3,510.00	$ -	$ 3,510.00
		Beatty Library Programs		X		$ -	$ 3,081.80	$ -	$ 3,081.80
		Summer Reading Grab & Go			X	$ -	$ -	$ 3,000.00	$ 3,000.00
		Book Repair and Maintenance			X	$ -	$ -	$ 2,000.00	$ 2,000.00
		GOAL SUBTOTAL				$ 627,726.73	$ 475,163.46	$ 492,826.53	$ 1,476,716.72

NEVADA LSTA PROJECT EXPENDITURE SUMMARY

	State Goal Short Title	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Goal 4	Build capacity of libraries to meet evolving information access needs.	Statewide Workforce Development	X	X		$ 203,835.06	$ 247,770.52	$ -	$ 451,605.58
		Statewide Evolving Needs			X	$ -	$ -	$ 361,027.92	$ 361,027.92
		WNC Library Reimagined	X			$ 100,000.00	$ -	$ -	$ 100,000.00
		Micro Grants	X			$ 76,855.93	$ -	$ -	$ 76,855.93
		Building the Piplelines: Large Scale Digitization Models for Nevada Cultural Heritage	X			$ 71,796.91	$ -	$ -	$ 71,796.91
		Access to Information: Tech for WCSD School Libraries			X	$ -	$ -	$ 53,700.49	$ 53,700.49
		Changing Spaces			X	$ -	$ -	$ 34,810.82	$ 34,810.82
		allCIRC Disc Management Self-checkout Expansion	X			$ 26,873.13	$ -	$ -	$ 26,873.13
		Digital Programming Toolkits		X		$ -	$ 19,499.55	$ -	$ 19,499.55
		Information Nevada ILL Support	X	X	X	$ 2,217.27	$ 4,193.51	$ 4,472.12	$ 10,882.90
		A Better Look into the Past through Microfilm	X			$ 10,608.00	$ -	$ -	$ 10,608.00
		Downloadable Collection Development			X	$ -	$ -	$ 10,000.00	$ 10,000.00
		Room 201 Reimagined		X		$ -	$ 9,598.10	$ -	$ 9,598.10
		Scan and Go		X		$ -	$ 9,507.23	$ -	$ 9,507.23
		Information Access			X	$ -	$ -	$ 6,434.96	$ 6,434.96
		Resource Tutorials			X	$ -	$ -	$ 5,000.00	$ 5,000.00
		Summer Reading Program			X	$ -	$ -	$ 4,355.28	$ 4,355.28
		Newspaper Preservation Online		X		$ -	$ 2,600.00	$ -	$ 2,600.00
		(Statewide Continuing Education)	X	X		$ -	$ -	$ -	$ -
		GOAL SUBTOTAL				$ 479,361.03	$ 247,770.52	$ 479,801.59	$ 1,176,670.78
			FFY 2018	FFY 2019	FFY 2020				
		LSTA PROGRAM ADMINISTRATION				$ 72,481.94	$ 73,912.08	$ 58,353.28	$ 204,747.30
		GRAND TOTAL				$1,805,103.73	$1,802,403.61	$1,967,970.00	$ 5,426,214.98

Appendix I: Web-Survey Report

NV LSTA Survey Summary

https://reporting.alchemer.com/r/71852_61d4fb5424c153.84880098

Findings

The survey received 107 responses, 49 of which were complete. As shown in Figure 1, 31.9% (15) of respondents work in public libraries with a population less than 25,000, 17% of respondents (8) indicated that they work in public libraries with a population greater than 100,000, and 10.6% of respondents (5) indicated that they work in a public library that serves a community with a population between 25,001 and 100,000. Twelve and eight-tenths percent (12.8%) of respondents (6) indicated that they work in an academic library. Ten and six-tenths percent (10.6%) of respondents (5) indicated that they work in a K12 library within a high school and 4.3% of respondents (2) indicated that they work in a K12 library within an elementary school. Twelve and eight-tenths percent (12.8%) of respondents (6) indicated "other" which includes law libraries, special libraries and two respondents indicated k-12/school libraries.

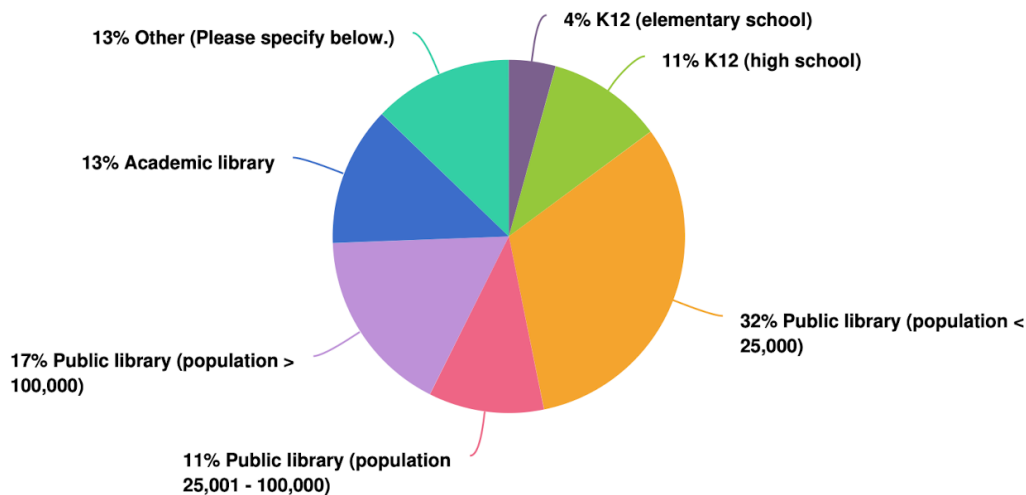**Figure 1. Types of libraries in which respondents work.**

Figure 2 shows that 36.2% of respondents (17) were library directors. Twenty-three and four-tenths percent (23.4%) of respondents (11) were a manager or department head, 10.6% (5) of respondents were a Youth Services Librarian and 8.5% (4) of respondents indicated they are

Adult Services Librarians. Two and one-tenths percent (2.1%) of respondents (1) indicated that they are a Technical Services Librarian and 19.1% of respondents (9) indicated "other" which includes various assistants such as circulation assistants, administrative assistants, computer lab assistants, as well as coordinators and an assistant director.

Figure 2. Role of the respondents within their library.
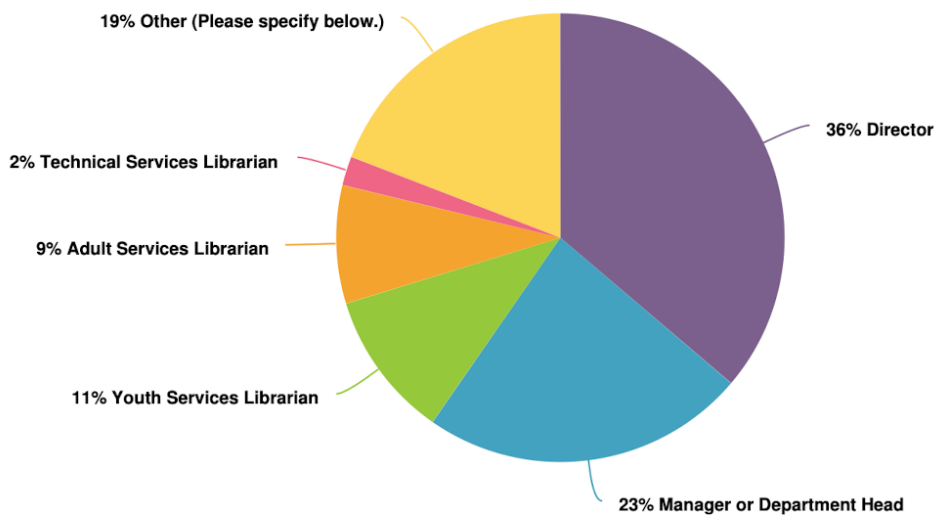
Program Impact

Survey respondents were asked to rate the impact of LSTA programs on libraries and patrons. Respondents were provided with 13 programs to choose a rating of no impact, somewhat impactful, very impactful, and not applicable. Programs with the highest percentage of "very impactful" include LSTA Subgrants (68.1%), Formula LSTA Subgrants (63.8%), Continuing Education for Library Staff and Trustees (58.7%), Statewide Databases (57.4%), and Summer Reading (57.4%). Figure 3 below shows the full ratings of LSTA program impact.

Figure 3a. Impact of LSTA programs

	No impact	Somewhat impactful	Very impactful	Not applicable
Statewide Databases Count Row %	2 4.3%	15 31.9%	27 57.4%	3 6.4%
Continuing Education for Library Staff and Trustees Count Row %	1 2.2%	16 34.8%	27 58.7%	2 4.3%
Early Literacy and Youth Services (Family Reading Program, Mind in the Making) Count Row %	7 14.9%	12 25.5%	19 40.4%	9 19.1%
Summer Reading (Manuals, Workshops, Beanstack) Count Row %	8 17.0%	6 12.8%	27 57.4%	6 12.8%
Library Data (Bibliostat Connect/Collect, WhoFi) Count Row %	9 19.1%	15 31.9%	14 29.8%	9 19.1%
Talking Books Services for the Blind Count Row %	8 17.0%	17 36.2%	14 29.8%	8 17.0%
Literary Programs (Nevada Reads, Letters About Literature) Count Row %	8 17.0%	22 46.8%	11 23.4%	6 12.8%
Workforce Development (Nevada Career Explorer, CSN Dialysis Project) Count Row %	6 13.0%	21 45.7%	13 28.3%	6 13.0%

Figure 3b. Impact of LSTA programs

	No impact	Somewhat impactful	Very impactful	Not applicable
Coding in the Library (NCLab licenses and training) Count Row %	14 29.8%	12 25.5%	12 25.5%	9 19.1%
Rural Bookmobiles Count Row %	14 29.8%	3 6.4%	8 17.0%	22 46.8%
ILL Postage Support Count Row %	13 27.7%	8 17.0%	9 19.1%	17 36.2%
LSTA Subgrants (Mini, Competitive, and Travel to Training) Count Row %	3 6.4%	8 17.0%	32 68.1%	4 8.5%
Formula LSTA Subgrants (Statewide Evolving Needs, CARES, ARP) Count Row %	2 4.3%	11 23.4%	30 63.8%	4 8.5%

Next, survey respondents were asked to select the level of impact of a set of Statewide Databases and resources had on libraries and patrons. Seven databases and resources were provided to be rated. The Statewide Database rated having the highest impact is EBSCO with 61.7% of respondents indicating that it has been very impactful on their library and patrons. Fifty-five and three-tenths percent (55.3%) of respondents indicated that Learning Express has been very impactful. Figure 5 below shows the complete ratings of the impact of these Statewide Databases and resources.

Figure 5. Statewide Databases and resources impact.

|	No impact	Somewhat impactful	Very impactful	Not applicable
ABC-CLIO Count Row %	6 13.0%	18 39.1%	16 34.8%	6 13.0%
EBSCO Count Row %	2 4.3%	13 27.7%	29 61.7%	3 6.4%
LearningExpress Count Row %	3 6.4%	11 23.4%	26 55.3%	7 14.9%
LinkedIn Learning for Public Libraries Count Row %	5 10.6%	8 17.0%	23 48.9%	11 23.4%
Nevada Career Explorer Count Row %	5 10.9%	15 32.6%	20 43.5%	6 13.0%
TeachingBooks / Book Connections Count Row %	8 17.0%	16 34.0%	15 31.9%	8 17.0%
World Book Count Row %	7 14.9%	12 25.5%	23 48.9%	5 10.6%

Looking Back

Respondents were then asked to identify how library service in their communities are better because of LSTA funds and investment. This question received a total of 40 responses. Four main themes emerged from these responses. Thirty (30) respondents indicated that due to LSTA funding their community is better because of improved library capacity. Eleven (11) respondents indicated that professional development from LSTA funding has improved their library community, 6 respondents indicated that LSTA funds have provided library content, 3 respondents indicated that library access improved. Figure 7 below shows the overall themes discussed in this question.

Figure 7. Main themes
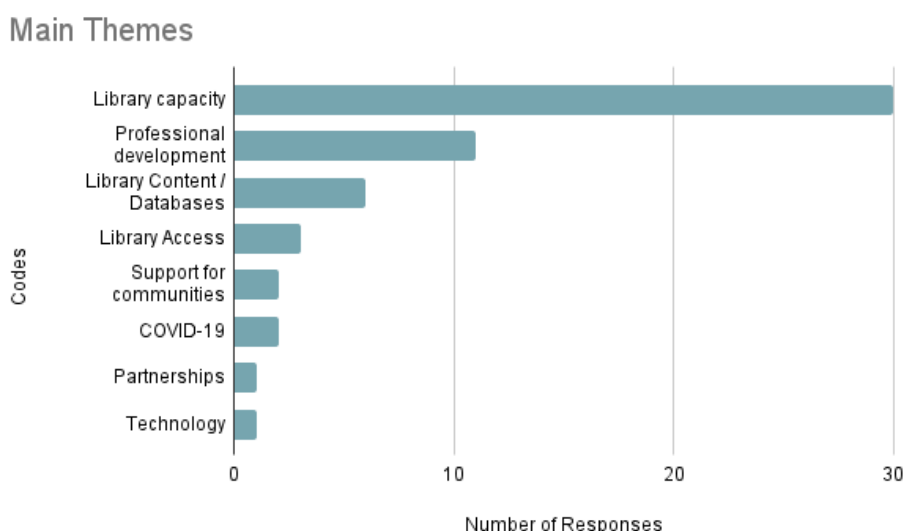
Several LSTA programs and resources were mentioned as impactful by respondents. Seven (7) of the 40 responses did not mention any specific LSTA program or resource. Eleven (11) respondents indicated that subgrants (mini-grants, competitive, and Formula LSTA grants) were the most impactful for libraries and their patrons. Six (6) respondents indicated that Summer Reading Programs (SRP) were the most impactful, Statewide databases and continuing education were both mentioned 3 times each. Figure 8 below shows the complete list of impactful LSTA programs mentioned.

Figure 8. Impact of LSTA programs and services

LSTA Programs
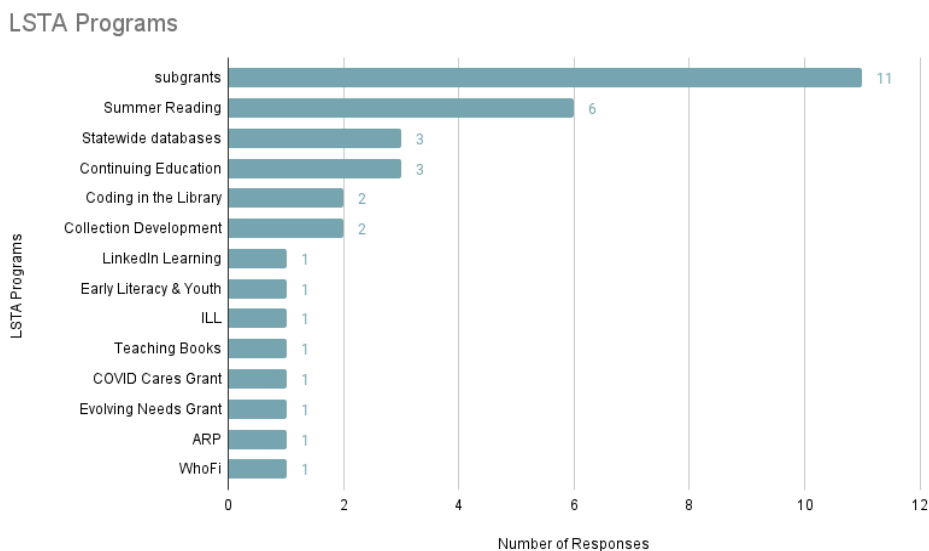
Below are a selection of comments regarding program impact.

> *State Grants in Aid [state collection funds for public libraries] has allowed us to keep up with E-book demand. Funding through State Grants and Aide and mini-grants has allowed us to expand our services online and to support the Washoe County Detention Center Library.*

> *The biggest impact on my community has been the LSTA Subgrants. They allow us to tailor services to our community. The staff are able to directly respond to what the community is asking for*

> *collection development provided more Ebooks for remote users self check provided contactless help inside the library*

> *The webinar training the staff has had access to has been vital during the pandemic time-frame and access to databases from home when patrons could not access the physical building was invaluable!*

> *Staff training has had a large impact. It allows us to better communicate and organize for the public.*

> *The only one I can think of is the Library Data because of the Bibliostat Survery and the WhoFi. WhoFi has been very beneficial to us because it tracks our Wifi usage which, in my library alone, is significant and it helps show the county how much our services are used when our numbers don't.*

> *LSTA Subgrants (Mini, Competitive, and Travel to Training)--these allow staff to participate in conferences we would not be able to afford ourselves, and the mini and competitive grants have purchased things for our patrons we wouldn't get any other way.*

Our library was a recipient of an LSTA Mini Grant for ipad technology. The timing was perfect for this grant as patrons were not allowed to be in the library at the time of this grant. Students were able to use the ipads to place library books on hold so that they were able to choose the books they wanted. They also used the ipads to research using state funded databases like World Book.

Many of our staff and patrons have had their first introduction to coding through NCLab access. What was once intimidating was made fun! We are also glad to have received LSTA subgrants to provide an array of innovative programming, and the SGIA collection subgrants have allowed us to expand our online collections, which was a tremendous boost when the pandemic hit.

Looking Forward

Survey respondents were next asked to consider changes they would like to see of LSTA fundings in the next five years. This question received a total of 36 responses, seven of which were incomplete or unusable answers. Recommendations mentioned more than twice by respondents include increased database access/continued support of statewide databases, improvements to technology available in libraries, improving the grant process, and expanded and continued access to digital resources.

Other recommendations include:

- Increased funding for programming specific to underfunded patron demographics such as ESL, seniors, people of color, and LGBTQ/non-bionary patrons.
- Incentives to participate in offsetting carbon footprints and considering how to tackle the global climate crisis
- Facility improvements
- More bookmobiles
- Language and genealogy databases
- Freedom to apply for/spend grant funds specific to individual institutional needs
- More statewide initiatives

Below are a selection of comments regarding LSTA funding change suggestions.

The Nevada Career Explorer COULD be a game-changer, but is still ramping up. With the database being linked to EmployNV on the back end, and training focused on using the resume building function of the NVCE, this library could absolutely make significant use. Our hesitation in adopting and going all-out promoting the tool is a fear that it may go unfunded/disappear in the next year or two.

As we use more online resources there will probably need to be training for staff and students in that use.

More programming opportunities. It's too bad there is not funding for facilities because our library needs more space and as a result we have to move everything around to have any kind of event. An investment in rural library facilities would have the most impact on the communities we serve and provide more opportunities for community programming and still allow for the functioning of the library.

Continue to fund statewide databases and grant funding for specialty databases.

Librarians are most in tune with the needs of their patrons and communities, so I would like to see even more freedom to apply for and spend grant funds on individual branch/school needs.

Databases are under utilized here so that could be redirected. The grant process is very laborious which created hesitancy for applying. While I understand building facilities is not an option, it is quite frankly what is needed most.

Additional Comments

It is such a challenge to even benefit from the grants etc when often critical staffing shortages tie us up in doing operations and so projects are left on the shelf, despite our enthusiasm for them. Is there a way to build -in overtly, some language about how / if any grants or state support might help with this challenge?

I appreciate the support I get from the LSTA coordinator. Grant writing was not a part of my education so that assistance is appreciated.

Please note that some of the services provided are reviewed as "not applicable" for our library because I work at an academic library. That does not mean that we view those as not impactful or not applicable - the way the question is written is "impact on our library or community" and they are services that we do not provide.

I would appreciate more concluding presentations to the Nevada State Council on Libraries and Literacy about how the competitive grants were implemented.

2018 Database Survey Summary

Findings

In 2018, the state of Nevada put out a local survey. This survey received a total of 138 responses. Respondents were first asked to identify the type of library in which they worked. Sixty-three (63) respondents indicated that they work in K-12 school libraries, 51 respondents indicated that they work in public libraries, 19 respondents indicated that they work in academic libraries, and 5 respondents indicated that they work in special libraries. Figure 1 below shows the percentages of each.

Figure 1. The type of libraries in which respondents work.
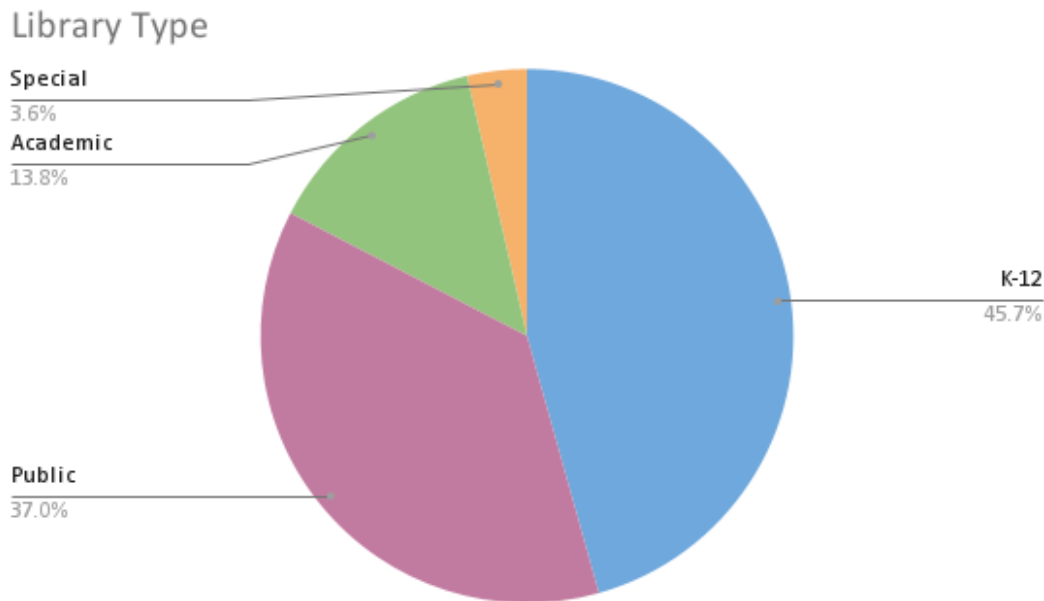
The next question asked survey respondents to indicate which of 8 provided broad content areas fit the needs of their users/community members. Respondents selected from not important, somewhat important, no opinion, important, or very important. This question received a total of 138 responses. Ninety-three (93) respondents indicated that school work is very important to their users and community members and 53 respondents indicated that personal research is very important to their community members and respondents. Fifty-three (53) respondents indicated that college prep and career prep are important to their users and community members. Thirty-eight (38) respondents indicated that auto repair is not important to their users and community members. Figure 2 below shows the weighted average of community needs on each of these broad content areas.

Figure 2. User and Community Needs

Needs of users/community
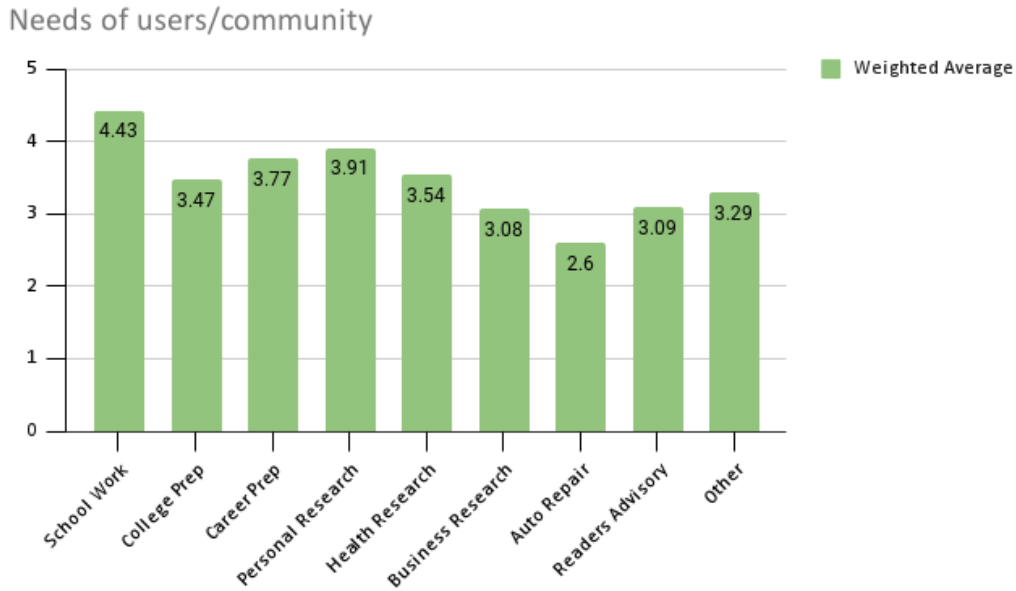
Survey respondents were then asked to list three databases they would prefer to have as part of the statewide contract. This question received a total of 111 responses. As seen below in figure 3, 54 respondents indicated that they would prefer to have EBSCO in their libraries, 51 respondents indicated that they would like to have World Book Online, 33 respondents indicated that they would like to have CultureGrams, 26 respondents indicated that they would like to see Gale in their libraries, and 19 indicated ABC-CLIO.
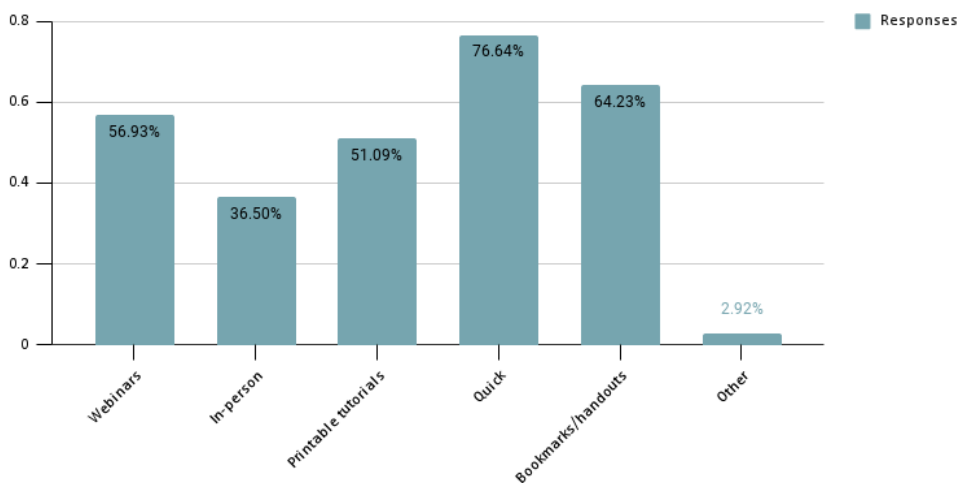
Figure 3. Databases

Databases
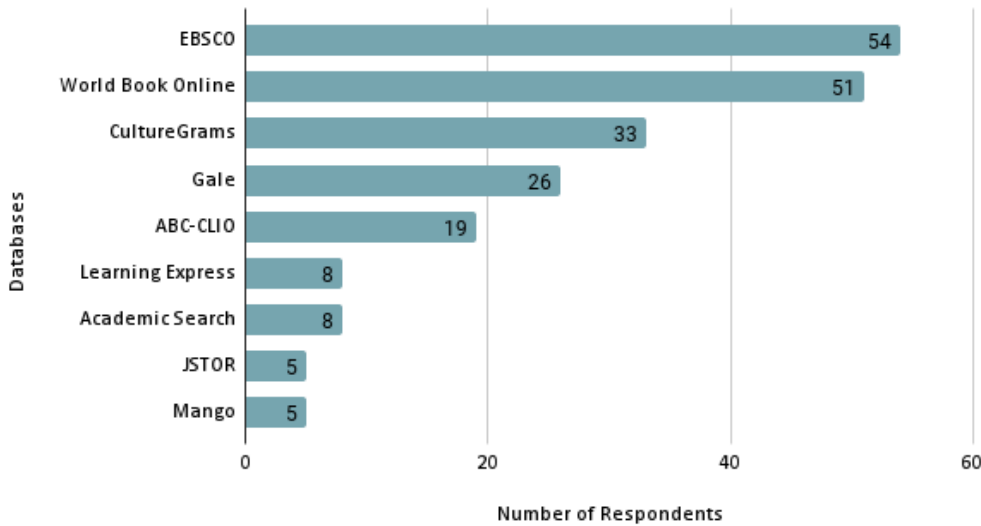
Next, respondents were asked to indicate ways in which they can learn more about databases. Respondents were asked to choose from webinars, in-personal, printable tutorials, quick reference/cheat sheets (for staff), or bookmarks/handouts (for users). FIgure 4 below shows the preferred method of learning about databases from respondents. One-hundred and five (105) respondents indicated that they would prefer quick reference or cheat sheets for staff, 88 respondents indicated that they would like bookmarks and handouts for users, and 78 respondents indicated that they would like webinars.

Figure 4. Preferred training methods for learning about databases

Training: How can we help you learn more about the databases? How can we help you help your users? Comment on preferred dates, times, length, method, and subjects.

Survey respondents were then asked to indicate whether their users/community members have adequate internet bandwidth available to them for off-site access of statewide databases. As shown in figure 5 below, 60 respondents said yes, 58 respondents said that it varies, and 8 respondents said no.

Figure 5. Internet access off-site for database use

Off-Site Access: Do your users/community have adequate internet bandwidth that would allow for easy off-site access of
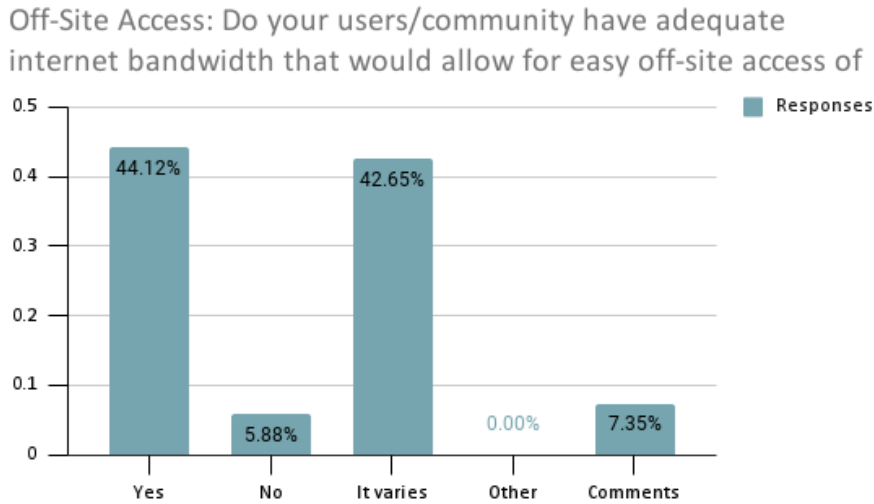
Survey respondents were asked whether they would like to receive monthly usage statistics for their libraries. Ninety-two (92) respondents said yes and 40 respondents said no.

Figure 6. Monthly usage statistic reports

Reports: Would you like to receive monthly usage statistics for your library?
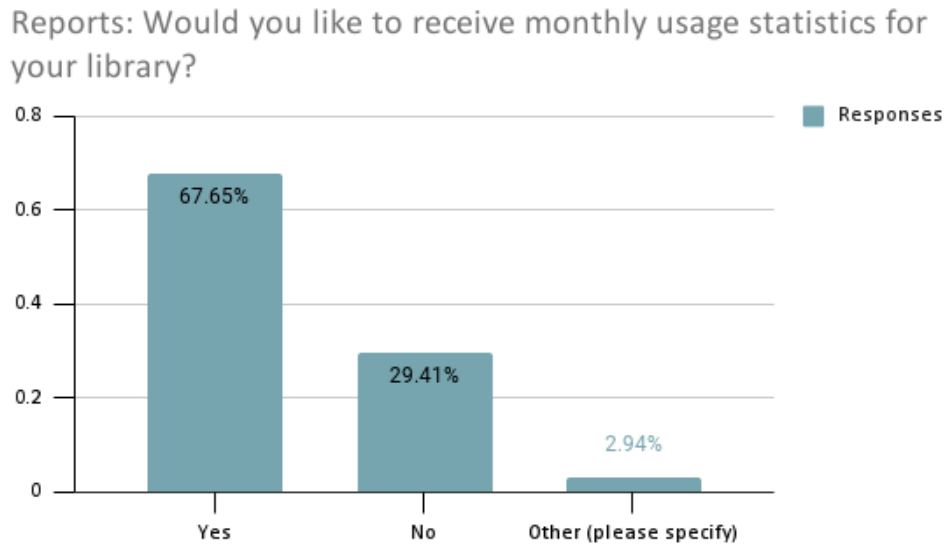
Additional Comments

Databases can be very useful, but sometimes staff forgets what's there if they don't utilize it enough, so having handouts and cheat sheets available would be helpful in reminding staff and patrons the options that are available.

EBSCO, Gale, and Learning Express should stay, but if I had the money, I would definitely add SIRS Researcher myself. It would be an AMAZING add for our high schools in Nevada. Thanks.

These databases are critical for academic research and use. Smaller institutions don't often have the funds to purchase these independently.

I need to "sell" the databases for teachers to use them. I have not done a good job promoting them. Teachers love Google

First, thank you so much for funding the databases. As a school librarian it helps a great deal, financially. Secondly, I believe funding for Gale and NVCIS needs to continue for all. Thank you.

My choices reflect my ES students. I understand that some databases are purchased through the district and I may have selected those for state purchase.

As a librarian I continue to try and move my library forward and GREAT databases allow us to move away from brick and mortar books that become obsolete so quickly to a more modern format where the information is always current. I feel like for the last 10 years we have been moving backwards on databases with schools having much less access to the great databases that are comprehensive and diverse.

The Statewide databases are essential to K-12 libraries and students

Appendix J: Public Libraries and Population service areas
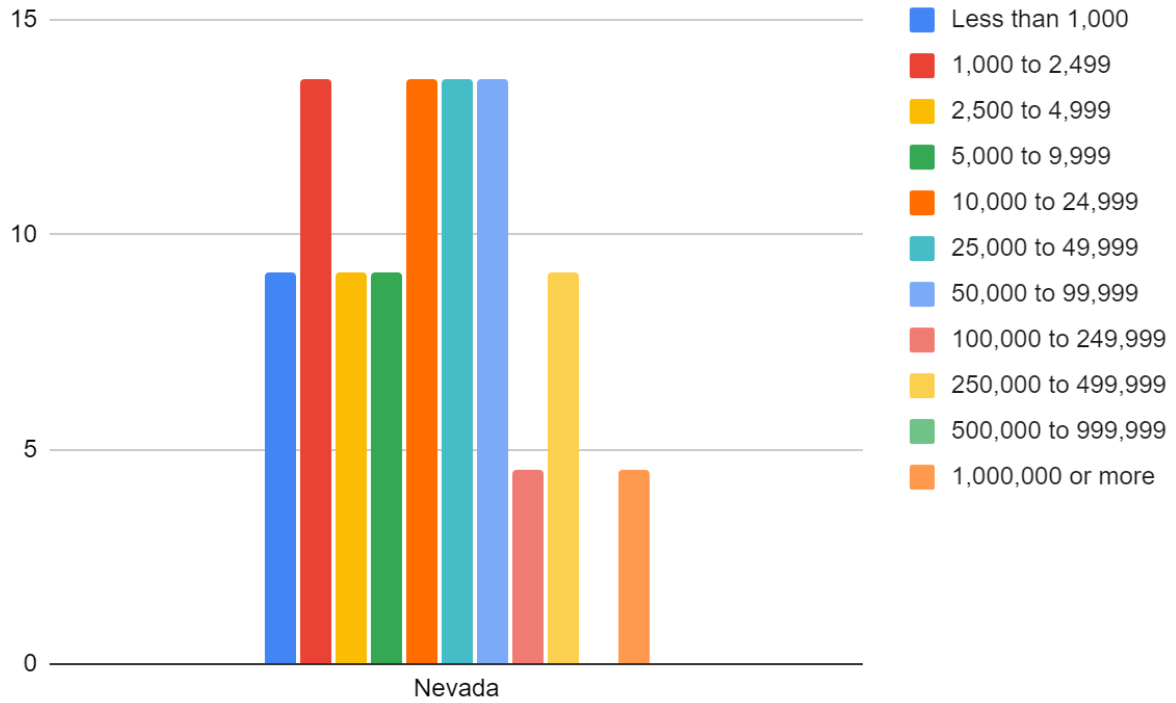
Percentage distribution of public libraries, by population of legal service area: FY 2019

Appendix K: Databases in Nevada

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.[8] 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.[9]

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.[10] 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.[11] 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.

State:
Nevada

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[8] 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.
[9] 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.
[10] 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.
[11] Results from the 2021 SDC E-Resources Survey

Project details/URLs:
- 2019: https://imls-spr.imls.gov/Public/Details/83821
- 2018: https://imls-spr.imls.gov/Public/Details/82145
- In FFY 2018 & FFY 2019, $1,074,269.93 were spent on database resources, comprising 30.52% of total expenditures.

1. Table of Resources:

These are not all of the resources provided by the Nevada State Library, they also link to many free resources provided generally by US Government and Nevada State agencies. The resources in the table below are only those supported by LSTA funding. Additional information and resources are listed in the Nevada-State-DBs spreadsheet.

Vendor/Provider	Resource	Vendor/Provider	Resource
ABC-CLIO	ABC-CLIO	Ebsco	MAS Ultra - School Edition
Ebsco	Academic Search Main	Ebsco	MasterFILE Complete
Ebsco	Business Source Elite	Ebsco	MasterFILE Premier
Ebsco	Computer Source	Ebsco	Middle Search Plus
Ebsco	Consumer Health Complete	Ebsco	Newspaper Source Plus
		Headed2	Nevada Career Explorer
Ebsco	Ebsco ebooks	Ebsco	Points of View Reference Center
Ebsco	ERIC	Ebsco	Primary Search
Ebsco	Explora	Ebsco	Professional Development Collection
Ebsco	Funk & Wagnalls New World Encyclopedia	Ebsco	Referencia Latina
Ebsco	GreenFile	Ebsco	Regional Business News
Ebsco	Health Source - Consumer Edition	Ebsco	Science Reference Center
Ebsco	Health Source - Nursing/Academic Edition	Ebsco	Sustainability Reference Center
Ebsco	History Reference Center	Ebsco	Teacher Reference Center
Ebsco	Learning Express	Teaching Books	Teaching Books
Ebsco	Library, Information Science & Technology Abstracts	Ebsco	Web News/News Harvester
Ebsco	MainFile	WorldBook	Worldbook
Ebsco	MAS Complete		

2. Access/Scope/Population:

The Nevada State Library provides database resources to all Nevada residents, 3.09 million as of 2019 (US Census), through associated public, school, and academic libraries.User authentication

is done either through a library's IP address or through a Nevada Public Library card ID. General Information about Nevada Statewide Databases provided through LSTA funds can be found here (https://nsla.nv.gov/databases) and here (https://nsla.nv.gov/databases-librarystaff). Databases cover a range of ages, libraries, and user needs and are meant to support school curriculum from pre-K to college; strengthen skill sets needed for certifications, workplace attainment, and career advancement; and complement participating libraries' collections. There are five core vendors that provide a number of database resources -- these include: ABC-CLIO for primary source history and social studies content; EBSCO for journal articles, newspapers, and comprehensive research projects; LearningExpress Library for skills building and test preparation; World Book online interactive encyclopedia for pre-K to high school students; and TeachingBooks/Book Connections, to support connecting young readers with books. Of note, libraries throughout the state can also expand their local database offerings by using the existing statewide contracts to purchase targeted add-ons at reduced rates, further leveraging the state's purchasing power.

3. URLs :

Nevada-State-DBs spreadsheet constructed.

4. URLs usage :

The Nevada State Library has a page for statistical information: https://nsla.nv.gov/library-statistics . Limited statewide database statistics from 2018 can be found here: https://nsla.nv.gov/ld.php?content_id=44066213   Although not publicly accessible online, they do note that usage statistics for products are collected on a monthly basis, should QM want to review.

Appendix L: Organizational Chart in Nevada (as of Aug 2021)

Nevada State Library

Assistant Administrator
Library & Archives Development
Denise Frohlich
Grade 41 – PCN 2891-0007

Nevada Library CoOp
Management Analyst 3
Vacant
Grade 37 – 2895-0003

Talking Book Services
Librarian 4
Hope Williams
Grade 37 – PCN 2891--0016

Librarian 4
Vacant
Grade 37 – PCN 2891-0015

Library Services
Librarian 4
Kathy Rush
Grade 37 – PCN 2891-0014

Library Development
Librarian 4
Vacant
Grade 37 – PCN 2891-0002

Librarian 4
Sulin Jones
Grade 37 – PCN 2891-0008

Library Assistant 3
Vacant
Grade 25 – PCN 2891-0030

Library Assistant 2
Vacant
Grade 23 – PCN 2891-0048

Library Tech 2
Brett Silver
Grade 29 – PCN 2891-0047

Library Assistant 2
Vacant
Grade 23 – PCN 2891-0030

Library Assistant 2
Zoleinna Schar
Grade 23 – PCN 2891-0056

Librarian 3
Kelly Robertson
Grade 35 – PCN 2891-0018

Library Technician 1
Karalea Clough
Grade 27 – PCN 2891-0032

Librarian 3
Vacant
Grade 35 – PCN 2891-0027

Library Assistant 3
Vacant
Grade 25 – PCN 2891-0029

Librarian 2
Vacant
Grade 31 – PCN 2891-0021

Administrative Assistant 2
Vacant
Grade 25 – PCN 2891-0054

Librarian 3
Bruce Douglass
Grade 35 – PCN 2891-0057

Librarian 3
Vacant
Grade 35 – PCN 2891-0058

Appendix N: Goal 3 Projects

Literacy Programs (Including Summer Reading Programs)

Microgrants were offered to support local literacy programming across the state. In many small, rural communities the public library programs are some of the only programming available to children and families. Programming was heavily impacted by the Covid 19 Pandemic. Appendix N provides a detailed description of these activities.

This chart includes data reported in the 2019 SPR reports to illustrate a baseline of attendance for literacy programming.

2019 In-Person Summer Reading Program Attendance		
PROJECT TITLE	**MEASURE**	**2019**
Reading program: A universe of stories in Amargosa Valley		
	STEAM program, num. of sessions	120
	STEAM program, avg. program attendance	10
Year of Reading		
	Boulder City Library, avg. program attendance	13
	Boulder City Library, avg. program attendance	22
Imagine, discover, connect with youth		
	avg. program attendance	33
	# of storytime programs	80
	# of STEAM programs	30
	# of teen programs	30
	# of "after hours" programs	8
	# of storyteller performances	3
Just Keep Reading!		
	Family literacy night, # of sessions	6
	Family literacy night, avg. program attendance	30
North Las Vegas Summer Reading Program		
	# of performances	6
	avg. program attendance	22
Youth, Family and Adult Programming		
	# of Family craft sessions	5
	Family craft sessions, avg. program attendance	8
Toddler Stay and Play		
	# of stay and play events	284
	total stay and play attendance	9334

Capitol Makers		
	total program participants	125
Beatty Library Programs		
	# of program sessions	17
	avg. program attendance	12
Flexible Learning Centers		
	avg number of daily students during class sessions	50
	avg number of lunch time students	80
Thinking, Writing, Making		
	# of families checking out STEAM kits	60
	# poetry and writing workshops	2
	avg attendees/workshop	25
	# library presentations (arts)	2
	avg attendees/presentations	59
Seasonal Programs		
	Pahrump Library programs, number of sessions	40
	Pahrump Library programs, avg. program attendance	40
	Pahrump Library performance	1
	Pahrump Library performance, avg. program attendance	9
	Total STEAM program attendees	363
	Total Toddler Time attendees	537
	Total Baby Time attendees	549
Computer Classes at the Aliante Library		
	# of program sessions	4
	avg. program attendance	3

Many of the projects focused on Summer Reading Programs fell under Goal 3. Fifty-seven percent (57%) of respondents to the QualityMetrics web survey rated the Summer Reading Program support as "very impactful" - again, showing the value of supporting local programming.

2020 Pandemic Programming

NSLAPR changed course during the 2020 reporting period by allocating resources to programs accommodating Covid-19 Pandemic restrictions. The North Las Vegas "Nature Discovery Park" collaboration with the local Parks and Rec Department is an example of creative programming, partnership, and community outreach. The Connect with Summer Learning, Summer Reading

Grab & Go, and A Tale of Many Stories programs (among others) pivoted from in-person to take home kits for their literacy programming.

Connect with Summer Learning (0.18% of LSTA allotment)
Prioritizing children from low-income households, the Henderson Libraries partnered with the Boys & Girls Club and the Sewell Elementary School distributed 250 summer reading kits. Two-thousand, four-hundred (2,400) (300 weekly kits for 8 weeks) "Make and Take" kits were also produced and distributed. Make and Take kits focused on STEAM projects, and digital instruction materials were developed to support patrons. While the take home kits were deemed popular with patrons, the virtual programming offered was not well attended, and will not be pursued in the future.

Nature Discovery Park (0.11% of LSTA allotment)
The North Las Vegas Library partnered with the City of North Las Vegas Parks and Rec Department to create a permanent "Storywalk in the Nature Discovery Park." Twenty kiosks were installed throughout the park, guiding families through an interactive, nature-based, storytelling experience. This program promotes both physical activity and literacy. Eighty-eight percent (88%) of people who participated in the program survey agreed that they learned something from engaging with the Storywalk. Outreach remains a challenge.

Reading Program: A Tale of Many Stories (0.18% of LSTA allotment)
The "A Tale of Many Stories" project at the Amargosa Library included the creation of arts and STEAM take-home kits. These proved to be popular during the Covid 19 Pandemic, and will now be a standard service offered by the Library.

Year of Reading (0.14% of the LSTA allotment)
Imagine, Discover, Connect with Youth (0.18% of the LSTA allotment)
North Las Vegas Summer Reading Program (0.08% of the LSTA allotment)
Youth, Family, and Adult Programming (0.18% of the LSTA allotment)
Flexible Learning Centers (0.17% of the LSTA allotment)
The "Year of Reading" program and the "Imagine, Discover, Connect with Youth" programs were both canceled or postponed in 2020, due to the Covid 19 Pandemic. The "North Las Vegas Summer Reading Program" and the "Youth, Family, and Adult Programming" project transitioned to virtual formats during 2020. The "Flexible Learning Centers" program reported data from January-March 2020 only, as it was hosted in a public school which closed in March 2020.

Appendix O: Goal 4 Projects

Statewide Evolving Needs (6.67% of the LSTA allotment)
In 2020, NSLAPR offered "Evolving Needs" grants in order to support branch libraries as they "rethink library services, identify and prioritize issues impacting their communities, and renew their purpose as an inviting and accessible community resource and meeting place" in relation to the Covid 19 Pandemic. The Evolving Needs grants were clustered into four categories: Contactless Services, Resilience Building, Connectivity, and Library Spaces (Appendix O provides a fuller summary of these and other Goal 4 small projects).

22 public and academic libraries participated in the "Evolving Needs" program offered in 2020. $361,027.92 was allocated to these projects, making up approximately 30% of the funds allocated to Goal 4 in 2020. Final awards were $4,500 per library.

"Evolving needs" projects included: purchasing hotspots for rural communities, procuring self checkout machines, purchasing digital and streaming materials for remote use, purchasing STEAM materials for programs, Grab and Go kits, equipment to support new modes of contactless check-out (ex. lockers and iPad consuls), library furniture, supporting virtual programming, enhancing online services, providing professional development, upgrading library spaces, and creating new programs.

Participating libraries:
Evolving Needs Boulder City
Evolving Needs Carson City Library
Evolving Needs Churchill County Library
Evolving Needs Douglas County Library
Evolving Needs Elko-Lander-Eureka County Library System
Evolving Needs Henderson District Public Libraries
Evolving Needs Humboldt County Library
Evolving Needs Las Vegas-Clark County Library District
Evolving Needs Lyon County Library
Evolving Needs Mineral County Library
Evolving Needs Nevada State Library
Evolving Needs North Las Vegas Library District
Evolving Needs Roseman University Library
Evolving Needs UNLV Libraries
Evolving Needs UNLV Weiner Rogers Law Library
Evolving Needs UNR Libraries
Evolving Needs UNR Savitt Medical Library
Evolving Needs Washoe County Law Library
Evolving Needs Washoe County Library System
Evolving Needs Western Nevada College Library
Evolving Needs White Pine County Library

SUBGRANTS & MINI GRANTS

The QualityMetrics web-survey distributed to library staff showed that LSTA subgrants (Mini, Competitive, and Travel to Training) and Formula LSTA subgrants (CARES, Statewide Evolving Needs, ARP) were considered "very impactful" by approximately 60% of respondents. (There were 107 respondents to the survey, and 47 responses to this question.) One respondent shared: "The biggest impact on my community has been the LSTA Subgrants. They allow us to tailor services to our community. The staff are able to directly respond to what the community is asking for." Another shared "Funding through State Grants and Alde and mini-grants has allowed us to expand our services online, and to support the Washoe County Detention Center Library." Other respondents shared that the mini-grants allow them to purchase items for patrons that they wouldn't be able to otherwise, and that the new flexible timing of the mini-grants process allows them to be more responsive to patron needs as well as their own workflows. Finally, one respondent shared "We are also glad to have received LSTA subgrants to provide an array of innovative programming, and the SGIA collection subgrants have allowed us to expand our online collections, which was a tremendous boost when the pandemic hit." These subgrants give library staff an opportunity to have agency over the LSTA funds and respond directly to the needs of their communities. One survey comment spoke to this directly: "Librarians are the most in tune with the needs of their patrons and communities, so I would like to see even more freedom to apply for and spend grant funds on individual branch/school needs."

Overall, subgrants and "mini grants" were considered impactful by library staff who participated in the QualityMetrics web survey. Some comments include:
- *LSTA grants allow us to try things that might otherwise be out of reach.*
- *When I became director of the Library [...] I began to look for ways to better our library service and began to implement the available LSTA grants from our State Library and our Library programs and services. Our service opportunities for our community multiplied exponentially through the use of these grant funds.*
- *Investing in LSTA funding for our community helped improve access to services, bridge the divide to our under-served populations, help direct strategic planning and long-term goals to best serve our community, and improve our programming in both quantity and quality.*
- *The subgrants are awesome! The grants have enabled some special, one time projects and the availability of these funds have been beneficial for special libraries, in addition to developing best practices that apply to all NV libraries.*
- *The LSTA funds have enabled our library to maintain relevance in today's technological world. The LSTA funds have helped us create a state-of-the-art media center. OUr library serves as the technological hug for the entire school and offers our students a chance to explore some of technologies that are used in Nevada's industries. If it was not for LSTA, our rural students would be left behind when it comes to digital and media literacy.*
- *The greatest impact was from the grants we have received. We have developed digital collections, built flexible learning centers, and updated our aged print collections. At the high school level databases are huge for our students.*

- *Since these years include COVID impacted times, the programs of greatest impact have been the COVID Cares, the Evolving Needs, and the ARP grants. The COVID Cares grant allowed us to share literacy programs off-site through the use of AWE Learning tablets. The Evolving Needs and ARP grants helped us with equipment and services that keep our community safer in the library, and materials that keep our young patrons learning in a fun way.*
- *Having access to the LSTA grants and databases has been the most beneficial for our library district. This is especially true during the pandemic.*
- *The subgrants and formula subgrants have been the most impactful over the past couple of years. It has supported our ability to provide library services that meet specific community needs. We are more responsive–and able to better serve our community because of those funds.*
- *Summer Reading is better because of it, programming, performances, self-check, building collections. All have been made possible through LSTA grants.*
- *Our library was the recipient of an LSTA mini grant for iPad technology. The timing was perfect for this grant as patrons were not allowed to be in the library at the time of this grant. [...] Our school community is better with the technology received from the LSTA grant, as students continue to use the iPads in the library as an extension of the classroom to support learning.*
- *Finally, the Statewide Evolving Needs, CARES and ARP grants enabled us to expand partnership with the Northern Nevada Literacy Council to offer English Language Acquisition and Citizenship Classes, as well as increase Chromebook purchases for checkout at our libraries.*

Micro Grants (1.39% of the LSTA allotment)

The Micro Grants program was offered in 2018, paused in 2019, and returned in 2020. Conclusions from the 2018 SPR report included the intention to revise the format, amount, timeline, and application process for the Micro Grants. These subgrants are highly valued by participating libraries, and it was reported that when they were not offered in 2019, there was significant library staff frustration. During one interview it was mentioned that NSLAPR currently has 100 subgrant projects under way.

The 2018 program allocated just over $75,000 of LSTA funds to Micro Grant projects. Projects fell under the categories of continuing education, lifelong learning, technology, and institutional improvement, connected by the theme "Library as Social Connector." Three new libraries submitted applications for Micro Grants in 2018. NSLAPR was in the process of rethinking the administration of this program, before the Covid 19 Pandemic. The subgrants program was reinstated in 2020, with a less burdensome application process and quarterly opportunities for libraries to apply for a grant. The monetary threshold for the grants was raised to $10,000/year.

Downloadable Collection Development (0.18% of the LSTA allotment)

In response to a growing demand for digital content (ebooks), the Churchill County Library used LSTA funds to purchase a subscription to Overdrive/Libby and Kanopy. Usage of digital materials has increased, however the payment models for these services are not sustainable for a library of this size, and will need to be re-evaluated.

Room 201 Reimagined (0.17% of the LSTA allotment)
In response to usage data showing a 38% decrease in library use, WNC initiated a renovation project in 2018, focusing on the purchase of flexible furniture that would allow students to study in a variety of spaces–from quiet study to group study. Two-hundred and ninety-four (294) items (furniture and equipment) were purchased with $100,000 of LSTA funding, and $86,000 of matching funds. Additional collaborative programming was also implemented, to expand the visibility and use of the library. In 2019, Western Nevada College Library renovated one library computer classroom, transitioning from fixed to flexible furniture and purchasing two "Zoom Carts" fitted with technology for remote instruction. This was particularly prescient given the onset of the Covid 19 Pandemic in 2020. Flexible furniture allowed students and staff to continue to use the space while adhering to social distancing guidelines. Zoom Carts centered the Library as a resource for remote instruction, and created opportunities for the Library to partner with faculty and classes transitioning to remote learning. This created opportunities for the library to "infuse" course instruction with information literacy instruction.

Scan and Go (0.17% of the LSTA allotment)
The Nevada State Library, Archives and Public Records purchased a document scanning station, intended to be used by both staff and patrons. Due to the Covid 19 Pandemic, very few patrons utilized the scanner in 2020.

Information Access (0.12% of the LSTA allotment)
In response to the Covid 19 Pandemic, the White Pine County Library used LSTA funds to upgrade conference room technology for remote meetings and instruction, and was able to hold basic technology workshops for patrons remotely. A book sanitizer was also purchased.

Resource Tutorials (0.09% of the LSTA allotment)
NSLAPR purchased a subscription to Niche Academy to support libraries in providing online tutorials for patrons and staff. Libraries have re-purposed existing content on the platform, and have attended trainings on the potential of expanding use of this platform.

Summer Reading Program (0.08% of the LSTA allotment)
LSTA funding supported the summer reading program at Pahrump Community Library, including weekly classes, three special events, 16 virtual STEAM challenges, and 70 "Take and Make" kits. Outdoor, in-person events remained popular, significant opportunities for socializing during the Covid 19 Pandemic.

Newspaper Preservation Online (0.05% of the LSTA allotment)

The White Pine County Library digitized 31 years of a historic newspaper, the Ely Times, and staff were trained on the new platform to access the digital collection: advantage-preservation.com. These digitized materials are now available online for researchers, rather than being accessible only on microfilm.