Oklahoma Department of Libraries

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

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

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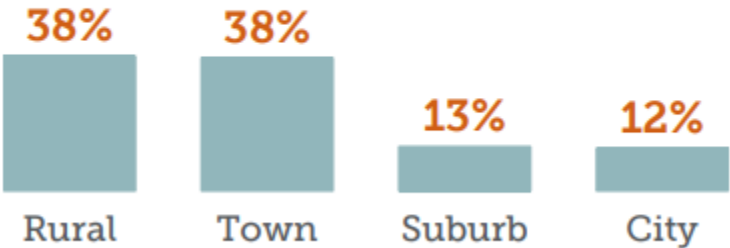Melody Kellogg, Director and State Librarian

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EVALUATION SUMMARY

Summary Introduction

The 2019 Public Libraries Survey (PLS) reported that Oklahoma had a total of 119 public library jurisdictions employing 883.48 full-time equivalent (FTE) staff categorized as librarians. Fewer than one-third (280.18 FTE or 31.71%) are reported as having an American Library Association (ALA) accredited Master's degrees. Similarly, the Academic Libraries Survey (ALS) reported that 47 institutions of Higher education employ 255.00 librarians. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (ElSi), Oklahoma's 596 public school districts employ 890.08 full-time librarians.

Public Library Outlets by Locale

38% Rural

38% Town

13% Suburb

12% City

Of the 119 public library jurisdictions (these include some regional systems with multiple buildings), only five (5 or 4.20%) serve populations exceeding 100,000. Eighty-nine (89) of these jurisdictions, or almost seventy-five percent (74.79%) have service populations less than 10,000 and forty-seven (47 or 39.50%) serve fewer than 2,500 people. Thirteen (13) libraries serve fewer than a thousand. Total staffing in public libraries in Oklahoma ranges from 0.38 FTE to over 400 full-time equivalents. Collections of physical book volumes range from 1,688 to the more than 1,000,000 holdings of the Tulsa City/County System. The challenges associated with attempting to provide equitable access to library resources and services for all Oklahoma residents are obvious.

Adding significantly to the equity challenge is the local funding structure for public libraries. While the state's eight (8) library systems (8 main libraries and 94 branch locations) can access revenues based on property taxes, over 112 "municipal" libraries cannot. Oklahoma municipalities are funded with sales tax rather than ad valorem (property tax) revenues. As city departments, municipal libraries are often faced with very meager budgets and communities with economies that are under the greatest stress typically generate very limited sales tax revenues. More than half of Oklahoma's public libraries (facilities) operate under crushing budgetary constraints.

Given Oklahoma's population of 3,959,353[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 $ 2 million[3] per year translates into $ 0.52[4] per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Oklahoma's approximately 3.96 million residents. The Oklahoma Department of Libraries (ODL) challenge is to find ways to make $ 0.52 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 three goal statements in the *Oklahoma Department of Libraries Library Services and Technology Act (LSTA) Five-Year Plan for 2018-2022*. They are:

GOAL 1: INFORMATION ACCESS: All Oklahoma residents will have convenient access to quality information resources in a format that they can use to achieve their educational, occupational, and personal/recreational goals.

GOAL 2: INSTITUTIONAL CAPACITY: All Oklahoma residents are served by local libraries that are technologically advanced and that employ knowledgeable, community-focused staff members who incorporate the best professional practices to deliver high-quality library services.

GOAL 3: LIFELONG LEARNING: All Oklahoma residents have an opportunity to reach their full potential, by achieving their educational, occupational, and physical health goals and by participating in and contributing to the vitality of their communities.

Readers of this evaluation are encouraged to note the highly aspirational nature of Oklahoma's three LSTA goals. Given societal realities, it is unlikely that any State Library Administrative Agency (SLAA) in the nation could fully achieve the lofty aims that ODL set for itself. That said, the evaluation will reveal that real and measurable progress has been made toward each of these ends and that information access has been improved, institutional capacity has been increased, and that many residents of Oklahoma have benefitted from ODL's efforts using LSTA funds to live healthier and more fulfilled lives.

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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)

Retrospective Question A-1 Summary

Agency's Internal Assessment and Evaluator's Assessment

As part of the assessment process, the evaluators asked the Oklahoma Department of Libraries' Director, the ODL's LSTA Coordinator and other key staff identified by the Director to offer their joint appraisal of progress their agency had made toward achieving each of the three goals included in the ODL'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 Oklahoma Department of Libraries' internal assessment and the evaluators' conclusions.

Table 1 - Oklahoma Department of Libraries' and Evaluator's Assessment of Achievement		
GOAL	**Oklahoma Department of Libraries' Internal Assessment**	**Evaluators' Assessment**
GOAL 1: INFORMATION ACCESS: All Oklahoma residents will have convenient access to quality information resources in a format that they can use to achieve their educational, occupational, and personal/recreational goals.	Partly Achieved	Partly Achieved
GOAL 2: INSTITUTIONAL CAPACITY: All Oklahoma residents are served by local libraries that are technologically advanced and that employ knowledgeable, community-focused staff members who incorporate the best professional practices to deliver high quality library services.	Partly Achieved	Partly Achieved
GOAL 3: LIFELONG LEARNING: All Oklahoma residents have an opportunity to reach their full potential, by achieving their educational, occupational, and physical health goals and by participating in and contributing to the vitality of their communities.	Partly Achieved	Partly Achieved

Evaluator's Goal 1 Summary

INFORMATION ACCESS: All Oklahoma residents will have convenient access to quality information resources in a format that they can use to achieve their educational, occupational, and personal/recreational goals.

ODL's LSTA expenditures in support of Goal 1 account for just under two-thirds (63.07%) of the state's LSTA Grants to States allotment for the FFY 2018 - FFY 2020 period. The projects carried out under this goal represent a significant effort on the part of ODL to address the inequities that exist in Oklahoma in regard to access to quality library services.

A review of the specific outputs from established projects under this goal reveal a mixed result. Several of the projects including *Images of Oklahoma* and the *E-Media Collection Grant* have been quite successful in spite of the disruptions that have accompanied the COVID-19 pandemic. Other efforts have been disappointing. Both the Resource Sharing project and the Institutions projects fall into this category. It must be noted that this should by no means be seen as a failure on the part of ODL or its staff who have worked tirelessly to make the projects successful. A combination of factors outside of ODL's control, such as the pandemic and decisions made by the Department of Corrections and the enormity of the challenge of building a resource sharing system on a weak infrastructure, impeded progress. It is on the basis of these mixed results that the evaluators conclude that the Oklahoma Department of Libraries has ***PARTLY ACHIEVED*** Goal 1.

Evaluator's Goal 2 Summary

INSTITUTIONAL CAPACITY: All Oklahoma residents are served by local libraries that are technologically advanced and that employ knowledgeable, community-focused staff members who incorporate the best professional practices to deliver high-quality library services.

As was the case with Goal 1, the success of the projects carried out in pursuit of Goal 2 was mixed. Some projects, perhaps most notably the *Online Learning Platform Pilot* met or exceeded expectations. On the other hand, the pandemic severely impeded progress on anticipated efforts such as the reopening of the *Computer Lab*. Once again, ODL staff proved to be creative and resilient, in some instances, repurposing funds in ways that were consistent with the intent of projects and in other instances moving in-person activities into the virtual realm. When all things are considered, the evaluators conclude that the Oklahoma Department of Libraries has ***PARTLY ACHIEVED*** Goal 2.

Evaluator's Goal 3 Summary

LIFELONG LEARNING: All Oklahoma residents have an opportunity to reach their full potential, by achieving their educational, occupational, and physical health goals and by participating in and contributing to the vitality of their communities.

The projects undertaken in support of Goal 3 were the most severely impacted by COVID-19. Many anticipated activities simply did not take place and others were creatively re-tooled and carried out at a rudimentary level. This is not to say that nothing was accomplished. If anything, the pandemic underscored the importance of the Health Literacy project and the Citizenship and Immigration project demonstrated an inspiring level of resilience. Most severely curtailed by the pandemic were the Literacy Development and Book Festival projects. Based on these facts, the evaluators conclude that the Oklahoma Department of Libraries has ***PARTLY ACHIEVED*** Goal 3.

Retrospective Question A-2 Summary

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

The projects undertaken in pursuit of the three goals set forth in ODL's 2018 - 2022 LSTA five-year plan address five of the six Measuring Success focal areas. The number of projects is fairly evenly distributed among the Information Access (7 distinct projects - most in multiple years), Institutional Capacity (7 distinct projects), and Lifelong Learning (6 distinct projects). Viewed from a financial perspective, the majority of ODL's LSTA allotment is directed toward the Information Access focal area. However, it should be pointed out that ODL's investment of LSTA dollars focusing on Human Resources, specifically through its *Health Literacy* project is significant both in terms of funding and in terms of impact. Furthermore, the longstanding *Citizenship and Immigration* project, which has a Civic Engagement focus goes well beyond a token nod in that area,

Activity took place that specifically aligned with eight (8) of the fourteen (14) Measuring Success intents. Three of the intents, "Improve users' ability to obtain and/or use information resources," "Improve the library workforce," and "Improve users' general knowledge and skills" were the most prevalent.

Retrospective Question A-3 Summary

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

No single project qualifies as being a substantial focus on the basis of the ten percent (10%) expenditure specified by IMLS in the evaluation guidelines. However, it should be noted that the individual distinct projects (most were active multiple years) that were undertaken by ODL to carry out their 2018 - 2022 LSTA five-year plan touched eleven of the twelve audiences identified by IMLS. The only targeted audience not specifically targeted by a project was the unemployed/underemployed and it can be argued that some of the database resources provided address some of the needs of that segment of the population.

ODL will publicize the evaluation report broadly and post it on its website. The evaluators used a mixed methods approach to complete the ODL LSTA Evaluation FFY 2018 - FFY 2022.

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). ODL, like every other state agency, has been successful in disbursing these one-time additional sources of funding. Often with the same level of staff they had before, they successfully dispersed twice the amount of the LSTA funding as the annual funding stream was augmented with this one time infusion of support. A big thank you to all parties involved for helping our communities and libraries thrive during the unprecedented times of COVID-19.

EVALUATION REPORT

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Given Oklahoma's population of 3,959,353[5], the state's annual Library Services and Technology Act (LSTA) Grants to States[6] program allotment from the Institute of Museum and Library Services (IMLS) of approximately $ 2[7] million per year translates into $ 0.52[8] per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Oklahoma's approximately 3.96 million residents. The Oklahoma Department of Libraries' (ODL) challenge is to find ways to make $ 0.52 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 three goal statements in the **Oklahoma Department of Libraries Library Services and Technology Act (LSTA) Five-Year Plan for 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, partially achieved, or not achieved is presented.

Goal 1 Retrospective Assessment

GOAL 1: INFORMATION ACCESS: All Oklahoma residents will have convenient access to quality information resources in a format that they can use to achieve their educational, occupational, and personal/recreational goals.

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
Statewide Databases	$ 1,595,287.34
Resource Sharing	$ 1,436,794.91
E-Media Collection Grant	$ 528,640.00
Institutions	$ 175,296.84
Images of Oklahoma	$ 69,613.60
Website Development	$ 28,558.60
Annual Report	$ 21,416.68
GOAL SUBTOTAL	**$ 3,855,607.97**

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[8] Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

Goal 1 expenditures represent 63.07% of Oklahoma's total LSTA allotment for the FFY 2018 – FFY 2020 period.

Statewide Databases

The *Statewide Databases* project accounts for more than one-quarter (26.08%) of Oklahoma's LSTA Grants to States allotment for the FFY 2018 - FFY 2020 period. The magnitude of this expenditure is understandable given the tremendous inequities that exist across the state in terms of access to information resources. The statewide provision of a broad based suite of information resources that are available equally to all serves as one step in attempting to level the information playing field. Residents of the state can access the EBSCO databases from their local library or from their own devices at school, work, or home. The databases are available through 215 public libraries, 52 academic libraries, 98 special libraries, and 1,381 school libraries. A respondent to the web-survey from one of the small municipal libraries made the point about equity of access when they said:

> "The Statewide Databases are a wonderful resource to our library
> which is a small municipal library and doesn't have funding to purchase
> many databases on its own."

It is also important to note that online resources such as the databases remained accessible when most libraries were forced to close their doors as the COVID-19 (Coronavirus Disease 2019) pandemic unfolded. The impact of this fact was not lost on one user of the resources who sent the following message to ODL:

> "So COVID-19, 20, and now COVID-21 - and beyond, the way it's going
> - had us constantly seeking out information as our world shrunk. We
> learned to use new words, such as comorbidities, variants, social
> distancing, in our conversations. Now, I had sometimes used the online
> stuff the library provided but when my spouse got a demoralizing
> diagnosis, I dug into them (the databases) something fierce. As a family,
> we basically had to find a new way to function, when it came to pain
> management, diet, mobility, etc... For that I needed, no, actually craved,
> information. Felt so helpless at first. So, all this to say, I want to thank
> the library, or whoever, for providing us those options."

Although ODL and most libraries recognize the importance of the database project, declining usage in recent years does raise concerns about return-on-investment (ROI). The statistics presented below show the troubling picture. It should be noted that due to a technical issue, a full year of data was not available for the October 1, 2018 - September 30, 2019 period. The actual counts for nine months in 2019 is displayed and an estimate based on interpolation.

EBSCO Database Usage	10/1/2017 - 9/30/2018	1/1/2019 - 9/30/2019 (NOT FULL YEAR)	ESTIMATED 10/1/2018 - 9/30/2019	10/1/2019 - 9/30/2020	10/1/2020 - 9/30/2021
# of Sessions	100,921,045	52,440,184	69,920,245	57,952,148	54,759,224
# of Searches	129,950,034	68,639,368	91,519,157	80,471,226	75,614,201

In a focus group with six of the library system directors, participants agreed that the databases were of prime importance not just for the small municipal libraries. Several indicated that having this resource provided on a statewide basis allowed them to direct their resources to supplementary electronic resources. Several also stressed that the databases are critically important to the schools and, in some instances, represent the only quality library/ information resources available.

Fortunately, Oklahoma's base of usage is relatively high to begin with. However, ODL is continuing to explore a whole host of strategies to encourage more people to take advantage of this valuable resource. Additional training, enhanced promotion of the program and the addition of specific, targeted, high value products from a variety of vendors will be considered.

In short, Oklahoma needs this project to address fundamental information access issues. Further efforts are needed to stabilize and increase public awareness and acceptance of these resources.

Resource Sharing

The *Resource Sharing* project accounts for nearly another quarter (23.50%) of Oklahoma's LSTA funding for the three-year evaluation period. Again, the need for sharing limited resources has been clearly established. The starting point for this project is the simple fact that Oklahoma lacks the robust integrated resource sharing system that is in place in some other states. Oklahoma does not have a statewide catalog like Wyoming or Delaware or the statewide network of five integrated automation systems that serve all but a few counties in West Virginia. Also lacking is a statewide courier system to provide for the delivery of materials between and among libraries that exist in states like Maine and Wisconsin. Without these key components in place, Oklahoma has been faced with the formidable challenge of tying together a rudimentary resource sharing system without having all of the components. It's not unlike trying to do a jigsaw puzzle when many of the pieces are missing.

The *Resource Sharing* project is somewhat complex and consists of multiple interlocking pieces (activities). The first component is a statewide subscription to OCLC's WorldCat database as a discovery tool. This is yet another example of ODL's concerted effort to level the playing field for all libraries. In short, libraries can't get into the interlibrary loan game if they don't know what exists.

Since no comprehensive statewide bibliographic database exists, a second strategy has been to facilitate resource sharing and the building of a more limited database of holdings. To this end, ODL purchased the WorldCat WorldShare Interlibrary Loan Interface for 29 public libraries. This also includes a subscription to CatExpress service that enables libraries to add holdings to the WorldCat database. This makes these holdings discoverable to libraries statewide and facilitates lending between and among the WorldShare libraries. Participating libraries provide materials to other Oklahoma libraries without charge.

A third piece of the puzzle involves a total of 252 libraries, consisting of 10 small academic libraries, 167 public libraries, 31 school libraries, 18 special libraries, and 26 institution libraries. These libraries are eligible to request materials through the Oklahoma Department of Libraries. Illiad software is used to manage and track requests. The ODL Interlibrary Loan office staff processes the requests and mails the materials to the requesting library or, if ODL does not own

the materials, borrows the materials from another library. Again, Illiad software is used to track shipped, pending, purchased, and unfilled requests.

In spite of all of these efforts, resource sharing activity is limited. Following are some statistics that document the various categories of activity.

WorldCat Statewide Subscription	FFY 2018	FFY 2019	FFY 2020
Items Circulated	3,024	2,245	1,586
ILL Transactions	12,730	4,164	2,208
Other ILL Activity	FFY 2018	FFY 2019	FFY 2020
ILL among OK Libraries	76,037	41,727	47,410
ILLIAD	5,741	2,708	622
ODL Loans	3,024	2,245	2,208
ODL Borrowed	3,181	689	417

An additional resource sharing activity involves the purchase of materials for the purpose of interlibrary lending. This is a small activity that has been targeted primarily to meet the needs of correctional institutions. Unfortunately, the Department of Corrections has decided to impose a $5.00 handling fee (charged to offenders) for every item requested. This has all but eliminated interlibrary loan activity from the institutions. The practice of other libraries of charging for interlibrary loan to defray mailing costs has also been a deterrent to resource sharing.

E-Media Collection Grant

The E-Media Content Grant project is yet another example of ODL's ongoing efforts to level the playing field. LSTA funding helps to supplement the efforts of the Oklahoma Virtual Library Consortium (OVLC). This consortium, which started more than a decade ago, affords its members (mostly small municipal libraries) the opportunity to enjoy the purchasing power of a much larger entity in acquiring e-content. The Consortium began with 26 members and has gradually grown to more than 90 libraries including eighty-eight (88) municipal public libraries, two (2) public library systems and two (2) tribal libraries. All libraries are located in towns with populations of less than 100,000.
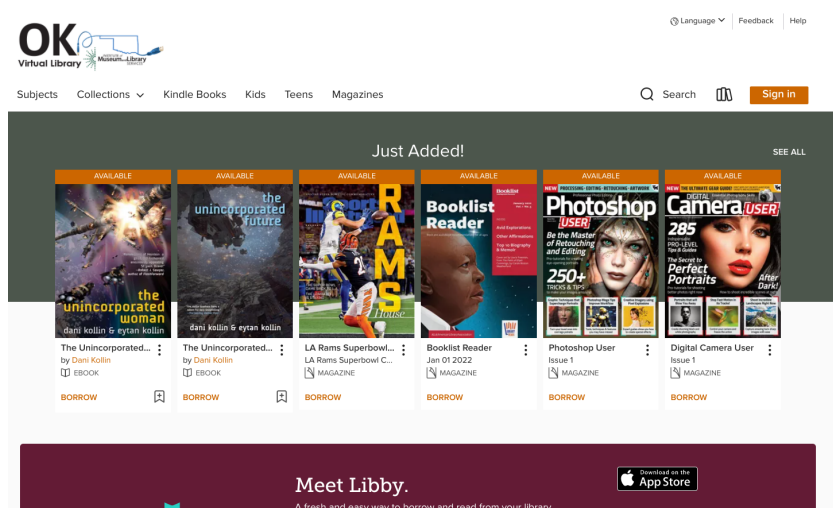
The consortium may be made up of mostly small and a few medium-sized libraries, but this is a large-scale effort. In 2019, the Oklahoma Virtual Library (OKVL) exceeded the one-million loans mark and was recognized by OverDrive/Libby for this accomplishment, which places them in some pretty heady company. Other one-million plus checkout

libraries and consortia include:
- Free Library of Philadelphia
- Baltimore County Public Library
- Houston Public Library
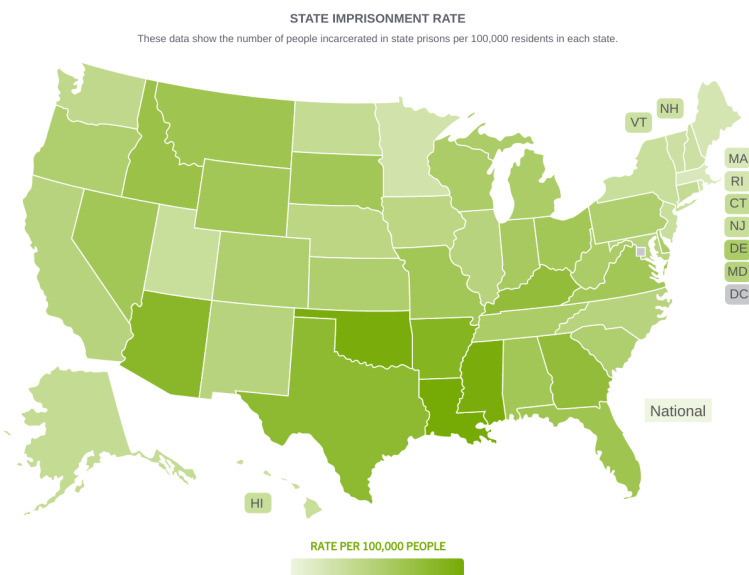- Nebraska OverDrive Libraries

Representatives of libraries that participate in the consortium took part in several of the focus groups conducted by the evaluators and many also responded to the web-based survey of the library community. Librarians from OVLC libraries were uniformly supportive of the project and of ODL's willingness to help supplement the local funding that accounts for the majority of the consortium's budget. One respondent to the web-survey said:

> "The E-Media Collection Grant has had a massive impact on being able to get in-demand items into the "hands" of readers and significantly reducing wait times."

The Stillwater Public Library (SPL) serves as the administrative library and dedicates staff to manage the project. The role that SPL plays in making the consortium work is critically important and is recognized by OVLC members. One web-survey respondent praised both the resources and SPL's contribution to its success when they said:

> "The ODL grants for OKVL have had a huge impact on our small rural library. Our virtual library boasts digital collections equal to or greater than many systems. The support by Stillwater PL has been instrumental in allowing our participation. Being a 2+ librarian library, OKVL and its supporting team is the ONLY reason we are able to offer a virtual library."

Although it is likely that OVLC would continue to exist if LSTA funding was not provided for this project, the OKVL would offer fewer resources, wait times would be longer, and undoubtedly some current members would not continue to participate. OKVL is responsible for bringing large sections of Oklahoma, particularly rural areas of the state, into the digital library age.

STATE IMPRISONMENT RATE
These data show the number of people incarcerated in state prisons per 100,000 residents in each state.

RATE PER 100,000 PEOPLE

Institutions

Oklanhoma has one of the highest, if not the highest, rates of incarceration of any state in the nation. U.S. Bureau of Justice statistics from 2019 indicate that Oklahoma had a prison incarceration rate (does not include jails) 0f 639 per 100,000 population. This was second only to Louisiana, which had a rate of 680 per 100,000. The national average in 2019 was 419 per 100,000. More recent statistics from a variety of sources suggest that Oklahoma may

have the dubious honor of having surpassed Louisiana for the highest rate.

ODL's *Institutions* project attempts to get reading materials into the hands of offenders who are incarcerated in 14 Oklahoma Department of Corrections adult institutional facilities and 2 juvenile institutional facilities. Oklahoma's SPR indicates that, "This project adheres to state statutes that clearly state the State Library is to serve and provide books for institutional libraries." It goes on to say that, "Books are essential to improve reading skills, increase knowledge, create empathy, and to reduce recidivism rates."

Again, this is an example of Oklahoma's LSTA-funded efforts being needs-based. At any given time, the inmate population of the 16 institutions exceeds 15,000. Essentially, Oklahoma institutions have the population comparable to that of a small city with little access to library resources. ODL has traditionally met this need by providing a small, but steady, supply of materials leased through Brodart's McNaughton program. However, a relatively recent administrative decision now limits acceptable materials entering the institution to paperbacks. ODL quickly pivoted to this format; however, since the COVID-19 pandemic began, statistics regarding library services in the institutions has been unavailable. Following is an accounting of materials leased or purchased and pre-pandemic counts of library visits.

Corrections Libraries	FFY 2018	FFY 2019	FFY 2020
New Items Items Acquired	1,680	2,263	5,132
Average Library Visitors per Institution	1,532	Unknown	Unknown
Average Circulation per Institution	11,402	Unknown	Unknown

Response to the service pre-pandemic had always been quite positive and feedback came primarily from teachers within the institutions. ODL often got notes such as the following:
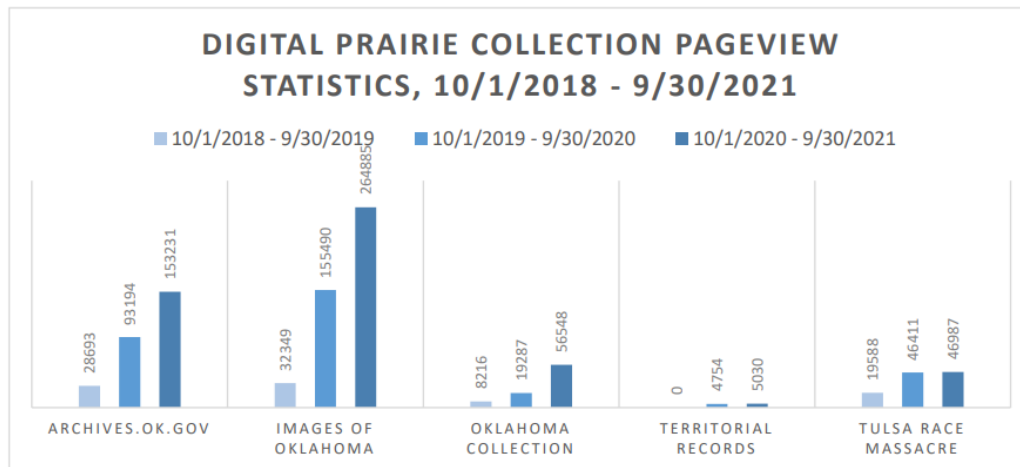
> "I am astonished and very thankful for the 49 books we received here
> for our Leisure Library. Inmates love reading these current reads!"

Nevertheless, as was reported in the section of the evaluation on the *Resource Sharing* project, new barriers continue to be put in place that impede ODL's efforts to serve this needy population.

Images of Oklahoma

Images of Oklahoma is a longstanding, successful project (started in 2014) "to train staff in local libraries, archives and museums in digitizing unique items in their collections, preparing metadata, and making collection materials accessible online through their websites or through the Images of Oklahoma collection on the Oklahoma Department of Libraries' Digital Prairie website." The Digital Prairie website is ODL's electronic information portal that includes the EBSCO databases, digitized archival materials and a wealth of other Oklahoma-specific resources. Images of Oklahoma is a small but growing collection that has continually gained traction as the breadth and depth of digitized collections has expanded. The collection contains items such as photographs, postcards, yearbooks, ledgers, minutes, and other archival records. The 2020 SPR reported that 2,263 items were digitized that year bringing the total number of items in the collection to 7,160.

The following graph from ODL shows the increase in use of the digital resources:

DIGITAL PRAIRIE COLLECTION PAGEVIEW STATISTICS, 10/1/2018 - 9/30/2021

■ 10/1/2018 - 9/30/2019   ■ 10/1/2019 - 9/30/2020   ■ 10/1/2020 - 9/30/2021

	ARCHIVES.OK.GOV	IMAGES OF OKLAHOMA	OKLAHOMA COLLECTION	TERRITORIAL RECORDS	TULSA RACE MASSACRE
10/1/2018 - 9/30/2019	28693	32349	8216	0	19588
10/1/2019 - 9/30/2020	93194	155490	19287	4754	46411
10/1/2020 - 9/30/2021	153231	2648850	56548	5030	46987

One respondent to the web survey provided the perspective of a local library when they said:

> "Images of Oklahoma has allowed us to maintain and build a digital library, which we would not have been able to do at all if we had to host the images ourselves."

Website Development

The Website Development project is a low-cost/ high-impact initiative that serves multiple purposes. ODL helps libraries develop their website using a standardized template and provides training and assistance that enables local libraries to maintain and enhance their websites. Following is a screenshot of the landing page for the Shattuck Public Library. Shattuck is a community of approximately 1,300 people located near the intersection of the Oklahoma and Texas panhandles.
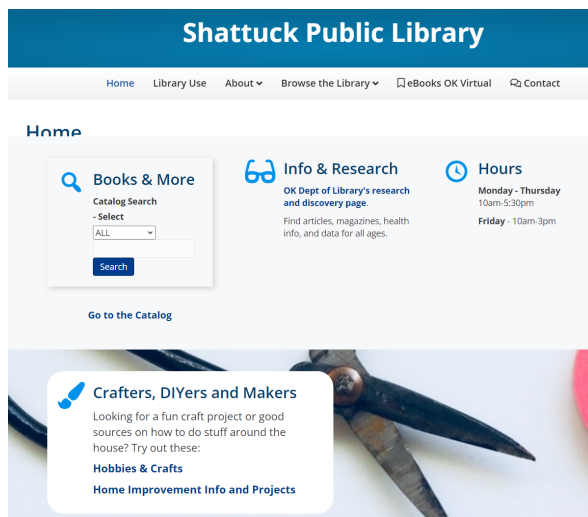
One respondent to the web-based survey summed up the sentiments of many when she said:

"I am so thankful for the Website Development through ODL. It has really benefited our library in many ways. We can better inform consumers of programs, activities, and library closings through our website. Patrons can access our online catalog and search for books through our website. Patrons can also see new books that we have purchased by viewing the new book scroll on our website. It is such a great asset to our library."

This project enables local libraries to project a positive image, offers an effective mechanism for communicating with the public, and acts as a linkage to a host of other resources offered through a variety of other LSTA-funded projects. The *Statewide Databases*, *E-Media Grant* resources and *Images of Oklahoma* are just a few examples.

Again, the librarians of the State of Oklahoma are the best source for the endorsement of the project:

> "Our Library is small and for the first time thanks to Ok Department of Libraries and [ODL Consultant] our library now has a library webpage. This was critical because many of our parents are needing the resources."

The training this project has provided also enabled librarians to venture into the world of social media:

> "This class helped me do my job better by adding photos to Facebook. Shade, Crop, Change the lighting. Now I can fix my photos and (make them) look better."

> "This class helped me be able to edit the photos we post on our webpage, Facebook and provide to the newspaper to be higher quality."

Annual Report

Each year, ODL goes about collecting a broad range of statistics from public libraries across Oklahoma. LSTA funds are used to cover the cost of the software licenses for the software used (Bibliostat Collect and Connect) by libraries to submit their data to ODL and for ODL to compile, use and share the data for decision-making purposes. This project serves multiple purposes. First, it is a fundamental element in terms of accountability in that it documents how public dollars are expended and chronicles both the inputs and outputs that result from public expenditures. Second, the project provides a solid basis for refining and improving performance. Collecting and reporting data annually enables local libraries to make peer comparisons and for the state library agency to track the impact of its actions over time. For FFY 2020, data was collected for all 215 public library facilities in the state. Third, it enables ODL to collect and process the information necessary to fulfill its responsibilities in regard to the national Public Libraries Survey. Last, it enables ODL to collect and compile the data needed to comply with Oklahoma Administrative Code Title 405 Chapter 25, which is one of the primary basis for libraries' eligibility for state aid.

Each year, all data elements collected are reviewed (both those required for the PLS effort and those related to the Oklahoma Administrative Code). The review reported in the FFY 2020 SPR was quite in-depth and resulted in changes that will provide additional information, particularly data regarding digital and technology-based services.

Goal 1 Conclusion - Retrospective Question A-1

A-1. To what extent did ODL's Five-Year Plan activities make progress towards Goal 1?
ODL's LSTA expenditures in support of Goal 1 account for just under two-thirds (63.07%) of the state's LSTA Grants to States allotment for the FFY 201 - FFY 2020 period. The projects carried out under this goal represent a significant effort on the part of ODL to address the significant inequities that exist in Oklahoma in regard to access to quality library services.

A review of the specific outputs established projects under this goal reveal a mixed result. Several of the projects including *Images of Oklahoma* and OKVL (*E-Media Collection Grant*) have been quite successful in spite of the disruptions that have accompanied the COVID-19 pandemic. Other efforts have been disappointing. Both the Resource Sharing project and the Institutions projects fall into this category. It must be noted that this should by no means be seen as a failure on the part of ODL or its staff who have worked tirelessly to make the projects successful. A combination of factors outside of ODL's control such as the pandemic and decisions made by the Department of Corrections and the enormity of the challenge of building a resource sharing system on a weak infrastructure impede progress. It is on the basis of these mixed results that the evaluators conclude that the Oklahoma Department of Libraries has only **PARTLY ACHIEVED** Goal 1.

Goal 2 Retrospective Assessment

GOAL 2: INSTITUTIONAL CAPACITY: All Oklahoma residents are served by local libraries that are technologically advanced and that employ knowledgeable, community-focused staff members who incorporate the best professional practices to deliver high quality library services.

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/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Edge	$ 178,458.50
Computer Lab (Moved from Lifelong Learning in 2019 to be consistent with 2020)	$ 75,901.41
ODL Video Conference	$ 67,047.83
Certification for Public Librarians	$ 44,934.33
Continuing Education for Public Librarians	$ 44,923.80
Online Learning Platform Pilot	$ 33,282.81
GOAL SUBTOTAL	$ 444,548.68

Goal 2 expenditures represent 7.27% of Oklahoma's total LSTA allotment for the FFY 2018 – FFY 2020 period.

Edge

The Edge initiative was developed by a national coalition of leading library and local government organizations and received initial funding through the Bill & Melinda Gates Foundation. The Oklahoma Department of Libraries and a few other state library agencies were among the

original partners in the project designed to create tools to enable libraries to assess their technological capabilities and deficiencies and to provide the information they needed to address the shortcomings.

ODL first offered grants to local libraries that had completed the first-level Edge assessment in the FFY 2014 cycle. Over the years, libraries received technical advice and assistance as well as hardware and training, all in an effort to improve local connectivity. The Edge toolkit provided useful information both to local libraries and to ODL as they developed strategies to help libraries build their technological infrastructure.

The Edge program helped scores of Oklahoma libraries address specific identified technological needs. By the FFY 2018 cycle, ODL determined that the program was approaching a point of diminishing returns and turned its attention to other strategies to address local technology needs. LSTA funds were used to support Edge activities only in the FFY 2018 funding cycle. In that year, twenty-four (24) libraries received grants ranging from less than $1,000 to purchase two iPads to $5,000 to purchase a variety of scanning and other peripheral devices.

In short, the Edge project served an extremely valuable purpose in the assessment of technological infrastructure needs in its initial years. However, it eventually drifted more toward becoming a mechanism for libraries to acquire end-user hardware rather than to address larger infrastructure issues.

Computer Lab

A computer lab for the purpose of training library staff in the use of computer hardware and software was established more than a decade ago. LSTA funding has supported engaging professional trainers, reimbursing expenses for library staff who travel a distance to participate in training, as well as paying for a variety of hardware and software resources.

Training topics ranged from very basic computer skills to sessions on building Microsoft Access databases and from creating an effective PowerPoint presentation to manipulating photos for posting on social media sites. Many library staff members can point to the ODL computer lab as the place they first learned to do tasks that are now second nature to them.

No LSTA funding was devoted to the *Computer Lab* project in the FFY 2018 cycle. ODL had determined that if the computer lab was going to continue to operate that it needed a major overhaul in terms of hardware and software. Classes were suspended for one year and planning began on reequipping the lab with upgraded technologies - and then the pandemic happened.

ODL began the purchase of new equipment with LSTA funds in FFY 2019 with the intent of reopening in the FFY 2020 cycle. Instead, a combination of pandemic related restrictions and supply chain issues led to a decision to make FFY 2020 a second year of preparing a revitalized lab for use. In short, during the period covered by this evaluation, the *Computer Lab* project has been more about potential than results.

ODL Video Conference

The distance from Oklahoma's eastern border to its western edge is 478 miles. It is 231 miles from the northern border to its southernmost point. Because of this geographic reality, ODL has employed videoconferencing as a mechanism for library meetings and training events for an

extended period of time. High quality room-based videoconferencing equipment is available in libraries in every part of the state and, in addition to ODL, equipment is used by groups such as the Friends of Libraries in Oklahoma, the Oklahoma Library Association, the Oklahoma Center for the Book, Supreme Court Interpreters, and a host of other regional organizations. Some library meeting rooms have taken on the role of being mini-training centers for health and safety personnel.

In most years, LSTA funds have been dedicated to maintaining the videoconferencing network and improving its security and reliability. However, FFY 2019 and FFY 2020 haven't been "most years." Recognizing the degree to which libraries were becoming dependent on Zoom, Teams, Go-to-Meeting, and other desktop videoconferencing services, ODL devoted some of its FFY 2020 *Video Conference* project to making sure that libraries had high-quality desktop videoconferencing equipment. ODL provided web cams, headsets, and other video conferencing tools to 34 main library facilities and to 84 branch locations. The small grants were extremely well received and ODL got many comments about how the equipment was used both by library staff and library patrons.

In a focus group held with Oklahoma system directors, a question regarding what should be in the next five-year LSTA plan turned to innovative efforts underway in some states to establish libraries as primary telehealth centers in their communities. ODL already has an infrastructure in place that could facilitate this implementation.

Certification for Public Librarians

The introduction to this evaluation described some of Oklahoma's staffing realities. Less than one-third (31.71%) of library staff who are categorized as "librarians" hold a master's degree from an American Library Association (ALA) certified program. The majority of the directors of the 112 municipal libraries in the state have little or no formal library training except for what is offered through ODL. The *Certification for Public Librarians* project is directly related to this need. All library staff are encouraged to renew their certification to keep skills current and to obtain new ideas. The certification process requires 36 hours (4 CEUs) of continuing education every three years. There are 760 actively certified librarians and library staff.

The period between FFY 2018 and FFY 2020 has been transformational for the certification program and the transformation is still mid-course. While webinars and other online training opportunities were provided prior to FFY 2018, the overall model for continuing education for library staff was through in-person training experiences. In FFY 2018, the Public Library Academy (PLA) training framework involved 34 in-person regional meetings.

The FFY 2020 SPR documents the journey that this project is on. The trip is still continuing!

> "Even with significant changes brought on by COVID-19, the Public Library Academy continued to contribute to a well-educated workforce. While students did not receive the benefit of networking via in-person classes, virtual classes did allow for some interaction and instruction. Students also benefited from being able to access class materials via the Public Library Academy website. For the five classes held, pre and post tests were administered. 98% of students strongly agreed or agreed that the instruction would lead to improved library services. Due to class cancellations, only 150 students were able to attend classes. In order to allow for meaningful student and teacher interactions, virtual classes were capped at 30 students. All five

classes were filled. Despite the cancellations, five library staff received their initial certification this year."

In many ways, it is unfortunate that the shift from physical meetings to online learning did not take place sooner. There obviously continues to be a good rationale for in-person meetings and the personal networking that accompanies that form of learning. However, given Oklahoma's geography and budgetary realities faced by librarians desiring to participate in training events, a hybrid approach with a healthy portion of online learning is sensible. Had the Niche Academy platform been in place and well-populated with content a year sooner, Oklahoma might have experienced what one state that implemented the Niche Platform sooner encountered - a 119.57% increase in learning opportunities and a 297.67% increase in learners.

Nevertheless, ODL has established a solid framework for moving forward. Librarians recognize the importance of the program. The certification program was consistently mentioned by librarians in the web-survey that was conducted of the library community as being one of the programs that had a positive impact on their library. One respondent to the web-survey said:

> "Our entire staff is certified through the Certification for Public Libraries program. We feel that this program gives our newer employees a well-rounded library base to build upon throughout their employment with us."

Another very positive element of the program is the existence of the "Continuing Education Board" composed of library workers who are on the front lines. Although the meetings of this group were suspended due to the pandemic, the group will soon be reactivated and participants in the library system directors focus group expressed their confidence that the advice and direction that they will offer will be sound and that ODL will act on it. The great promise of the certification program for improving Oklahoma libraries was captured by another web-survey respondent.

> "Certification for Public Librarians impacts staff the most, both in terms of training (because as a small rural library, 100% of library training for staff happens either internally or through the Certification classes) and in terms of income as our City offers staff an additional monthly stipend for Certification achievement. This allows us to attract and train staff for improved service overall."

Another offered the piece de resistance:

> "I began working in my library in 2018. I can easily say that the MOST useful to us personally has been the Certification for Public Librarians portion of the LSTA funds. I would have likely drowned during my first year if those resources hadn't been available to me. Now, we are working on making sure that not only I as the Director, but other staff members have access to those classes as well"

Continuing Education for Public Librarians

The Continuing Education for Public Librarians project is a companion piece to the Certification for Public Librarians project. This project provides professional development grants that enable library staff to attend conferences either in-person or virtually. The greatest endorsement of the effectiveness of this project comes from the individuals who were able to attend one of the conferences and reported back to ODL about what they had learned. One conference attendee shared that they had gained a new skill that would be helpful in negotiating the pandemic:

"I learned about different methods for approaching difficult transitions… from a teamwork perspective that encourages others to be excited about the transition."

The pandemic had both positive and negative effects on this project. In FFY 2019, twenty-eight (28) librarians qualified and were awarded professional development grants to attend the Oklahoma Library Association Virtual Conference. However, because of the timing of the Conference in relation to COVID library closures, only one (1) of the twenty-eight (28) actually attended. On the positive side, both the lower cost of virtual conference attendance (no travel expenses) and, in some cases, reduced service loads, more people were afforded a chance to participate in the professional development grant program. The chart below shows a breakdown of the conferences offered. Note that only 91 of the 119 awarded grants for FFY 2019 were able to attend the OLA Virtual Conference.

Continuing Education for Public Librarians	FFY 2018	FFY 2019	FFY 2020
TOTAL # of Librarians Receiving Professional Development Grants	22	119*	112
# Attending Oklahoma Library Association Annual Conference	21	0	0
# Attending Texas Library Association Annual Conference	1	0	37
# Attending 2020 Virtual Oklahoma Library Association Annual Conference	0	1	0
# Attending Virtual Computers in Libraries Conference	0	0	34
# Attending ALA eCourse	0	0	32
# Attending Virtual Texas Distance Learning Conference	0	0	9
# Attending Public Library Association Virtual Conference	0	91	0

* Due to the pandemic, 27 of the 119 individuals awarded grants could not attend the OLA Conference

This program provides some Oklahoma librarians with what can be a life-changing opportunity. The *Continuing Education for Public Librarians* project provides an incentive for pursuing certification (in most instances certification is a requirement for applying). It brings new ideas from the broader region and the nation into the state. Finally, it offers opportunities for library staff to gain practical ideas and learn about best practices while, at the same time, being challenged and inspired to take library services to a new and higher level.

Online Learning Platform Pilot and *Online Learning*

The *Online Learning Platform Pilot* project of FFY 2019 became simply the *Online Learning* project for FFY 2020. Like most other SLAAs, ODL experienced an explosion in the demand and acceptance of the online learning model. The FFY 2019 pilot began the implementation of Niche Academy as the primary platform for offering library staff training opportunities. Work continued in FFY 2020 building the content available both through the development of new training modules in-house at ODL and the identification and acquiring access rights to a host of other continuing education opportunities from other state library agencies, professional library organizations, and commercial vendors. This project has an obvious positive impact on the *Certification of Public Librarians* project described earlier.

Goal 2 Conclusion - Retrospective Question A-1

A-1. To what extent did ODL's Five-Year Plan activities make progress towards Goal 2?
As was the case with Goal 1, the success of the projects carried out in pursuit of Goal 2 was mixed. Some projects, perhaps most notably the *Online Learning Platform Pilot* met or exceeded expectations. On the other hand, the pandemic severely impeded progress on anticipated efforts such as the reopening of the *Computer Lab*. Once again, ODL staff proved to be creative and resilient in some instances repurposing funds in ways that were consistent with the intent of projects and in other instances moving in-person activities into the virtual realm. When all things are considered, the evaluators conclude that the Oklahoma Department of Libraries has **PARTLY ACHIEVED** Goal 2.

Goal 3 Retrospective Assessment

GOAL 3: LIFELONG LEARNING: All Oklahoma residents have an opportunity to reach their full potential, by achieving their educational, occupational, and physical health goals and by participating in and contributing to the vitality of their communities.

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/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Health Literacy	$ 710,754.19
Citizenship and Immigration	$ 302,197.79
Literacy Development	$ 205,874.12
Oklahoma Book Festival	$ 170,225.55
Summer Reading Program	$ 154,310.48
Census 2020	$ 36,377.68
Sequoyah Book Award	$ 7,261.00
Read Across Oklahoma	$ 3,176.31
Computer Lab (Moved to Institutional Capacity for 2019 to be consistent with 2020)	$ -
GOAL SUBTOTAL	$ 1,590,177.12

Goal 3 expenditures represent 26.01% of Oklahoma's total LSTA allotment for the FFY 2018 – FFY 2020 period.

Health Literacy

The Health Literacy project is an exemplary initiative that is arguably the most successful and certainly the most interesting endeavor that ODL undertakes with LSTA funding. Like most of ODL's projects, the reason that it is included is based on a significant need identified in the 2018 - 2022 LSTA Plan. Simply and inelegantly put, Oklahoma is not a healthy state.

The United Health Foundation's "America's Health Ratings" website, which presents data primarily drawn from the U.S. Centers for Disease Control and Prevention, paints a bleak picture. Following are Oklahoma's rankings on a number of health-related factors - Note a high ranking indicates that Oklahoma's metrics are worse than states with a lower ranking:

- Chronic Kidney Disease - 46th
- Chronic Obstructive Pulmonary Disease - 44th
- High Cholesterol - 43rd
- High Blood Pressure - 42nd
- Diabetes - 42nd
- Asthma - 42nd
- Obesity - 41st
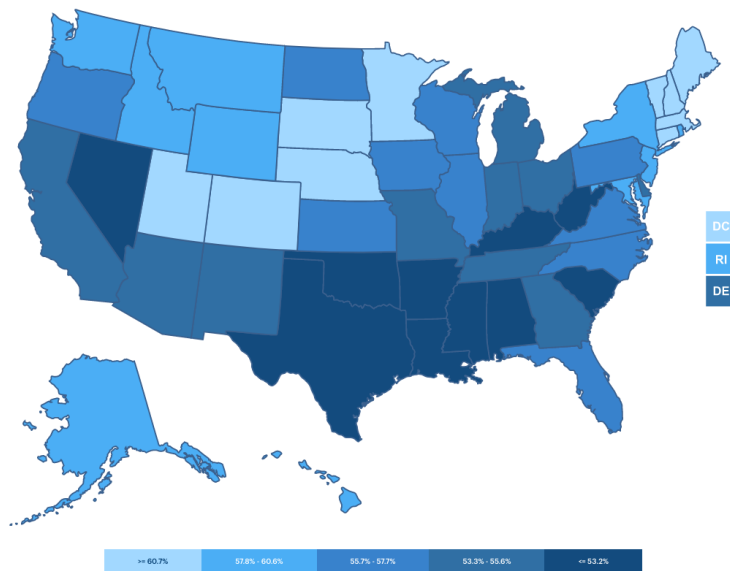
Measures of factors related to health outcomes are even worse:

- Exercise - 49th
- Fruit and Vegetable Consumption - 49th
- Access to Clinical Services - 47th
- Food Insecurity - 47th
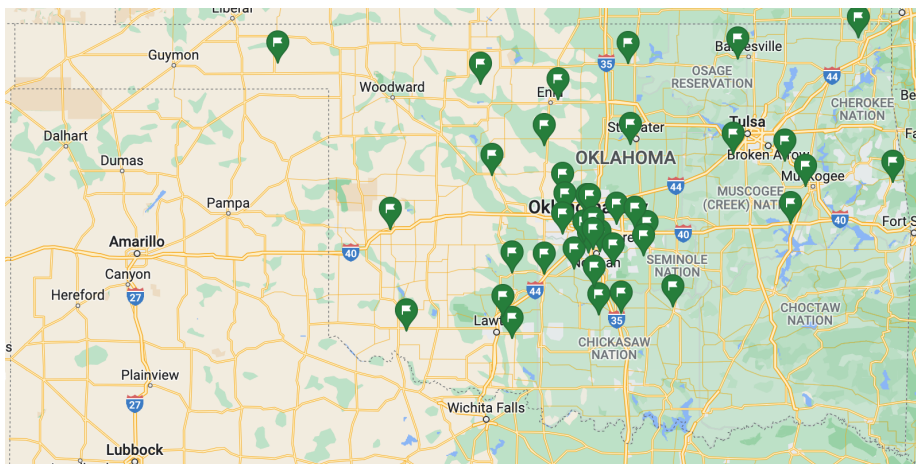
The Health Literacy project is an effort to position public libraries as an important local institution involved in addressing critical health issues. Over the three years covered by this evaluation, between twenty-six (26) and thirty-one (31) libraries have carried out activities related to health and wellness needs. Participating libraries are scattered throughout the state.

Guidelines for the individual local projects are relatively broad; however, potential grantees must identify the critical health issues in their county that they are trying to address and they must involve active local partners in their communities as part of their implementation of the grant.

The quality and creativity of projects undertaken has been remarkable. The creation of story walks to encourage families to become more active while also introducing an early literacy element has been one of the most popular approaches. However, outdoor exercise classes, community gardens, health screening events, bike repair stations and even a handwashing class have all been implemented.

The evaluators interacted with staff from a number of the libraries hosting Health Literacy efforts. The enthusiasm for the projects and the belief that the grants were making a difference in their communities was obvious. Several responses to the web-survey of the library community spoke to the success of these grants:

> "We have received the Health Literacy grant for the last few years and have been able to reach more people than we thought possible. It has brought people into the library that have not been in years."

<div align="center">and:</div>

> "The Health Literacy grant has allowed us to expand what we could offer otherwise and partner with various community sectors. With the funds we have made a more health conscious and active community."

Other creative approaches to health and wellness incorporated adult literacy and bilingual literacy components. ODL's Health Literacy project is exemplary and the framework and criteria that ODL established for participation is well worth replicating in other states.

Citizenship and Immigration

When the evaluators asked the State Librarian and the LSTA Coordinator to identify the most impactful initiative that had received LSTA funding in the three years included in this evaluation, their answer was the *Citizenship and Immigration* project. The State Librarian said it well:

> "Achieving U.S. citizenship is life-changing and opens a number of opportunities such as the ability to earn a higher wage and the ability to vote."

The *Citizenship and Immigration* project is a manifestation of the time-worn mantra "Libraries change lives." Although the number of individuals whose lives have been altered by this project over the years is relatively small, the impact on those individuals is immeasurable. Although COVID-19 impeded the program somewhat and required some adjustment to how the project was implemented, the effort stayed on track. For FFY 2020, it was reported that individuals from forty-four different nations sought assistance through the program and a total of 63 individuals who participated in the project became new citizens!

In the FFY 2018 cycle, ODL provided LSTA funding to ten (10) libraries and community-based literacy organizations to offer face-to-face services that ranged from one-on-one tutoring sessions to mock interviews. COVID required a significant change that involved deploying a largely virtual interaction model; however, participants adapted well. The number of active *Citizenship and Immigration*

project sites dropped to seven (7) for the FFY 2019 and FFY 2020 cycles and, as a consequence, the total number of participants declined as well.

Nevertheless, instructors and learners were up to the task. Instructors became more creative. Some employed WhatsApp as a means of communication for submitting homework and receiving instructors' responses. Clearly, the quality of the instruction did not decline. Student skill was assessed by using a U.S. Citizenship and Immigration Service practice test as a pre-test and post-test. Results showed an average ninety-seven percent (97%) improvement on the post-test. The Citizenship and Immigration project is a small but powerful one.

Literacy Development

The *Literacy Development* project was identified by ODL leadership as being the least successful over the three year period covered by the evaluation. The culprit in the program's lack of success was not poor planning, lack of staff dedication or faulty implementation. The culprit was simply the pandemic. Many of the activities traditionally associated with ODL's Adult Literacy efforts simply did not occur due to COVID-19 related shutdowns coupled with fears related to physical meetings. Professional training for local literacy providers was suspended and, although valiant attempts were made at moving to a virtual model, this was extremely difficult. There is obviously a high correlation between low literacy skills and the lack of digital literacy skills.

For the FFY 2020 cycle, the primary accomplishment of the program was continuing the long tradition of providing adult learners in the state with the opportunity to participate in a writing project that concluded with their work being published in Celebrating Our Journey, Volume 12. The Literacy Development project is an important effort that was severely impacted by the pandemic.

Oklahoma Book Festival

The Oklahoma Department of Libraries and the Friends of the Oklahoma Center for the Book planned and implemented highly successful book festivals in the autumns of 2018 and 2019. As was reported in the SPR:

> "Both Festivals [addressed] the Oklahoma Department of Libraries LSTA Goal 3 Lifelong Learning, Civic Engagement and Education Learning Initiatives. Reading, literacy, education, and civic engagement were a major focus for the Oklahoma Book Festivals. Creating community partnerships was a priority, as was leveraging the LSTA funds utilized for the Festival. Private, corporate, and foundation partnerships provided approximately 50% of the funding."

The number of community partnerships, number of volunteers, and the enthusiastic response of the public were all nothing short of amazing. Outreach efforts managed to engage school children from low-income families. The Chickasaw Nation and the Muscogee Creek Nation were active partners in the project. Corporate and charitable foundations provided major financial support. In short, both the 2018 and 2019 Book Festivals were spectacular successes - and then came the pandemic.

COVID-19 forced the cancellation of both the 2020 and 2021 Book Festival. At this point, the future of the event and the nature of the event are uncertain. Nevertheless, the success of the 2018 and 2019 festivals offer a powerful proof of concept that this kind of event can promote

and create a community focus on literacy while, at the same time serving the objective of civic engagement.

Summer Reading Program

Many states allocate some of their LSTA Grants to States funds to support summer reading activities. In some instances, this support amounts to little more than a membership in the Collaborative Summer Library Program (CSLP) organization and making CSLP program manuals available to libraries on request. The assistance that ODL provides is far more comprehensive. ODL makes a whole range of CSLP materials available to libraries at no cost to them, offers planning workshops around the selected annual theme, works to secure sponsorships and endorsements, and maintains a Summer Reading Performers Wiki to help libraries connect with suitable performers. The project targets school aged children up to and including teens.

It goes without saying that the COVID-19 pandemic affected the *Summer Reading Program* project. Perhaps the most telling statistic is the fact that CLSP materials were requested for nearly every public library facility in 2019 (212 of 215). Only 161 facilities requested materials for the 2020 season reflecting the fact that many libraries suspended most or all in person programming activities. Most libraries in Oklahoma pivoted to virtual programming.

A very important component of ODL's support for summer reading has been a series of workshops done by well-qualified contractors to promote the annual theme and to provide practical and fun ways to implement the program at the local level. In 2019, workshops were presented at five locations around the state and were attended by representatives of a total of 100 libraries. Due to the pandemic, the in-person workshops were suspended and replaced with a recorded webinar combined with a virtual question and answer session in real time. Again, as a reflection of curtailed programming activity at the local level, only 67 librarians attended. Nevertheless, those who participated in the webinar and question and answer sessions were quite enthusiastic. One participant said:

> "I was very impressed with the delivery of this content. It was engaging and informative and [and found the speaker to be] a great inspiration. Generally [I] like in person workshop[s], but this format was so convenient that I may have to change my mind."

The degree to which ODL supports summer reading is significant and is yet another demonstration that the state library agency understands the severe challenges faced by most of the smaller libraries. ODL support makes a difference in the lives of children and teens every year through this project. In response to a web-survey question asking librarians to identify the LSTA-funded project that had the greatest impact on their library and the people that it serves, one respondent said:

> "The Summer Reading Program [project] has the single largest impact as it helps to fund many of the supplies for our largest and most highly visible program of the year."

Census 2020

The gulf between the type of activities envisioned for the Census 2020 project and what actually took place is great indeed. The project was envisioned as an opportunity for participating libraries to engage under-served populations in their communities through a variety of census outreach activities including some in-library "census-response" computer workstations. Fortunately, many of the local planning activities and some of the outreach efforts took place before the COVID-19 pandemic unfolded.

Of the sixteen (16) libraries that were awarded grants, the pandemic caused two to drop out; however, fourteen (14) completed the project, albeit, often with a large dose of creativity. Activities conducted ranged from a presentation to a city council and at a chamber of commerce meeting to taking an iPad with an Internet connection to the local food pantry and talking to people about the Census as they waited in line in their cars.

Another grantee distributed Census information along with grab and go meals for kids to supplement those provided by the school district. The Madill Public Library, a community that suffered a tornado in addition to the pandemic, nevertheless reached out to traditionally under-counted populations using Facebook, the local radio station, and the newspaper. One individual from that community provided an astounding confirmation of the fact that the project reached people who otherwise would not have been counted. The person admitted:

> "I haven't filled out the Census since the boys were little; they are 54 and 49 now. They were in grade school and we lived in Texas. I am thankful the library had this available."

In spite of significant changes in how this project was implemented, it was nevertheless highly successful and had the dual effect of getting people to participate in the Census and strengthening the connection that grantee libraries have with their communities. This was a real win in terms of civic engagement.

Sequoyah Book Award

The Oklahoma Library Association's (OLA) venerable Sequoyah Book Award dates back to 1959, making it one of the oldest "children's choice" awards in the nation. The award honors the Native American leader Sequoyah who is credited with creating the Cherokee syllabary, which opened the way to preserving the Cherokee language and culture in a written form.

Thousands of children from across the state participate in the program each year in three different age groups. They read, react to, and select their favorite titles from a "Masterlist" selected by a committee that includes the ODL Youth Services Consultant.

Over the years, ODL has lent its support to the award program in a number of different ways ranging from providing assistance in designing posters, reading logs, and Masterlist bookmarks to purchasing review copies of the titles read by "reading teams." LSTA funds were expended on the award in one of the three years (FFY 2018) covered by this evaluation. The funds were used in that year to purchase copies of the titles read by the reading teams and for promotional materials. Although ODL has not directed LSTA funds in support of the Sequoyah Award each year, it nevertheless continues to contribute its support and expertise in substantive ways.

Read Across Oklahoma

The following description of the Read Across Oklahoma project from the SPR reveals both ODL's enthusiasm for this project and the importance that the SLAA places on emergent and early literacy:

> "*Read Across Oklahoma* is an annual emergent literacy event hosted by Oklahoma Department of Libraries, Oklahoma City Public Schools, and multiple private sponsors. In 2021, more than seventeen hundred pre-school children at risk for low literacy participated in a day filled with books, early literacy activities, story times, musical performances and songs about reading, and a virtual meeting with an Oklahoma author. The event helped instill a love of reading, reinforced the featured children's book, *Wordy Birdy*, with early literacy activities, and placed books in the hands of children who had limited books of their own."

Traditionally, the main event for this program is held at the Oklahoma City Zoo and primarily involves children from the Oklahoma City Public Schools. Unfortunately, the COVID-19 pandemic has seriously disrupted the effort in recent years. The event was canceled in 2020 and became a virtual event in 2021 as the pandemic persisted. Fortunately, ODL's investment of LSTA dollars to cover the cost of creating a professional video of the event opened the door for children from beyond Oklahoma City to participate and consequently a hybrid model featuring both physical and virtual components will be used moving forward.

Goal 3 Conclusion - Retrospective Question A-1

A-1. To what extent did ODL's Five-Year Plan activities make progress towards Goal 3?
The projects undertaken in support of Goal 3 were the most severely impacted by COVID-19. Many anticipated activities simply did not take place and others were creatively re-tooled and carried out at a rudimentary level. This is not to say that nothing was accomplished. If anything, the pandemic underscored the importance of the Health Literacy project and the Citizenship and Immigration project demonstrated an inspiring level of resilience. Most severely curtailed by the pandemic were the Literacy Development and Book Festival projects. Based on the facts, the evaluators conclude that the Oklahoma Department of Libraries has ***PARTLY ACHIEVED*** Goal 3.

Retrospective Assessment Questions A-2 and A-3

A-2. To what extent did ODL's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?
The projects undertaken in pursuit of the three goals set forth in ODL's 2018 - 2022 LSTA five-year plan address five of the six Measuring Success focal areas. The number of projects is fairly evenly distributed among the Information Access (7 distinct projects - most in multiple years), Institutional Capacity (7 distinct projects), and Lifelong Learning (6 distinct projects). Viewed from a financial perspective, the majority of ODL's LSTA allotment is directed toward the Information Access focal area. However, it should be pointed out that ODL's investment of LSTA dollars focusing on Human Resources, specifically through its *Health Literacy* project, is significant both in terms of funding and in terms of impact. Furthermore, the longstanding *Citizenship and Immigration* project, which has a Civic Engagement focus goes well beyond a token nod in that area.

Activity took place that specifically aligned with eight (8) of the fourteen (14) Measuring Success intents. Three of the intents, "improve users' ability to obtain and/or use information resources," "Improve the library workforce," and "improve users' general knowledge and skills" were the most prevalent.

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

No single project qualifies as being a substantial focus on the basis of the ten percent (10%) expenditure specified by IMLS in the evaluation guidelines. However, it should be noted that the individual, distinct projects (most were active multiple years) that were undertaken by ODL to carry out their 2018 - 2022 LSTA five-year plan touched eleven of the twelve audiences identified by IMLS. The only targeted audience not specifically targeted by a project was the unemployed/ underemployed and it can be argued that some of the database resources provided address some of the needs of that segment of the population.

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

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

ODL has used the information and data collected in preparation for its annual submission of the SPR to adjust delivery mechanisms in an effort to increase the effectiveness of its LSTA-funded projects. At the same time, it should be noted that Oklahoma's 2018 - 2022 LSTA Plan is very much a needs-driven plan and that changes that have occurred have generally been related to how something is done rather than what is done.

Information from the PLS played a prominent role in the Annual Report project as ODL reviewed and evaluated all data elements collected from the state's libraries (both those required by the SPR and those collected in fulfillment of state-level requirements under Oklahoma Administrative Code Title 405, Chapter 25) for relevance and utility.

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

No formal changes or amendments were made to the 2018 - 2022 five-year plan. However, it should be noted that the COVID-19 pandemic made it necessary to make many changes in how the plan was implemented. In a few instances funds were repurposed in an effort to make progress toward project objectives in spite of library closures and gathering restrictions. In many instances, virtual substitutes were used in place of physical programs, workshops, and entire events.

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

Information about LSTA-funded activity is routinely shared with the ODL Board and with the greater library community through the ODL website and through the Oklahoma Library Association. Specific relevant information is shared with the State Legislature and with other governmental agencies and officials when this information intersects with other state-level interests and initiatives.

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

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

To ensure rigorous and objective evaluation of the ODL implementation of the LSTA Grants to States program, ODL issued a competitive solicitation (Solicitation 4300000025). As a result of a competitive bidding process, QualityMetrics LLC, a library consulting firm headquartered in Silver Spring, Maryland, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics LLC does not have a role in carrying out other LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results.

QualityMetrics LLC has in-depth evaluation experience and demonstrated professional competency in conducting LSTA Grants to States evaluations. QualityMetrics Director and Chief Executive Officer Dr. Martha Kyrillidou, carried out more than 20 such evaluations during the 2013 - 2017 evaluation cycle. In addition, QualityMetrics associate consultant, Bill Wilson, has been part of a total of more than 50 LSTA grants to states evaluations over the course of every five-year cycle since 2002, first as a partner in Himmel & Wilson, Library Consultants, and more recently as a research consultant with QualityMetrics.

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

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

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

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

done and how we engage policymakers, programme managers and beneficiaries as restrictions on travel and 'social distancing' are expected to last.[9]"

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

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

The toll on the mental health of our communities has also been evident as these restrictions are establishing new norms for interacting in person. Many organizations used surveys to monitor community behaviors during the pandemic and this has often resulted in a sense of survey-fatigue. Consequently, the evaluators adjusted their approach to web-surveys and attempted to create instruments that were as short as was practicable.

A web-based survey targeting the library community was conducted between December 1, 2021 and January 12, 2022. The survey provided some supplementary quantitative information as well as considerable qualitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

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

The evaluators engaged in numerous conversations through Zoom and phone interviews. The quality and rigor of the phone interviews in the LSTA evaluation of ODL's LSTA implementation has been enhanced by references to external website links, Google Maps, internal triangulation and, in some instances, by asking interviewees to allow the conversation to be recorded with assurances for confidentiality by the evaluators. Quality and rigor were also enhanced by having two evaluators attend most focus groups and interviews. Shared note-taking was

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[9] 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.

available in real time through shared Google documents and drive access. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of ODL's LSTA program was accumulating from one interaction to the next. Recorded conversations also allow the evaluators to reflect and refine their interpretations in a reliable manner. The validity of the inquiry was strengthened with the informed selection of the subjects by the ODL leadership team and staff.

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

Numerous small-group virtual sessions and telephone interviews were conducted with librarians and other persons with knowledge of LSTA-funded initiatives in Oklahoma. Occasionally, these interactions were enhanced by virtual tours of their library buildings and physical facilities through Google Maps.

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 Oklahoma and how it was supported by the Oklahoma Department of Libraries with LSTA support. Both investigators participated in many of the agency interviews, allowing for the concept of triangulation to be implemented as evaluators debriefed and compared interpretations and understandings.

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

The full evaluation document as well as a summary of the findings will be provided to the ODL Board. A summary of findings will be shared with the library community at the Oklahoma Library Association in an effort to collect additional relevant input that can be used in the development of Oklahoma's 2023 - 2027 LSTA Five-Year Plan.

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). ODL, like every other state agency, has been successful in disbursing these one-time additional sources of funding. Often with the same level of staff they had before, they successfully dispersed twice the amount of the LSTA funding as the annual funding stream was augmented with this one time infusion of support. A big thank you to all parties involved for helping our communities and libraries thrive during the unprecedented times of COVID-19.

APPENDICES

Appendix A: Acronyms

ACS - American Community Survey
ALA - American Library Association
ALS - Academic Libraries Survey
ARPA - American Rescue Plan Act
CARES - Coronavirus Aid, Relief and Economic Security Act
CEU - Continuing Education Unit
COP - Community of Practice
COVID-19 - Coronavirus Disease 2019
CSLP - Collaborative Summer Library Program
DOC - Department of Corrections
DPLA - Digital Public Library of America
ElSi - Elementary/Secondary Information System
E-Rate - the schools and libraries universal service support program
FFY - Federal Fiscal Year
FTE - Full Time Equivalent
ILL - Interlibrary Loan
ILS - Integrated Library System
IMLS - Institute of Museum and Library Services
LSTA - Library Services and Technology Act
NAAL - National Assessment of Adult Literacy
NCES - National Center for Educational Statistics
OBE - Outcome-Based Evaluation
OCLC - Online Computer Library Center
ODL - Oklahoma Department of Libraries
OKVL - Oklahoma Virtual Library
OLA - Oklahoma Library Association
OPAC - online public access catalog
OVLC - Oklahoma Virtual Library Consortium
PLA - Public Library Academy
PLS - Public Libraries Survey
ROI - Return-on-investment
SLAA - State Library Administrative Agency
SPL - Stillwater Public Library
SPR - State Program Report
SRP - Summer Reading Program
STEAM - Science Technology Engineering Arts Mathematics
STEM - Science, Technology, Engineering, and Math
USCIS - United States Citizenship and Immigration Services

Appendix B: Interviewees/ Focus Groups

Interviews

●	Melody Kellogg	State Librarian
●	Lee Denney	ODL Board

Focus Groups

- Public libraries and subgrantees (6)
- Health Literacy subgrantees (3)
- Stillwater Public Library Staff (3)
- OK LSTA Project Leads (16)
- OK All Staff Presentation and Discussion regarding LSTA (36)
- ODL Board Meeting (6)

Site Visit from March 9-11, 2022

- Oklahoma Library Association Meeting

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 Program 2018-2022

Federal Government Publications

Federal Agency Data Sources

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

Evaluation Resources and COVID-19

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

Other Resources

- Ethel Himmel and William J. Wilson. The Functions and Roles of State Library Agencies. American Library Association, Chicago, 2000.
- The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: Institute of Museum and Library Services.

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

Appendix D: Focus Group Questions

Focus groups

General Questions

1. What stands out as being the most effective use of LSTA in Oklahoma 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 Oklahoma?
3. Are there specific changes in how LSTA funds should be expended in the future? Are there new or emerging needs that are unmet that need to be addressed?

Potential Follow-up Questions

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

Outcome Questions

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

Interview guidelines

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

> *in the Northeast and our company is also working with more than a dozen additional states and territories. The results of our review are due to be submitted to IMLS in March of 2022.*

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

ALL: Is there anything you think we should have asked that we didn't?

Appendix E: Web-Survey Instrument

Oklahoma 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. 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 three short questions. The survey should take you no more than ten minutes to complete. The first question asks you to look back over the last few years and to consider how the LSTA program has benefited libraries and library users. Second, we'd like to invite you to think about the future and to suggest new ways in which you think LSTA funds should be invested. Finally, we want to give you an opportunity to offer any other observations about Oklahoma's LSTA program (positive or negative).   Thank you in advance for helping the Oklahoma Department of Libraries serve your community better!

BACKGROUND

Oklahoma receives approximately $2 million in LSTA Grants to States funding each year. The largest portion of this funding (about 64%) has been allocated to support of *Information Access*, with programs such as Statewide Databases, Resource Sharing, E-Media Collection Grant, Images of Oklahoma, and Website Development.

The second largest portion (30%) supports *Lifelong Learning,* with programs such as Health Literacy, Immigration and Citizenship, Oklahoma Book Festival, Literacy Development, Summer reading program, Census 2020, and Computer Lab Upgrade.

The last portion (7%) of the budget supports *Institutional Capacity,* with programs such as Edge, Certification for Public Librarians, Continuing Education for Public Librarians, ODL Video Conference, and Online Learning Platform Pilot.

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

1) The period we are evaluating is 2018-2022. Think back over the past few years (2018 on). Which, if any, of the LSTA-supported programs mentioned above have had the greatest impact on your library and on the people your library serves? How is library service in your community better because of the investment of LSTA funds?

_____
_____
_____
_____

LOOKING FORWARD

2) Soon we will be writing our next LSTA Five Year Plan. Look ahead to 2023 - 2027. Are there changes in the way that LSTA dollars are invested that you think would significantly improve library services in Oklahoma? If so, what are they and why do you think that the change(s) would make a difference. *(Note that LSTA funding cannot be used for building facilities or for lobbying purposes.)*

_____
_____
_____
_____

OTHER COMMENTS

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

_____
_____
_____
_____

OPTIONAL DEMOGRAPHIC QUESTIONS

4) The library that I represent is:
( ) A public library
( ) A school library
( ) An academic library
( ) A special library
( ) Other (Please specify below.)

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

_____

5) Choose the role that best represents the majority of your work:
( ) Director
( ) Manager or Department Head
( ) Youth Services staff
( ) Adult Services staff
( ) Technical Services staff
( ) Circulation/ILL staff
( ) Technology Specialist
( ) Library Trustee
( ) Other (Please specify below.)

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

_____

Thank You!

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

Appendix F: Measuring Success Crosswalk Table

OKLAHOMA
Measuring Success Focal Areas and Intents

	1.1 Statewide Databases	1.2 Resource Sharing	1.3 E-Media Collection Grant	1.4 Institutions	1.5 Images of Oklahoma	1.6 Website Development	1.7 Annual Report	1.8 State Aid to Public Libraries - Match Only
Lifelong Learning								
Improve users' formal education								
Improve users' general knowledge and skills								
Information Access	YES	YES	YES	YES	YES	YES		YES
Improve users' ability to discover information resources								
Improve users' ability to obtain and/or use information resources	YES	YES	YES	YES	YES	YES		YES
Institutional Capacity						YES		
Improve the library workforce								
Improve the library's physical and technological infrastructure								
Improve library operations						YES		
Economic & Employment Development								
Improve users' ability to use resources and apply information for employment support								
Improve users' ability to use and apply business resources								
Human Resources								
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								
Improve users' ability to participate in their community								
Improve users' ability to participate in community conversations around topics of concern								

OKLAHOMA
Measuring Success Focal Areas and Intents

	2.1 Edge	2.2 Computer Lab	2.3 ODL Video Conference	2.4 Certification for Public Librarians	2.5 Continuing Education for Public Librarians	2.6 Online Learning Platform Pilot			
Lifelong Learning									
Improve users' formal education									
Improve users' general knowledge and skills									
Information Access									
Improve users' ability to discover information resources									
Improve users' ability to obtain and/or use information resources									
Institutional Capacity	YES	YES	YES	YES	YES	YES			
Improve the library workforce		YES		YES	YES	YES			
Improve the library's physical and technological infrastructure	YES		YES						
Improve library operations									
Economic & Employment Development									
Improve users' ability to use resources and apply information for employment support									
Improve users' ability to use and apply business resources									
Human Resources									
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									
Improve users' ability to participate in their community									
Improve users' ability to participate in community conversations around topics of concern									

	3.1 Health Literacy	3.2 Immigration and Citizenship	3.3 Literacy Development	3.4 Oklahoma Book Festival	3.5 Summer Reading Program	3.6 Census 2020	3.7 Sequoyah Book Award	3.8 Read Across Oklahoma	3.9 State Literacy Grants - Match Only
Lifelong Learning			YES	YES	YES		YES	YES	YES
Improve users' formal education							YES		
Improve users' general knowledge and skills			YES	YES	YES			YES	YES
Information Access									
Improve users' ability to discover information resources									
Improve users' ability to obtain and/or use information resources									
Institutional Capacity									
Improve the library workforce									
Improve the library's physical and technological infrastructure									
Improve library operations									
Economic & Employment Development									
Improve users' ability to use resources and apply information for employment support									
Improve users' ability to use and apply business resources									
Human Resources	YES								
Improve users' ability to apply information that furthers their personal, family or household finances									
Improve users' ability to apply information that furthers their personal or family health & wellness	YES								
Improve users' ability to apply information that furthers their parenting and family skills									
Civic Engagement		YES				YES			
Improve users' ability to participate in their community		YES				YES			
Improve users' ability to participate in community conversations around topics of concern									

Appendix G: Targeted Audiences Crosswalk Table

OKLAHOMA
Target Population Served

	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Individuals with Limited Functional Literacy or Information Skills	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
1.1 Statewide Databases												
1.2 Resource Sharing												
1.3 E-Media Collection Grant									YES	YES	YES	YES
1.4 Institutions									YES	YES	YES	
1.5 Images of Oklahoma												
1.6 Website Development	YES											
1.7 Annual Report	YES											
1.8 State Aid to Public Libraries - Match	YES											
2.1 Edge	YES			YES				YES	YES	YES	YES	
2.2 Computer Lab	YES											
2.3 ODL Video Conference												
2.4 Certification for Public Librarians	YES											
2.5 Continuing Education for Public Libra	YES											
2.6 Online Learning Platform Pilot	YES											
3.1 Health Literacy						YES	YES	YES	YES	YES	YES	
3.2 Immigration and Citizenship				YES	YES	YES				YES	YES	
3.3 Literacy Development	YES									YES	YES	
3.4 Oklahoma Book Festival												
3.5 Summer Reading Program	YES							YES	YES			
3.6 Census 2020												
3.7 Sequoyah Book Award									YES			
3.8 Read Across Oklahoma		YES		YES		YES		YES				
3.9 State Literacy Grants - Match Only						YES				YES	YES	

Appendix H: Expenditure Tables

OKLAHOMA 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	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Goal 1	Information Access	Statewide Databases	X	X	X	$ 538,078.86	$ 544,826.48	$ 512,382.00	$ 1,595,287.34	41.38%	26.09%
		Resource Sharing	X	X	X	$ 491,386.23	$ 484,304.16	$ 461,104.52	$ 1,436,794.91	37.27%	23.50%
		E-Media Collection Grant	X	X	X	$ 110,125.00	$ 163,515.00	$ 255,000.00	$ 528,640.00	13.71%	8.65%
		Institutions	X	X	X	$ 52,676.49	$ 61,270.45	$ 61,349.90	$ 175,296.84	4.55%	2.87%
		Images of Oklahoma	X	X	X	$ 9,744.67	$ 19,693.90	$ 40,175.03	$ 69,613.60	1.81%	1.14%
		Website Development	X	X	X	$ 9,872.19	$ 11,041.23	$ 7,645.18	$ 28,558.60	0.74%	0.47%
		Annual Report	X	X	X	$ 6,750.00	$ 7,852.38	$ 6,814.30	$ 21,416.68	0.56%	0.35%
		GOAL SUBTOTAL				$ 1,218,633.44	$ 1,292,503.60	$ 1,344,470.93	$ 3,855,607.97	100.00%	63.07%

	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	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Goal 2	Institutional Capacity	Edge	X			$ 178,458.50	$ -	$ -	$ 178,458.50	40.14%	2.92%
		Computer Lab (Moved from Lifelong Learning in 2019 to be consistent with 2020)		X	X	$ -	$ 17,675.00	$ 58,226.41	$ 75,901.41	17.07%	1.24%
		ODL Video Conference	X	X	X	$ 7,691.66	$ 11,108.08	$ 48,248.09	$ 67,047.83	15.08%	1.10%
		Certification for Public Librarians	X	X	X	$ 22,900.69	$ 14,497.28	$ 7,536.36	$ 44,934.33	10.11%	0.74%
		Continuing Education for Public Librarians	X	X	X	$ 15,515.66	$ 4,399.92	$ 25,008.22	$ 44,923.80	10.11%	0.73%
		Online Learning Platform Pilot		X	X	$ -	$ 5,040.19	$ 28,242.62	$ 33,282.81	7.49%	0.54%
		GOAL SUBTOTAL				$ 224,566.51	$ 52,720.47	$ 167,261.70	$ 444,548.68	100.00%	7.27%

	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	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Goal 3	Lifelong Learning	Health Literacy	X	X	X	$ 227,044.61	$ 260,414.32	$ 223,295.26	$ 710,754.19	44.70%	11.63%
		Citizenship and Immigration	X	X	X	$ 104,950.98	$ 96,648.81	$ 100,598.00	$ 302,197.79	19.00%	4.94%
		Literacy Development	X	X	X	$ 70,983.23	$ 69,351.85	$ 65,539.04	$ 205,874.12	12.95%	3.37%
		Oklahoma Book Festival	X	X		$ 108,777.17	$ 61,448.38	$ -	$ 170,225.55	10.70%	2.78%
		Summer Reading Program	X	X	X	$ 49,012.72	$ 57,404.00	$ 47,893.76	$ 154,310.48	9.70%	2.52%
		Census 2020		X		$ -	$ 36,377.68	$ -	$ 36,377.68	2.29%	0.60%
		Sequoyah Book Award	X			$ 7,261.00	$ -	$ -	$ 7,261.00	0.46%	0.12%
		Read Across Oklahoma			X	$ -	$ -	$ 3,176.31	$ 3,176.31	0.20%	0.05%
		Computer Lab (Moved to Institutional Capacity for 2019 to be consistent with 2020)		X	X	$ -	$ -	$ -	$ -	0.00%	0.00%
		State Literacy Grants - Match Only	X	X	X	$ -	$ -	$ -	$ -	0.00%	0.00%
		GOAL SUBTOTAL				$ 568,029.71	$ 581,645.04	$ 440,502.37	$ 1,590,177.12	100.00%	26.01%

			FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
		LSTA PROGRAM ADMINISTRATION				$ 68,114.59	$ 80,008.89	$ 75,027.77	$ 223,151.25	100.00%	3.65%
		GRAND TOTAL				$ 2,079,344.25	$ 2,006,878.00	$ 2,027,262.77	$ 6,113,485.02		100.00%

Appendix I: Web-Survey Report

OK LSTA Survey Summary

https://reporting.alchemer.com/r/71852_61a52b6a46ca05.00406800

Findings

The survey received 106 responses, 54 of which were complete and 52 of which were partial. As shown in Figure 1, 98.1% (53) of respondents work in public libraries and 1.9% (1) work in a nonprofit literacy organization. 96.2% of respondents (51) are library directors and 3.8% are managers or department heads (2). Figure 2 shows the overall breakdown of job roles.

Figure 1. Type of library in which respondents work

1.9% Other (Please specify below.)

98.1% A public library
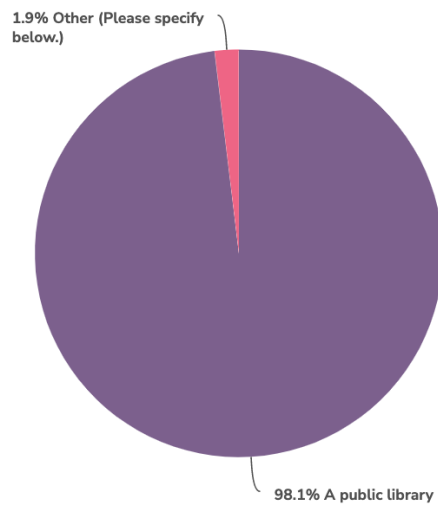
Figure 2. Role of respondent within their library

3.8% Manager or Department Head

96.2% Director
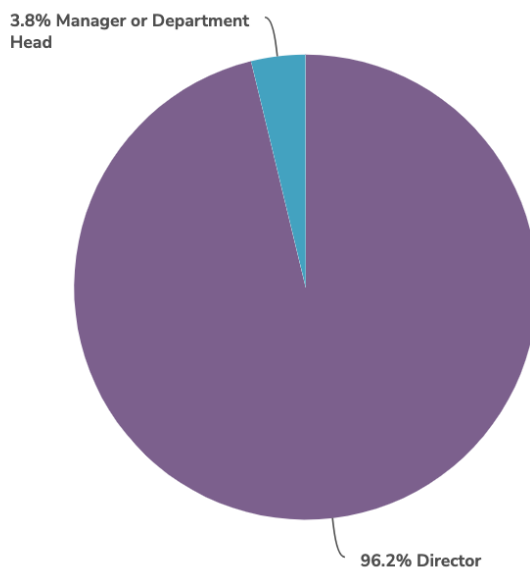
Looking Back

The first question asked respondents to think back over the past three years and discuss which of four LSTA-supported programs had the greatest impact on the library and the people the library serves. This question received a total of 67 responses. Several major themes were discussed in survey responses. 32.8% of respondents (22) discussed career development, 31.3% of respondents (21) discussed community support and connection, 23.8% of respondents (16) discussed technology improvements and 23.8% of respondents (16) discussed library access, content, and databases. Figure 3 shows a breakdown of themes discussed by respondents.

Figure 3. Main themes discussed by respondent
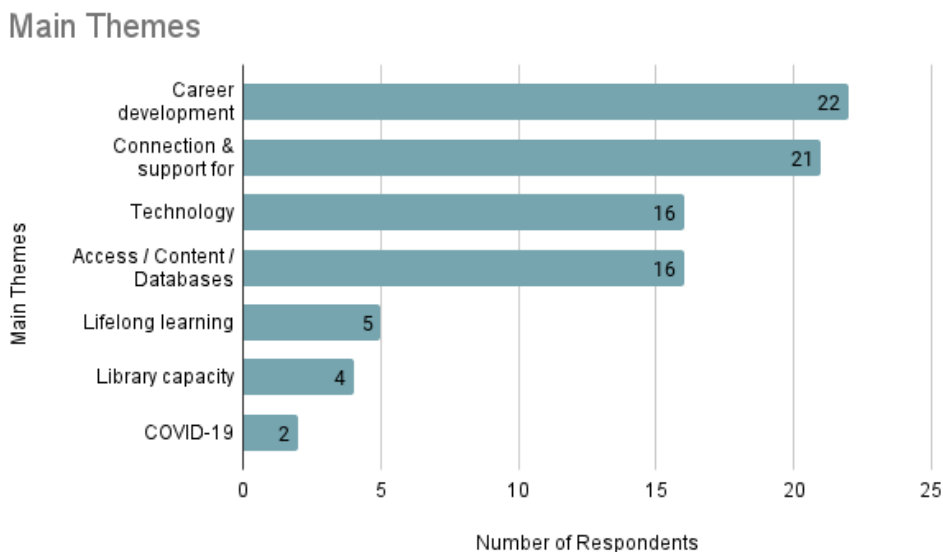
Respondents also discussed specific programs that have impacted their libraries and library patrons. 38.8% of respondents indicated that resources for Summer Reading Programs (SRP) have been the most impactful for their library patrons. 26.8% of respondents (18) indicated that the Certification for Public Librarians and Continuing Education for Public Librarians programs (15) were the most impactful because career development and training allowed library staff to better support and serve their communities. 20.8% of respondents (14) indicated that the Website Development program was most beneficial. Other impactful programs are shown in figure 4 below.

Figure 4. Impactful LSTA Programs

Impactful Programs
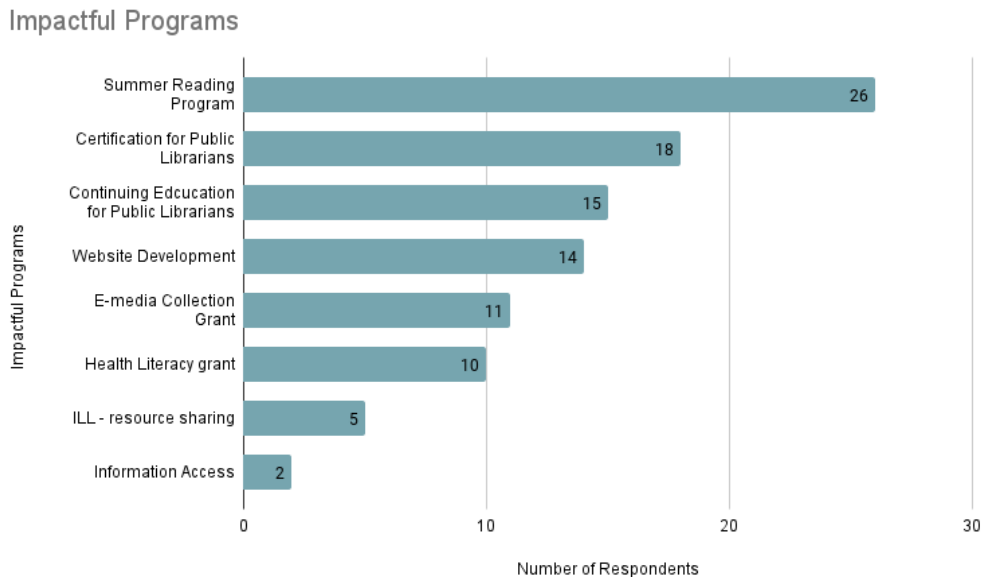
Below are a selection of responses from survey participants on how these programs have impacted their libraries and patrons.

> *The Health Literacy grant has allowed us to expand what we could offer otherwise and partner with various community sectors. With the funds we have made a more health conscious and active community. Certification for library staff is extremely important, whether it is the director or staff members. A more informed staff makes for a more informed public.*

> *The technology grant that allowed us to purchase outdoor access points allowed us to provide WiFi to my community 24/7/365, regardless of whether or not the library is open. People now have high speed internet access whenever they need it. GAME CHANGER!!!*

> *Website Development is one of the most valuable LSTA-supported programs we take advantage of. Having a professional help us design our site and having ODL host it makes it possible for us to have a well-curated space online that is easy for our patrons to find and interact with. Websites are vital connections for libraries to make within the community. They also serve as an introduction to some quality of life resources when prospective businesses research an area for a new location. Certification for Public Librarians and Continuing Education courses are a great way for OK to ensure all library staff operate from the same basic foundations in librarianship. Smaller libraries like ours cannot always afford to send staff to training if there are fees beyond travel expenses. Also, smaller libraries cannot afford to pay salaries that would attract librarians with MLS degrees. These courses and trainings ensure our rural communities are served just as well as our urban ones.*

> *Since we are a poor community with an 85-91% poverty rate we could not offer the things we do to our community and surrounding communities. The funding available is extremely important. Our communities are better because we have computer/internet access for our people programs*

that the patrons could not get otherwise. It is just a waterfall effect of benefits. I hope that we can continue to receive this funding.

The Statewide Databases are a wonderful resource to our library which is a small municipal library and doesn't have funding to purchase many databases on its own. The Lifelong Learning portion is a wonderful outreach to the public. Institutional Capacity I would say has one of the largest impacts on our library as this is where the training for my staff occurs. It furthers the professionalism of the libraries across the state by offering quality programming to the staff members that interact with the public on a daily basis and improves the quality of the libraries in the state.

The Certification for Public Librarians help us train staff and prepare them to better serve our citizens. That's why I believe it has had the greatest impact on us. Our staff, because of this program, can better meet the informational needs of customers and understand the library's role in our community better. This allows them to be more creative and take more initiative in the service and programs they offer.

Looking Forward

Respondents were asked to think ahead to the years covered by the upcoming Five-Year Plan (fiscal years 2023 - 2027) and discuss changes in the way that LSTA dollars are invested that would significantly improve library services. We received 60 responses to this question, with 20 of these responses indicating that respondents like the current allocation of LSTA funds and recommend no change at this time. Recommended changes mentioned by respondents more than twice include: technology improvements including increased access to internet and updated equipment, job and career resources for patrons, and more staff support.

Additional suggested changes include:

- Professional development such as more opportunities for training for library staff
- Increased funding for popular programs in rural areas such as InterLibrary Loans and the Summer Reading Program
- Continue to offer services and materials needed due to COVID-19
- Winter Adult Reading Program
- Add the Learning Express and Job Career with EBSCO databases
- Funding for marketing of library and LSTA services
- A shared resource folder for all Oklahoma libraries that includes posters and flyers already made for job fairs, book fairs, procedures, or policies.

Some specific comments from respondents are below.

I think having marketing templates (bookmarks, posters, etc.) that we could modify would be a great time saver. Also, a shared "icloud" space where libraries could post materials that other libraries can take, modify and use. Like posters for job fairs, or book fair or procedures and policies....A place to start where we don't all have to start from scratch.

Our small town before Covid had one of the highest unemployment rates in the state of Oklahoma - please include some job and career resources if possible.

If the Classes for the library staff could be offered virtually on a permanent basis with some zoom collaboration for sharing of ideas of class members that would be a good investment.

None of our computers will run Windows 11. We will need to replace all 13 computers. Funding to accomplish this will be necessary. We are not a big user of the databases except for Consumer Reports. We are mostly a recreational reading library on the wrong side of the digital divide.

The next five year plan should focus more on digital platform services and assisting libraries assist patrons with technology needs. We need to teach our patrons about ever evolving technology and how to use it to enhance their lives from wired homes to assistive devices, etc. technology is ever evolving and if we can assist our patrons in learning how to use it comfortably to assist in their day to day lives we will be assisting them the same way books used to do the same in the past. Each program we currently offer should be evaluated on its merits and use.

Additional emphasis on, access to, funding for, and training on new and emerging technologies, hybrid program development and production, and best practices for the "new normal".

Leveraging community partnerships for program services and resources focused on education and lifelong learning, healthy lifestyles, and workforce development.

I would like for funding to continue to provide more on-line training and video conferencing. My staff has to travel 3 hours one way for training in OKC or the Tulsa area.

Additional Comments

Respondents were asked to share any other comments on Oklahoma's LSTA program. Below is a selection.

I think we need to be careful to ensure the programs receiving funding are being used and having an impact. We have a bad tendency to do things in our field because it seems like a good idea and something people would want, when in reality very few people desire the service. For example, we carried tutor.com for many years when only the family was using it. This was not economical and our money could have been better spent on other resources that would actually have been used by our citizens. Could LSTA money be used for promotional purposes? It would be cool if there were statewide campaigns promoting summer reading, downloadable books, and other general library services that appeared in radio, television, billboards, etc.

I like the accountability that LSTA has in their processes. I don't know what could be done differently. Thank you LSTA for the funds you lobby for and provide for libraries. Your efforts are appreciated.

I have worked with staff members from the Oklahoma Department of Libraries for almost thirty years. I have depended on their support and expertise to help me for many

different things. ODL does an amazing job at stretching funds to provide great support for libraries in Oklahoma. Any improvements would be incremental and the things that can be done for our libraries is only limited by the funding and resources that our state library can work with.

Certification courses need to be digital and on-demand like OCLC's Webjunction or InfoPeople . Making these classes only available at specific dates and times is a HUGE barrier to small rural libraries with part-time staff. I'll perish on this hill.

The hoops required to obtain the funding and do reporting are sometimes more cumbersome than they should be and it is just not worth the effort to get the money. I know you need what you need to do your reporting but does everything have to be a meticulous, time consuming process?

Regarding the grant reporting process, I realize that documentation must exist, however, many small rural libraries don't apply because they don't have the time or staff to do excessive amounts of paperwork, or for those that do bite the bullet and apply, sometimes find themselves overwhelmed with that amount of reporting.

If it were not for Library Services and Technology Act's Grants to States program and Oklahoma Department of Libraries, Woodward Public Library would not be able to respond to the wide range of ongoing and emerging needs of the community. WPL is better equipped to serve its library patrons because of the Grants to States program.

I have been a library director at a small library for less than 2 years, and it's been during the pandemic. I appreciate that we are able to get funds for improving our library services, and the flexibility with which to use the funds. For example, during the past year, we used some of the state funding for purchasing digital content because our customers were checking out more of the digital items vs coming into the library to check out items. We were able to easily make this adjustment with the help of state funds. We used our website more to connect with the community, especially when we were closed for several months due to Covid.

Some of the funding used for Lifelong Learning are not used for our library patrons. I know that they are helpful in some areas of the state. The only service that directly impacts our patrons is the Summer Reading Program.

The amount of paperwork required for programs is sometimes overwhelming when a library only has 1 staff member doing all the programs, paperwork and running the whole library to keep the doors open.

Appendix J: Oklahoma Databases

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.[10] 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.[11]

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.[12] 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.[13] Each statewide database program is approached, funded, and supported in slightly different ways. The following snapshots note where LSTA funds have likely supported a particular resource or platform to some extent, but they do not note what other funding or percentage of support this comprises, as this information is beyond the scope of the LSTA evaluation.

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[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.

[11] 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.

[12] 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.

[13] Results from the 2021 SDC E-Resources Survey

For each state 1) Create table of resources x state 2) Create WHO has access (scope of coverage/population 3) URLs to resources 4) URLs to publicly available usage data or contact info for publisher/vendor

State:

Oklahoma

Project details/URLs:
- 2019: https://imls-spr.imls.gov/Public/Details/82753
- 2018: https://imls-spr.imls.gov/Public/Details/80897
- In FFY 2018 & FFY 2019, $1,082,905.34 was spent on database resources, comprising 27.50% of total LSTA expenditures.

1. Table of Resources:

The Britannica Resources access was terminated in April 2020 and is not located on the Oklahoma Libraries list of available resources (https://libraries.ok.gov/); they were listed on the LSTA project reports for 2018 & 2019 so are included here. They are italicized below.

Vendor	Resource	Vendor	Resource
Ebsco	Academic Search Elite	Ebsco	MAS Complete
Ebsco	Bibliography of Native North Americans	Ebsco	MasterFILE Premiere
Ebsco	Book Collection Nonfiction—Elementary School Edition	Ebsco	MEDLINE
Ebsco	Book Collection Nonfiction—Middle School Edition	Ebsco	Middle Search Plus
Ebsco	Book Collection Nonfiction—High School Edition	Ebsco	Military and Government Collection
Ebsco	Business Source Elite	Ebsco	Newspaper Source Plus
Ebsco	Computer Source	Ebsco	Poetry and Short Story Reference Center
Ebsco	Consumer Health Complete	Ebsco	Primary Search
Ebsco	ERIC (Education Resources Information Center)	Ebsco	Professional Development Collection
Ebsco	Explora (includes Explora Elementary, Middle School, Public Library, Educator's Edition)	Ebsco	Psychology and Behavioral Science Collection
Ebsco	GreenFILE	Ebsco	Regional Business News Plus
Ebsco	Health Source: Consumer Edition	Ebsco	Religion and Philosophy Collection
Ebsco	Health Source: Nursing/Academic Edition	Ebsco	Small Business Reference Center
Ebsco	Hobbies and Crafts Reference Center	Ebsco	Sociological Collection

Ebsco	Home Improvement Reference Center	Ebsco	TOPICsearch
Ebsco	Legal Collection	*Britannica*	*Britannica Middle School*
Ebsco	Legal Information Reference Center	*Britannica*	*Britannica Elementary School*
Ebsco	LISTA (Library Information Science and Technology Abstracts)	*Britannica*	*Britannica Spanish Reference Center*

2. Access/Scope/Population:

The Oklahoma Department of Libraries (ODL) provides a number of online library resources, primarily from EBSCO, with a limited number of Britannica resources*, to all Oklahoma residents. (As of 2019, the US Census states Oklahoma's population was 3.957 million.)   Access is provided primarily through Digital Prairie (https://digitalprairieok.net/about/) ODL's electronic library, or to Oklahoma libraries, including pubic and special libraries, public and private school libraries, tribal, government, academic, medical and law libraries, as well as other state agencies by IP registration. Users gained access either through institution IPs or through ODL's Research and Discovery page https://digitalprairieok.net/discover/ , which uses geolocation. EBSCO resources are provided at no charge to schools, libraries, and academic institutions across the state. These resources provide Oklahomans with millions of full-text magazine and peer-reviewed journal articles, newspaper articles, health information, primary sources, educational tools for students and teachers, and more. There is a stated goal of ensuring that access to reliable information is available for every socioeconomic group and age for work or play, and the resources provided cover a broad area of subjects, ages, and needs.

3. URLs:
Oklahoma-DBs spreadsheet constructed

4. URLs usage:

There are no publicly available usage statistics for the resources listed above. Statistics reported for all of the libraries can be found here: https://libraries.ok.gov/librarians/library-development/library-reporting/ . The library does provide links to a Niche video tutorial (https://my.nicheacademy.com/oklahomalibraries-staff/course/27105) on how to download COUNTER compliant Ebsco usage statistics, which are the vast majority of the resources provided through the LSTA databases program.