

Pennsylvania Department of Education, Office of Commonwealth 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.

Jonathan LeBreton, M.S.L.S.

William Wilson, M.L.S.



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Susan Banks, MLIS, Acting Deputy Secretary and State Librarian



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EVALUATION SUMMARY

Summary Introduction

The 2019 Public Libraries Survey (PLS) reported that Pennsylvania had a total of 452 public library jurisdictions employing 1,642.95 full-time equivalent (FTE) staff categorized as librarians (1,143.07 FTE are reported as having an American Library Association (ALA) accredited Master's degree); similarly, the Academic Libraries Survey (ALS) reported that 167 institutions of higher education employ 1,254.16 FTE librarians. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (EISi), Pennsylvania's 788 public school districts employ 1,588.63 full-time librarians. Total FTE library staff is about 4,670 in 644 public library outlets, and nearly half of all libraries (47%) are in the suburbs.

Given Pennsylvania's population of 13,002,700,¹ the state's annual Library Services and Technology Act (LSTA) Grants to States² program allotment from the Institute of Museum and Library Services (IMLS) of approximately \$ 5.6³ million per year translates into \$ 0.43⁴ per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Pennsylvania's approximately 13 million residents. The Pennsylvania Department of Education, Office of Commonwealth Libraries' (PDE-OCL) challenge is to find ways to make \$ 0.43 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 five goal statements in the PDE-OCL LSTA Five-Year Plan entitled ***Library Service & Technology Act Five-Year State Plan Federal Fiscal Years: 2018-2022***. They are:

GOAL 1: Lifelong Learning and Literacy: Develop and improve services and collaborations with community organizations in all types of libraries for individuals of all ages in order to support their needs for lifelong learning and literacy competencies in areas such as basic, civic and social, digital, financial, health, science, technology, engineering, and mathematics.

GOAL 2: Digital Library Services: Increase and improve Pennsylvanians' access, knowledge, and ability to use and share digital library services, resources, and content.

¹ United States Census Bureau, Decennial Census (April 1, 2020)

² The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report

³ Four year LSTA Grants to States allotment average ((FFY [Federal Fiscal Year] 2018 State Allotment + FFY 2019 State Allotment + FFY 2020 State Allotment + FFY 2021 State Allotment) / 4)

⁴ Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

GOAL 3: Training and Support: Support and enhance the skills of library staff and leadership, advance the delivery of library services, and improve public libraries' engagement with local community members through continuing education, professional development and the provision of statistical and analytical tools as well as research.

GOAL 4: Underserved and Populations with Special Needs: Develop and improve services and community organization collaborations in all types of libraries for underserved populations or for Pennsylvanians who have difficulty using libraries, especially those who live in poverty or who have a disability.

GOAL 5: Workforce Development: Develop and improve workforce development services and community organization collaborations in all types of libraries for individuals of all ages.

Retrospective Question A-1 Summary

Agency's Internal Assessment and Evaluator's Assessment

As part of the assessment process, the evaluators asked the Pennsylvania Acting Deputy Secretary and State Librarian, PDE–OCL's LSTA Coordinator, and other key staff identified by the Acting State Librarian to offer their joint appraisal of progress their agency had made toward achieving each of the five goals included in the PDE-OCL 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 PDE–OCL's internal assessment and the evaluators' conclusions.

Table 1 - Pennsylvania Department of Education, Office of Commonwealth Libraries' and Evaluators' Assessment of Achievement		
GOAL	Pennsylvania Department of Education, Office of Commonwealth Libraries' Internal Assessment	Evaluators' Assessment
GOAL 1: Lifelong Learning and Literacy: Develop and improve services and collaborations with community organizations in all types of libraries for individuals of all ages in order to support their needs for lifelong learning and literacy competencies in areas such as basic, civic and social, digital, financial, health, science, technology, engineering, and mathematics.	Partly Achieved	Partly Achieved
GOAL 2: Digital Library Services: Increase and improve Pennsylvanians' access, knowledge, and ability to use and share digital library services, resources, and content.	Partly Achieved	Achieved

Table 1 - Pennsylvania Department of Education, Office of Commonwealth Libraries' and Evaluators' Assessment of Achievement

GOAL 3: Training and Support: Support and enhance the skills of library staff and leadership, advance the delivery of library services, and improve public libraries' engagement with local community members through continuing education, professional development and the provision of statistical and analytical tools as well as research.	Partly Achieved	Partly Achieved
GOAL 4: Underserved and Populations with Special Needs: Develop and improve services and community organization collaborations in all types of libraries for underserved populations or for Pennsylvanians who have difficulty using libraries, especially those who live in poverty or who have a disability.	Partly Achieved	Partly Achieved
GOAL 5: Workforce Development: Develop and improve workforce development services and community organization collaborations in all types of libraries for individuals of all ages.	Not Achieved	Not Achieved

Appendix H provides details on the LSTA funded projects for each goal for all three years. Below is a summary table of the expenditures by each goal in the plan.

Summary of Pennsylvania LSTA Expenditures for FFY2018-FFY2020

Goal	Goal Title	Expenditures	Percentage
Goal 1	Lifelong Learning and Literacy	\$ 7,915,058.27	47.06%
Goal 2	Digital Library Services	\$ 4,835,528.41	28.75%
Goal 3	Training and Support	\$ 2,904,962.01	17.27%
Goal 4	Underserved and Populations with Special Needs	\$ 490,005.13	2.91%
Goal 5	Workforce Development	\$0.00	0%
	LSTA PROGRAM ADMINISTRATION	\$ 672,731.20	4.00%
		\$ 16,818,285.02	100.00%

NOTE: Financials for FFY 2020 are estimates (not finally certified and approved SPR) throughout this report.

GOAL 1: Lifelong Learning and Literacy

Goal 1 expenditures represent 47.69% of Pennsylvania's total LSTA allotment for the FFY 2018 – FFY 2020 period. Goal 1 encompasses a rather wide mix of ongoing programs that range from preservation and digitization of rare collections in the State Library and subscriptions to specialized databases at the State Library to enhance reference services, to programs designed to reach into local libraries to promote childhood literacy and programming to promote Science, Technology, Engineering, and Math (STEM) engagement among pre-school and school age youth. The evaluators conclude that the PDE-OCL has **PARTLY ACHIEVED Goal 1**. Despite the disruptions of both the pandemic and the relocation due to an extensive three-year minimum construction and renovation project, PDE-OCL has continued to offer services that are valued and impactful to Pennsylvania.

GOAL 2: Digital Library Services

Goal 2 expenditures represent 28.75% of Pennsylvania's total LSTA allotment for the FFY 2018 – FFY 2020 period. It includes the following projects:

- *Pennsylvania Integrated Library System (PaILS) (10.94% of the LSTA allocation)*
- *POWER Library (9.07% of LSTA allocation)*
- *Digitization of Pennsylvania Resources (2.59% of LSTA allocation)*
- *PA Digital: Pennsylvania Digital Collections in DPLA (2.25% of LSTA allocation)*
- *Statewide Data Resources project (2.2% of the LSTA allocation)*
- *Affordable Learning Pennsylvania (ALPA) and the Statewide Textbook Affordability for Higher Education projects (combined 1.98% of the LSTA allocation)*

The evaluators conclude that the PDE-OCL has **ACHIEVED Goal 2**. The Pennsylvania Integrated Library System and POWER Library have been essential, instrumental components of the Commonwealth's libraries before and especially during the pandemic. These projects have been consistently well executed, result in substantial savings to local libraries, and have attracted widespread praise from key stakeholders. Additional programs aimed at this goal have generally been productive of good results and have been noted by stakeholders. These have the prospect of fostering long-term change and advantage for Pennsylvanians of all ages interested in Pennsylvania history and culture and for post-secondary students.

GOAL 3: Training and Support

Goal 3 expenditures represent 17.27% of Pennsylvania's total LSTA allotment for the FFY 2018 – FFY 2020 period. Through multiple programs and subprograms, training and professional development were provided to a wide variety of audiences ranging from library staff to newly appointed public library directors (many of whom are isolated solo practitioners), public library board members, school librarians (almost all of whom are isolated solo practitioners), and academic librarians. Topics covered range from childhood literacy and community outreach to networking knowledge. The evaluators conclude that the PDE-OCL has **PARTLY ACHIEVED Goal 3**. Most programs and projects reach considerable numbers of library directors and staff, and are highly regarded as shown by program evaluations and key stakeholder surveys. These programs ably pivoted to virtual programming during the pandemic and were able not only to continue basic operations, but also to demonstrate the capacity of virtual programming to reach more of Pennsylvania's dispersed library practitioners.

GOAL 4: Underserved and Populations with Special Needs

Goal 4 expenditures represent 2.91% of Pennsylvania's total LSTA allotment for the FFY 2018 – FFY 2020 period funding one project, *Teen Reading Lounge*, and including a matching funds program, *Library Services for Visually Impaired and Disabled*. The evaluators conclude that the PDE-OCL has **PARTLY ACHIEVED Goal 4**. A highly regarded teen reading and engagement

program has been proven and generated enthusiasm among library participants, although it has not as of yet achieved large distributed scale across the Commonwealth. Plans are being developed to broaden the reach of the program by elevating it from the library level to the district level. The Library Services for the Visually Impaired & Disabled continue immensely successful services for the historically under-served and special needs populations in Pennsylvania

GOAL 5: Workforce Development

There were no projects utilizing LSTA funds in support of Goal 5, though other activities have contributed towards some progress regarding this Goal. The evaluators conclude that the PDE-OCL has **NOT ACHIEVED Goal 5**.

Retrospective Question A-2 and A-3 Summary: Four of the six focal areas are addressed with LSTA projects. Three projects qualify as serving targeted populations of interest, which are the library workforce and individuals below the poverty level; a fourth project, which is part of contributed matching funds, serves individuals with disabilities.

Process Questions B-1, B-2, and B-3 Summary: State Program Report (SPR) data is used to adjust and refine programs and to make decisions regarding priorities among projects; these data were shared with the evaluators. No amendments were made to the LSTA plan.

Methodology Questions C-1, C-2, C-3, and C-4 Summary: QualityMetrics LLC, deployed a multi-faceted and rigorous mixed methods protocol for data collection. Thorough reviews of demographic data, quantitative PLS data, and SPR data formed the basis of our knowledge from the RFP response onward. Data gathering included: (a) interviews with agency staff members; (b) interviews with project managers of various SPR-reported projects and activities; (c) focus group discussions with project teams; (d) focus group discussions with project and activity beneficiaries; and (e) responses to a broad-based short survey for library staff and stakeholders with some knowledge of and engagement with LSTA-funded activities; this survey primarily collected qualitative contextual information about past activities and future needs. Triangulation and shared working environments enhanced the quality of the evaluation.

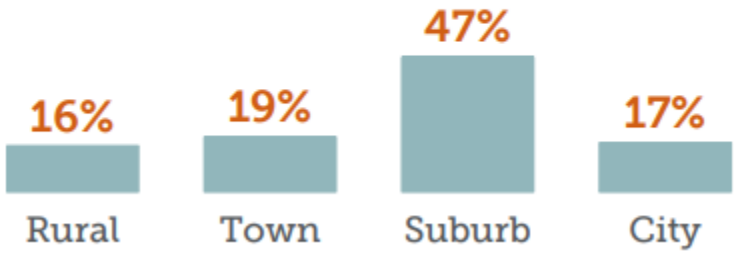
In the closing years of the LSTA Evaluation cycle 2018-2022, the State Library will be renovating its physical environment and staff will work from dispersed locations. This temporary dislocation presents great opportunities to offer services in an agile and transformative way in the coming years and will also inform the next LSTA plan for 2023-2027.

EVALUATION REPORT

Evaluation Introduction

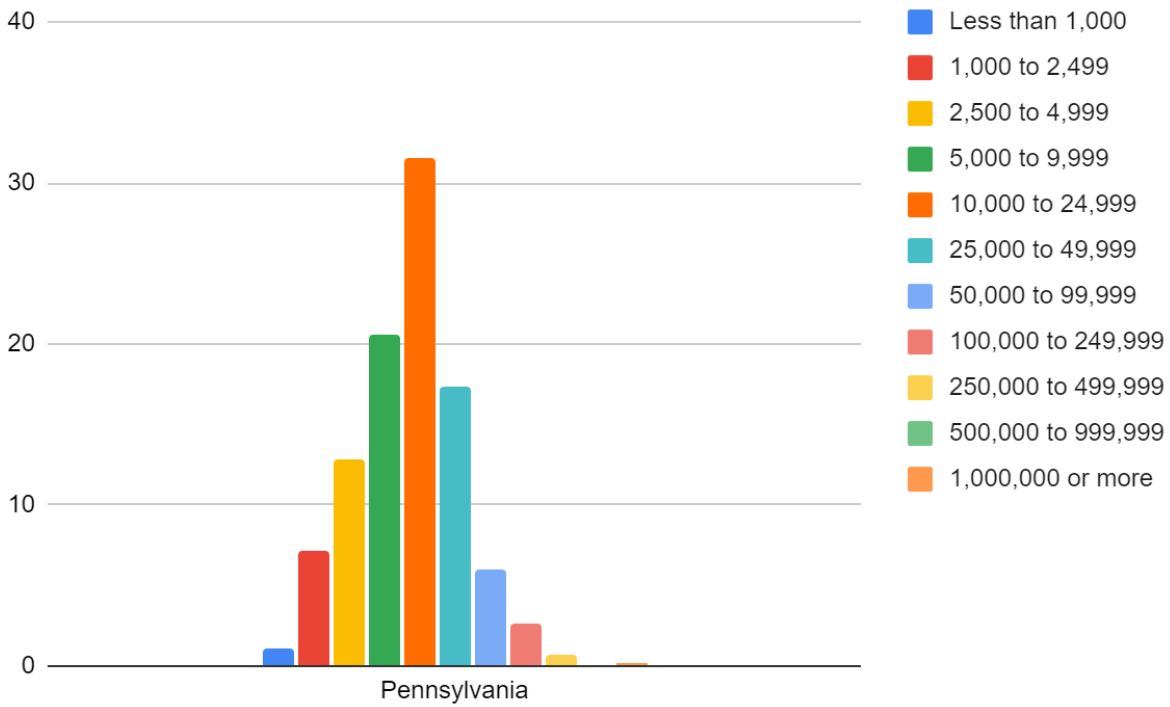
The 2019 Public Libraries Survey (PLS) reported that Pennsylvania had a total of 452 public library jurisdictions employing 1,642.95 full-time equivalent (FTE) staff categorized as librarians

Public Library Outlets by Locale



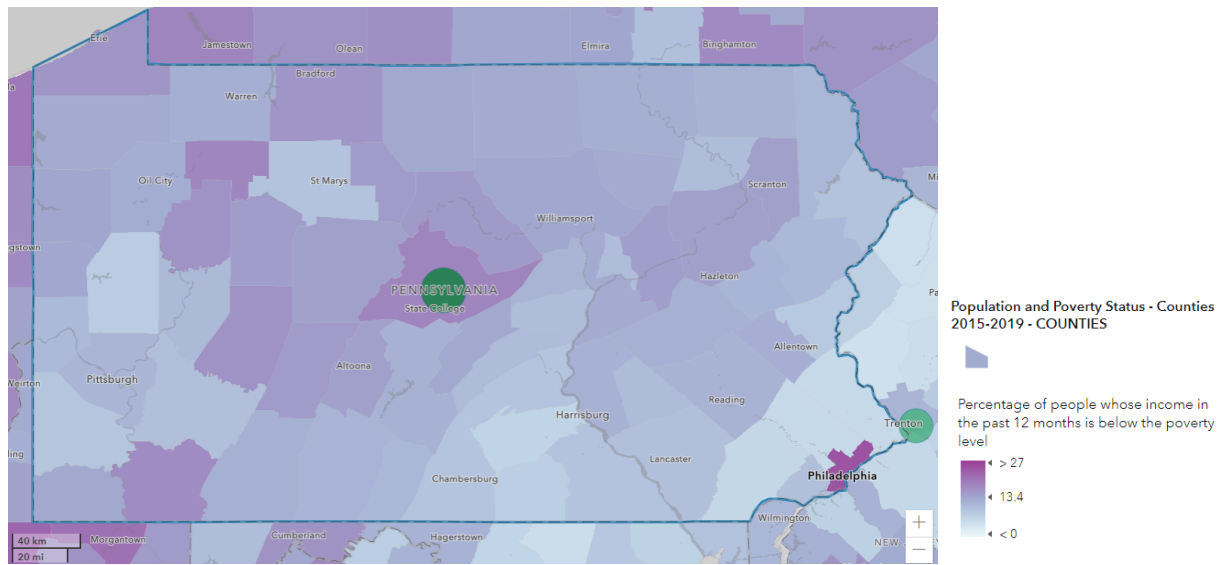
(1,143.07 FTE are reported as having an American Library Association [ALA] accredited Master’s degree); similarly, the Academic Libraries Survey (ALS) reported that 167 institutions of higher education employ 1,254.16 FTE librarians. According to the National Center for Educational Statistics’ (NCES)

Elementary/Secondary Information System (EISi), Pennsylvania’s 788 public school districts employ 1,588.63 full-time librarians. Total FTE library staff is about 4,670 in 644 public library outlets, the majority of libraries (47%) are in the suburbs.



Percentage distribution of public libraries, by population of legal service area: FY 2019

The poorer areas are around Philadelphia and other urban centers, as depicted below.



Given Pennsylvania’s population of 13,002,700,⁵ the state’s annual Library Services and Technology Act (LSTA) Grants to States⁶ program allotment from the Institute of Museum and Library Services (IMLS) of approximately \$ 5.6⁷ million per year translates into \$ 0.43⁸ per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Pennsylvania’s approximately 13 million residents. The Pennsylvania Department of Education, Office of Commonwealth Libraries’ (PDE-OCL) challenge is to find ways to make \$ 0.43 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.

Quick Stats

Population Size Served	12,427,301
Number of Public Library Systems	453
Number of Public Library Branches and Bookmobiles (Outlets)	644
Number of Full-Time Equivalent Librarians	1,482
Number of Full-Time Equivalent Staff	4,670

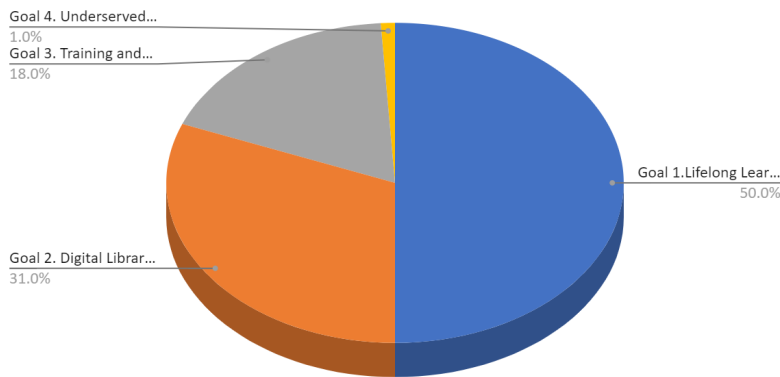
Pennsylvania has a large number of small libraries and currently there are few incentives to encourage consolidations of these small libraries into larger systems. This is an area where OCL will need to pay more attention in future years as the population of certain areas is reduced and increased respectively.

⁵ United States Census Bureau, Decennial Census (April 1, 2020)

⁶ The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report

⁷ 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)

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



There are five goal statements in the PDE-OCL's LSTA Five-Year Plan entitled, **Library Service & Technology Act Five-Year State Plan Federal Fiscal Years: 2018-2022**. Each of the goals is stated below and LSTA-funded activities carried out in support of the goal are described. Finally, the evaluators' assessment of whether each goal has been achieved, partly achieved, or not achieved is presented.

Many of the goals and the projects deploy OCL staff members, and Appendix K shows the organizational chart with the LSTA funded positions highlighted for an easy understanding of the extent of the LSTA funded positions within the agency.

Goal 1 - Lifelong Learning and Literacy

GOAL 1: Lifelong Learning and Literacy: Develop and improve services and collaborations with community organizations in all types of libraries for individuals of all ages in order to support their needs for lifelong learning and literacy competencies in areas such as basic, civic and social, digital, financial, health, science, technology, engineering, and mathematics.

Goal 1 Description and Discussion

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

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Access to Pennsylvania Resources	\$ 4,667,329.20	28.12%
Out-of-School Time	\$ 1,910,750.07	11.51%
Family Engagement	\$ 1,336,979.00	8.06%
Interlibrary Delivery Service (Match)	\$ -	0.00%
GOAL SUBTOTAL	\$ 7,915,058.27	47.69%

Goal 1 expenditures represent 47.69% of Pennsylvania's total LSTA allotment for the FFY 2018 – FFY 2020 period. Goal 1 encompasses a rather wide mix of ongoing programs including

preservation and digitization of rare collections in the State Library to make these available to Pennsylvania residents, subscriptions to specialized databases at the State Library to enhance reference services, and programs designed to reach into local libraries to promote childhood literacy and programming to promote Science, Technology, Engineering, and Math (STEM) engagement among pre-school and school age youth.

Access to Pennsylvania Resources (28.12 percent of LSTA Allocation)

This project is the largest LSTA-funded project had several objectives: 1) To collect materials for Pennsylvania residents to use for research that are related to OCL's LSTA Five-Year Plan priorities; 2) To continue to update a library-oriented "sandbox" that allows library staff, educators, and elementary and secondary school students to learn about and try new technologies, especially in the areas of STEM; 3) To preserve the State Library's



rare collections; and 4) To make rare, historic printed books, archives and manuscripts available to students, scholarly researchers, and Pennsylvania residents by digitizing the State Library's collections and uploading digitized items to a digital content management system that is freely accessible statewide and

around the world.

Access to 36 specialized electronic resources was provided to researchers across the state. State Library staff searched these resources if a Pennsylvania resident could not come to Harrisburg, which became the rule in FFY 2019 due to COVID-19 pandemic restrictions. Seven items were reported as receiving conservation treatment in 2019. Digitization declined from 2,822 items in FFY 2018 to 967 items in FFY 2019 and reference/research transactions declined from 3,304 in FFY 2018 to 1,500 in FFY 2019 due to pandemic restrictions. Subsequently in FFY 2020, the State Library facility began to undergo renovations which required all staff to move to different locations within the State Capital Complex. Due to the renovations, portions of the collection also were moved to a storage facility in New York and became inaccessible. State Library staff continue to adapt and learn how to perform their duties in a hybrid virtual/in-person environment and to cope with being displaced physically and unable to access portions of the library collection for the next one-to-two years. Appendix K provides an organizational chart that indicates which positions are LSTA funded. In general, the projects under this Goal were deemed to be the most impactful in the evaluators' survey among all of Goal 1 projects, second only to the matching funds projects, Interlibrary Delivery Service. From a total of 277 responses, about

half of them marked these as “Very impactful” and another 27.8% marked them as “Somewhat Impactful.”

Out of School Time (11.36% of LSTA allocation)

This project provided 96 public libraries with funding to purchase materials, supplies, and services for summer program activities for community youth and families and purchased kits sent to over 100 public libraries each year for programming and loan. Due to widespread closures caused by pandemic restrictions in FFY 2019 and FFY 2020, many libraries created innovative experiences for their communities through virtual or socially distant methods.



Family Engagement Program (7.9% of LSTA allocation)

This project had three foci. The first focused on creating simple STEM programs for preschoolers and their caregivers and providing them to public libraries as STEM kits. The second part focused on creating a family engagement curriculum for programs that would benefit preschoolers and their caregivers, as well as to promote the curriculum's use by public libraries and by community early childhood programs. Three Family Book Adventures and a three-part family math program were created. Aspects of this program provided libraries with simple and easy to implement activities for young children and primary caregivers. Notable programs include Mother Goose on the Loose training sessions, Family Place Training, Play and Grow Pennsylvania Libraries, Supercharged Storytimes, and Family Book Adventures. The third part of the project focused on nutrition and movement for preschool-aged children. As part of this program, 315 public libraries received nutrition picture books in 2018. These were also promoted to child care programs participating in a Pennsylvania Department of Health program on healthy eating funded by the Centers for Disease Control and Prevention (CDC).

Since 2006, the Pennsylvania "One Book, Every Young Child" program has provided the opportunity to build literacy skills in young children through a single title and developmentally appropriate activities. During 2021, in light of disruptions caused by the pandemic, the program expanded to include professional development on "Understanding Trauma and Supporting Resilience," as well as literacy and development.

Together the *Family Engagement* and *Out-of-School Time* programs were well-regarded by the stakeholders surveyed by the evaluators. A public library director wrote that “these two hugely

impacted the types of programs provided for families and children at our library. While the materials that are provided are amazing and greatly appreciated, the training and the support from other libraries are crucial for implementing their use.” A public library director added that “support for our Summer Reading programming has also been crucial. It has become our most widely attended programming, and something our area patrons look forward to each year. We would not be able to supply the types of encounters and events that we do without the support of LSTA and CSLP. We have also been able to provide a full, comprehensive, outdoor summer reading program in 2021 that saw attendance exceeding even that of pre-pandemic years.”

Finally, the *Interlibrary Delivery Service of Pennsylvania (IDS)* is a matching fund program of the OCL which utilizes a consolidated United Parcel Service shipping account for 185 full-member libraries and another 126 affiliate sites, which realize enormous local cost savings for interlibrary loan of tangible items:

- 2018 - 473,040 packages, 62% savings or \$3,051,406 in shipping costs
- 2019 - 469,655 packages, 63% savings or \$3,219,599 in shipping costs
- 2020 - 223,104 packages, 64% savings or \$1,755,764 in shipping costs (reduced volume during pandemic)

Goal 1 Conclusion - Retrospective Question A-1

A-1. To what extent did PDE-OCL’s Five-Year Plan activities make progress towards Goal 1?

The evaluators conclude that the PDE-OCL has **PARTLY ACHIEVED Goal 1**. Despite the disruptions of both the pandemic and the relocation due to an extensive three year minimum construction and renovation project, OCL has continued to offer services that are valued and impactful to Pennsylvania.

Goal 2 - Digital Library Services

GOAL 2: Digital Library Services: Increase and improve Pennsylvanians’ access, knowledge, and ability to use and share digital library services, resources, and content.

Goal 2 Description and Discussion

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

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Pennsylvania Integrated Library System (PaILS)	\$ 1,815,036.85	10.94%

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
POWER Library	\$ 1,505,916.00	9.07%
Digitization of Pennsylvania Resources	\$ 435,007.65	2.62%
PA Digital: Pennsylvania Digital Collections in DPLA	\$ 377,873.81	2.28%
Statewide Data Resources	\$ 369,210.09	2.22%
Affordable Learning Pennsylvania (incl. Statewide Textbook Affordability for Higher Education)	\$ 332,484.01	1.98%
GOAL SUBTOTAL	\$ 4,835,528.41	28.75%

Goal 2 expenditures represent 28.75% of Pennsylvania’s total LSTA allotment for the FFY 2018 – FFY 2020 period.

Pennsylvania Integrated Library System (PaILS) (10.94% of the LSTA allocation)

PaILS is an expanding consortium of 158 library service locations utilizing SPARK, the open source Integrated Library System (ILS) built on the Evergreen open-source software platform. SPARK is a low-cost, highly robust and customizable ILS that provides access to an online catalog and related services. PaILS provided hosting, technical assistance, migration services, training, and additional support to member libraries which then take advantage of collection sharing, low annual maintenance fees, and a high level of functionality. Due to the challenges caused by the pandemic, PaILS remote support increased even more during the pandemic for SPARK libraries that needed frequent changes to software settings, database tables, and updated processes.

PaILS is consistently mentioned by libraries that use the hosted ILS software as one of the most important LSTA funded programs in Pennsylvania. The program is lauded for the increased resource sharing it facilitates, as well as its enhanced functionality and significant cost savings for local libraries compared with other market solutions. In the stakeholder survey, many public library directors echoed the comment that, “our library would not have been able to afford an ILS like SPARK without the LSTA funding going to PaILS. Migrating to SPARK has allowed our whole county system to engage in resource sharing!”, and, “It is by far the most cost-effective solution for our library and if that program was reduced or eliminated, we would be forced to use a much more expensive program that would limit our ability to provide other services to our community. I believe that it is the most useful LSTA funded project to my rural library.”

POWER Library (9.07% of LSTA allocation)

POWER Library is also consistently mentioned as one of the most essential LSTA funded programs in Pennsylvania, one which acquired even greater significance during the pandemic. This project administered, managed, and provided 28 online library databases with eight million item views per year, ebooks (750,000 loans in 2018 alone), and other services including

reference and interlibrary lending among more than 1,400 school, public, post-secondary, and special libraries (such as state correctional institutions), especially targeting users of public and school libraries. By leveraging the state's buying power, POWER Library is extraordinarily cost-effective, saving school districts and public libraries an estimated \$164 million in individual institution costs in each year of the ongoing project (FFY 2018 - FFY 2020). This allows local libraries to use their oftentimes very limited budgets for collections to address particular known local needs.

Detailed data are provided in the table below showing the impact of the pandemic on usage data for 2019 and 2020 both in terms of reduction in the number of consultations as well as in terms of increase in the user searches performed. Appendix J has a more detailed description of the databases included in the POWER Library.

POWER Library	2018	2019	2020
	\$364,500.0 0	\$459,500.0 0	\$459,500.0 0
<i>number consultations/reference transactions</i>	61,163	53,377	34,458
<i>statewide interlibrary lending management number loans</i>	103,927	73,008	56,220
<i>librarian training workshop participants</i>	1148	685	974
<i>PA photos and documents archive - items digitized</i>	1,836,390	2,033,016	1,972,243
<i>e-resources databases acquired</i>	15	0	0
<i>e-resources databases subscribed</i>	20	27	27
<i>user searches</i>	24,358,836	40,871,528	42,766,212
<i>items viewed</i>	8,315,009	7,080,106	7,704,236
<i>ebooks acquired</i>	200	13	18
<i>ebook borrowing</i>	252,949	305,046	263,310
<i>POWER Library Website use, page accesses</i>	1,624,415	1,589,770	1,458,596
<i>POWER Library Website use, unique visitors</i>	452,392	442,237	374,240

POWER Library E-Resource Train-the-Trainer workshops at five in-service days for teachers in the economically-distressed Philadelphia School District had a dramatic impact on students' and teachers' use of online reference resources. The school district had a 1,700% increase in the number of student views for e-resource reference content, going from a total of 15,000 views in 2017 to over 280,000 views of content in 2018.

A school library media specialist observed that during the pandemic, "POWERLibrary ... was accessible and usable every day for every student, whether we were in the school building or working remotely. It allowed students and teachers to continue learning without interruption!" A school librarian wrote: "We were able to provide critical and essential digital resources (i.e. Power Library) that are used in research projects/assignments/reports by our school students that my school district could not afford to purchase. This has been critical during Covid shutdowns/quarantines and periods of remote and off-campus learning."

Digitization of Pennsylvania Resources (2.59% of LSTA allocation)

This project made rare, historic printed books, archives and manuscripts, and other unique collections available to students, scholarly researchers, and Pennsylvania residents through digitization of portions of the State Library of Pennsylvania's collections. The digitized materials were then indexed and uploaded to a digital content management system that is freely accessible and downloadable around the world.

Digitization work with the Internet Archive in FFY 2018 resulted in another 3,598 volumes being made available online, for a total of approximately 21,626 titles available as of September 30, 2020. The State Library continued to digitize Pennsylvania newspaper microfilm from its collection and others. In FFY 2018 six titles were digitized from microfilm, resulting in 60 years of eight separate titles of Pennsylvania newspapers uploaded to Penn State University's newspaper repository. In FFY 2019 an additional title was digitized before the pandemic forced the project to shutter.

PA Digital: Pennsylvania Digital Collections in DPLA (2.25% of LSTA allocation)

The *PA Digital* project provided project oversight, training, and outreach in the areas of metadata creation, rights statements, and promotion for libraries, museums, and historical societies throughout Pennsylvania in order to help them prepare their digital collections for harvesting and uploading to the Pennsylvania hub of the Digital Public Library of America (PA-DPLA) and promote their use.

By the end of FFY 2019, 424,315 records had been harvested, representing 963 collections, 87 contributing institutions, and five intermediate providers. Usage showed 19,392 item views of PA Digital resources on DPLA for that year. Four primary source sets were developed using PA Digital collections that were targeted for use by K-12 teachers. These activities make Pennsylvania's rich cultural heritage collections discoverable and more accessible to people around the world. The focus on developing primary source sets for elementary and secondary school students helps students develop analytical and critical thinking skills through exposure to digital primary sources that represent important Pennsylvania history topics. This allows students to engage in a new, interactive, and meaningful way with history and library collections. More assessment is needed to determine how the primary source sets are being used in both virtual and in-person classrooms.⁹ A public library director said, "we have an active local history department, we actively digitize and make collections for PA Digital, and our patrons love having this local history available online!"

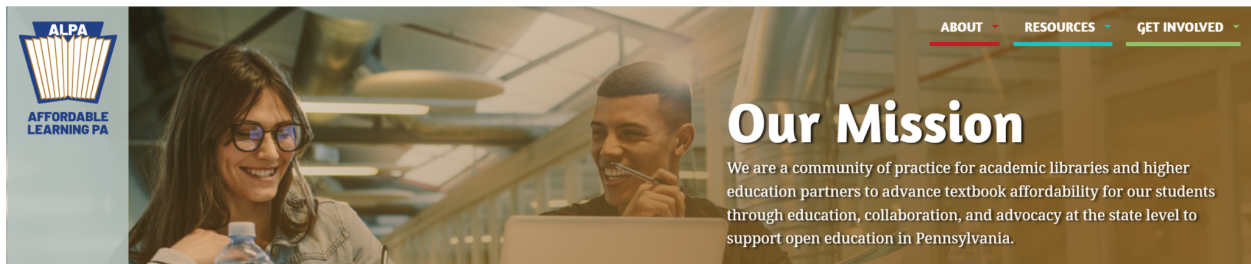
Statewide Data Resources project (2.2% of the LSTA allocation)

⁹ Additional positive impacts of the PA Digital primary source sets are described in the following article: <https://education.temple.edu/news/2020/08/education-students-and-faculty-bring-history-classroom>

The *Statewide Data Resources* was designed to create data collection tools for OCL and librarians, as well as to develop an interactive online dashboard with imported US Census data and customizable reports. The objective was to provide OCL, libraries, and the public with the ability to analyze community demographics alongside library data with the goal of improving services. In FFY 2018, definitive and useful information was made available to public libraries about their services and service area populations and used to evaluate and develop effective library operations. However, it became apparent during FFY 2019 that the outcomes originally intended for the dashboard would not be achieved. The end product lacked the type of customization that would have truly been helpful for libraries. As a result, the project was terminated.

More detailed planning was necessary on the front end, as was increased feedback from the library field in advance of developing the dashboard. Having a very clear understanding of the level of customization and reporting functionality required for a successful product is critical before executing any type of dashboard. It will be essential to have continuity of leadership that is directly related to any future project as well as buy-in from all stakeholders before embarking on a project that will span multiple years.

Affordable Learning Pennsylvania (ALPA) and the Statewide Textbook Affordability for Higher Education projects (combined 1.98% of the LSTA allocation)



"I am so happy and thankful that the Gettysburg College librarians introduced me to OER resources. Using free resources ensures that all of my students have access to academic materials without limitations."

— Dr. Sarah M. Principato, Thompson Endowed Chair in Environmental Studies and Professor, Environmental Studies, Gettysburg College

College textbook prices have doubled over the past fifteen years. These two projects nurture a community of practice among Pennsylvania’s academic libraries in order to advance textbook affordability for all post-secondary students by developing expertise to lead Open Educational Resources (OER) initiatives across the Commonwealth. Participation in this project increased over 40% and in FFY 2018 some 658 staff from over 50 higher education institutions in Pennsylvania attended events encouraging the use of affordable alternatives to textbooks and promoting best practices in creating OERs at their colleges and universities. Due to the COVID-19 pandemic, many planned in-person activities for the 2019-20 program year of Affordable Learning PA (ALPA) were converted to a virtual format, as travel across the state was impossible. In FFY 2020 the project was continued with non-LSTA funding. Throughout the

program year, 246 individuals from 95 campuses attended ALPA webinars and online programming. Community interest in tools and support for creating and publishing OERs was very high, which led to a series of training events, a working group to focus on expanded programming, and development of a pilot project for an OER repository to be launched in the coming year. Planners report the pandemic has shifted programming to a digital-first approach, partially in anticipation of ongoing travel limitations, but also in appreciation of the additional participation this has allowed at institutions with restricted budgets or isolated locations. The higher education environment in Pennsylvania is undergoing major structural changes as well that will impact any higher education LSTA projects.¹⁰

In response to the evaluators' stakeholder survey, an instructional designer wrote: "The Affordable Learning Pennsylvania initiatives have helped us develop a comprehensive plan to contain instructional materials costs and have helped us build coordinated training and support for faculty and staff to evaluate, select, adapt, and create open educational resources."

Goal 2 Conclusion - Retrospective Question A-1

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

The evaluators conclude that PDE-OCL has **ACHIEVED Goal 2**. The Pennsylvania Integrated Library System and POWER Library have been essential, instrumental components of the Commonwealth's libraries before and especially during the pandemic. These projects have been consistently well executed, result in substantial savings to local libraries, and have attracted widespread praise from key stakeholders. Additional programs aimed at this goal have generally been productive of good results and have been noted by stakeholders. These have the prospect of fostering long-term change and advantage for Pennsylvanians of all ages interested in Pennsylvania history and culture and for learners.

Goal 3 - Training and Support

GOAL 3: Training and Support: Support and enhance the skills of library staff and leadership, advance the delivery of library services, and improve public libraries' engagement with local community members through continuing education, professional development and the provision of statistical and analytical tools as well as research.

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.

¹⁰ Susan Snyder. "Merger of Six Pennsylvania State Universities gets OK, the Biggest Change in the System's History." *The Philadelphia Inquirer*, March 15, 2022.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Leadership and Training of Library Workforce (2018, 2019, 2020)	\$ 1,241,871.37	7.38%
Community Engagement (2018, 2019, 2020)	\$ 472,445.88	2.81%
PA Forward (2018, 2019,2020)	\$ 285,639.51	1.70%
Leadership Development for Pennsylvania School Librarians (2018, 2019, 2020)	\$ 255,237.17	1.52%
Toward Gigabit Libraries in PA (2018,2019,2020)	\$ 249,367.58	1.48%
Pennsylvania Library Association Academy of Leadership Studies (PALS) 18, 2019, 2020)	\$ 249,274.51	1.48%
PaLA, College and Research Division (CRD)Statewide Professional Development (2018, 2019, 2020)	\$ 97,288.81	0.58%
Multi-District Workshop Mini Grants (2018)	\$ 30,277.21	0.18%
Trustee Training Mini Grants (2018)	\$ 23,559.97	0.14%
GOAL SUBTOTAL	\$ 2,904,962.01	17.27%

Goal 3 expenditures represent 17.27% of Pennsylvania’s total LSTA allotment for the FFY 2018 – FFY 2020 period. Through multiple programs and subprograms, training and professional development were provided to a wide variety of audiences ranging from library staff to newly appointed public library directors (many of whom are isolated solo practitioners), public library board members, school librarians (almost all of whom are isolated solo practitioners), and academic librarians. Topics covered range from childhood literacy and community outreach, to networking knowledge. Below, we will first discuss all the training and leadership programs so we will not be following the strict expenditure driven presentation in the table above.

Leadership and Training of Library Workforce (7.38% of the LSTA allocation)

This program offered a framework of resources, best practices, up-to-date methodology, and education for new library directors, library trustees, volunteers, and both new and seasoned staff members. Through evaluations and feedback from the field, the training reflects the needs of public libraries of all sizes. Interestingly, the number of library staff attending leadership programs and webinars was nearly ten times higher in FFY 2019 than in FFY 2018 owing to virtual delivery of content and no need to travel, reaching thousands instead of hundreds. Use of a new online educational platform (Niche Academy) shows 4,718 course enrollments in 2020, and New Director Orientation attendance jumped from 40 in 2018 to 74 in 2020.

Academy of Leadership Studies (PALS) (1.48% of LSTA allocation)

Since 2009 the Pennsylvania Library Association (PaLA) has offered the *Academy of Leadership Studies (PALS)*, a leadership development program for directors, new librarians and

support staff. Sixty-three percent (63%) of Pennsylvania public libraries operate with just two or fewer full-time staff, making it difficult for librarians to participate in training and especially leadership development during work hours, as it is often only offered in a couple of locations throughout the state. In FFY 2019, 78% of attendees were from libraries with operating budgets less than \$500,000 and 42% were from rural libraries. The program included in-person workshops, virtual meetings, webinars, and mentoring, and was found to improve confidence by 94% of respondents.

PaLA, College and Research Division (CRD) Professional Development (0.58% of LSTA allocation).

The *PaLA, College and Research Division (CRD) Professional Development* project supported statewide professional development and regional workshops for academic librarians. Funds supported programs that reached a combined total of 437 Pennsylvania librarians in the FFY 2018 grant year, and 556 Pennsylvania librarians in FFY 2019. Feedback was positive from attendees. An academic library dept head wrote, "Funds invested through the College & Research Division of PaLA allow librarians to communicate and obtain essential new knowledge about emerging trends in the profession."

Leadership Development for Pennsylvania School Librarians (1.52% of LSTA allocation)

The *Leadership Development for Pennsylvania School Librarians* project provided professional development for school librarians in Pennsylvania, almost all of whom are solo practitioners. Hundreds of school librarians were reached pre-pandemic and continuing post-pandemic. In particular, virtual offerings made it possible for school librarians who could not travel or afford to attend professional development activities away from home to participate easily and effectively. School librarians wrote,

"The amount of content-specific professional development offered to me has transformed my teaching and library space over the years."

"Created a makerspace program for elementary students called #10M2M and won an award for it that year. The PSLA Leadership Academies I have participated in have provided professional development I could not have received anywhere else and was at no cost to my school district. In 32 years of teaching, 16 as a school librarian, it is the best and most relevant professional development I have ever had access to. I had projects to complete related to that training that improved my library collection and services for my students in both our middle and high schools."

Trustee Training Mini Grants (.14% of the LSTA allocation)

A 2018 project, *Trustee Training Mini Grants*, provided training for public library board members in three regional areas of Pennsylvania to obtain the knowledge and resources they need to

better provide their immediate communities with effective library services. In total, 149 participants were reached and of the 80 participants completing one workshop survey, 97.5% agreed or strongly agreed that they felt more confident and knowledgeable. A public library director observed that, “trustee training leads to better communication and fundraising with our community stakeholders.” Each District Library Center grantee also provided an article summarizing the training for a statewide blog, *Compendium: News for Pennsylvania Libraries*. The article permitted those not in attendance to benefit from the workshop information. However, many of the stakeholders surveyed expressed some doubt about the long term cost-effectiveness of trustee training when many do not attend and others do not seem interested.

Community Engagement project (2.81% of the LSTA allocation)

This project was designed to instill a more vibrant, outward-looking culture within Pennsylvania public libraries through workshops, webinars, and monthly telephone and videoconferencing coaching sessions led by the Harwood Institute for teams from 17 competitively-selected libraries. The project's objective was to make public library services more relevant and significant in the life of each community through the development of strategies and actions that would create or strengthen community partnerships and relationships. Several respondents to the evaluators' stakeholder survey indicated the Harwood institute coaching was the most valuable professional development experience they ever had. As the pandemic intensified in FY2020, a virtual workshop on pandemic strategies attracted 225 attendees representing 192 libraries. Ninety-four percent (94%) of the participants agreed or strongly agreed that applying what was learned would improve services.



PA Forward (1.70% of LSTA allocation)

PA Forward™ helps libraries help individuals enhance their own literacy skills in Basic, Information, Civic and Social, Health and Financial literacies, leading to a better quality of life. PA Forward is a mechanism that enhances libraries' abilities to help libraries become stronger community educators and help them identify collaborative opportunities in their local areas. This allows libraries to maximize their reach to residents and provides an opportunity for area organizations, community groups and businesses to have meaningful engagement and connections with community members. The initiative trains librarians to evaluate their programming and provides model programming; it additionally allows libraries to demonstrate the impact they are making on their communities.

The program offers a database of programs adaptable for many types of libraries based on five literacies. Partnerships with organizations and agencies, from the social, civic, financial, health, technological, and government serve as resources for programs for their community. On-going training maintained up-to-date information for library staff and patrons, keeping the program fresh and practical.

PA Forward began a program called the Star Library Program. Three levels with benchmarks for each level gave libraries the initiative to organize the fundamental training and programs into a cohesive method of presenting to communities, students, parents, teachers, the value libraries provide for the growth and economy of Pennsylvania. An annual Literacy Summit gave multiple tracks to meet the need for more in-depth information for library staff. In the evaluators' survey this project was acknowledged with sentiments as expressed in this quote: "PA Forwards has improved our communications to the community. it created enthusiasm among the staff and offered greater interaction between Pennsylvania libraries."

Toward Gigabit Libraries in PA (1.48 % of LSTA allocation)

The organization that managed the project is *Keystone Initiative for Network Based Education and Research (KINBER)*. KINBER's 2018 statewide broadband capacity survey obtained responses from an impressive 96% of all Pennsylvania public libraries followed by network engineer site visits to 24 Pennsylvania public libraries to assess, educate, and recommend broadband and network infrastructure capacity improvements. The effort to help libraries deploy and utilize broadband technologies and infrastructures continued during the FFY 2020 and FFY 2021 pandemic by consultation calls and limited field visits. Virtual training in basic networking and cabling was provided to 55 Pennsylvania public libraries. A public library director wrote, "we are ready ... because of the work we did with Toward Gigabit Libraries in PA! Our planning for summer 2022 includes doubling the number of children we can serve in some of our STEAM Summer Camps, such as Video Game Design Camp, because our technology will allow our instructor at our main library site to connect with campers attending from home and campers attending from a classroom."

Goal 3 Conclusion - Retrospective Question A-1

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

The evaluators conclude that the PDE-OCL has **PARTLY ACHIEVED Goal 3**. Most programs and projects reach considerable numbers of library directors and staff and are highly regarded, as shown by program evaluations and key stakeholder surveys. These programs ably pivoted to virtual programming during the pandemic and were able to continue basic operations, but also to demonstrate the capacity of virtual programming to reach more of Pennsylvania's dispersed library practitioners.

Goal 4 - Underserved and Populations with Special Needs

GOAL 4: Underserved and Populations with Special Needs: Develop and improve services and community organization collaborations in all types of libraries for underserved populations or for Pennsylvanians who have difficulty using libraries, especially those who live in poverty or who have a disability.

Goal 4 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 4.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Teen Reading Lounge	\$ 490,005.13	2.91%
Library Services for Visually Impaired & Disabled (Match)	\$ -	0.00%
GOAL SUBTOTAL	\$ 490,005.13	2.91%

Goal 4 expenditures represent 2.91% of Pennsylvania’s total LSTA allotment for the FFY 2018 – FFY 2020 period funding one project, *Teen Reading Lounge*, and including a matching funds program, *Library Services for Visually Impaired and Disabled*.

Teen Reading Lounge (TRL) (2.91% of the LSTA allocation)

Teen Reading Lounge (TRL) was an award-winning, non-traditional book club for teens ages 12-18 that leveraged the humanities as a tool for developing 21st century learning skills. The program had two components: programming to prepare staff to offer TRL sessions to teens, and teen sessions themselves. Professional development activities expanded dramatically from 96 library staff in FFY 2019 to 440 staff participants in FFY 2020. These participants learned about engaging with teens, teens of color, low-income youth, and LGBTQIA+ youth.

Teen Reading Lounge	2018	2019	2020
	\$ 139,480.00	\$ 161,285.76	\$ 189,239.37
staff development attendance	96	440	290
libraries represented	12	11	17
webinar met learning objectives (agree/strongly agree)	81%		100%
direct programs with teens, number of sessions		178	317
direct programs with teens, # unique participants	864	204	

Teen Reading Lounge	2018	2019	2020
average session attendance x sessions		1246	1902
<i>libraries represented</i>	8	11	12

Community of Practice phone calls were valued by site staff; when asked if the webinar met each session’s targeted learning objectives, 81% of respondents selected “strongly agree” or “agree.” Direct presentations to teens were presented at eight sites reaching 864 participants in FFY 2019, and at 11 LSTA-funded sites providing 178 sessions that attracted 204 unique individuals and an average of seven attendees per session in FFY 2020. Most sites had diverse attendees, both by gender and race/ethnicity. The shift from in-person to virtual programming beginning in FFY 2020 had different effects from site to site, depending on access to technology for participants at home and at libraries. In general, the age of participants decreased, with more middle schoolers and fewer high schoolers participating virtually. Fewer rural youth attended virtually.

The **Teen Reading Lounge (TRL)** of the Erie County Public Library hosted a chalk art competition on August 12, 2020. The teens were given the opportunity to “imagine their own story” through chalk art. They transformed the concrete around the library into vibrant colors and works of art that demonstrate the power of youth and their connection to the community.



TRL, an award-winning program created by the PA Humanities Council, is in its 7th year

While the program is designed to attract low income and racially and ethnically diverse youth, it was less successful in FFY 2021 than in past years. This is likely because of inequities exacerbated by the pandemic, particularly around access to technology at home for remote sessions. Many teens and leaders reported virtual or “Zoom” fatigue from long hours spent online during the year.

The TRL program was mentioned as a significant success in the evaluators' survey of key stakeholders. To broaden the reach of this high quality program, in 2023 PDE-OCL is also developing a model for implementing TRL in partnership with library districts rather than individual libraries.

The PDE-OCL funds *Library Services for Visually Impaired & Disabled* as a match to LSTA funds. This program provides reference services and loans accessible materials (primarily in audio formats) to Pennsylvania residents who are blind, physically or cognitively impaired, or unable to hold a book or turn pages. All services are offered free of charge. Circulation has doubled over the last five years, reaching more than 1.6 million in 2019 before pandemic restrictions reduced fulfillment. In 2018 the Libraries for the Blind and Physically Handicapped (LBPH)-Philadelphia won the Associated Services for the Blind and Visually Impaired (ASB) Louis Braille Community Partner Award. In 2019, Carnegie Library of Pittsburgh-LBPH was awarded the National Network Library of the Year for 2018 by the National Library Service and was presented with the award by Librarian of Congress Dr. Carla Hayden and National Library Service Director Karen Keninger. The program is highly valued: "It's a life saver when we are able to refer individuals to the service and get them set up with it", wrote a surveyed stakeholder. A public library director added, "Patrons ... with diminishing eyesight are thrilled ... they are not limited to the small audio collection on our shelves."

Goal 4 Conclusion - Retrospective Question A-1

A-1. To what extent did 's Five-Year Plan activities make progress towards Goal 4?

The evaluators conclude that the PDE-OCL has **PARTLY ACHIEVED Goal 4**. A highly regarded teen reading and engagement program has been proven and generated enthusiasm among library participants, although it has not as of yet achieved large distributed scale across the Commonwealth. Plans are being developed to broaden the reach of the program by elevating it from the library level to the district level. The Library Services for the Visually Impaired & Disabled continue immensely successful services for the historically under-served and special needs populations in Pennsylvania.

Goal 5 - Workforce Development

GOAL 5: Workforce Development: Develop and improve workforce development services and community organization collaborations in all types of libraries for individuals of all ages.

Goal 5 Description and Discussion

There were no projects utilizing LSTA funds in support of Goal 5. It should be noted that OCL staff time was spent in this area in building relationships and sharing information. Library advisors work with the Labor and Industry Department at the state government level and pass information forward. During this time period, because of information sharing and encouragement of workforce development relationships, two Pennsylvania library locations became co-located

with Careerlink services. Many other Pennsylvania libraries developed relationships with local workforce development boards. In addition, as part of other projects libraries offer and promote resources through POWER Library's Job Resources page.¹¹ Training on Resume Builder was hosted on POWER Library.¹²

Goal 5 Conclusion - Retrospective Question A-1

A-1. To what extent did PDE-OCL's Five-Year Plan activities make progress towards Goal 5? The evaluators conclude that PDE-OCL has NOT ACHIEVED Goal 5.

Retrospective Assessment Questions A-2 and A-3

Retrospective Question A-2

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

PDE-OCL's LSTA projects addressed four of the Measuring Success focal areas and their associated intents: Lifelong Learning, Information Access, Institutional Capacity, and Civic Engagement.

Lifelong Learning projects, *Out of School Time* and *Family Engagement* from Goal 1 and *Affordable Learning Pennsylvania / Statewide Textbook Affordability* from Goal 2, speak to the intent to "Improve users' general knowledge and skills" and "Improve users' formal education" respectively.

Information Access projects fall under several goals, including Goal 1's *IDS*; three Goal 2 projects: *POWER Library*, *Digitization of Pennsylvania Resources*, and *PA Digital*; as well as the matching funds project from Goal 4, *Library Services for Visually Impaired and Disabled*. Only *Digitization of Pennsylvania Resources* served the intent to "Improve users' ability to discover information resources"; the rest served the intent to "Improve users' ability to obtain and/or use information resources."

All Goal 3 projects achieved results addressing the national priority of Institutional Capacity, and almost all of them serve the intent to "Improve the library workforce"; only one, *Toward Gigabit Libraries in PA*, serves the intent to "Improve library operations." There are also three Goal 2 projects that serve the Institutional Capacity focal area, *POWER library*, *Statewide Data Resources*, and *Toward Gigabit Libraries* managed by *KINBER*. The first two serve the intent to "Improve library operations" and the last one serves the intent to "Improve the library's physical and technological infrastructure." *PaILS* from Goal 1 serves the intent to "Improve library operations."

¹¹ POWER Library's Job Resources page: <https://powerlibrary.org/job-resources/>

¹² Training on Resume Builder was hosted on POWER Library: <https://ilead-resume.powerlibrary.org/>

The only Civic Engagement project serving the intent to “Improve users’ ability to participate in their community” is the *Teen Reading Lounge*. Though *PA Forward* is formally under the Institutional Capacity/Improve library workforce focal area and intent, there is a strong Civic Engagement component to it as it incentivizes libraries to offer more programs and collaborate with partners.

Retrospective Question A-3

A-3. Did any of the following groups represent a substantial focus for PDE-OCL’s Five-Year Plan activities? (Yes/No) (see Appendix G) Three projects qualify as being a substantial focus on the basis of the ten percent (10%) expenditure specified by IMLS in the evaluation guidelines: *Access to Pennsylvania Resources*, *Out of School Time*, and *PallS*. However, this does not mean that PDE-OCL’s implementation of the Grants to States program did not significantly impact other identified groups. Included are individuals with disabilities (*Blind and Disabled Services*) for which we only know that is a matching funds project and as such we have not analyzed at the same level of detail. Many other projects focus on individuals living below the poverty line as the majority of the libraries in Pennsylvania serve small distressed and rural communities.

Of the three projects that meet the 10% criterion, two of them (*Access to Pennsylvania Resources* and *PallS*) serve primarily the library workforce, and include expanded online offerings to the public via shared hosted technologies; the third project *Out of School Time* serves primarily Individuals living below the poverty level, families, children (aged 0-5) as well as school-aged youth (aged 6-17).

GROUP	YES or NO
Library workforce (current and future)	YES
Individuals living below the poverty line	YES
Individuals that are unemployed/underemployed	NO
Ethnic or minority populations	NO
Immigrants/refugees	NO
Individuals with disabilities	NO
Individuals with limited functional literacy or information skills	NO
Families	YES
Children (aged 0-5)	YES

School-aged youth (aged 6-17)	YES
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Process Questions B-1, B-2, and B-3

B-1. How has PDE-OCL 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? To adjust and refine programs and to make decisions regarding priorities among projects. To provide context and insight on the work of the SLAA to the Department of Education, other state agencies, the State legislature, the library field, and the public at large.

B-2. Specify any modifications PDE-OCL made to the Five-Year Plan. What was the reason for this change? Pennsylvania’s LSTA Five-Year Plan for 2018 - 2022 was not amended -- no formal changes were made; however, significant adjustments were made at the project and activity levels due to the COVID-19 pandemic. Many events that had originally been scheduled as in-person meetings were adjusted to accommodate new realities that involved virtual and hybrid models. Changes were particularly dramatic in regard to professional development activities, which experienced a year-to-year increase in participation as libraries sought to maximize the value of work-at-home time.

B-3. How and with whom has PDE-OCL shared data from the SPR and from other evaluation resources? How has PDE-OCL used the last Five-Year Evaluation to inform data collected for the new Five-Year Evaluation? How has PDE-OCL used this information throughout this five-year cycle? It is used internally for planning and evaluation purposes and is shared directly with key SLAA staff and with various advisory groups. It is shared indirectly with legislators, other public officials and the public through periodic reports from the agency.

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

C-1. Identify how PDE-OCL 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 PDE-OCL’s implementation of the LSTA Grants to States program, PDE-OCL, in cooperation with eight other SLAAs in the northeast United States participated in the issuance of a joint Request for Proposals (RFP) for a “Cooperative Library Services and Technology Act Five-Year Plan Evaluation 2018-2022” through the Council of State Library Agencies in the Northeast (COSLINE). The RFP was issued on June 14, 2021 with proposals due by July 12, 2021.

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

QualityMetrics LLC has in-depth evaluation experience and demonstrated professional competency in conducting LSTA Grants to States evaluations. QualityMetrics Director and Chief Executive Officer Dr. Martha Kyrillidou, carried out more than 20 such evaluations for the 2013-2017 cycle. In addition, QualityMetrics associate consultant, Bill Wilson, has been part of more than 50 LSTA evaluations in each five-year cycle since 2002 both as a partner in Himmel & Wilson, Library Consultants and as a research consultant with QualityMetrics. Jonathan LeBreton, a resident of Philadelphia and prior employee at the library at Temple University, was the third evaluator in our team; Jonathan has rich experience in institutional resource and evaluation from his experience as an academic librarian in Maryland and Pennsylvania.

Principal consultant Dr. Martha Kyrillidou has deep experience in library evaluation over her 22 years of service at the Association of Research Libraries (ARL). Dr. Kyrillidou has taught Research Methods and Assessment, and Evaluation courses at the University of Maryland and at Kent State University and has extensive practical experience in mixed methods, evaluation and outcomes assessment. Martha is a current member of the Library Statistics Working Group (LSWG), chair of the NISO Z39.7 standard, and mentoring the next generation of public library staff and evaluators.

Mr. Wilson has extensive experience with federal funding programs for libraries dating back to the 1970s and interactions with state library administrative agencies since he served as Wisconsin's State Librarian in the 1990s. Mr. Wilson has also completed extensive graduate/doctoral-level coursework in statistics and research methods.

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

For a listing of the people we interviewed and the groups we interacted with see Appendix B; also, Appendix D provides the script and the guidelines we utilized for these interviews. Appendix E provides the web survey instrument we deployed as evaluators and Appendix I summarizes the survey results from that survey.

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

COVID-19 presented special circumstances and a number of considerations had to be taken into account. The crisis brought the imperative of changing how evaluation work is done and how we engage policymakers, program managers and beneficiaries as restrictions on travel and ‘social distancing’ are expected to last.¹³

We replaced face-to-face interviews with remote interviews and desk-based methods, paying attention to (a) maximizing use of technology; (b) securing engagement while reaching out to the most marginalized populations (small and rural libraries, and, in particular, users of talking books services); and (c) enhancing triangulation to validate remote data.¹⁴

While no on-site visit to the PDE-OCL was conducted during this evaluation period, both primary investigators for QualityMetrics (Dr. Martha Kyrillidou and Mr. William Wilson) visited the agency in Harrisburg, PA, as part of the 2013-2017 LSTA evaluation cycle. Virtual (Zoom) one-on-one interviews were held with the agency chief and with key staff engaged in LSTA work and in specific projects carried out under the LSTA Five-Year Plan. The Five-Year Evaluation is a summative assessment, and as such, the availability of the SPR data was of critical importance.

Furthermore, the restrictions imposed by COVID-19 have strengthened the state library administrative agency role. During this time of crisis, the state library was the source of answers for its communities and the profession as a whole. The SLAA responded to this need by holding frequent and regular statewide community meetings with various groups, elevating the importance of the LSTA activities even while they were being disrupted by the pandemic. Creative solutions were identified in most instances, as many programs had to turn to virtual delivery for most of the pandemic period. In some ways, the impact of recording virtual programming is more evident and more readily documented. However, we do run the risk of minimizing the adverse effects of virtual programming on marginalized communities, which were often more difficult to reach during the COVID-19 crisis.

The toll on the mental health of our communities has also been evident during the pandemic, as its restrictions have established new norms for in-person interaction. Student learning and

¹³ 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.

¹⁴ UNFPA Evaluation Office (2020) Adapting evaluations to the COVID-19 pandemic. <https://www.unfpa.org/admin-resource/adapting-evaluations-covid-19-pandemic>

well-being have been precarious due to the disruption of the education life cycle.¹⁵ However, opportunities to help students catch up with unfinished learning were plentiful, and state library administrative agencies also augmented their database access offering to help children and teens participating in remote learning. Pennsylvania, in particular, improved the authentication method for off-site learners. In contrast, and due to the fact that community behaviors were frequently monitored during the pandemic, respondents felt overly surveyed in many instances.

A Web-based survey targeting the library community was conducted between November 10, 2021 and January 15, 2022. This survey provided considerable qualitative information, as well as some additional quantitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the previously gathered evidence.

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

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

The focus groups and interviews provided both qualitative evidence and context that supplemented a review of agency-supplied statistical data and information and data submitted in the form of the State Program Reports (SPRs).

¹⁵ The impact of the pandemic on K-12 learning loss has been documented approximately leaving students with five month of learning loss in math and four months of learning loss in reading; the effects are larger for historically disadvantaged students. See Sarah Mervosh, "[The pandemic hurt these students the most.](#)" In print "Pandemic widened U.S. Educational Gap into a Gulf, Research Suggests." July 28, 2021, Section A, Page 13.

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 Pennsylvania and how it was supported by PDE-OCL 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 PDE-OCL will share the key findings and recommendations with others. The final evaluation will be posted on the About LSTA section¹⁶ of the website and shared in targeted ways with colleagues in state government, the library field and partners in other disciplines. PDE-OCL also applied to present a conference session about the LSTA Evaluation and Keystone Program Assessment.

This evaluation would be remiss if it did not acknowledge the increased funding that state agencies have received through the Coronavirus Aid, Relief and Economic Security Act (CARES) and the American Recovery Plan Act (ARPA). The PDE-OCL, 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 Pennsylvania communities and libraries thrive during the unprecedented times of COVID-19.

¹⁶ State Library of Pennsylvania website, "About LSTA" page:
<https://www.statelibrary.pa.gov/Libraries/Subsidies-and-Grants/LSTA/Pages/default.aspx>

APPENDICES

Appendix A: Acronyms

ACS - American Community Survey
ALPA - Affordable Learning Pennsylvania
ALS - Academic Libraries Survey
ARPA - American Recovery Plan Act
BARD - Braille and Audio Reading Download
CARES - Coronavirus Aid, Relief and Economic Security Act
CDC - Centers for Disease Control and Prevention
CLSP - Collaborative Summer Library Program
COP - Community of Practice
COSLINE - Council of State Library Agencies in the Northeast
CRD - College and Research Division (of PaLA)
DPLA - Digital Public Library of America
EISi - Elementary/Secondary Information System
E-Rate - the schools and libraries universal service support program
ESSA - Every Student Succeeds Act
FFY - Federal Fiscal Year
FTE - Full Time Equivalent
IDS - Interlibrary Delivery Service of Pennsylvania
ILS - Integrated Library System
IMLS - Institute of Museum and Library Services
KINBER - Keystone Initiative for Network Based Education & Research
LAMP - Library of Accessible Media for Pennsylvanians
LBPH - Library for the Blind and Physically Handicapped
LISL - Leadership Institute for School Librarians
LSTA - Library Services and Technology Act
NAAL - National Assessment of Adult Literacy
NCES - National Center for Educational Statistics
OBE - Outcome-Based Evaluation
OCDEL - Pennsylvania Office of Child Development and Early Learning
OCL - Office of Commonwealth Libraries
OCLC - Non-profit provider of library services; formerly Online Computer Library Center, Inc.
OER - Open Educational Resources
OPAC - online public access catalog
OTN - Open Textbook Network
PA-DPLA - Pennsylvania hub of the Digital Public library of America
PA-FORWARD - 21st Century Literacies Initiative of the PALA
PaLLS - Pennsylvania Integrated Library System
PaLA - Pennsylvania Library Association
PALS - Pennsylvania Academy of Leadership Studies
PDE - Pennsylvania Department of Education

PDE-OCL - Pennsylvania Department of Education, Office of Commonwealth Libraries
POP - Patron Outreach Project
POWER Library - OCL's statewide virtual library [Pennsylvania Online World of Electronic Resources](#)
PSLA - Pennsylvania School Librarians Association
RFP - Request for Proposals
ROI - return-on-investment
SLAA - State Library Administrative Agency
SLLA - School Librarians Leadership Academy
SPARK - brand name for the PA version of the Evergreen integrated library system
SPR - State Program Report
STEAM - Science Technology Engineering Arts Mathematics
STEM - Science, Technology, Engineering, and Math
TGLinPA - Toward Gigabit Libraries
TRL - Teen Reading Lounge

Appendix B: Interviewees/ Focus Groups

Interview	Stakeholder	Organization or Title	Date
#1	Sue Banks	State Librarian	9/16/2021
#2	Christi Buker	PaLA	11/9/2021
#3	Pam Dinan	IDS	11/11/2021
#4	Maryam Phillips	HSLC	11/12/2021
#5	Heather Sharpe	Bureau of Library Development	11/12/2021
#6	Rob Leshner	PA Forward	11/12/2021
#7	Mary Garm	GAC	11/15/2021
#8	Robin Burns	School Library Association President	11/23/2021
#9	Sarah Green	Bureau of State Library	11/24/2021
#10	Jill Morris	PALCI	11/29/2021
#11	Nathan Flood	KINBER	12/2/2021
#12	Debra Kachel	SLIDE Study	1/19/2022
#13	Barb Zaborowski	Dean of Library Services and Special Projects, Pennsylvania Highlands Community College	2/24/2022

Presentations or Focus Groups	Stakeholders	# of Participants	Date
#1	Town Hall - Intro to LSTA	50	11/16/2021
#2	PALS volunteer planning committee	9	11/22/2021
#3	Academy of Leadership Studies (PALS)	8	12/2/2021
#4	Governor's Advisory Council meeting	68	2/10/2022

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

- SPR data (FFY 2018-2020)
- Stats Over Time (FY 2018 - 2020)
- Agency website and social media
- LSTA Plan 2018-2022

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 Pennsylvania 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 Pennsylvania?
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

Pennsylvania LSTA Survey 2021

WELCOME

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

Following close on the heels of the evaluation is the requirement for the submission of a new state-level Five-Year Plan for the LSTA program. QualityMetrics, Library Consultants is assisting the Pennsylvania Department of Education, Office of Commonwealth Libraries (PDE – OCL) with the evaluation.

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

You are invited to share your thoughts and ideas by answering the following questions. The survey should take you no more than ten minutes to complete. The first set of questions asks you to look back over the last few years and to consider how the LSTA program has benefitted libraries and library users. Then, 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 give you an opportunity to offer any other observations about Pennsylvania's LSTA program (positive or negative). Thank you in advance for helping the Pennsylvania Department of Education, Office of Commonwealth Libraries serve your community better!

LOOKING BACK

Pennsylvania receives approximately \$5.45 million in LSTA Grants to States funding each year. The largest portion of this funding has been allocated to support Lifelong Learning and Literacy with programs such as Access to Pennsylvania Resources, Out-of-School Time, Family Engagement, Teen Reading Lounge, and Interlibrary Delivery Service.

The second largest portion supports Digital Library Services with programs such as Pennsylvania Integrated Library System, POWER Library, Digitization of Pennsylvania Resources, Statewide Data Resources, Statewide Textbook Affordability for Higher Education, and Affordable Learning Pennsylvania.

The third largest portion of the budget supports Training and Support with programs such as Community Engagement, Leadership and Training of Library Workforce, PA Forward, Toward Gigabit Libraries in PA, and Leadership Development for Pennsylvania School Librarians.

The fourth largest portion of the budget supports Underserved and Populations with Special Needs with programs such as Teen Reading Lounge and Library Services for Visually Impaired & Disabled.

The last portion of the budget supports Workforce Development, though there are no specific activities dedicated to this goal, staff time and some of the lifelong learning work speaks to these outcomes.

LSTA dollars are used to foster creativity and innovation while meeting the needs of Pennsylvania's existing and potential library users and citizens.

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

	No impact	Somewhat impactful	Very impactful	Not aware/do not use
Access to Pennsylvania Resources• Rare Book Collection of State Library of Pennsylvania • Law Library Services of the State Library of Pennsylvania • State Library of Pennsylvania MakerSpace	()	()	()	()

<p>Out-of-School Time• Mini Maker Faire Events</p> <ul style="list-style-type: none"> • Readers Theatre Workshop • Tinkering Kits • Summer Quest • STEM Guides • Summer Program Relief • Collaborative Summer Library Program • Future You • Video Game Clubs of America for School Libraries • Pennsylvania Summer 2021 Session Series • Values, Futures, and Relationship-Building for Youth Services with Dr. Matt Finch • Capturing Outcomes of Youth Programs with Dr. Mega Subramaniam 	()	()	()	()
<p>Family Engagement• Mini Maker Faire Events</p> <ul style="list-style-type: none"> • Readers Theatre Workshop • Play K Curriculum • New Book Look • Family Place • Block Party • Wee Build Kits • Family Book Adventures • Mother Goose on the Loose • Play and Grow • Beginning from Birth Webinars • Supercharged Storytimes • Storytimes Basics Course • Every Child Ready to Read • Beyond Storytimes Modules • Many Books, One Pennsylvania Community 	()	()	()	()

Interlibrary Delivery Service	()	()	()	()
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2) DIGITAL SERVICES: Which programs had an impact on your library and on the people your library serves?

	No impact	Somewhat impactful	Very impactful	Not aware/do not use
Pennsylvania Integrated Library System (PAILS)	()	()	()	()
POWER Library	()	()	()	()
Digitization of Pennsylvania Resources	()	()	()	()
Statewide Data Resources	()	()	()	()
PA Digital: Pennsylvania Digital Collections in DPLA	()	()	()	()
Toward Gigabit Libraries in Pennsylvania (TGLinPA)	()	()	()	()
Affordable Learning Pennsylvania	()	()	()	()

3) TRAINING AND SUPPORT: Which programs had an impact on your library and on the people your library serves?

	No impact	Somewhat impactful	Very impactful	Not aware/do not use
Leadership and Training of Library Workforce <ul style="list-style-type: none"> • “Including You” • Diversity, Equity, Inclusion Mini Grants • Virtual Board Retreats • New Director's Training • Statewide Library Staff Training • PCI Trainings for library staff • Wellness Series • District Library Consultant Summit • Accounting Workshops • Mediation Training (ADVOS) • Facilitation Training (Leadership Strategies) • Statewide Library Leadership Development (DLC meetings) 	()	()	()	()
PA Online Learning (Niche Academy for the public)	()	()	()	()
PA Library Staff Academy (Niche Academy)	()	()	()	()
Community Engagement	()	()	()	()
PA Forward program of partnerships in the literacy area	()	()	()	()
Pennsylvania Library Association Academy of Leadership Studies (PALS)	()	()	()	()

Leadership development trainings and conference for Pennsylvania School Librarians	()	()	()	()
PaLA, College and Research Division (CRD) Professional Development	()	()	()	()
Multi-District Workshop Mini Grants	()	()	()	()
Trustee Training Mini Grants	()	()	()	()

4) UNDERSERVED AND POPULATIONS WITH SPECIAL NEEDS: Which programs had an impact on your library and on the people your library serves?

	No impact	Somewhat impactful	Very impactful	Not aware/do not use
Teen Reading Lounge	()	()	()	()
Library Services for Visually Impaired & Disabled	()	()	()	()

5) How is library service in your community better because of the investment of LSTA funds?

6) Think back over the past three years (2018, 2019, and 2020). 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?

7) What was the impact of the LSTA-supported programs you listed?

8) How can PDE-OCL's LSTA program be more inclusive of other library types (Academic, Medical, Prison/Jail, Special, etc.) to ensure equitable use of funds?

NEEDS ASSESSMENT

PDE - OCL has drafted goals for the next LSTA plan, based on activities and feedback gathered from: every corner of the library field; our work with other Commonwealth Agencies; and our understanding of the emerging trends in Pennsylvania communities.

We would like to get your input on the draft goals below. Please rate the following based on how you see these Goals and Project areas intersecting with your needs in the next five years:

Draft Goals for 2023-27

1. Statewide Services Infrastructure - Providing support and services through sustainable structures to ensure equity of access to library resources for all Pennsylvanians across the Commonwealth, regardless of economy or geography.
2. Libraries at the Community Core - Enabling and encouraging every library to better understand and serve the unique needs of their communities through deep engagement, effective partnerships and strategic resource sharing.
3. Libraries as integral to the lifelong Educational Ecosystem - Leveraging the intersecting responsibilities libraries share with formal educational agencies for learners of all ages to create a seamless and supportive fabric of learning to help every Pennsylvanian live their best lives.

9) STATEWIDE SERVICE INFRASTRUCTURE. Please rate the importance of these goals below:

	Not important	Somewhat important	Very important	Does not apply to my needs
Building sustainable service structures for equity of access and library development including access to broadband and emerging technologies.	()	()	()	()
Digital Library Services that complement and expand local collections.	()	()	()	()
Building Pennsylvania-wide resources and services with a focus on preservation, disaster recovery, and ecological conservation.	()	()	()	()
Statewide Library Leadership Development that reflects the communities we serve and builds an understanding of needs across the Commonwealth.	()	()	()	()

10) LIBRARIES AT THE COMMUNITY CORE. Please rate the importance of these goals below:

	Not important	Somewhat important	Very important	Does not apply to my needs
Libraries as Community Anchor Institutions - connecting libraries to existing community, environmental, digital, and human service structures to build equitable library services for the people of PA at the local level.	()	()	()	()
Libraries that include everyone and serve real needs –encouraging and supporting user-focused planning and service design to reinforce that libraries belong to everyone and everyone belongs in libraries by building and maintaining community connections.	()	()	()	()
Building better Boards and a library workforce – library education and governance that reflects our communities with focus on diversity, equity, and belonging.	()	()	()	()

11) LIBRARIES AS INTEGRAL TO THE LIFELONG EDUCATIONAL ECOSYSTEM. Please rate the importance of these goals below:

	Not important	Somewhat important	Very important	Does not apply to my needs
Coordinating with and complementing established structures of public and private education with services to Early Learners, School-Age Youth, and their families, including increasing the perception of professionalism in Youth Services librarians and Youth Services in libraries.	()	()	()	()
Supporting employable skill-building and adult literacy at the local level through library partnerships and coordinated efforts in digital literacy.	()	()	()	()

OTHER COMMENTS

12) Please feel free to offer any additional comments about Pennsylvania'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

13) 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.

14) My primary role in the library that I represent is:

- Director
- Manager or Department Head
- Youth Services Librarian
- Adult Services Librarian
- Technical Services Librarian
- Technology Specialist
- Library Trustee
- Volunteer
- Other (Please specify below.)

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

Thank You!

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

Appendix F: Measuring Success Crosswalk Table

PENNSYLVANIA Measuring Success Focal Areas and Intents												
	1.1 Access to Pennsylvania Resources	1.2 Out-of-School Time	1.3 Family Engagement	1.4 Interlibrary Delivery Service	2.1 Pennsylvania Integrated Library System (PAILS)	2.2 POWER Library	2.3 Digitization of Pennsylvania Resources	2.4 PA Digital: Pennsylvania Digital Collections in DPLA	2.5 Statewide Data Resources	2.6 Affordable Learning Pennsylvania	2.7 Statewide Textbook Affordability for Higher Education	2.8 Keystone Initiative for Higher Education and Research
Lifelong Learning		YES	YES							YES	YES	
Improve users' formal education										YES	YES	
Improve users' general knowledge and skills		YES	YES									
Information Access	YES			YES	YES	YES	YES					
Improve users' ability to discover information resources						YES						
Improve users' ability to obtain and/or use information resources	YES			YES	YES		YES					
Institutional Capacity					YES			YES				YES
Improve the library workforce												
Improve the library's physical and technological infrastructure												YES
Improve library operations				YES				YES				
Economic & Employment Development												
Improve users' ability to use resources and apply information for employment support												
Improve users' ability to use and apply business resources												
Human Resources												
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												

PENNSYLVANIA

Measuring Success Focal Areas and Intents

3.1 Leadership and Training of Library Workforce
 3.2 Community Engagement
 3.3 PA Forward
 3.4 Leadership Development for Pennsylvania School Librarians
 3.5 Pennsylvania Library Association School Leadership Studies (PALS)
 3.6 Toward Gigabit Libraries in PA
 3.7 PalA, College and Research Division of Professional Development
 3.8 Multi-District Workshop
 3.9 Trustee Training Mini Grants
 4.1 Teen Reading Lounge
 4.2 Library Services for Visually Impaired & Disabled

	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.1	4.2
Lifelong Learning											
Improve users' formal education											
Improve users' general knowledge and skills											
Information Access											YES
Improve users' ability to discover information resources											
Improve users' ability to obtain and/or use information resources											YES
Institutional Capacity	YES	YES	YES	YES	YES	YES	YES	YES	YES		
Improve the library workforce	YES	YES	YES	YES	YES		YES	YES	YES		
Improve the library's physical and technological infrastructure						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										YES	
Improve users' ability to participate in their community											
Improve users' ability to participate in community conversations around topics of concern										YES	

Appendix G: Targeted Audiences Crosswalk Table

PENNSYLVANIA Target Population Served	Targeted Audiences										
	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 or Information Skills	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
1.1 Access to Pennsylvania Resources	YES							YES			
1.2 Out-of-School Time		YES					YES	YES	YES		
1.3 Family Engagement	YES						YES	YES	YES	YES	YES
1.4 Interlibrary Delivery Service											
2.1 Pennsylvania Integrated Library System	YES										
2.2 POWER Library	YES										
2.3 Digitization of Pennsylvania Resources	YES										
2.4 PA Digital: Pennsylvania Digital Collections	YES										
2.5 Statewide Data Resources	YES										
2.6 Affordable Learning Pennsylvania	YES										
2.7 Statewide Textbook Affordability for Pennsylvania	YES										
2.8 Keystone Initiative for Network-Based Learning	YES										
3.1 Leadership and Training of Library Workers	YES								YES	YES	
3.2 Community Engagement	YES										
3.3 PA Forward	YES										
3.4 Leadership Development for Pennsylvania Librarians	YES										
3.5 Pennsylvania Library Association Academic Initiatives	YES										
3.6 Toward Gigabit Libraries in PA	YES										
3.7 PaLA, College and Research Division	YES										
3.8 Multi-District Workshop Mini Grants	YES					YES					
3.9 Trustee Training Mini Grants	YES										
4.1 Teen Reading Lounge	YES										
4.2 Library Services for Visually Impaired					YES						

Appendix H: Expenditure Tables

PENNSYLVANIA 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	Lifelong Learning and Literacy	Access to Pennsylvania Resources	X	X	X	\$ 1,288,097.81	\$ 1,584,337.87	\$ 1,794,893.52	\$ 4,667,329.20	58.97%	27.75%
		Out-of-School Time	X	X	X	\$ 628,081.35	\$ 586,343.70	\$ 696,325.02	\$ 1,910,750.07	24.14%	11.36%
		Family Engagement	X	X	X	\$ 520,866.96	\$ 582,429.47	\$ 233,682.57	\$ 1,336,979.00	16.89%	7.95%
		Interlibrary Delivery Service (Match)	X	X	X	\$ -	\$ -	\$ -	\$ -	0.00%	0.00%
		GOAL SUB-TOTAL				\$2,437,046.12	\$2,753,111.04	\$2,724,901.11	\$ 7,915,058.27	100.00%	47.06%
Goal 2	Digital Library Services	Pennsylvania Integrated Library System (PaLS)	X	X	X	\$ 635,000.00	\$ 601,352.34	\$ 578,684.51	\$ 1,815,036.85	37.54%	10.79%
		POWER Library	X	X	X	\$ 364,500.00	\$ 459,500.00	\$ 681,916.00	\$ 1,505,916.00	31.14%	8.95%
		Digitization of Pennsylvania Resources	X	X		\$ 345,433.89	\$ 89,573.76	\$ -	\$ 435,007.65	9.00%	2.59%
		PA Digital: Pennsylvania Digital Collections in DPLA	X	X	X	\$ 150,000.00	\$ 150,000.00	\$ 77,873.81	\$ 377,873.81	7.81%	2.25%
		Statewide Data Resources	X	X	X	\$ 130,085.71	\$ 170,746.76	\$ 68,377.62	\$ 369,210.09	7.64%	2.20%
		Affordable Learning Pennsylvania (incl. Statewide Textbook Affordability for Higher Education)	X	X	X	\$ 98,161.50	\$ 108,161.00	\$ 126,161.51	\$ 332,484.01	6.88%	1.98%
		GOAL SUB-TOTAL				\$1,723,181.10	\$1,579,333.86	\$1,533,013.45	\$ 4,835,528.41	100.00%	28.75%
Goal 3	Training and Support	Leadership and Training of Library Workforce	X	X	X	\$ 427,773.72	\$ 269,193.37	\$ 544,904.28	\$ 1,241,871.37	42.75%	7.38%
		Community Engagement	X	X		\$ 244,813.14	\$ 227,632.74	\$ -	\$ 472,445.88	16.26%	2.81%
		PA Forward	X	X	X	\$ 83,050.00	\$ 93,050.00	\$ 109,539.51	\$ 285,639.51	9.83%	1.70%
		Leadership Development for Pennsylvania School Librarians	X	X	X	\$ 73,999.00	\$ 84,000.00	\$ 97,238.17	\$ 255,237.17	8.79%	1.52%
		Toward Gigabit Libraries in PA (includes Keystone Initiative for Network Based Education and Research [KINBER])	X	X	X	\$ 36,808.10	\$ 98,067.67	\$ 114,491.81	\$ 249,367.58	8.58%	1.48%
		Pennsylvania Library Association Academy of Leadership Studies (PALS)	X	X	X	\$ 74,030.00	\$ 84,030.00	\$ 91,214.51	\$ 249,274.51	8.58%	1.48%
		PaLA, College and Research Division (CRD) Professional Development	X	X	X	\$ 24,805.00	\$ 34,805.00	\$ 37,678.81	\$ 97,288.81	3.35%	0.58%
		Multi-District Workshop Mini Grants	X			\$ 30,277.21	\$ -	\$ -	\$ 30,277.21	1.04%	0.18%
		Trustee Training Mini Grants	X			\$ 23,559.97	\$ -	\$ -	\$ 23,559.97	0.81%	0.14%
		GOAL SUB-TOTAL				\$1,019,116.14	\$ 890,778.78	\$ 995,067.09	\$ 2,904,962.01	100.00%	17.27%
Goal 4	Underserved / Special Needs	Teen Reading Lounge	X	X	X	\$ 139,480.00	\$ 161,285.76	\$ 189,239.37	\$ 490,005.13	100.00%	2.91%
		Library Services for Visually Impaired & Disabled (Match)	X	X	X	\$ -	\$ -	\$ -	\$ -	0.00%	0.00%
		GOAL SUB-TOTAL				\$ 139,480.00	\$ 161,285.76	\$ 189,239.37	\$ 490,005.13	100.00%	2.91%
Goal 5	Workforce Development	LSTA PROGRAM ADMINISTRATION				\$ 221,617.64	\$ 224,354.56	\$ 226,759.00	\$ 672,731.20	100.00%	4.00%
		GRAND TOTAL				\$5,540,441.00	\$5,608,864.00	\$5,668,980.02	\$ 16,818,285.02		

Note: 2020 figures are estimates (not finally certified and approved SPR data)

Appendix I: Web-Survey Report

PA LSTA Survey Summary

https://reporting.alchemer.com/r/71852_61aff03c5e5457.60440846

Findings

The survey received a total of 718 responses, 258 of which were complete and 460 of which were partial. As shown in Figure 1, 73.4% of respondents (177) work in public libraries, 15.8% of respondents (38) work in a school library, 5.8% of respondents (14) work in an academic library, and 1.7% of respondents (4) work in a special library. 3.3% of respondents (8) indicated “other” which includes a county library, consortium, library association, federal library system, LGBTQ lending library, and PDE-OCL.

Respondents were then asked to indicate their role within their libraries. 49.6% of respondents (120) are library directors and 12.8% are managers or department heads (31). 3.7% of respondents (9) indicated that they are Adult Services librarians, 9.5% of respondents (23) indicated they are Youth/Children Services librarians, 0.8% of respondents (2) indicated they are Technical Services librarians, 0.8% of respondents (2) indicated they are a Library Trustee, and 0.8% of respondents (2) indicated they are a Technology Specialist. One respondent indicated that they are a volunteer. 21.5% of respondents (52) indicated “other” which includes advisor, technical services assistant and cataloguer, public services assistant, clerk, district consultant librarians, program coordinator, public relations, school librarians, and an academic outreach librarian. Figure 2 shows the overall breakdown of roles.

Figure 1. The type of library in which respondents work

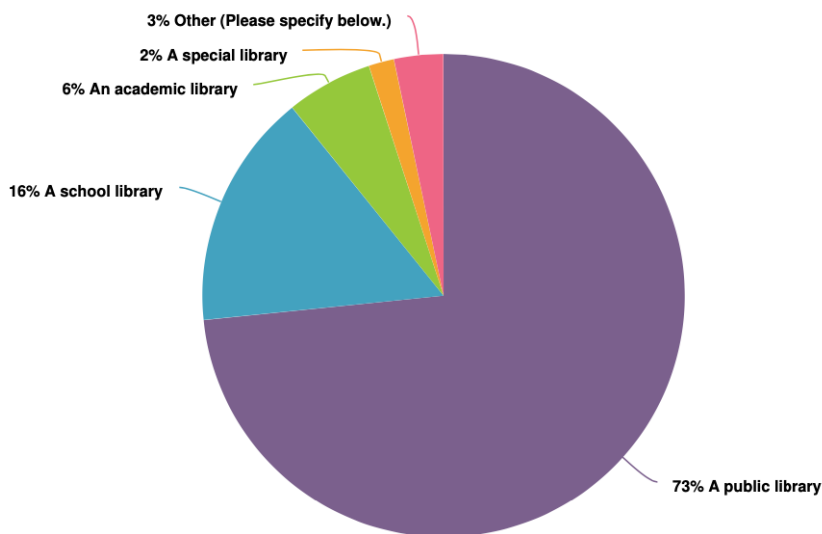
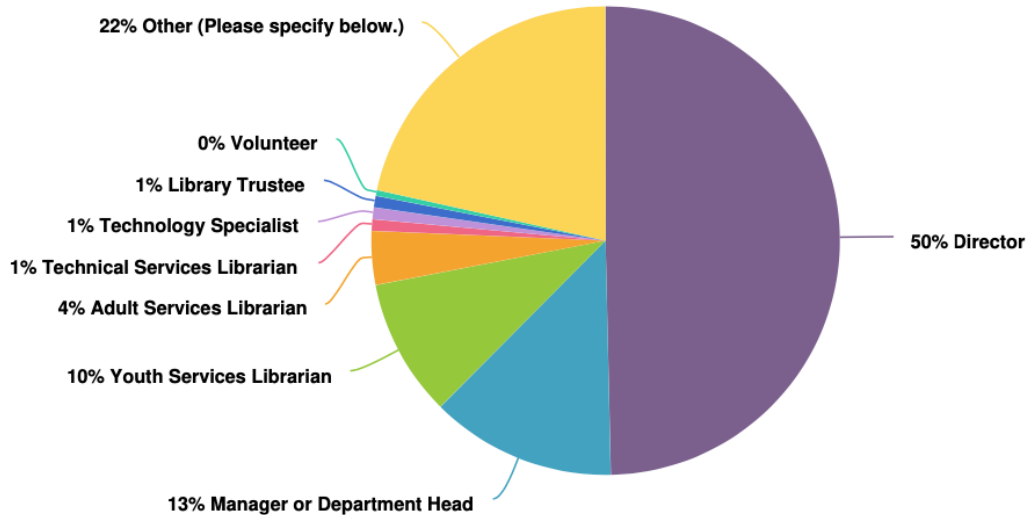


Figure 2. Role of respondent within their library



LSTA Program Impact

Lifelong Learning

Survey respondents were asked to identify LSTA programs that had an impact on their library and their patrons. Programs were grouped into four categories: Access to Pennsylvania Resources like the rare book collection, the law library, and the makerspace; Out-of-School Time like the Tinkering Kits, Summer Quest, and Summer Program Relief; Family Engagement such as Readers Theater Workshop, New Book Look, Family Place, and Block Party; and Interlibrary Delivery Service.

Programs with the highest rating of 'very impactful' by respondents are the Interlibrary Delivery service with 79.6% of respondents (219) indicating that this program is very impactful. 49.8% of respondents (138) indicated that Access to Pennsylvania Resources have also been very impactful. 36.9% of respondents (101) indicated that they were unaware of the impact of they do not use Out-of-School Time programs. Figure 3 shows the complete rankings of the impact of these programs.

Figure 3.a. Impact of LSTA Programs on respondents libraries and patrons

	No impact	Somewhat impactful	Very impactful	Not aware/do not use	Responses
<ul style="list-style-type: none"> • Access to Pennsylvania Resources • Rare Book Collection of State Library of Pennsylvania • Law Library Services of the State Library of Pennsylvania • State Library of Pennsylvania MakerSpace 	23 8.3%	77 27.8%	138 49.8%	39 14.1%	277
<ul style="list-style-type: none"> • Out-of-School Time • Mini Maker Faire Events • Readers Theatre Workshop • Tinkering Kits • Summer Quest • STEM Guides • Summer Program Relief • Collaborative Summer Library Program • Future You • Video Game Clubs of America for School Libraries • Pennsylvania Summer 2021 Session Series • Values, Futures, and Relationship-Building for Youth Services with Dr. Matt Finch • Capturing Outcomes of Youth Programs with Dr. Mega Subramaniam 	23 8.4%	66 24.1%	84 30.7%	101 36.9%	274
Count Row %					
Count Row %					

Figure 3.b. Impact of LSTA Programs on respondents' libraries and patrons

	No impact	Somewhat impactful	Very impactful	Not aware/do not use	Responses
<ul style="list-style-type: none"> • Family Engagement Mini Maker Faire Events • Readers Theatre Workshop • Play K Curriculum • New Book Look • Family Place • Block Party • Wee Build Kits • Family Book Adventures • Mother Goose on the Loose • Play and Grow • Beginning from Birth 	21	74	83	95	273
<ul style="list-style-type: none"> • Webinars • Supercharged Storytimes • Storytimes Basics Course • Every Child Ready to Read • Beyond Storytimes Modules • Many Books, One Pennsylvania Community 	7.7%	27.1%	30.4%	34.8%	
<ul style="list-style-type: none"> • Interlibrary Delivery Service 	6	34	219	16	275
	2.2%	12.4%	79.6%	5.8%	

Digital Services

Respondents were then asked to rank the impact of digital service programs on their libraries and patrons. Respondents were asked to rank 7 LSTA programs. With 66.1% of respondents (185) selecting “very impactful” for POWER Library, it was ranked the most impactful LSTA program within digital services. 63.1% of respondents (171) indicated that they were not aware of or do not use the Affordable Learning Pennsylvania program and 59.6% of respondents (161) indicated that they were not aware of or do not use the Toward Gigabit Libraries in Pennsylvania (TGINPA). Figure 4 below shows the complete list of rankings of LSTA digital services program impact.

Figure 4. Digital Services Program Impact

	No impact	Somewhat impactful	Very impactful	Not aware/do not use
<u>Pennsylvania Integrated Library System (PaILS)</u> Count Row %	44 15.9%	49 17.8%	92 33.3%	91 33.0%
<u>POWER Library</u> Count Row %	6 2.1%	83 29.6%	185 66.1%	6 2.1%
<u>Digitization of Pennsylvania Resources</u> Count Row %	27 9.8%	133 48.4%	70 25.5%	45 16.4%
<u>Statewide Data Resources</u> Count Row %	15 5.5%	110 40.4%	82 30.1%	65 23.9%
<u>PA Digital: Pennsylvania Digital Collections in DPLA</u> Count Row %	22 8.1%	125 45.8%	53 19.4%	73 26.7%
<u>Toward Gigabit Libraries in Pennsylvania (TGLinPA)</u> Count Row %	34 12.6%	52 19.3%	23 8.5%	161 59.6%
<u>Affordable Learning Pennsylvania</u> Count Row %	29 10.7%	47 17.3%	24 8.9%	171 63.1%

Training and Support

The third question asked respondents to rate the impact of LSTA programs within training and support. Respondents had to rate 10 LSTA programs, one of which was a grouping of programs under Leadership and Training of Library Workforce. Programs with the highest rating of “very impactful” include: Leadership and Training of Library Workforce (37.9%), PA Forward program of partnerships in the literacy area (34.3%), and Multi-District Workshop Mini Grants (33.3%). Programs with the highest rating of “not aware of or do not use” include: leadership

development trainings and conference for Pennsylvania School Librarians (48.9%), PaLA, College and Research Division (CRD) Professional Development (48.9%), and Trustee Training Mini Grants (42.2%). Figure 5 below shows the complete ratings of impact of training and support LSTA programs.

Figure 5.a. Training and Support Program Impact

	No impact	Somewhat impactful	Very impactful	Not aware/do not use
<u>Pennsylvania Integrated Library System (PAILS)</u> Count Row %	44 15.9%	49 17.8%	92 33.3%	91 33.0%
<u>POWER Library</u> Count Row %	6 2.1%	83 29.6%	185 66.1%	6 2.1%
<u>Digitization of Pennsylvania Resources</u> Count Row %	27 9.8%	133 48.4%	70 25.5%	45 16.4%
<u>Statewide Data Resources</u> Count Row %	15 5.5%	110 40.4%	82 30.1%	65 23.9%
<u>PA Digital: Pennsylvania Digital Collections in DPLA</u> Count Row %	22 8.1%	125 45.8%	53 19.4%	73 26.7%
<u>Toward Gigabit Libraries in Pennsylvania (TGLinPA)</u> Count Row %	34 12.6%	52 19.3%	23 8.5%	161 59.6%
<u>Affordable Learning Pennsylvania</u> Count Row %	29 10.7%	47 17.3%	24 8.9%	171 63.1%

Figure 5.b. Training and Support Program Impact

	No impact	Somewhat impactful	Very impactful	Not aware/do not use
<u>Pennsylvania Library Association Academy of Leadership Studies (PALS)</u> Count Row %	28 10.3%	86 31.6%	84 30.9%	74 27.2%
<u>Leadership development trainings and conference for Pennsylvania School Librarians</u> Count Row %	48 17.6%	39 14.3%	52 19.1%	133 48.9%
<u>PaLA, College and Research Division (CRD) Professional Development</u> Count Row %	44 16.4%	60 22.4%	33 12.3%	131 48.9%
Multi-District Workshop Mini Grants Count Row %	18 6.7%	75 28.1%	89 33.3%	85 31.8%
Trustee Training Mini Grants Count Row %	39 14.6%	71 26.5%	45 16.8%	113 42.2%

Underserved and Populations With Special Needs

30.9% of respondents (83) indicated that the Library Services for Visually Impaired and Disabled were “somewhat impactful” and 48% of respondents (130) indicated that they were unaware of or did not use the Teen Reading Lounge. Figure 6 shows the ratings of these two programs.

Figure 6. Impact of Underserved and Populations with Special Needs programs

	No impact	Somewhat impactful	Very impactful	Not aware/do not use
<u>Teen Reading Lounge</u>				
Count	42	56	43	130
Row %	15.5%	20.7%	15.9%	48.0%
<u>Library Services for Visually Impaired & Disabled</u>				
Count	29	83	80	77
Row %	10.8%	30.9%	29.7%	28.6%

Looking Back

The first short-answer question asked respondents to identify how library service in their communities are better because of LSTA funds and investment. Five main themes emerged from the responses. 64 respondents indicated that due to LSTA funding their community is better because of improved library capacity. 46 respondents indicated that professional development from LSTA funding has improved their library community, 32 respondents indicated that LSTA funds have aided in improving community support and connection which has improved their communities overall, and 19 respondents indicated that from LSTA funding, library content has improved their communities. Figure 7 below shows the overall themes discussed in this question.

Below are a selection of comments from survey respondents on ways in which their community is better because of library services:

Without LSTA funds, we would not have access to the depth and variety of high quality digital library services, online licensed content, and circulation and data collection and management systems available to us through POWER Library, PaILS, etc. Having this foundation of Digital Library Services on which to build allows our public library to use local resources to expand our content and collections in areas that speak more to our community's unique needs, while funding for Library Services for Visually Impaired and Disabled allows us to better support families and individuals with special needs.

LSTA support for the Interlibrary Delivery Service has made it affordable for our District library center to cover the costs of interlibrary loan delivery for libraries in our District. This allows us to better serve our community by giving them access to a much wider range of print materials than would otherwise be possible.

Our community has been served through Cruise into Kindergarten, Tinker- toys, all of the items we received for our children to use in and outside of the library. The children were able to work on socialization and playing together, learning hands on things that never would have happened without the funds that paid for everything.

Our library is better because of the statewide online services. It impacts everyone regardless of income, age, identity, etc.

Support for digitization of our local collections has been a great investment that has allowed our community to access our unique and important materials.

Our library was unable to keep up with the costs of a proprietary library automation system. By belonging to PaILS and using SPARK, our patrons receive a wonderful tool to search our collection. Additionally, it is so useful for staff. Added bonus, neighboring libraries can share resources. I can't wait until we have 1 library card for everyone in the state.

Better trained librarians lead to better patron outcomes. PALS trained me to serve my community and be a better leader for my library.

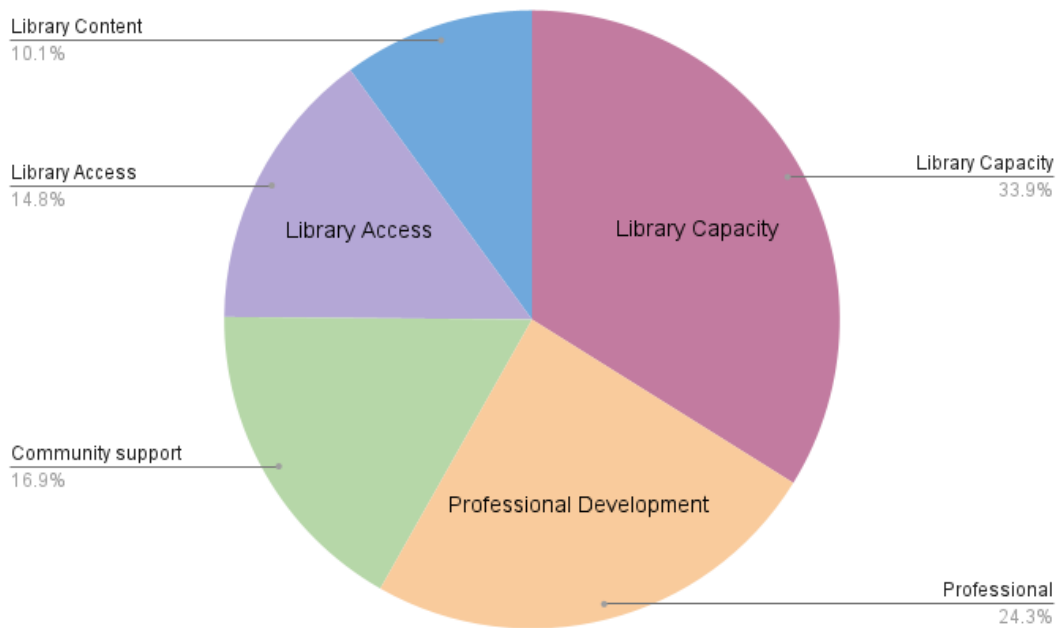
The state CARES funds were helpful in compensating libraries for the changes they had to make during the pandemic. Trainings and workshops for board and staff are critical in achieving continuing education.

ILL delivery service has increased the size of the collection at our small rural library.

The school library collection is more inclusive and diverse. I feel like the trainings offered these last few years have allowed me to look differently and more deeply at my practice.

We are better able to serve a more diverse population with up to date technology and a wider resource base than we would otherwise be able to reach.

Figure 7. Community improvement from LSTA funds and services



The next question asked respondents to reflect on the past three years (2018, 2019, and 2020) and identify which LSTA programs or services had the greatest impact on community members and library patrons. 20 LSTA programs and services were mentioned by survey respondents. POWER Library was identified as the program with the greatest impact on the library communities served, with 59 respondents mentioning this program. 28 respondents mentioned PALLS, 25 respondents identified the InterLibrary Loan service as having had the greatest impact, and 23 respondents mentioned that the Pennsylvania Academy of Leadership Studies (PALS) had the greatest impact. Figure 8 shows the top ten LSTA programs and services mentioned by respondents.

Respondents were then asked to expand on the impact of the programs they listed in the previous question. Main themes discussed in this section of comments include library capacity (84), professional development (38), library access (27), library content (27) and community support/connection (20). Figure 9 below shows the main themes. COVID-19 and the impact of the pandemic and lockdown on library services was mentioned 11 times by survey respondents.

Figure 8. Impactful LSTA Programs and Services

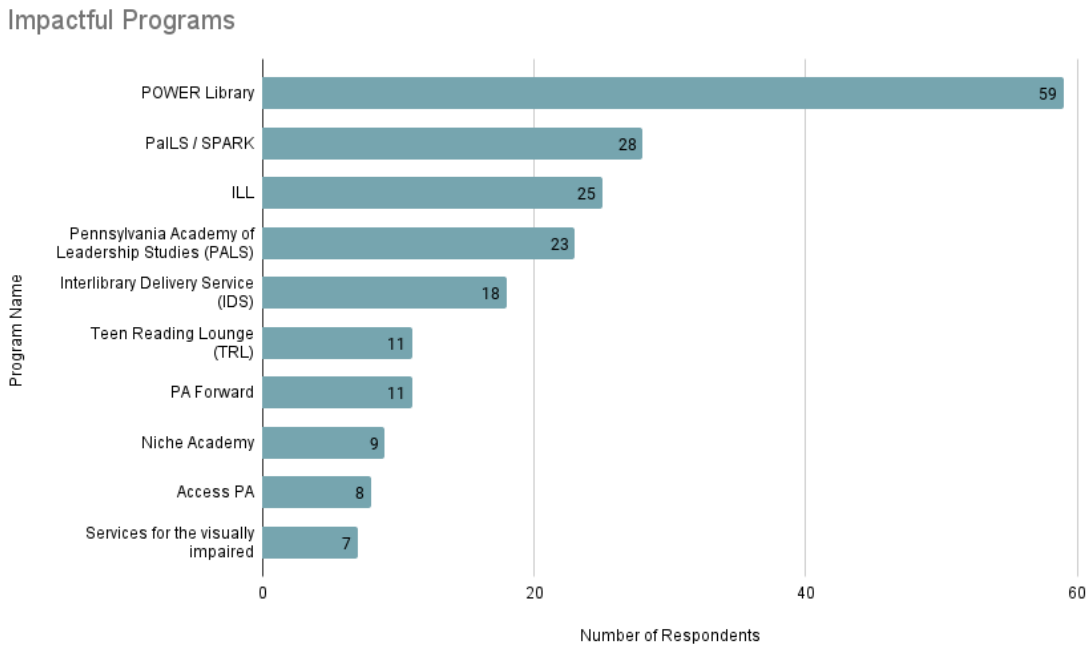
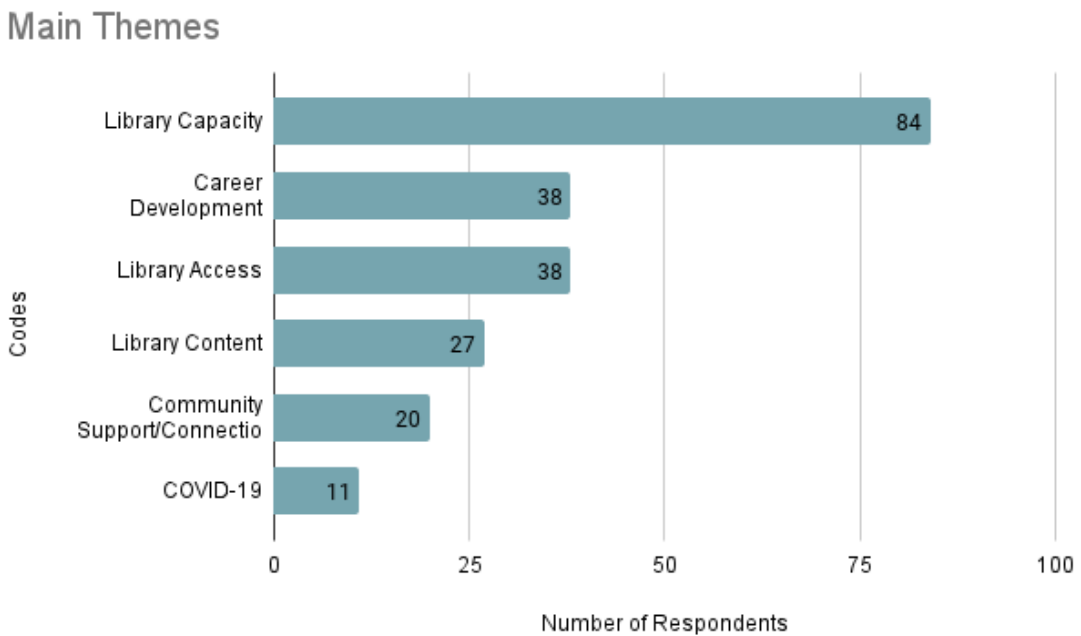


Figure 9. Main themes around the impact of LSTA programming and services



Below are a selection of comments from survey respondents regarding LSTA program impact on their libraries:

The Turning Outward Initiative gave our public library leadership, staff, and volunteers much-needed tools, support, and a framework for making a huge leap forward in community engagement. Toward Gigabit Libraries in PA provided tools and assessments to identify library technology infrastructure needs, and much-needed funding to address those needs.

Through the support of LSTA programs and initiatives we are better able to offer programs and resources to our communities. Children and families enjoy the largest benefit from these programs. During this year of pandemic adjustments, parents were thrown abruptly into the roles of homeschooling facilitators while simultaneously working from home themselves. The resources provided by the LSTA were beneficial in providing virtual programs, take-home activities and other resources to supplement educational resources. Increased access to broadband and better internet access was extremely important for our adults in locating vaccines and getting appointments. For some community members, unemployment resources and job search efforts were only reachable through the increased accessibility to the internet.

Interlibrary Delivery Service allows for efficient and reduced cost transport of our materials throughout the state.

More access for our community members to materials they want and need, a more integrated summer reading program, and more broadband knowledge and infrastructure help to our community.

Using the programs to help show what/ how parents should be interacting with their children. Getting books into the hands of children.

Better connection to materials and knowledge. An ILS that now has the potential to be connected to other libraries across the state.

We had access to many materials to distribute during the pandemic. POWER Library is a great resource that we can share digitally with our patrons.

With TRL many teens have engaged in the activities and discussions. Some teens participating in TRL then became more involved at the library in general. The digitization project has brought together teens and a community museum to preserve these materials for everyone to access.

PA Forwards has improved our communications to the community. it created enthusiasm among the staff and offered greater interaction between Pennsylvania libraries.

Without supporting LSTA funding for PaILS/SPARK, our library would not have the ability to afford the level of service SPARK provides our staff and communities.

Particularly over the last two years I think all of the LSTA supported programs have helped keep people connected even while isolated. They've helped tremendously during remote school when economic divides and access to resources some families face became very apparent. They have helped keep a sense of community, ensuring the elderly and/or isolated people, even teens have access to materials, education and engagement.

Survey respondents were then asked to discuss how the LSTA program could be more inclusive of other library types including Academic, Medical, Prison/Jail, and Special libraries to ensure equitable use of funds. 37 respondents declined to respond to this question with either n/a, no comment, or sharing that they did not feel qualified to answer this question. Survey respondents discussed ideas including partnerships between public libraries and these other libraries, open-access grants or mini grants for speciality libraries, continuing education, and more communication between library types.

Other suggestions include:

- Collection development grants
- Special projects for prison libraries
- Partnerships between community college libraries and public libraries on digital literacy and technology skills
- More resources for families visiting prisons and jails such as books or activities
- Grant access of databases like POWER Library in other libraries
- Ensuring the awareness of library services
- Youth Services workshops/grants
- Asking these libraries what their needs are directly
- Outreach
- Allow other libraries to join the PalLS Spark consortium
- Funding for additional staff
- Narrowed training offered for speciality librarians
- Ensuring libraries are aware of grant funding available to them

Below are a selection of comments from survey respondents.

Require public libraries to enter collaborative agreements or have MOUs with other library types--even if it's just as simple as sending letters to inform them or shared promotion of the events. Dedicate something or have a specific project for prison libraries and to distribute items to jails. Dedicate a project for community college libraries that partner with public libraries on digital literacy and technology skills.

Provide continuing education opportunities for all library types. Provide opportunities for databases, much like POWER Library in schools and public libraries, that could best serve other library types

Better communication with a wider range of libraries.

Grants to Youth Services Consultants in each region for a free multi-district workshop annually.

PDE-OCL's LSTA program can be more inclusive of other library types with intentional promotion and direct encouragement to said library types for their application of LSTA funds and then PDE-OCL being responsive to their needs.

I think that PDE and OCL should seek more input and ask for the needs of the different types of libraries.

Allow the other libraries to join the PaLLS Spark consortium so they are fully searchable and can be borrowed by anyone with a Spark card.

We have a library branch at the county jail that we staff and stock at a considerable loss. I get that is not technically a "public" library, but these inmate patrons are our library patrons before and after they are residents of the county jail. Before the pandemic we were working on setting up writing groups and book clubs in the jail with help from volunteers. The work we do at the jail is one of the best things we do as a public library. There should be a library in every county jail and state funds to support the effort.

More accessibility and information made available to these types of libraries and patrons

Statewide Service Infrastructure

Respondents were asked to rate the importance of four provided goals from not important, somewhat important, very important, and does not apply to my needs. 83.4% of respondents indicated that building sustainable service structures for equity of access was very important. 69.2% of respondents indicated that digital library services that complement and expand local collections are very important, 54.4% of respondents indicated that building Pennsylvania-wide resources and services with a focus on preservation, disaster recovery, and ecological conservation was somewhat important, and 68.8% of respondents indicated that statewide library leadership development that reflects the communities served was very important. Figure 10 below shows complete ratings of statewide service infrastructure.

Figure 10. Ratings of the importance of Statewide Service Infrastructure goals

	Not important	Somewhat important	Very important	Does not apply to my needs
Building sustainable service structures for equity of access and library development including access to broadband and emerging technologies. Count Row %	2 0.8%	28 11.6%	201 83.4%	10 4.1%
Digital Library Services that complement and expand local collections. Count Row %	3 1.3%	69 28.8%	166 69.2%	2 0.8%
Building Pennsylvania-wide resources and services with a focus on preservation, disaster recovery, and ecological conservation. Count Row %	9 3.7%	131 54.4%	87 36.1%	14 5.8%
Statewide Library Leadership Development that reflects the communities we serve and builds an understanding of needs across the Commonwealth. Count Row %	4 1.7%	65 27.1%	165 68.8%	6 2.5%

Libraries at the Community Core

Next, respondents were asked to rate the importance of three community goals provided with not important, somewhat important, very important, or does not apply to their needs. 86% of respondents indicated that libraries that include everyone and serve real needs are very important, 78.2% of respondents indicated that libraries as community anchor institutions are very important, and 72% of respondents indicated that building better Boards and a library workforce are very important. Figure 11 below shows the complete rankings for these three topics.

Figure 11. Ratings of Libraries at the community core

	Not important	Somewhat important	Very important	Does not apply to my needs
Libraries as Community Anchor Institutions - connecting libraries to existing community, environmental, digital, and human service structures to build equitable library services for the people of PA at the local level. Count Row %	4 1.6%	45 18.5%	190 78.2%	4 1.6%
Libraries that include everyone and serve real needs –encouraging and supporting user-focused planning and service design to reinforce that libraries belong to everyone and everyone belongs in libraries by building and maintaining community connections. Count Row %	2 0.8%	30 12.3%	209 86.0%	2 0.8%
Building better Boards and a library workforce – library education and governance that reflects our communities with focus on diversity, equity, and belonging. Count Row %	4 1.6%	58 23.9%	175 72.0%	6 2.5%

Libraries as Integral to the Lifelong Education Ecosystem

Respondents were next asked to rate the importance of two listed goals around lifelong education. 72% of respondents indicated that coordinating with and complementing established structures of public and private education with services to Early Learners, School-Aged Youth, and their families was very important to themselves and their libraries and 73.1% of respondents indicated that supporting employable skill-building. The full ratings of these two groups or organizations can be found in figure 12 below to understand.

Figure 12. Ratings of the importance of goals for lifelong learning

	Not important	Somewhat important	Very important	Does not apply to my needs
Coordinating with and complementing established structures of public and private education with services to Early Learners, School-Age Youth, and their families, including increasing the perception of professionalism in Youth Services librarians and Youth Services in libraries. Count Row %	4 1.6%	58 23.9%	175 72.0%	6 2.5%
Supporting employable skill-building and adult literacy at the local level through library partnerships and coordinated efforts in digital literacy. Count Row %	1 0.4%	58 24.0%	177 73.1%	6 2.5%

Additional Comments

Would like competitive grants again. The state priorities often aren't the local priorities.

LSTA funding should also be used to examine the effectiveness of our current data collection procedures for the Statewide Library Data Collection in LibPAS, more commonly known as the Annual Report. LSTA funding should also be used to build a larger e-book platform; for example, a statewide Overdrive platform to which our local libraries could have reciprocal lending agreements with.

I recognize it's often easier to disperse the funds through district centers or library systems, but there are times when the district center or library system cannot act or speak for each member. Allowing more opportunities for individual libraries to apply for funds may be an improvement.

This may be a small thing, but I really miss having the opportunity to apply for "Try It" grants as we used to be able to. These were really great opportunities for libraries to try out an idea that, without a small amount of extra money, a library would be unable to do so. For libraries that received these, I think it made a real difference.

Adding more funding to raise the pay of employees would be beyond beneficial. The wages, especially for lower-ranking employees, are too low to live off of.

It would be helpful if a portion of LSTA funding that is used for programs, like TRL, could be used for food. We feed our teens at every program to help encourage a sense of community, while also supporting equity and inclusion (a child cannot learn and engage when their stomach is empty). Funding that covers food/snacks would be a great load off of our budget.

Communication about the objectives and the thought processes. I'm betting there are libraries that don't know what OCL uses LSTA funds for. Sometimes libraries see these statewide initiatives as one more thing the state wants me to do.

I'm always frustrated by the fact that the directors in our system never share resources, grant availability, workshop funding with Youth Services. Their trainings rarely have anything to do with the public. I also feel that the out- of-proportion emphasis on trustee training is wasted on us. Our trustees don't attend and/or don't learn anything and have been in place for decades. Can't you do something about term limits? Or make funding contingent on attendance?

You probably hear this often, but I would LOVE access to Ancestry. :) Also let's aim for a statewide library card program. I know that we talk about it. But wouldn't it be great to do it. I am also positive Michigan accomplished this. We can too!

I would like to see more support for programs we are already doing, GED education, citizenship classes, technology classes, workforce development, etc, without having to write a new grant for work that we already do.

We would very much like to join the consortium of PA libraries that are involved in projects supported by LSTA funds. But how do we do that? We need assistance getting to the level of knowing about opportunities and meeting requirements for applications. The LSTA portion of the PA Libraries website is a complete mess, leading one in circles and providing no concrete information on how to get involved or apply for grants. We are a community lending library that serves a particular underrepresented community, but we are not a "public library" per se, that is we are not governed by a municipality. Are there opportunities for us? Please find a way to allow libraries like ours to feel like we can be involved and benefit from these offerings.

Staff, leadership and board training opportunities should focus more on the real problems that libraries are facing. Many of the trainings and programs offered are focused on larger libraries with larger staff. It would be nice to see some training and collaboration opportunities for smaller rural libraries.

*-More community outreach perhaps through PSA's to reach more community members letting them know all of the existing free resources available to them and their families -Also encouraging more community feedback regarding the services they think are most important.
-More training and job growth for youth services librarians and library assistants.*

Appendix J: Databases in Pennsylvania

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.¹⁷ 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.¹⁸

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.¹⁹ 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.²⁰ Each statewide database program is approached, funded, and supported in slightly different ways. The following snapshots note where LSTA funds have likely supported a particular resource or platform to some extent, but they do not note what other funding or percentage of support this comprises, as this information is beyond the scope of the LSTA evaluation.

State:

Pennsylvania

¹⁷ 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.

¹⁸ 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.

¹⁹ 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.

²⁰ Results from the 2021 SDC E-Resources Survey

Project details/URLs:

- <https://imls-spr.imls.gov/Public/Details/83069> and <https://imls-spr.imls.gov/Public/Details/82380>
- In FFY 2018 & FFY 2019, \$364,500.00 and \$459,500.00 (totalling \$824,000.00) respectively, were spent on POWER Library (Pennsylvania’s Electronic Library platform) resources, platform, and staffing. This comprised 7.7% of the total LSTA Pennsylvania expenditures for these two years (\$10,703,332.77).

1. Table of Resources:

Some resources are not funded through the specific LSTA project POWER Library, but are still in part funded by LSTA. The resources italicized below are either not funded at all through LSTA or the funding needs to be verified.

Vendor/Provider	Resource	Vendor/Provider	Resource
Gale/Cengage	Academic OneFile	Ebsco	Teacher Reference Center
Ebsco	Academic Search Main Edition	<i>Scholastic</i>	<i>TrueFLIX</i>
Ebsco	AP Newsroom	Gale/Cengage	Agriculture (One File)
Ebsco	Auto Repair Source Quick Tutorial	Gale/Cengage	Business (One File)
<i>ProQuest</i>	<i>Black Freedom Struggle in the United States: A Selection of Primary Sources</i>	Gale/Cengage	Communications and Mass Media (One File)
Gale/Cengage	Books & Authors Quick Tutorial	Gale/Cengage	Criminal Justice (One File)
<i>Scholastic</i>	<i>BookFLIX</i>	Gale/Cengage	Culinary Arts (One File)
Pennsylvania State Library / contract w/HSLC/POWER Library	Books, movies and more in a PA library (Access PA Catalog)	Gale/Cengage	Diversity Studies (One File)
Gale/Cengage	Business Insights: Essentials	Gale/Cengage	Economics and Theory (One File)
Gale/Cengage	Contemporary Authors	Gale/Cengage	Entrepreneurship (One File)
<i>Rosen Scholastic</i>	<i>CyberSmarts</i>	Gale/Cengage	Environmental Studies and Policy (One File)
Ebsco	E-Books	Gale/Cengage	Fine Arts (One File)
Gale/Cengage	Educator’s Reference Complete (One File)	Gale/Cengage	Gardening and Horticulture (One File)

Gale/Cengage	In Context: Elementary	Gale/Cengage	Gender Studies (One File)
Gale/Cengage	In Context: Environmental Studies	Gale/Cengage	Home Improvement (One File)
Gale/Cengage	Gale E-Books	Gale/Cengage	Hospitality and Tourism (One File)
Gale/Cengage	General OneFile	Gale/Cengage	Information Science (One File)
Ebsco	GreenFILE	Gale/Cengage	Insurance and Liability (One File)
Gale/Cengage	Health and Wellness	Gale/Cengage	Leadership and Management (One File)
Gale/Cengage	High School (One File)	Gale/Cengage	Military and Intelligence Database (One File)
Gale/Cengage	Informe Academico (One File)	Gale/Cengage	Nursing and Allied Health (One File)
Gale/Cengage	LitFinder	Gale/Cengage	Physical Therapy and Sports Medicine (One File)
Ebsco	LISTA	Gale/Cengage	Pop Culture Studies (One File)
Gale/Cengage	In Context: Middle School	Gale/Cengage	Popular Magazines (One File)
Gale/Cengage	News (One File)	Gale/Cengage	Psychology (One File)
POWER	<i>Pennsylvania Job Resources</i>	Gale/Cengage	Religion and Philosophy (One File)
Niche Academy	<i>PA Online Learning</i>	Gale/Cengage	Science (One File)
Islandora/POWER	PA Photos and Documents	Gale/Cengage	U.S. History (One File)
Gale/Cengage	Power Search	Gale/Cengage	Vocations and Careers (One File)
Ebsco	Science Reference Center	Gale/Cengage	War and Terrorism (One File)
Ebsco	Science Reference eBook Collection (part of Science Ref Center)	Gale/Cengage	World History (One File)
Ebsco	Small Engine Repair Reference Center		

2. Access/Scope/Population:

Through the POWER Library (Pennsylvania's Electronic Library) a shared collection of online resources is made available for all Pennsylvania residents (12.8 million in 2019). This service is authorized through the Office of Commonwealth Libraries, but is hosted by HSLC (a hosting and library consulting company). POWER Library provides subscriptions to numerous online databases, covering a wide range of subjects, disciplines, that meet the different needs of a variety of ages, with full text periodical articles, newspapers, photographs, pictures and maps to support the informational, educational, financial and personal needs of Pennsylvania citizens. (Note: POWER Library counts all of the One File databases as one resource, Gale Topics database - so the numbers in the table are more than the 28 listed in the activity reports.) Resources are made available through the POWER Library platform, as well as through local library web pages and catalogs. To access the library resources on POWER Library, users need to be at a school or public library location with sitewide IP or Learning Management System authentication, either a public library card or an eCard (available on the POWER website for all Pennsylvania citizens). There is also a link generator for all PA libraries that includes links to resources that may be specific to academic libraries (access to select resources) and public and school (k-12) libraries (access to all of the resources). The resources are foundational to public and school libraries, and in 2019 approximately 25% of schools had access only to POWER Library e-resources. In 2018 POWER Library resources were searched by users over 24 million times, with over 8 million items being viewed. The ebooks were borrowed and read more than 750,000 times. Eighty-one percent of total usage was attributed to elementary or secondary school students or their teachers.

POWER Library focuses on ensuring that all Pennsylvanians can easily use library resources from their home, office, or school computers from anywhere in the world. Services included:

- Statewide Online Catalog and Interlibrary Loan Management System: Provided access to library collections at more than 1,400 school, public, post-secondary, and special libraries (such as State Correctional institutions) in Pennsylvania and made the lending and borrowing of library materials possible via interlibrary loan management software
- POWER Library E-Resources: Provided factual, high-quality online research and online learning resources to all Pennsylvanians -- students, teachers, parents, employers, etc.
- PA Photos and Documents: Provided storage and online access to digitized historical documents, images, videos, and audio recordings from Pennsylvania libraries and cultural institutions, including the PA Historical and Museum Commission
- Chat with a Librarian: Provided library users with live chat reference services 24-hours-a-day, 7-days-a-week from their home, office, or school computer or mobile phone
- Librarian Training, Technical Support, and Service Coordination: Provided libraries with the training and technical support needed to offer POWER Library services to the public

In addition to the subscription resources, the POWER Library provides a PA Photos and Documents service. This is an online searchable archive of scanned images and documents representing the rich history and cultural heritage of Pennsylvania. These are primary source materials that support reports and homework assignments, and there are nearly 2 million pages of scanned content. PA Photos and Documents collections are harvested for inclusion in the Digital Public Library of America (dp.la), making them available for viewing from a national archive. The PA State Archives also participates in the POWER Library, posting collections from over 33 state departments including Agriculture, Education, Health, and Justice.

In 2018 and 2019, the POWER Library digital archives migrated to a new software platform, using the open-source platform Islandora. By June 30, 2020 all collections were migrated from the previous system. The location remains the same however, and the archives are available at <https://powerlibrary.org/collections/>.

3. URLs:

Pennsylvania-State-DBs spreadsheet constructed.

4. URLs usage:

Usage is not publicly available, but is available through institutional login:

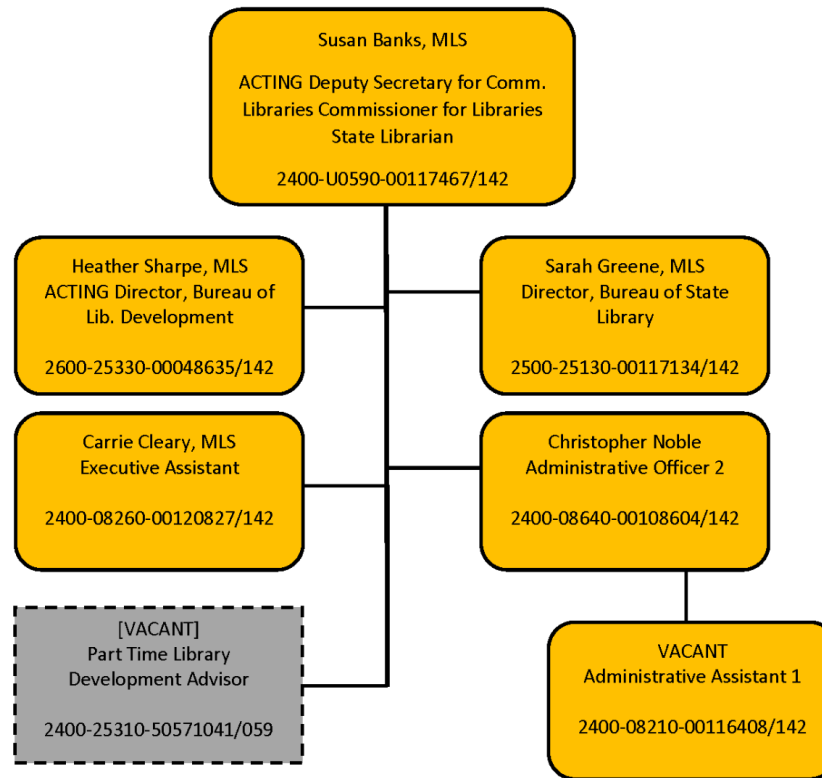
<https://e-resourcestatistics.powerlibrary.org/#/login> . Other cumulative library statistics are available here: <https://www.statelibrary.pa.gov/Libraries/Statistics/Pages/default.aspx> .

Appendix K: Organizational Chart

Office of Commonwealth Libraries – Organization Chart

Updated 9/2/2021

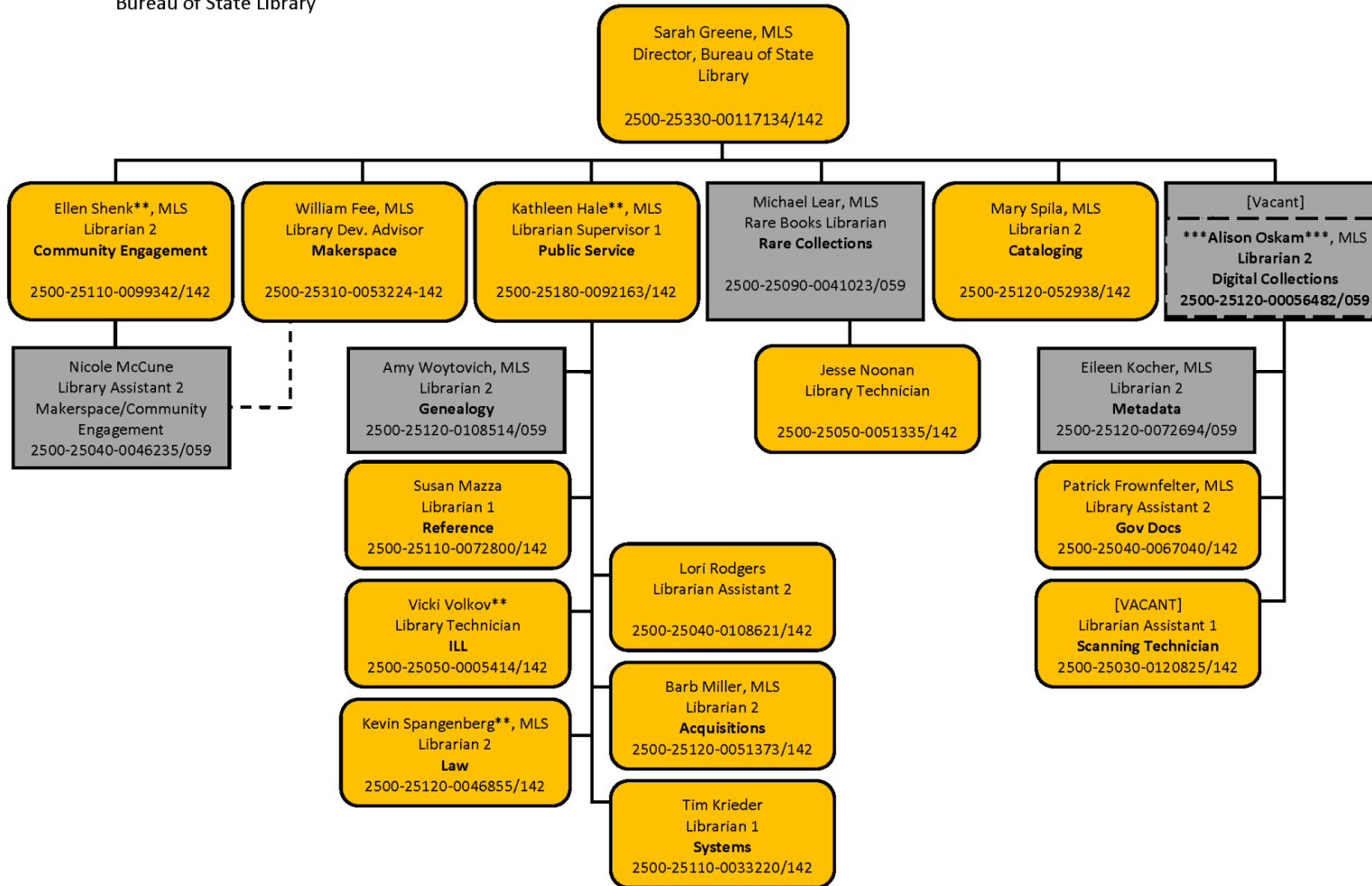
Deputy Secretary's Office



State Funded – Orange (10142 = Rounded corners) ** Keystone Augmentation
 Federally Funded – Gray (70059 – Square corners)
 Vacant – Solid border = plan to fill ASAP, dashed border = no current plans to fill
 Key: 2400 (org) XXXXX (job code) XXXXXXX (position #) /059 or /142 (fund)

Office of Commonwealth Libraries – Organization Chart
Bureau of State Library

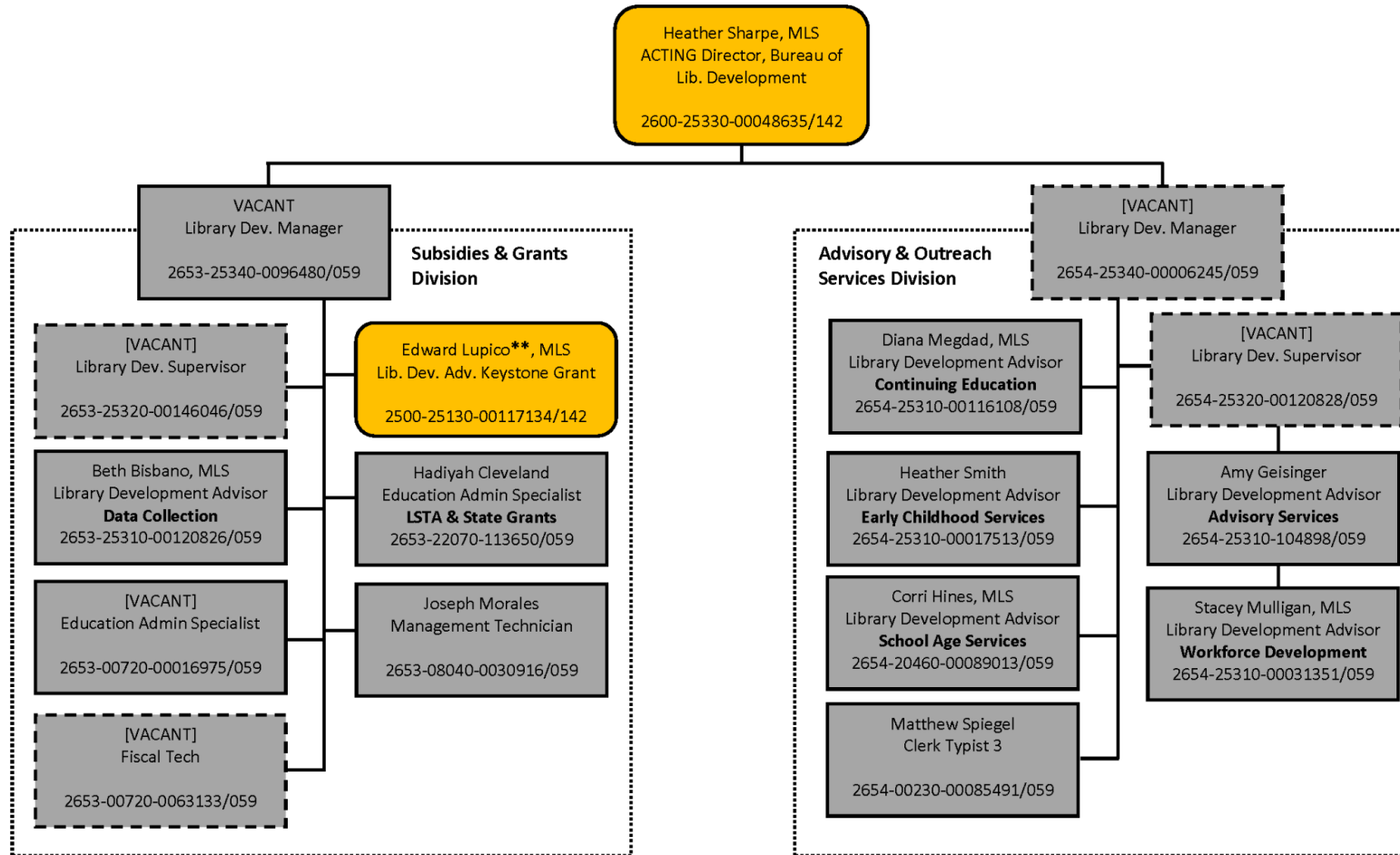
Updated 9/2/2021



State Funded – Orange (10142 = Rounded corners) ** Statewide Resource Center
Federally Funded – Gray (70059 – Square corners)
Vacant – Solid border = plan to fill ASAP, dashed border = no current plan to fill
Key: 2400 (org) XXXXXX (job code) XXXXXXXX (position #) /059 or /142 (fund)

Office of Commonwealth Libraries – Organization Chart
Bureau of Library Development

Updated 9/2/2021



State Funded – Orange (10142 = Rounded corners) ** Keystone Augmentation
 Federally Funded – Gray (70059 – Square corners)
 Vacant – Solid border = plan to fill ASAP, dashed border = no current plans to fill
 Key: 2400 (org) XXXXX (job code) XXXXXXX (position #) /059 or /142 (fund)

Office of Commonwealth Libraries Personnel Status report:

Office of Commonwealth Libraries:

Positions Vacant: 1

Status of Vacant Positions:

1. 50571041 – Part Time Library Development Advisor – No hiring action currently planned.

Bureau of Library Development:

Positions Vacant: 7

Status of Vacant Positions:

Advisory & Outreach Services Division

1. 00017513 – Library Development Advisor – Currently interviewing candidates
2. 00104898 – Library Development Advisor – Currently interviewing candidates
3. 00006245 – Library Development Manager – No hiring action currently planned.
4. 00120828 – Library Development Supervisor – No hiring action currently planned.

Subsidies & Grants Division

5. 00016975 – Education Admin Specialist – Planning to hire within the next few months.
6. 00063133 – Fiscal Tech – Hoping to reclass to an Administrative Assistant however no action currently.
7. 00146046 – Library Development Supervisor – No hiring action currently planned.

Bureau of State Library:

Positions Vacant: 2

Status of Vacant Positions:

1. 50628912 – Librarian Supervisor 1 (Digital Supervisor) – Submitting Hiring Exemption Form to start the hiring process. The plan is that once the position is filled (with internal choice Alison Oskam) the position that she currently holds (Librarian 2 pos# 00056482) will be removed from the compliment.
2. 0120825 – Librarian Assistant 1 – Planning to hire at some point in FY21.