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Library Services and Technology Act - Grants to States Program

South Dakota State Library
Evaluation of the LSTA Five-Year Plan FY2018-FY2022

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Evaluation Summary

The use of federal Library Service and Technology Act (LSTA) funds by the South Dakota State Library (SDSL) during the past five years has been guided by the SDSL LSTA Five-Year Plan for 2018-2022. The intent of this evaluation is to examine the extent to which the SDSL has met the goals that are defined in its Five-Year Plan.

The specific evaluation questions addressed include:
- To what extent did your Five-Year Plan activities make progress toward each goal?
- To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

The methodology employed in this evaluation included interviewing the individuals listed in Appendix B, examining the documents listed in Appendix C, conducting a Web-based survey of public library staff members in South Dakota (Appendices D and E), performing a focus group with Public Library and Academic Library stakeholders (Appendix F), and comparing the targets for LSTA-funded activities in the LSTA Five-Year Plan with actual performance (Appendix G). Based on the results of these evaluations, this report makes the following findings:

- The SDSL has effectively leveraged many of its projects and activities across multiple goals to create a holistic, connected approach to its LSTA-funded efforts. Charts showing the relationship between each SDSL Goal, IMLS Focal Area and Intents, and SDSL Projects is detailed in Appendix I.

    - **Goal 1A: "Improve library services delivered to South Dakota citizens through increased professional development opportunities related to the nine LSTA Purposes, in collaboration with the South Dakota Library Association and others"** has been achieved through the implementation of the Library Training & Public Library Institute Activities project and associated SDSL efforts.
    - **Goal 1B: "Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise that supports one or more of the LSTA Purposes"** has been achieved through the following projects: Statewide Services - Online Databases; Interlibrary loan Services and Support; Statewide Services - Digital Services and Reference; Children and Youth Services; Library Training and Public Library Institute; and associated SDSL efforts.
    - **Goal 2: "Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens"** has been met through the following projects: Statewide Services - Online Databases; Statewide Services - Digital Services and Reference; Braille and Talking Book Services; and associated SDSL efforts.
    - **Goal 3A: "Promote and encourage resource sharing"** has been met through the Interlibrary Loan Services and Support project and associated SDSL efforts.

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- ○ **Goal 3B: "Provide services to visually/physically impaired and reading disabled citizens"** has been met by the Braille and Talking Book Services program and associated SDSL efforts.
- ○ **Goal 3C: "Facilitate shared purchasing of resources by libraries"** has been met by the Digital Services and Reference project and associated SDSL activities.

The SDSL 5-Year Plan also has additional information about efforts designed to meet each Goal (Appendix G):

1. Descriptions of all *Programs* (or "*Activities"* in LSTA terminology) designed to support a goal.
2. Descriptions of *Procedures* designed to carry out *Programs/Activities* related to each goal
3. Desired *Outcomes* related to each goal (with some mentioning performance targets, such as an x% increase).

- The SDSL 5-Year Plan activities addressed the following national priorities associated with the Measuring Success focal areas and their corresponding intents:
  - ○ Information Access: Improve users' ability to…
    - ■ …discover information resources
    - ■ …obtain and/or use information resources
  - ○ Institutional Capacity: Improve…
    - ■ …library operations
  - ○ Lifelong Learning: Improve users'...
    - ■ …general knowledge and skills

- Individuals with disabilities represented a substantial focus for the SDSL Five-Year activities. These individuals were the focus of the Braille and Talking Book Services project, which represented 44.68% of the total LSTA expenditures by SDSL during the time period under consideration.

- The following program changes were reported by SDSL: **Children and Youth Services** changed the Library Boot Camp to EXCITE! in 2021; **Digital Services and Reference** saw some changes brought on by COVID-19: the Digital Branch Initiative was brought to the forefront to enable local libraries to have a website to communicate with their patrons; and WhoFI took some priority to track usage of libraries' WiFi during school and work closures, and how patrons used the resource for telecommuting and remote learning; the **Braille and Talking Book Services** moved to an "on-demand" style of distribution for their Talking Books. In a reflection of global events, the SDSL's response to COVID required the State Library to convert many training opportunities to all-virtual or hybrid (mix of virtual and in-person) as required by the circumstances. Also, usage of various physical material services did drop due to library closures during the COVID-19 pandemic response.

- Four stakeholder groups contributed feedback to the Five-Year Plan Evaluation.
  - **Survey:** One Hundred and fifteen (115) public library, K-12 school, and academic library staff members throughout South Dakota responded to an online survey in October and November 2021 and provided a rich set of evaluative feedback.
  - **Public Library and Academic Library Focus Group:** Four public library directors and four higher education library directors/administrators participated in an online focus group conducted by the consultant on February 22, 2022, providing valuable input and feedback.
  - **Interviews:** Seven (7) SDSL staff members were interviewed to gather information and thoughts regarding LSTA funded projects and activities during the time period under consideration.

- Simple descriptive statistics (including tables and graphics) have been provided for the survey of South Dakota library staff members by reporting numbers and percentages of answers and full text of comments received. Qualitative methods included interviews, focus groups, open-ended questions in the library staff survey, and review of documents and electronic resources, including the SDSL annual SPR reports to IMLS.

The consultant makes the following recommendations for the next LSTA Five-Year plan:

1) **The SDSL has the opportunity to leverage changes in leadership to further improve current programs and explore new opportunities.** During this LSTA 5-Year Plan evaluation, the SDSL was ably led by a staff member acting in an interim capacity while a search was underway for a new State Librarian. The interim leader and entire SDSL staff did an outstanding job in responding to the substantial needs of this evaluation and demonstrated excellent skills, knowledge, and stewardship of programs and activities. By reviewing information shared in focus groups, staff interviews, and the library survey results, the new leader may find inspiration for further improvements to current programs; changes in LSTA-funded programs, and/or the possibility of pursuing new opportunities.

2) **Leverage the SDSL's experiences during COVID to build resilience and flexibility into the LSTA Five-Year Plan.** As evidenced through stakeholder feedback, during COVID the SDSL demonstrated high degrees of leadership and flexibility to guide and support libraries in the state. While highlighting SDSL's leadership competencies, the experience also proved that future events are often unpredictable; even so, goals can be met, and even exceeded, when there is flexibility to "pivot" and change the methods used to achieve goals (e.g., tactical actions). While measurable outcomes for goals remain vital, the consultant encourages SDSL to continue to be flexible in the tactical actions used to create desired outcomes and reach goals and remain ready to "pivot" as future conditions change.

3) **Harness the persistence of LSTA funding to support ongoing SDSL LSTA goals and to address any gaps that may come from temporary funding sources.** Throughout the evaluation process in 2021, State Library Organizations were among the many governmental entities in the United States managing and distributing unprecedented amounts of federal

funding (under CARES Act, ARPA funding, and other sources). While CARES and ARPA provide one-time funding sources suited for bootstrap and startup needs, LSTA has the benefit of being an ongoing program. SDSL should consider if and/or how LSTA funding could tie into any activities or programs funded through temporary funding sources, whether through helping sustain those new programs or help sunset them as appropriate.

4) **Restructure the next LSTA plan to simplify the relationships between goals, projects, activities and outcomes.** The SDSL's approach of leveraging multiple projects across goal areas is an effective way to increase the impact of LSTA funding. Structuring actions in this manner, however, can create challenges for tracking performance over time. Data collection and reporting is further complicated by the difference in Federal and State Funding Years. An alternate structure to help simplify would be to reorganize descriptions of some goals and design LSTA Projects to encompass all supporting activities and outcomes (currently there is a mix of projects and associated, but separate, efforts to meet each goal). In the course of evaluation, the consultant has provided suggested structures (including the tables in Appendix I showing relationships between LSTA objectives and SDSL Goals and the chart in Appendix G to track "actual performance"); the SDSL may wish to continue to use these methods in the creation of its next LSTA plan.

5) **Additional project-level recommendations:** In a more specific sense, project managers shared thoughts about changes and/or improvements that they feel should be considered in any continuation of current projects or activities. As well, survey respondents and focus group participants shared thoughts as well. Those suggestions have been provided to the SDSL in a separate set of reports (Project Manager interviews) and within this assessment for consideration in creating the next Five-Year Plan.

Evaluation Report

This section of the evaluation addresses the key questions provided by the IMLS in its "Guidelines for IMLS Grants to States Five-Year Evaluation."

To complete the evaluation of each goal and the projects supporting each goal, the consultant reviewed (as appropriate and available) a combination of SPR data (as reported to IMLS annually by the SDSL), data collected and shared by the SDSL, and the results of a survey and interviews. The consultant also considered how the state library staff member who managed or was responsible for an LSTA-funded program self-evaluated the success of their efforts.

A. Retrospective Questions:

A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

The SDSL LSTA Five-Year Plan was structured to respond to three (3) needs aligning with LSTA purposes.

1. Stronger libraries in South Dakota
2. Collections that support the mission, and
3. Access for all through collaboration

The six goals of the plan sought to address national priorities associated with the Measuring Success focal areas and their corresponding intents. These six goals listed below are associated with the need they are designed to address:

1. Need 1: Stronger Libraries in South Dakota

    A. **Goal 1A:** Improve library services delivered to South Dakota citizens through increased professional development opportunities related to the nine LSTA Purposes, in collaboration with the South Dakota Library Association and others.

    B. **Goal 1B:** Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise that supports one or more of the LSTA Purposes.

2. Need 2: Collections that Support the Mission

    A. **Goal 2A:** Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens.

3. Need 3: Access for All through Library Collaboration

    A. **Goal 3A:** Promote and encourage resource sharing.

    B. **Goal 3B:** Provide services to visually/physically impaired and reading disabled citizens.

    C. **Goal 3C:** Facilitate shared purchasing of resources by libraries.

The SDSL 5-Year Plan includes a number of discrete **projects** that were the recipients of funding and reported to the SPR. In some cases, the SDSL has leveraged a single project in a dynamic fashion to meet more than one goal area.[1]

The SDSL 5-Year Plan also has additional information about efforts designed to meet each goal:

1. Descriptions of all *Programs* (or "*Activities*" in LSTA terminology) designed to support a goal.
2. Descriptions of *Procedures* designed to carry out *Programs/Activities* related to each goal
3. Desired *Outcomes* related to each goal (with some mentioning performance targets, such as an x% increase).

Please see Appendix G for additional information about Programs/Activities, Procedures and Outcomes.

Goal 1A: Improve library services delivered to South Dakota citizens through increased professional development opportunities related to the nine LSTA Purposes, in collaboration with the South Dakota Library Association and others.		
☑ Achieved	● Partially achieved	● Not achieved

Consultant Assessment of Goal #1A: The efforts and project supporting this goal have proven to be successful, amounting to the assessment that SDSL has achieved its Goal #1A. The efforts and the project clearly support the SDSL goal, and the goal is clearly aligned with LSTA goals and intents. Further consultant evaluation is provided at the end of this section.

The SDSL implemented seven Programs/Activities to support this goal as listed in Appendix G.

The majority of Programs/Activities and Procedures (listed in Appendix G) implemented to support this goal were achieved through the SDSL's multiple training initiatives (including the Public Library Institute & Boot Camp; *Transforming Teen Services*; and *Strategies to Support Early Literacy, trustees training, and more*); publication of *The Cornerstone* newsletter; SDSL website redesign; communications with SD library workers via social media, including original video content on YouTube; working collaboratively with the SD DOE to support Common Core, reading initiatives; training and for educators; providing relevant electronic databases; partnering with higher education in the state to deliver information literacy training (as well as generally promoting information literacy for all audiences); providing certification programs; hosting Jump Start workshops; and strengthening accreditation standards.

The majority of desired Outcomes (listed in Appendix G) were achieved through outcomes recorded by SDSL staff for each training provided; increases in the numbers of followers on SDSL's social media accounts (between 25-74 new followers per social media account); learner participation in early literacy and teen services training (In 2021 forty-two librarians completed early literacy training; 25 teen modules were taught to librarians in 2020-2022); 9,000 website visitors (Jan 2022); collaboration

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[1] For the purposes of this evaluation report, the description and evaluative information about a project that was implemented to reach more than one goal is detailed the first time it appears in the numerical order of goals; if the project appears again under a subsequent goal, its original citation will be referenced.

opportunities between libraries and schools; certification for library staff (COVID presented some challenges for reaching a goal of 50% certified in the state); and maintenance of numbers of media endorsed professionals in school libraries and the number of library hours available to students.

Notably, the SDSL exceeded growth targets in several areas, and also experienced volatility due to COVID. When libraries opened back up, in-person numbers skyrocketed and of course, the virtual and recorded sessions went down. Libraries and the SDSL found that remote activities worked well and are keeping those and expanding them.

Attendance by program type	2020	2021	Change from 2020 - 2021
In-person	9,614	60,254	50,640
Live virtual	15,109	2,824	-12,285
Recorded	41,113	23,965	-17,148
Remote activities	18,704	22,616	3,912

Table 1

SDSL also reported a dramatic increase in Jump Start workshop training (preparing local libraries for Summer Reading Programs):

Total Participants Jump Start Workshops					
Year	2018	2019	2020	2021	% Increase from 2018-2021
Libraries represented	49	78	65	75	53%
Total attendees	79	111	101	113	43%

Table 2

Participation increases are attributed to the addition of virtual options and direct contact from SDSL to librarians and communicating the benefits of attending the workshop.

The following **project** was implemented to address this goal:

● Library Training & Public Library Institute Activities

Project Title: Library Training & Public Library Institute Activities

Description: The purpose of Library Training is to provide continuing education for library workers in the state and ensure that all South Dakota libraries are aware of and take advantage of as many of those opportunities as possible.

Activities: A key training program is the annual Public Library Institute (PLI), which marked 36 years of existence in 2021. The PLI was created to meet the needs of library workers lacking formal education in library management and operations. The SDSL designed the PLI as a source of education and inspiration and also provides accreditation (which, in some cases, enables additional funding for libraries at the County level). The Institute is a four-year program of continuing education for library practitioners, support staff, and trustees primarily from small or rural public libraries. Starting in 1985 as

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a 2-week training institute at Northern University, Aberdeen, where it has now returned after being held at various other university sites. Public library staff and trustees who attend the Institute learn the basic skills necessary to run an effective public library in a small or medium-sized community.

Other Library Training includes access to WebJunction, membership to United for Libraries, periodic programs, one-on-one training consultation, and other related activities.

Expenditures: In FY2018, FY2019 and FY2020, a total of $88,315.59 was allocated to the SDSL Library Training and Public Library Institute project. This amount represented 2.91% of the total LSTA expenditures during this time period.

LSTA Populations Focus: Library Workforce (current and future)

Output Data: From 2018 to 2020, the Library Training and Public Library Institute project performed a total of 273 workshops with a total of 5,009 attendees.

Library Training and Public Library Institute (Statewide Services)	2018	2019	2020	Totals
Number Workshops Provided	97	112	64	273
Number in attendance	1,514	2,250	1,245	5,009

Table 3

Library Training and Public Library Institute	2018	2019	2020*	2021
Student Participation	26	34	0	32
School Library Boot Camp				
Participation	18	18	0	21**

Table 4

* These activities were not held in 2020 due to the COVID-19 pandemic safety response.
** Hosted online

Changes: Mirroring global events, the SDSL's response to COVID required the State Library to convert training opportunities to all-virtual or hybrid (mix of virtual and in-person) as required by the circumstances. The School Library Boot Camp was renamed to EXCITE! and was hosted online in 2021.

Survey: In the survey of library staff in South Dakota, 79% of respondents rated the PLI as being Very Important or Important to their library. Ninety-two percent (92%) of respondents said they were Very Satisfied or Satisfied with the PLI as a service to their library.

In the survey of library staff in South Dakota, respondents were asked to rate how they felt the Library Training and Public Library Institute achieved the goals in the five-year SDSL plan. Eighty-two percent (82%) felt the goal of improving library services delivered to South Dakota citizens through increased professional developmental opportunities was Achieved, and 18% felt the goal was Partially Achieved. Eighty-four percent (84%) of respondents felt the goal of strengthening the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise was Achieved, and 16% thought the goal was Partially Achieved. No respondents felt the SDSL goals were Not Achieved.

In a survey of the library staff in South Dakota, respondents were asked to rate how they felt the Library Training and Public Library Institute achieved IMLS intents and priorities. Eighty-four percent (84%) felt the IMLS intent to improve users' general knowledge and skills was Achieved, and 16% felt it was Partially Achieved. Seventy-four percent (74%) felt the intent to improve library operations was Achieved, and 26% felt it was Partially Achieved. No respondents felt the IMLS intents were Not Achieved.

Focus Group: Respondents expressed appreciation for the certifications and training provided by the Public Library Institute, one of whom said the PLI made them the kind of library director they are today. Other respondents expressed how useful the Professional Development resources are to them and/or their staff.

Self-assessment: When asked by the consultant to self-evaluate the project, the project director felt the project had achieved its goals.

Consultant Evaluation: This project has met its goals, as supported by performance data and user feedback. Through interviews, the focus group and survey comments, the training efforts of the SDSL, and in particular the PLI, are valued. Survey comments include:

"It is very important that libraries are seen as a place that meets the needs of the communities. When there is solid continuing education, there is a reassurance to the community and library funders that these needs are being addressed."

"Great Program. Especially essential to small public libraries, however, I have heard directors with master's degrees that said they learned as much from the institute as much of their schooling taught them."

"From the perspective of an academic library, the Institute is essential in strengthening the library service as a whole across the state. Our interactions as colleagues with graduates makes a difference."

"It's a great program! We wouldn't have the quality of library services that we have today if we had not benefitted from the training received through the Library Institute."

Survey respondents also offered suggestions for improvements, such as this one:

"...a revision to the public library accreditation requirement that only 15 hours of the 45 continuing educating hours can be obtained online would be beneficial. To encourage and support greater participation and participation from diverse backgrounds, the ability to complete all or most of these online would be better. Low-income and working board members cannot easily travel to in-person library training. Board members with families can't easily arrange child care to travel to multiday out-of-town conferences. With most SD Libraries being smaller and rural, there are very limited reasonably priced in-person training opportunities. However, there is a wealth of great webinars on library-related topics. This change would support more diverse Library Boards, and allow encourage greater participation beyond just retired seniors."

Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise that supports one or more of the LSTA Purposes.		
☑ Achieved	● Partially achieved	● Not achieved

Consultant Assessment of Goal #1B: The efforts and projects supporting this goal have proven to be successful, amounting to the assessment that SDSL has achieved its Goal #1B. The efforts and the projects clearly support the SDSL goal, and the goal is clearly aligned with LSTA goals and intents. Further consultant evaluation is provided at the end of each project description.

The SDSL implemented thirteen Programs/Activities to support this goal as listed in Appendix G).

The majority of Programs/Activities and Procedures (listed in Appendix G) implemented to support this goal were achieved through workshops, webinars, put on by the Library Training project; group training through the Public Library Institute and the Library Boot Camp/EXCITE!; publishing the Cornerstone e-newsletter and blog since 2019; maintaining the State Library website and associated resources; providing databases and training to librarians; providing state and federal document resources through Digital Services and Reference; and giving out yearly 21st Century School awards.

The majority of desired Outcomes (listed in Appendix G) were achieved through instituting virtual staff visits because of COVID-19 pandemic safety concerns; creating Transforming Teen Services and Strategies to Support Early Literacy Learning training for librarians, with 45 modules teen modules taught to librarians between 2020 and 2021, and 42 librarians completed Early Literacy training in 2021; a 14% increase in visits to the State Library Website in 2020, and a 5% increase in 2021; well-attended trainings, including 35 participants in 2019's Boot Camp, and 32 participants in EXCITE! (formerly the Library Boot Camp) 2021; and maintaining social media accounts on Facebook, Twitter, Instagram, and YouTube.

Challenges to Programs/Activities, Procedures and Outcomes include: Regional meetings for increased library board training opportunities were not facilitated or held; presentations and exhibits at statewide events were limited in 2020 due to the COVID-19 pandemic response; and the "Tots-n-Teens" bi-annual workshops were not held.

The following **projects** were implemented to address this goal:

- Statewide Services - Online Databases
- Interlibrary loan Services and Support
- Statewide Services - Digital Services and Reference
- Children and Youth Services
- Library Training and Public Library Institute (see Goal 1A for description)

Project Title: Statewide Services - Online Databases

Description: These are defined as search engines for full-text collections, e-book collections, and electronic reference books.

Activities: The Statewide Services - Online Databases focus on getting librarians connected to online databases. This includes information on what is contained in databases, troubleshooting access issues if and when they arise, training on the use of databases, and how to promote and market the available databases to the library users. Statewide Services - Online Databases catalogs databases for 93 libraries across the state.

Expenditures: In FY2018, FY2019 and FY2020, a total of $1,289,957.30 was allocated to the SDSL Statewide Services - Online Databases project. This amount represented 42.50% of the total LSTA expenditures during this time period.

LSTA Populations Focus: General (Aged 18-64)

Output Data: In FY2018, FY2019, and FY2020 SDSL maintained licenses for 62 databases for use by citizens in South Dakota (see Appendix H). Database use jumped dramatically between 2020 and 2021.

	Jan-Jun 2020	Jan-June 2021	% Increase
Database Views	1,224,342	2,416,498	97%

Table 5

Changes: Mirroring global events, the SDSL's response to COVID required the State Library to convert training opportunities to all-virtual or hybrid (mix of virtual and in-person) as required by the circumstances.

Survey: In the survey of library staff in South Dakota, 91% of respondents rated Statewide Services - Online Databases as being Very Important or Important to their library. Ninety-four percent (94%) of respondents said they were Very Satisfied or Satisfied with Statewide Services - Online Databases as a service to their library.

In the survey of library staff in South Dakota, respondents were asked to rate how they felt the Statewide Services - Online Databases achieved the goals in the five-year SDSL plan. Ninety-one percent (91%) felt the goal of strengthening the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise was Achieved, 7% felt it was Partially Achieved, and only 1% felt it was Not Achieved. Eighty-three percent (83%) felt the goal that collections (print, media, and electronic) of the SDSL will meet the specialized needs of the state's citizens was Achieved, 15% felt it was Partially Achieved, and only 1% felt it was Not Achieved.

In a survey of the library staff in South Dakota, respondents were asked to rate how they felt the Statewide Services - Online Databases achieved IMLS intents and priorities. Eighty-four percent (84%) felt the intent to improve library operations was Achieved, 13% felt it was Partially Achieved, and only 3% felt it was Not Achieved. Eighty-three percent (83%) felt the goal of improving users' ability to discover information resources was Achieved, 16% felt it was Partially Achieved, and only 1% felt it was Not Achieved.

Focus Groups: Some focus group respondents (Academic Libraries in particular) felt the databases were the best resource provided by SDSL. Several noted that without the State Library's support their libraries with smaller budgets would be unable to supply nearly as many databases and resources to patrons and students.

Self-assessment: When asked by the consultant to self-evaluate the project, the project director felt the project had achieved its goals.

Consultant Evaluation: This SDSL project clearly achieved its goal, as shown by use of the resources and user feedback and information about related activities At 42.5% of the SDSL's LSTA expenditures, this area represents a significant amount of funding and reflects how necessary digital licensing is. Through committee work the SDSL actively reviews, evaluates, and manages databases. In light of COVID, access to digital resources became even more important than before.

Survey comments indicated strong support:

"We use the online databases daily in our building! They are wonderful! Thank you for the middle school options! :)"

"Having statewide access to specific databases meant that many of the students entering our state universities had similar high school experiences no matter how big or small the high school they came from. This was useful for building information literacy skills."

Others offered suggestions for improvements:

"There needs to be a better way to market these individual databases. Librarians are spread thin. To create a universal marketing strategy for each database would be valuable."

One area of need voiced by survey respondents and docs group participants is a language learning database:

"One thing we would love to see again is a language learning database."

"...by not offering any language learning option, it creates a bad impression of the variety of databases we offer..."

Project Title: Interlibrary Loan Services and Support

Description: The Interlibrary Loan Services and Support (ILL) provides ILL services and support to state employees and to public and school libraries throughout South Dakota.

Activities: ILL Services and Support provides training in using general ILL services as well as South Dakota ShareIT services[2], especially for library staff without previous experience. Other duties include enforcing ILL policies, recording monthly statistics for reports, and overseeing the courier service which moves the ILL materials around the state.

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[2] ShareIT services are not LSTA funded, but LSTA funding provides training for the search portal for holdings contained in South Dakota libraries.

Expenditures: In FY2018, FY2019 and FY2020, a total of $135,667.75 was allocated to the SDSL Interlibrary Loan Services and Support project. This amount represented 4.47% of the total LSTA expenditures during this time period.

LSTA Populations Focus: General (Aged 18-64)

Output Data: In FY2018, FY2019, and FY2020, the ILL Services and Support saw an average of 66,548 requests and an average of 95,857 items shipped. The shipped items for FY2020 are noticeably lower due to the safety concerns around sharing physical materials and library shut-downs during the COVID-19 pandemic response.

Interlibrary Loan Services and Support (Statewide)	2018	2019	2020	Average
# ILL requests	65,139	68,301	66,203	66,548
# ILL Items shipped	103,615	106,225	77,851	95,897

Table 6

Changes: Mirroring global events, the SDSL's response to COVID required the State Library to convert training opportunities to all-virtual or hybrid (mix of virtual and in-person) as required by the circumstances. Usage of the services did drop due to library closures.

Survey: In the survey of library staff in South Dakota, 82% of respondents rated the ILL Services and Support as being Very Important or Important to their library. Ninety-two-percent (92%) of respondents said they were Very Satisfied or Satisfied with the ILL Services and Support as a service to their library.

In the survey of library staff in South Dakota, respondents were asked to rate how they felt the Interlibrary Loan Services and Support achieved the goals in the five-year SDSL plan. Eighty-seven (87%) of respondents felt the goal of strengthening the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise was Achieved, 12% felt it was Partially Achieved, and only 1% felt it was Not Achieved. Eighty-seven percent (87%) of respondents felt the goal to promote and encourage resource sharing was Achieved, 10% felt it was Partially Achieved, and only 3% felt it was Not Achieved.

In a survey of the library staff in South Dakota, respondents were asked to rate how they felt the Interlibrary Loan Services and Support achieved IMLS intents and priorities. Ninety percent (90%) of respondents felt the intent to improve library operations was Achieved, 7% felt it was Partially Achieved, and 3% felt it was Not Achieved. Eighty-three percent (83%) of respondents felt the intent to improve users' ability to discover information resources was Achieved, 14% felt it was Partially Achieved, and only 3% felt it was Not Achieved.

Focus Groups: Respondents expressed how useful the open catalog in ILL is to search and request materials, and how valuable ILL is for serving patrons with materials their own collections don't contain. Other respondents noted how reliant they are on the courier that is managed by the ILL project, and how much they appreciate how it facilitates the transfer of physical materials.

Self-assessment: When asked by the consultant to self-evaluate the project, the project director felt the project had achieved its goals.

Consultant Evaluation: Even in the digital age, physical materials remain a cornerstone of library services. This project has clearly met its goals and is especially important to connect rural library users to materials beyond their local libraries. In South Dakota, ILL requests were on an upswing before the impact of COVID and library closures started emerging, showing its importance to communities in South Dakota.

Most of the survey comments echoed the favorable survey results:

"We rely heavily on Interlibrary Loan and will continue to do so in the coming year as our budget will be cut by 10% compared to this year. I know we will not be able to buy every book, so Interlibrary loan will continue to be extremely important."

"The SDSL Interlibrary Loan Services and Support helps fulfill the needs of our patrons."

"Without these resources smaller areas would be left out."

"We recently conducted a patron survey, and we have numerous comments thanking us for ILL options - thank you for making that possible!"

A number of respondents also offered suggestions for improvements:

"We would like to see the limit of how many loans you are allowed. It's difficult for a small school to be limited. An example is when students are doing their senior research paper and the class has 16 students. The limit of 20 is too small."

"I would really like to see a Mackin model where we could put in funds/books and then become part of a larger ebook borrowing model. This I feel helps everyone and hurts no one. I would like the state to adopt Mackin so that we can opt in to be a consortium to help maximize resources for schools. If the pandemic taught us anything, it's that schools need to be able to shift quickly. If we have the opportunity to borrow a single title set of ebooks, etc for a certain amount of time, we are definitely better off. In the pandemic, I was frantically trying to find a cost-effective way to find 30, 60, 100 copies of the same ebook for teachers and I have never been more aware of how the publishing industry has locked down these titles. We've done physical class sets for so long that I took it for granted. We have to find ways to do ebook class sets in a way that is not cost-prohibitive (or cost insane, as I like to say :) and a state consortium where we can bundle and borrow might be the way"

"I wish there was a courier that could pick up/deliver interlibrary loan items to my small, rural school district. The closest they can get is Sturgis as far as I am aware."

"Searching for materials is very difficult for patrons"

Project Title: Statewide Services - Digital Services and Reference

Description: Statewide Services - Digital Services and Reference encompasses digital services provided by the State Library for all types of libraries across the state of South Dakota.

Activities: Digital Services and Reference provided general digital services (including training on those services), as well as the Digital Branch Initiative and WhoFI. The Digital Branch Initiative aimed to

provide libraries without a website a template to easily make their own website that would provide a "digital branch" for their patrons. WhoFI is software that counts wireless usage.

Expenditures: In FY2018, FY2019 and FY2020, a total of $252,603.09 was allocated to the SDSL Statewide Services - Digital Services and Reference project. This amount represented 8.32% of the total LSTA expenditures during this time period.

LSTA Populations Focus: General (Aged 18-64)

Output Data:

Digital Services and Reference (Statewide Services)	2018	2020
# item conserved	444	414
# item preserved	2,233	612
# consultations	1,491	1,874
# presentations	11	11
Avg # in attendance	7	7

Table 7

WhoFi is a service to count usable library WiFi in South Dakota. Participation increased between the pilot in 2018 and 2021.

Year	Participants	Notes
2018	35	Piloted to 35 libraries beginning October 2018
2019	66	Opened the project to all SD public library outlets in October 2019
2020	74	
2021	79	

Table 8

Use of WiFi systems in libraries saw dramatic growth, especially considering that by 2019 most of the measuring systems had been installed, and that library closures due to COVID had affected access.

Annual Visitor Information	2018	2019	2020	2021	% Change from 2018-2021
Unique Visitors	6,161	25,235	25,488	27,486	346%
Average Days Per Visitor	4.24	6.32	6.98	7.11	68%
Average Hours Per Visitor	10.68	21.78	35.42	24.78	132%

Table 9

Changes: Mirroring global events, the SDSL's response to COVID required the State Library to convert training opportunities to all-virtual or hybrid (mix of virtual and in-person) as required by the circumstances. It also brought the Digital Branch Initiative to the forefront to enable local libraries to have a website to communicate with their patrons. WhoFI also took some priority to track usage of libraries' WiFi during school and work closures, and how patrons used the resource for telecommuting and remote learning.

Survey: In the survey of library staff in South Dakota, 76% of respondents rated Statewide Services - Digital Services and Reference as being Very Important or Important to their library. Ninety-five-percent (95%) of respondents said they were Very Satisfied or Satisfied with Statewide Services - Digital Services and References as a service to their library.

In the survey of library staff in South Dakota, respondents were asked to rate how they felt the Statewide Services - Digital Services and Reference achieved the goals in the five-year SDSL plan. Eighty-five percent (85%) of respondents felt the goal of strengthening the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise was Achieved, and 15% felt it was Partially Achieved. Eighty-one percent (81%) felt the goal that collections (print, media, and electronic) of the SDSL will meet the specialized needs of the state's citizens was Achieved, 17% felt it was Partially Achieved, and only 2% felt it was Not Achieved. Eighty-four percent (84%) of respondents felt the goal of facilitating shared purchasing of resources by libraries was Achieved, 13% that it was Partially Achieved, and only 2% that it was Not Achieved.

In a survey of the library staff in South Dakota, respondents were asked to rate how they felt the Statewide Services - Digital Services and Reference achieved IMLS intents and priorities. Eighty percent (80%) felt the intent to improve library operations was Achieved, and 20% felt it was Partially Achieved. Eighty-five percent (85%) felt the intent to improve users' ability to discover information resources was Achieved, 13% that it was Partially Achieved, and only 2% that it was Not Achieved.

Self-assessment: When asked by the consultant to self-evaluate the project, the project director felt the project had achieved its goals.

Consultant Evaluation: This project has met its goals, as indicated by the data measures and survey results. Professional SDSL staff as a resource to library workers throughout South Dakota is a welcome benefit (when used and understood by constituents - please see comments below) and the service providing WiFi counts provides important statistical information about Internet access in libraries throughout the state,

One comment noted the importance of this program: *"With the number of small and rural libraries in the state, shared statewide purchases of professional development and electronic resources is essential. This also includes things like READSquared and Whofi. The cost is often prohibitive for small libraries to get individual subscriptions. Also, smaller libraries often lack the knowledge and expertise to easily set up and manage new services. Things like authentication can often be tricky for smaller libraries with more basic ILS and no dedicated authentication services such as ezproxy or GeoIP authentication."*

Here are opportunities for improvement of this program. Several other survey comments noted that some aspects of this project may be underutilized by some libraries:

"Not even exactly sure what digital services and reference are offered besides the databases. Do you mean online historical documents and or questions from librarians to the state library?"

Project Title: Children and Youth Services

Description: Children and Youth Services provides help to libraries across the state to implement programming to children and teens in support of fostering reading. The project manager tries to stay informed on literacy initiatives.

Activities: Children and Youth Services provides training for librarians (both professional and paraprofessional) to implement Summer Reading-related programming, as well as early literacy education. This included technology-focused training on databases or other digital services that would help libraries meet the needs of their patrons.

Expenditures: In FY2018, FY2019 and FY2020, a total of $22,787.04 was allocated to the SDSL Children and Youth Services project. This amount represented 0.75% of the total LSTA expenditures during this time period.

LSTA Populations Focus: Children (0-5), School-aged Youth (6-17)

Output Data:

Children and Youth Services (Statewide services)	2018	2019	2020	2021
# programs offered	23	23	16	34
Avg program attendance	12	12	20	15
# Summer Reading Program participants	92,295	85,000	81,062	89,200

Table 10

Total Summer Reading Program Participants 2018-2021					
Year	2018	2019	2020	2021	% Increase from 2018-2021
Total SRP Participants	98,190	90,209	84,540	109,659	12%

Table 11

Changes: Mirroring global events, the SDSL's response to COVID required the State Library to convert training opportunities to all-virtual or hybrid (mix of virtual and in-person) as required by the circumstances.

Survey: In the survey of library staff in South Dakota, 96% of respondents rated Children and Youth Services as being Very Important or Important to their library. Ninety-four percent (94%) of respondents said they were Very Satisfied or Satisfied with Children and Youth Services as a service to their library.

In the survey of library staff in South Dakota, respondents were asked to rate how they felt the Children and Youth Services achieved the goals in the five-year SDSL plan. Ninety-two percent (92%) of respondents felt the goal of strengthening the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise was Achieved, and 8% felt it was Partially Achieved. No respondents felt the goal was Not Achieved.

In a survey of the library staff in South Dakota, respondents were asked to rate how they felt the Children and Youth Services achieved IMLS intents and priorities. Eighty-five percent (85%) of respondents felt the intent to improve library operations was Achieved, and 15% felt it was Partially Achieved. No respondents felt the intent was Not Achieved.

Focus Group: In feedback from the Public/Academic Focus Group, respondents mention Summer Reading training and programming ideas as being very helpful. Another common theme was praise for the training provided by Children and Youth Services on early childhood literacy and education. Another

item noted was the ability for libraries to share costs around bringing performers to the libraries, facilitated by the Children and Youth Services project.

Self-assessment: When asked by the consultant to self-evaluate the project, the project director felt the project had achieved its goals.

Consultant Evaluation: Children and Youth Services is a highly-valued SDSL project among the South Dakota Library Community and has clearly met its goals. Even with operational pivots required by COVID, the product created positive impacts (as indicated by survey results and data reported by the SDSL) and even showed areas of growth (including a 12% increase in SRP participants and a dramatic increase in participation in Jump Start SRP training as shown in the assessment of Goal 1A).

Survey comments were overwhelmingly positive, specifically in noting Summer Reading: *"I could not operate a Summer Reading Program without the help and ideas from the SDSL Children and Youth Services!" "Summer Reading Program is very important to our patrons! We love helping the children keep their reading skills strong through the summer."*

Other services of the State Library were noted by survey respondents as well: *"One of the things I love the most about SD's Children & Youth Services is how supportive the State Staff is. They want to see your library have the opportunity to do everything available no matter how small or large your library is. Each child is important and they stress helping find ways to read more kids."*

"We have received extensive training in the areas of both early childhood development and teen programming. We are provided a plethora of SRP ideas and support. Very helpful!"

Goal 2: Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens.		
☑ Achieved	● Partially achieved	● Not achieved

Consultant Assessment of Goal #2: The efforts and projects supporting this goal have proven to be successful, amounting to the assessment that SDSL has achieved its Goal #2. The efforts and the projects clearly support the SDSL goal, and the goal is clearly aligned with LSTA goals and intents. Further consultant evaluation is provided at the end of each project description.

The SDSL implemented nine Programs/Activities to support this goal as listed in Appendix G.

The majority of Programs/Activities and Procedures (listed in Appendix G) implemented to support this goal were achieved through annual meetings of the ERTF to evaluate electronic subscriptions; sustaining 59 licensed databases throughout the evaluation period; database marketing training for library staff in South Dakota; Jumpstart programs to prepare libraries for Summer Reading Programs; SDSL website maintenance; online access to state, federal and historical documents; development of mission-focused multi-format collections; and materials available via ILL.

The majority of desired Outcomes (listed in Appendix G) were achieved through the usage of statewide databases and state digitized resources; between July 2019 and June 2020 2,822,969 views were recorded; between FY2018 and FY2020 the e-book collection increased by 45% and usage of e-books increased 34% in that same time; high rankings of SDSL electronic resources from users surveyed for

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this evaluation; and significantly exceeding the SDSL goal (of 75%) to 100% of SD libraries offering Internet access.

The number of available digital items also increased:

	2018	**2021**	**% Increase from 2018 to 2021**
Items in Digital Collection	3,022	4,124	36%

Table 12

The following **projects** were implemented to address this goal:

- Statewide Services - Online Databases (see Goal 1B for description and consultant opinion)
- Statewide Services - Digital Services and Reference (see Goal 1B for description and consultant opinion)
- Braille and Talking Book Services (see Goal 3B for description and consultant opinion)

Goal 3A: Promote and encourage resource sharing.		
☑ Achieved	● Partially achieved	● Not achieved

Consultant Assessment of Goal #3A: The efforts and projects supporting this goal have proven to be successful, amounting to the assessment that SDSL has achieved its Goal #3A. The efforts and the projects clearly support the SDSL goal, and the goal is clearly aligned with LSTA goals and intents. Further consultant evaluation is provided at the end of each project description.

The SDSL implemented seven Programs/Activities to support this goal as listed in Appendix G.

The majority of Programs/Activities and Procedures (listed in Appendix G) implemented to support this goal were achieved through training to library and education staff through the Public Library Institute; maintenance and access to online databases for libraries across South Dakota; reference services through the Digital Services and Reference project; and strengthened discovery solutions for libraries through South Dakota Share-It.

The majority of desired Outcomes (listed in Appendix G) were achieved through increasing database views by almost 1.4 million; response time of 24 business hours for librarians to receive an answer from SDSL staff; using GeoIP to access databases (which replaces the ecard function used previously); the continued digitization and upload of records to the online digital repository; and the achievement of 100% of public libraries in the state now providing public internet access.

The following **project** was implemented to address this goal:

- Interlibrary Loan Services and Support (see Goal 1B for description and consultant evaluation)

Goal 3B: Provide services to visually/physically impaired and reading disabled citizens.		
☑ Achieved	● Partially achieved	● Not achieved

Consultant Assessment of Goal #3B: The efforts and project supporting this goal have proven to be successful, amounting to the assessment that SDSL has achieved its Goal #3B. The efforts and the project clearly support the SDSL goal, and the goal is clearly aligned with LSTA goals and intents. Further consultant evaluation is provided at the end of this section.

The SDSL implemented eight Programs/Activities to support this goal as listed in Appendix G.

The majority of Programs/Activities and Procedures (listed in Appendix G) implemented to support this goal were achieved through personal visits from Reader Advisors to partners and to community partners (ready to resume again after a pause for COVID-19 pandemic safety concerns); staff presentations on BTB at conferences and training sessions; BTB staff participating in support groups related to those needing their services (low-vision, caregiver, and professional vendors); and following NLS guidelines for collection development.

The majority of desired Outcomes (listed in Appendix G were achieved through an increase of over 200% in BARD audio use and a 17% increase in Braille readership; and implementation of firm January deadlines to allow partners to create Braille textbooks for the next school year for BTB patrons to use.

Please see Appendix G for additional information.

Braille and Talking Book Services is the sole **project** implemented to address this goal.

Project Title: Braille and Talking Book Services

Description: Serves to provide over 2,000 South Dakotans with access to information they wouldn't otherwise have because they have either visual, physical, or learning disabilities that keep them from accessing standard print.

Activities: Braille and Talking Book Services provide alternate ballot information pamphlets for the Secretary of State Offices. They also distribute on-demand cartridges to their users, loaded with multiple titles as requested. They perform outreach to senior living homes, as well as health fairs, and there are repositories of machines and books at more than 350 libraries and institutions (nursing homes, assisted living facilities, etc.) statewide to help with distribution and training.

Expenditures: In FY2018, FY2019 and FY2020, a total of $1,245,984.75 was allocated to the SDSL Braille and Talking Book Services project. This amount represented 41.05% of the total LSTA expenditures during this time period.

LSTA Populations Focus: Individuals with Disabilities

Output Data: In FY2018, FY2019, and FY2020, the Braille and Talking Book Services circulated a total of 347,296 items, which includes Braille items, cartridges, and digital downloads. At the end of FY2020, the Braille and Talking Book Services offered 107,796 titles, including large print, Braille, and audio formats.

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Usage statistics provided by the SDSL show a dramatic increase in use:

South Dakota Talking Book Library	2018	2019	2020	Total	% Change
Total circulation & Downloads	95,585	116,421	135,290	347,296	42%

Table 13

Changes: The Braille and Talking Book Services have moved to an "on-demand" style of distribution for their Talking Books.

Survey: In the survey of library staff in South Dakota, 77% of respondents rated the Braille and Talking Book Services as being Very Important or Important to their library. Ninety-three percent (93%) of respondents said they were Very Satisfied or Satisfied with the Braille and Talking Book Services as a service to their library.

In the survey of library staff in South Dakota, respondents were asked to rate how they felt the Braille and Talking Book Services achieved the goals in the five-year SDSL plan. Ninety percent (90%) of respondents felt the goal that collections (print, media, and electronic) of the SDSL will meet the specialized needs of the state's citizens was Achieved, and 10% felt it was Partially Achieved. Ninety-three percent (93%) of respondents felt the goal to provide services to visually/physically impaired and reading disabled citizens was Achieved, and 7% felt it was Partially Achieved. No respondents felt the goals were Not Achieved.

In a survey of the library staff in South Dakota, respondents were asked to rate how they felt the Braille and Talking Book Services achieved IMLS intents and priorities. Eighty-five percent (85%) of respondents felt the intent to improve users' ability to discover information resources was Achieved, and 15% felt it was Partially Achieved. No respondents felt the intent was Not Achieved.

Focus Groups: In the Public/Academic Focus Group, this program was noted as being very useful to a subset of their users. One respondent praised a particular "reader advisor" as being extremely helpful in their in-person visits to their library. Another respondent noted how important the BTB is to their homebound patrons who have vision impairments.

Self-assessment: When asked by the consultant to self-evaluate the project, the project director felt the project had achieved its goals.

Consultant Evaluation: Representing 44.68% of the SDSL's funding, The Braille and Talking Book Project is clearly an SDSL priority and has demonstrated significant success in meeting its goals. Program output measures showed strong use and growth over the evaluation period. Focus groups noted the program and a "reader/advisor" as being worthy of praise, and survey results indicate strong satisfaction with the program and alignment with LSTA intents and priorities.

Praise for the program in the survey included these comments:

"I have patrons who share with me how much they appreciate this program. It touches my heart that we can service those who are faced with vision challenges."

"I'm very grateful to the gal who came and showed me the BARD app and other resources involved in the SDSL Braille and Talking Book Services. It was nice to have that hands-on training so that I know

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what I am talking about when I promote it to our patrons."

Even with the high regard for this program, some survey respondents offered suggestions for improvements, as represented by this comment:

"I would like to see this service opened up a little more. We have a lot of students who are struggling, particularly post-pandemic. I am constantly being asked for audio options for students, but these are not visually impaired students or even students on an IEP. They are just kids who need a boost up. I have scoured the web at times looking for a particular title. Sometimes I see that it's available via the visually impaired/reading disabled, but I can't justify it on those criteria, but the need is still there."

Goal 3C: Facilitate shared purchasing of resources by libraries.		
☑ Achieved	● Partially achieved	● Not achieved

Consultant Assessment of Goal #3C: The efforts and project supporting this goal have proven to be successful, amounting to the assessment that SDSL has achieved its Goal #3C. The efforts and the project clearly support the SDSL goal, and the goal is clearly aligned with LSTA goals and intents. Further consultant evaluation is provided at the end of this section.

The SDSL implemented five Programs/Activities to support this goal as listed in Appendix G.

The majority of Programs/Activities and Procedures (listed in Appendix G) implemented to support this goal were achieved through ongoing work and reports from the Electronic Resources Task Force (ERTF); facilitating collaboration around e-materials; investigation of other collaborative purchases and negotiation of statewide contracts; recruitment of new member libraries to take advantages of discounts and collaboration; and maintenance of a Memorandum of Understanding (MOU) with the South Dakota Board of Regents describing shared resources agreements.

The majority of desired Outcomes (listed in Appendix G) were achieved through periodic reports from the ERTF to the State Librarian; addition of titles in the SD Titles to Go (SDTTG) e-book consortium; a 5.4% increase in the SDTTG membership (despite the formation of a new consortium of Black Hills area libraries); participation in a consortium agreement with the South Dakota Board of Regents for EBSCO databases; and a new contract to meet the demand for additional video streaming resources for schools and libraries in South Dakota.

The following **project** was implemented to address this goal:

- ● Digital Services and Reference (see Goal 1B for description and consultant assessment)

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

The SDSL plan activities addressed the following national priorities associated with the Measuring Success focal areas and their corresponding intents.[3]

Improve users' general knowledge and skills

- **Library Training & Public Library Institute Activities:** The SDSL accomplished this IMLS intent with this activity by providing both instructor-based and self-directed learning opportunities for staff statewide. In a survey of library staff statewide, 84% rated this IMLS intent Achieved, and 16% rated it Partially Achieved.

Improve Library Operations

- **Digital Services and Reference:** The SDSL accomplished this IMLS intent by providing libraries statewide with professional development as well as electronic resources. In a survey of library staff statewide, 80% rated this IMLS intent Achieved, and 20% rated it Partially Achieved.

- **Statewide Services - Online Databases:** Online Databases are provided to libraries statewide, which frees up portions of the library budget for other needs and improves operations elsewhere. In a survey of library staff statewide, 84% rated this IMLS intent Achieved, 13% rated it Partially Achieved, and 3% rated it Not Achieved.

- **Interlibrary loan Services and Support:** Interlibrary Loan Services provides improved library operations by providing a courier system to libraries across the state. In a survey of library staff statewide, 90% rated this IMLS intent Achieved, 7% rated it Partially Achieved, and 3% rated it Not Achieved.

- **Children and Youth Services:** To improve library operations, Children and Youth Services provide training to library staff related to library programming and early literacy practices. In a survey of library staff statewide, 85% rated this IMLS intent Achieved, and 15% rated it Partially Achieved.

- **Library Training and Public Library Institute:** By providing library staff with accredited training as well as a variety of other learning opportunities, this activity improves library operations for all SD libraries. In a survey of library staff statewide, 74% rated this IMLS intent Achieved, and 26% rated it Partially Achieved.

Improve users' ability to discover information resources

- **Interlibrary Loan Services and Support:** This activity improves the discoverability of information resources by providing support and courier services for ILL throughout the state. In

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[3] The national priorities associated with the Measuring Success focal areas and their corresponding intents are taken from Appendix 1 of "Guidelines for IMLS Grants to States Five-Year Evaluation," from the Institute of Museum and Library Services.

a survey of library staff statewide, 83% rated this IMLS intent Achieved, 14% rated it Partially Achieved and 3% rated it Not Achieved.

- **Statewide Services - Online Databases:** By providing databases full of unique digitized items and information, as well as access to a survey of library staff statewide, 83% rated this IMLS intent Achieved, 16% rated it Partially Achieved, and 1% rated it Not Achieved.

- **Digital Services and Reference:** This activity accomplishes the IMLS intent by providing electronic resources for patrons and staff, as well as professional development to increase staff skills in finding needed resources. In a survey of library staff statewide, 85% rated this IMLS intent Achieved, 13% rated it Partially Achieved, and 3% rated it Not Achieved.

- **Braille and Talking Book Services:** By providing materials and resources in accessible formats, the Braille and Talking Book Services drastically improve blind and print disabled users' ability to discover information resources. In a survey of library staff statewide, 85% rated this IMLS intent Achieved, and 15% rated it Partially Achieved.

Improve users' ability to obtain and/or use information

- **Braille and Talking Book Services:** By providing materials and resources in accessible formats, the Braille and Talking Book Services drastically improve blind and print disabled users' ability to obtain and use information. Focus group participants were very happy with the services that BTB provides to their patrons who need alternative material forms.

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (yes/no)?

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

Of the groups listed, **individuals with disabilities** represented a substantial focus for the SDSL Five-Year activities. These individuals were the focus of the Braille and Talking Book Services program which represented 44.68% of the total LSTA expenditures for the time period under consideration. Part of SDSL's work in Braille and Talking Books is to provide adaptive information resources for students with disabilities in the schools, primarily for students with visual impairments, but eligibility would also cover students with other disabilities. This service is provided to users of all ages, and it's important to note that the program also provides Braille, textbooks, and audio materials to students in public schools. The Braille and Talking Book Services program is a high-performing project and has met its goals. Please see the project description, performance data, and assessment in the Evaluation section of this report.

B. Process Questions

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

Each member of the library development team submits a monthly activity report to the state librarian. Relevant data is compiled and reported on a performance indicators spreadsheet which is regularly reviewed with management staff. Staff uses the data to assess not only if a program has been successful in terms of participation or usage, but also to plan future activities. In addition to the numbers, careful attention is paid to the feedback received from the field.

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

The State Library did make some adjustments to specific 2018-2022 LSTA Five-Year Plan projects: **Children and Youth Services** changed the Library Boot Camp to EXCITE! in 2021; **Digital Services and Reference** saw some changes brought on by COVID-19: the Digital Branch Initiative was brought to the forefront to enable local libraries to have a website to communicate with their patrons; and WhoFI took some priority to track usage of libraries' WiFi during school and work closures, and how patrons used the resource for telecommuting and remote learning; the **Braille and Talking Book Services** moved to an "on-demand" style of distribution for their Talking Books.

In a reflection of global events, the SDSL's response to COVID required the State Library to convert many training opportunities to all-virtual or hybrid (mix of virtual and in-person) as required by the circumstances. Also, usage of various physical material services did drop due to library closures during the COVID-19 pandemic response.

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

State library leadership understands that SDSL is fully accountable for producing and sharing measures that show that the goals and objectives of the plan have been achieved. The state data coordinator is responsible for ensuring that South Dakota public libraries understand the importance of the public library survey and in the timely submission of the data. In addition, the Continuing Education coordinator's group meets most weeks of the year to share information.

The data is reported to IMLS which posts state reports on their website. The state library actively participates in the Chief Officers of State Library Agencies organization (COSLA) where data from the SPR and other reports is shared and discussed. The COSLA Continuing Education Coordinator's group provides a platform for state librarians, library development directors and continuing education coordinators to report continuing education activities and leverage resources by identifying local expertise, effective programs, and providers.

The data is shared with staff of the South Dakota Department of Education. The state library is a division of the Department and management of LSTA funds is provided by the Department's Division of Finance and Management which draws the indirect costs allowed in the grant. Data on the library's performance is a component of the Department's overall performance. Information and data from the SPR and other resources is discussed with members of the South Dakota Library Association at its annual conference and, as relevant, in regional and statewide meetings such as spring meetings of

sections of the association and the annual School Library Summit. SDSL collaborates with SDLA to organize the "Library Legislative Day" during the state legislative session where library successes are highlighted, and needs expressed. At each legislative day event, the State Library, along with other libraries, sets up exhibitor tables to highlight services and programs.

A particularly effective way to communicate information on programs and services funded in whole or in part with LSTA funds is the monthly e-newsletter, the Cornerstone. This is a very attractive, full color, illustrated newsletter which reaches not only librarians, but anyone interested in libraries. It can be received through RSS feed as well as viewed on the website.

The information officer at SDSL has produced a number of publications available in multiple formats and also posted on the SDSL website which highlight activities, outputs and outcomes associated with the plan. A link to these publications can also be found in Appendix C.

C. Methodology Questions

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

Hiring an outside evaluator allowed the SDSL to acquire a more objective perspective, to take advantage of outside expertise, and to garner an independent, unbiased evaluation for the SDSL Five-Year LSTA Plan Evaluation stakeholders. Carson Block of Carson Block Consulting Inc. was contracted to conduct the evaluation of the SDSL Five-Year LSTA Plan. Block has worked in library technology for more than 25 years, with 10 years as an independent library consultant working in both technology and non-technology areas of library management, services, operations, staffing, strategic planning, facilities planning, construction, and other areas. As a consultant, Carson is often brought in to help solve complex institutional issues and to help align the library's public service mission with its technology efforts to serve the needs of patrons and staff. Carson is a past Director-At-Large for the American Library Association's Association of Specialized, Governmental and Cooperative Library Agencies (ASGCLA) and former chair of ASGCLA's Library Consultant's Interest Group. He is also a founding member of the Future of Libraries advisory group to ALA's Office of Information Technology Policy, and a member of the former 21st Century Libraries Committee of the ALA's Office of Information Technology Policy (OITP). Carson is also Past President of the Colorado Division of the Public Library Association. Carson is the author of *Library Information Systems* (with Joe Matthews; Libraries Unlimited 2019) and *Managing Library Technology: A LITA Guide* (Rowman & Littlefield 2017). In addition to South Dakota, other current full LSTA evaluations include Wyoming and Georgia. Block is also assisting another consultant group with current LSTA evaluations for Montana and West Virginia. Former LSTA evaluation experience includes Oklahoma and Idaho.

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.

Simple descriptive statistics have been provided for the results of the fall 2021 survey of library staff in South Dakota by reporting the percentages of each category of answers provided by the respondents.

Qualitative methods have included a focus group, interviews, open-ended questions on the survey of South Dakota library staff members, and reviews of documents. The documents examined are valid

and reliable.[4] The SDSL annual SPR reports to IMLS have been reviewed and accepted by IMLS. The SDSL annual reports and other documents, created for other agency purposes, are both valid and reliable. Survey results have high reliability as all respondents answered the same questions and each response was consistently analyzed.

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

Four stakeholder groups contributed feedback to the Five-Year Plan Evaluation.

- **Survey:** One Hundred and fifteen (115) public library, K-12 school, and academic library staff members throughout South Dakota responded to an online survey in October and November 2021 and provided a rich set of evaluative feedback; the survey instrument is provided in Appendix D, and the survey results are provided in Appendix E. Survey respondents were anonymous.

- **Public Library and Academic Library Focus Group:** Four public library directors and four higher education library directors/administrators participated in an online focus group conducted by the consultant on February 22, 2022, providing the input and feedback shown in Appendix F. The individuals involved in providing evaluation data via the focus group are listed in Appendix B.

- **Interviews:** Seven (7) SDSL staff members were interviewed to gather information and thoughts regarding LSTA funded projects and activities during the time period under consideration. The individuals involved in providing evaluation data for the interviews are listed in Appendix B.

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

The evaluation will first be shared with the State Library staff and board. The report will then be submitted to IMLS for approval. They will post it on their web page. The approved report will be shared with management staff at the South Dakota State Department of Education. It will be posted on the SDSL web page, and a news release sent to the state media outlets. The report will be provided in alternative formats as needed.

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[4] A bibliography of all documents reviewed is provided as Appendix C.

Appendix A: List of Acronyms

ARPA — American Rescue Plan Act

ASGCLA — Association of Specialized, Governmental and Cooperative Library Agencies

CARES — Coronavirus Aid, Relief, and Economic Security

DOE — Department of Education

EBSCO — Elton B. Stephens CO (Digital Resources source)

ERTF — Electronic Resources Task Force

ILL — Interlibrary Loan

IMLS — Institute of Museum and Library Services

ISSI — Inter-System Sharing Initiative

Jump Start — Summer Reading Workshop hosted annually in February/March

K-12 — Kindergarten through 12th grade

LSTA — Library Services and Technology Act

MOU — Memorandum of Understanding

OITP — Office of Information Technology Policy

PLI — Public Library Institute

SDLA — South Dakota Library Association

SDSL — South Dakota State Library

SDTTG — SD Titles to Go

SPR — State Program Report

Appendix B: List of People Interviewed

State Library Staff

- November 12, 2021 - Kim Bonen (Digital Resources Coordinator) and Nina Mentzel (Metadata Librarian)
- November 15, 2021 - Laura Kelly (Children & Youth Services Coordinator)
- November 15, 2021 - Kathleen Slocum (Continuing Education Coordinator)
- November 16, 2021 - Dustin Larmore (Interlibrary Loan/Cataloging Librarian)
- November 19, 2021 - Kate Kosior (Braille and Talking Book Library Manager)
- December 9, 2021 - Brenda Hemmelman (Interim State Librarian)

Focus Group Participants

- Mary Jo Parker - Lake Andes Carnegie Public Library
- Jan Van Vuuren - Platte Library
- Kristi Tornquist - South Dakota State University
- Jan Enright - Director of Library at Dakota State University (Madison)
- Ronelle Thompson - Augustana University
- Dan Burniston - Vermillion Public Library Director
- Patty Andersen - Director South Dakota School of Mines and Technology
- Linda Dodds - Librarian at White Lake Community Library

Appendix C: Bibliography of all Documents Reviewed

- Public Libraries Survey (annual report) https://libguides.library.sd.gov/services/pls
- South Dakota State Library Facebook Page https://www.facebook.com/LibrarySD
- South Dakota Braille & Talking Book Library Facebook Page https://www.facebook.com/LibrarySDBTBL
- South Dakota State Library Twitter https://twitter.com/LibrarySD
- South Dakota State Library Instagram https://instagram.com/sdstatelibrary
- South Dakota State Library YouTube Page https://www.youtube.com/user/LibrarySD
- Transforming Library Services: Early Childhood Through Teens https://library.sd.gov/CAL/2022/SDSL-TrnsfrmLibSrvcs.aspx
- SDSL Annual Events and More https://library.sd.gov/CAL/index.aspx
- Library Training Institute 2022 https://library.sd.gov/LIB/DEV/INST/
- SDSL Cornerstone & Archives https://library.sd.gov/SDSL/PUBL/sdslcornerstone.aspx
- South Dakota State Library https://library.sd.gov/
- SDSL: Children and Youth Services https://library.sd.gov/LIB/CYS/index.aspx
- Jump Start 2022: Oceans of Possibilities https://library.sd.gov/LIB/CYS/jumpstart/
- SDSL: School Libraries https://library.sd.gov/LIB/SLC/index.aspx
- South Dakota Report Card https://sdschools.sd.gov/#/home
- SDSL: Publications https://library.sd.gov/SDSL/PUBL/index.aspx
- Public Library Certification/Accreditation South Dakota State Library Services https://libguides.library.sd.gov/services/cert_accred
- SDSL: Library Card https://library.sd.gov/SDSL/libcard.aspx
- Database Stats (spreadsheet)
- LSTA plan - WhoFi stats (spreadsheet)
- UPDATED SD FY2021 Performance Indicators
- FY2020 Perf Indic Actual plus future estimates
- Performance Indicators (spreadsheet)
- FY2023 Performance Indicators
- PLN-LSTA-5YR-20182022
- Evaluators Project File FFY 2015-2019 2021-07-14 (spreadsheet)
- PLN-LSTA-5YR-20182022
- Lesley's Letter5yrEVAL
- Making the data work for your evaluation
- Preparing for the five year evaluation
- SD Evaluator Activities File FFY15-19 (spreadsheet)
- Siebersma SD Libraries 2020
- LSTA Five year plan 2013-2017 evaluation report
- SD TABS Evaluators Project File FFY 2015-2019 2021-07-14 (2)
- LSTA plan - WhoFi stats (spreadsheet)

Appendix D: Survey of Library Staff

SDSL LSTA Evaluation 2021
Survey of Library Staff

Survey Questions

1. In what area of the library do you work? Please select the area where you spend most of your time.

SDSL Library Training & Public Library Institute

2. Are you familiar with the SDSL Library Training & Public Library Institute, which is a four-year program of continuing education for library practitioners, support staff and trustees primarily from small or rural public libraries?

3. How important is the SDSL Library Training & Public Library Institute to your library?

4. How satisfied are you with the SDSL Library Training & Public Library Institute?

5. To what extent did the SDSL Library Training & Public Library Institute meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")

    a. Goal 1A: Improve library services delivered to South Dakota citizens through increased professional development opportunities.

    b. Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise.

6. To what extent did the SDSL Library Training & Public Library Institute address the following IMLS priorities?

    a. Lifelong Learning: Improve users' general knowledge and skills

    b. Institutional Capacity: Improve Library Operations

7. Do you have any further comments about the SDSL Library Training & Public Library Institute?

SDSL Statewide Services - Online Databases

8. Are you familiar with the SDSL Statewide Services - Online Databases which provides South Dakota's citizens and libraries with appropriate online databases to meet educational and research needs, as well as those which improve quality of life?

9. How important is the SDSL Statewide Services - Online Databases to your library?

10. How satisfied are you with the SDSL Statewide Services - Online Databases?

11. To what extent did the SDSL Statewide Services - Online Databases meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")

    a. Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise.

b. Goal 2: Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens.

12. To what extent did the SDSL Statewide Services - Online Databases address the following IMLS priorities?

    a. Institutional Capacity: Improve Library Operations

    b. Information Access: Improve users' ability to discover information resources

13. Do you have any further comments about the SDSL Statewide Services - Online Databases?

SDSL Interlibrary Loan Services and Support

14. Are you familiar with the SDSL Interlibrary Loan Services and Support, which promotes and encourages resource sharing?

15. How important is the SDSL Interlibrary Loan Services and Support to your library?

16. How satisfied are you with the SDSL Interlibrary Loan Services and Support?

17. To what extent did the SDSL Interlibrary Loan Services and Support meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")

    a. Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise.

    b. Goal 3A: Promote and encourage resource sharing.

18. To what extent did the SDSL Interlibrary Loan Services and Support address the following IMLS priorities?

    a. Institutional Capacity: Improve Library Operations

    b. Information Access: Improve users' ability to discover information resources

19. Do you have any further comments about the SDSL Interlibrary Loan Services and Support?

SDSL Statewide Services - Digital Services and Reference

20. Are you familiar with the SDSL Statewide Services - Digital Services and Reference, which collects materials (print, media, and electronic) that meets the specialized needs of the state's citizens, and provides reference services to public libraries and their users?

21. How important is the SDSL Statewide Services - Digital Services and Reference to your library?

22. How satisfied are you with the SDSL Statewide Services - Digital Services and Reference?

23. To what extent did the SDSL Statewide Services - Digital Services and Reference meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")

    a. Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise.

    b. Goal 2: Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens.

c. Goal 3C: Facilitate shared purchasing of resources by libraries.

24. To what extent did the SDSL Statewide Services - Digital Services and Reference address the following IMLS priorities?

   a. Institutional Capacity: Improve Library Operations

   b. Information Access: Improve users' ability to discover information resources

25. Do you have any further comments about the SDSL Statewide Services - Digital Services and Reference?

SDSL Children and Youth Services

26. Are you familiar with the SDSL Children and Youth Services, which promotes teen and children's services literacy programming (i.e., Summer Reading Program, book awards programs, special programs like Girls Who Code, etc.)?

27. How important is the SDSL Children and Youth Services to your library?

28. How satisfied are you with the SDSL Children and Youth Services?

29. To what extent did the SDSL Children and Youth Services meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")

   a. Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise.

30. To what extent did the SDSL Children and Youth Services address the following IMLS priorities?

   a. Institutional Capacity: Improve Library Operations

31. Do you have any further comments about the SDSL Children and Youth Services?

SDSL Braille and Talking Book Services

32. Are you familiar with the SDSL Braille and Talking Book Services, which provides services to visually impaired and physically or reading disabled citizens (audio and Braille materials)?

33. How important is the SDSL Braille and Talking Book Services to your library?

34. How satisfied are you with the SDSL Braille and Talking Book Services?

35. To what extent did the SDSL Braille and Talking Book Services meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")

   a. Goal 2: Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens.

   b. Goal 3B: Provide services to visually/physically impaired and reading disabled citizens.

36. To what extent did the SDSL Braille and Talking Book Services address the following IMLS priorities?

   a. Information Access: Improve users' ability to discover information resources

37. Do you have any further comments about the SDSL Braille and Talking Book Services?

Final Questions

38. Do you have any further comments about the SDSL's use of LSTA funds over the past five years?

39. What needs or programs would you like to see the next SDSL five-year plan address?

Appendix E: Results of Survey of Library Staff

South Dakota State Library surveyed library staff to collect opinions on how well each of the services provided by LSTA funds have served the needs of libraries across the state. This survey was sent to all libraries in the state, including Academic, Public, School, and Special libraries, and was filled out by 115 respondents between October 14, 2021, and November 12, 2021.

Below are the compiled results from the survey responses in both graphic and table form.

Note before reading through the survey: All responses under each of the project titles are absolute values, not percentages of responses. The Y-axis scale is different for each project title but will show the same scale within the project title graphs (e.g., all Library Training and Public Library Institute graphs go up to 40, while the Online Databases graphs go up to 80).
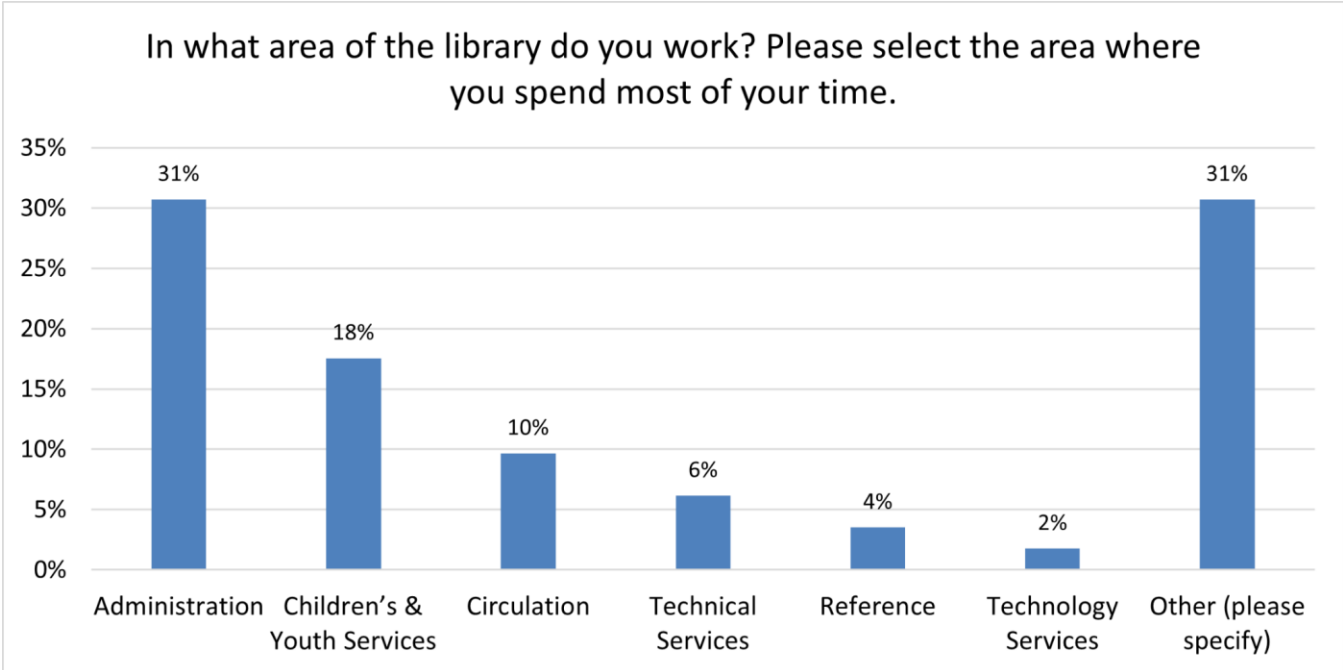
Demographics

Figure E 1

Other (please specify) responses:

1st grade teacher	students come in for library classes
School Library	Teaching and Instruction
PK - 12 para-librarian; I take care of all aspects of library... classes, circulation, development, etc.	Library board
All parts of my middle school library: librarian, clerk, technology, and everything in between!	All of the above.
I am the only librarian, so I do it all. Admin, circulation and Children's & Youth Services	Solo Librarian
Middle School Librarian EVERYWHERE	Director
all areas	I'm a teacher volunteer for our very small library
School Librarian	All the Above
ILL	School
High school library	In a library of two, I do all of this plus drive the bookmobile there is no most of my time job
Adult Services	All of the above for GMMS
School Librarian	Trustee
I am the only librarian at the college library; therefore I cover all of the areas as needed.	All areas as Director in small rural library
All	I do it all ;-)
school library -- we do it all	I am the only employee of my library. I work in all areas.
School Librarian	Cataloger
All - Librarian	Interlibrary Loan within Tech Services
Do just a little of everything	

Table E 1

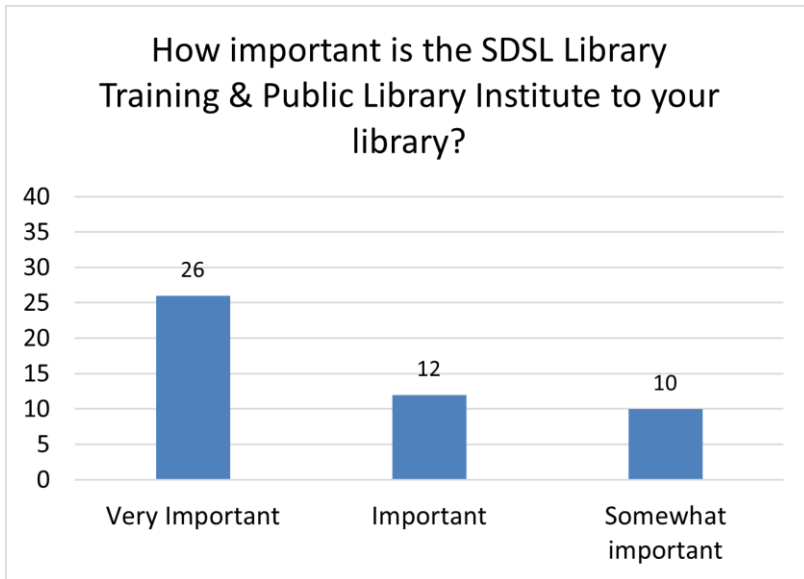# Library Training and Public Library Institute

How important is the SDSL Library Training & Public Library Institute to your library?

	Very Important	Important	Somewhat important
	26	12	10

Figure E 2

Very Important	26	54%
Important	12	25%
Somewhat important	10	21%

Table E 2

How satisfied are you with the SDSL Library Training & Public Library Institute?

	Very satisfied	Satisfied	Somewhat satisfied	Not Satisfied
	23	13	3	0

Figure E 3

Very satisfied	23	59%
Satisfied	13	33%
Somewhat satisfied	3	8%
Not Satisfied	0	0%

Table E 3

To what extent did the SDSL Library Training & Public Library Institute meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")
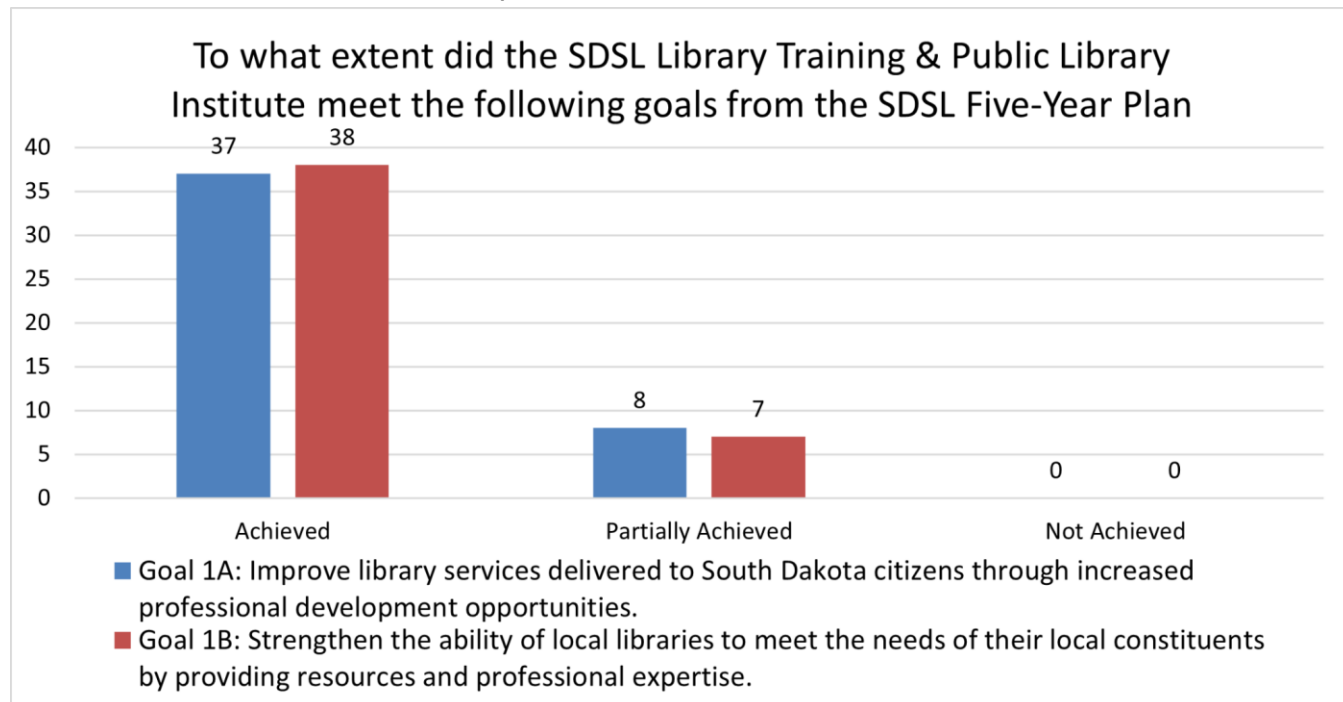

Figure E 4

	Achieved		Partially Achieved		Not Achieved	
Goal 1A: Improve library services delivered to South Dakota citizens through increased professional development opportunities.	37	82%	8	18%	0	0%
Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise.	38	84%	7	16%	0	0%

Table E 4

To what extent did the SDSL Library Training & Public Library Institute address the following IMLS priorities?
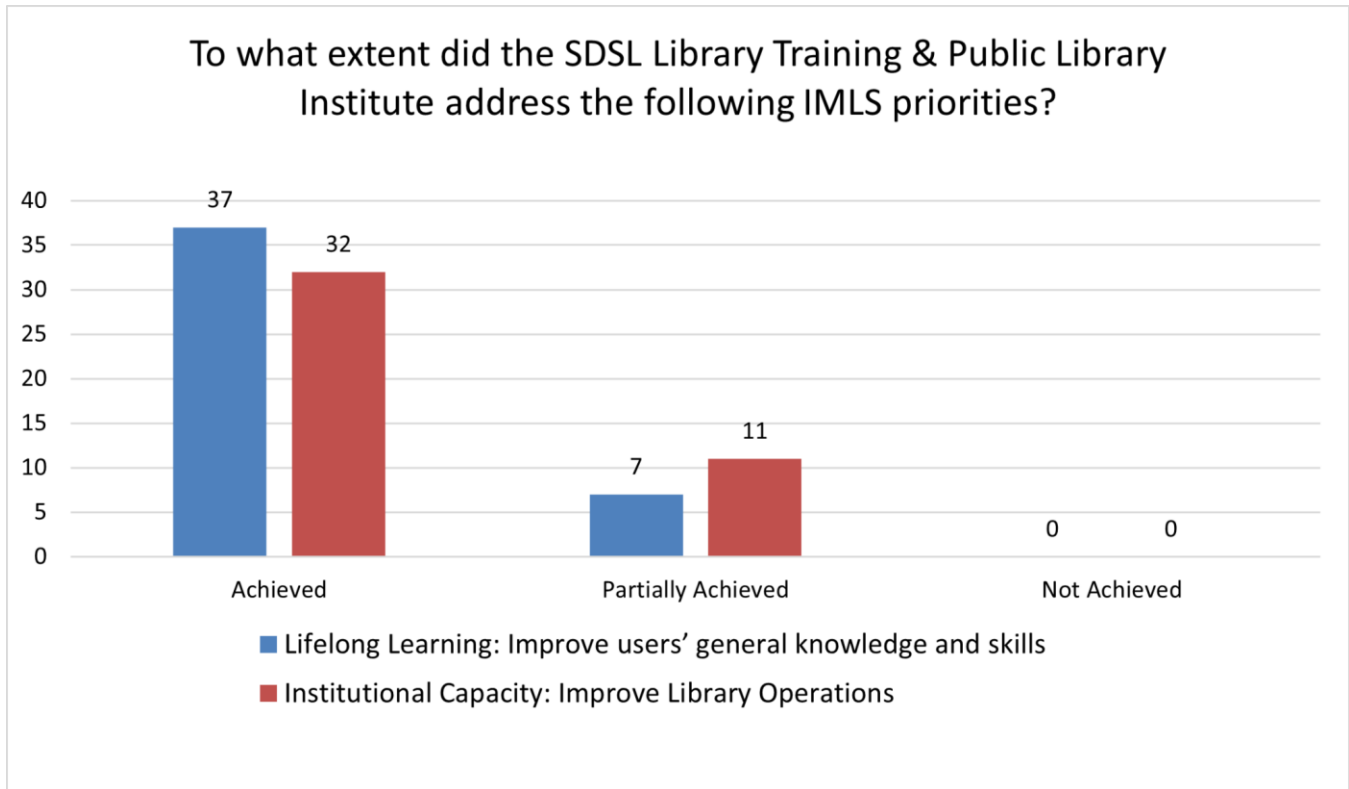

Figure E 5

	Achieved		Partially Achieved		Not Achieved	
Lifelong Learning: Improve users' general knowledge and skills	37	84%	7	16%	0	0%
Institutional Capacity: Improve Library Operations	32	74%	11	26%	0	0%

Table E 5

Do you have any further comments about the SDSL Library Training & Public Library Institute?

It is very important that libraries are seen as a place that meets the needs of the communities. When there is solid continuing education, there is a reassurance to the community and library funders that these needs are being addressed.
This seems, on paper, to be a good program but since it is not applicable to our library, I don't know how valuable the information is that the participants learn. I would hope that people who complete the institute garner valuable skills for their library and communities.
I would love to attend it but my board doesn't want to commit to a program.
More online professional development opportunities would be great. A state wide-subscription to something like the Ryan Dowd Homeless Academy would be very beneficial as they provide some excellent webinars. Also, along with this, a revision to the public library accreditation requirement that only 15 hours of the 45 continuing educating hour can be obtained online would be beneficial. To encourage and support greater participation and participation from diverse background, the ability to complete all or most of these online would be better. Low income and working board members cannot easily travel to in-person library training. Board member with family can't easily arrange child care to trvael to multiday out of town conferences. With most SD Libraries being smaller adn rural, there are very limited reasonably priced in-person training opportunities. However, there is a wealth of great webinars on library related topics. This change would support more diverse Library Boards, and allow encourage greater participation beyond just retired seniors.
great program - keep up the great work
For new librarians it would be nice to have a better understanding/information about what the institute does and how it helps your library.
Great Program. Especially essential to small public libraries, however I have heard directors with masters degrees that said they learned as much from institute as much of their schooling taught them.
Our combination public/school library has two boards and neither board wants to commit to doing the Institute. I would love to do, but I don't have the commitment of board members.
I love Library Institute and am currently halfway through it!
From the perspective of an academic library, the Institute is essential in strengthening the library service as a whole across the state. Our interactions as colleagues with graduates makes a difference.
It would be nice to see the agenda each year, whether your library is sending someone to the institute or not. I like to see what the focus is and what participants are learning about.
Successful
It would be very beneficial to have a condensed and updated version of Library Institute for the librarians that have attended in the past.
We have never sent anyone as most of our staff have library degrees already, but I think it is a good program.

| |
|---|
| I think it is a great program, I just have not been a part of it since I am at a university library. |
| Good training, hope all library staff can go |
| Looking Forward to the 2022 class. |
| Library Institute also provided the opportunity for librarians to make personal connections not only with other librarians but State personnel too. |
| It's a great program! We wouldn't have the quality of library services that we have today if we had not benefitted from the training received through the Library Institute. |
| I have finished 2 of my 4 years of Library Institute. I appreciate the work that goes into planning and executing our week long training. I have met wonderful people through this training and made library connections across the state. |

Table E 6

Online Databases
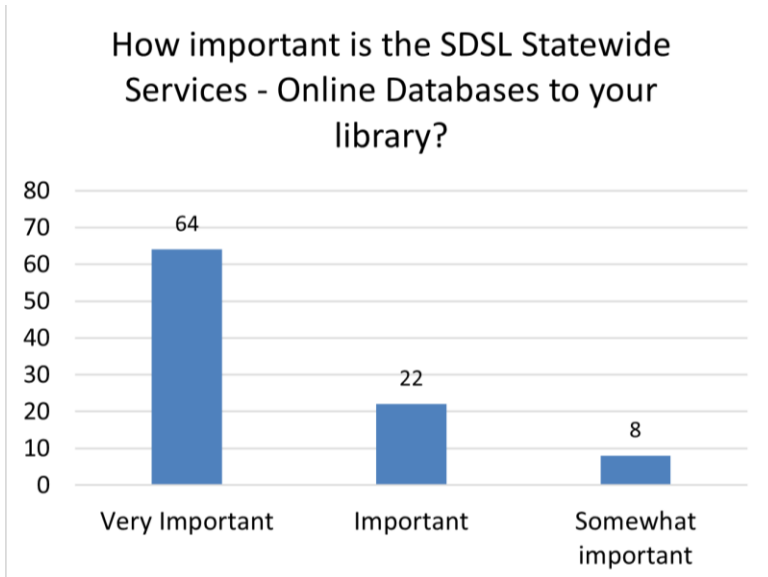
Figure E 6

Very Important	64	68%
Important	22	23%
Somewhat important	8	9%

Table E 7
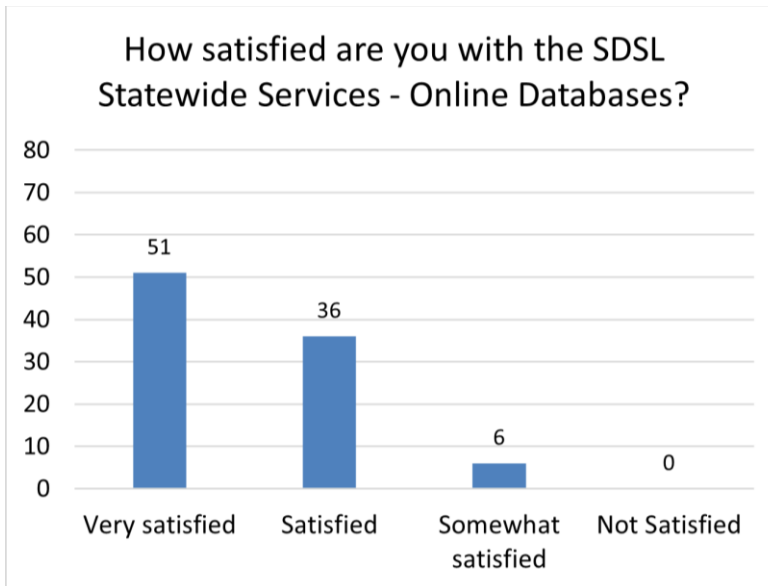
Figure E 7

Very satisfied	51	55%
Satisfied	36	39%
Somewhat satisfied	6	6%
Not Satisfied	0	0%

Table E 8

To what extent did the SDSL Statewide Services - Online Databases meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")
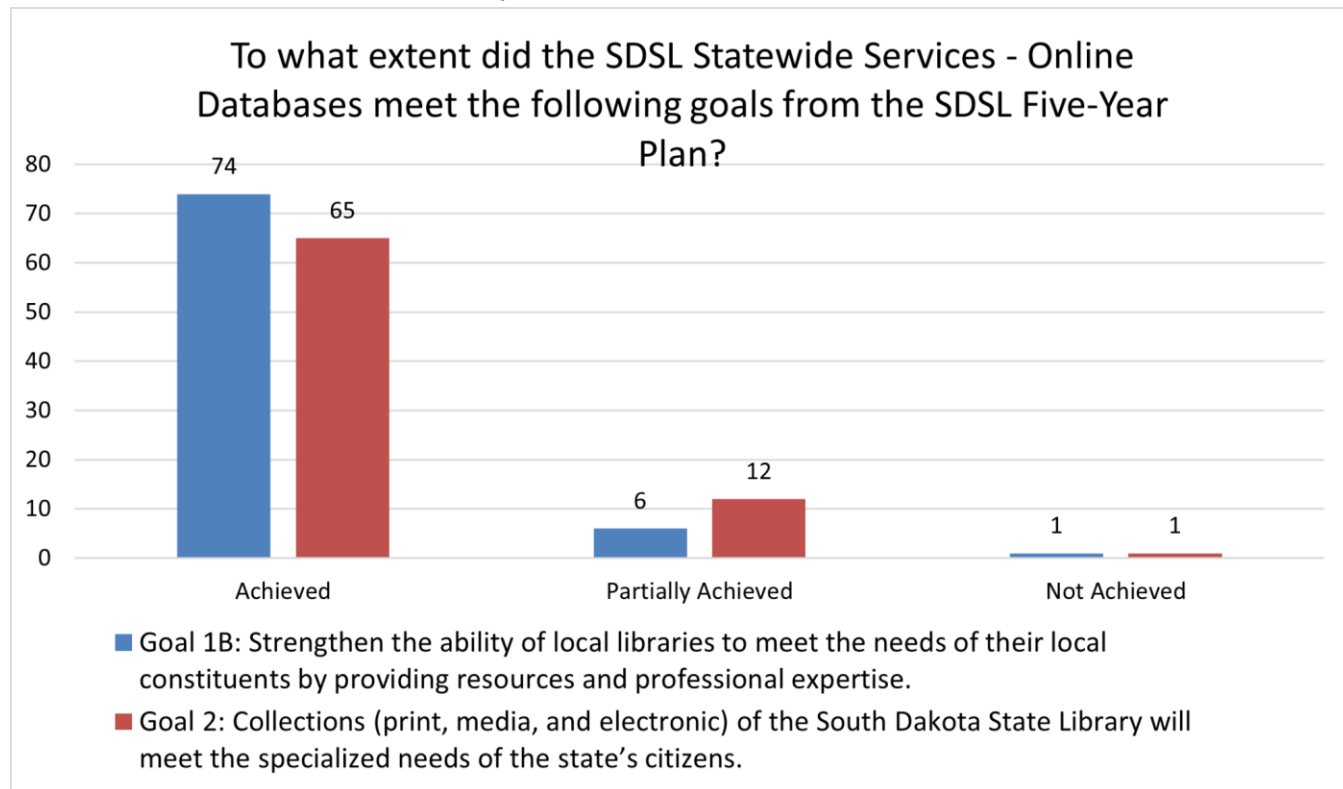

Figure E 8

	Achieved		Partially Achieved		Not Achieved	
Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise.	74	91%	6	7%	1	1%
Goal 2: Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens.	65	83%	12	15%	1	1%

Table E 9

To what extent did the SDSL Statewide Services - Online Databases address the following IMLS priorities?
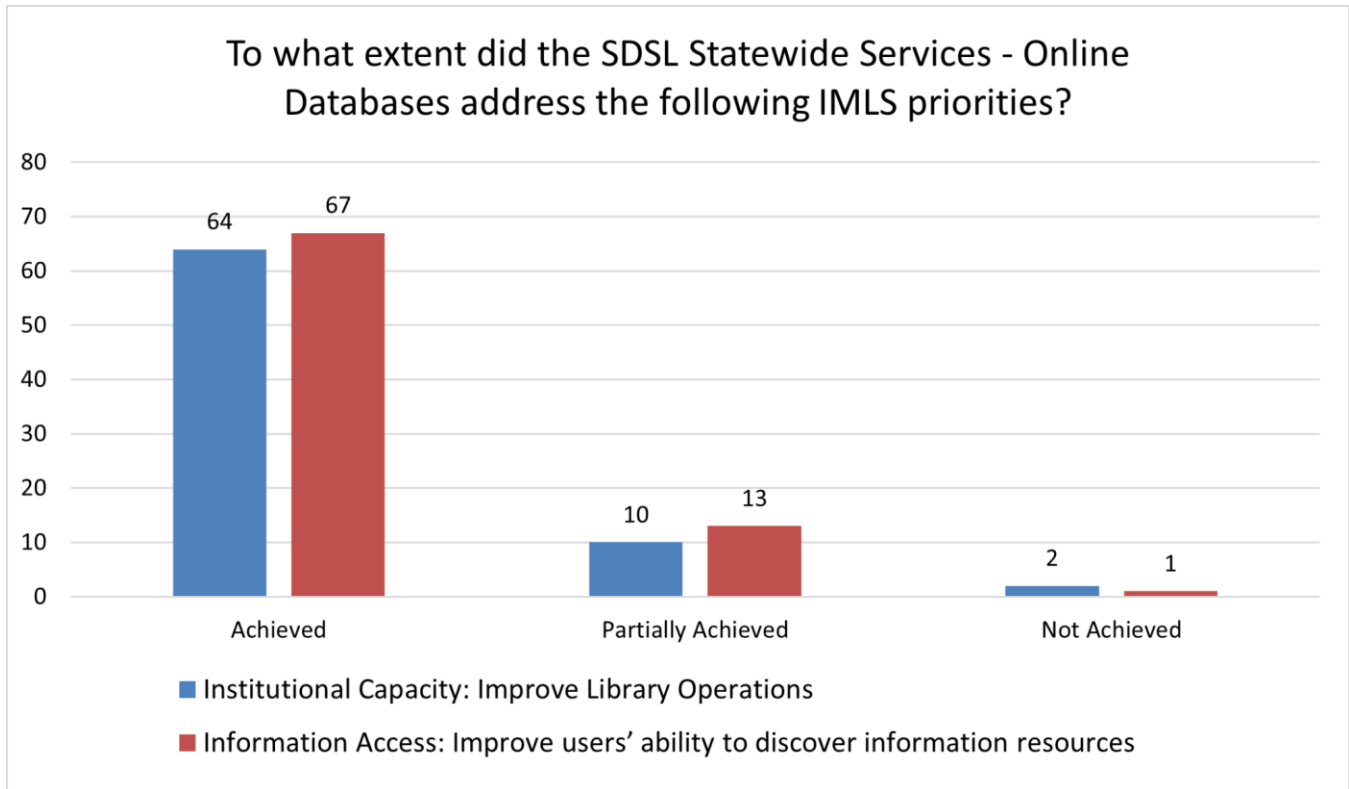

Figure E 9

	Achieved		Partially Achieved		Not Achieved	
Institutional Capacity: Improve Library Operations	64	84%	10	13%	2	3%
Information Access: Improve users' ability to discover information resources	67	83%	13	16%	1	1%

Table E 10

Do you have any further comments about the SDSL Statewide Services - Online Databases?

There needs to be a better way to market these individual databases. Librarians are spread thin. To create a universal marketing strategy for each database would be valuable.
We love the databases that are offered and promote/use them regularly. One thing we would love to see again is a language learning database.
The bulk of the products are directed for school and public libraries. We are appreciative of the resources that support the academic community as well.
We use the online databases daily in our building! They are wonderful! Thank you for the middle school options! :)
Website layout is not user-friendly for finding the databases.
From what I have experienced, the database is helpful and ensures resources are available.
I use Bookflix heavily in my schools as part of my curriculum.
The decision to remove the language learning resource made sense from a purely financial standpoint. The limited usage made it appear to be not cost effective. However, by not offering any language learning option, it creates a bad impression of the variety of databases we offer. Especially new patrons from other states are shocked ot learn we do not offer a language learning options and it often makes them lose interest or creates a negative impression from the start. Some databases are good to provide even if usage is limited and they still offer an option. The free language learning resources available online are very limited and often include a lot of ads and popups if an individual does not subscribe. Also, the quality of some of the free online language learning resources can be questionable.
It's great to have a variety of resources that I don't have to select and that are trustworthy.
The SDSL Statewide Services - Online Databases is a vital resource for libraries in rural settings. You have immediate information for many topics and the databases definitely supplement the library's collection.
We love the SDSL online databases - as an individual library we could not afford such things on our own.
The state does a good job of selecting online databases. Additional funding is needed so that citizens would have access to more resources.
Since most school libraries have very little funding, these databases are an absolute necessity for our schools and students
They are ESSENTIAL for school-age students and, I would guess, other groups as well.
I believe they are necessary but I do not think they are used heavily in public libraries. However, not sure if I have seen stats on this thought. I do wish we had more uses for them.

| |
|---|
| I wish there was a foreign language learning option available through the SDSL Statewide Services - Online Databases. I also wish there was an app option for some of the children's databases (for example, Miss Humblebee's Academy). I would utilize this much more if we didn't have to access it through a web-browser (young children easily can mess up web browsers verses staying inside an app on a device). |
| Having the statewide access to specific databases meant that many of the students entering our state universities had similar high school experiences no matter how big or small the high school they came from. This was useful for building information literacy skills. |
| I am also a high school English teacher, and my students make exclusive use of the SDSL Online Databases when writing research-based essays. |
| They are an essential service for the residents of SD |
| The Online data bases have been very important to my patrons, especially when researching family and local history. |
| Provides a great service for our families and community members. |
| The Databases allow small libraries and our patrons to have access to information that we would not be able to afford on our own. |
| Access to a wide variety of databases for research conducted by middle school students is very important to our library. |
| It is difficult to meet all the needs of all types of libraries and users on a budget, but there are some subject areas that I think could be improved. |
| Thank you for offering these services! We very much appreciate having the ability to offer them to patrons. |
| I feel that the databases are very important to libraries in SD. Most of us could not afford to provide the databases to patrons on our own. |
| As a combined Library,, Would like to see teachers use more often, and teach to students |
| The class that was offered was a game changer for my library. It opened up a new area that I was unfamiliar with and brought new opportunities to my patrons. |
| I wish that a language training program were still provided. |
| We're very grateful to have access to these incredible resources! |
| I still have to purchase additional databases for our library to meet our needs, but the state databases make a good dent in those purchases. |

Table E 11

Interlibrary Loan

How important is the SDSL Interlibrary Loan Services and Support to your library?
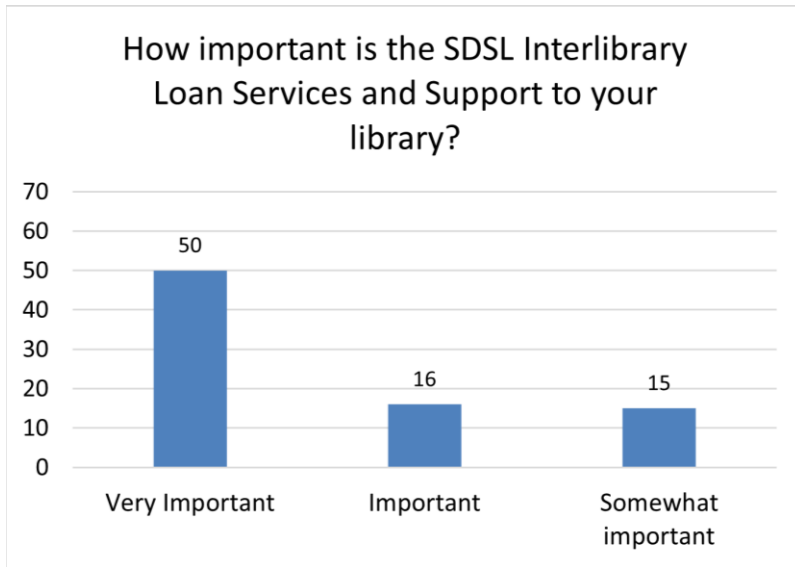
Figure E 10

Very Important	50	62%
Important	16	20%
Somewhat important	15	18%

Table E 12

How satisfied are you with the SDSL Interlibrary Loan Services and Support?
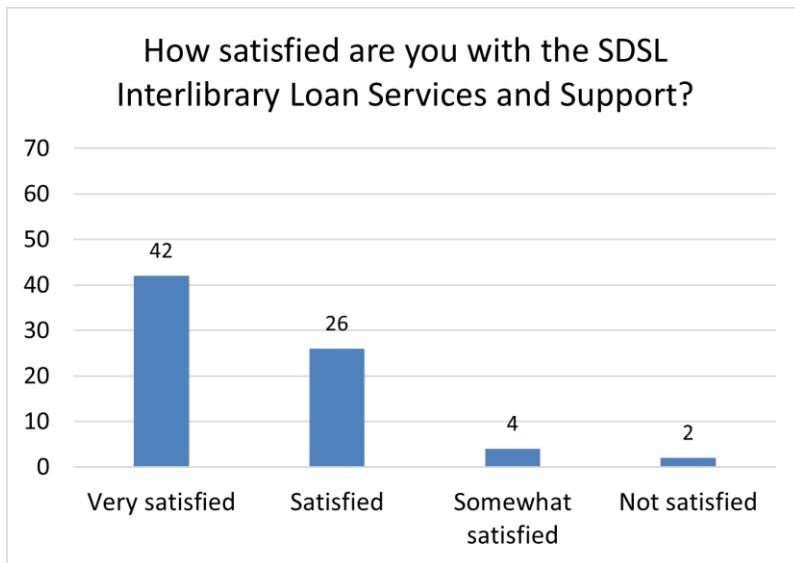
Figure E 11

Very satisfied	42	57%
Satisfied	26	35%
Somewhat satisfied	4	5%
Not satisfied	2	3%

Table E 13

To what extent did the SDSL Interlibrary Loan Services and Support meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")
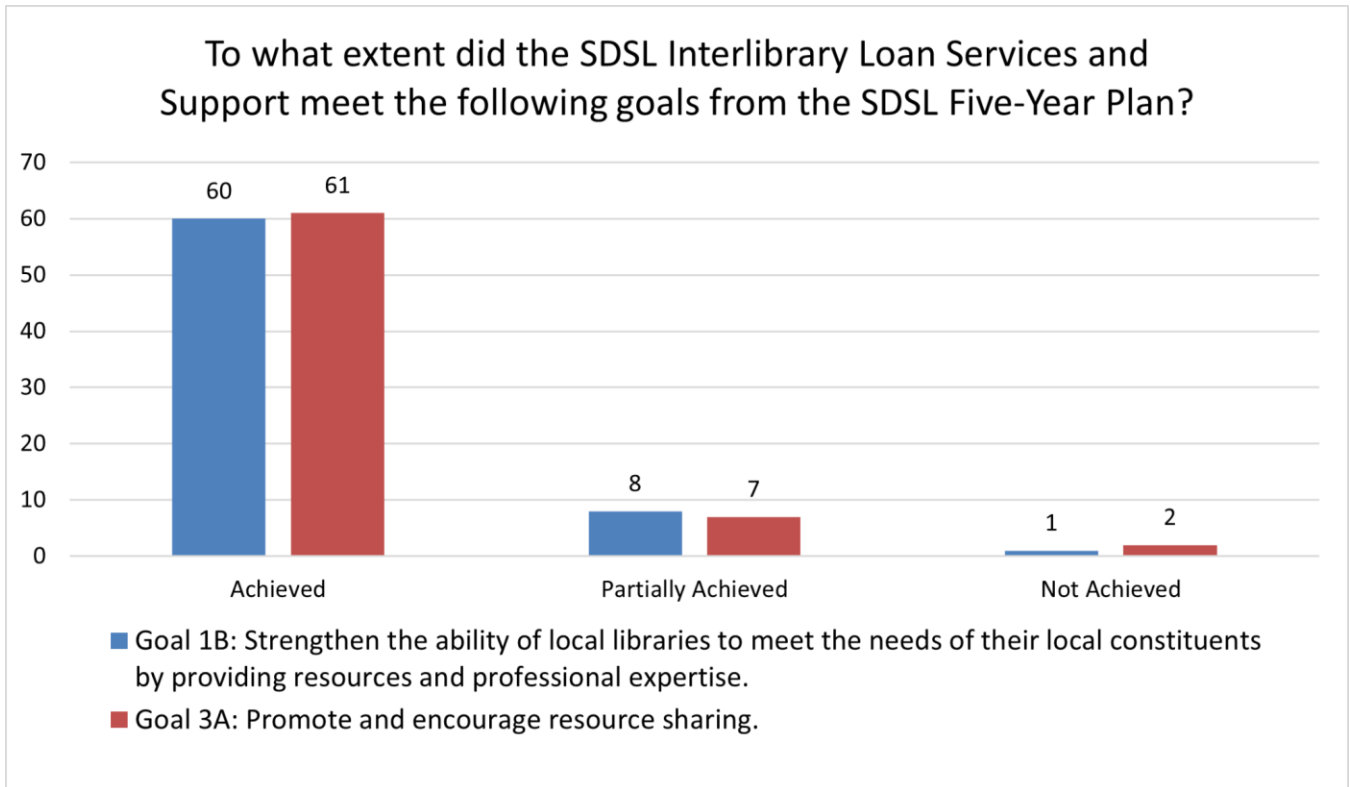

Figure E 12

	Achieved		Partially Achieved		Not Achieved	
Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise.	60	87%	8	12%	1	1%
Goal 3A: Promote and encourage resource sharing.	61	87%	7	10%	2	3%

Table E 14

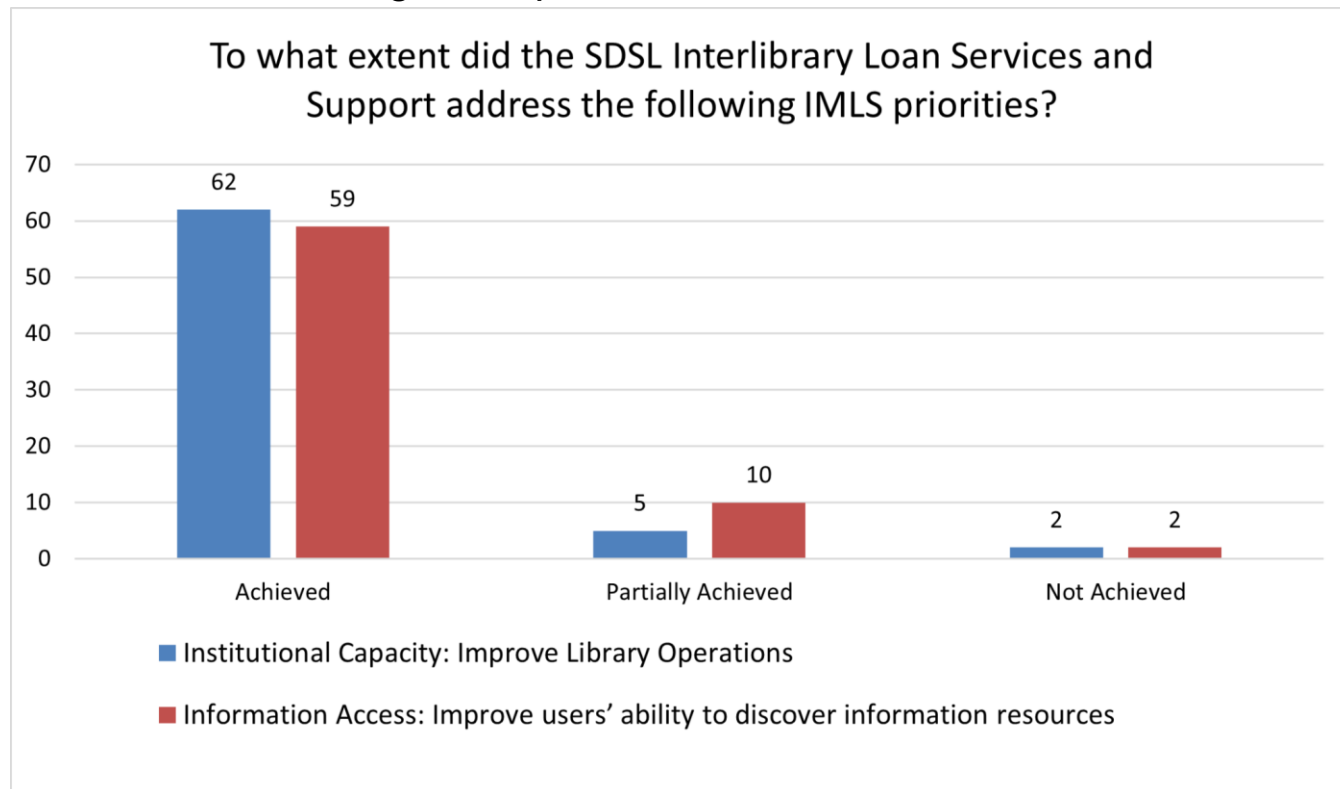# To what extent did the SDSL Interlibrary Loan Services and Support address the following IMLS priorities?

Figure E 13

	Achieved		Partially Achieved		Not Achieved	
Institutional Capacity: Improve Library Operations	62	90%	5	7%	2	3%
Information Access: Improve users' ability to discover information resources	59	83%	10	14%	2	3%

Table E 15

Do you have any further comments about the SDSL Interlibrary Loan Services and Support?

Love this service! It's another great method for building value for libraries.
We rely heavily on Interlibrary Loan and will continue to do so in the coming year as our budget will be cut by 10% compared to this year. I know we will not be able to buy every book, so Interlibrary loan will continue to be extremely important.
We would like to see the limit of how many loans you are allowed. It's difficult for a small school to be limited. An example is when students are doing their senior research paper and the class has 16 students. The limit of 20 is too small.
I wish there was a courier that could pick up/deliver interlibrary loan items to my small, rural school district. The closest they can get is Sturgis as far as I am aware.
Continued funding of the courier service is very important. Cuts to this service are troublesome.
We have multiple blind and deaf students in our district, and we appreciate your services! :)
We LOVE SD Share It and the courier. Such a worthwhile program!
When I have used it, I have thought it was helpful and provided me with options that I did have before for reading.
I have received great support as I have learned how to do this.
The SDSL Interlibrary Loan Services and Support helps fulfill the needs of our patrons.
I would really like to see a Mackin model where we could put in funds/books and then become part of a larger ebook borrowing model. This I feel helps everyone and hurts no one. I would like the state to adopt Mackin so that we can opt in to be a consortium to help maximize resources for schools. If the pandemic taught us anything, it's that schools need to be able to shift quickly. If we have the opportunity to borrow a single title set of ebooks, etc for a certain amount of time, we are definitely better off. In the pandemic, I was frantically trying to find a cost effective way to find 30, 60, 100 copies of the same ebook for teachers and I have never been more aware of how the publishing industry has locked down these titles. We've done physical class sets for so long that I took it for granted. We have to find ways to do ebook class sets in a way that is not cost prohibitive (or cost insane, as I like to say :) and a state consortium where we can bundle and borrow might be the way
Needed service.
The courier is a very important part of InterLibrary Loan services. I know we went through a time when it was shut down because of covid closures, and it's gone through many changes to the schedule, but being able to have these books sent to other libraries is very important to the patrons.
Without these resources smaller areas would be left out.
Searching for materials is very difficult for patrons
It is a gift we give each other as librarians

We do not utilize it enough at our end.
I know ILL is available, but our library hasn't used the service. However, we've added the honors program to our school, so I forsee students possibly needing different resources available at larger libraries & needing to use this service. I need to re-familiarize myself with the procedure.
Share-it is a little glitchy, but we are happy to have access to so many libraries by using it. The courier system is very important to us.
We recently conducted a patron survey, and we have numerous comments thanking us for ILL options - thank you for making that possible!
Our patrons really appreciate knowing that if we don't have an item they are wanting to check out, that we can borrow it from another library within our consortium, the state, or even the country.
Interlibrary Loan Services is a huge asset to our library, and its patrons! They do an excellent job!
I lend about 10-15 books per year and borrow very few if any except from the other libraries in Watertown. I wish I knew how to get journal articles from libraries like SDSU. I would appreciate some basic training in the ILL Share-it platform.
Thank you for helping our customers get items we have not purchased. Thank you for consistent intrastate courier services.

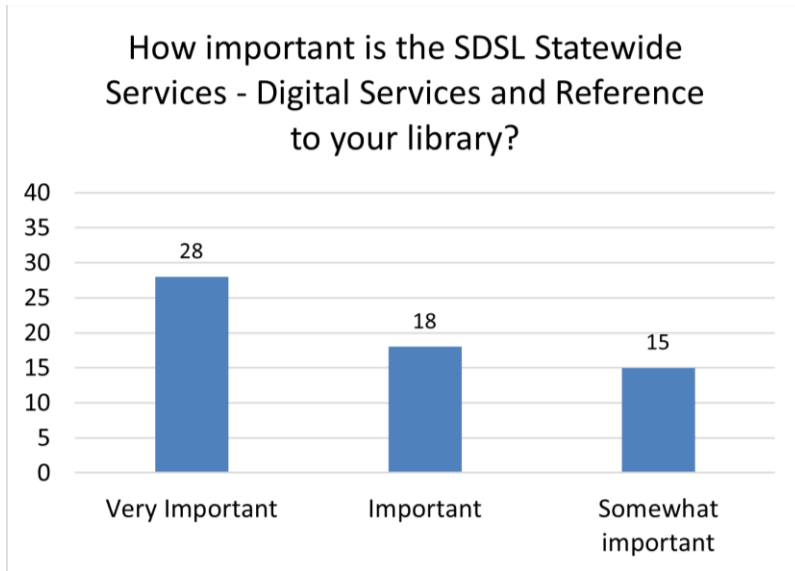*Table E 16*

Digital Services and Reference

How important is the SDSL Statewide Services - Digital Services and Reference to your library?

Figure E 14

Very Important	28	46%
Important	18	30%
Somewhat important	15	24%

Table E 17

How satisfied are you with the SDSL Statewide Services - Digital Services and Reference?
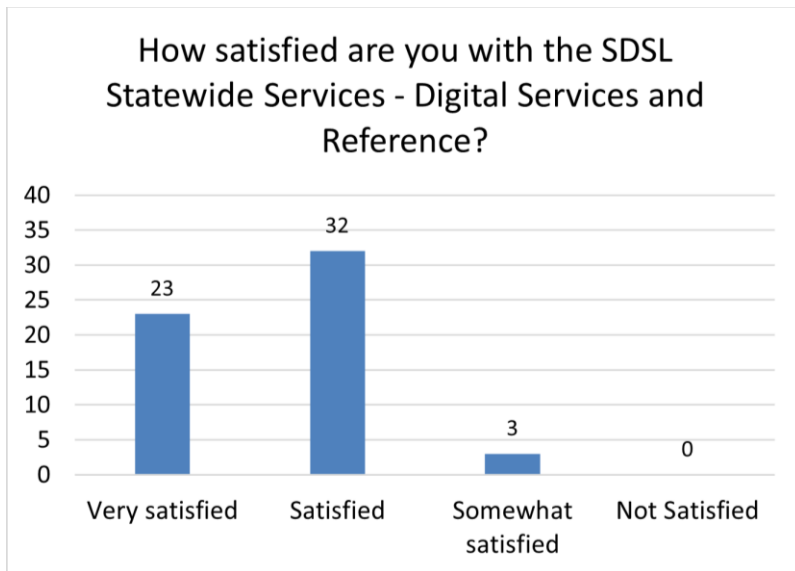
Figure E 15

Very satisfied	23	40%
Satisfied	32	55%
Somewhat satisfied	3	5%
Not Satisfied	0	0%

Table E 18

To what extent did the SDSL Statewide Services - Digital Services and Reference meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")
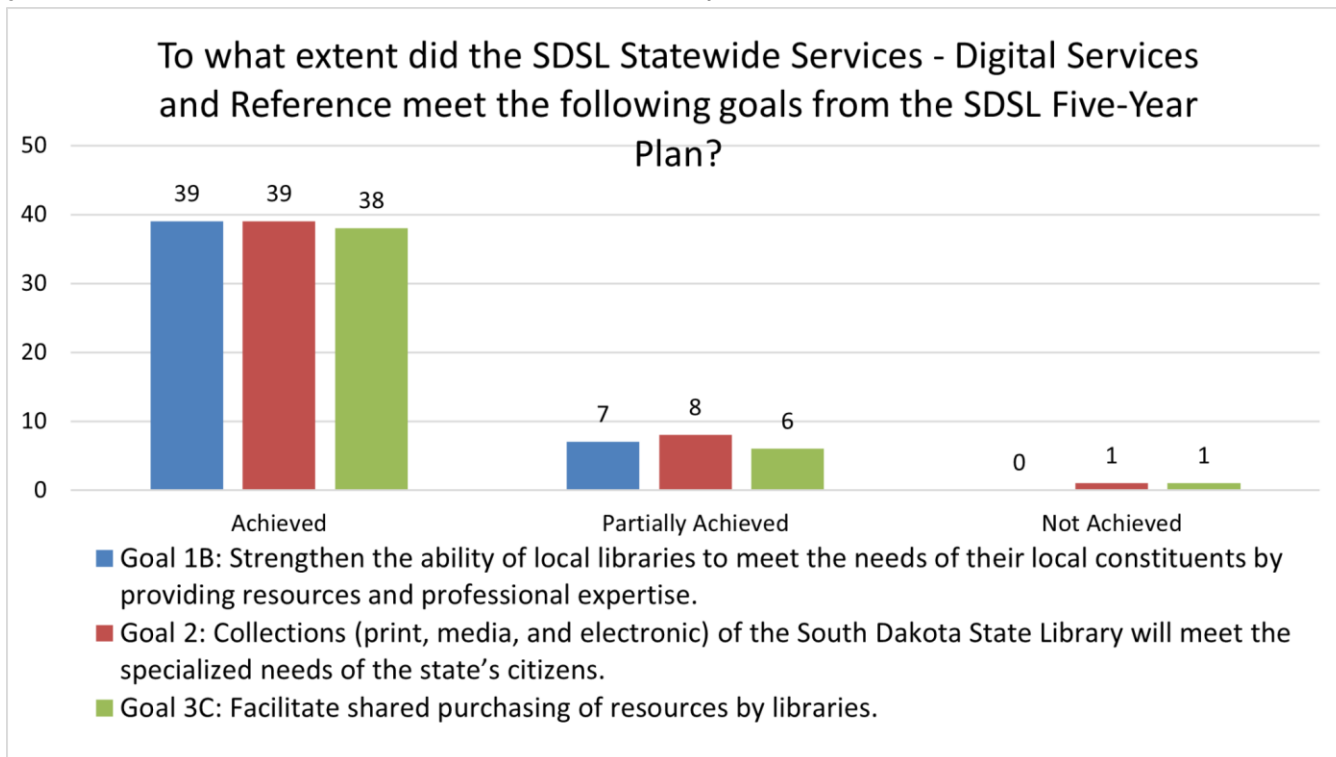

Figure E 16

	Achieved		Partially Achieved		Not Achieved	
Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise.	39	85%	7	15%	0	0%
Goal 2: Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens.	39	81%	8	17%	1	2%
Goal 3C: Facilitate shared purchasing of resources by libraries.	38	84%	6	13%	1	2%

Table E 19

To what extent did the SDSL Statewide Services - Digital Services and Reference address the following IMLS priorities?
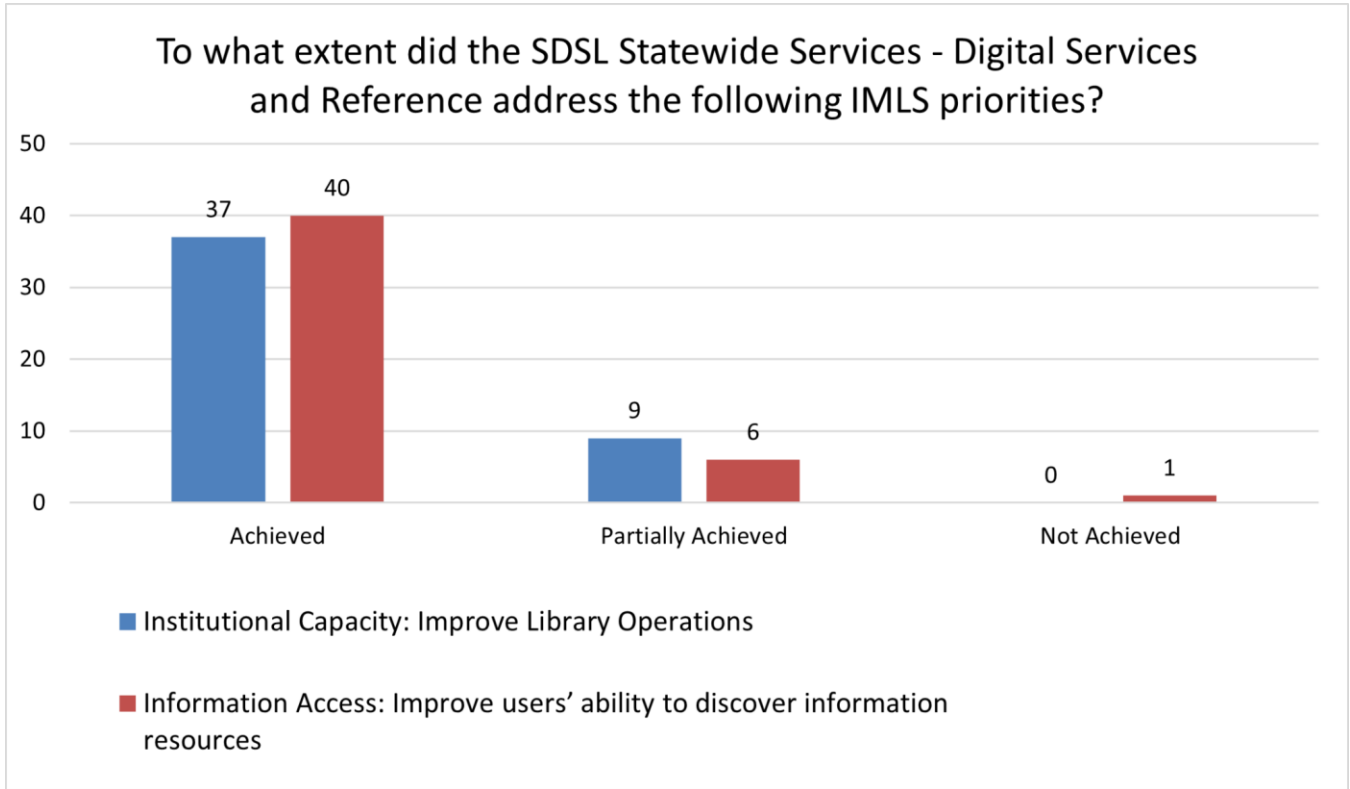

Figure E 17

	Achieved		Partially Achieved		Not Achieved	
Institutional Capacity: Improve Library Operations	37	80%	9	20%	0	0%
Information Access: Improve users' ability to discover information resources	40	85%	6	13%	1	2%

Table E 20

Do you have any further comments about the SDSL Statewide Services - Digital Services and Reference?

This service is not directed toward academic libraries.
With the number of small and rural libraries in the state, shared statewide purchases of professional development and electronic resources is essential. This also includes things like READSquared and Whofi. The cost is often prohibitive for small libraries to get individual subscriptions. Also, smaller libraries often lack the knowledge and expertise to easily setup and manage new services. Things like authentication can often be tricky for smaller libraries with more basic ILS and no dedicated authentication services such as ezproxy or GeoIP authentication.
Although we know about this service - it is not a well used service of our library
Not even exactly sure what digital services and reference are offered besides the databases. Do you mean online historical documents and or questions from librarians to the state library?
We have not used it at our small library yet, but I know how beneficial it is to have it available.
Not utilized as much as it could be from our end.
We don't use this service much, but we appreciate having access to these resources when we need them.
I have never used this service; however, I have a stack of old school newspapers that I would like to digitize. Is this something that you can help me with?

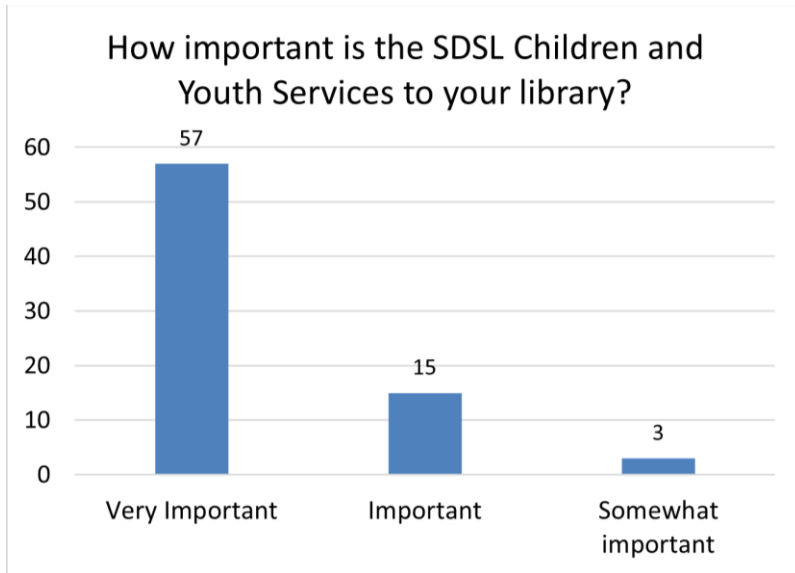*Table E 21*

Children and Youth Services

How important is the SDSL Children and Youth Services to your library?

Very Important	57	76%
Important	15	20%
Somewhat important	3	4%

Figure E 18
Table E 22

How satisfied are you with the SDSL Children and Youth Services?
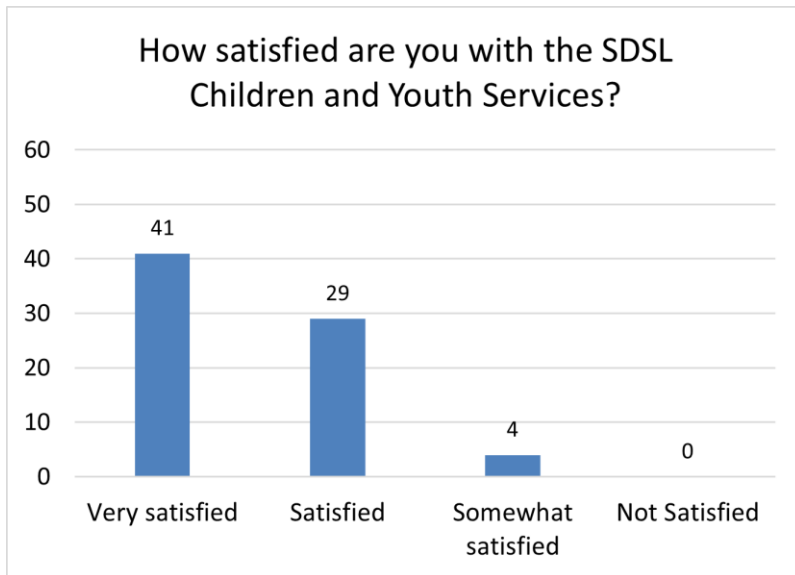
Very satisfied	41	55%
Satisfied	29	39%
Somewhat satisfied	4	6%
Not Satisfied	0	0%

Figure E 19
Table E 23

To what extent did the SDSL Children and Youth Services meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")
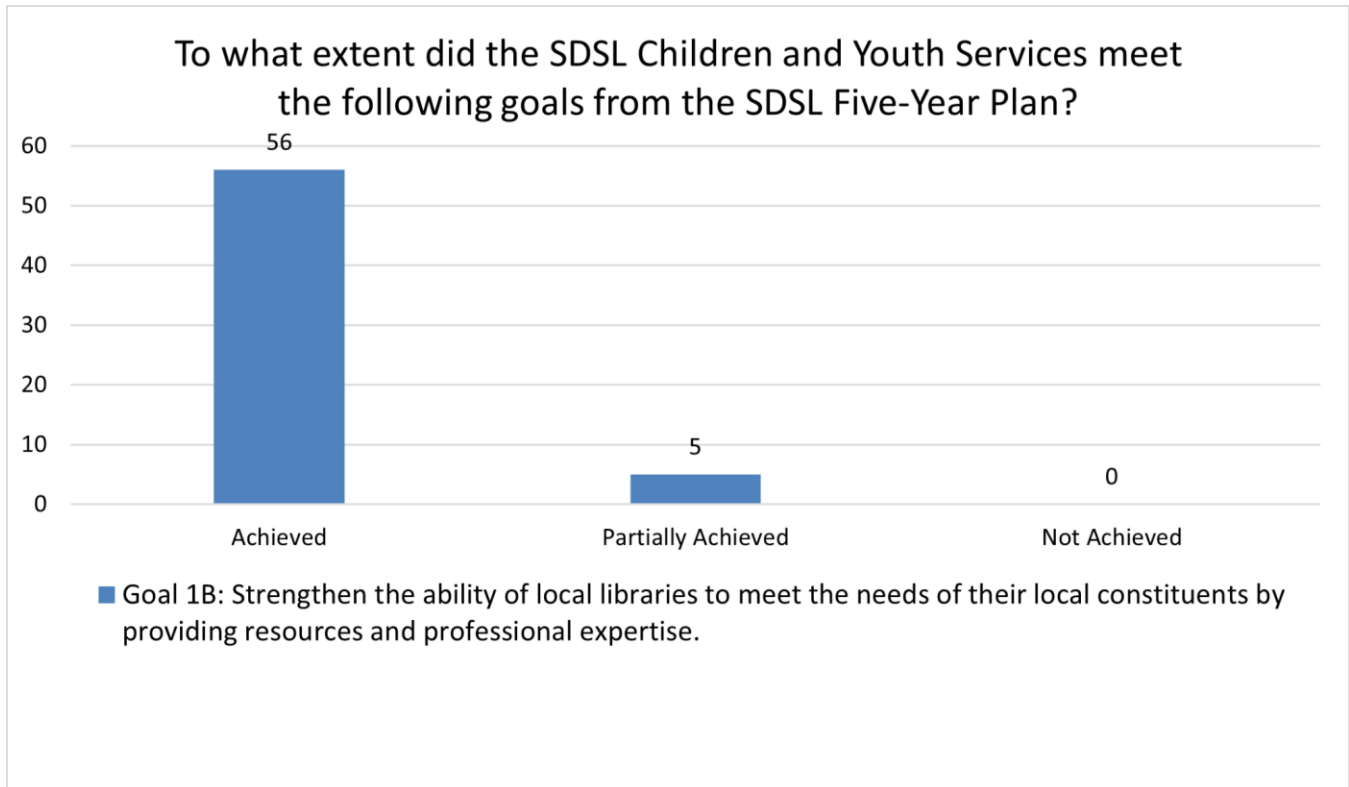
Figure E 20

	Achieved		Partially Achieved		Not Achieved	
Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise.	56	92%	5	8%	0	0%

Table E 24

To what extent did the SDSL Children and Youth Services address the following IMLS priorities?
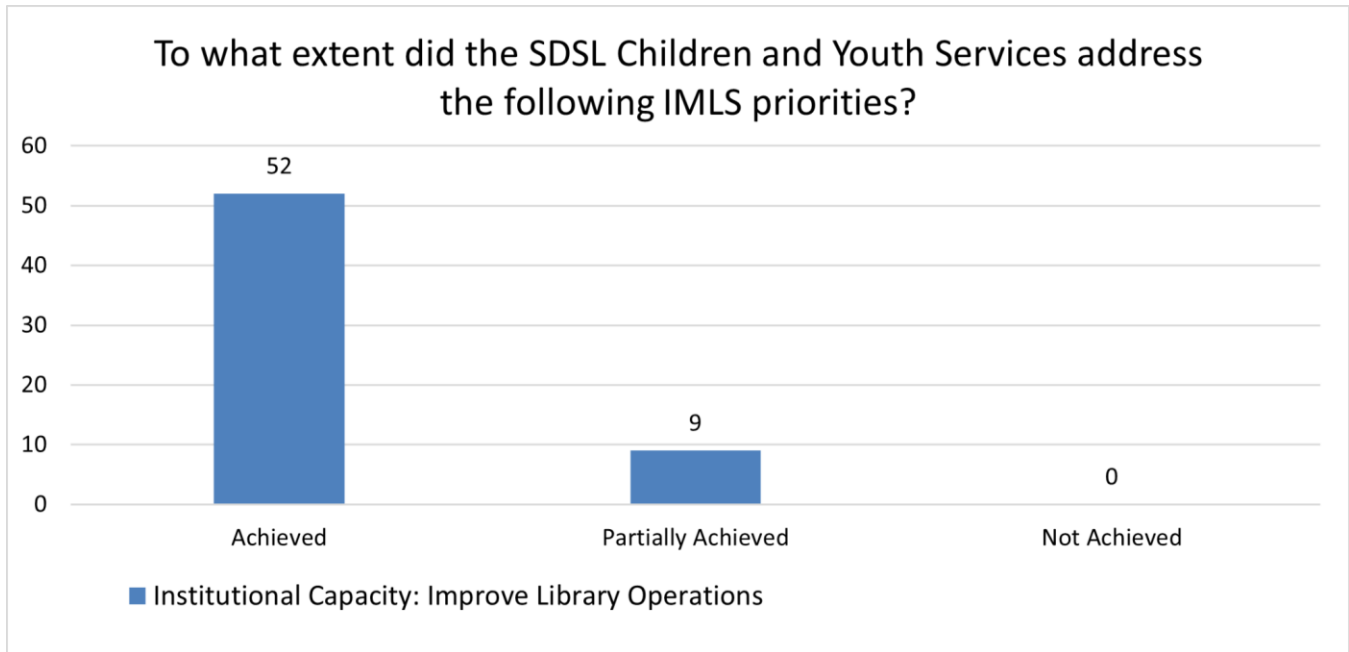

Figure E 21

	Achieved		Partially Achieved		Not Achieved	
Institutional Capacity: Improve Library Operations	52	85%	9	15%	0	0%

Table E 25

Do you have any further comments about the SDSL Children and Youth Services?

We have received extensive training in the areas of both early childhood development and teen programming. We are provided a plethora of SRP ideas and support. Very helpful!
We love the resources provided for summer reading! I think the kids love them too.
I would LOVE if someone who is good at book trailers would make trailers for each of the teen choice award books. I book talk them all of the time, but I wish there was a person who would make trailers for them. Book trailers totally sell the books!
I ALWAYS buy the Teen Book Choice nominees for the library every year. Even though my students don't really participate in the contest, I know that every year I am buying a set of books that students will love and it's easy for us to point to them and say, 'hey, have you read any of these yet?' Seriously important to our collection and circulation. Thanks for all the effort that goes into this kind of thing.

Summer Reading Program is very important to our patrons! We love helping the children keep their reading skills strong through the summer.
I could not operate a Summer Reading Program without the help and ideas from the SDSL Children and Youth Services!
Much appreciated service!
Having access to the summer reading program resources is very helpful. We have not been loving some of the artwork lately, but that is beyond the State Library control.
Love it!
One of the things I love the most about SD's Children & Youth Services is how supportive the State Staff is. They want to see your library have the opportunity to do everything available no matter how small or large your library is. Each child is important and they stress helping find ways to read more kids.
Children and Youth Services are a great resource, and always reaching out to us with new ideas, tools, etc!
The library boot camp/Excite! has helped me immeasurably. The School librarian at the State Library has helped me often and I don't know what I would have done without that learning.

Table E 26

Talking Books and Braille Services
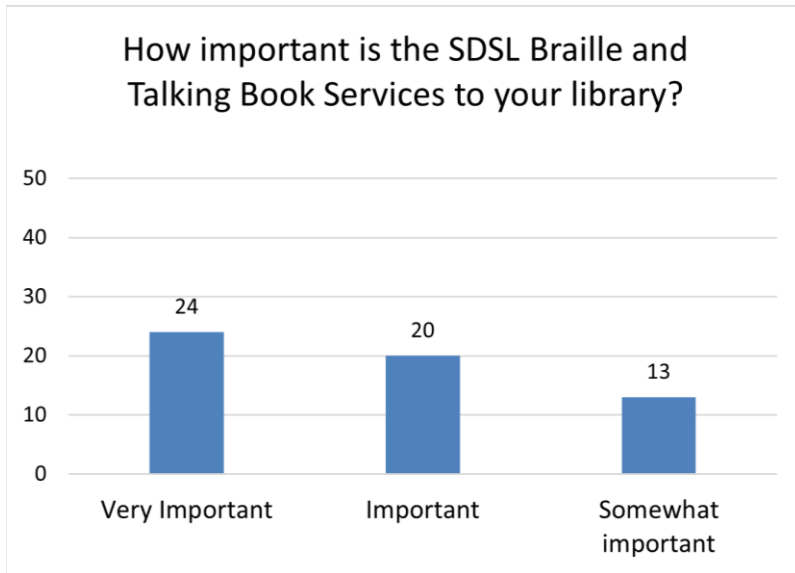
Figure E 22

Very Important	24	42%
Important	20	35%
Somewhat important	13	23%

Table E 27
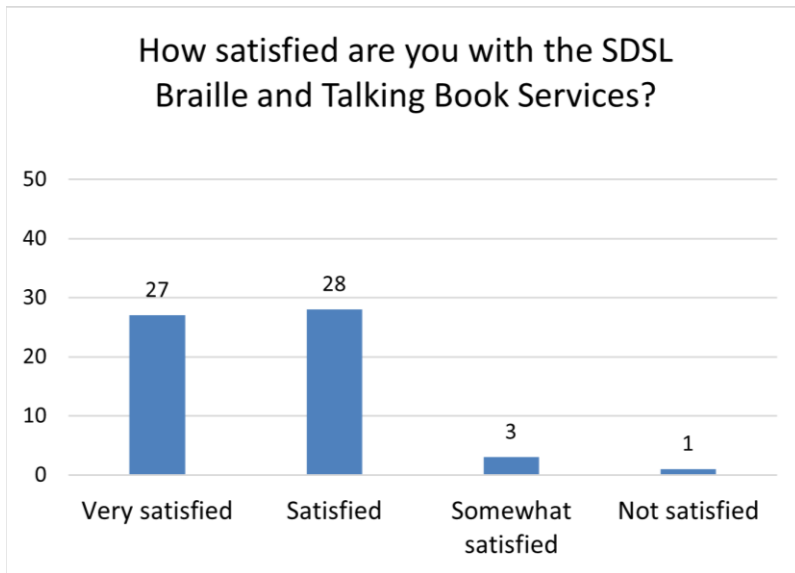
Figure E 23

Very satisfied	27	46%
Satisfied	28	47%
Somewhat satisfied	3	5%
Not satisfied	1	2%

Table E 28

To what extent did the SDSL Braille and Talking Book Services meet the following goals from the SDSL Five-Year Plan? (If you do not know, select "No Opinion")
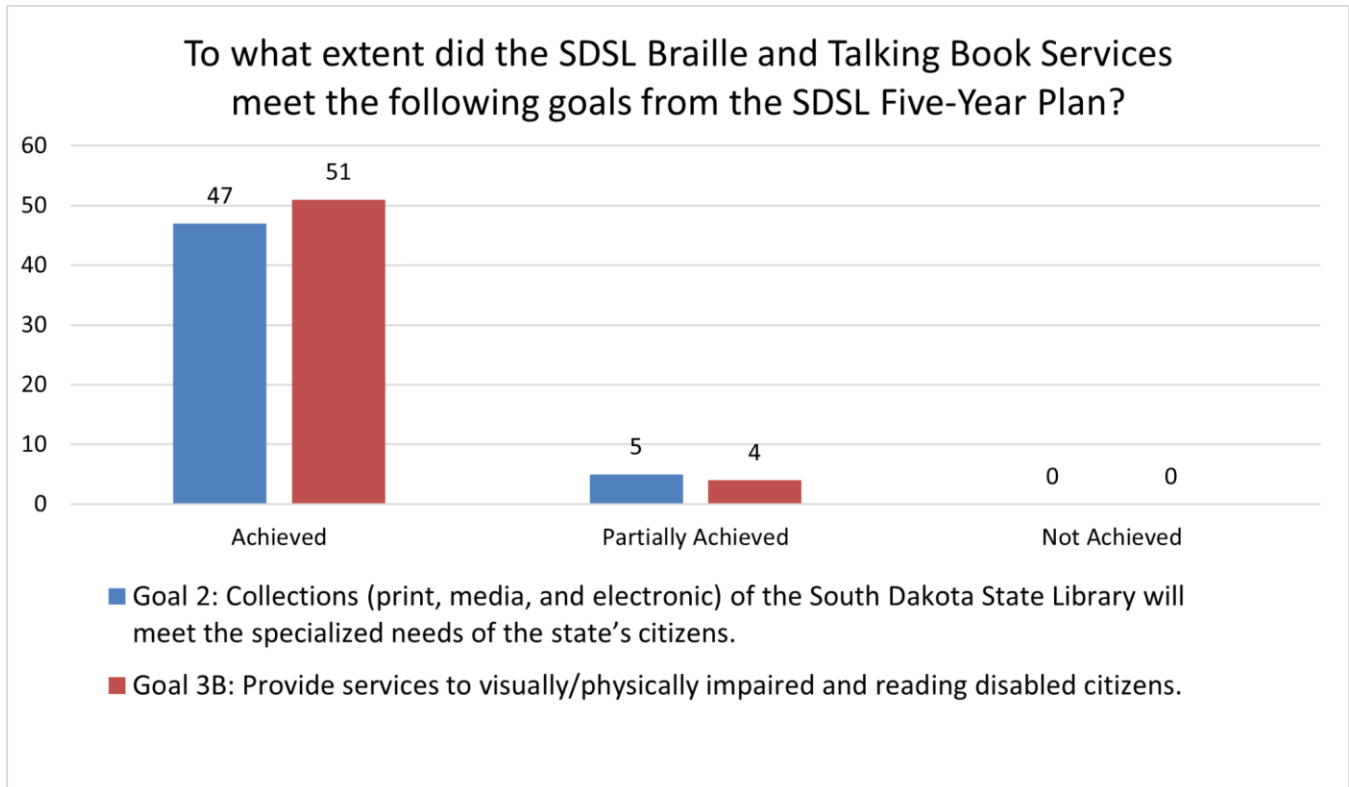
Figure E 24

	Achieved		Partially Achieved		Not Achieved	
Goal 2: Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens.	47	90%	5	10%	0	0%
Goal 3B: Provide services to visually/physically impaired and reading disabled citizens.	51	93%	4	7%	0	0%

Table E 29

To what extent did the SDSL Braille and Talking Book Services address the following IMLS priorities?

Figure E 25

	Achieved		Partially Achieved		Not Achieved	
Information Access: Improve users' ability to discover information resources	45	85%	8	15%	0	0%

Table E 30

Do you have any further comments about the SDSL Braille and Talking Book Services?

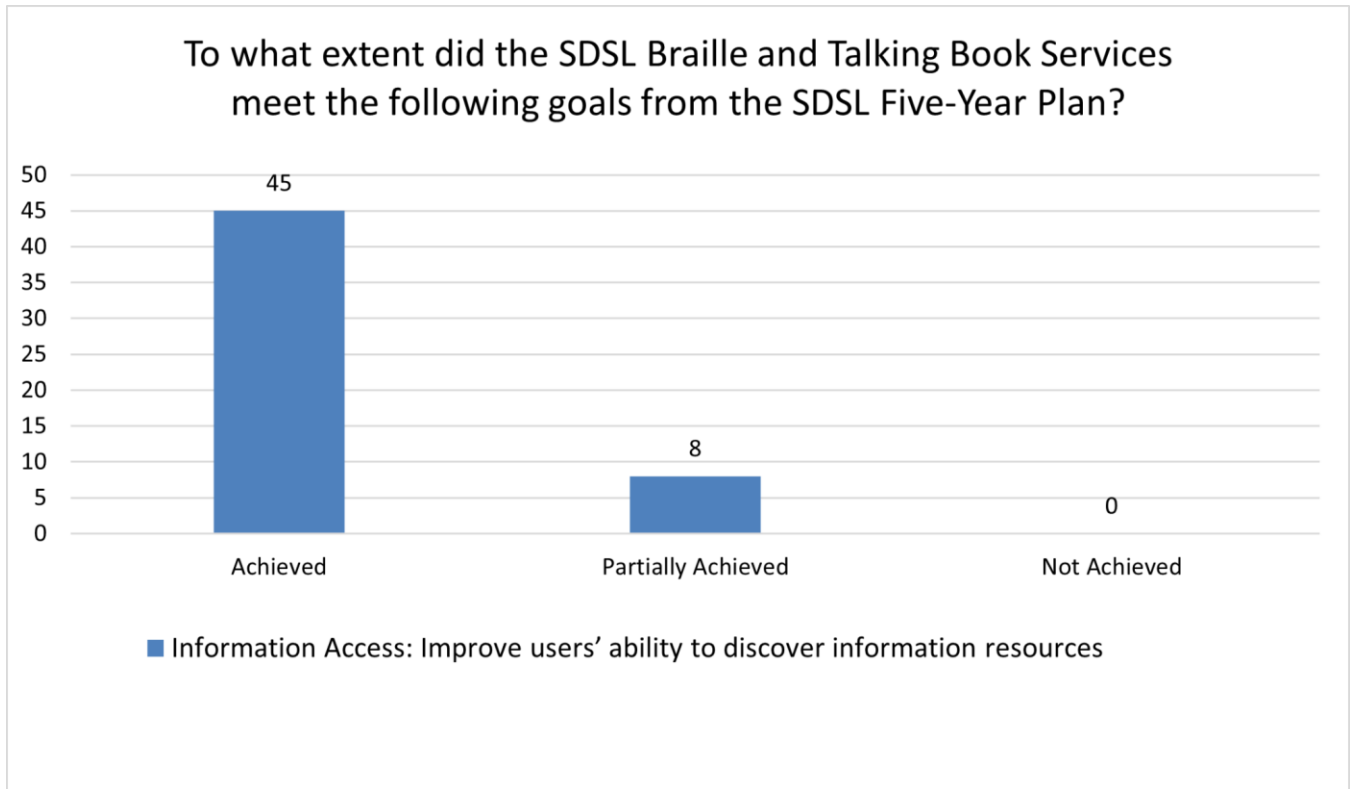| |
|---|
| I have patrons who share with me how much they appreciate this program. It touches my heart that we can service those who are faced with vision challenges. |
| I'm very grateful to the gal who came and showed me the BARD app and other resources involved in the SDSL Braille and Talking Book Services. It was nice to have that hands-on training so that I know what I am talking about when I promote it to our patrons. |
| From what little I know about this section of library services, I have been surprised by the amount of information available to myself and my constituents about this program. |
| We have assisted some of our patrons with information about these services - which are a great asset to our communities. |
| I would like to see this service opened up a little more. We have a lot of students who are struggling, particularly post-pandemic. I am constantly being asked for audio options for students, but these are not visually impaired students or even students on an IEP. They are just kids who need a boost up. I have scoured the web at times looking for a particular title. Sometimes I see that it's available via the visually impaired/reading disabled, but I can't justify it on those criteria, but the need is still there. |
| another needed service |
| Braille and Talking Books is a resource I am glad to be able to help patrons be connected to when needed. |
| Because of this program, our library does not see this need directly. I must assume that they are meeting this need as our visually impaired students have not come to us requesting the services they provide. |
| Although none of my current library patrons use this service, I have firsthand experience with the SDSL Braille and Talking Book Services, and the program is probably one of the most valuable services offered at SDSL. |
| This service has helped multiple members of our community. I have referred numerous people to this service. |
| Not have much need for it at this time. No requests. |
| We appreciate being able to refer those in need of this service to the State Library to better serve them. It is a wonderful option for many people. |
| An Absolutely Great Service! |
| I feel like it's a great service to provide, but it uses a higher proportion of the state library's budget than I think is justified. |
| Though the library itself does not use the Braille & Talking Book Service heavily, we are well aware of the positive impact they have on the patrons in the community who use this service. They do an excellent job at bringing joy to readers who have low vision or have lost their sight completely by extending their love of reading past their physical limitations! I cannot praise this service enough for what they do, and for |

what value they bring to our patrons! Thank you!
Although not many of our patrons utilize this program, the state contacts for these programs are wonderful at keeping me informed of new changes to the program.
These services are not coordinated in my school district through the library. They are coordinated through the Special Education Services department.
Customers would like book titles to be switched out more often.

Table E 31

Final Open Questions

Do you have any further comments about the SDSL's use of LSTA funds over the past five years?
We are grateful for all that is provided!
I am very grateful to the SDSL and the LSTA funds. We wouldn't be able to help our patrons nearly as much without the resources and databases provided.
I have no comments at this time.
We LOVE the middle school databases. Please keep these! :)
I believe the staff is a valuable tool for all SD libraries school and public.
I think the SDSL used LSTA funds wisely by being very diligent in providing the best services possible for the citizens of the state. The SDSL is very supportive of the libraries (public, school, academic) in the state and is always ready to provide assistance when needed.
I think SDSL does an amazing job with not a lot to work with. Thank you!!
Doing a great job.
I would like to reiterate small rural areas need the capabilities the SD State Library provides.
As a larger academic library, we use the databases and few of the other services. I believe the state library does a good job equalizing the access to materials throughout the state but I come from the perspective of a large (for our state) library that has more than the state library so has little need for what they have.
SD Library staff are very efficient and quick to assist when ever asked for information, books, etc.
I have been very impressed at how SDSL is an advocate for all libraries and their patrons. They are always pushing to try new things and helping guide libraries to the future. I think they have done a fantastic job with the LSTA funds these past five years.

Table E 32

What needs or programs would you like to see the next SDSL five-year plan address?
Guidance with where technology is headed and how we need to plan for it.
The one thing that we have really missed is having a language learning software/database. It was one database that we tried to promote a lot to our homeschool population as well as anyone who was interested in learning a language.
Services and resources for Dyslexia and learning disabilities
I would like the academic libraries to be included more deliberately in the next plan. In the previous plan,

the academics were purposely excluded since the SD State Librarian at the time was clear that the State Library's purpose was to serve the public and school libraries. I believe there are collaborative opportunities that could be considered if the State Library saw its mission as serving (and/or partnering) with all libraries in the State. This does not mean that the academics need to underwrite the costs of the school and public libraries which has also been articulated by the State Library in the past. We cannot legally do that. But, there are possibilities for cooperation across all libraries for which the State Library could take a leadership and facilitator role. So: please include academic libraries in the next plan!

I would love if someone at the state library would make fun book trailers for the teen choice award books that we could use. :)

Assisting rural/ Reservation communities access reliable, affordable Internet service.

Just to keep improving on what they have

One additional comment i forgot to include on my initial response. I appreciate there may be a lot of people who would not agree with this. However, I believe the loss of the old South Dakota Library Network provided ILS was detrimental and negatively impacted South Dakota Libraries. Offering a Statewide ILS that public libraries can pay a portion into would be very beneficial. Most small SD Libraries can only afford a very simple and basic ILS. A state wide system would enhance collaboration, improve sharing, and better enable South Dakota Residents anywhere to use the State's Libraries. With the Autographics ILL system is a viable alternative to cover ILL services it does not fully replaced what was lost when SDLN closed. A state wide offering of something like WorldShare or Polaris would allow even small libraries to have a modern and easy to use ILS.

I know this is listed under the SDSL Procedures to Carry Out Activities , but I think one of the most important needs is to convince the DOE to again require school districts to have certified librarians in each of the respective schools (high school, middle school, & elementary) in the district. The DOE dropped this requirement a few years ago.

continued support of databases and sharing of information as well as training opportunities. Thanks.

Please consider doing more with Mackin. I think it has great potential for school libraries in South Dakota.

The area near the Black Hills is going to grow exponentially in the next few years. We need to address that. Also, we need to see more diversity in our databases and other information offerings, as well as to address it in professional development. Students need to learn about various races, cultures, disabilities, etc.

If there was enough money, then help with building or remodeling would be great. I realize there is never enough money.

I would love to see a language learning program/database available through the South Dakota State Library.

Better ebook and audio book selections for South Dakota patrons

Finding a free/very inexpensive automation program for small libraries with approx. 10,000 or fewer books in the collection.

Registering and using the state library resources should be totally electronic. There should not be a need to send and actual state library card. It is a waste of time and resources, and it confuses users who use

non-state provided resources.
On site book / author programs available for small towns. Online training for small town staff to help fill positions for future librarians.
More information and access to resources for programming within libraries (like STEAM, coding, Teen programs) and resources and funding for materials to use in these programs.
Continue these needed programs
More continuing education, there can never be enough of that and that's what helps our libraries grow and thrive. I would also love to see some programs promoting parent - child programs in the library.
I feel like there is always a need for programs regarding technology as it continues to evolve. I'm not sure what else, but the State Library is good at thinking of those things!
Hopefully on-site opportunities for training, tutorials and information.
I would appreciate help with Makerspace programming for High School.
Library science webinars, classes.

Table E 33

Appendix F: Focus Group Questions and Responses

On February 22, 2022, the South Dakota State Library sponsored a focus group of library directors representing public and academic libraries around the state. Carson Block of Carson Block Consulting served as the facilitator. To ensure a free-flowing conversation, no members of SDSL were present.

Focus group members were provided with a report outlining what programs the SDSL used LSTA and matching state funding for, as well as the goals the State Library wished to fulfill with those programs. Along with that report, the participants were asked to consider four questions prior to the focus group:

1. *What parts of the SDSL LSTA program have been successful, especially when you consider the six goals in the SDSL LSTA plan and the six IMLS areas of focus?*
2. *How has COVID affected your participation in any LSTA funded SDSL programs (in either a negative or positive manner)?*
3. *What suggestions do you have for improving any of the current SDSL LSTA activities?*
4. *What ideas do you have for the next SDSL LSTA Five-Year Plan? What current activities would you continue? What new programs would you recommend?*

Questions

1. **What parts of the SDSL LSTA program have been successful, especially when you consider the six goals in the SDSL LSTA plan and the six IMLS areas of focus?**
   a. **Braille and Talking Books**
      i. Recently had a visit from Marcia Kaup [BTB Readers Advisor] explaining the different machines for BTB Services - have a number of different patrons who use those machines and Marcia is a fantastic help. She is a remarkable resource person.
      ii. The BTB is useful to those that need it.
      iii. BTB - there's a recorder in their basement, can't have all the wanted resources, and especially homebound patrons rely on materials available through BTB.
   b. **Shared Services/Databases**
      i. Academic perspective, best program is Shared Resources - databases. Part of the network that provides ILL services, part of what makes that work statewide, but online databases have made a difference for academic libraries. The fact that it has been open to private as well as state schools.

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ii. From small community with little funding, the databases are a "phenomenal tool" for the public. Still need to get them trained to go to them, but they are wonderful, "remarkable" for us.

iii. Electronic databases

1. Hard for State Library to balance the academic and public libraries on use of databases, but individual libraries could never get the resources the SDSL can

iv. Shared purchasing - one of the things continued to be grateful for [MINITEX](#) (Minnesota consortium of libraries resources allowed the Dakotas access to their resources)

1. [Carson: agreements with regional affiliations to expand resource access]

2. Rely heavily on courier through MINITEX

c. **ILL**

i. Interlibrary Loan is available for those who want something a little different.

ii. Interlibrary Loan - especially the courier, depend on courier for physical libraries and MINITEX for that

1. Have a staff person who just finished her MLS and was able to ILL a lot of textbooks from Professional Development at the State Library

iii. Echo the courier service usefulness

iv. ILL - Open catalog that libraries have access to search easily rather than trying to go through OCLC to find materials available in the state

v. ILL/Courier service is valuable

d. **Youth Services**

i. The Summer Reading Program training is useful to give ideas.

ii. Took a class on early childhood through the state that was very valuable.

iii. Use Youth services trainings and programming.

iv. Youth Services - SRP and collaboration with other Youth Services libraries, opportunities to save money on performers, ideas for kits every year

e. **Public Library Institute**

i. Graduate ("Way way back") of the PLI - thinks it's wonderful and still has the certification.

ii. Library Institute - without that wouldn't be the kind of director they are today - didn't really understand the library and things that went along with it before the PLI. Gave them the background to keep their library "open and thriving".

iii. Professional Development is great - from database access to professional development discussions/classes for librarians.

f. Like all the support, webinars, and training that are offered - especially the banned books information that is coming from the State Library.

    i. [Carson: SDSL providing talking points and guidance on major issues that are happening around the country]

g. Recent addition of the Technology Coordinator position will be a great benefit to help with everything

2. **How has COVID affected your participation in any LSTA funded SDSL programs (in either a negative or positive manner)?**

a. Great that the SDSL took the step to do the purchase of the SRP tracking software [ReadSquared] - helped the first COVID summer reading - may have come a bit late but the next year was very helpful. May take some patrons some time to transfer over, but others like the digital, and the addition of missions/badges. It's a forward-looking asset that will take a few years to transition patrons over

b. Re: Databases. There is a complicated relationship between the academic and LSTA funding access to databases

3. **What suggestions do you have for improving any of the current SDSL LSTA activities? / W/Q4**

a. The next State Librarian should advocate for SD with MINITEX board for access and resources.

b. Excited to see the SDSL getting the Electronic Resources Committee back together - challenge to balance the academic and public database usage, and some have been dropped or considered dropped - some not offered that are a challenge.

    i. Would like to see the State Library advocating for more favorable licensing terms for public libraries to offer better options for streaming (especially documentary and more niche access that can be expensive to subscribe to)

    ii. [Carson: need for more advocacy on a national level for access for libraries to streaming services; difference in access needs and funding support between academic and public libraries, as well as private vs. public academics]

    iii. Challenges of copyright and "metered access" for things like Overdrive licensing for e-books/e-materials

c. Would like to see language learning resources coming back - do feel like offering nothing is a challenge, especially with new patrons coming from out of state and they're surprised/disappointed to not have access to language learning databases.

d. Sense that SDSL needs to focus and provide better partnerships/initiatives with academic libraries - sense that the academic libraries role is to support other libraries in the state (through ILL) but can't provide some of the staffing and resource expectations

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that have been shared with them. Looking at real partnering and looking for areas to support academic libraries would be a welcome change.

e. Like to see the new State Librarian, going forward after SDLN (Library Network) - SDSL jumped in but still lost different collaboration modes and support between different types of libraries and they fell through the cracks. Just getting representatives from academic, public, and school libraries on how to support and help each other would be helpful.

   i. [Carson: Providing means for peers and communities to connect and talk about their needs and how to help each other.]

   ii. "Lifelong learning" - we're all part of that

f. Worried about the LSTA eval going through when there is no State Librarian

g. Important for the State Librarian and the SDSL staff - feeling that the Library Association for SD will do the other things and take a leadership role.

   i. Difference is the SDSL are full time, the Association is part-time, rotation of presidencies, and think that the library community in SD would benefit from the staff of SDSL assuming more of a leadership role (instead of assuming the Association will do things)

h. Overall, SD is a small state people wise and huge geographically. The beauty of SD libraries is that there are good working relationships across many lines - but would like SDSL to take a leadership role - has weakened in the last few years. The State Librarian has the crucial role of advocating for libraries and was not done recently.

4. **What ideas do you have for the next SDSL LSTA Five-Year Plan? What current activities would you continue? What new programs would you recommend?**

   a. See Q3

Appendix G: Goals, Programs/Activities and Outcomes

This appendix was developed by the consultant to collect and record information relevant to the SDSL 5-Year Evaluation, but not otherwise reported to the SPR. The SDSL uses several other methods to track progress internally and uses the State of South Dakota fiscal year (which is different from the Federal FY). Since this method of tracking is new to SDSL, there are some areas where the actual performance varied from the verbiage in the SDSL 5-year plan, and in some cases, data was not available as of the publication of this assessment.

In the next 5-Year Plan, the SDSL may wish to use a version of this chart format to track and record performance metrics annually in line with the Federal FY.

Need #1: Stronger Libraries in South Dakota

Goal 1A: Improve library services delivered to South Dakota citizens through increased professional development opportunities related to the nine LSTA Purposes, in collaboration with the South Dakota Library Association and others.

	Actual Performance
Goal 1A Programs (Activities):	
1. Provide library staff with appropriate and relevant training opportunities services related to any of the services and programs of one or more of the LSTA Purposes.	No changes to this item.
2. Promote and assist library staff in implementation of 21st century library skills which support one or more of the LSTA Purposes through websites and training materials.	No changes to this item.
3. Support South Dakota's Department of Education (DOE) activities that promote strengthening school library programs that support one or more of the LSTA Purposes.	The SDSL regularly supports related SD DOE activities; it is the SDSL's role to work directly with libraries in the state.
4. Promote literacy for all ages through collaboration with other agencies, organizations, or institutions.	The retired State Librarian and the current interim State Librarian have continued the tradition of cross-agency, cross-organizational, and cross-institution collaboration as a shared SDSL value.
5. Increase awareness among educators and school administrators of the need for 21st century/ "Future Ready" school libraries and trained professionals in the school systems.	Done consistently by the School Library Coordinator and through the 21st Century School Library awards

	Actual Performance
6. Provide a variety of social media tools for communication and educational purposes.	The SDSL uses multiple social media accounts for communications and educational purposes. Performance data is recorded elsewhere in this chart.
7. Facilitate collaborative meetings of local library staff to explore and implement appropriate library board training opportunities.	Before 2020, SDSL collaborated with Rapid City and Sioux Falls library Systems to bring in a trainer focused on library board members.
Goal 1A Procedures to Carry Out Activities	
Workshops/Trainings – provided by in-house staff, additional presenters, or outside online training program memberships such as Web Junction.	These procedures have been performed annually during this LSTA evaluation period. In 2018 SDSL hosted Early Literacy Training at Vermillion Public Library 13 attendees; hosted online program Solid Finances with SDSU extension office 15 attendees; and hosted Solid Finances at SDLA in 2018 33 attendees Transforming Teen Services and Strategies to Support Early Literacy Learning training brought responsive library programming that engages communities and provides hands-on, interest-based learning experiences. In 2021 forty-two librarians completed the early literacy training. Forty-five teen modules were taught to librarians in 2020-2021. https://library.sd.gov/CAL/2022/SDSL-TrnsfrmLibSrvcs.aspx
Sponsor webinars when and where appropriate, and promote webinars provided by other organizations and libraries.	These procedures have been performed annually during this LSTA evaluation period.
Provide training to library staff through Public Library Training Institute and School Library Boot Camp programs.	This procedure described the primary project for the Library training and Public Institute project. Student participation: 26 (2018); 34 (2019); 0 (2020); 32 (2021)
Publish Cornerstone (e-newsletter blog).	The cornerstone has been published throughout the evaluation period. Current issues and archives of older issues (Going back to 2019) are available at: https://library.sd.gov/SDSL/PUBL/sdslcornerstone.aspx
Present and exhibit at statewide conferences.	SDSL State library staff have presented and exhibited at conferences.
Maintain an interactive/accessible website.	No changes to this item.
Promote and increase the use of social media for the purpose of communicating and training.	Promoting the use of social media has been ongoing throughout the 5-Year Plan period.

	Actual Performance
Work collaboratively with educators and DOE to support the goal of the Common Core standards for all students to be college and career ready.	School Library Coordinator (SLC) offers one "for credit" course every year for school librarians and educators. Also, SLC coordinates the summer learning experience EXCITE!, also for educators and school librarians for credit. The credit can be used for recertification.
Work collaboratively with DOE to promote reading initiatives and train educators, and librarians to integrate reading initiatives into the local school's curriculum and community.	SLC regularly works with DOE to advertise programs and promote them in a variety of DOE newsletters, as well as present at DOE sponsored conferences.
Provide a variety of general and subject-based online databases statewide.	The South Dakota State Library provides access to 27 SDSL paid and 35 South Dakota Board of Regents databases for a total of 62.
Partner with DOE to offer school librarian/classroom teacher professional development focused on Common Core, text complexity, & digital formats.	School Library Coordinator (SLC) offers one "for credit" course every year for school librarians and educators. Also, SLC coordinates the summer learning experience EXCITE!, also for educators and school librarians for credit. The credit can be used for recertification.
Partner with state universities to deliver information literacy training and events, such as School Library Boot Camp for current and prospective school librarians and other educators.	When appropriate, university librarians are asked to present. SDSL needs to include more university library staff collaboration with the next 5-year plan.
Promote South Dakota school library standards and guidelines based on national standards and guidelines.	SLC regularly promotes in numerous DOE newsletters, her The Weekly Update newsletter, and FB school library group posts.
Promote voluntary certification for public library staff and accreditation for public libraries.	SDSL accreditation committee regularly promotes certification of librarians in the spring and accreditation of public libraries in the fall. CE Coordinator pushes these two voluntary programs at the annual Public Library Institute.
Promote adult, teen, and children's services literacy programming.	The SDSL maintains children and youth services webpages to provide librarians with resources to implement programming. Regularly send listserv emails to public librarians to keep them up to date on opportunities for training and resources. Submit articles to the Cornerstone eNewsletter monthly on topics related to adult, teen, and children literacy programming. Create monthly vlog episodes that feature South Dakota librarians sharing their knowledge and expertise. Keep up to date on literature and attend webinars and conferences to bring new ideas to librarians.
Provide Jump Start annual training workshops in collaboration with National CSLP (Collaborative Summer Library Program).	Jump Start workshops are hosted throughout the state at eight different locations. The purpose of these eight regional workshops is to coordinate and promote

	Actual Performance
	summer reading programs. The goal is to educate public librarians, board members and volunteers about potential activities and programs that align with the national summer theme. Jump Start is a wonderful opportunity for local librarians to meet each other. The local workshops create an opportunity for peer-to-peer idea sharing and a day of creative fun in anticipation of their community's summer reading programs.
Promote the DOE certification of teacher/librarians in South Dakota schools.	No changes to this item.
Partner with educators and school districts to showcase 21st century/ "Future Ready" school libraries and programming.	No changes to this item.
Partner with DOE, educators, and school districts to provide professional development opportunities to school districts.	In addition to the courses that the SLC plans and oversees, the SLC offers in-service trainings to schools. The Electronic Resources Coordinator also offers training and information to school districts covering the SDSL databases.
Promote/refine our 21st Century School Library self-assessment tool to serve as a guide for best practices; recognizing schools through a formal award program who have successfully transitioned to this 21st century model.	No changes to this item.
Provide basic and on-going board training to build leadership capacity among local trustees.	No changes to this item.
Review and strengthen the South Dakota State Library accreditation standards.	The accreditation committee annually reviews and updates the standards documents for accreditation. The committee welcomes suggestions from public librarians and others who offer ideas for clarification and improvement.
Create materials to promote benefits of school libraries.	No changes to this item.
Goal 1A Outcomes	
1. Library staff are educated and informed about current library applications and trends.	This outcome was reached through the annual Public Library Institute and other training activities provided by the SDSL.
2. Educational leaders are informed and educated about current library applications and 21st century school library trends.	This outcome was reached through the annual Public Library Institute and other training activities provided by the SDSL.
3. Librarians collaborate with local agencies and organizations.	Through suggestions by SDSL staff as well as their own research and connections, librarians work with local universities, non-profit groups, and businesses

	Actual Performance
	to develop programming. For example, libraries work with healthcare professionals to offer programs on healthy living, nutritional supplements, etc.
4. Librarians collaborate with schools to enhance reading and literacy opportunities.	Many public and school librarians throughout SD collaborate on summer reading program activities. Schools often invite the public librarian in to share information on the summer reading program.
5. Librarians gain certification for themselves and accreditation for their libraries. (Increase numbers to half our public libraries)	This outcome was reached through the annual Public Library Institute and other training activities provided by the SDSL. The SDSL didn't reach 50% of the libraries for accreditation due to COVID and some libraries losing staff and were not able to continue outside CE opportunities.
6. School libraries gain recognition for meeting 21st century school library state standards and guidelines. (Increase recipients by 10%)	SDSL annually promotes the 21st Century School Library Awards and recognizes those who achieve each level. https://library.sd.gov/LIB/SLC/21stCentAward.aspx
7. Children increase reading levels over the summer.	Please see the outcomes below for SRP statistics.
8. Increased participation among public libraries offering literacy programming for children, teens, and adults.	<table><tr><td>Attendance by program type</td><td>2020</td><td>2021</td><td>Change</td></tr><tr><td>In-person</td><td>9,614</td><td>60,254</td><td>50,640</td></tr><tr><td>Live virtual</td><td>15,109</td><td>2,824</td><td>-12,285</td></tr><tr><td>Recorded</td><td>41,113</td><td>23,965</td><td>-17,148</td></tr><tr><td>Remote activities</td><td>18,704</td><td>22,616</td><td>3,912</td></tr></table>
9. Increased number of public libraries participating in Jump Start workshops. (Increase by 10%)	The number of libraries participating in Jump Start workshops increased by 53% from 2018-2021. In that same time period the number of total attendees also increased by 43%. This is attributed to added virtual options and directly contacting librarians and communicating the benefits of attending the workshop.
10. Increased number of people participating in local summer reading programs. (Increase by 10%)	Summer Reading Program participants around the state increased 12% from 2018-2021.
11. Increased number of school districts will hire library media endorsed professionals. (Increase by 10%)	The number of CT-L (Certified Teacher/Librarian) staff remains around 13% (FTEs) from 2017-18 thru 2020-21, and did not increase during this time period.
12. Increased school library programming; more library hours available to students.	The average open hours of libraries per week remained steady between 2017-18 thru 2020-21.
13. Increased student achievement scores and higher reading level scores.	SD Department of Education publishes a yearly report card of student achievements https://sdschools.sd.gov/#/home

	Actual Performance
14. Increased awareness among educators regarding 21st century/ "Future Ready" school library programs.	No changes to this item.
15. Increased use of State Library social media tools.	No changes to this item.
16. Increased opportunities for library board training/building local leadership capacity.	No changes to this item.

Table G 1

Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise that supports one or more of the LSTA Purposes.

	Actual Performance
Goal 1B Programs (Activities):	
1. Collaborate with all types of libraries and organizations, including statewide, regional, and national networks, to facilitate library services that support one or more of the LSTA purposes.	SDSL collaborates with organizations like SD Library Association, SD Humanities Council, and librarians to offer training. SDSL also joins with other state library agencies in grant funded initiatives. For example, Framing the Future strategic planning initiative is coordinated through the Montana State Library.
2. Provide consultation, workshops, programs, and materials which improve the ability of local libraries to meet the needs of their constituents.	This program/activity was met through the Library Training and Public Library Institute project. Between 2018 and 2020, 272 workshops were provided, with a total of 5,009 attendees.
3. Collaborate with SDLA and other organizations to promote professional development in one or more of the LSTA Purposes.	SDSL collaborates with SDLA every year to provide multiple program sessions at the SDLA conference as well as a conference that happens every other year specifically for library support staff.
4. Provide South Dakota's citizens and libraries with appropriate online databases to meet educational and research needs, as well as those which improve quality of life.	This program/activity was met through the Statewide Services - Online Databases project.
5. Provide resources in appropriate formats which meet stakeholder needs including digital, print, and talking books.	This program/activity was met through the professional collection, part of the Digital Services and Reference (Statewide Services) project.
6. Collaborate with public and school librarians to write and promote "best practices" and standards.	School Library Coordinators worked with a task force to update the school library standards.
7. Provide a variety of social media tools for communication and educational purposes.	No changes to this item.
8. Promote and advocate for effective access to government information and other freely available resources.	Through the Public Library Training Institute annual program, SDSL promotes government information resources and training and promotion of the state

	Actual Performance
	government publications digital repository. SDSL also sends press releases when an important state government publication collection has been digitized and placed online.
9. Collaborate with South Dakota Department of Education and other agencies to bring training opportunities to librarians (school, public, academic) and educators working among Native Americans.	SDSL regularly presents and exhibits when able at the annual Indian Education Conference.
10. Collaborate with the South Dakota Department of Education (various divisions) and other agencies to bring training opportunities to librarians (school, public, academic) and educators in the areas of preschool literacy and teen/technology services (i.e. maker-spaces).	No changes to this item.
11. Maintain an appropriate collection of materials at the State Library to support research needs.	This Program/Activity was met through the DIgital Services and Reference Project.
12. Provide research and reference training to local library staff.	This Program/Activity was met through the Library Training and Public Institute Project.
13. Provide electronic resources that support the research needs of citizens statewide.	This Program/Activity was met through the InterLIbrary Loan Services and Support project and the Online Databasesx project.
Goal 1B Procedures to Carry Out Activities	
Workshops/Trainings – provided by in-house staff, additional presenters, or outside online training program memberships such as Web Junction.	This Program/Activity was met through the Library Training and Public Institute Project. SDSL held three training sessions in 2021, with a total of 98 participants.
Webinars – promote webinars provided by other libraries and organizations (including free webinars and those provided by SDLA and others).	This Program/Activity was met through the Library Training and Public Institute Project.
Provide training to library staff through Public Library Training Institute and School Library Boot Camp programs.	This Program/Activity was met through the Library Training and Public Institute Project.
Publish Cornerstone (e-newsletter blog).	The Cornerstone has been published throughout the evaluation period. Current issues and archives of older issues (starting in 2019) are available at: https://library.sd.gov/SDSL/PUBL/sdslcornerstone.aspx
Present and exhibit at statewide conferences.	Presentations and exhibits at statewide conferences are ongoing, although very limited in 2020.
Perform site visits as requested.	This procedure was met through ongoing work of SDSL consultants. Site visits were pivoted to virtual consultations during COVID.

	Actual Performance
Maintain an interactive/accessible website.	No changes to this item.
Promote and increase the use of social media for the purpose of communicating and training.	No changes to this item.
Collaborate and coordinate with other organizations, as appropriate, in purchasing online databases accessible statewide.	This procedure was met through the Online Databases project.
Provide training to educators and local library staff for statewide online databases and other electronic resources.	The procedure was met through the Library Training and Public Library Institute and Training project, the Online Databases project, and consultations.
Provide Braille and Talking Book services.	This procedure was met through the Braille and Talking Book Library Services project.
Provide access to state and federal documents through ongoing digitization projects.	Program met through the Digital Services and Reference project with staff digitizing older SD State government publications and archiving them.
Facilitate regional meetings through collaboration with area public libraries for increased board training opportunities and building local institutional capacity.	Before 2020, SDSL collaborated with Rapid City and Sioux Falls library Systems to bring in a trainer focused on library board members.
Select materials for the State Library collection based on the State Library's collection development policy.	This procedure was met through the Digital Services and Reference project.
Promote/refine our 21st Century School Library Self-Assessment tool which serves as a guide for best practices and recognizes schools through a formal award program. (Those who have successfully transitioned to the 21st century model.)	Yearly 21st Century School Library awards are given.
Create materials to promote local libraries (school or public).	SDSL annually publishes the Public and School Libraries Data Digests and sends copies to all libraries in SD to help in promoting what libraries do in our state. https://library.sd.gov/SDSL/PUBL/index.aspx
Publish promotional material for services and training offered by the State Library.	Electronic resources coordinator creates handouts for promotion and training of databases as well as advertising training opportunities via SDSL listservs.
On a rotating (bi-annual) basis provide for a "Tots 'n Teens" (T-n-T) workshop every November promoting early literacy or teen technology.	This activity was not completed.
Provide research services for local libraries statewide if assistance is requested.	This procedure was met through the Digital Services and Reference project.
Provide electronic resources or online digital documents that will assist local libraries to meet the research needs of their patrons.	The procedure was met through the Online Databases project and the Digital Services and Reference project.

	Actual Performance
Provide training for local library staff to develop basic and advanced research skills (via in-person training or a variety of 'Electronic Resource Challenge' online courses or webinars).	This program was met through the online Digital Resources Course.
Goal 1B Outcomes	
1. Libraries and citizens statewide will have access to the same collection of online databases provided by the South Dakota State Library.	This outcome was met through the Online Database project.
2. Librarians are educated and informed about current library applications and trends.	This outcome was met through the Library Training and Public Institute project.
3. Library Training Institute attendees will report implementing a minimum of two new/changed library practices/skills annually as a result of attending the Institute.	No changes to this item.
4. Ensure 100% of public libraries are visited at least once every five years by State Library staff.	Due to COVID, SDSL has done more virtual site visits. Staff continue to do site visits in person when requested. Visits per year: 33 (2019); 21 (2020); 3 (2021); 16 (2022).
5. Ensure 100% of school libraries are visited at least once every five years by State Library staff.	No changes to this item.
6. Ensure 100% of academic libraries are visited at least once during the five-year plan by State Library staff.	This was not completed because in the past academic libraries did not receive the attention that public and school libraries did. As of February 2022, staff have visited two academic libraries.
7. Graduate 30 library staff from the Library Training Institute in the next five years.	No changes to this item.
8. Educators and library staff are aware of accessible electronic resources available online.	No changes to this item.
9. Increased interest among our libraries in serving early literacy needs and tween/teenage needs.	Both "Transforming Teen Services" and "Strategies to Support Early Literacy Learning" training brought responsive library programming that engages communities and provides hands-on, interest-based learning experiences. In 2021 forty-two librarians completed the early literacy training. Forty-five teen modules were taught to librarians in 2020-2021. https://library.sd.gov/CAL/2022/SDSL-TrnsfrmLibSrvcs.aspx
10. The number of patrons using the Braille and Talking Book Program will increase by 10%. (Individual enrollments and institutional membership)	No changes to this item.

	Actual Performance
11. Patrons using the Braille and Talking Book Program will be satisfied or very satisfied with the service they receive.	No changes to this item.
12. The State Library's website will see increased web traffic.	No changes to this item.
13. At least 100 school librarians will attend 21st century school library skills training (Boot Camp, Ed Camps, and SDLA) sessions each year over the next five years.	There were 15 participants in the Library Boot Camp in 2018, 35 in 2019, and 32 participants in the re-named program EXCITE! in 2021. In 2020, three online courses were held with a total enrollment of 40 participants. SDSL is reaching more people by performing this training online.
14. Increased awareness among South Dakota educators regarding 21st century/Future Ready School library programs.	No changes to this item.
15. Increased numbers of schools (school libraries) receiving recognition for 21st century school library programs.	SDSL annually promotes the 21st Century School Library Awards and recognizes those who achieve each level. https://library.sd.gov/LIB/SLC/21stCentAward.aspx
16. Increased use of State Library social media tools.	No changes to this item.
17. Increased access to local, state and federal government information.	SDSL encourages public libraries to include local government information on their websites, and provides training in accessing state and federal government information online.
18. Library boards will be more aware of South Dakota library law and will play a more active, professional role in understanding their responsibilities as well as provide more local advocacy and community leadership.	No changes to this item.
19. Local communities demonstrate a greater awareness and appreciation of their local public library through increased usage and financial support.	No changes to this item.
20. Public libraries will be accredited through our voluntary accreditation program by 10% increase.	No information provided to the consultant.
21. 100% of public libraries will complete the IMLS public library annual survey.	This goal has been accomplished.
22. More public librarians will be credentialed through our voluntary credentialing program.	Names of certified librarians and staff can be found at https://libguides.library.sd.gov/services/cert_accred
23. Library staff serving Native American populations will be more engaged with State Library staff and more aware of available statewide resources and services.	No changes to this item.

	Actual Performance
24. Provide accurate and timely responses to research questions referred from local libraries.	This outcome was met through the Digital Services and Reference project.
25. Increase the ability of local library staff to respond to research questions.	This outcome was met through the Digital Services and Reference project.
26. Increase the State Library staff's ability to answer reference questions.	This outcome was met through the Digital Services and Reference project. Staff members other than the two primary reference librarians are answering reference questions, including the digitization associate and ILL Librarian.

Table G 2

Need #2: Collections that Support the Mission

Goal 2: Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens.

	Actual Performance
Goal 2 Programs (Activities):	
1. Continue to use the Electronic Resources Task Force to evaluate and recommend additional electronic resources.	The Electronic Resources Task Force met in 2018, 2019, and 2022 to evaluate SDSL electronic resource subscriptions.
2. Continue to fund licensed databases available statewide which support education, government, health and cultural resources.	This procedure was met through the Online Databases project. During 2018-2020 the number of licensed databases were sustained for a total of 62 databases licensed.
3. Train local library personnel to market the statewide SDSL resources to their patrons.	Procedure met through the Digital Resources Course and vendor-provided training.
4. Train local library personnel to effectively search in provided electronic resources.	Procedure met through the Digital Resources Course and vendor-provided training.
5. Develop programs and learning modules that local libraries can adopt and implement.	Jumpstart programs to help libraries prepare for summer reading programs every year
6. Continue to monitor and update the State Library's interactive website/fully accessible website.	No changes to this item.
7. Identify, capture, digitize, preserve, promote, and make accessible state and federal documents and historical publications.	Goal is met and ongoing. Digital collections can be found at https://sdsdl-montage.auto-graphics.com/
8. Acquire, organize, and maintain multi-format collections that are mission focused (SD history and culture, Native American history and culture, reference, professional collection, Braille & Talking book collection, and federal/state documents).	Goal is met through the Collection Development Committee approving purchases for library collection.

	Actual Performance
9. Circulate materials in State Library collections.	Materials are circulated directly to state employees, and to others through the Interlibrary Loan program.
Goal 2 Procedures to Carry Out Activities	
Provide in-person and online training to local library staff on searching the electronic resources.	Procedure met through the Digital Resources Course
Purchase statewide licensed databases based on a needs assessment, and recommendations of the Electronic Resources Task Force.	Procedures met through the Electronic Resources Task Force
Select materials for the State Library collection based on the State Library's collection development policy.	Goal is met through the Collection Development Committee approving purchases for the library collection.
Work collaboratively with state agencies and the regental libraries to identify, capture, digitize, preserve, and promote state and federal documents and historical publications.	SDSL has contacts in all state agencies that provide government publications.
Expand use of the state and federal documents through educating local library staff about those documents.	Presentations on how to find/use government publications are held at Public Library Training Institute
Expand use of the state and federal documents through educating local library staff about those documents.	Presentations on how to find/use government publications are held at Public Library Training Institute
Goal 2 Outcomes	
1. Usage of statewide databases and state digitized resources will increase.	In the Fiscal Year 2020 SDSL databases had 2,822,969 views.
2. Information found in online resources will meet the needs of the user.	Respondents in the survey and focus group said access to databases was a crucial part of fulfilling the information needs of their users.
3. Training opportunities will increase.	No changes to this item.
4. Use of the Library Professional Collection will increase.	No changes to this item.
5. The number of items in the digital library will increase.	In September of 2018 there were 3,022 items in the digital collection, and as of December of 2021 there were 4,124.
6. E-book collections and e-book usage statewide will increase.	The collection of ebooks increased 45% from FY2018-FY2020. Ebook usage increased 34% from FY2018-FY2020.

Table G 3

Need #3: Access for All through Library Collaboration

Goal 3A: Promote and encourage resource sharing.

	Actual Performance
Goal 3A Programs (Activities):	
1. Continue to negotiate optimal statewide contracts for online databases.	Procedures met through the Electronic Resources Task Force.
2. Expand resource sharing by collaborating with libraries of all types, including public, school, and academic to make state and federal documents available online and educating librarians about those documents available in digital form.	Presentations on how to find/use government publications are held at the Public Library Training Institute.
3. Provide training to improve the skills of library staff statewide to ensure balanced and informed resource sharing. (Not part of 5-Year Plan: Continue to configure the remaining 22 libraries for SD ShareIt network on a first come, first served basis.)	Presentations/information sessions held yearly at SDLA conference. One on one consultations are provided by phone and by virtual meetings via Zoom.
4. Provide reference assistance to librarians when requested.	The program/activity was met through the Digital Services and Reference project.
5. Collaborate with individual libraries and consortia to strengthen our SD Share-It "discovery layer" for bridging multiple online systems including a statewide ISSI system for regional interlibrary loan capabilities. (*ISSI -the Inter-System Sharing Initiative which operates between Share-It systems.)	As of February 2022, South Dakota Share-It includes 93 libraries, (46 public, 24 school/combo, 18 academic, and 5 special). Twenty of these libraries are participating in ISSI.
6. Promote the South Dakota State Library's ecard (access to all statewide databases 24/7).	The program/activity was met through the Online Database project.
7. Promote local workforce development through increasing awareness among local businesses of statewide resources of benefit to their businesses/local economies.	This activity was not completed.
Goal 3A Procedures to Carry Out Activities	
Offer and conduct trainings to educators and local library staff on searching the online databases and other electronic resources.	This procedure was met through the Library Training and Public Institute project and the Online Databases project.
Purchase/sustain statewide licensed databases based on the recommendations of the Electronic Resources Task Force.	This procedure was met through the Online Databases project. During 2018-2021 the number of licensed databases were sustained for a total of 62 databases licensed.
Offer in-person and online training to local library staff about the information that can be found in state and federal documents and how to access the documents online.	Presentations on how to find and use government publications are held at Public Library Training Institute

	Actual Performance
Offer in-person and online information literacy training to local library staff.	This procedure was met through Digital Literacy training courses.
Provide reference assistance to South Dakota libraries.	This procedure was met through the Digital Services and Reference project.
Strengthen discovery layer solutions that will bridge multiple online systems and offer regional ILL access.	This procedure was met through SD Share-It. There are currently 11 different online systems included in the statewide discovery layer.
Promote ecard registration through the State Library's website, exhibits, conferences and Cornerstone newsletter blog.	No changes to this item.
Goal 3A Outcomes	
1. Librarians and educators will learn what information and resources are available through the online databases.	This outcome was fulfilled by SDSL providing trainings and resources through the Electronic Resources Coordinator and School Library Coordinator.
2. Use of the online databases will increase.	In the first six months of 2020 there were 1,224,342 database views, and in the first six months of 2021 there were 2,416,498, an increase of 97%.
3. Use of state and federal documents will increase.	No changes to this item.
4. Librarians will receive timely and accurate responses to their reference questions.	Librarians receive answers from SDSL staff within 24 hours (excluding weekends when the SDSL is closed).
5. Accessibility to state and federal documents will increase.	State documents continue to be digitized, uploaded to online digital repositories, and linked from SDSL online catalog. Electronic federal document catalog records and links are added to the SDSL online catalog. Digital collections available at https://sdsdl-montage.auto-graphics.com/
6. By 2022, 75% of all SD public libraries will be automated with Internet connectivity.	As of FY 2020, 100% of South Dakota public libraries provide public internet access.
7. Satisfaction among non-ShareIt librarians placing and filling interlibrary loan requests with the State Library will increase.	No changes to this item.
8. Increased SDSL ecard registration.	Due to the fact that SDSL databases are now accessed via GeoIP, the number of ecards has gone down because ecards are no longer needed to access the databases.

Table G 4

Goal 3B: Provide services to visually/physically impaired and reading disabled citizens.

	Actual Performance
Goal 3B Programs (Activities):	
1. Acquire, organize, maintain, and promote collections that meet the needs of users.	The SDSL catalog indicates we had 107,796 titles on offer at the end of FY2020. This was in all formats including large print, Braille, and audio.
2. Provide users with reading materials in braille or audio format.	The SDSL contracts with the state prison in Sioux Falls to produce Braille materials as needed. There are 3460 titles available in Braille, including 2585 textbooks. There are 100K+ titles available on audio via cartridge, and the SDSL also provides access to BARD (Braille and Audio Reading Downloads) which provides access to titles directly downloadable to personal devices (smartphones, Braille e-readers) for any user interested in making use of that service.
3. Provide users with reliable reading equipment appropriate to their needs.	When a patron enrolls in this SDSL service, they are asked a number of questions to determine their equipment needs. There is a standard talking book player, an advanced player that offers more features for more advanced users, and SDSL offers headphones for the hearing impaired. SDSL also helps our users who want to use their own smartphones/tablets or eReaders to use BARD. On the rare occasion that equipment breaks or malfunctions, patrons return it for an immediate replacement at no cost. Broken machines are sent to the federal prison in Yankton for repair.
4. Produce special format materials on request (ADA compliant materials, regional materials, talking books, braille and large print textbooks, etc.).	Every two years, when there is a statewide election, SDSL creates accessible ballot questions. The secretary of state orders these. SDSL creates the audio format. We contract out the large print and braille to the state prison. They are ordered from Pheasantland Industries Braille unit (and they pay) 3 Braille, 15 large print, and SDSL records the audio file of the ballot question pamphlet in their recording studio. The audio is posted on the SD SOS website and is distributed to patrons on digital cartridges for patrons who request it. SDSL also has onsite recording studios which produce titles of local interest for our patrons, which NLS might not be able to otherwise provide. SDSL presently has 290 locally produced titles for digital duplication.
5. Provide training to local libraries, school districts, organizations, and nursing homes about available services.	SDSL has partnerships statewide with 207 nursing homes/assisted living facilities, 20 hospitals, 33 health care facilities/group homes, and 93 libraries. SDSL provides training to these facilities on how the services

	Actual Performance
	work and help set up depositories so individuals can learn more about the service locally before setting up home delivery service.
6. Collaborate with state government and other agencies to promote ADA compatibility of websites, digital products, electronically archived images, etc.	As far as the SDSL is aware, they do not do this.
7. Explore and prepare to transition to the "next generation" of NLS audio accessible readers.	SDSL transitioned from RC to DB to DOD. In the next several years, the advanced machine is expected to come out and that will be something SDSL will provide. NLS is looking at streaming through Amazon and Google smart home devices. SDSL also supports BARD via mobile devices (smartphones, tablets)
8. Sponsor summer and winter reading programs for children 'Birth to 19'.	SDSL has done winter reading for the past 4-5 years, summer reading has been ongoing for many years. We have roughly 30-40 registered students per program per year.
Goal 3B Procedures to Carry Out Activities	
Titles will be selected for the collection based on the Braille and Talking Book collection development policy.	Tfe SDSL follows NLS guidelines for collection development
State Library staff will visit nursing homes and other residential facilities to discuss the Braille and Talking Book programs.	SDSL staff member Marcia Kaup goes out regularly (every other month) to visit SDSL community partners. Due to Covid, she was not on the road for the past two years but is starting back up again.
State Library staff will present and exhibit at local and state conferences.	SDSL has attended the SDVA veteran service office training, the fall conference for Dept. of Human Services state services for the disabled, the state's special education conference, and events in Belle Fourche, Redfield Rapid City, Sturgis, Aberdeen, Chamberlain, and other areas. SDSL also participates in low vision support groups, caregiver support groups, and professional vendor fairs.
State Library staff will present information about Braille and Talking Book services during the annual Jump Start program and/or at other conferences such as SDLA.	SDSL staff member Marcia has attended SDLA conferences the past five years. She hosted breakout rooms and worked on poster sessions with previous supervisors. SDSL staff member Laura Kelly always presents information about BTBL during the JumpStart sessions which she leads. Josh goes to JumpStart annually once per year and talks at those meetings to attendees
Goal 3B Outcomes	

	Actual Performance
1. Users will be satisfied or highly satisfied with service/delivery on patron satisfaction surveys.	No changes to this item.
2. Users will be satisfied or highly satisfied with the quality of the collections.	No changes to this item.
3. Users will be satisfied or highly satisfied with the reliability of the equipment provided.	No changes to this item.
4. Special format textbooks ordered by deadline will be available on the first day of term.	SDSL has a firm January deadline for the following school year in order to give our partners at the state prison time to create textbooks as needed.
5. Increased numbers of South Dakotans will enroll in our B&TB programs.	SDSL's number of patrons has increased steadily annually, Covid notwithstanding. We have seen a 200+% increase in BARD audio usership, a 17% increase in Braille readership, for instance.

Table G 5

Goal 3C: Facilitate shared purchasing of resources by libraries.

	Actual Performance
Goal 3C Programs (Activities):	
1. Continue to identify unique statewide needs and solutions to meet those needs.	No changes to this item.
2. Continue to gather suggestions for group purchases.	Ongoing every year.
3. Negotiate contracts at the lowest possible prices.	Ongoing every year.
4. Solicit consortia members.	No changes to this item.
5. State Library will work collaboratively with the SD Board of Regents for specific shared resources and services.	SDSL participates in a consortium agreement with the SDBOR and Minitex which brings EBSCO research databases to South Dakotans.
Goal 3C Procedures to Carry Out Activities	
The Electronic Resources Task Force will convene alternating years to evaluate and trial current online databases and potential purchases.	The ERTF gave reports to the State Librarian in 2017 and 2019.
South Dakota State Library will facilitate online collaborations such as SD Titles to Go (Overdrive's audio and e-books).	The SDSL Digital Resource Coordinator is the facilitator of the South Dakota Titles To Go Consortium.
South Dakota State Library will investigate other statewide collaborative purchases.	Ongoing with ERTF

	Actual Performance
South Dakota State Library will negotiate ongoing statewide resource contracts.	Ongoing yearly
South Dakota State Library will recruit libraries and train local library staff to join collaborative efforts.	Examples include SD Share-It, WhoFi, ReadSquared, library website creation (digital branch) project, Framing the Future strategic planning grant
Sign an MOU agreement for specific shared resources and services.	Done yearly with the SD Board of Regents for EBSCO databases
Goal 3C Outcomes	
1. The Electronic Resources Task Force (ERTF) will prepare a report of their evaluation analysis to present to the South Dakota State Librarian alternating years.	The ERTF gave reports to the State Librarian in 2017 and 2019.
2. SD Titles to Go (e-book consortium) will increase collection titles.	As of 2/16/22 there are: 33,158 titles
3. The number of libraries participating in SD Titles to Go (e-book consortium) will increase by 10%.	SDTTG membership increased 5.4% between 2018 and 2021. Note that Black Hills area libraries left SDTTG consortium and formed their own shared ebooks collection around 2019.
4. Collaboration with the BOR and private institutions in the state broadens all of our abilities to access resources not available outside of our partnership.	SDSL participates in a consortium agreement with the SDBOR and Minitex which brings EBSCO research databases to South Dakotans.
5. The Digital Resources coordinator will research the feasibility of additional collaborative purchases (i.e. movie licenses, music licenses, etc.).	The South Dakota Department of Education (DOE) has entered into a three-year statewide agreement with Swank Motion Pictures. The DOE and South Dakota State Library recognized the high demand for a video streaming option for educators.

Table G 6

Appendix H: LSTA-Funded Databases Provided by SDSL

Vendor	Database Name	Access
EBSCO	Consumer Reports	Statewide
EBSCO	Learning Express Library	Statewide
EBSCO	Readers' Guide Retrospective: 1890-1982 (H.W. Wilson) (one time purchase)	Statewide
Gale	Books & Authors	Statewide
Gale	ChiltonLibrary	Statewide
Gale	Gale eBooks (Gale Virtual Reference Library)	Statewide
Gale	Legal Forms	Statewide
Gale	Miss Humblebee's Academy	Statewide
Gale	Primary Sources: Archives Unbound (one time purchase)	Statewide
ProQuest	Ancestry Library Edition	In-library use only
ProQuest	CultureGrams	Statewide
ProQuest	HeritageQuest	Statewide
ProQuest	Fold3 by Ancestry	Statewide
ProQuest	ProQuest Research Library	Statewide
ProQuest	SIRS Discoverer (Grades K-8)	Statewide
ProQuest	SIRS Issues Researcher (Grades 7-12)	Statewide
ProQuest	US Newsstream	Statewide
Scholastic	BookFlix	Statewide
Scholastic	TrueFlix	Statewide
World Book	World Book Advanced (Grades 9-12)	Statewide

Vendor	Database Name	Access
World Book	World Book Discover	Statewide
World Book	World Book Dramatic Learning	Statewide
World Book	World Book: Early Learning	Statewide
World Book	World Book Kids (Grades K-5)	Statewide
World Book	World Book Student (Grades 5-9)	Statewide
World Book	World Book: Timelines	Statewide
	THROUGH CONTRACT WITH BOR	
Vendor	Database Name	Access
EBSCO	Academic Search Premier	Statewide
EBSCO	Applied Science & Technology Source	Statewide
EBSCO	AHFS Consumer Medication Information	Statewide
EBSCO	Alt-Healthwatch	Statewide
EBSCO	Business Searching Interface	Statewide
EBSCO	Business Source Premier	Statewide
EBSCO	Consumer Health Complete (Consumer Edition)	Statewide
EBSCO	Consumer Health Complete (Journal Search)	Statewide
EBSCO	EBSCO eBook Collection	Statewide
EBSCO	EBSCO MegaFILE	Statewide
EBSCO	EBSCO Open Dissertations	Statewide
EBSCO	ERIC (Educational Resources Information Center)	Statewide
EBSCO	European Views of the Americas	Statewide
EBSCO	Explora Educators Edition	Statewide
EBSCO	Explora Public Libraries	Statewide
EBSCO	Explora Kids (Grades K-6)	Statewide

Vendor	Database Name	Access
EBSCO	Explora Teens (Grades 7-12)	Statewide
EBSCO	Funk & Wagnall's New World Encyclopedia	Statewide
EBSCO	GreenFILE	Statewide
EBSCO	Health Source: Consumer Edition	Statewide
EBSCO	Health Source: Nursing/Academic Edition	Statewide
EBSCO	Library, Information Science & Technology Abstracts (LISTA)	Statewide
EBSCO	MAS Complete (upgrade)	Statewide
EBSCO	MasterFILE Complete (upgrade)	Statewide
EBSCO	MiddleSearch Plus (Grades 5-8)	Statewide
EBSCO	Newspaper Source	Statewide
EBSCO	Points of View Reference Center	Statewide
EBSCO	Primary Search (Grades K-6)	Statewide
EBSCO	Professional Development Collection	Statewide
EBSCO	Regional Business News	Statewide
EBSCO	Science Reference Center	Statewide
EBSCO	Teacher Reference Center	Statewide
EBSCO	World Politics Review	Statewide
OCLC	WorldCat	Statewide
OCLC	FirstSearch	Statewide

Table H 1

Appendix I: Additional Information

Below is a crosswalk of the South Dakota State Library's goals and how they interact with the LSTA Focus and Intents. This was created by the office of Carson Block Consulting in partnership with Brenda Hemmelman, the Interim State Librarian.

Need #1: Stronger Libraries in South Dakota

Goal 1A: Improve library services delivered to South Dakota citizens through increased professional development opportunities related to the nine LSTA Purposes, in collaboration with the South Dakota Library Association and others.

LSTA Focus Supported by SDSL Goal	LSTA Intents Supported by SDSL Goal	LSTA Purposes	SDSL Procedures to Carry Out Activities
Lifelong Learning	Improve users' general knowledge and skills	1. To enhance coordination among Federal programs that relate to library and information services 2. To promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States 4. To encourage resource sharing among all types of libraries for the purpose of achieving economical & efficient delivery of library services to public 5. To promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills 6. To enhance the skills of the current library	Library Training & Public Library Institute Activities a. Workshops/Trainings – provided by in-house staff, additional presenters, or outside online training program memberships such as Web Junction. b. Sponsor webinars when and where appropriate, and promote webinars provided by other organizations and libraries. c. Provide training to library staff through Public Library Training Institute and School Library Boot Camp programs. d. Publish Cornerstone (e-newsletter blog). e. Present and exhibit at statewide conferences. f. Maintain an interactive/accessible website. g. Promote and increase the use of social media for the purpose of communicating and training.

		workforce and to recruit future professionals to the field of library and information services 8. To enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation	h. Work collaboratively with educators and DOE to support the goal of the Common Core standards for all students to be college and career ready. i. Work collaboratively with DOE to promote reading initiatives and train educators, and librarians to integrate reading initiatives into the local school's curriculum and community. j. Provide a variety of general and subject-based online databases statewide. Partner with DOE to offer school librarian/classroom teacher professional development focused on Common Core, text complexity, & digital formats. l. Partner with state universities to deliver information literacy training and events, such as School Library Boot Camp for current and prospective school librarians and other educators. m. Promote South Dakota school library standards and guidelines based on national standards and guidelines. n. Promote voluntary certification for public library staff and accreditation for public libraries. o. Promote adult, teen, and children's services literacy programming. p. Provide Jump Start annual training workshops in collaboration with National CSLP (Collaborative Summer Library Program). q. Promote the DOE certification of teacher/librarians in South Dakota schools. r. Partner with educators and school districts to showcase 21st century/ "Future Ready" school libraries and programming. s. Partner with DOE, educators, and school districts to provide professional development opportunities to school districts. t. Promote/refine our 21st Century School Library self-assessment tool to serve as a guide for best practices; recognizing schools through a

			formal award program who have successfully transitioned to this 21st century model.
			u. Provide basic and on-going board training to build leadership capacity among local trustees.
			v. Review and strengthen the South Dakota State Library accreditation standards.
			w. Create materials to promote benefits of school libraries.

Table I 1

Goal 1B: Strengthen the ability of local libraries to meet the needs of their local constituents by providing resources and professional expertise that supports one or more of the LSTA Purposes.

LSTA Focus Supported by SDSL Goal	LSTA Intents Supported by SDSL Goal	LSTA Purposes	SDSL Procedures to Carry Out Activities
Institutional Capacity	Improve Library Operations	1. To enhance coordination among Federal programs that relate to library and information services	Statewide Services - Online Databases; Interlibrary loan Services and Support; Statewide Services - Digital Services and Reference; Children and Youth Services; Library Training and Public Library Institute
		2. To promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States	a. Workshops/Trainings – provided by in-house staff, additional presenters, or outside online training program memberships such as Web Junction.
		3. To facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry	b. Webinars – promote webinars provided by other libraries and organizations (including free webinars and those provided by SDLA and others).
		4. To encourage resource sharing among all types of libraries for the purpose of achieving economical & efficient delivery of library services to public	c. Provide training through Public Library Training Institute and the School Library Boot Camp.

d. Provide Cornerstone (e-newsletter blog). |
| | | 5. To promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills | e. Present and exhibit at statewide conferences.

f. Perform site visits as requested.

g. Maintain interactive and current website. |
| | | 6. To enhance the skills of the current library workforce and to recruit future professionals to the field of library and information services | h. Promote and increase social media for the purpose of communicating and training.

i. Collaborate and coordinate with other organizations, as appropriate, in purchasing online databases accessible statewide. |
| | | 7. To ensure the preservation of knowledge and library collections in all formats and to enable libraries to serve their communities during disasters | j. Provide training to educators and local library staff for statewide online databases and other electronic resources.

k. Provide Braille and Talking Book services. |

		8. To enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation 9. To promote library services that provide users with access to information through national, state, local, regional and international collaborations and networks	l. Provide access to state and federal documents through ongoing digitization projects. m. Facilitate regional meetings through collaboration with area public libraries for increased board training opportunities and building local institutional capacity. n. Select materials for the State Library collection based on the State Library's collection development policy. o. Promote/refine our 21st Century School Library Self-Assessment tool which serves as a guide for best practices and recognizes schools through a formal award program. (Those who have successfully transitioned to the 21st century model.) p. Create materials to promote local libraries (school or public). q. Publish promotional material for services and training offered by the State Library. r. On a rotating (bi-annual) basis provide for a "Tots 'n Teens" (T-n-T) workshop every November promoting early literacy or teen technology. s. Provide research services for local libraries statewide if assistance is requested. t. Provide electronic resources or online digital documents that will assist local libraries to meet the research needs of their patrons. u. Provide training for local library staff to develop basic and advanced research skills (via in-person training or a variety of 'Electronic Resource Challenge' online courses or webinars).

Table I 2

Need #2: Collections that Support the Mission

Goal 2: Collections (print, media, and electronic) of the South Dakota State Library will meet the specialized needs of the state's citizens.

LSTA Focus Supported by SDSL Goal	LSTA Intents Supported by SDSL Goal	LSTA Purposes	SDSL Procedures to Carry Out Activities
Information Access	Improve users' ability to discover information resources	2. To promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States 3. To facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry 4. To encourage resource sharing among all types of libraries for the purpose of achieving economical & efficient delivery of library services to public 5. To promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills 9. To promote library services that provide users with access to information through national, state, local, regional and international collaborations and networks	Statewide Services - Online Databases; Digital Services and Reference; Braille and Talking Book Services a. Provide in-person and online training to local library staff on marketing the electronic resources. b. Provide in-person and online training to local library staff on searching the electronic resources. c. Purchase statewide licensed databases based on a needs assessment, and recommendations of the Electronic Resources Task Force. d. Select materials for the State Library collection based on the State Library's collection development policy. e. Work collaboratively with state agencies and the regental libraries to identify, capture, digitize, preserve, and promote state and federal documents and historical publications. f. Expand use of the state and federal documents through educating local library staff about those documents. g. Explore the "next generation" of audio and e-book collections and technology including new emerging Wi-Fi technology. (See National Library Service Five-Year Plan.)

Table I 3

Need #3: Access for All through Library Collaboration

Goal 3A: Promote and encourage resource sharing.

LSTA Focus Supported by SDSL Goal	LSTA Intents Supported by SDSL Goal	LSTA Purposes	SDSL Procedures to Carry Out Activities
Information Access	Improve users' ability to discover information resources	1. To enhance coordination among Federal programs that relate to library and information services 2. To promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States 3. To facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry 4. To encourage resource sharing among all types of libraries for the purpose of achieving economical & efficient delivery of library services to public 7. To ensure the preservation of knowledge and library collections in all formats and to enable libraries to serve their communities during disasters	Interlibrary Loan Services and Support a. Offer and conduct trainings to educators and local library staff on searching the online databases and other electronic resources. b. Purchase/sustain statewide licensed databases based on the recommendations of the Electronic Resources Task Force. c. Offer in-person and online training to local library staff about the information that can be found in state and federal documents and how to access the documents online. d. Offer in-person and online information literacy training to local library staff. e. Provide reference assistance to South Dakota libraries. f. Strengthen discovery layer solutions that will bridge multiple online systems and offer regional ILL access. g. Promote ecard registration through the State Library's website, exhibits, conferences and Cornerstone newsletter blog.

Table I 4

Goal 3B: Provide services to visually/physically impaired and reading disabled citizens.

LSTA Focus Supported by SDSL Goal	LSTA Intents Supported by SDSL Goal	LSTA Purposes	SDSL Procedures to Carry Out Activities
Information Access	Improve users' ability to obtain and/or use information	1. To enhance coordination among Federal programs that relate to library and information services 2. To promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States 3. To facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry 5. To promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills	Braille and Talking Book Services a. Titles will be selected for the collection based on the Braille and Talking Book collection development policy. b. State Library staff will visit nursing homes and other residential facilities to discuss the Braille and Talking Book programs. c. State Library staff will present and exhibit at local and state conferences. d. State Library staff will present information about Braille and Talking Book services during the annual Jump Start program and/or at other conferences such as SDLA.

Table I 5

Goal 3C: Facilitate shared purchasing of resources by libraries.

LSTA Focus Supported by SDSL Goal	LSTA Intents Supported by SDSL Goal	LSTA Purposes	SDSL Procedures to Carry Out Activities
Institutional capacity	Improve Library Operations	2. To promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States 3. To facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry 5. To promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills	Digital Services and Reference a. The Electronic Resources Task Force will convene alternating years to evaluate and trial current online databases and potential purchases. b. South Dakota State Library will facilitate online collaborations such as SD Titles to Go (Overdrive's audio and e-books). c. South Dakota State Library will investigate other statewide collaborative purchases. d. South Dakota State Library will negotiate ongoing statewide resource contracts. e. South Dakota State Library will recruit libraries and train local library staff to join collaborative efforts. f. Sign an MOU agreement for specific shared resources and services.

Table I 6