



**An Independent Evaluation  
Of  
Oklahoma's Implementation of the  
Library Services and Technology Act Grants to  
State Programs  
2013 - 2017**

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and  
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Commissioned by Susan McVey, Director  
Oklahoma Department of Libraries  
State of Oklahoma



The Institute for Museum and Library Services (IMLS) is the primary source of federal support for the nation's [123,000 libraries](#) and [35,000 museums](#). Our mission has been to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. For the past 20 years, our grant making, policy development, and research has helped libraries and museums deliver valuable services that make it possible for communities and individuals to thrive.

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## EVALUATION SUMMARY

Given Oklahoma's 2015 estimated population of 3,911,338, the state's annual Library Services and Technology Act Grants to States [1] allotment of approximately \$2 million per year translates into \$0.54 person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of all Oklahoma residents. The Oklahoma Department of Libraries' (ODL) challenge has been to find ways to make \$0.54 per person transformative in terms of library services; to leverage a small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

In the opinion of the evaluators, ODL has been remarkably successful in accomplishing this task through a combination of the careful selection of projects that match the needs of the state's libraries, concerted efforts to maximize the impact of projects and activities by linking them together, leveraging productive, mutually-beneficial partnerships and, last, but certainly not least, through the hard work by a shrinking, but extremely devoted state library administrative agency (SLAA) staff.

ODL's LSTA program has had an impact in several of the Institute of Museum and Library Services and focal areas, most notably in the **Information Access** and **Institutional Capacity** areas. Furthermore, the evaluators find that ODL's categorization of projects probably understates the impact of the LSTA program in the **Lifelong Learning** area. This is primarily because some of the state's literacy efforts are assigned to the "improve users' ability to obtain and/or use information resources" intent under **Information Access**. This does not represent an inappropriate placement of projects; rather it reflects the fact that literacy impacts many different aspects of life.

There are five goals in the Oklahoma Department of Libraries' LSTA Five-Year Plan for 2013 – 2017. They are:

**Goal 1: Information Access, Lifelong Learning & Human Services**

*Assist libraries to identify and to adopt innovative technology and to incorporate these services into library operations.*

**Goal 2: Information Access**

*In order to participate globally, Oklahoma citizens must have access to vital and cost effective resources available through the library. Oklahoma Department of Libraries will assist communities obtain these resources.*

**Goal 3: Employment and Economic Development, Civic Engagement, and Human Services**

*The Oklahoma Department of Libraries, Oklahoma's public libraries, as well as library-based and community-based literacy programs will foster partnerships with other agencies, foundations, and the private sector to support libraries as strong community anchors which enhance civic engagement, cultural opportunities, and economic vitality.*

**Goal 4: Lifelong Learning, Human Services**

*Oklahomans at risk due to educational, economic, physical, and social conditions will be provided resources and opportunities to acquire basic information skills.*

**Goal 5: Capacity Building**

*ODL will assist Oklahoma librarians obtain increased competencies to ensure they have the resources, tools, and methods necessary to deliver effective services to communities.*

Oklahoma also established a total of fifteen (15) objectives under the five goals. This summary presents findings and the accomplishments of the Oklahoma Department of Libraries in implementing their Plan at the goal level. In the body of the evaluation, details will be provided supporting the conclusions that are reached regarding whether goals have been achieved, partly achieved or not achieved based on the objectives as well.

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[1] For brevity's sake, this report will simply use LSTA to refer to the Library Services and Technology Act Grants to States program throughout this evaluation.

## A. Retrospective Questions

**A-1. To what extent did the Oklahoma Department of Libraries' 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?**

As part of the evaluation process, the consultants asked key Oklahoma Department of Libraries' staff closely associated with the LSTA program to offer their personal appraisal of progress on each of the five goals included in ODL's 2013-2017 five-year plan. In the self-assessment, ODL's internal appraisal was mixed with some individuals differing in their opinions as to whether ODL has achieved or partly achieved individual goals (no one offered a NOT ACHIEVED rating on any of the goals). All, including the evaluators, agreed that ODL has ACHIEVED Goal 2 and only PARTLY ACHIEVED Goal 5. Staff were split on Goals 1, 3, and 4. Based on an examination of information and data from a variety of sources, the evaluators conclude that ODL has ACHIEVED Goals 1, 2, and 4 and that the SLAA has PARTLY ACHIEVED Goals 3 and 5.

Table 1 offers a summary of both the Oklahoma Department of Libraries' internal assessments and the evaluators' conclusions.

<b>Table 1 – Oklahoma Department of Libraries' and Evaluators' Assessment of Progress</b>		
<b>Goal</b>	<b>Oklahoma Department of Libraries' Assessment</b>	<b>Evaluator's Assessment</b>
<b>Goal 1: Information Access, Lifelong Learning &amp; Human Services</b> <i>Assist libraries to identify and to adopt innovative technology and to incorporate these services into library operations.</i>	Partly Achieved/ Achieved	Achieved
<b>Goal 2: Information Access</b> <i>In order to participate globally, Oklahoma citizens must have access to vital and cost effective resources available through the library. Oklahoma Department of Libraries will assist communities obtain these resources.</i>	Achieved	Achieved
<b>Goal 3: Employment and Economic Development, Civic Engagement, and Human Services</b> <i>The Oklahoma Department of Libraries, Oklahoma's public libraries, as well as library-based and community-based literacy programs will foster partnerships with other agencies, foundations, and the private sector to support libraries as strong community anchors which enhance civic engagement, cultural opportunities, and economic vitality.</i>	Partly Achieved/ Achieved	Partly Achieved
<b>Goal 4: Lifelong Learning, Human Services</b> <i>Oklahomans at risk due to educational, economic, physical, and social conditions will be provided resources and opportunities to acquire basic information skills.</i>	Partly Achieved/ Achieved	Achieved
<b>Goal 5: Capacity Building</b> <i>ODL will assist Oklahoma librarians obtain increased competencies to ensure they have the resources, tools, and methods necessary to deliver effective services to communities.</i>	Partly Achieved	Partly Achieved

### **Goal 1: Information Access, Lifelong Learning & Human Services - ACHIEVED**

*Assist libraries to identify and to adopt innovative technology and to incorporate these services into library operations.*

The evaluators find one compelling reason to conclude that the Oklahoma Department of Libraries has ACHIEVED Goal 1. It is:

1. The projects undertaken in support of Goal 1 address physical infrastructure needs in two ways (assessment and remediation) as well as efforts to better prepare library staff to deal with ever changing technologies. The integration of programs ranging from EDGE to Small Library Technology Grants is exceptional and effective.

**Goal 2: Information Access - ACHIEVED**

*In order to participate globally, Oklahoma citizens must have access to vital and cost effective resources available through the library. Oklahoma Department of Libraries will assist communities obtain these resources.*

The evaluators find two compelling reasons to conclude that the Oklahoma Department of Libraries has ACHIEVED Goal 2. They are:

1. The ongoing support for the Statewide Databases project (Oklahoma Digital Prairie) is probably sufficient in and of itself to qualify Goal 2 for an ACHIEVED rating.
2. ODL's considerable effort to support resource sharing among the state's libraries solidifies this rating. ODL goes above and beyond to ensure that small libraries with very limited resources can fully participate in interlibrary loan and other sharing activities

**Goal 3: Employment and Economic Development, Civic Engagement, and Human Services - PARTIALLY ACHIEVED**

*The Oklahoma Department of Libraries, Oklahoma's public libraries, as well as library-based and community-based literacy programs will foster partnerships with other agencies, foundations, and the private sector to support libraries as strong community anchors which enhance civic engagement, cultural opportunities, and economic vitality.*

The evaluators find two reasons to conclude that the Oklahoma Department of Libraries has only PARTLY ACHIEVED Goal 3. They are:

1. The primary limiting factor in judging that Goal 3 has not fully been achieved is the fact that there has been limited activity under this goal. Only one project (Immigration and Citizenship) has been funded under this goal.
2. The evaluators' rationale for determining that the goal has been PARTLY ACHIEVED comes from the considerable evidence that the spirit of Goal 3 pervades many other areas of ODL's LSTA program. ODL's literacy efforts are exemplary in establishing mutually-beneficial alliances that deliver tremendous value to the public.

**Goal 4: Lifelong Learning, Human Services - ACHIEVED**

*Oklahomans at risk due to educational, economic, physical, and social conditions will be provided resources and opportunities to acquire basic information skills.*

The evaluators find two reasons to conclude that the Oklahoma Department of Libraries has ACHIEVED Goal 4. They are:

1. As has already been mentioned, the evaluators find that Oklahoma's efforts in the area of literacy are truly exceptional. In fact, based on experience working with more than two dozen SLAAs and being aware of the activities of most of the rest, we would venture to say that Oklahoma is THE model among SLAAs in this field. Given that literacy is such an essential part of success in most life pursuits, ODL's projects and activities qualify for an ACHIEVED rating.
2. The other compelling factor for assigning an ACHIEVED rating to Goal 4 is the exceptional degree to which ODL integrates its LSTA-funded program. The combination of literacy, health literacy and summer reading in ODL's implementation of its Summer Reading project is both intriguing and a model worthy of replication.

**Goal 5: Capacity Building - PARTIALLY ACHIEVED**

*ODL will assist Oklahoma librarians obtain increased competencies to ensure they have the resources, tools, and methods necessary to deliver effective services to communities.*

The evaluators find two reasons to conclude that the Oklahoma Department of Libraries has only PARTLY ACHIEVED Goal 5. They are:

1. The Oklahoma Department of Libraries finds itself in a time of transition in regard to staff development and continuing education. Staff losses have placed practical limits on what can be achieved in an environment where constant change means that standing still is going backwards. ODL is quite aware of the ways in which in-house capacity has been diminished. Staff development efforts are ongoing, but are not as robust as they once were. However, ODL is doing several things right. They have expanded opportunities for virtual participation in staff development activities and they are close to completing the redevelopment of a staff development curriculum that will guide them in the coming years.

2. A real bright spot in staff development efforts is the Computer Lab project. While this effort is also impacted by staffing limitations, the range of topics covered and the responsiveness of the program to the needs of local libraries is very good. There is real achievement on this front.

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

Appendix F shows that the Oklahoma Department of Libraries LSTA program has been most successful in addressing the intents falling under the INFORMATION ACCESS, and INSTITUTIONAL CAPACITY categories. It can also be argued that ODL's coding of LSTA projects understates the impact of its literacy efforts in the LIFELONG LEARNING focal area. This is not to suggest that these projects have been categorized inappropriately. It simply underscores the fact that literacy impact many facets of life.

**A-3. Did any of the groups identified by IMLS as target audiences represent a substantial focus of Oklahoma's Five-Year LSTA Plan activities? (Yes/No)**

None of the targeted audiences reach the 10% expenditure threshold established by IMLS as representing a substantial focus. This is primarily due to the fact that neither of the two largest projects carried out in support of the 2013 – 2017 Plan (Statewide Databases and Resource Sharing), which together account for over forty-six percent (46.04% of total LSTA expenditures, target any of the identified groups. It should be noted that both the Digital Prairie project and the Resource Sharing project clearly benefit many in the identified groups.

**B. Process Questions**

**B-1. How has the Oklahoma Department of Libraries used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?**

ODL has used information obtained from the SPR and elsewhere to design new projects that respond to the needs of libraries in the state. Early literacy projects, STEM, Website Development, and the Computer Lab projects are all examples.

ODL has also used feedback from the evaluations of LSTA projects reported in the SPR to increase or decrease the scale of projects in terms of eligible libraries, amount of funding, and project length.

**B-2. Specify any changes the Oklahoma Department of Libraries made to the Five-Year Plan, and why this occurred.**

No formal changes or amendments were made to the Plan since it was submitted to IMLS in 2012.

**B-3. How and with whom has the Oklahoma Department of Libraries shared data from the old and new SPR and from other evaluation resources?**

Data from LSTA projects has been shared with local public librarians, with the Public Library Director's Council, institution librarians, school librarians, as well as with literacy coordinators from around the state. Statistics and stories drawn from the SPR are also shared with Oklahoma legislators and with the general public on the ODL website, in the Annual Report and on other printed materials produced by ODL.

## C. Methodology Questions

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

To ensure rigorous and objective evaluation, ODL issued a Request for Quotation (RFQ) on July 6, 2016 inviting qualified parties to submit a proposal for carrying out the evaluation.

As a result of the competitive bid process, Carson Block Consulting Inc, a library consulting firm, was awarded the contract to conduct the independent evaluation. Carson Block Consulting does not have a role in carrying out LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. Carson Block Consulting has in depth evaluation experience and demonstrated professional competency in that associate consultant, Bill Wilson, of Himmel & Wilson Library Consultants, has implemented more than 29 evaluation studies for the three previous cycles of LSTA evaluation starting in 2003. The associate is also experienced in both quantitative and qualitative methods. Carson Block is a well-known library consultant who is highly experienced in the areas of library technology, planning, facilities, and operations.

### **C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation.**

Carson Block Consulting deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. Our firm conducted a site-visit to the state library administrative agency, in person interviews with key staff engaged in LSTA five-year plan projects, and a series of focus groups. The activities provided qualitative evidence and context and was grounded in the observations of the local context. An additional survey collected data from Oklahoma libraries regarding key programmatic areas. The survey was reviewed for representativeness to ensure the reliability and validity of the findings. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

The State Program Reports (SPR) were reviewed in detail and additional reports, documentation, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence.

### **C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them.**

- All agency staff engaged in LSTA activities were interviewed. Please see Appendix G for a list of ODL staff.
- Staff recommended participants for focus groups. Four in-person focus group sessions were conducted.
- Librarians and library staff were engaged through focus groups and personal interviews. Please see appendix L for details.
- Librarians and other library staff from school and public libraries were engaged through a web-based survey. Please see appendix J for survey details.

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

The Oklahoma Department of Libraries will share the findings of the evaluation with a variety of partner agencies in Oklahoma (governmental, other public, and nonprofit) and with the larger public by alerting the libraries in Oklahoma of the availability of the evaluation report. The report will also be presented and reviewed with the ODL Board of Directors. The report will be publicly available on the agency website as well as on the IMLS website.

# EVALUATION REPORT

## INTRODUCTION

This evaluation is based on a review of three years of performance by ODL in implementing the **Oklahoma Department of Libraries LSTA 5-YEAR PLAN 2013 – 2017**. It covers activities conducted using Library Services and Technology Act (LSTA) Grants to States funding for Federal Fiscal Year FFY 2013, FFY 2014, and FFY 2015. The challenges associated with evaluating this period were significant. The Institute of Museum and Library Services' (IMLS) transition from a legacy State Program Report (SPR) system to a new SPR system represents a major change in the way in which State Library Administrative Agencies (SLAAs) report on their projects and activities.

Changes built into the new system to enhance the ability to track outcomes, focal areas and targeted audiences in the long-term affected the ways in which states reported their projects in the short-term. This change in reporting protocols as well as the fact that the SPR system itself was still undergoing revision during the period covered by the evaluation often resulted in a lack of parallel reporting of some data elements. These variations in reporting were due to changes in the emerging software and shifting protocols rather than any shortcoming on the part of ODL.

Fortunately for the evaluators, the Oklahoma Department of Libraries was ahead of most states in making the transition to the new SPR in that they participated in pilot efforts and at least reported all of their activity for the three years using the new, if still emerging, SPR. The change in the SPR was long overdue and should enhance reporting in the future. However, in some instances, it left the evaluators with a difficult task in making “apples to apples” comparisons. Fortunately, the mixed methods evaluation approach used by Carson Block Consulting that incorporated focus groups, a web-based survey, and personal interviews in addition to a review of the SPR and other statistical reports provided by the state library agency proved invaluable and successfully dealt with most of these challenges.

Charts that appear in Appendix D (Oklahoma LSTA Grants to States Expenditures – FFY 2013 – FFY 2015), present all the project categories used as well as expenditures in each of these categories for each of the three years included in the evaluation. One chart shows all expenditures for efforts undertaken in pursuit of all goals followed by a breakdown of project categories and expenditures for each of the three goals. Other charts that may be useful in tandem of a reading of the report are the Measuring Success Focal Areas and Intents Table (Appendix F) and the Targeted Population Table (Appendix E). These charts map the projects that were undertaken to the focal areas and targeted audiences and are good comparisons when reviewing required responses to questions A-2 and A-3.

The evaluation that follows is structured around the IMLS' “**Guidelines for IMLS Grants to States Five-Year Evaluation**,” and the five goals and fifteen objectives that appeared in the **Oklahoma Department of Libraries LSTA 5-YEAR PLAN 2013 – 2017**. After presenting a short background section, the evaluators will proceed to report on the “Retrospective Questions” (Section A) posed by IMLS for each of the five goals. We will then proceed to respond to the “Process Questions” (Section B) and “Methodology Questions” (Section C) as a whole, noting any differences that apply to individual goals.

Within the sections for each goal, individual projects will be presented in the order of the magnitude of LSTA expenditures by project. Typically, greater detail will be presented regarding larger scale projects. Very small projects (those that account for less than 3% of the total LSTA expenditures for the three-year period) will get little more attention than a brief description due to the small amount of

LSTA funding expended. As an example, the Read Harder Challenge Grant amounted to four one-hundredths of one-percent of LSTA funding for the three-year period covered by the evaluation and is simply described rather than being the subject of analysis.

## **BACKGROUND**

Since the LSTA Grants to States program uses a formula that is primarily population-driven to determine state allotments, Oklahoma, as a state with a moderate size population, receives a moderate allocation. Oklahoma's LSTA funding allotment ranks 28<sup>th</sup> among the states and territories included in the program. The Sooner State received an average of just over \$2 million (\$2,095,518) per year over the course of the three years (Federal Fiscal Year FFY 2013, FFY 2014, and FFY 2015), covered by this evaluation.

Given Oklahoma's 2015 estimated population of 3,911,338, the state's annual LSTA allotment of approximately \$2 million per year translates into 54 cents (\$0.54) per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of all Oklahoma residents. The Oklahoma Department of Libraries' (ODL) challenge has been to find ways to make 54 cents per person transformative in terms of library services; to leverage a small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

There are five goals in the Oklahoma Department of Libraries' LSTA Five-Year Plan for 2013 – 2017:

### **Goal 1: Information Access, Lifelong Learning & Human Services**

*Assist libraries to identify and to adopt innovative technology and to incorporate these services into library operations.*

### **Goal 2: Information Access**

*In order to participate globally, Oklahoma citizens must have access to vital and cost effective resources available through the library. Oklahoma Department of Libraries will assist communities obtain these resources.*

### **Goal 3: Employment and Economic Development, Civic Engagement, and Human Services**

*The Oklahoma Department of Libraries, Oklahoma's public libraries, as well as library-based and community-based literacy programs will foster partnerships with other agencies, foundations, and the private sector to support libraries as strong community anchors which enhance civic engagement, cultural opportunities, and economic vitality.*

### **Goal 4: Lifelong Learning, Human Services**

*Oklahomans at risk due to educational, economic, physical, and social conditions will be provided resources and opportunities to acquire basic information skills.*

### **Goal 5: Capacity Building**

*ODL will assist Oklahoma librarians obtain increased competencies to ensure they have the resources, tools, and methods necessary to deliver effective services to communities.*

Oklahoma also established a total of fifteen (15) objectives under the five goals. This portion of the report presents information about each of the projects.

## Goal 1 EVALUATION

**Goal 1 - Retrospective Question A-1. To what extent did the Oklahoma Department of Libraries' Five-Year Plan Goal 1 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

***Goal 1: Information Access, Lifelong Learning & Human Services  
Assist libraries to identify and to adopt innovative technology and to incorporate these services into library operations.***

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 1.

### **Projects & Expenditures**

Network Assessment & Remediation	\$ 570,847.92
Literacy Management System	\$ 133,459.00
Edge	\$ 59,753.95
Small Library Technology Grant	\$ 59,500.00
Website Development	\$ 27,081.61
Annual Report	\$ 20,423.09
Video Conference Training	<u>\$ 2,871.00</u>
	\$ 873,936.57

Goal 1 expenditures represent 13.90% of Oklahoma's total LSTA allotment in the FFY 2013 – FFY 2015 period.

Many of the projects undertaken in support of Goal 1 are closely linked together. The Edge assessment project leads to Network Assessment and Remediation, which is linked to Small Library Technology Grants. The Website Development project can also be linked to Edge. In short, ODL has used information gained from one assessment project to define and refine action steps to address the issues that have been identified. In fact, the beginnings of these linked Goal 1 projects can actually be traced back to the Broadband Technology Opportunities Program (BTOP). The evaluators have observed that one of the greatest strengths of ODL's LSTA program is a close linkage between and among their programs. This helps enable the SLAA to accomplish more than they would be likely to achieve if programs were less integrated.

ODL's State Program Report for FFY 2015 recognizes the importance of linking programs together. The SPR contains the following statement:

“The Oklahoma Department of Libraries (ODL) has learned that libraries have benefited by merging LSTA grants with the Edge project Assessment and Action Plan. Not only the Network Assessment and Website Development grants, but also grants for Health Literacy, Community Health, Immigration and Citizenship and the Small Library Technology grant have strengthened community partnerships. These grants all work together to assist the small libraries in Oklahoma.”

### **NETWORK ASSESSMENT AND REMEDIATION**

*(9.08% of total LSTA expenditures and 65.32% of the Goal 1 amount)*

The Network Assessment and Remediation project was begun in 2014 after completion of the Oklahoma Department of Libraries (ODL) Broadband Technology Opportunities Program (BTOP), which, among other things, clearly indicated that Oklahoma public libraries needed help to evaluate and improve their technology networks.

Round 1 of EDGE assessments followed and it was clear that there was a great need to do far more than to identify deficiencies. The Network Assessment and Remediation program was born and libraries wanting to apply for remediation grants have been required to first complete a Round 2 Edge Technology Assessment and to develop an Edge Action Plan.

Perhaps the greatest criticism that can be leveled at the Network Assessment and Remediation project is that it's far too small given the magnitude of the need. Even though this project represents almost 10% (9.08%) of LSTA expenditures for the three-year period covered by the evaluation, only 71 libraries (including 25 branches of the Tulsa City/County Library) have been impacted. All of these libraries were highly deserving of assistance and needs were documented; however, in many cases, only in-depth assessment, and not remediation, has been completed. This point is raised not as a criticism, but as an illustration of the enormity of the need.

Libraries appreciate and value the help that they receive. In the web survey conducted as part of the evaluation, one librarian said,

“The technological support ODL provides to our state libraries is very greatly appreciated. We could not participate in many tech advances without ODL's assistance.”

A participant in the Interlibrary Loan/Resource sharing focus group gave the Network Assessment and Remediation high praise after she had stressed the importance of ODL's Resource Sharing project when she offered,

“The only thing that's more important to my library than ODL's interlibrary loan assistance is the help we've received through the remediation grant.”

## **LITERACY MANAGEMENT SYSTEM**

*(2.12% of total LSTA expenditures and 15.27% of the Goal 1 amount)*

Although the Literacy Management System project isn't directly linked to BTOP, Edge, or the Network Assessment and Remediation projects, it is nevertheless closely integrated with ODL's other LSTA-funded efforts, specifically Literacy efforts that are carried out under Goal 4.

The ODL Literacy Resource Office's (LRO) effectiveness depends on a complicated and extended network of organizations and individuals spread across the state of Oklahoma. For more than a decade LRO used a failing legacy system to track information about adult learners. Over the past several years, and in several phases, this legacy system has been replaced with Literacy Tracker, a web-based solution.

The recently completed Phase III focused on including tutor and volunteer information and created new reporting capabilities that is making the monitoring and coordinating of literacy activities far more efficient.

## **EDGE**

*(0.95% of total LSTA expenditures and 6.84% of the Goal 1 amount)*

Much has already been said about the Edge program and its importance in a series of events designed to address technological infrastructure deficiencies in Oklahoma's libraries. The program's importance has been much greater than the small investment of LSTA funding (less than one-percent

[0.95%] of total LSTA expenditures for the three years covered by the evaluation).

At the same time, it is fair to say that Oklahoma librarians have had a love/hate relationship with the program. Responses to the web survey conducted as part of the evaluation revealed both emotions. This response from one respondent:

“The Edge assessment was a godsend this past year due to the fact that I needed information and support from a professional source and not the local ‘I’ll do it for free because I know a lot about computers’ source.”

Was literally followed by this statement from the next respondent:

“We know our technological deficiencies. We didn’t need to do a survey to find that out.”

The web survey places the Edge program in perspective. Seventy-three percent rated the importance of the investment of LSTA funds to pay for the EDGE assessment program as important or very important. Eighty-one percent agreed or strongly agreed that the EDGE assessment program has provided useful information about the strengths and weaknesses of their library’s technological infrastructure. Sixty-two percent agreed or strongly agreed that the EDGE assessment program has provided their library with a valuable opportunity to have a conversation with community leaders and decision-makers about the importance of the library in providing the public with access to the Internet and electronic/digital resources.

One librarian said,

“With this new assessment I can talk intelligently to providers, where before I expected them to tell me what I needed without knowing what was needed. I feel like I am now a Technology Savvy Librarian so now you can hear me ROAR and ask for what is needed instead of waiting and someone giving it to me.”

Finally, the ODL staff offered in the SPR that:

“The Edge Assessment program’s results have helped the Oklahoma Department of Libraries (ODL) make strategic, data-driven decisions on how best to aid libraries in the state.”

### **SMALL LIBRARY TECHNOLOGY GRANT**

*(0.95% of total LSTA expenditures and 6.81% of the Goal 1 amount)*

This small sub-grant program was designed to help libraries who served under 7,000 population with desperately needed funding for upgrades. Again, a requirement to receive funding was the completion of the Edge Technology Assessment. The development of an Edge Action Plan, which was intended to increase awareness of technology and improve libraries’ ability to form community partnerships was also required. Thirty-five libraries received grants of up to \$ 5,000 through this program, which was funded with FFY 2015 LSTA dollars.

### **WEBSITE DEVELOPMENT**

*(0.43% of total LSTA expenditures and 3.10% of the Goal 1 amount)*

The Oklahoma Department of Libraries (ODL) provides website templates, hosting services, and software training for libraries and literacy organizations to facilitate and encourage functional, and attractive websites. Over the three years included in this evaluation, 48 libraries and literacy organizations have either migrated from their older websites to new Wordpress-based websites or had their first site established.

In order for librarians and literacy directors to have the skills to maintain the websites, ODL required one or two library/literacy staff members to attend a two-day course to learn the website editing

software.

## **ANNUAL REPORT**

*(0.32% of total LSTA expenditures and 2.34% of the Goal 1 amount)*

LSTA funding enables ODL to use Bibliostat Collect and Bibliostat Connect to collect and report public library statistics from 213 Oklahoma public libraries. The information collected is used to determine state aid eligibility and to report library statistics to IMLS.

## **VIDEO CONFERENCE TRAINING**

*(0.05% of total LSTA expenditures and 0.33% of the Goal 1 amount)*

The 46 sites that received video conferencing equipment as part of OkConnect, the Oklahoma Department of Libraries (ODL) Broadband Technology Opportunities Program (BTOP) grant, were provided a "refresher" and/or first time video conferencing training to enable libraries to effectively use their equipment for videoconferencing and staff development purposes. The evaluators once again wish to point out that this project is connected to several others (Okconnect and ODL Video Conference Maintenance) funded with LSTA dollars.

## **Objectives**

The Oklahoma Department of Libraries established two objectives for Goal 1. Following is a discussion of the degree to which these objectives have been met as a result of projects and activities undertaken in support of Goal 1.

### **Objective 1: Provide reliable, electronic access to high-quality information resources through enhancement of libraries' technology capabilities.**

Although the challenge of providing reliable, electronic access to high-quality information resources is elusive, ODL is doing as much as it can with limited funds to meet this objective. We conclude that the objective has been at least partially met.

### **Objective 2: Lead statewide technology planning. Assist libraries in creatively adapting to societal changes through innovation and technology adoption.**

ODL has exercised real, and high-quality leadership in technology planning and assistance.

### **A-2. To what extent did the Oklahoma Department of Libraries' Five-Year Plan Goal 1 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?**

ODL's efforts undertaken in support of Goal 1 have had a significant impact in two Measuring Success focal areas. They are:

1. Information Access
2. Institutional Capacity

The Measuring Success Focal Area Table in Appendix F details which of the intents has been served.

### **A-3. Did any of the following groups represent a substantial focus for the Oklahoma Department of Libraries' Five-Year Plan Goal 1 activities? (Yes/No) NO**

The only target audience directly impacted by Goal 1 projects and activities is the Library Workforce and expenditures do not rise to the 10% level of funding identified as constituting a substantial focus.

## **GOAL 1 CONCLUSIONS**

The evaluators find one compelling reason to conclude that the Oklahoma Department of Libraries has ACHIEVED Goal 1. It is:

1. The projects undertaken in support of Goal 1 address physical infrastructure needs in two ways (assessment and remediation) as well as efforts to better prepare library staff to deal with ever changing technologies. The integration of programs ranging from EDGE to Small Library Technology Grants is exceptional and effective.

## Goal 2 EVALUATION

**Goal 2 - Retrospective Question A-1. To what extent did the Oklahoma Department of Libraries' Five-Year Plan Goal 2 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

### ***Goal 2: Information Access***

***In order to participate globally, Oklahoma citizens must have access to vital and cost effective resources available through the library. Oklahoma Department of Libraries will assist communities obtain these resources.***

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 2.

### **Projects & Expenditures**

Statewide Databases	\$ 1,610,956.00
Resource Sharing	\$ 1,283,117.72
Okconnect Video Conference Equipment Maintenance	\$ 359,125.20
E-Media Collection Grant	\$ 253,500.00
Brainfuse	\$ 88,029.75
ODL Video Conference Maintenance	\$ 70,460.81
Images of Oklahoma	\$ 66,844.54
	\$ 3,732,034.02

Goal 2 expenditures represent 59.37% of Oklahoma's total LSTA allotment in the FFY 2013 – FFY 2015 period.

Goal 2 represents the lion's share of Oklahoma's LSTA expenditures over the three-year period included in this evaluation. Simply put, the goal is about ensuring that Oklahomans have access to quality information resources. ODL achieves this goal in a variety of ways including purchasing print materials, licensing digital content, creating digital content from print resources, providing a digital communication platform, and facilitating interlibrary loan. In short, Goal 2 represents a coordinated system of information access.

### **STATEWIDE DATABASES**

*(25.63% of total LSTA expenditures and 43.17% of the Goal 2 amount)*

The Digital Prairie Statewide Database project may not be the largest or most extensive program of its kind in the nation, but it probably rivals any similar effort in terms of its importance in a resource-poor state.

ODL uses LSTA funds to provide statewide access to two "families" of resources; Ebsco and Britannica. Oklahoma citizens of all ages have access to high-quality licensed digital information through public libraries, school libraries (public and private), academic libraries, and special libraries.

Libraries also provide remote access to users so that their information needs can be met 24 hours per day/ 7 days per week from home, school or office.

The statewide databases provide a portal for Oklahoma citizens to access resources that can facilitate workforce development, digital literacy, and lifelong learning, as well as educational and recreational pursuits.

The FFY 2015 SPR reported that an impressive 220 public libraries, 1,368 school libraries, 62 academic libraries, and 64 special libraries were participating in the Statewide Database project. Furthermore, it appears that usage of the online resources is increasing.

	Ebsco Searches	Britannica Searches
FFY 2013	43,500,000	47,519,282
FFY 2014	157,110,500	63,306,487
FFY 2015	50,700,877	7,300,573

That said, the Digital Prairie Statewide Databases project suffers the same fate shared by many other similar programs. Public libraries report relatively low usage and few librarians, let alone the public, are very knowledgeable in regard to the scope of what is available. The web survey conducted as part of the evaluation showed that many librarians were unfamiliar with or felt unable to rate many of the resources included in Digital Prairie.

<b>E-Resource</b>	<b>% Satisfied</b>	<b>% Unfamiliar with or Unable to Rate</b>
Britannica School Elementary	64.1%	28.1%
Britannica School Middle	61.0%	31.2%
Academic Search Premier	59.3%	32.5%
Health Research	47.2%	45.4%
Explora Middle School Student Research	44.1%	43.2%
Explora High School/Public Library Search	43.0%	45.6%
Consumer Health Complete	42.6%	48.7%
MasterFILE Premier	42.6%	51.1%
Explora Elementary Student Research	41.0%	46.3%
Explora Educators' Edition	38.5%	49.1%
Business Source	33.1%	57.3%
Professional Development for Teachers	33.1%	55.1%
Small Business Reference Center	27.2%	61.2%

Britannica Spanish Reference Center	26.7%	61.6%
EBSCOhost Espanol	20.9%	68.1%

That said, virtually every database available had its supporters.

“Every year, my school's Spanish population continues to grow so I LOVE the Spanish version of encyclopedia Britannica. I can't afford to buy print encyclopedias anymore, regardless of language, so those databases are especially wonderful. But really, all the databases are great because they have been vetted for quality and give accurate info to my students. As much as their teachers and I tell them otherwise, if they find it on the internet, it must be true! When I direct them to the Digital Prairie resources, I know my kids are getting good information.”

From the evaluators' perspective, the most important aspect of the Statewide Database project is summed up in the words of one librarian who said,

“We would not have database access at all if ODL did not provide it.”  
 “Our patrons simply would NOT have access if these resources were not available to us. We use them, and love them. If they were not available through Digital Prairie they would not have them because there is no way we would be able to pay for them and provide them ourselves.”

The resources are particularly vital in school libraries that have sustained ongoing cuts and typically lack up-to-date resources.

“Digital Prairie is vital to the continued education of Oklahoma students. Resource costs continue to climb while budgets decrease and our students must have access to quality resources.”

The Statewide Database project also addresses equity of access issues:

“My small high school cannot keep pace with libraries in schools that are better funded, but with Digital Prairie, we are able to level the playing field and build more equity through the resources we can offer our students.”

The resources are also extremely important to academic libraries, particularly in smaller institutions:

“I cannot stress enough how valuable this service is to our library and patron community. As an academic library at a small public university, we have limited funds that must stretch to cover a large number of subject areas.”

In at least one case, the Statewide Database project was credited with playing a part in the viability of an entire institution:

“The Digital Prairie program helped ensure the College of the Muscogee Nation library had the necessary resources to receive initial accreditation from the Higher Learning Commission.”

Seventy percent of the public library respondents said they were satisfied or completely satisfied with ODL's database licensing program. Seventy-six percent of the school library respondents were satisfied or completely satisfied. Ninety percent of the academic and other types of libraries respondents were satisfied or completely satisfied. All three groupings, public, school, academic and others, said that the availability of the e-resources/databases broadens the range of services/resources their patrons can access.

**RESOURCE SHARING**

*(20.41% of total LSTA expenditures and 34.38% of the Goal 2 amount)*

In simple terms, without the support of LSTA funding for the Resource Sharing project, many, if not most of Oklahoma’s libraries would not be able to participate in interlibrary loan/ resource sharing activities. The evaluators found strong evidence that this project represents an essential service.

The Resource Sharing project has several integrated components:

1. ODL purchases a statewide subscription to the WorldCat Database platform which allows all Oklahoma WorldCat libraries to save money by avoiding an individual purchase cost. The statewide subscription provides the platform for libraries to build a database of holdings for borrowing and lending. This subscription supported resource sharing in Oklahoma, and provided access to over 2.5 billion resources (and growing) and their locations worldwide.
2. ODL purchases the WorldCat WorldShare Inter-library Loan interface for 30 public libraries. This also included a subscription to CatExpress in order to enable these smaller libraries to add holdings to the WorldCat database.
3. ODL provides interlibrary loan services through the Oklahoma Department of Libraries’ WorldCat WorldShare interface to 91 public libraries, 22 school libraries, 24 Institution libraries, a dozen special libraries and five small academic libraries. Illiad software is used to manage and track the requests.

However, it must be noted that ODL facilitated interlibrary loan activity is diminishing. This is consistent with national trends, however, the volume of use merits ongoing monitoring to determine whether changes to the current model or new models of resource sharing need to be considered.

Table 4 – ODL Facilitated Interlibrary Loans		
	Items Circulated	ILL Transactions
FFY 2013	60,861	79,073
FFY 2014	64,948	69,287
FFY 2015	63,923	67,882

The Oklahoma Department of Libraries itself was a major resource for Interlibrary Loan, lending 9,340 items, and borrowing 4,272 in the period funded with FFY 2015 LSTA dollars. ODL purchased many materials not available in the state for small libraries, institutions, schools and special libraries.

Librarians participating in a focus group conducted by the evaluators underscored the importance of resource sharing support. One participant said,

“Our usage would probably drop by 25% if we didn’t have interlibrary loan through ODL.”

Another said,

“Interlibrary loan opens the world to our patrons. The books come from all over. We’ve gotten books from Fort Worth, Texas and one time we even got one from Japan!”

Focus group participants had high praise for ODL interlibrary loan staff.

“David is always there when you need him to solve a problem.”

This echoed a quote that was included in the State Program Report that said,

"This is a brilliant system and support for our library. if there is a problem, question or concern I call ODL and talk to David and it gets solved. David is on top of things. He gets right to the need. Thank you, David!"

In the web survey conducted by the evaluators as part of this assessment, over eighty-five percent (87.9%) agree or strongly agree that their library receives the support it needs from ODL to offer the public an effective resource sharing/interlibrary loan system.

Perhaps the most touching account collected as part of the evaluators process came from the correctional facility librarian at the Mabel Bassett Women's Correctional Center who indicated that access to picture books through the interlibrary loan service had given incarcerated moms the opportunity to read to their own children.

### **OKCONNECT VIDEO CONFERENCE EQUIPMENT MAINTENANCE**

*(5.71% of total LSTA expenditures and 9.62% of the Goal 2 amount)*

The Oklahoma Department of Libraries (ODL) used FFY 2013 and FFY 2014 LSTA funds to purchase maintenance contracts on video conferencing equipment at thirty-six (36) public libraries. The video conferencing equipment was purchased through Okconnect, ODL's Broadband Technology Opportunities Program (BTOP) funded project. A maintenance agreement for a second year was necessary to assure that all equipment functioned properly. Video conferencing equipment was still somewhat new to library staff, who did not have the technology background to troubleshoot or repair the equipment. Maintenance was provided through online communication, email, telephone, fax, and mail. Costs for maintenance on the teleconferencing equipment is now the responsibility of the individual host library.

### **E-MEDIA COLLECTION GRANT**

*(4.03% of total LSTA expenditures and 6.79% of the Goal 2 amount)*

The E-Media project is a good example of ODL being driven by real needs. A report from the Chief Officers of State Library Agencies (COSLA) showed Oklahoma libraries had fallen behind in supplying e-content to their communities. Oklahoma had the worst situation with 99 out of 115 libraries (86 percent) not offering such services. Together, those 99 libraries served a population of 870,043. With the addition of the Oklahoma Virtual Library (OKVL), 74 libraries were able to combine efforts to provide e-media to patrons in smaller, mostly rural libraries.

OKVL has now grown to include 85 public libraries and two tribal libraries in communities with populations under 100,000. The Stillwater Public Library serves as the administrative library.

A survey that was conducted of the directors of libraries participating in OKVL found that 61 respondents (or 75.41%) strongly agreed that this "resource was meeting library staff/customer needs." Another 19.67% agreed with the statement.

This project has enabled Oklahoma to establish a basic framework for the delivery of e-content, and to whet the appetite of Oklahomans for digital books. However, the amount of digital content being offered is still somewhat limited and wait times are still too long to meet the needs of a public that is seeking instant gratification. Nevertheless OKVL has established a solid digital beachhead that represents a modest, but well-coordinated beginning. In spite of these good efforts, the Sooner state's libraries still have a long way to go before they can claim that an adequate level of e-content is being offered.

### **BRAINFUSE**

*(1.40% of total LSTA expenditures and 2.36% of the Goal 2 amount)*

This project provided access to Brainfuse's HelpNow and JobNow databases. HelpNow was a suite of services designed to accommodate a range of homework needs, including live one-on-one homework help, live Oklahoma-aligned skills building, test preparation, and comprehensive writing assistance. JobNow consisted of resources for job seekers, including on-demand access to trained career experts who provided live, one-on-one interview coaching and resume assistance, as well as a library of career resources.

Although three face-to-face training sessions were held in early October of 2013 and three webinars were held in February and March of 2014 to provide training for the librarians at the 44 participating libraries, the service failed to live up to the high expectations ODL had for the project. Access to Brainfuse ended in July of 2014.

JobNow had 8,281 database usages, 1,229 unique visits, 5 coaching sessions, and 69 resume submissions in FFY2014. JobNow's average monthly usage ran as low as 231 in June 2014 to a high of 1,600 in February 2014. HelpNow had 22,484 database usages, 2,660 unique visits, 455 writing submissions, and 1,995 tutoring sessions in FFY2014. HelpNow's average monthly usage ran as low as 779 in March 2014 to a high of 4,789 in November 2013. Total usage of both databases was 30,765.

#### **ODL VIDEO CONFERENCE MAINTENANCE**

*(1.12% of total LSTA expenditures and 1.89% of the Goal 2 amount)*

This project ensures that the investment of LSTA funds in three video conferencing units, available at the Oklahoma Department of Libraries (ODL) continues to function at an optimal level. These units are critical to staff development and communications efforts. The project covers the cost of an annual contract to provide maintenance for the portion of the statewide videoconferencing system that is housed at ODL.

#### **IMAGES OF OKLAHOMA**

*(1.06% of total LSTA expenditures and 1.79% of the Goal 2 amount)*

In November 2015, a group of sixteen libraries and museums became participants in a project to digitize local collections, with training and guidance from the Oklahoma Department of Libraries (ODL). This group included nine public libraries, three museums, one public library and museum combined, two academic libraries and one tribal library.

ODL offered training and support to the sixteen libraries and museums to digitize materials relevant to Oklahoma's social, cultural, ethnic, and historical history employing high standards of practice.

#### **Objectives**

The Oklahoma Department of Libraries established three objectives for Goal 2. Following is a discussion of the degree to which these objectives have been met as a result of projects and activities undertaken in support of Goal 2.

#### **Objective 1: Provide resources and services that allow equal access to information for all residents.**

The Oklahoma Digital Prairie project and the Resource Sharing project both serve to level the playing field for residents throughout the state. There is ample evidence that many libraries in Oklahoma simply would not be able to offer any licensed e-content or to participate in interlibrary loan activities if no LSTA support was offered for the Statewide Database and Resource Sharing projects. This objective has been met in a resounding way.

**Objective 2: Assist libraries to provide ready access to information using technology to meet the demands of the public.**

All of the projects undertaken under this goal serve to assist libraries in providing ready access to information using technology either directly (Statewide Databases, Brainfuse, E-Media Collection Grant, Images of Oklahoma, Resource Sharing) or indirectly (the two projects that support the Okconnect system). This objective has been met.

**Objective 3: Develop online library resources on Oklahoma culture and history, to supplement educational requirements, facilitate learning, and preserve state and community historic content.**

This objective is met primarily through activities undertaken in the Images of Oklahoma project.

These efforts are sufficient to conclude that ODL has achieved Goal 2. We conclude that Goal 2 has been ACHIEVED.

**A-2. To what extent did the Oklahoma Department of Libraries' Five-Year Plan Goal 2 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?**

The impacts of projects undertaken in support of Goal 2 can be seen in two Measuring Success focal areas; Information Access and Institutional Capacity. The Statewide Database program, Resource Sharing project, E-Media Collection Grants, Images of Oklahoma, and Brainfuse all address the "improve users' access to obtain and use information resources" intent of Information Access. The two video projects (Okconnect and ODL Videoconference Maintenance "improve the library's physical and technological infrastructure" (an intent in the Institutional Capacity area) and thereby increase the reach of library staff development efforts.

**A-3. Did any of the following groups represent a substantial focus for the Oklahoma Department of Libraries' Five-Year Plan Goal 2 activities? (Yes/No) NO**

The two largest projects undertaken in support of this goal account (Statewide Databases and Resource Sharing) both serve the general public rather than targeted audiences. The fact that these programs together account for 46.04% of all LSTA funds expended during the three years covered by this evaluation also goes a long way in explaining why ODL's program directly impacts a limited number of targeted groups.

Individual projects such as Brainfuse do target specific audiences (individuals who are unemployed/underemployed in the case of Brainfuse); however none of these programs rise to the 10% level of funding identified as constituting a substantial focus by IMLS.

**GOAL 2 CONCLUSIONS**

The evaluators find two compelling reasons to conclude that the Oklahoma Department of Libraries has ACHIEVED Goal 2. They are:

1. The ongoing support for the Statewide Databases project (Oklahoma Digital Prairie) is probably sufficient in and of itself to qualify Goal 2 for an ACHIEVED rating.
2. ODL's considerable effort to support resource sharing among the state's libraries solidifies this rating. ODL goes above and beyond to ensure that small libraries with very limited resources can fully participate in interlibrary loan and other sharing activities

## Goal 3 EVALUATION

**Goal 3 - Retrospective Question A-1. To what extent did the Oklahoma Department of Libraries' Five-Year Plan Goal 3 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

***Goal 3: Employment and Economic Development, Civic Engagement, and Human Services***

***The Oklahoma Department of Libraries, Oklahoma's public libraries, as well as library-based and community-based literacy programs will foster partnerships with other agencies, foundations, and the private sector to support libraries as strong community anchors which enhance civic engagement, cultural opportunities, and economic vitality.***

Following is the title of the single project and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 3.

### **Projects & Expenditures**

Immigration and Citizenship	\$ 88,029.75
	\$ 88,029.75

Goal 3 expenditures represent 2.13% of Oklahoma's total LSTA allotment in the FFY 2013 – FFY 2015 period.

As was noted above, only one project was undertaken that was specifically categorized by ODL as addressing Goal 3. However, it should be noted that many other projects, notably most of the projects included under Goal 4 exhibit the characteristics described in the Goal 3 statement. In fact, the evaluators believe that Oklahoma's partnership and collaboration with literacy organizations throughout the state are exemplary models worthy of replication by other SLAAs. The single Goal 3 project (Immigration and Citizenship) is exemplary in and of itself; however, the overall impact of the program is small and localized. It is obvious that the impacts on individuals in the communities participating are enormous (the attainment of U.S. citizenship). Nevertheless, the Immigration and Citizenship project must be viewed and assessed as a pilot project rather than an effort that has a broader effect.

### **Immigration and Citizenship**

*(2.13% of total LSTA expenditures and 100.00% of the Goal 5 amount)*

Three library/literacy programs applied for and received LSTA funding. The three statewide partnerships were Great Plains Literacy Council and Southern Prairie Library System of Altus; Cleveland County Literacy Program and Pioneer Library System of Norman; and Bartlesville Public Library Literacy Services and Bartlesville Public Library. These groups expanded community awareness by involving law firms, churches, Community Action agencies, Latino Agencies and Chambers of Commerce in the project. Citizenship Corners were created in eight libraries and one partner location. Areas were marked with banners and displays and were equipped with computers with bookmarked websites, as well as United States Citizenship and Immigration Services (USCIS) materials, and other materials of interest to potential citizens. Services varied from one location to another, but included citizenship classes, conversation classes, English/Spanish classes, study pairs, and one to one tutoring.

Real and measurable results have been reported by these programs. Among the three programs, several dozen individuals were reported to have attained citizenship. Other reported specific outcomes such as having greater confidence in conversing with doctors, teachers and other English speakers in their community, excitement by new citizens in participating in the voting process, increased satisfaction in giving back to their community by serving as volunteers and ambassadors for literacy, and developing the courage to start a business.

### **Objectives**

The Oklahoma Department of Libraries established two objectives for Goal 3. Following is a discussion of the degree to which these objectives have been met as a result of projects and activities undertaken in support of Goal 3.

#### **Objective 1: Foster partnerships with other state and federal agencies, foundations, and the private sector which support comprehensive approaches to learning at the state and local levels.**

While the Immigration and Citizenship project exhibits the characteristics described both in the Goal 3 statement and in Objective 1, most of the success in these areas can be seen in projects undertaken in support of Goal 4. The evaluators believe that this objective has been achieved (and continues to be achieved on an ongoing basis).

#### **Objective 2: Instigate partnerships to address the learning needs of all people in a community. For example, senior citizens, early learners, teens, and people with special needs and realize cost efficiencies through resource sharing.**

While there is some evidence that partnerships are developing beyond the literacy area (health and mental health are examples), less progress is apparent in institutionalizing partnerships and collaboration into the way in which libraries conduct their business on a daily basis. The evaluators believe that this objective has been addressed but that it has only been partially achieved.

These efforts, while important, are not sufficient to conclude that ODL has achieved Goal 3. We conclude that Goal 3 has been PARTLY ACHIEVED.

#### **A-2. To what extent did the Oklahoma Department of Libraries' Five-Year Plan Goal 3 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?**

The Immigration and Citizenship project is the only project undertaken that directly addressed the Civic Engagement focal area (specifically, the "improve users ability to participate in the community" intent. Projects undertaken in support of Goal 4 that generally embody the spirit of Goal 3 also have impact in the Lifelong Learning focal area.

#### **A-3. Did any of the following groups represent a substantial focus for the Oklahoma Department of Libraries' Five-Year Plan Goal 3 activities? (Yes/No) NO**

Although the Immigration and Citizenship project has a unique focus on several of the target audiences (Immigrants/Refugees, Ethnic or Minority Populations, and Individuals with Limited Functional Literacy or Information Skills), none of the groups identified by IMLS as targeted audiences rise to the 10% level of funding identified as constituting a substantial focus.

### **GOAL 3 CONCLUSIONS**

The evaluators find two reasons to conclude that the Oklahoma Department of Libraries has PARTLY ACHIEVED Goal 3. They are:

1. The primary limiting factor in judging that Goal 3 has not fully been achieved is the fact that there has been limited activity under this goal. Only one project (Immigration and Citizenship) has been funded under this goal.

2. The evaluators' rationale for determining that the goal has been PARTLY ACHIEVED comes from the considerable evidence that the spirit of Goal 3 pervades many other areas of ODL's LSTA program. ODL's literacy efforts are exemplary in establishing mutually-beneficial alliances that deliver tremendous value to the public.

## Goal 4 EVALUATION

**Goal 4 - Retrospective Question A-1. To what extent did the Oklahoma Department of Libraries' Five-Year Plan Goal 4 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

***Goal 4: Lifelong Learning, Human Services***  
***Oklahomans at risk due to educational, economic, physical, and social conditions will be provided resources and opportunities to acquire basic information skills.***

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 4.

### **Projects & Expenditures**

Health Literacy	\$ 322,108.06
Summer Reading Program	\$ 252,436.34
Literacy Development	\$ 193,932.92
Institutions	\$ 189,420.39
STEM	\$ 170,171.31
Literacy Notes	\$ 45,358.73
Oklahoma Community Health Grant	\$ 6,500.00
State Organization Literacy Summit	\$ 5,510.52
Read Harder Challenge Grant	<u>\$ 2,351.00</u>
	\$ 1,187,789.27

Goal 4 expenditures represent 18.89% of Oklahoma's total LSTA allotment in the FFY 2013 – FFY 2015 period.

ODL's literacy efforts are the most extensive that the evaluators have observed. The Literacy Resource Office's network of local literacy organizations, local librarians, volunteer tutors, and adult learners is truly impressive and is highly effective.

### **HEALTH LITERACY**

*(5.12% of total LSTA expenditures and 27.12% of the Goal 4 amount)*

ODL has networked with the State Department of Health and Oklahoma Literacy Coalition to promote health literacy through its libraries and local literacy organizations.

This program is based on a recognized need. In 2015, Oklahoma was ranked as one of the five least healthy states in the country by the United Health Federation. The American Medical Association has stated that poor health literacy is a stronger predictor of a person's health than his age, education,

socioeconomic status, or ethnicity. The connections between poor health and low health literacy cannot be ignored. The Oklahoma Department of Health's State of the State's Health Report gives Oklahomans poor scores (D's and F's) for high rates of obesity, diabetes, and hypertension, and low rates of physical activity and consumption of fresh fruits and vegetables.

The Oklahoma Department of Libraries (ODL), in partnership with local libraries and community-based literacy programs, provided health literacy education, information, programming, and resources throughout the state. Fourteen sites received grants to initiate or expand local health and wellness efforts.

ODL also networked with the State Department of Health, the Oklahoma Health Equity Campaign, and the Oklahoma Literacy Coalition to promote health literacy beyond the grant sites. Together, ODL, the health literacy grantees, and numerous state and local partners provided health and wellness resources to Oklahoma adults, children, and families.

The program has collected an impressive array of "testimonials" of how the program has impacted individual lives. Furthermore, this is one of a very few sizeable LSTA projects of which the evaluators are aware nationally that address the Measuring Success Human Resources focal area's "improve users' ability to apply information that furthers their personal or family health and wellness."

The project is also having some impact on how communities perceive their libraries. According to one of the project coordinators,

"An unexpected benefit of the health literacy grant has been an overall increased awareness of health and fitness in the library. Because of this, we had a customer volunteer to offer weekly Tai Chi classes, and each class has averaged twelve participants. Another patron offered to teach Beginning Belly Dancing, and that class is filling up fast."

The Health Literacy project, like so many of ODL's other programs, also has a library staff development component. The Literacy Resource Office of the Oklahoma Department of Libraries (ODL) hosted a six and one half hour training entitled "Advancing Health Literacy." The audience, comprised of health professionals, public health staff, librarians, literacy staff, tribal organizations, state agencies, social workers, educators, and public policy staff, were introduced to health literacy basics.

In evaluating the session, one librarian said,

"I... can use the skills learned to improve our communication skills when we are helping patrons with health and wellness reference questions."

The Bartlesville Public Library Literacy Services launched a series of 25 health literacy programs. Topics included Improving Brain Health; Tobacco Prevention and Cessation; Early Detection of Breast Cancer; Eating for a Healthy Heart; and Avoiding Abuse of Prescription Medications. The Bartlesville program even incorporated an English as a Second Language (ESL) component into its programming. Twenty basic and ESL Learners participated in a special 4-week health and wellness series taught by literacy staff using real world materials and ESL curriculum. Additionally, adult learners and their tutors were invited to attend all library health and wellness programs. Many came together, and the Citizenship and Immigration classes would often attend as a group. One of the learners reported,

"These classes taught me what to do in case of emergency and gave me information on how to help others."

In the evaluators' experience, ODL's Health Literacy project is truly unique and has had a broader impact than other health literacy efforts we have observed. The fact that the project has worked so

well also underscores the robust network that ODL has established with local literacy organizations in the state.

**SUMMER READING PROGRAM**

*(4.02% of total LSTA expenditures and 21.25% of the Goal 4 amount)*

There are multiple components to ODL’s support for summer reading. It includes a robust staff development component, support for the purchase of Collaborative Summer Library Program materials such as reading logs, certificates, posters, etc., a Summer Reading Collection (to help with collection development the following year), podcasts, and support for the Sequoyah Children’s Book Award.

Overall, summer reading program participation has fluctuated wildly. However, a major part of a significant drop in the Summer of 2015 was the result of a local decision by a library in one of the major metropolitan areas to require each child to have an individual library card. That decision resulted in 53% drop in that library system’s summer reading enrollment (a decline of more than 15,000 participants). That number reportedly rebounded in the Summer of 2016.

	Ages 0-4	Ages 5-11	Ages 12-18	Number of Libraries Participating
2013		88,000	16,000	180
2014	22,706	196,926	15,631	150
2015	7,376	79,148	12,162	131

In the Summer of 2016 ODL made an effort to link overall Health Literacy efforts with the summer reading program and launched a “Wellness Summer Reading Program.” The program featured many innovative programming efforts.

The web survey conducted as part of the evaluation revealed that the Summer Reading program isn’t just about children anymore. Two-thirds (66.0%) of the public libraries responding indicated that they had a summer reading program that provided staff-led programs and/or events for teens and one-third (33.7%) indicated that staff-led summer reading events were provided for adults.

	Only self-help guides, reading lists and other resources provided without staff-led events or programs	Resources provided with staff or other presenters leading events or programs	No summer reading program offered for this group
Pre-school children	9 8.4%	90 84.1%	8 7.5%
School-aged children	9 8.4%	99 91.7%	0 0.0%
Teens	10 10.0%	66 66.0%	24 24.0%
Adults	14 14.7%	32 33.7%	49 51.6%

Summer Reading is obviously an important piece of the overall literacy picture in Oklahoma. While Oklahoma’s efforts have been solid, and occasionally innovative (the linkage to Health Literacy), some other states (Idaho and Missouri for example) have managed to link early literacy more closely to outcomes and have managed to be more transformative in terms of youth services staff to a higher level in this area.

**LITERACY DEVELOPMENT**

*(3.08% of total LSTA expenditures and 16.33% of the Goal 4 amount)*

The effectiveness of library and community-based volunteer literacy programs largely depends on the experience and professionalism of their staff, board, and volunteers. Training and professional development for literacy personnel is very limited and often cost-prohibitive. The Literacy Resource Office of the Oklahoma Department of Libraries addresses this void by providing training and development for literacy directors and literacy trainers, and indirectly for volunteer tutors. Multiple training opportunities are provided for literacy directors, librarians, and adult learners.

<b>Table 7 – Literacy Training Event Attendance</b>			
Year	Literacy Directors’ Retreat	Adult Learners Meeting	Open Minds Tutor Training
FFY 2013	33	40	189
FFY 2014	29	50	158
FFY 2015	30	140 <i>(This session not funded by LSTA for 2015, but from the Oklahoma Literacy Coalition)</i>	221

A representative of the Okmulgee Literacy Council who, attended one of the Literacy Directors’ Retreats summed, up the importance of the sessions by saying,

“I thought it was brilliant. It was a wonderful experience for me as a new director of a very new program. It left me with an expansive view of what is possible, the challenge of translating the things I learned to fit with the specific needs of my community, and the realization that I am still a learner too.”

Another said,

“Thank you for providing us with this amazing retreat. The training was wonderful and it was a great opportunity for us (Federal Corrections Institute) to network. “

**INSTITUTIONS**

*(3.01% of total LSTA expenditures and 15.95% of the Goal 4 amount)*

The purpose of this LSTA grant was to provide library materials and services to the individuals incarcerated in the Oklahoma Department of Corrections’ (DOC) facilities. There are few full-time library staff in any of the 17 adult prison libraries and the Department of Corrections did not allocate any funds for the libraries, despite a high demand for reading material. Additional materials were selected for three juvenile correction facilities’ libraries to help build their basic collection. It was the belief of the Oklahoma Department of Libraries (ODL) that providing funding for library books fulfilled a necessary cultural and practical service to correctional institutions.

LSTA monies during the review period were allocated as a one-time expense to help build the basic collections for three juvenile correction facilities. Approximately 2,000 new items per year are acquired

for the adult and juvenile correctional facilities. Reports on the impact of this investment, while not scientific, are heartening nevertheless. Included are reports of improved reading levels, increased vocabularies, and a decrease in depression among those using the resources. Perhaps the most touching account collected as part of the evaluators process came from the correctional facility librarian at the Mabel Bassett Women's Correctional Center who indicated that access to picture books through the interlibrary loan service had given incarcerated moms the opportunity to read to their own children.

## STEM

*(2.71% of total LSTA expenditures and 14.33% of the Goal 4 amount)*

Science, Technology, Engineering and Math (STEM) competitive grant projects were offered using both FFY 2013 and FFY 2014 LSTA funds in combination with significant state funding. The program targeted children of all ages (ages 0-18). Thirty-six (36) grants were awarded in the first year and 29 grants were funded in the second year. The number of libraries applying in the first year was 48. Seventy-five libraries applied in the second year indicating a high level of interest in the topic.

STEM (and now STEAM [Science, Technology, Engineering, Arts, and Math]) continue to be a focus of children's programming in Oklahoma libraries. The efforts are now integrated into other efforts such as the Summer Reading program.

## LITERACY NOTES

*(0.10% of total LSTA expenditures and 0.55% of the Goal 4 amount)*

LSTA was used to fund a long-running literacy newsletter entitled **Literacy Notes**. The mission of the ODL's Literacy Resource Office (LRO) has been and continues to be providing leadership, resources, training, and information to Oklahoma's library and community-based literacy network. LRO published **Literacy Notes** from 1986 until the Summer of 2014 when a decision was made to end publication of the printed newsletter in favor of online communication. The ODL/LRO web presence now serves this purpose and more. (<http://libraries.ok.gov/literacy/literacy-resource-office/>)

## OKLAHOMA COMMUNITY HEALTH GRANT

*(0.10% of total LSTA expenditures and 0.55% of the Goal 4 amount)*

This demonstration project, which included a partnership of five organizations, focused on children who were members of the Ottawa County Boy & Girls Club who participated in the Together Raising Awareness for Indian Life (T.R.A.I.L.) Diabetes Prevention Program. The program for children offered a series of sessions on diabetes prevention. This is a very important topic for that area since one in eight adults in Ottawa County has diabetes. The Community Garden, a health literacy program and the Miami Public Library, which provided instruction were active partners in the effort. Also involved were the Northeastern Tribal Health Systems, and the Ottawa County Health Department.

## STATE ORGANIZATION LITERACY SUMMIT

*(0.09% of total LSTA expenditures and 0.46% of the Goal 4 amount)*

The Literacy Resource Office (LRO) of the Oklahoma Department of Libraries, a longtime member of the Council of State Organizations ([CSO] is a group of leaders from state literacy organizations throughout the country), took a leadership role in bringing the state literacy leaders together. The purpose of the meeting was to network, share resources, identify areas of expertise, and discuss the possibility of multi-state literacy collaborations. LSTA funds were used to host the meeting and defray travel expenses to Oklahoma City. The meeting took place on August 26-27, 2014 and was attended by representatives from nine states. These state organizations support 980 local literacy programs.

## READ HARDER CHALLENGE GRANT

*(0.04% of total LSTA expenditures and 0.20% of the Goal 4 amount)*

The Oklahoma Department of Libraries (ODL) Read Harder Challenge Grant was designed to impact the professional readers' advisory and literary criticism skills of Oklahoma librarians who provide services to children and young adults, 0 to 18. Ten participants received books from a list selected and purchased by the ODL Youth Services Consultant (YSC). The participants were selected "first-come, first-serve" when the grant opened. The participants were required to read between six and twelve titles from the list and to post reviews of the books they selected to the Children and Young Adult (CYA) Listserv on a timely basis. Criteria for evaluation and format for reviews was included in the grant and made available to all participants.

### **Objectives**

The Oklahoma Department of Libraries established five objectives for Goal 4. Following is a discussion of the degree to which these objectives have been met as a result of projects and activities undertaken in support of Goal 4.

#### **Objective 1: Promote policies and services that improve access to information for underserved communities and help to remove barriers that prevent individuals from using these services effectively.**

Concrete examples of action in this area have been difficult to identify. It may be that this objective is being addressed; however, evidence is lacking. The evaluators are uncertain as to whether or not this objective has been met.

#### **Objective 2: Enhance the ability of library-based and community-based literacy programs to provide quality services for adult Oklahomans and their families.**

ODL's efforts in this area are outstanding. The partnerships among ODL, local libraries, and a diverse mix of literacy providers throughout the state is exemplary. The evaluators sincerely believe that these efforts represent as fine an example of leveraging a relatively small amount of LSTA funding to achieve important results. This objective is being achieved on a daily basis!

#### **Objective 3: Increase use of library services by Oklahomans whose primary language is not English or those who come from a diverse geographical, cultural or socioeconomic background, by training public library staff, supporting increased resources, and encouraging cooperation with community groups and agencies.**

A number of efforts scattered throughout projects undertaken in support of a variety of goals indicate that this objective is being addressed. Spanish language content in the database program, the Immigration and Citizenship project, elements of content in staff development sessions are just a few examples. Although this objective has not been a major focus of ODL's efforts, the objective is nevertheless being achieved.

#### **Objective 4: Provide consultation to state institution libraries.**

Ongoing consultation is provided to Oklahoma's Institution libraries; in fact, the involvement of state institutions in focus groups, the web survey, and in a variety of grant projects demonstrates that ODL has very successfully engaged this audience in its work (both state-funded and LSTA-funded). This objective has been achieved.

#### **Objective 5: Assist libraries in developing services for learning, access to information, and expanding library services to underserved members of the library community (or population).**

ODL has provided encouragement to libraries to expand their services to reach underserved members of the population. Perhaps the most vivid demonstration of this comes in the integration of efforts under the Health Literacy project and the unique Wellness Summer Reading program. While never completely accomplished, this objective is being met on a daily basis.

**A-2. To what extent did the Oklahoma Department of Libraries' Five-Year Plan Goal 4 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?**

Goal 4 projects and activities address a number of Measuring Success focal areas. The Health Literacy and Oklahoma Community Health Grant projects focus on Human Resources; specifically, the "improve users' ability to apply information that furthers their personal or family health and wellness" intent. The Institution project addresses Information Access, and several projects address the Lifelong Learning "improve users' general knowledge and skills" intent.

**A-3. Did any of the following groups represent a substantial focus for the Oklahoma Department of Libraries' Five-Year Plan Goal 4 activities? (Yes/No) NO**

The activities undertaken in support of Goal 4 have the broadest reach in terms of targeted audiences. However, none of the audiences represent a substantial focus as defined by IMLS (10% level of funding over a sustained period). Nevertheless, it is worth noting that individual activities are touching the lives of individuals with limited functional literacy or information skills, families, preschoolers and school-aged children, and individuals living below the poverty level.

**GOAL 4 CONCLUSIONS**

The evaluators find two reasons to conclude that the Oklahoma Department of Libraries has ACHIEVED Goal 4. They are:

1. As has already been mentioned, the evaluators find that Oklahoma's efforts in the area of literacy are truly exceptional. In fact, based on experience working with more than two dozen SLAAs and being aware of the activities of most of the rest, we would venture to say that Oklahoma is THE model among SLAAs in this field. Given that literacy is such an essential part of success in most life pursuits, ODL's projects and activities qualify for an ACHIEVED rating.
2. The other compelling factor for assigning an ACHIEVED rating to Goal 4 is the exceptional degree to which ODL integrates its LSTA-funded program. The combination of literacy, health literacy and summer reading in ODL's implementation of its Summer Reading project is both intriguing and a model worthy of replication.

**Goal 5 EVALUATION**

**Goal 5 - Retrospective Question A-1. To what extent did the Oklahoma Department of Libraries' Five-Year Plan Goal 5 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?**

***Goal 5: Capacity Building***

***ODL will assist Oklahoma librarians obtain increased competencies to ensure they have the resources, tools, and methods necessary to deliver effective services to communities.***

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 5.

**Projects & Expenditures**

Computer Lab	\$ 108,231.96
Continuing Education for Public Librarians	\$ 95,802.00
Certification for Public Librarians	\$ 73,689.88

Research in Public Libraries (RIPL)

\$ 1,354.77

\$ 279,078.61

Goal 5 expenditures represent 4.44% of Oklahoma’s total LSTA allotment in the FFY 2013 – FFY 2015 period.

**COMPUTER LAB**

*(1.72% of total LSTA expenditures and 38.78% of the Goal 5 amount)*

This project provided a computer training lab located at the Oklahoma Department of Libraries to meet the need for training on software, mobile apps, online information, and hardware. Participants included public, system, institutional, school, academic, medical and tribal librarians, as well as literacy staff and volunteers throughout the state of Oklahoma.

ODL’s Computer Lab is an extraordinary project that offers Oklahoma’s library workers access to hands-on training in a broad range of highly relevant topics. Using Excel for financial management purposes, the development of websites using WordPress, and the effective use of various social media outlets are just a small sample of what is covered. Perhaps even more impressive is the excellent data that is collected from participants that documents the real progress that is achieved by attendees. Not only are general impressions of the quality of sessions and the quality of instruction tracked (to the extent that data on standard deviation from the norm is available); pre and post testing determines whether real gains have been made in knowledge and skills.

Although there is some frustration on the part of ODL in regard to relatively low attendance, the evaluators believe that the impact on those who do attend is very real and justifies the effort.

**Table 8 – Computer Lab Attendance**

Year	Number of Classes	Number of Students
2013	48	393
2014	46	321
2015	56	377

**CONTINUING EDUCATION FOR PUBLIC LIBRARIANS**

*(1.52% of total LSTA expenditures and 34.33% of the Goal 5 amount)*

It should be noted that this project reflects only a small portion of ODL’s staff development efforts. Most continuing education (CE) takes place either through the Computer Lab project or is embedded as an activity in other projects.

This specific Continuing Education for Public Librarians project enables library workers to attend a state, regional or national conference that introduces new ideas, programs, authors, technologies and resources that can be utilized at the local level. Most Oklahoma library directors and library staff, especially those in rural locations, do not have a Master’s of Library Science degree, nor do they have the opportunity to connect with other librarians. For example, FFY 2015 LSTA funds enabled 35 library directors to learn crucial skills, to become exposed to new program ideas, and to expand their horizons by networking with others in a similar situation or entirely different circumstances.

**CERTIFICATION FOR PUBLIC LIBRARIANS**

*(1.17% of total LSTA expenditures and 26.40% of the Goal 5 amount)*

The goal of the Certification project was to develop skills and improve attitudes among Oklahoma public library staff for the purpose of improving library services to Oklahoma citizens. Most public library employees in Oklahoma, especially directors of municipal libraries in small towns, do not have a Master's level education in Library and Information Science, although they are expected to perform the duties of a traditional public librarian. The Oklahoma Department of Libraries (ODL) program, with the active participation and support from the Oklahoma Library Association (OLA), organized the Institute of Public Librarianship and created a curriculum designed to develop a base level of library skills Certification program. For example, with FFY 2015 LSTA funds, the Institute offered eight basic in-person classes in 31 locations throughout the state. The Certification program encouraged continuing education through a renewal process, allowing those who have obtained certification to remain certified as long as they have completed 40 continuing education hours over three years. The renewal process's goal was to encourage public library staff to continue learning and to provide innovative library service to the public.

### **RESEARCH IN PUBLIC LIBRARIES (RIPL)**

*(0.02% of total LSTA expenditures and 0.49% of the Goal 5 amount)*

This project subsidized the costs for the participation of one ODL staff member and two practicing library directors to attend the Research in Public Libraries (RIPL) in Colorado Springs July 2015. This grant provided the funds for travel expenses. RIPL's mission was to engage participants in three days of hands-on, intensive workshops about evaluation, design and implementation; data collection and use for strategic planning; measures for reporting library impact; and tips for aligning research efforts with national initiatives like Edge Benchmarks and the Impact Survey.

### **Objectives**

The Oklahoma Department of Libraries established three objectives for Goal 5. Following is a discussion of the degree to which these objectives have been met as a result of projects and activities undertaken in support of Goal 5.

**Objective 1: Ensure that all Oklahoma public library staff, and literacy staff have convenient, low-cost or free continuing education opportunities to competently assist the information and service needs of library customers of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, individuals with limited functional literacy or information skills; and targeting persons having difficulty using a library and to underserved urban and rural populations, including children, and families with incomes below the poverty line.**

The staffing capacity of the ODL has limited the ability of the SLAA to accomplish as much as it would like to achieve in regard to staff development. However, several efforts demonstrate that this objective is, at least in part, being met. The Computer Lab project is a remarkable project. Although the location of the lab at ODL does constrain the ability of some to attend sessions, the breadth and quality of training does enable the program to have a statewide impact. The OK Connect Video Conferencing equipment has been an attempt to extend the reach of ODL to more rural areas; however, its acceptance and use has been limited. The Certification for Public Librarians project pushes training out into the state in an effective way. Finally, good efforts have been underway to update and refine the curriculum for library CE. Overall, this objective has been partially met.

**Objective 2: Offer leadership, continuing education, training to librarians to drive high quality service, effective use of resources, and successful library operations.**

A variety of good efforts have been undertaken to address this objective. Annual certification sessions, support for conference attendance and staff development efforts imbedded in individual projects all serve to address this objective. Overall, this objective has been met.

**Objective 3: All Oklahomans have access to well-managed library services through qualified staff and modern facilities.**

This objective is highly aspirational in nature, is hard to measure, and is not likely to ever be fully achieved. That said, the evaluators believe that LSTA-funded efforts have enabled libraries in Oklahoma to improve and to offer enhanced levels of service to the public. This objective has been partially achieved.

The efforts undertaken in support of Goal 5 are substantial, but are not sufficient to conclude that ODL has achieved Goal 5. We conclude that Goal 5 has been PARTLY ACHIEVED.

**A-2. To what extent did the Oklahoma Department of Libraries' Five-Year Plan Goal 5 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?**

Project undertaken in support of Goal 5 have primarily impacted the Institutional Capacity focal area, specifically the "improve the library workforce" intent. Projects such as support for attendance of the RIPL conference impact the "improve users' general knowledge and skills" in the Lifelong Learning focal area if library workers are defined as "users."

**A-3. Did any of the following groups represent a substantial focus for the Oklahoma Department of Libraries' Five-Year Plan Goal 5 activities? (Yes/No) NO**

The activities undertaken under Goal 5 focus on the library workforce; however, expenditures are well below the 10% level of funding identified by IMLS as constituting a substantial focus. None of the other groups identified by IMLS as targeted audiences are directly impacted by Goal 5 activities

**GOAL 5 CONCLUSIONS**

The evaluators find two reasons to conclude that the Oklahoma Department of Libraries has PARTLY ACHIEVED Goal 5. They are:

1. The Oklahoma Department of Libraries finds itself in a time of transition in regard to staff development and continuing education. Staff losses have placed practical limits on what can be achieved in an environment where constant change means that standing still is going backwards. ODL is quite aware of the ways in which in-house capacity has been diminished. Staff development efforts are ongoing, but are not as robust as they once were. However, ODL is doing several things right. They have expanded opportunities for virtual participation in staff development activities and they are close to completing the redevelopment of a staff development curriculum that will guide them in the coming years.
2. A real bright spot in staff development efforts is the Computer Lab project. While this effort is also impacted by staffing limitations, the range of topics covered and the responsiveness of the program to the needs of local libraries is very good. There is real achievement on this front.

**B. Process Questions**

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

New and old State Program Report (SPR) data is used annually by the State Librarian to add to the annual presentation and budget submittal to the state legislature. The Oklahoma Department of Libraries has used SPR data to adjust and refine programs and to make decisions regarding priorities among projects.

**B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.** No formal changes or amendments were made to the 2013-2017 state plan.

**B-3. How and with whom has ODL shared data from the old and new SPR and from other evaluation resources?**

Annual report and project data have been shared with public librarians, members of the Public Library's Director's Council (PLDC) and the Oklahoma Legislature. Bill Young, ODL PIO administrator uses the numbers and many of the examples or stories in the fliers that are done for Susan McVey to give the Oklahoma legislators. ODL has used data from the LSTA project evaluations reported in the SPR to prepare performance reports for state and federal elected officials and the library community as noted in the response to question B-1..

## 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 Evaluators.**

To ensure rigorous and objective evaluation the Oklahoma Department of Libraries' (ODL) implementation of the LSTA Grants to States program, ODL issued a Request for Quotes (RFQ) on inviting qualified parties to submit a proposal in July 2016 for carrying out the evaluation. As a result of the competitive bid process, Carson Block Consulting, a library consulting firm, was awarded the contract to conduct the independent evaluation. Carson Block Consulting does not have a role in carrying out LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. Carson Block Consulting has in depth evaluation experience and demonstrated professional competency in that associate consultant, Bill Wilson of Himmel & Wilson Library Consultants, has implemented evaluation studies for the three previous cycles of LSTA evaluation starting in 2003. The associate is experienced in both quantitative and qualitative methods. Bill Wilson is one of the evaluators and has conducted more than 29 LSTA evaluations. Carson Block is a well-known library consultant who is highly experienced in the areas of library technology, planning, facilities, and operations.

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

Carson Block Consulting deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. Our firm conducted a site-visit to the state library administrative agency (SLAA), in person interviews with key staff engaged in the projects carried out under the LSTA Five-Year Plan, and a series of focus groups. The site visits, focus groups and interviews provided qualitative evidence and context and was grounded in the observations of the local context. An additional survey was deployed collecting data from libraries in the state regarding key programmatic areas. The survey was reviewed for representativeness to ensure the reliability and validity of the findings. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered. The State Program Reports (SPR) were reviewed in detail and additional reports, documentation, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence.

**C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them.**

Oklahoma Department of Libraries staff were engaged through personal interviews during a site visit to the agency, via telephone calls, and through frequent e-mail exchanges. A web-based survey as well as on-site focus groups and interviews were used to collect information from the Oklahoma library community.

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

The Oklahoma Department of Libraries will share the findings of the evaluation with a variety of partner agencies in Oklahoma (governmental, other public, and non-profit) and with the larger public by alerting the libraries in Oklahoma of the availability of the evaluation report. The report will be publicly available on the agency website as well as on the IMLS website.

Annual report and project data have been shared with public librarians, members of the Public Library Director's Council (PLDC) and the Oklahoma Legislature. Bill Young, ODL PIO administrator uses the numbers and many of the examples or stories in the fliers that are done for Susan McVey to give the Oklahoma legislators. ODL has used data from the LSTA project evaluations reported in the SPR to prepare performance reports for state and federal elected officials and the library community.