

State Library of North Carolina

Library Services and Technology Act (LSTA)

Grants to States Implementation Evaluation

FFY 2013 – FFY 2017

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Evaluation Summary

Key Findings

State context. Population and employment trends in North Carolina are positive, but low education, high diversity, and high poverty present ongoing challenges for those working in local libraries and those making state-level policy and funding decisions.

The population of North Carolina grew 6.4%, from 9,535,692 to 10,146,788, from 2010 to 2016, according to US Census estimates, compared with a national increase over the same period of 4.1%. North Carolina had a similar percentage of residents 65 or older (15.1%) as the US as a whole (14.9%), and similar percentages of children under 5 (6.0% compared with 6.2%) and children under 18 (22.8% compared with 22.9%). North Carolina was more diverse than the US overall, with 71.2% white, compared with 77.1% in the US, far higher proportions of African American (22.1% compared with 13.3%), and lower proportions of Asian (2.8% compared with 5.6%), and Hispanic (9.1% compared with 17.6%). The 9.6% proportion of individuals less than 65 years old with disabilities in North Carolina is slightly above the 8.6% national average. North Carolina lagged in educational achievement, with 85.8% of residents who are high school graduates, compared with the US 86.7%, and 28.4% college graduates, compared with the 29.8% national figure.

North Carolina's total employment rate grew 4.1%, while the country as a whole saw a 2.4% increase. The median household income in North Carolina was \$46,868, below the US median of \$53,889; per capita income in the past 12 months was \$25,920, compared with \$29,930 nationally. Sixty-five percent of North Carolina residents owned their homes, with a median value of \$154,900, compared with 63.9% of American homeowners, whose homes had a median value of \$178,600. Sixteen percent of North Carolina residents lived in poverty, compared with 13.5% in the US. North Carolina is a geographically diverse state with a mix of urban, suburban, and rural environments, with a population density of 196.1, well above the national average of 87.4.

Progress toward statewide library goals. The State Library completed an exciting body of work that significantly advanced its goals. The focus on partnerships and collaboration, continuing education, and expanding access to the state's unique information resources, plus attention to innovation and assessment of outcomes, permeate every project. Thirty-one programs (some with dozens of individual projects over the three years) were supported by LSTA funding during the FFY 2013-2015 period. The combination of competitive grants, with strong support from the State Library to encourage planning and assessment, allowed academic and public libraries across the state to meet pressing local needs and try out innovative approaches. The project reports offer abundant evidence of individual learning, institutional capacity building, and successful outreach to new audiences. Added together, across the state and over three years, their impact is significant and impressive.

	Self-Assessment	Evaluator's Assessment
GOAL 1: Partnerships and Collaboration	Partly Achieved	Achieved
GOAL 2: Continuing Education	Achieved	Achieved
GOAL 3: Literacy and Lifelong Learning	Partly Achieved	Achieved
GOAL 4: Access, Digitization, and Preservation	Partly Achieved	Achieved

The majority of the funds were spent on Goal 4 (46.8% over the three year period), followed by Goal 2 (32.5%), and Goal 3 (19.3%). A total of \$12,375,203 funds were invested in these goals over FFY 2013 – FFY 2015. Goal 1 reports LSTA administrative expenditures which support the rich web of partnerships and collaborations reflected in the rest of the goals. Appendix H presents details broken by Year and by Project. While all the goals are far reaching and may never be fully achieved, the impact of the work of the agency is rich in outcomes and the evaluators document the evidence into the narrative that follows and supports their conclusions that all goals are ACHIEVED.

Table 1b: LSTA Expenditures for FFY 2013-2015		
GOALS	FFY 2013-2015 Expenditure TOTAL	% FFY 2013-2015
GOAL 1: Partnerships and Collaboration	174,532	1.4%
GOAL 2: Continuing Education	4,020,243	32.5%
GOAL 3: Literacy and Lifelong Learning	2,383,973	19.3%
GOAL 4: Access, Digitization, and Preservation	5,796,455	46.8%
TOTAL	12,375,203	100.0%

With the assistance of LSTA funding, the State Library carried out all five activities included in GOAL 1: Partnerships and Collaboration in its Five-Year Plan:

- *Form partnerships at state and national level*
- *Assist libraries with needs assessments and planning*
- *Support libraries in developing new partnerships and collaborations*
- *Foster innovation*
- *Support a shared integrated system*

With funding from LSTA, the State Library accomplished all four GOAL 2: Continuing Education activities in its Five-Year Plan:

- *Provide learning opportunities for library staff to assess current and future user needs*
- *Complete annual assessment of library staff training needs*
- *Provide learning opportunities in areas of need identified in assessment*
- *Provide learning opportunities that foster innovation*

With funding from LSTA, the State Library completed all nine activities in GOAL 3: Literacy and Lifelong Learning in its Five-Year Plan:

- *Provide learning opportunities for library staff to use new models and techniques for building literacy and lifelong learning skills*
- *Provide learning opportunities for library staff to identify programming and services that address specific needs in their communities; support development of the programming*
- *Ensure access to 24/7 information for all NC*
- *Support libraries in providing internet, literacy, and workforce development skills and use of electronic information resources*
- *Support development of programs and services that address specific research needs of NC*
- *Support technology based projects that improve library services for users*
- *Support library outreach programs that target unserved and underserved audiences*
- *Sponsor opportunities that foster innovation*
- *Assist libraries with needs assessments and plans*

With funding from LSTA, the State Library carried out all six activities in GOAL 4: Access, Digitization, and Preservation in its Five-Year Plan:

- *Identify and provide access to special and unique library collections*
- *Assist libraries with needs assessments and plans*
- *Provide learning opportunities related to providing access to, preserving, and digitizing*
- *Sponsor opportunities that foster innovation*
- *Support development of digital resources statewide including enhanced digitization services and consulting*
- *Support continued development of statewide electronic resources*

Leveraging other funding and support. LSTA funded projects reported \$2,441,230 in state and local cash and in-kind matches. In addition, during focus groups and interviews, many participants commented on the value of LSTA funding in providing “proof of concept” that led to local funding and support for innovative services. In phone interviews, public directors said:

“Huge leverage for local support. We can point to results. Local funders need to see something in order to buy into it... We’ve received \$1.5-2 million for digital projects as a result.”

“In years of budget constraint, LSTA funding has been a godsend... Our funding authorities are not keen on funding something they’re not familiar with.”

Buncombe County Public Library director Gigi Francis described how LSTA funding for NC Cardinal had saved her library more than two-thirds of previous licensing costs, while moving toward a single statewide library card.

In the public library directors’ focus group, Braswell Memorial Library director Catie Roche described how a very small LSTA grant to try circulating telescopes positioned the library to receive a traveling exhibition about space. Catawba County Public Library assistant director Siobhan Loendorf, reported her county approved funding for a new position after the library added a makerspace. Julianne Moore, youth services manager at Iredell County Public Library, talked about another kind of leveraging. She gained confidence in proposal writing at the NCLA Leadership Institute and used her skills to write several other successful grants.

Strategy and outcomes. State aid for public libraries, direct state appropriations for online databases, and state support of services for the blind and physically handicapped meant the State Library had more flexibility than many states in allocating LSTA funding. It also chose to end funding for some projects, e.g., statewide virtual reference and a book festival, and not to fund ongoing programs in order to focus attention on improving library capacity through planning and infrastructure investment, investing in continuing education to prepare library decision-makers and employees to provide 21st century library services, incentivizing partnerships and collaboration, and reaching out to new audiences. According to the State Librarian, North Carolina has a “collegial library environment,” in which academic and public libraries work well together.

The 2013, 2014, and 2015 State Program Reports contain abundant evidence the State Library understands and has integrated outcome-based planning and reporting expectations for LSTA. Libraries applying for funding were required to include goals linked to the State Plan and local needs assessment, measurable and time-limited objectives, and plans for sustaining the initiative after LSTA funding ended. To assess impact, many programs conducted pre- and post-surveys with participants. Where direct feedback wasn’t yet available or not possible, they made astute observations and reported anecdotal information. Many reflected on challenges they faced and resolved, as well as unexpected results. They were questioning, experimenting, and trying new things. The sheer number of projects and page limits in this report did not allow evaluators to include the rich outcomes detail found in the SPRs, so sample outcomes that demonstrate various assessment strategies are described in project summaries. Many more projects demonstrated evidence of impact on individuals, staff learning and institutional and community impacts.

In individual interviews and focus groups, North Carolina librarians praised the State Library’s LSTA processes, which helped build capacity.

“The State Library takes a good idea, during the process makes it into an even better idea, allows the library to implement it and see what happens, and uses that to inform services going forward.”

“It’s very valuable to get feedback. I really like that process, thinking how it improves the chances of getting a grant and the success of the project.”

“After feedback, we decided we were not ready. The process causes you to think all the way through the project.”

They agreed the amounts awarded were sufficient to justify the work involved in applying, appreciated the consistency, with only minor tweaks from year to year that allowed them to plan ahead, and were grateful for the involvement and coaching of State Library staff during the process.

“It’s totally worth the effort. They make it easy. The staff is accessible to answer questions.”

They agreed with the State Library’s balance between encouraging innovation and allowing equitable access for all libraries, and with the strategy of encouraging innovation at the local level, with support from statewide initiatives, including NC Cardinal and the NC Digital Heritage Center.

“Every library in the state can see itself as an LSTA recipient, empowering for all libraries.”

“LSTA gives the freedom to be creative and explore and takes away fear of failure.”

Librarians in interviews and focus groups expressed two opportunities for improvement:

- Working with K-12 schools. With the traditional “homework support” role changing, public libraries seek new ways to serve students and teachers, while acknowledging the complexity of governance and security issues. Colleges and universities are also interested in the information literacy continuum.
- Sharing ideas and outcomes. While the State Library encourages libraries to present at NCLA conferences and regularly shares success stories on blogs and elsewhere, libraries would like more information of what worked and didn’t, “without having to reinvent the wheel.”

“You hear about projects, but there’s not a central place to find out.”

In addition to the outcomes addressing LSTA intents that align with North Carolina Goal 2, 3, and 4, evaluators noted strong evidence of results throughout the projects that addressed North Carolina’s Goal 1: Partnerships and Collaboration.

Several reports described the significant impact of the project on positioning the library at the center of its community:

- **Appalachian Regional Library** became a central locus for local digitization efforts.
- At **Brevard College**, iPad instruction positioned the library as a technology savvy, information rich, service-oriented center of the experiential campus.
- **Rutherford County Library** noted: “We are now starting to be seen as a place for a variety of creative endeavors.”
- **Western Carolina University** wrote: “The project not only directly improved students’ digital literacy skills, but also initiated conversations on campus about need for a larger, more comprehensive ‘makerspace’ facility.”
- **Lincoln County PL** added: “The library catalog has become a mechanism of discovery for our unique local nonprofit, government, and small business resources... and enabled local groups to extend their outreach in the community and increase awareness of library services. This positioned the library as a key facilitator...”
- Collaboration with agencies who serve the homeless kept **Forsyth County PL** at the forefront of the community issue of homelessness. The grant was controversial with the Forsyth County Commissioners; now the Peer Support Specialist position is funded by Forsyth County and the Library has incorporated Library Service to People Experiencing Homelessness into its Core Services and Institutional Values.

Many projects involved partners, sometimes multiple organizations, which are identified in the project details below. Some commented on the partnership as a key element of success and many wrote about plans to continue the relationships built through the project, for example:

- **Lincoln County PL** now partners with schools to offer STEAM Nights and assist with STEAM Clubs.
- “Collaboration made this project successful and has helped us develop strong partnerships that will last,” noted the **PL of Johnston County & Smithfield**.

In interviews and focus groups, North Carolina librarians praised the State Library’s strategy of encouraging collaboration, from local collaboration between libraries and community partners to inter-library collaboration in NC Cardinal, digitization projects, and other areas.

“The incentive to partner has been very helpful. It has opened up dialogue and multiplied our efforts.”

“It feels like a partnership [between State Library and local libraries]; they want libraries to be successful.”

Finally, LSTA funded projects allowed libraries to reach out to serve unserved and underserved audiences. Their efforts were creative and often successful beyond their expectations. Even libraries which struggled to reach target audiences learned from their experiences and offered advice to others.

- **Robeson County PL** reported: “The activities hosted and materials purchased by this grant signaled a major change for RCPL. This was the first time we had actively expanded services and resources to include our growing Hispanic population. Hosting bilingual programs and providing them with books and technology in their native language increased the sentiment of inclusiveness at RCPL. We’ve also decided to continue partnering with CHS to offer health events to our community.”
- **Rutherford County Library** wrote: “The benefits we have seen from the makerspace include connecting with community members who have never visited the library before but have now become repeat visitors, engaging with kids and teenagers, and creating new relationships with local homeschool groups.”

In interviews with evaluators, State Library leaders also described challenges, including developing statewide delivery to support NC Cardinal resource sharing, comprehensive review and analysis of regional library systems, continuing staff and organizational development in a context that lacks ongoing certification requirements, working with schools and school libraries to support information literacy for students, and encouraging libraries that have seldom or never received LSTA funding to apply.

In the February 2017 survey (n=126), North Carolina library staff assessed the overall impact that statewide LSTA initiatives have had on their libraries and the people they served (Table 1). Detailed assessments of individual projects are included elsewhere in the report; full results are in Appendix D.

Table 1: North Carolina LSTA Evaluation Survey (n=126)

Outcome <i>(* Rating 8 or 9 on 9-point Likert scale)</i>	Impact Rating*
Individuals served by our library have access to an increased number of all resources, including digital	70.7%
Library patrons have improved access to library resources and services	67.5%
Library users have increased opportunities that support their lifelong learning	62.6%
Library users have improved digital and information literacy	57.4%
Library users consider the library a valuable partner	56.1%
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	50.0%
The library is involved in an increased quantity of collaborative ventures	48.3%
Our library has an increased capacity to digitize and preserve our unique collections	46.3%
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	41.5%
Individuals served by our library consider the library to be an expert on community services	40.7%

Methodology

The evaluators reviewed SPR reports for FFY 2013, 2014, 2015 and other state plans and reports, detailed in Appendix C. They also interviewed State Library leaders and other individuals (see participant lists in Appendix B, discussion guide in Appendix D, coding in Appendix E). An online survey was completed with 126 responses (see survey responses in Appendix D). QualityMetrics, LLC, Library Consultants employed a mixed-methods approach that included a review of the SPR, documents and statistics, focus groups, personal interviews and a web-based survey. The final report will be publicly available on the agency website as well as on the IMLS website

Evaluation Report

The State Library completed an exciting body of work that significantly advanced its goals. The focus on partnerships and collaboration, continuing education, and expanding access to the state’s unique information resources, plus attention to innovation and assessment of outcomes, permeate every project. The project reports offer abundant evidence of individual learning, institutional capacity building, and successful outreach to new audiences. Added together, across the state and over three years, their impact is significant and impressive. The evaluators concluded that all goals were ACHIEVED.

The majority of the funds were spent on Goal 4 (46.8% over the three year period), followed by Goal 2 (32.5%), and Goal 3 (19.3%). A total of \$12,375,203 funds were invested in these goals over FFY 2013 – FFY 2015.

Appendix H presents details broken by Year and by Project.

Administration of LSTA

Over the FFY 2013-2015, LSTA administration may be up to 4% per year. It was reported separately in 2015 for the first time (Table 2). It supported salary and benefits for program staff, costs to support site visits for monitoring multi-year projects, postage, and indirect costs paid to the North Carolina Department of Cultural Resources for fiscal management of the federal funds.

	<i>LSTA</i>	<i>Other</i>	<i>Total</i>
FFY 2015	\$174,532	-	\$174,532

A. Retrospective Questions

A-1. To what extent did your Five-Year Plan activities make progress towards each goal?

GOAL 1: Partnerships and Collaboration

Four 2013 projects were funded under this goal, but are reported under Goal 3: EZ Innovation: Bladen County PL, Catawba County Library, and Cabarrus County PL, and under Project Literacy & Lifelong Learning: Forsyth County PL. Partnerships are embedded in many additional Goal 2, Goal 3, and Goal 4 projects.

GOAL 2: Continuing Education

In the February 2017 online survey of North Carolina library staff, 66 respondents (64% of total) indicated they had participated in an LSTA-supported continuing education activity. Among ten possible impacts, they rated staff demonstrating new attitudes and skills highest (67.1% receiving an “8” or “9” on the 9-point scale). Remaining survey results are reported in the Outcomes section under each grant category.

EZ Planning

Expenditures. LSTA funding for this project totaled \$902,517 from FFY 2013 through 2015 (Table 3).

Activities. In 2013, 11 projects were funded, including two space needs assessments, a facilities strategic plan, three technology plans, a user needs assessment, and four strategic plans. In 2014, 10 projects were funded, including eight standard strategic plans, an ILS assessment, and a facilities needs assessment. In 2015, 11 planning projects were funded, including nine strategic plans and two technology plans.

	<i>LSTA</i>	<i>Other</i>	<i>Total</i>
FFY 2013	\$276,644	-	\$276,644
FFY 2014	\$306,272	-	\$306,272
FFY 2015	\$319,601	-	\$319,601

- (2013) Cumberland County Public Library & Information Center/User Needs (LSTA \$24,870) conducted a user study to determine library services most needed by military families with a soldier suffering from PTSD or other war-related injuries. The library expanded the scope to include all members of the military. The study

resulted in a written action plan for serving military families and commitments from partner organizations to help the library reach and support the families.

Six libraries created technology plans:

- (2013) Farmville Public Library/Technology Plan (LSTA \$14,848, no match).
- (2013) North Carolina Central University/Technology Plan (LSTA \$16,681, no match).
- (2013) North Carolina A & T State University (NCA&T)/Technology Strategic Planning (LSTA \$44,415, no match) F.D. Bluford Library led an effort for the Central North Carolina Library Consortium to plan for two libraries' technology-mediated services and replacement of the shared integrated library system (ILS) at NCA&T and the University of North Carolina School for the Arts (UNCSA). As a result, the Consortium dissolved and the libraries each purchased next-generation, cloud-based integrated library systems.
- (2014) Charlotte-Mecklenburg Library (LSTA \$50,000, no match) hired a consultant to determine strengths and weaknesses of the current Integrated Library System (ILS). Vendor responses to an RFI indicated that the cost of a migration was not currently justifiable; however, changing the online catalog would have benefit.
- (2015) Guilford College/Hege Library (LSTA \$28,970).
- (2015) North Carolina School of Science and Mathematics/F. Borden Mace Library (\$2,831) created a plan for digital collections related to the history of the institution, the first of its kind in the country – a public, residential high school for students with aptitude in science, technology, engineering and math.

Most strategic planning projects used variations of the standard process, with a consultant facilitating focus groups and interviews, conducting a community survey, gathering demographic information, and assessing current library strengths and weaknesses, after which a planning committee created a draft plan for revision and adoption. Four libraries participated in 2013, eight in 2014 and seven in 2015.

Three public libraries are noted here as they used different approaches to strategic planning:

- (2014) Chapel Hill Public Library (LSTA \$30,500, no match) developed a Community Engagement Plan to help raise awareness of the library and increase the number of cardholders.
- (2015) Fontana Regional Library (\$22,850) asked Board and staff to turn outward to answer the question "What are your aspirations for your community over a five-year time horizon?" Staff consolidated survey feedback into "focus areas," then met with community leaders and organizations to determine how the libraries could most effectively contribute to their efforts.
- (2015) New Hanover County Public Library (38,794) followed the Aspen Institute's Rising to the Challenge Report framework and divided the work into four segments: a kick-off presentation about the future of libraries, followed by segments on People, Place, and Platform that each utilized experts in those fields.

Four libraries undertook space needs assessments.

Outputs. Each planning process resulted in at least one completed plan document.

Outcomes. In the February 2017 survey, 29 respondents indicated their libraries had participated in an EZ Planning grant. Among the ten possible impacts, they rated improved access to library resources/services (69.5%) highest, followed by increased opportunities that support their lifelong learning (65.7%), increased quantity of collaborative ventures (61.2%), and consider the library a valuable partner (57.2%) and library staff demonstrate new attitudes/skills (52.7%).

A sample of outcomes demonstrated achievement of LSTA intents:

- Lifelong learning: Formal education. **Central Piedmont Community College** planning prepared the library for conversations with planners of newly-approved bond projects impacting most of the campuses and offered an opportunity to communicate with campus deans and ITS about the needs of students for library services.
- Lifelong learning: General knowledge and skills: **Cumberland County Public Library & Information Center** learned about its military community, promoted services, and made contact with other organizations that might become invaluable partners in its efforts to reach military families, who have begun to view the library as a resource for lifelong learning and for meeting their future informational needs.

- Institutional capacity: Library workforce. **Polk County PL** reported: “One of the most valuable outcomes was unintended,” they wrote. “It really brought our staff together. The tough conversations the planning team (and staff in general) had about priorities and values really united us. We created an official Library Leadership Team that now meets on alternating weeks to discuss plan implementation, as well as other library matters. This has had a tremendous positive impact on internal communication, trust, and effectiveness.”
- Institutional capacity: Library’s physical and technological infrastructure: **Pitt Community College** approved the Library’s proposal to purchase \$51,000 new furniture for the Library based on the consultant’s report.
- Institutional capacity: Library operations. **Burke County PL** increased library hours as a result of community needs assessment.
- Civic engagement: Community conversations about topics of concern: At **Farmville Public Library**, library’s stakeholders and members of various organizations were enthusiastic about new technologies available for public libraries. **Braswell Memorial Library** reported, “The Community Needs Assessment provided library, Board, and local government partners insight into how the area has changed.”

Project Access & Digitization

Expenditures. From FFY 2013 through 2015, expenditures for this project were \$2,464,832, 19.9% of total LSTA spending (Table 4). Matching local funds added an additional \$389,987.

	LSTA	Matching	Total
FFY 2013	\$1,056,604	\$106,827	\$1,163,431
FFY 2014	\$699,084	\$99,463	\$798,547
FFY 2015	\$709,144	\$183,697	\$892,841

Activities. Over the three-year period, 28 projects in 20 libraries received Project Access & Digitization funding – eleven in 2013, eight in 2014, and nine in 2015. Projects are arranged below by activity (digitization, RFID, and then others), and then by year.

Digitization. Fourteen digitization projects in nine libraries accounted for \$1,225,650 of the Project Access & Digitization funding:

- (2013, 2014) Duke University/Religion in North Carolina (2014: LSTA \$174,685, matching \$13,659; 2015: LSTA \$83,909, matching \$11,306) digitized materials from the collections of project partners and from more than 200 public, university, and college libraries and archives in North Carolina and beyond, and added them to the Digital Public Library of America: <http://library.divinity.duke.edu/ncreligion>.
- (2013) Johnson C. Smith University/Peeler Collection (LSTA \$85,174, matching \$9,294) digitized the James G. Peeler Photograph Collection covering 1959-2003, the best-preserved and most extensive collection of African American life in Charlotte. The library partnered with the Second Ward Alumni Association.
- (2013) University of North Carolina-Chapel Hill/Content, Context and Capacity (LSTA \$59,683, matching \$6,231), with partners Duke University, North Carolina Central University (NCCU), and North Carolina State University (NCSSU), completed the third year of large-scale manuscripts digitization on the Long Civil Rights Movement: www.trln.org/cc. Project staff tested effectiveness of collaborative large-scale digitization.
- (2013, 2014, 2015) University of North Carolina-Charlotte/Living Charlotte (2013: LSTA \$86,445, matching \$6,149; 2014: LSTA \$94,312, matching \$9,033; 2015: LSTA \$83,582, matching \$32,075) and partner Charlotte-Mecklenburg Library built an online collection titled “Living Charlotte: The Postwar Development of a New South City,” highlighting the period 1944 to 1987, when Charlotte was becoming a national center of diversified industry while playing a central role in the national struggle for civil rights and equal opportunity in education: <http://livingcharlotte.uncc.edu>. In 2014, the library co-hosted Digital Charlotte, a DPLA event.
- (2013) University of North Carolina-Greensboro/Textiles, Teachers, and Troops, 1881-1945 (LSTA \$93,928, matching \$10,668) worked with all five colleges in Greensboro and Greensboro Historical Museum to digitize materials documenting the growth of Greensboro from a town of 2,000 residents into one of the leading manufacturing and education centers in the Southeast <http://www.digitalgreensboro.org/>. The library supported another LSTA-funded project, the N.C. Runaway Slave Ads: (<http://library.uncg.edu/slavery/>).
- (2013, 2014, 2015) Western Carolina University/Great Smoky Mountains (2013: LSTA \$103,958, no match; 2014: LSTA \$94,561, matching \$13,739; 2015: LSTA \$52,809, matching \$22,014) partnered with Great Smoky Mountains National Park and Western Region Archives to create “Great Smoky Mountains: A Park for America,” a digital collection and interpretive website about the creation and construction of the park.
- (2014) Buncombe County Public Libraries (LSTA \$61,030, matching \$6,750) digitized the library’s extensive collection of architectural drawings. Programs encouraged individuals and institutions to digitize architectural plans. The library offered a program on architect Raphael Guastavino with St. Lawrence Cathedral.

- (2015) East Carolina University (LSTA \$57,317, matching \$7,717) converted paper finding aids for the Laupus History Collections and Country Doctor Museum to electronic format and made them available online.
- (2015) North Carolina State University (LSTA \$94,257, matching \$9,961), in its first year of LSTA funding, partnered with North Carolina Agricultural and Technical State University (NCA&T) to increase discoverability of primary source materials on agricultural extension and the transformation of North Carolina’s agricultural economy during the 20th century.

Radio Frequency Identification (RFID). Ten RFID projects in seven libraries accounted for \$859,520 of the Project Access & Digitization funding. All projects included tagging, self-checkout, security gates, and staff workpads.

Other Access and Digitization Projects. Four additional projects in four libraries totaled \$379,663 In Project Access and Digitization funding:

- (2013) Avery, Mitchell, Yancey Regional Library/Regional Access (LSTA \$79,663, matching \$7,474) upgraded its network, standardized technologies, added mobile computers, purchased English/Spanish Early Literacy Stations, replaced inaccessible work spaces in Centro de Enlace with ADA-compliant and more user friendly computer work stations, and placed computers in domestic violence shelters. With partners Centro de Enlace, Mayland Community College, and Head Start of Avery, Mitchell, Yancey Counties, the library conducted programs as a part of Centro de Enlace’s Morning Mothers, ESL, and after-school teen programs.
- (2013) Cape Fear Community College/Integrated Library System (LSTA \$100,000, matching \$10,877) and Davidson County Community College implemented a shared Integrated Library System (ILS).
- (2015) Chapel Hill Public Library (LSTA \$100,000, matching \$16,577) contracted with a library user experience design expert (UX) to audit the library and make recommendations for improving physical spaces, customer service philosophy, programs, policies, and website.
- (2015) Charlotte-Mecklenburg Library (LSTA \$100,000, matching \$27,500) developed an IOS application to create a digital library card, allowing customers to use their iPhones to check out materials and scan item barcodes at bookstores to check library holdings, and iBeacons allowing notifications for digital content.

Outputs. Outputs for digitization projects are summarized in Table 5, those for RFID and other projects in Table 6.

Outcomes-Digitization. In the February 2017 survey, 25 (20.2% of all respondents) indicated their libraries had participated in one or more digitization grants (Project Access & Digitization or EZ Digitization). Among the ten possible impacts, they rated improved access to library resources/services highest (88.9%), followed by access to an increased number of all resources, including digital (88.0%), consider the library a valuable partner (77.0%), and have increased opportunities that support lifelong learning (73.1%). All ten possible impacts rated 50% or higher.

Outcomes reported by participating libraries addressed many LSTA intents:

- Lifelong learning – Formal education. **Johnson C. Smith University** students in year one were involved with the Public History program and left the project with valuable first-hand experience in dealing with historic photographs. They expressed a desire to continue exploring careers in archives in the future.

	<i>Partners</i>	<i>Items Digitized</i>
Duke University	200	638,386
Johnson C. Smith University	1	2,449
UNC-Chapel Hill	3	35,586
UNC-Charlotte	1	33,779
UNC-Greensboro	5	175,000
Western Carolina University	2	16,283
Buncombe County PL	1	10,192
East Carolina University	1	236
North Carolina State University	1	367,641
TOTAL		1,279,552

- Lifelong learning – General knowledge and skills. All 10 RFID libraries reported similar customer outcomes, including reduction in wait time for customers and improved accuracy of the catalog. For example, in a pre-survey at **Fontana Regional Library System’s Hudson Library**, 70% of patrons were satisfied. In the post-survey, satisfaction increased to 99.8%. After adding RFID self-check and collection management technology to two additional libraries, 97.5% of patrons at Hudson and 79% at Cashiers locations found self-checkout helpful.

- Information access. Ability to discover information resources. The **Duke University** digitization project demonstrated successful collaboration among project partners and many contributing institutions, revealed the wide appeal of a topically-focused digital collection to reach diverse audiences within and outside the academy, and modeled serving the general public through a university initiative.
- Institutional capacity – Library workforce. **Chapel Hill PL** staff learned the fundamentals of UX thinking and design and made extensive improvements in the library’s physical surroundings and virtual environment.
- Institutional Capacity – Library’s physical and technological infrastructure. The **Johnson C. Smith University** project positioned the library to apply for a preservation/accessibility grant to continue digitizing and create an online exhibit. **Cape Fear Community College’s** contract was added to the state list and is available for others to use.
- Institutional capacity – Library operations. **RFID project libraries** reported streamlined checkout, increased accuracy, and security improvements that allowed them to redeploy staff to other priority customer services. **UNC-Charlotte** reported: “Through offering digitization consultation to other NC cultural heritage institutions, we learned there are many unexplored opportunities for regional partnerships.” The **UNC-Greensboro** project served as a demonstration for other grants and for building community interest in digitization, allowed all partners to dig deeply into their collections, become more familiar with the other partner collections and understand their complementary natures, and provided significant opportunities for community outreach.

Table 6: RFID and Other Outputs

	<i>Partners</i>	<i>Software</i>	<i>Hardware</i>
Avery-Mitchell-Yancey Reg. Lib.	3	53	67
Cape Fear Community College	1		
Fontana Regional Library			7
Haywood County PL			6
Sheppard Memorial Library		13	47
Catawba County Library		15	18
Cleveland County Memorial Lib.	1	17	17
Wayne County PL			2

- Economic & employment Development – Use resources and apply information for employment. **Avery-Mitchell Yancey Regional Library** focus group

sessions with clients and others in the domestic violence support network confirmed they visited public libraries, found them welcoming, and recommended their use to other possible domestic violence victims. Several victims have located and applied for jobs using the computers and the help from staff.

Special Project-Community College Study

Expenditures. Expenditures for the Community College Study totaled \$131,317 in 2014 and 2015, 1.1% of total LSTA expenditures (Table 7).

Table 7: Community College Study Expenditures

	<i>LSTA</i>	<i>Matching</i>	<i>Total</i>
FFY 2014	\$62,703	-	\$62,703
FFY 2015	\$68,614	-	\$68,614

Activities. The three-year Community College Study, managed by Edgecombe Community College (ECC), assessed the impact of library services on seven performance measures in North Carolina’s 58 community colleges. Library, student, and faculty surveys were pretested, and 54 colleges gave research permission.

Outputs. In 2015, more than 5,000 individuals responded to surveys of students and faculty and an evaluation survey.

Special Project-North Carolina Library Association (NCLA) Leadership Planning and Institute

Expenditures. Expenditures for NCLA Leadership Planning totaled \$36,926 over the three-year period, 0.3% of total LSTA expenditures (Table 8).

Table 8: NCLA Leadership Planning Expenditures

	<i>LSTA</i>	<i>Matching</i>	<i>Total</i>
FFY 2013	\$18,020	-	\$18,020
FFY 2014	\$9,000	-	\$9,000
FFY 2015	\$9,906	-	\$9,906

Activities. In 2013, the North Carolina Library Association conducted an Executive Board retreat to educate incoming board members and create strategic initiatives for new NCLA leadership for the current

biennium. In 2014, a series of project management, customer service, and emotional intelligence sessions, introduced library staff to new leadership skills. They developed projects to implement in their local libraries. In 2015, the NCLA Executive Board participated in a planning retreat to create a strategic plan for the next two years. A Leadership Institute actively engaged participants in ideas and methods for learning to develop consensus and facilitate decision making.

Outputs. In 2014, 23 staff members from academic and public libraries attended the planning retreat. In 2015, 80 people participated in three days of Leadership Institute activities. .

Statewide Leadership Project-Continuing Education

Expenditures. totaled \$229,761 (Table 9).

	LSTA	Matching	Total
FFY 2014	\$70,001	-	\$70,001
FFY 2015	\$159,760	\$564	\$160,324

Activities. The State Library identified statewide learning needs and supported development and delivery of in-person and interactive webinar learning opportunities for library staff across the state. Library staff also accessed online course content through WebJunction and Infopeople online courses.

Outputs. Continuing education activities and participants are summarized in Table 10.

	FFY 2014	FFY 2015	
	Count	Count	% Change
Workshops	56	21	(-62.5%)
Webinars	293	186	(-36.5%)
Total CE opportunities	349	207	(-40.7%)
Workshop participants	1,456	276	(-81.0%)
Webinar participants	311	329	5.8%
Total CE participants	1,767	605	(-65.8%)

Outcomes. In 2015, attendees reported they were more likely to recommend the databases on which they had received training to patrons, more confident about creating new catalog records with greater accuracy, able to leverage face-to-face training skills for the online classroom, and better able to deliver effective story time programs. Participants reported they felt more confident in cataloging, creating LibGuides, and using NC LIVE resources. A majority would recommend the workshop or course to their peers.

Statewide Leadership Project-Libraries of the Future through Planning and Assessment

Expenditures. Expenditures in FFY 2013 and 2015 totaled \$99,040, 0.8% of total LSTA funds (Table 11).

	LSTA	Matching	Total
FFY 2013	\$36,781	-	\$36,781
FFY 2015	\$62,259	-	\$62,259

Activities. The Libraries of the Future project provided tools for libraries to gather information, use documentation for assessment, and develop a well-informed plan. In 2013, the State Library provided LibPass (Counting Opinions) for statistics and Summer Reading Club management and offered training sessions for public library staff to learn about the Library Edge Initiative and its statistical data and assessment tools. In 2015, the project included State Library data gathering, assessment and analysis; a facilitation training conference with Maureen Sullivan; and studied the structure of regional libraries.

Outputs. In 2013, 128 library leaders attended six workshops on the Library Edge Initiative. At the end of the 2015 facilitation conference, participants made a personal action plan and committed to using their new skills within six months. The 2015 regional library study concluded the regional model was effective; many of the challenges faced by regional libraries are shared by county library systems.

Outcomes. In 2013, strong participation in the Library Edge Initiative provided a strong foundation for the SLAA to analyze trends and how to target support and services to the libraries.

Statewide Leadership Project-Building the Bench through Professional Development

Expenditures. In FFY 2013, expenditures for Building the Bench totaled \$55,203, 0.4% of total LSTA funding (Table 12).

	LSTA	Matching	Total
FFY 2013	\$55,203	-	\$55,203

Activities. The State Library provided opportunities for library staff to engage in new learning and discuss issues of statewide significance and emerging trends with their peers.

Outputs. During 2013, professional trainers presented nine workshops to 211 participants, 10 library staff (seven from regional systems and three from county libraries) attended the ARSL conference; 50 attended NCLA (34 public, four community college, six independent college, and six UNC librarians) and 469 staff to participated in workshops for summer reading, new directors, library directors summit, and experiential learning.

Outcomes. One ARSL participant wrote:

“The periods between workshops and opportunities to meet and talk with other librarians, library paraprofessionals, and library students from across the country was just as educational and informative as the workshops... There are times when I feel the issues and challenges faced by my library are uniquely my own. Conversations with other conference attendees brought home the reality that there are others who face similar and the very same trials. Through ingenuity, determination, and the spirit of cooperation and unity, we can overcome these challenges and become stronger forces...”

Statewide Leadership Project-Raising the Bar through Professional Development

Expenditures. In FFY 2013 and 2014, expenditures for Raising the Bar totaled \$89,908, 0.7% of total LSTA funding (Table 13).

	LSTA	Matching	Total
FFY 2013	\$50,213	-	\$50,213
FFY 2014	\$39,695	-	\$39,695

Activities. In FFY 2013 and 2014, Raising the Bar funded attendance for State Library staff at relevant regional, state, and national conferences. Conference attendance in 2015 is reported under Continuing Education SWLP.

Outputs. In 2013, 31 State Library staff attended 12 conferences and meetings. In 2014, 36 State Library staff attended a regional, state, and/or national conference. They represented the library community in 16 different settings.

Outcomes. Attendees to PLA and ALA discovered new resources and equipment they shared with public libraries. Attending the North Carolina Library Association Conference gave many staff the opportunity to sharpen their presentation skills and take advantage of networking opportunities.

Statewide Leadership Project-Transition Planning

Expenditures. In FFY 2014, expenditures for Transition Planning totaled \$10,739, 0.1% of total LSTA funding (Table 14).

Activities. The State Library’s Government & Heritage Library (GHL) hired a consultant to help develop a long-range plan and skills for transitioning the library to a new work structure and services.

	LSTA	Matching	Total
FFY 2014	\$10,739	-	\$10,739

Outputs. The plan defined the process for transitioning staff and operations to achieve the Division’s new strategic direction, mission, and short-and long-term goals.

Outcomes. Six-month goals enabled management and staff to effectively begin transitioning specific functions and services. The consultant’s coaching and facilitation helped staff understand and accept the need to transition work priorities and service delivery to meet the new strategic direction.

GOAL 3: Literacy and Lifelong Learning

EZ Innovation (EZ Collaboration and Innovation in FFY 2013)

Expenditures. Over the FFY 2013-2014-2015 period, this category accounted for 3.4% of North Carolina LSTA expenditures (Table 15).

Activities. From 2013 through 2015, 15 EZ Innovation projects were funded – eight in 2013, six in 2014, and one in 2015. Those from 2014 and 2015 are highlighted below:

- (2014) East Carolina University (LSTA \$17,357, no match) created an online application called “Research Compass” to introduce university-affiliated researchers to the funding process from idea to funded project, laying out steps to take and connecting them to the right people and resources.
- (2014) New Hanover County Public Library (LSTA \$9,700, no match) supported a county-wide initiative to lower obesity by purchasing AWE early literacy stations and stationary bikes and connecting them so young patrons and their parents could pedal the bikes to power the tablets.
- (2014) North Carolina State University (LSTA \$24,828, no match) created a documentary toolkit addressing curatorial, scholarly, legal, and ethical issues associated with archiving harvested social media data.
- (2014) University of North Carolina-Chapel Hill (LSTA \$8,454, no match) used LibGuides to create a web-based Practice-Based Learning module to assist medical residents in finding answers to clinical questions relevant to their specialties. Staff taught in-person workshops and created online sessions.
- (2014) University of North Carolina-Charlotte (LSTA \$17,878, no match) launched a mobile app for alerts about news and events and computer and study room availability. The library planned to release the code on GitHub, but was prevented by unforeseen hurdles related to institutional policies and procedures.
- (2014) University of North Carolina-Greensboro (LSTA \$21,845, no match) provided direct training in multiple 3D illustration and circuitry programs to librarians in different locations in NC, in-depth instruction sessions for web-based 3D illustration and circuitry programs, and campus introductory workshops for two academic departments. The AcadeMAKE conference brought members of the library community together with makers.
- (2015) Forsyth County Public Library (LSTA \$21,678, no match) and the Center for Design Innovation helped middle and high school youth make mixed-media masks from a variety of craft materials with an expert from the Museum of Anthropology and enhance them with 3-D printer and Sketch-up software. Spirit Gum Theatre Company and North Carolina Black Repertory Company’s teen repertory ensemble also led sessions.

	<i>LSTA</i>	<i>Matching</i>	<i>Total</i>
FFY 2013	\$302,505	\$27,174	\$323,421
FFY 2014	\$100,061	\$96,900	\$196,961
FFY 2015	\$21,678	-	\$21,678

Outputs.

Outputs from all EZ Innovation programs are summarized in Table 16.

	<i>Purchases</i>				
	<i>Collection/Content</i>	<i>Software</i>	<i>Hardware</i>	<i>Programs/Workshop</i>	<i>Participant</i>
Bladen County PL	2,408		42	2	60
Braswell Memorial Library				304	655
Cabarrus County PL				68	1,358
Caswell County PL	400	22	41	38	289
Catawba County Library			20	121	1,982
East Carolina University					
Forsyth County PL				6	63
New Hanover County PL			3		
NC State University				3	300
UNC-Chapel Hill				2	60
UNC-Charlotte				6	75
Western Carolina University		4	2	30	114

Outcomes. A sampling of reported outcomes demonstrated alignment with LSTA intents:

- Lifelong learning: Formal education. At **Bladen County PL**, 27 of 60 students showed growth in reading from the 2012-13 to 2013-14 school year. Five of 11 Battle of the Books team members were Hispanic; the team placed third in County competition. At **Caswell County PL**, reluctant readers completed the entire *Hunger Games* series and were more willing to work outside their comfort zone and experiment with new things.

- Economic/employment development. In **Braswell Memorial Library** surveys of attendees indicated more than 90% reported increased confidence when using computers.
- Civic engagement: topics of concern. **Cabarrus County PL** programs earned a 4.62 out of 5 participant rating; 99.1% of participants would recommend the program to a friend.
- Human services: parenting skills. During the first program at **Catawba County Library**, the outreach specialist observed no students knew how to turn on or swipe on the tablets. After, students could turn on, navigate, and play on Kindles with little assistance and helped each other navigate to favorite literacy apps.
- Information access: discover information resources. **UNC-Chapel Hill** modules supported medical residents in the development of evidence-based medicine literature searching skills in response to the ACGME Milestone competency requirements. They also help librarians teach EBH skills sessions more efficiently.
- Information access: obtain and use information resources. **East Carolina University's** partnership with research administration and individual researchers was important in efforts to grow the university's research enterprise, solidify the library's place in university research, and expand library services to reach faculty. **Guilford College** used survey results from mid-point and end of semesters to improve instruction. Many students who had a significant learning curve in using the technology were supported and inspired by the curricular directions provided by their faculty instructors and supervisors.
- Institutional capacity: Physical and technological infrastructure. More **NC School of Science and Mathematics** faculty and staff are using the redesigned space for small-group meetings and collaboration with peers, and the library has become a destination on tours. The number of **Western Carolina University** faculty integrating the use of the interactive white boards in their instruction has risen exponentially.
- Institutional capacity: Library operations. **Caswell County PL** created a new position focusing on teen programming.

EZ Literacy & Lifelong Learning

Expenditures. From FFY 2013 through 2015, EZ Literacy and Lifelong Learning accounted for 11.1% of North Carolina LSTA expenditures (Table 17). Matching funds totaled \$233,511.

	LSTA	Local	Total
FFY 2013	\$216,584	\$45,277	\$261,861
FFY 2014	\$565,716	\$76,676	\$642,393
FFY 2015	\$593,069	\$111,558	\$704,627

Activities/Outcomes. Over the three years, 53 libraries received EZ Literacy & Lifelong Learning grants – nine in 2013, 23 in 2014, and 21 in 2015. Although program content varied in each community, several features were common in all the initiatives – partnerships with other local organizations, staff training, collection/content acquisition, and creative programming.

Due to space limitations, a few projects are highlighted below; State Library SPR reports contain detailed descriptions of each one.

Eleven projects addressed early literacy. The example of Person County PL follows:

- (2014) Person County Public Library (LSTA \$5,119, matching \$1,280) hosted programs including story times and literacy nights for low-income families using AWE Digital Learning Stations. A kick-off story time and literacy night events showcased AWE stations and had hands-on participation and a Q & A session. *Outcome (Institutional capacity: Library operations):* Survey responses and observations allowed the library to begin planning for additional programming, services, and resources to address early literacy and digital learning.

Seven projects addressed traditional reading skills and STEM topics for school-aged youth like:

- (2013) Southern Pines Public Library (LSTA \$3,465, matching \$385), to help students reading below grade level maintain or improve their skills over the summer, partnered with Southern Pines Primary and Elementary Schools, Boys & Girls Club of the Sandhills, and West Southern Pines Citizens for Change. Schools identified students and provided scholarships for the Boys & Girls Club program. Library staff conducted reading groups with children each week, concentrating on both reading and comprehension skills. *Outcome (Lifelong learning: Formal learning):* Participants in the Summer Reading Program at the Boys and Girls Club showed increased reading levels: 86% of elementary students and 71% of primary students who were targeted, enrolled, and regularly attended showed a maintenance or increase in their reading levels, outpacing the

comparison group (enrolled but were not targeted) and the sample (general population of primary school students who did not participate in B&G Summer Learning Program).

Adult literacy was the focus of five projects like:

- (2015) Alamance County Public Library/Adult Education (LSTA \$49,980/matching \$5,271) purchased low level reading materials, tablet computers, and teaching supplies. and partnered with Alamance County Community College for adult basic education classes, targeted at those with low literacy skills and no high school diploma. Learners could earn the National Career Readiness Certificate. *Outcome (Lifelong learning: General knowledge and skills)*. Students completed job readiness modules Two adult literacy students obtained high school diplomas and another was accepted into the career readiness college landscaping track.

Five funded projects focused on economic development and employment topics like:

- (2014) Campbell University (LSTA \$5,801, no match) partnered with the local public library and the Campbell Business School to create awareness of the importance of entrepreneurship to the local economy; identified roles for supporting entrepreneurship; and developed a local network connecting entrepreneurs, libraries, and business support organizations. Strategic meetings gave an overview of the local small business economy; resources for entrepreneurs; a summary of the "fourth sector" economy; and breakout sessions for planning. *Outcome (Economic development: Use and apply business resources)*: The University's networking model resulted in strategic buy-in among key decision makers; demonstrated the value of the public library as a peer agency when implementing economic development activities; and led to a closer working relationship between the public libraries, key audiences, the university library and Business School.

Three public library projects reached out to new audiences like:

- (2013) Cumberland County Public Library & Information Center/Assistive Services (LSTA \$49,964, matching \$14,854) integrated technology, improved its collection, offered staff training, and created resources for families of children with special needs. *Outcome (Human services: Parenting and family skills)*: In a library survey of parents of children attending Sensory Story Times, 98% felt the program had a positive effect on their child(ren); 100% felt confident in the library as a resource for their families.
- (2014) Gaston County Public Library (LSTA \$25,000, no match) created bilingual signage, flyers, and handouts and hosted several special presenters and monthly bilingual story times to encourage Hispanic residents to use the library. CrissCross Mangosauce presented "Multicultural Programming and Reaching the non-English speaker" to 125 North Carolina librarians. *Outcome (Lifelong learning: General knowledge and skills)*: As a result, 324 new Hispanic patrons were registered, a 30% increase in new Hispanic patrons who are 6.4% of total registrations. Circulation of Spanish-language and ESL materials increased by 103%.

Nineteen academic and public libraries received funding to implement technology-enabled mobile labs and learning spaces like:

- (2015) Central Carolina Community College/Technology Resources (LSTA \$49,544/matching \$12,918) set up a computer lab in existing space and transformed a study suite at the Harnett Health Science Center into a student-accessible computer/printing area. *Outcome (Lifelong learning: General knowledge and skills)*: In a survey of **Central Carolina Community College** students using newly acquired technology, 77% said their experience was greatly enhanced and that staff support and assistance were important at all stages of work with the equipment and software. Students asked for more collaborative study rooms.

Three public libraries addressed the health and wellness of their communities:

- (2015) Robeson County Public Library/Bilingual Family Health & Wellness (LSTA \$50,000/matching \$5,099) partnered with Southeastern Community Health Services and the Robeson County Partnership for Children to host bilingual programs on family skills, health and wellness, and lifelong learning, and to mount displays. The library established new bilingual/Spanish collections and early literacy stations. *Outcome (Human services: Personal or family health and wellness)*: The activities hosted and materials purchased for this grant signaled a major change for RCPL. This was the first time the library actively expanded services and resources to include a growing number of Hispanic residents. Hosting bilingual programs and providing them with books and technology in their native language has increased the sentiment of inclusiveness at RCPL. The library plans to keep partnering with CHS to offer health events in the community.

Outputs. Outputs for EZ Literacy & Lifelong Learning are summarized in Table 18.

Table 18: EZ Literacy & Lifelong Learning						
CC = Community College PL = Public Library	Partners	Hardware Acquired	Content Acquired/ Circulated	Staff Training	Programs Offered	Program Attendance
2013						
Braswell Memorial Library			190		10	18
Catawba County Library	1	17			43	473
Chowan University		21			18	310
Cumberland County PL					77	1,443
Davie County PL	2	10			65	118
Lincoln County PL	2	48	27	x	119	3,175
McDowell County PL		8			8	92
New Hanover County PL		24			34	120
Southern Pines PL	4				22	1,318
2014						
Alamance Comm. College		23		x	113	1,243
Appalachian Regional Lib.					31	155
Bennett College	1	30	960		14	27
BHM Regional Library		38	190	x	103	188
Brevard College		23			78	250
Campbell University	2				3	81
Caswell County PL	3+	9	340	x	16	336
Catawba County Library		7	7	x	79	176
Central Carolina Comm. Col.						
Charlotte-Mecklenburg Lib.			15			
Duplin County PL	2	13			3	225
Elizabeth City State Univ.		11		x	19	283
Farmville PL		6			25	400
Fontana Regional Library		35		x	63	693
Gaston County PL			1,245	x	30	957
Haywood County PL	2	139		x	17	274
Lee-McRae College		2				
Lincoln County PL	x		933		87	87
Onslow County PL					5	195
Person County PL					5	170
Sheppard Memorial Library	1	61	58		15	126
UNC-Asheville		5	1		1	200
Warren Wilson College	1	42			18	288
2015						
Alamance County PL	1		x	x	150	1,500+
Braswell Memorial Library	1		x/91			
Caswell County PL	3		x	x	16	132
Catawba County Library	1		x		238	
Central Carolina CC			x		5	85
Charlotte-Mecklenburg PL			x	x	59	649
Cumberland County PL			x		84	1,408
Durham County PL	11		x		178	646
Gaston College			x		16	112
Gaston County PL			x	x	7	42
Henderson County PL	2		x/400		9	132
Iredell County Library	2		x		32	160
Lee County Library	2		x		120	2,775
Lincoln County PL	4				49	388+78
Neuse Regional Library			x		30+	19,000

Orange County PL			x	x	1+	31+
PL of Johnston Co & Smithfield	5		x			
Robeson County PL	2		x		12	108
Rutherford County Library			x		1+	
UNC-Greensboro					35	1,505
Western Carolina University			x		215	258

Outcomes. In the February 2017 survey, 53 respondents indicated their libraries participated in one or more lifelong learning grants (EZ Literacy & Lifelong Learning or Project Literacy & Lifelong Learning). Among ten impacts, they rated increased opportunities that support lifelong learning highest (73.6%), followed by access to an increased number of all resources, including digital (71.7%), improved access to library resources/services (67.9%), and consider the library a valuable partner (66.0%). Five other possible impacts rated 50% or more; increased awareness of/access to special/unique collections in North Carolina libraries rated 30.2%.

Project Literacy & Lifelong Learning

Expenditures. From FFY 2013 through 2015, expenditures for Project Literacy & Lifelong Learning totaled \$419,695, 3.4% of total LSTA funding (Table 19). Local matching funds added \$129,551 to the efforts.

	<i>LSTA</i>	<i>Local</i>	<i>Total</i>
FFY 2013	\$88,464	\$13,601	\$102,065
FFY 2014	\$109,030	\$30,743	\$139,773
FFY 2015	\$222,201	\$85,207	\$307,408

Activities. In 2013, two projects were funded, one of which continued through 2014. In 2014, another was funded, which continued in 2015, joined by two others that year:

- (2013) Cabarrus County Public Library (LSTA 46,452, matching \$5,070) and Cabarrus Literacy Council worked together to provide computer and technology classes for the public, literacy students, and literacy tutors. Grant staff developed lesson plans, taught classes, and trained staff and volunteers.
- (2013, 2014) Forsyth County Public Library/Library Services to Persons Experiencing Homelessness (2013: LSTA \$42,012, matching \$8,531; 2014: \$43,251, matching \$23,426) partnered with community agencies to improve library services to people experiencing homelessness and raise awareness of the issues in the community. A peer support specialist directed individuals experiencing homelessness to essential services, provided programs, and conducted sensitivity training for Library staff and the community. The Library selected homelessness as the focus of its “community read project featuring Chris Gardner’s *The Pursuit of Happiness*. Library staff taught basic computer skills classes through the Computer Training Bridge Program.
- (2014, 2015) Mauney Memorial Library/Downtown Kings Mountain (2014: LSTA: 65,779, matching \$7,317; 2015: LSTA \$49,619, matching \$24,680) partnered with Kings Mountain Main Street and Kings Mountain Economic Development and Planning Department to assist microenterprise businesses. The library updated the small business collection, presented workshops; hosted small business seminars with expert presenters from the local community college, and completed one-on-one consultations.
- (2015) Durham County Library/Teen Tech Lab (LSTA \$73,802, matching \$35,813) partnered with North Carolina Museum of Natural Sciences on five programs, each with instruction and hands-on activities – Lego Robotics, Homework Help, MakerLab programs and activities, STEAM programs, and writing/literacy.
- (2015) Forsyth County Public Library (LSTA \$98,780, matching \$24,714) purchased a Web on Wheels bookmobile to deliver traditional services as well as access to technology and computer classes in underserved communities and preschool learning facilities. The vehicle arrived late in the grant year.

Outputs. Outputs for Project Literacy & Lifelong Learning are summarized in Table 20.

<i>CC = Community College PL = Public Library</i>	<i>Partners</i>	<i>Content Acquired/ Circulated</i>	<i>Staff Training</i>	<i>Programs Offered</i>	<i>Program Attendance</i>
Cabarrus County PL	1		46	80	139
Durham County Library	1			7+	105+
Forsyth County PL (13, 14)	x	29		452	1,818

Forsyth County PL (15)		3,997		
Mauney Memorial Library (14, 15)	2		193	322

Outcomes. For survey results, see EZ Literacy & Lifelong Learning. A sampling of outcomes aligned with LSTA intents:

- **Economic & employment development: Use resources and apply information for employment.** After attending technology and computer skills classes, **Cabarrus County PL** patrons were better prepared to achieve personal goals of getting a new job, advancing at their current job, completing or furthering education, learning to use library resources, or just learning new skills; 99.4% of participants said they would recommend the classes to a friend; 100% of participants indicated the learning objectives of each course were met; 99.4% said they gained more computer skills & knowledge.
- **Economic & employment development: Use and apply business resources.** **Mauney Memorial Library** helped nine businesses create logos, five manage simple websites, and three create Facebook pages. With support from the library, other businesses overcame space and layout challenges, created business plans, budgets, and personnel policies. Of the 12 participating businesses, 75% reported increased confidence and skills, and 25% went out of business. All reported increased services and resources available to them through the library and Main Street program. Fifty percent reported applying new skills for marketing their business through social media. Participants reported they developed valuable connections with instructors and other business owners. The library's outreach efforts improved relationships with city government and increased awareness of resources of the library and Main Street.

Special Project-North Carolina Literacy Festival 2014

Expenditures. In FFY 2013, expenditures for North Carolina Literacy Festival totaled \$58,497, 0.5% of total LSTA funding over the three-year period (Table 21).

	LSTA	State	Total
FFY 2013	\$58,497	\$40,922	\$99,419

Activities. North Carolina State University held the North Carolina Literacy Festival in April 2014 in Raleigh. The Festival featured four keynote authors – Lev Grossman, Junot Diaz, James McBride, and Richard Ford – as well as 79 other authors, representing a wide variety of genres and media, and 41 other presenters on book, publishing, and reading topics. Dr. Michelle Crickenberger of UNC-Charlotte, created a literary art piece in the Hunt Library's Creativity Studio. Actors in Little Green Pig Theatrical Concern created new theatrical adaptations of the works of William T. Vollman.

Outputs. Sixty-two programs and five workshops attracted 9,600 participants. The project website received 20,864 hits. A YouTube video announcing the Festival garnered more than 2,500 hits.

Outcomes. A small percentage of the 9,000+ attendees (40) returned evaluation forms. More than 75% of this small sample reported they intended to read more and to attend future programs featuring readings and author presentations. They also reported learning of new authors.

Special Project-RootsMOOC

Expenditures. In FFY 2013, expenditures for RootsMOOC totaled \$10,000, 0.1% of total LSTA funding over the three-year period (Table 22).

	LSTA	State	Total
FFY 2013	\$10,000	-	\$10,000

Activities. The Z. Smith Reynolds Library at Wake Forest University partnered with the Government and Heritage Library (GHL) of the State Library of North Carolina to create a massive open online course (MOOC) on beginning genealogy research, free for participants from the state and around the world. Resulting course materials were licensed for reuse with a Creative Commons Attribution 4.0 License.

Outputs. During the FFY 2013 period, the library completed instructional design, built the course in the online platform, and enrolled 4,014 learners. In the pre-course survey completed by 2,066 learners, 33% were age 55 or

older; nearly 600 were from North Carolina and 75 from other countries; 40% had not taken an online course before. Participation in online discussion boards was lively, with more than 3,400 comments. Conservative estimates of completion were 348, typical of MOOCs.

Outcomes. In the post-course survey, 90% of learners agreed/strongly agreed the course was a valuable experience; 92% would recommend it to a friend. Volunteers at the NVGenWeb project created a RootsMOOC Facebook group, which attracted more than 700 learners and remained active after the course.

Statewide Leadership Project –Youth Services Programming / Youth Reading

Expenditures. In FFY 2014 and 2015, expenditures for Youth Reading totaled \$96,168, 0.8% of total LSTA funding (Table 23). Matching funding totaled \$74,608 in 2015.

	<i>LSTA</i>	<i>State</i>	<i>Total</i>
FFY 2014	\$91,159	-	\$91,159
FFY 2015	\$5,009	\$74,608	\$79,618

Activities. In 2014, the project included a reading program for youth and training and materials on storytelling for library staff. Youth in grades 6-12 participated in the North Carolina State Fair/State Library of North Carolina “Read to Win” competition. A mobile-friendly platform allowed teens to register, record, track minutes read, and receive badges. The State Library added young adult ebook and audiobook titles to a statewide collection and partnered with the North Carolina Storytelling Guild to provide training and kits to all 100 counties. In 2015, the State Library participated in the Collaborative Summer Library Program (CSLP) and offered a full-day event for public library youth services practitioners to network and share ideas. To demonstrate how a public library could provide research-based services and programming, the State Library partnered with Wake County Public Library to offer Motherhead sessions in which non-custodial parents used books to practice reading, active listening, and other skills to use when their children visited and after release from detention. Participants received books and made two visits to the library for a tour, story time, and training on how to use the library website. Author Nora Raleigh Baskin discussed *Ruby on the Outside*, which parents had read in advance.

Outputs. In 2014, 237 teens from 83 library branches registered for the program. Of these, 114 in 56 branches recorded actual reading activity. After the storytelling workshop, 81 public library systems received 1,464 books, 1,191 electronic materials, and 288 puppets. In 2015, 120 library staff members attended six summer reading workshops. Fourteen non-custodial parents attended seven sessions

Outcomes. In 2014, parents stated the program was a great incentive to get their teens to read for pleasure. Data on how teens learned about the competition showed more effort was needed to reach teens who were not regular library users. In 2015, public library staff attending the summer reading workshops demonstrated their understanding of the basics of child development through small group collaboration and planning of a story time. Before the Motherheads program, 12 of 14 incarcerated parents did not know they and their children were welcome at public libraries and could make choices and ask questions. The sessions encouraged them to practice their information and questioning skills. They learned how library staff attempt to narrow and fine-tune questions being asked in a reference interview.

GOAL 4: Access, Digitization, and Preservation

EZ Digitization

Expenditures. In FFY 2014 and 2015, the EZ Digitization projects accounted for 0.5% of North Carolina LSTA expenditures over the three-year grant evaluation period (Table 24). Local match added \$13,666.

	<i>LSTA</i>	<i>Other</i>	<i>Total</i>
FFY 2014	\$11,517	\$3,531	\$15,048
FFY 2015	\$53,330	\$10,135	\$63,465

Activities. In 2014, two EZ Digitization projects were funded; in 2015, three were implemented:

- (2014) Forsyth County Public Library (LSTA \$4,191, matching \$1,089) digitized more than 200 items created by African American educators and women’s civic organizations and added them to the NC Digital Heritage Center site. They developed marketing materials to increase awareness of the digital collections.
- (2014) Rockingham County Public Library (LSTA \$7,326, matching \$2,442) staff traveled to branches to select materials. They created metadata, digitized items, and made them available online, before returning materials to the branch. The library created a Digital Lab where residents could digitize family materials to be added to the collection. The library developed a public awareness campaign introduce patrons to the site.
- (2015) Appalachian Regional Library (LSTA \$22,957, Matching \$2,296) expanded efforts to preserve, digitize, and make available materials of historic significance from the Watauga County area. The library continued its partnership to scan the collections of the local Historic Boone Society’s archives with University of North Carolina and NC Digital Heritage Center and created a web presence: <http://digitalwatauga.org/>. Watauga County Historical Society contributed professional advice and funds to host the newly-scanned images online. Collections held by the Watauga County Public Library were digitized and shared online.
- (2015) Wake Forest University (LSTA \$6,356, matching \$1,589) digitized material in the North Carolina Baptist Historical Collection, including original archival records dating back to the 18th century from 52 North Carolina churches. Access allowed genealogists, researchers, and scholars to better understand North Carolina Baptist culture, history, and the role religion has played in the development of the state.
- (2015) Winston-Salem State University (LSTA: \$24,017, matching \$6,250) digitized images of university history, added metadata, conducted outreach to the university community, and created a group who continue to identify the location, subject, or people in the images being digitized. The project digitized images and films that represented a time of immense growth and change for the University and the local community.

Outputs. A summary of outputs from EZ Digitization projects is included in Table 25.

Outcomes. For survey results, see LSTA Digitization grant. Outcomes met LSTA intents, for example:

- Information access: Ability to obtain and use information resources. **Winston-Salem State University** significantly increased the research value of the WSSU archival digital collections. It built a network of alumni, staff, faculty and community members who helped identify images and became advocates for the archives and its collections. In the public library focus group, Yolanda Bolden, Forsyth County PL reported results:

“Going gangbusters... Collections are coming out of closets and baseboards now. There is nowhere else for collections to go and no way for people to see them. It’s really big here in our county.”

- Institutional capacity: Library operations. At **Wake Forest University**, digitization will be incorporated into the library’s regular workflow. **Winston-Salem State University’s** archives will continue to use the workflow created for this project to scan images, describe, and make them available.

EZ Edge Mini Grants (called Statewide Leadership Project-EZ Edge Mini Grants in 2014)

Expenditures. Expenditures for EZ Edge Mini Grants totaled \$455,831 in FFY 2014 and 2015, 3.7% of total LSTA expenditures (Table 26).

	LSTA	Matching	Total
FFY 2014	\$285,331	-	\$285,331
FFY 2015	\$170,500	-	\$170,500

Activities. In 2014 and 2015, North Carolina libraries were eligible to apply for EZ Edge Mini Grants after completing the Edge Technology Assessment through the Urban Libraries Council and an Action Plan to improve public access technology in their libraries. Libraries receiving grants purchased items to support benchmarks in the Edge assessment including increasing digital literacy in the community through assistance and training, providing access to and creating digital content, providing technology for patrons’ personal and community priorities, sharing public access technology knowledge and resources, providing sufficient devices to meet user demand, and providing access to digital technology for people with disabilities.

Outputs. In 2014 and 2015 63 libraries reported that they purchased 641 hardware items and 847 pieces of software.

Outcomes. In 2014, libraries reported being able to offer more and better technology access to their patrons as well as increased programming using technology. Many libraries reported increased community engagement as a result of improved technology access including new partnerships and reaching different segments of their populations. Libraries limited in physical space found offering mobile technology allowed them to offer "pop-up" technology classes. The State Library recommended additional guidance and support for libraries as they complete the Edge assessment.

In the February 2017 survey, 36 respondents indicated their libraries had participated in the EZ Edge project. Among the ten possible impacts, they rated increased opportunities that support lifelong learning highest (72.3%), followed by access to an increased number of all resources, including digital (66.6%), consider the library a valuable partner (63.9%), improved access to library resources/services (63.9%), and improved digital and information literacy. Four other possible impacts rated 49% or lower.

Special Project – LibGuides for North Carolina Libraries

Expenditures. Expenditures for LibGuides for North Carolina Libraries are reported in Table 27.

	<i>LSTA</i>	<i>Matching</i>	<i>Total</i>
FFY 2013	\$1,800	-	\$1,800
FFY 2014	\$184,939	-	\$184,939
FFY 2015	\$131,703	-	\$131,703

Activities. The State Library provided a statewide subscription to the LibGuides content management system, Mobile Site Builder, and LibCal Calendar App. A pilot took place in 2013. The subscription was available for use by North Carolina’s 80 public and 58 community college libraries after that.

Outputs. The LibGuides subscriptions are included in many other LSTA-funded projects during this period.

Outcomes. Several libraries now use LibGuides as their library website to provide broader access to library services.

Special Project – NC Digital Heritage Center

Expenditures. Expenditures for NC Digital Heritage Center totaled \$1,124,081, 9.1% of North Carolina LSTA funding from FFY 2013 through 2015 (Table 28).

	<i>LSTA</i>	<i>Other</i>	<i>Total</i>
FFY 2013	\$338,995	-	\$338,995
FFY 2014	\$300,131	-	\$300,131
FFY 2015	\$484,955	-	\$484,955

Activities. The North Carolina Digital Heritage Center worked with partners in libraries, archives, museums, and other cultural heritage organizations to digitize, describe, and publish selected materials from their collections online, seeking especially to work with smaller institutions that lacked the technical and administrative infrastructure to complete and maintain digital projects. The Center also provided services to institutions which hosted their own digital collections. Its on-site digitization services were available to all North Carolina institutions and were used by many libraries that lacked specialized equipment to digitize large-format materials from their collections. The Center also outsourced digitization and markup of community newspapers on microfilm recommended for digitization by local public libraries. In FFY 2013, The Center began serving as a statewide service hub for the Digital Public Library of America (DPLA), aggregating metadata from existing NC digital collections and enabling libraries to participate in this new, coordinated, and highly visible national effort. Through the service hub work, the Center was able to collaborate more with larger libraries around the state which had their own digital library programs and connect to other statewide digital library programs around the country. The Center took on an advisory role with the State Library's LSTA-funded EZ Digitization Grants, supporting libraries that wanted to pursue small digitization projects in which they did some or most of the scanning on their own and then worked with the Digital Heritage Center to publish the materials online. Informed by a usability study, the Digital Heritage Center undertook a complete redesign of DigitalNC.org in response to comments from partners

and users and migrated to a new content management system, which led to a number of improvements, including shortening load time and making it easier for search engines to find content. In FFY 2014, UNC started contributing 40% of the Program Coordinator's salary recognizing the value of sustaining this initiative. By the end of 2015, 201 institutions were included as partners; their digital collections were shared on the DPLA through the NC Digital Heritage Center. In FFY 2015 the NC DHC was able to receive an additional \$75,000 grant from the Knight Foundation via DPLA to do additional digitization and the state library was able to restructure some of the original award to the NC DHC in order to work within the time constraints the Knight Foundation opportunity presented.

Outputs. Outputs for the NC Digital Heritage Center are summarized in Table 29.

	FFY 2013	FFY 2014		FFY 2015	
	Count	Count	% Change	Count	% Change
Partner institutions	125	153	22%	173	13%
Images added to DigitalNC.org	485,886	182,700	(-62.4%)	407,000	122.8%
Records submitted to DPLA	N/A	200,000		308,000+	54%
NC institutions represented in DPLA		153		181	18.3%
Pages viewed	1,469,903	2,600,000	76.9%	3,960,793	52.3%
Users	198,498	300,000	51.1%	500,200+	66.7%
Presentations / partner visits	3/11	5/11	67%/0%	6/7	20%/-36%

Outcomes. In its 2015 partner survey, the Center received positive feedback. Partners reported increased walk-in visits and donations after they added content to DigitalNC.org; increased awareness of library-based local and family history collections, both in the home community and beyond; increased donations to local history collections from donors who were eager to have their contributions digitized; and a new appreciation from family members who found their ancestors on DigitalNC. The Center received awards from the North Carolina Genealogical Society for Excellence in Web Presence and from *Family Tree Magazine* as one of the Best State Websites for genealogical research. More than half (59%) of users came through North Carolina internet service providers.

Special Project – NC LIVE Collection

Expenditures. Expenditures for NC Live Collection totaled \$49,999, 0.4% of North Carolina LSTA funding in FFY 2013 (Table 30).

	LSTA	Other	Total
FFY 2013	\$49,999	-	\$49,999

Activities. Materials were collaboratively selected, then a collection of eBooks were purchased and made available through NC LIVE: www.nclive.org. Included were ebooks and audiobooks.

Outputs. Grant funds purchased electronic access to 25 ebook titles from UNC Press, 450 fiction and non-fiction titles from Recorded Books, and language learning titles from Pimsleur.

Outcomes. The collection was acquired late in the funding period so no outcomes are yet available.

Statewide Leadership Project – Digital Preservation & Digitization/@NCResources

Expenditures. From FFY 2013 through 2015, expenditures for Digital Preservation and Digitization/@ NC Resources totaled \$247,163, 2.0% of total LSTA funding over the three-year period (Table 31). State funding contributed an additional \$33,751 in 2015.

	LSTA	Other	Total
FFY 2013	\$91,170	-	\$91,170
FFY 2014	\$51,465	-	\$51,465
FFY 2015	\$104,528	\$33,751	\$138,279

Activities. The State Library contracted for mass digitization services through Lyasis and processed digital files to provide online access, tested digital asset management and social media archiving solutions, collected copies of state agency websites and social media posts, and conducted outreach and education about digital information management. In 2013, the project worked with the State Archives of North Carolina and the NC Department of Cultural Resources' Information Technology section to test the Islandora repository system and ArchiveSocial. In 2014, the project acquired a one-year subscription to Preservica to test it as a preservation system to manage born digital and digitized government publications and make them accessible. In 2013, staff created two tutorials: an introduction to storage media and an introduction to cloud storage. In 2014, project staff created a new system to allow the public and state agencies to request that collection items be digitized. While many requested items are under copyright and cannot be digitized, the requests have allowed project staff to connect with individuals and offer alternatives.

Outputs. Outputs from Digital Preservation and Digitization are summarized in Table 32. Testing concluded the Perservica digital preservation system was not to be a viable option. A summary report was prepared and is available upon request.

	<i>FFY 2013</i>	<i>FFY 2014</i>	<i>% Change</i>	<i>FFY 2015</i>	<i>% Change</i>
Pages digitized	130,284	44,598	(-65.8%)	55,419	24.3%
Additional pages added		102,989			
Page views	1,723,148	2,336,726	35.6%	2,279,000	2.5%
Tutorials viewed	690	974	41.6%	1168	20%
Programs/workshops	22	7	(-68.1%)	9	28.6%
Program/workshop participants	783	422	(-46.1%)	342	(-18.9%)

Outcomes. The State Library received thanks from viewers of the tutorial for offering a clear, easy to understand introduction to these topics. In March 2014, several North Carolina newspapers and at least one local news channel reported information on climate change had been removed from the NC Department of Environment & Natural Resources' website. The information was, however, still available to the public via the NC State Government Website Archives and the Archive-IT service that the State Library of NC and State Archives of NC uses to capture copies of state agency websites.

Statewide Leadership Project – Historic Newspaper Project

Expenditures. In FFY 2013 only, expenditures for the Historic Newspaper Project totaled \$29,226, 0.2% of total LSTA funding over the three-year period (Table 33).

	<i>LSTA</i>	<i>Other</i>	<i>Total</i>
FFY 2013	\$29,226	-	\$29,226

Activities. The State Library purchased 201 reels of historic North Carolina microfilm, based on user demand, to make more newspaper information available to the public. The State Library is the only library with this extensive collection of historic North Carolina newspapers on microfilm that lends the reels to users across the state and beyond.

Outputs. Two hundred and one microfilm reels were purchased. Through early 2017, 20 uses were recorded.

Statewide Leadership Project – Library for the Blind & Physically Handicapped (LBPH) Recording Studio

Expenditures. In FFY 2013 only, expenditures for LBPH Recording Studio totaled \$2,255, 0.0% of total LSTA funding over the three-year period (Table 34).

	<i>LSTA</i>	<i>Other</i>	<i>Total</i>
FFY 2015	\$2,255	-	\$2,255

Activities. This project updated the digital recording studio technology at LBPH. Patrons continued to receive locally recorded digital talking books and magazines on digital cartridge through the library’s local recordings web portal.

Outputs. LBPH acquired 11 pieces of hardware and two of software.

Outcome. The first book recorded made the list of top 20 nonfiction downloads during the month of May 2016.

Statewide Leadership Project – NC Cardinal Consortium

Expenditures. From FFY 2013 through 2015, expenditures for NC Cardinal Consortium totaled \$2,310,745, 18.7% of total LSTA funding over the three-year period (Table 35).

	<i>LSTA</i>	<i>Other</i>	<i>Total</i>
FFY 2013	\$673,427	-	\$673,427
FFY 2014	\$705,455	-	\$705,455
FFY 2015	\$931,863	-	\$931,863

Activities. NC Cardinal is a consortium of public libraries which share a common catalog, implement common policies and procedures, loan and borrow materials from other libraries, treat member library patrons as their own, and reach consensus on various workflows. NC Cardinal staff provide the tools, framework, and expertise necessary to support the Evergreen Integrated Library System (ILS), including training, troubleshooting, and accounting.

In 2013, the consortium included 21 county libraries and two municipal library systems, covering approximately 20% of the state. NC Cardinal added three library systems during the year. Each migration process included data extractions, on-site training, cataloging and circulation policy creation, and software hosting services. Other migration-related activities included library reviews of technology, creation of fiscal and project timelines, budgets, and IT consultation. Standards were developed and implemented for many areas, and a special project aimed at de-duplicating catalog records and enhancing those records with more detailed information. A new cost sharing model, involving 52% of member libraries, was implemented, and two consortium-wide member meetings were held.

In 2014, five public library systems joined the consortium. With growth, there was greater need for cooperation and standardization among member libraries to simplify patron searching and borrowing privileges. NC Cardinal initiated the North Carolina Evergreen Community, which allowed member libraries to establish relationships beyond their county and city borders. Listservs were active with library staff asking questions, making recommendations, and assisting each other. NC Cardinal completed its first full year of resource sharing among member libraries. It completed an evaluation of current resource sharing practices. NC Cardinal Staff performed upgrades and moved the catalog to a new system architecture which added built-in redundancy and a multiple points-of-failure disaster recovery system. Helpdesk software was also upgraded and an additional Helpdesk support specialist was added to accommodate growth. A new NC Cardinal Memorandum of Agreement was created and revised Bylaws and membership requirements adopted.

In 2015, five libraries joined the system. Discussions began on simplifying circulation, fine, and hold policies. Several projects were undertaken to improve lending capabilities. To increase member library access to training, a cataloging certification program was launched. A newsletter, website redesign, and listserv reorganization improved member communications. NC Cardinal staff began a strategic planning process that will help with long-term financial sustainability. In Raleigh, staff and members hosted the International Evergreen Conference; more than 230 participants from 28 states and Canada attended, including 27 NC Cardinal members who received scholarships.

Outputs. Table 36 outlines key outputs for NC Cardinal in the FFY 2013 through 2015 period.

Table 36: Special Project – NC Cardinal Consortium Outputs

	FFY 2013	FFY 2014		FFY 2015	
	Count	Count	% Change	Count	% Change
Participating libraries	15	18	20%	23	28%
Registered patrons	563,927	1,200,000	113%	1,600,000	33%
Records added	1,693,000	900,000	(-47%)	700,000	(-22%)
Items available through catalog	4,200,000	5,100,000	21%	5,800,000	14%
Items circulated	6,500,000	7,700,000	18%	9,194,130	19%
Items loaned		1,600,000		1,700,000	6%
Help desk issues received	754	843	12%	3,400	303%
First response time (hours)	3.7	5.5	49%	2.0	(-64%)
Resolution speed (hours)	64	70	9%	40	(-43%)

Outcomes. 2014 resource sharing satisfaction surveys reported that 92% of patrons were very satisfied with the increase in item access. Libraries who joined NC Cardinal in 2015 reported their patrons were extremely satisfied. They especially appreciate the expanded access to materials that allowed them to say “Yes, we can get it,” instead of “Sorry, we don’t have that.” The 2014 staff survey found that overall satisfaction with NC Cardinal services, for example communications, training, and support has increased greatly over the past year. Ratings of satisfied and very satisfied were prevalent for approximately 88% of respondents. General dissatisfaction with the program decreased from last year’s 33% of respondents to 17% of respondents.

Statewide Leadership Project – NC Knows/Virtual Reference Services

Expenditures. From FFY 2013 through 2015, expenditures for NC Knows Virtual Reference Services totaled \$426,108, 3.4% of total LSTA funding (Table 37). State funding of \$1,252,618 supported online database subscriptions.

	LSTA	State	Total
FFY 2013	\$158,043	-	\$158,043
FFY 2014	\$153,180	-	\$153,180
FFY 2015	\$114,885	\$1,252,618	\$1,367,503

Activities. The State Library in collaboration with the North Carolina Independent Colleges and Universities (NCICU) managed NC Knows, North Carolina’s 24/7 virtual reference service to North Carolina residents, provided through a collaborative of 33 libraries and 183 volunteer librarians during library business hours from 8 am to 8 pm. Remaining hours from 8 pm to 8 am were covered by contracted service ChatStaff, which coordinated local librarians available to respond to after-hours questions. ChatStaff handled training, scheduling, accounts maintenance, information technology/website authoring, reference provision, evaluation, statistics, and communications. NC Knows offered free FAQ hosting for every library in NC. In 2014, NC Knows converted most training to online webinars and videos and offered training to librarians interested in participating, developed an app, and initiated an external evaluation of the project. By 2015, NC Knows users included K12 and higher education students, members of the business community, and citizens seeking access to materials not available freely on the web.

Outputs. Table 38 summarizes NC Knows transactions occurring in each of the three years.

	FFY 2013	FFY 2014		FFY 2015	
	Count	Count	% Change	Count	% Change
Transactions	29,708	30,206	1.7%	26,891	(-11.0%)

Statewide Leadership Project – NCpedia Expansion

Expenditures. In FFY 2013 and 2014, expenditures for NCpedia Expansion totaled \$261,695, 2.1% of total LSTA funding (Table 39). After 2014, the State Library reported work would continue to be supported and updated as needed, but no additional funding would be required.

	LSTA	State	Total
FFY 2013	\$165,057	-	\$165,057
FFY 2014	\$96,638	-	\$96,638

Activities. In 2013, the NCpedia expanded and enhanced content by fully integrating the licensed content of UNC Press print publications and the *Dictionary of North Carolina Biography*. Librarians linked article text to NCpedia articles and other reputable resources for more information, locating applicable images to be integrated into articles and securing permission to incorporate them. In addition, they signed a contract to incorporate the *North Carolina Gazetteer*. In 2014, staff added new articles on topics previously underrepresented in NCpedia, improved navigation through development of "landing pages" for popular topics, and incorporated more graphical elements. NC Civic Education Consortium became a new collaborator to create the educator section.

Outputs. Table 40 summarizes NCpedia outputs in each of the three years.

	FFY 2013		FFY 2014	
	Count	Count	Count	% Change
Page views	3,520,559	3,966,875		12.7%
Items digitized	2,600	204		(-99.8%)
Programs/workshops	11	5		(-55.0%)
Program/workshop participants	423	220		(-48.0%)

Outcomes. NCpedia is the largest freely available encyclopedic resource about North Carolina. In addition to

using NCpedia with students for information about North Carolina, educators reported they also used it to teach digital literacy because sources are cited.

Statewide Leadership Project – State Government Publications

Expenditures. In FFY 2013 and 2014, expenditures for State Government Publications totaled \$348,593, 2.8% of total LSTA funding (Table 41).

	LSTA	State	Total
FFY 2013	\$193,766	-	\$193,766
FFY 2014	\$154,827	-	\$154,827

Activities. The project continued development of the hybrid

North Carolina State Government Publications collection. Cataloging and metadata creation unified the print and digital formats of state publications and suggested relevant titles for digitization. NACO authority records were created for state agencies, state agency staff, and North Carolina geographic places to enhance discoverability of state publications.

	FFY 2013		FFY 2014	
	Count	Count	Count	% Change
Transactions	29,708	13,066		(-56.0%)
Digital publications added	3,727	3,842		3.1%
Print items added	1,947	2,623		34.7%
Items shipped to libraries	3,637	3,027		(-16.0%)

Project staff reached out to all state agencies with a special focus on Department of Agriculture, University of North Carolina-Chapel Hill's School of Government, and the Department of Public Safety, to identify and find missing print and born digital publications. Project staff gave presentations and created research guides. In 2014, key content additions included the NC Court of Appeals Report 1968 to present, NC Reports 1778 to present, and Biographies and Histories of the NC Supreme Court.

Outputs. Table 42 summarizes State Government Publications outputs over the three years.

Outcomes. Four titles were selected by the American Library Association/Government Documents Round Table as 2013 Notable Documents: "North Carolina and the Two World Wars" (NC Department of Cultural Resources/Office of Archives and History), "NC Health Statistics Pocket Guide" (Department of Health and Human Services/Division of Public Health), "Remote Testimony and Related Procedures Impacting a Criminal Defendant's Confrontational Rights" (UNC-Chapel Hill, School of Government), and "General Industry Basic Safety and Health Management Program" (Department of Labor, Occupational Safety and Health Division).

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

LSTA Intents and corresponding state goals, grants, grant years, and grantees are listed below. Sample results are incorporated in the "Outcomes" section of each grant report above.

1.1 Lifelong learning: Formal education.

- 3 EZ Collaboration & Innovation: (2013) Western Carolina University
- 3 EZ Literacy & Lifelong Learning: (2013) Southern Pines PL; (2014) Bennett College, Central Carolina Community College, Elizabeth City State University; (2015) Alamance County PL, Neuse Regional Library, UNC-Greensboro

1.2 Lifelong learning: General knowledge and skills.

- 1 Project Literacy & Lifelong Learning: (2013) Forsyth County PL
- 2 EZ Planning: (2015) Central Piedmont Community College
- 3 EZ Collaboration & Innovation: (2013) Caswell County PL
- 3 EZ Innovation: (2015) Forsyth County PL
- 3 EZ Literacy & Lifelong Learning: (2013) Braswell Memorial Library, Cumberland County PL & Information Center, Lincoln County PL, McDowell County PL, New Hanover County PL; (2014) Appalachian Regional Library, BHM Regional Library, Brevard College, Catawba County Library, Charlotte Mecklenburg Library, Duplin County Library, Farmville Public Library, Fontana Regional Library, Gaston County PL, Haywood County PL, Lincoln County PL, Onslow County PL, UNC-Asheville; (2015) Braswell Memorial Library, Gaston College, Gaston County PL, Lee County Library, Lincoln County PL, PL of Johnston County & Smithfield, Robeson County PL, Rutherford County Library, Western Carolina University
- 3 Project Literacy & Lifelong Learning: (2014 2015) Mauney Memorial Library; (2015) Forsyth County PL
- 3 Special - NC Literary Festival 2014: (2013) NC State University
- 3 Statewide - NC Knows Virtual Reference: 2014 2015) State Library of NC
- 3 Statewide - Youth Reading: (2014 2015) State Library of NC
- 4 EZ Innovation: (2014) UNC-Greensboro
- 4 Project Access & Digitization: (2014 2015) Cleveland County Memorial Library

2.1 Information access: Discover information resources.

- 2 EZ Planning: (2014) Chapel Hill PL, Charlotte Mecklenburg Library
- 3 EZ Literacy & Lifelong Learning: (2014) Caswell County PL, Lees-McRae College; (2015) Charlotte Mecklenburg Library, Orange County PL
- 3 Project Literacy & Lifelong Learning: (2015) Durham County Library
- 4 EZ Digitization: (2014) Rockingham County PL; (2015) Appalachian Regional Library, Winston-Salem State Univ.
- 4 EZ Innovation: (2014) UNC-Chapel Hill, UNC-Charlotte
- 4 Project Access & Digitization: (2014) UNC-Charlotte, Western Carolina University
- 3 Special – RootsMOOC (2013) Wake Forest University
- 4 Project Access & Digitization: (2013) Cape Fear Community College, Duke University, UNC-Chapel Hill, UNC-Greensboro; (2014) Buncombe County PL; (2015) Chapel Hill PL, Charlotte Mecklenburg Library, East Carolina University, NC State University; (2013 2014 2015) UNC-Charlotte
- 4 Special - LibGuides for NC Libraries: (2013) NC State University
- 4 Special - NC Digital Heritage Center (2013 2014 2015): UNC-Chapel Hill
- 4 Statewide - State Library of NC:
 - Digital Preservation & Digitization (ASGII-A) (2013)
 - eLearning & Tech Trends: (2013):
 - EZ Edge Mini Grants: (2014 2015)
 - Historic Newspaper Project: (2013)
 - NC Cardinal Consortium: (2013 2014 2015)
 - NCpedia Expansion: (2013 2014)
 - State Government Publications: (2013 2014)

2.2 Information access: Obtain/use information resources.

- 1 EZ Collaboration & Innovation: (2013) Bladen County PL
- 2 EZ Planning: (2013) Central Piedmont Com College, Cumberland County PL & Info Ctr; (2014) NC Wesleyan College
- 3 EZ Collaboration & Innovation: (2013) Guilford College
- 3 EZ Literacy & Lifelong Learning: (2013) Catawba County Library, Chowan University; (2014) Alamance Com College; (2015) Central Carolina Com College
- 4 EZ Digitization: (2014) Forsyth County PL; (2015) Wake Forest University
- 4 EZ Innovation: (2014) East Carolina University
- 4 Project Access & Digitization: (2013) Avery-Mitchell Yancey Reg Lib; (2014) Duke University; (2013 2014 2015) Western Carolina University
- 4 Special - NC Knows Virtual Reference: (2013) NC Independent Colleges & Univ
- 4 Special - NC LIVE Collection (2013) NC Independent Colleges & Univ

Library workforce

Projects with activities directed at the library workforce accounted for 18.5% of LSTA expenditures.

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 SPR data is used annually by the Director and other SLAA staff. Elements are included in a variety of the agency's reports to the public, to the library community, and to state government. Data from the SPR is also used to establish benchmarks that are reviewed on a periodic basis to assess progress toward the goals stated in the LSTA 2013 – 2017 Five-Year Plan. SPR data has also been shared with specific outside evaluators, such as QualityMetrics, Library Consultants, for this assessment, in their roles in evaluating specific projects.

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

No changes were made to the plan. While some specific activities mentioned in the Plan were discontinued and others were added, these changes were well within the intent of the plan.

B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?

Data derived from the State Program Report (SPR) is used both internally for planning and evaluation purposes and is shared directly with key SLAA staff and with various advisory groups and is shared indirectly with legislators, and with other public officials through periodic reports from the agency. SPR data has also been shared with outside evaluators including QualityMetrics, Library Consultants.

C. Methodology Questions

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

QualityMetrics, Library Consultants deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. After conducting an initial telephone conference call with representatives of the SLAA, QualityMetrics completed a site-visit to the state library administrative agency (SLAA) on December 20-21, 2016. In person interviews were held with the agency Director and with key staff engaged in LSTA and specific projects carried out under the LSTA Five-Year Plan.

A total of five focus groups took place – two in person and three virtual. On December 21, a focus group was held with the LSTA Advisory Committee and another one with staff working with NC Cardinal in Raleigh, North Carolina. Two virtual focus groups on public libraries took place the morning of January 24 and a third virtual focus on digitization activities took place the afternoon of January 24. These data gathering efforts were supplemented with eight in depth phone interviews and site observation data. The site visit and the focus groups provided qualitative evidence and context.

The State Program Reports (SPRs) were reviewed in detail and additional reports, documentation, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence. A web-based survey conducted January 24 – February 17, 2017 provided additional quantitative and qualitative information. 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.

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

Key state library agency staff engaged in LSTA activities was interviewed. SLAA staff recommended and recruited participants for focus groups. Three virtual and two in person groups were held drawing participation from libraries throughout the state. Librarians and library staff were engaged through virtual focus groups. The LSTA Advisory Committee members were engaged through an in person focus group. Librarians and other library staff were engaged through a web-based survey.

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

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

Appendix A: List of Acronyms

ARSL	Association of Rural and Small Libraries
CCPC	Catawba County Partnership for Children
CSLP	Collaborative Summer Library Program, a project jointly developed by many State Libraries across the country
DPLA	Digital Public Library of America: https://dp.la/
ECC	Edgecombe Community College
ECRR	Every Child Ready to Read, a research-based early literacy program developed by the Public Library Association and Association for Library Service to Children: http://everychildreadytoread.org/
GHL	Government and Heritage Library, a unit of the State Library of North Carolina
ILL	Interlibrary loan
ILS	Integrated Library System
IMLS	Institute for Museum and Library Services: http://www.ims.gov
LBPH	Library for the Blind and Physically Handicapped. General name applied to state-level outlets.
LSTA	<p>Library Services and Technology Act, part of the Museum and Library Services Act, which created the Institute of Museum and Library Services (IMLS) and established federal programs to assist libraries in improving services to the public. LSTA has three purposes: 1) facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; 2) encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public.</p> <p>The LSTA Grants to States program is a federal-state partnership, 3) promote improvements in library services in all types of libraries in order to better serve the people of the United States. The program provides funds using a population-based formula to each state and the territories through State Library Administrative Agencies (SLAAs).</p>
MOOC	Massive Open Online Course
NC	North Carolina
NC Cardinal	North Carolina's shared Integrated Library System, which runs on Evergreen software https://www.nccardinal.org/eg/opac/home

NC Knows	24/7 reference service: http://ncknows.org/
NCA&T	North Carolina Agricultural and Technical State University
NCCU	North Carolina Central University
NCLA	North Carolina Library Association
NCpedia	North Carolina online encyclopedia: http://www.ncpedia.org/
NCSU	North Carolina State University
SLAA	State Library Administrative Agency
UNC	University of North Carolina
UNCSA	University of North Carolina School for the Arts
UX	User experience design

Appendix B: List of people interviewed

STATE LIBRARY ADMINISTRATIVE AGENCY SITE VISIT: December 20, 2016

1. Cal Shepard, State Librarian, State Library of North Carolina, Primary leadership of LSTA program
2. Jackie Haske, Grants Assistant, State Library of North Carolina, Assist with LSTA grants
3. Raye Oldham, Federal Programs Consultant, State Library of North Carolina, Administer LSTA program
4. Tanya Prokrym, Chief, Library Development Section, State Library of North Carolina, Oversee library development, statewide leadership programs
5. Michelle Underhill, Director, Government & Heritage Library, State Library of North Carolina, Administers statewide leadership program for GHF
6. Jennifer Davison, Head, Content Management & Access, State Library of North Carolina, Cataloging, acquisitions, collection management
7. Lori Special, Youth Services Consultant, State Library of North Carolina, Statewide leadership youth programs

Focus Group: NC Cardinal, December 21, 2016

1. Johnnie Pippin, NC Cardinal Consultant
2. Catherine Prince, NC Cardinal Help Desk
3. Tanya Prokrym, Chief, Library Development Section (Interim NC Cardinal Manager)

Focus Group: LSTA Advisory Committee, December 21, 2016

1. Janice Lewis, Director, East Carolina University, Chair
2. Laura Davidson, Director, Meredith College, Current member
3. Vicki Coleman, Dean of Library Services, NC A & T State University, Former member, chair
4. Laurel Morris, Director, Gaston Public Library, Current member
5. Jane Blackburn, Director, Appalachian Regional Library, Former member
6. Kathy Parker, School Library Media Consultant, NC Department of Instruction

Focus Group: Digitization, January 24, 2017

David Singleton	Director	Charlotte Mecklenburg Library	LSTA funds help fuel innovation in libraries and empower libraries of all sizes to embrace 21st century thinking and practices.
Heather White	Assistant Director, Assessment & Engagement	Joyner Library - East Carolina University	Coordinator and contact person LSTA grant.
Brian Dietz	Digital Program Librarian-Special Collections	NCSU Libraries	Managed several LSTA-funded digitization projects.
Beth Sheppard	Director	Duke University Divinity School	Received 3-year grant; benefited greatly from it and projects completed by other schools in the state.
Nicholas Graham	University Archivist	UNC-Chapel Hill	Worked at NC Digital Heritage Center. Now frequent user of digitized collections, work regularly with students and faculty for research and teaching.
Kristen Merryman	Digital Projects Librarian	North Carolina Digital Heritage Center	Center funded primarily through LSTA funds.
John Tyndall	IT Manager	Fontana Regional Library	Interested in promoting digital/technology literacy within our communities.
David Gwynn	Digital Projects Coordinator	UNCG	Participated in LSTA-funded digitization projects, interested in the future of program.
Mark Stoffan	Interim Associate Dean	Western Carolina University	Benefited from LSTA grants when starting digitization, continue to explore grant possibilities with new partnerships.

Rita Johnston	Digital Production Librarian	UNC Charlotte	Hired at UNCC through LSTA grant funds to coordinate and manage a digitization project.
Ross Holt	Library Director	Randolph County PL	Had LSTA grants in past, but haven't applied lately.
Jane Blackburn	Director of Libraries	Appalachian Regional Library	State Library does great job using LSTA money for public libraries, like to be part of continuing efforts.
David Singleton	Director of Libraries	Charlotte Mecklenburg Library	LSTA has provided bigger vision of what is possible, funds programs that increase impact and sustainability.
Angela McCauley	Library Director	Harnett County PL System	New library director, want to understand and participate in LSTA fund allocation decisions.
Siobhan Loendorf	Assistant Director	Catawba County Library	Received LSTA funding, interested in learning more about LSTA Grants to States program and how public libraries can leverage funds.
Amber Westall Briggs	Director	AMY Regional Library System	Interest in applying for funding.
Sharon Stack	Library Director	Mauney Memorial Library	LSTA goals and funding assist in keeping services relevant to the public.
Catie Roche	Director	Braswell Memorial Library	LSTA provides tremendous opportunities for NC libraries, interested in learning about funding priorities and opinions of my peers.
David Miller	Library Director	Farmville PL	Received LSTA grants, interested in process of determining eligible projects and how awarded.
Yolanda Foster Bolden	Manager of Outreach Services	Forsyth County PL	LSTA funding provided library opportunities to enhance programs and services to community.
Julianne Moore	Youth Services Manager	Iredell County PL	Awarded grant as part of NC Leadership Institute project. Will be project manager on a current proposal, if funded.
Sarah Sever	Library Services Manager	Neuse Regional Library	Consistently received LSTA grants, have had incredibly positive impact on our libraries and communities.
Justin Stout	Special Projects Manager	Neuse Regional Library	Regularly submit LSTA proposals, provided tremendous services to patrons not otherwise possible and love opportunity to talk about experiences.
Phillip Whitford	Associate Director	Braswell Memorial Library	LSTA funding important to providing quality services to our patrons.
Harry Tuchmayer	Library Director	New Hanover County PL	Member of State Library Commission, would like better understanding of how 5-year plan is related to grant objectives. As Director want to ensure grant opportunities match library needs.
Michael Roche	Library Director	Rockingham County PL	LSTA an important and integral part of providing opportunities to move into other areas that might not be possible within regular funding.
Laura Crooks	Director	Alexander County Library	Benefit directly from LSTA grants.
Sarah Greene	Library Director	Hickory PL	LSTA funds allow to expand and improve services
John Tyndall	IT Manager	Fontana Regional Library	Interested in promoting digital/technology literacy in communities.
DeLois Cue	Branch Manager	Durham County Library	Served as a grant coordinator for a LSTA grant last year
Christy Bondy	Library Director	Person County PL	Seeks LSTA funding to support library's mission; a crucial element in providing services and resources to our community.
Emily Winfrey	Youth Services Librarian	Gaston County PL	Received LSTA grant to create innovative Teen Tech program
Susan DeMarco	Librarian	New Hanover County PL	Apply and implement LSTA grant funds.
Laurel Morris	Director	Gaston County PL	Serve on LSTA Advisory committee
Interviews			
Brian Dietz	Digital Projects Librarian	North Carolina State University	Large digitization project

David Singleton	Director	Charlotte Mecklenburg Library	Large library system
Michael Crumpton	Assistant Dean Administrative Services	UNC Greensboro	Involved in LSTA grant for Leadership Institute of NCLA; incoming President of NCLA
Lynn Thompson	Director of Library and Information Technology Services	Town of Southern Pines Public Library	Municipal library system
Georgia Williams	University Librarian	Chowan University	North Carolina Independent Colleges and Universities
Lisa Gregory	Program Coordinator	NC Digital Heritage Center	Large digitization project; member of LSTA Advisory Committee
Harry Tuchmeyer	Director	New Hanover County Public Library	Pretty large PL
Gigi Francis	Director	Buncombe County Public Library	Pretty large PL, NC Cardinal
Tara Lucas	Director of Library Services	Central Carolina Community College	Community College system

Appendix C: Bibliography of all documents reviewed

- Galecia Group. "NC Cardinal Review Findings and Recommendations (draft)," 2016.
- Notes from State Library of North Carolina Interviews, December 20-21, 2016.
- Notes from Focus Group with Digitization Grant Recipients, January 24, 2017.
- Notes from Focus Group with Public Library Representatives, January 24, 2017.
- NC Digital Heritage Center, "2015 Partner Survey."
- North Carolina LSTA Evaluation Online Survey Summary Data and Report.
- North Carolina SPR FFY 2013.
- North Carolina SPR FFY 2014.
- North Carolina SPR FFY 2015.
- State Library of North Carolina. "Library Services and Technology Act Five-Year Plan 2013-2017," submitted June 2012: <http://statelibrary.ncdcr.gov/ld/grants/lsta/plan2013-17.pdf>
- . Continuing Education Survey Results
2014: <https://www.surveymonkey.com/results/SM-LZ586LRF/>
2015: <https://www.surveymonkey.com/results/SM-BNN5ZLRF/>
2016: <https://www.surveymonkey.com/results/SM-C36QKVERF/>
- . NCpedia Survey, 2016.
- . NCpedia Website Usability Report, 2014.
- . "State Agency Publishing Survey Results," 2016.
- US Census QuickFacts: North Carolina, accessed online at:
<http://www.census.gov/quickfacts/table/PST045216/37>

Appendix D: Survey Instrument

North Carolina LSTA Evaluation Survey

WELCOME



Hello!

The State Library of North Carolina requests your assistance in helping us evaluate some of the work done on behalf of North Carolina's libraries. The State Library has engaged QualityMetrics, a library consulting firm, to conduct an independent evaluation that is required under the Museum and Library Services Act in order to receive federal Library Services and Technology Act (LSTA) "Grants to States" funding. The LSTA Grants to States program is administered by the federal government through the Institute of Museum and Library Services (IMLS).

QualityMetrics has created a brief survey to help us understand how libraries make use of the services and resources provided by the State Library and what can be done to improve our services in the future. We are specifically interested in your feedback on the programs and services the State Library provides (including sub-grants to libraries) that have been partially or fully funded with LSTA dollars during 2013/2014, 2014/2015, and 2015/2016. This survey should take no more than 15 minutes to complete. Please respond based on your affiliation with the library in which you work or serve in some other official capacity.

Thank you in advance for taking the time to complete the survey. Your responses will go directly to QualityMetrics (not to the State Library) and your responses will not be identified with your library to the State Library. The QualityMetrics team will review all survey responses and will include the survey results in their report to the State Library, which is due in February 2017. Your assistance with this survey is very important and will help us assess the work the State Library of North Carolina has done in the past and will enable them to improve library service in North Carolina in the future.

INTRODUCTION TO GOALS AND OUTCOMES

The State Library of North Carolina's LSTA Plan for 2013 - 2017 includes four (4) goals. They are:

Goal 1: Partnerships and Collaboration

North Carolina libraries will partner with each other, with businesses, and with other organizations to extend their reach and enhance their capacity.

Goal 2: Continuing Education

North Carolina library staff will have the necessary planning and learning opportunities that enable them to provide exceptional library programs, services, and resources.

Goal 3: Literacy and Lifelong Learning

North Carolina libraries will equip users for success in life, school, and work through library programs and services that support literacy and lifelong learning.

Goal 4: Access, Digitization, and Preservation

North Carolina libraries will expand access to information resources by strengthening, sharing, digitizing and preserving our valuable and unique collections.

This survey will explore the impact that services and grants funded in-part or fully with LSTA dollars have had in addressing these goals in recent years.

STATEWIDE INITIATIVES

Many libraries benefit from LSTA funded initiatives even if they do not receive a grant directly. For example, LSTA dollars are used to support the NC Cardinal program and to support the NC Digital Heritage Center, which extends public access to many valuable resources. We are interested in your overall impression of the degree to which these kinds of programs impact your library and your community.

1) Please indicate whether or not your library is a participant in the NC Cardinal consortium.

- Yes, my library is currently a member
- No, but my library is considering joining NC Cardinal in the future
- No, and no plans to join NC Cardinal in the future
- Don't know/Not sure

STATEWIDE INITIATIVES RATINGS

2) Using a scale of 1 to 9 with 1 representing "No impact" and 9 representing "Significant impact," please provide your assessment of the impact that statewide LSTA initiatives have had on your library and on the people it serves. *(Please note that some initiatives have impact only in a few of the following categories. Please select "Not Applicable" if you believe that a listed outcome isn't applicable to a particular initiative.)*

	1 - No impact	2	3	4	5	6	7	8	9 - Significant impact	Not Applicable
The library is involved	<input type="checkbox"/>	<input type="checkbox"/>								

in an increased quantity of collaborative ventures										
Library patrons have improved access to library resources and services	()	()	()	()	()	()	()	()	()	()
Individuals served by our library consider the library to be an expert on community services	()	()	()	()	()	()	()	()	()	()
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	()	()	()	()	()	()	()	()	()	()
Library users have	()	()	()	()	()	()	()	()	()	()

improved digital and information literacy										
Library users have increased opportunities that support their lifelong learning	()	()	()	()	()	()	()	()	()	()
Library users consider the library a valuable partner	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have access to an increased number of all resources, including digital	()	()	()	()	()	()	()	()	()	()
Our library has an increased capacity to digitize and preserve our unique collections	()	()	()	()	()	()	()	()	()	()
Individuals served by	()	()	()	()	()	()	()	()	()	()

our library have increased awareness of and access to special and unique collections in North Carolina libraries											
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DIGITIZATION

3) Has your library received an LSTA Digitization grant or grants during 2013/2014, 2014/2015, or 2015/2016?

Yes

No

Don't Know/ Not Sure

4) Briefly describe the nature of the Digitization grant(s) that your library received.

DIGITIZATION RATINGS

5) Using a scale of 1 to 9 with 1 representing "No impact" and 9 representing "Significant impact," please provide your assessment of the impact that your grant or grants in this category had on your library and on the people it serves. *(Please note that most types of grants are likely to have impact only in a few of the following categories. Please select "Not Applicable" if you believe that a listed outcome isn't applicable to the type of grant or grant your library received.)*

	1 - No impact	2	3	4	5	6	7	8	9 - Significant impact	Not Applicable
The library is involved in an increased quantity of digitization	()	()	()	()	()	()	()	()	()	()
Library patrons have improved access to library resources and services	()	()	()	()	()	()	()	()	()	()
Individuals served by our library consider the library to be an expert on community services	()	()	()	()	()	()	()	()	()	()

Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	()	()	()	()	()	()	()	()	()	()
Library users have improved digital and information literacy	()	()	()	()	()	()	()	()	()	()
Library users have increased opportunities that support their lifelong learning	()	()	()	()	()	()	()	()	()	()
Library users consider the library a valuable partner	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have access	()	()	()	()	()	()	()	()	()	()

to an increased number of all resources, including digital										
Our library has an increased capacity to digitize and preserve our unique collections	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	()	()	()	()	()	()	()	()	()	()

INNOVATION

6) Has your library received an LSTA Innovation grant or grants during 2013/2014, 2014/2015, or 2015/2016?

() Yes

() No

() Don't Know/ Not Sure

7) Briefly describe the nature of the Innovation grant(s) that your library received.

INNOVATION RATINGS

8) Using a scale of 1 to 9 with 1 representing "No impact" and 9 representing "Significant impact," please provide your assessment of the impact that your grant or grants in this category had on your library and on the people it serves. *(Please note that most types of grants are likely to have impact only in a few of the following categories. Please select "Not Applicable" if you believe that a listed outcome isn't applicable to the type of grant or grant your library received.)*

	1 - No impact	2	3	4	5	6	7	8	9 - Significant impact	Not Applicable
The library is involved in an increased quantity of collaborative ventures	()	()	()	()	()	()	()	()	()	()

Library patrons have improved access to library resources and services	()	()	()	()	()	()	()	()	()	()
Individuals served by our library consider the library to be an expert on community services	()	()	()	()	()	()	()	()	()	()
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	()	()	()	()	()	()	()	()	()	()
Library users have improved digital and information literacy	()	()	()	()	()	()	()	()	()	()

Library users have increased opportunities that support their lifelong learning	()	()	()	()	()	()	()	()	()	()
Library users consider the library a valuable partner	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have access to an increased number of all resources, including digital	()	()	()	()	()	()	()	()	()	()
Our library has an increased capacity to digitize and preserve our unique collections	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have increased awareness of and	()	()	()	()	()	()	()	()	()	()

access to special and unique collections in North Carolina libraries										
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LITERACY & LIFELONG LEARNING

9) Has your library received an LSTA Literacy & Lifelong Learning grant or grants during 2013/2014, 2014/2015, or 2015/2016?

Yes

No

Don't Know/ Not Sure

10) Briefly describe the nature of the Literacy & Lifelong Learning grant(s) that your library received.

LITERACY & LIFELONG LEARNING RATINGS

11) Using a scale of 1 to 9 with 1 representing "No impact" and 9 representing "Significant impact," please provide your assessment of the impact that your grant or grants in this category had on your library and on the people it serves. *(Please note that most types of grants are likely to have impact only in a few of the following categories. Please select "Not Applicable" if you believe that a listed outcome isn't applicable to the type of grant or grant your library received.)*

	1 - No impact	2	3	4	5	6	7	8	9 - Significant impact	Not Applicable
The library is involved in an increased quantity of collaborative ventures	()	()	()	()	()	()	()	()	()	()
Library patrons have improved access to library resources and services	()	()	()	()	()	()	()	()	()	()
Individuals served by our library consider the library to be an expert on community services	()	()	()	()	()	()	()	()	()	()
Library staff who participate	()	()	()	()	()	()	()	()	()	()

in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources										
Library users have improved digital and information literacy	()	()	()	()	()	()	()	()	()	()
Library users have increased opportunities that support their lifelong learning	()	()	()	()	()	()	()	()	()	()
Library users consider the library a valuable partner	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have access to an increased number of	()	()	()	()	()	()	()	()	()	()

all resources, including digital										
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	<input type="checkbox"/>									

PLANNING

12) Has your library received an LSTA Planning grant or grants during 2013/2014, 2014/2015, or 2015/2016?

Yes

No

Don't Know/ Not Sure

13) Briefly describe the nature of the Planning grant(s) that your library received.

PLANNING RATINGS

14) Using a scale of 1 to 9 with 1 representing "No impact" and 9 representing "Significant impact," please provide your assessment of the impact that your grant or grants in this category had on your library and on the people it serves. *(Please note that most types of grants are likely to have impact only in a few of the following categories. Please select "Not Applicable" if you believe that a listed outcome isn't applicable to the type of grant or grant your library received.)*

	1 - No impact	2	3	4	5	6	7	8	9 - Significant impact	Not Applicable
The library is involved in an increased quantity of collaborative ventures	()	()	()	()	()	()	()	()	()	()
Library patrons have improved access to library resources and services	()	()	()	()	()	()	()	()	()	()
Individuals served by our library consider	()	()	()	()	()	()	()	()	()	()

the library to be an expert on community services										
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	()	()	()	()	()	()	()	()	()	()
Library users have improved digital and information literacy	()	()	()	()	()	()	()	()	()	()
Library users have increased opportunities that support their lifelong learning	()	()	()	()	()	()	()	()	()	()
Library users consider the library	()	()	()	()	()	()	()	()	()	()

a valuable partner										
Individuals served by our library have access to an increased number of all resources, including digital	()	()	()	()	()	()	()	()	()	()
Our library has an increased capacity to digitize and preserve our unique collections	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	()	()	()	()	()	()	()	()	()	()

COLLABORATION AND INNOVATION

15) Has your library received an LSTA Collaboration and Innovation grant or grants during 2013/2014, 2014/2015, or 2015/2016?

Yes

No

Don't Know/ Not Sure

16) Briefly describe the nature of the Collaboration and Innovation grant(s) that your library received.

COLLABORATION AND INNOVATION RATINGS

17) Using a scale of 1 to 9 with 1 representing "No impact" and 9 representing "Significant impact," please provide your assessment of the impact that your grant or grants in this category had on your library and on the people it serves. *(Please note that most types of grants are likely to have impact only in a few of the following categories. Please select "Not Applicable" if you believe that a listed outcome isn't applicable to the type of grant or grant your library received.)*

	1 - No impact	2	3	4	5	6	7	8	9 - Significant impact	Not Applicable
The library is involved	<input type="checkbox"/>	<input type="checkbox"/>								

in an increased quantity of collaborative ventures										
Library patrons have improved access to library resources and services	()	()	()	()	()	()	()	()	()	()
Individuals served by our library consider the library to be an expert on community services	()	()	()	()	()	()	()	()	()	()
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	()	()	()	()	()	()	()	()	()	()
Library users have	()	()	()	()	()	()	()	()	()	()

improved digital and information literacy										
Library users have increased opportunities that support their lifelong learning	()	()	()	()	()	()	()	()	()	()
Library users consider the library a valuable partner	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have access to an increased number of all resources, including digital	()	()	()	()	()	()	()	()	()	()
Our library has an increased capacity to digitize and preserve our unique collections	()	()	()	()	()	()	()	()	()	()
Individuals served by	()	()	()	()	()	()	()	()	()	()

our library have increased awareness of and access to special and unique collections in North Carolina libraries										
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EDGE

18) Has your library received an LSTA EZ EDGE assessment grant during 2013/2014, 2014/2015, or 2015/2016?

Yes

No

Don't Know/ Not Sure

EDGE RATING

19) Using a scale of 1 to 9 with 1 representing "No impact" and 9 representing "Significant impact," please provide your assessment of the impact that your grant or grants in this category had on your library and on the people it serves. *(Please note that most types of grants are likely to have impact only in a few of the following categories. Please select "Not Applicable" if you believe that a listed outcome isn't applicable to the type of grant or grant your library received.)*

	1 - No impact	2	3	4	5	6	7	8	9 - Significant impact	Not Applicable
The library is involved in an increased quantity of collaborative ventures	()	()	()	()	()	()	()	()	()	()
Library patrons have improved access to library resources and services	()	()	()	()	()	()	()	()	()	()
Individuals served by our library consider the library to be an expert on community services	()	()	()	()	()	()	()	()	()	()
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library	()	()	()	()	()	()	()	()	()	()

programs, services, and resources										
Library users have improved digital and information literacy	()	()	()	()	()	()	()	()	()	()
Library users have increased opportunities that support their lifelong learning	()	()	()	()	()	()	()	()	()	()
Library users consider the library a valuable partner	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have access to an increased number of all resources, including digital	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have	()	()	()	()	()	()	()	()	()	()

increased awareness of and access to special and unique collections in North Carolina libraries										
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OTHER

20) Has your library received any other kind of LSTA grant or grants during 2013/2014, 2014/2015, or 2015/2016?

Yes

No

Don't Know/ Not Sure

21) Briefly describe the nature of the other grant or grants that your library received.

OTHER RATINGS

22) Using a scale of 1 to 9 with 1 representing "No impact" and 9 representing "Significant impact," please provide your assessment of the impact that your grant or grants in this category had on your library and on the people it serves. *(Please note that most types of grants are likely to have impact only in a few of the following categories. Please select "Not Applicable" if you believe that a listed outcome isn't applicable to the type of grant or grant your library received.)*

	1 - No impact	2	3	4	5	6	7	8	9 - Significant impact	Not Applicable
The library is involved in an increased quantity of collaborative ventures	()	()	()	()	()	()	()	()	()	()
Library patrons have improved access to library resources and services	()	()	()	()	()	()	()	()	()	()
Individuals served by our library consider the library to be an expert on community services	()	()	()	()	()	()	()	()	()	()

Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	()	()	()	()	()	()	()	()	()	()
Library users have improved digital and information literacy	()	()	()	()	()	()	()	()	()	()
Library users have increased opportunities that support their lifelong learning	()	()	()	()	()	()	()	()	()	()
Library users consider the library a valuable partner	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have access	()	()	()	()	()	()	()	()	()	()

to an increased number of all resources, including digital										
Our library has an increased capacity to digitize and preserve our unique collections	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	()	()	()	()	()	()	()	()	()	()

CONTINUING EDUCATION/WORKSHOPS

23) Have you participated in any continuing education activities and/or workshops sponsored or supported by the State Library of North Carolina in 2013/2014, 2014/2015, or 2015/2016?

() Yes

() No

() Don't Know/ Not Sure

24) Please indicate the types of continuing education activities and/or workshops in which you participated.

CONTINUING EDUCATION/WORKSHOPS RATINGS

25) Using a scale of 1 to 9 with 1 representing "No impact" and 9 representing "Significant impact," please provide your assessment of the impact that your grant or grants in this category had on your library and on the people it serves. *(Please note that most types of grants are likely to have impact only in a few of the following categories. Please select "Not Applicable" if you believe that a listed outcome isn't applicable to the type of grant or grant your library received.)*

	1 - No impact	2	3	4	5	6	7	8	9 - Significant impact	Not Applicable
The library is involved in an increased quantity of collaborative ventures	()	()	()	()	()	()	()	()	()	()

Library patrons have improved access to library resources and services	()	()	()	()	()	()	()	()	()	()
Individuals served by our library consider the library to be an expert on community services	()	()	()	()	()	()	()	()	()	()
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	()	()	()	()	()	()	()	()	()	()
Library users have improved digital and information literacy	()	()	()	()	()	()	()	()	()	()

Library users have increased opportunities that support their lifelong learning	()	()	()	()	()	()	()	()	()	()
Library users consider the library a valuable partner	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have access to an increased number of all resources, including digital	()	()	()	()	()	()	()	()	()	()
Our library has an increased capacity to digitize and preserve our unique collections	()	()	()	()	()	()	()	()	()	()
Individuals served by our library have increased awareness of and	()	()	()	()	()	()	()	()	()	()

access to special and unique collections in North Carolina libraries										
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LIBRARY DESCRIPTION

26) Please describe the type of library you represent.

- Public library
- Community College Library
- NCICU (North Carolina Independent Colleges and Universities) Library
- UNC (University of North Carolina) System Library
- Other (Please specify below.)

If you responded "other" in the question above, please indicate the type of library or other organization you represent in three words or less in the text box provided below.

LIBRARY AND RESPONDENT DESCRIPTION

27) In order to help us better understand the characteristics of the area served by your library, please indicate the name of the county or counties in which your library is located or has locations.

28) Please select the category that most closely describes your role/responsibilities in your library.

- Library director
- Manager/ department head
- Other library administrator
- Children's/youth services librarian
- Adult services/reference/information services librarian
- Interlibrary loan/document delivery librarian
- Technical services librarian (cataloger)
- Archivist
- Library technology specialist
- Other library staff
- Other (Please specify below.)

If you responded "other" to the question above, please indicate your role in the library or other organization you represent in three words or less in the text box provided below.

29) Please indicate the approximate size of the population served by the library you represent.

- Fewer than 250
- 250 - 499
- 500 - 999
- 1,000 - 1999
- 2,000 - 4999
- 5,000 - 9,999

- 10,000 - 24,999
- 25,000 - 49,999
- 50,000 - 99,999
- More than 100,000
- DON'T KNOW

30) Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent.

- Less than 2
- 2 - 4
- 5 - 9
- 10 - 19
- 20 - 34
- 35 - 49
- 50 - 99
- 100 - 249
- 250 - 499
- 500 or more
- DON'T KNOW

THANK YOU!

Thank you for taking our survey. Your responses are very important to us.



Appendix E: Focus Group Protocol

Interviews with Library Leaders

Each interview included these key questions; follow-up and additional questions were tailored to the specific position and experience of the interviewees and their responses:

1. Describe how you and your library have been involved with LSTA.
2. From your perspective, which LSTA programs have been most impactful to your library and to the state from 2013-2015?
3. How would you assess the process of receiving funding – applying, receiving funding, reporting?
4. Looking forward, where would you like to see more LSTA funding? Where less?
5. Final thoughts?

Focus Group: Public Librarians

1. Which LSTA programs have been most impactful for your library?
2. In North Carolina, the State Library has been interested in using LSTA funds to initiate projects, but does not wish to provide funding for ongoing operations over the long term. Is that the right approach?
3. North Carolina has offered many sub-grants to individual libraries. Are the amounts awarded sufficient to justify the effort of applying and reporting?
4. Are reporting expectations reasonable?
5. How important have LSTA sub-grants been in providing opportunities for innovation?
6. A major focus of IMLS has been on assessing outcomes. Have you been able to document outcomes from your LSTA projects?
7. What impact have LSTA-funded digitization projects had for the residents of your library district?
8. Is it your experience that the State Library has made great efforts to help LSTA grant applicants be successful?
9. Turning forward, the State Library will begin work on the next five-year LSTA plan soon. What new directions should it take? What would make a difference for your library?
10. Finally, what would you like to say about LSTA?

Appendix F: Summary of Survey Results

North Carolina LSTA Web Survey Report

Who participated?

One hundred twenty-six individuals responded to the LSTA evaluation web survey, representing sixty-seven counties in North Carolina. Of these, eighty-three (66.9 percent of the total responses) were in public libraries, Thirty-two (32.1) percent were academic libraries (sixteen NCICU libraries, thirteen UNC libraries, ten community college libraries), and one other type of library identified as Special Collections/Museum. Fifty-six (56.9) percent of the respondents were library directors. Another nineteen (19.5) percent were managers/department heads.

Because the eighty-three public library respondents dominate the range of responses to survey questions, cross-tabulations have been conducted on some of the responses.

Overall, the largest group, twenty-seven (27.9) percent, served populations of more than 100,000, which includes thirty-two public libraries and two academic libraries. The second largest, sixteen (16.4) percent, served communities of 25,000–49,999 (Eighteen public libraries and two academic libraries were in this group.) The largest number of academic libraries, eleven, served populations of 1,000–1,999.

Twenty-two (22.1) percent, the highest percent, had five to nine full-time equivalent (FTE) staff members. Another seventeen (17.2) percent were in libraries with ten to nineteen FTE. Twenty-one (21.0) percent of public libraries fell into this category and another fourteen (14.8) percent had 35 to 39 FTE. Among academic libraries, forty-one (41.0) percent had five to nine FTE and another twenty (20.5) percent had two to four FTE staff.

Statewide Initiatives

Respondents were asked to indicate whether or not their library was a participant in the NC Cardinal consortium. Forty-six (46.0) percent responded, “No, and have no plans to join NC Cardinal in the future” and thirty-four (34.1) percent responded that they currently participate. Eight (8.7) percent are not members but are considering joining NC Cardinal in the future and eleven (11.1) percent selected “don’t know/not sure.”

Among public library respondents, almost half (49.4) percent indicated they are currently a participant in the NC Cardinal consortium and thirty-six (36.1) percent replied that they were not and did not have plans to join. While only two (2.6) percent of academic libraries currently participate, sixty-nine (69.2) percent reported they do not and had no plans to join, and twenty-three (23.1) percent selected “don’t know/not sure.”

Question 2 asked the respondents to use a nine-point scale (with 1 indicating “no impact” and 9 indicated “significant impact”) to assess the impact that statewide LSTA initiatives have had on their library and on the people it serves. It was also possible to check not applicable if a listed outcome was not applicable to a particular initiative. The table below lists LSTA initiatives outcomes in descending order of overall respondents’ combined significant impact rating of 8 and 9.

Outcome	% Significant Impact		
	All Respondents	Public Library	Academic Library
Individuals served by our library have access to an increased number of all resources, including digital	70.7%	72.3%	68.4%
Library patrons have improved access to library resources and services	67.5%	69.8%	63.2%
Library users have increased opportunities that support their lifelong learning	62.6%	63.9%	60.6%
Library users have improved digital and information literacy	57.4%	56.6%	59.4%
Library users consider the library a valuable partner	56.1%	54.2%	60.5%
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	50.0%	53.7%	44.8%
The library is involved in an increased quantity of collaborative ventures	48.3%	51.2%	42.1%
Our library has an increased capacity to digitize and preserve our unique collections	46.3%	39.7%	60.5%
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	41.5%	38.6%	50.0%
Individuals served by our library consider the library to be an expert on community services	40.7%	41.0%	39.5%

Similar to overall response, public and academic library survey participants report the most significant impact of LSTA initiatives as “Individuals served by our library have access to an increased number of all resources, including digital” and “Library patrons have improved access to library resources and services.” Overall, eight (8.1) percent of respondents indicated that LSTA initiatives had no impact on their library increasing capacity to digitize and preserve their unique collections. Not all types of grants have impact in all of the categories and eleven (11.4) percent of all respondents indicated “not applicable” for the outcome: “Our library has an increased capacity to digitize and preserve our unique collections.”

LSTA Digitization grant

Sixty-eight (68.5) percent of survey respondent replied that their library had NOT received an LSTA Digitization grant(s) during 2013/2014, 2014/2015, or 2015/2016. Twenty (20.2) percent indicated that they had and eleven (11.3) percent selected “don’t know/not sure.”

Respondents were asked to briefly describe the nature of the digitization grant(s) that their library received. *(Please see the survey compilation for the complete answers to this question.)* Eight of the twenty-one public library responses indicated that the grants were used to implement RFID. Six responses noted other grants or collaborators that were being employed for projects (e.g., NC ECHO, EZ Digitization, DigitalNC). Several other replies, and almost all of the academic library responses, described specific projects or collections being digitized.

Question 5 asked the 25 grant recipients to use a nine-point scale (with 1 indicating “no impact” and 9 indicated “significant impact”) to assess the impact that their LSTA digitization grant(s) had on their library and on the people it serves. Of these, seventeen were public and eight were academic library respondents. It was also possible to check not applicable if a listed outcome was not applicable to the type of grant or grant your library received. The table below lists outcomes from grants received in descending order of overall respondents’ combined significant impact rating of 8 and 9.

Outcome	% Significant Impact		
	All Respondents	Public Library	Academic Library
Library patrons have improved access to library resources and services	88.5%	88.2%	88.8%
Individuals served by our library have access to an increased number of all resources, including digital	88.0%	93.8%	77.8%
Library users consider the library a valuable partner	77.0%	76.5%	77.8%
Library users have increased opportunities that support their lifelong learning	73.1%	82.3%	55.5%
The library is involved in an increased quantity of digitization	73.1%	64.7%	88.9%
Library users have improved digital and information literacy	69.3%	70.6%	66.6%
Our library has an increased capacity to digitize and preserve our unique collections	69.3%	52.9%	100.0%
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	69.2%	76.5%	55.5%
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	56.0%	43.8%	77.8%
Individuals served by our library consider the library to be an expert on community services	50.0%	47.0%	55.5%

Overall, respondents report that receiving digitization grant(s) has highest significant impact on their patrons increased access to library resources and services. However, ninety-three (93.8) percent of public library respondents indicate the highest impact as “Individuals served by our library have access to an increased number of all resources, including digital.” One hundred (100.0) percent of academic libraries report that their grants significantly impact their library’s increased capacity to digitize and preserve their unique collections, but eleven (11.8) percent of public library respondents indicated that their grants had no impact on this outcome. Among academic libraries, all respondents indicated that these grants had some impact on every listed outcome (zero percent reported in all 1-3 ratings). As not

all types of grants have impact in all of the categories, fifteen (15.4) percent of all respondents indicated “not applicable” for the outcome: “The library is involved in an increased quantity of digitization.”

LSTA Innovation grant

Seventy-two (72.3) percent of survey respondent replied that their library had NOT received an LSTA Innovation grant(s) during 2013/2014, 2014/2015, or 2015/2016. Nine (9.2) percent indicated that they had and eighteen (18.5) percent selected “don’t know/not sure.”

Respondents were asked to briefly describe the nature of the Innovation grant(s) that their library received. *(Please see the survey compilation for the complete answers to this question.)*

Thirteen respondents offered feedback. Public library respondents said they were using the grant(s) for programming (e.g., STEAM programming and education for Teens, strategic plan and grant for literacy, sensitivity training for staff and the public), RFID implementation, bookmobile, and “GED and iPad/Tablet partnership with the local Community College.” Academic library respondents reported using the grant(s) for 3D systems, collaborative workstations, creating learning tools, student aid for textbooks, and library remodeling and update. “It has made a HUGE difference is the way the space and the staff are perceived as positive progressive role models.”

Question 8 asked the 11 grant recipients to use a nine-point scale (with 1 indicating “no impact” and 9 indicated “significant impact”) to assess the impact that the innovation grant(s) had on their library and on the people it serves. Of these, five were public and six were academic library respondents. It was also possible to check not applicable if a listed outcome was not applicable to the type of grant or grant your library received. The table below lists outcomes from grants received in descending order of overall respondents’ combined significant impact rating of 8 and 9.

Outcome	% Significant Impact		
	All Respondents	Public Library	Academic Library
Library users have increased opportunities that support their lifelong learning	92.3%	100.0%	85.8%
Library users consider the library a valuable partner	92.3%	100.0%	85.7%
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	84.7%	100.0%	71.5%
Individuals served by our library have access to an increased number of all resources, including digital	84.6%	100.0%	71.4%
Individuals served by our library consider the library to be an expert on community services	78.6%	100.0%	57.2%
Library users have improved digital and information literacy	77.0%	100.0%	57.2%
Library patrons have improved access to library resources and services	71.4%	85.7%	57.2%

The library is involved in an increased quantity of collaborative ventures	69.3%	100.0%	42.9%
Our library has an increased capacity to digitize and preserve our unique collections	61.6%	83.4%	42.9%
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	53.9%	66.7%	42.9%

Similar to overall response, academic library survey participants report the most significant impact of innovation grants as “Library users have increased opportunities that support their lifelong learning” and “Library users consider the library a valuable partner.” However, all of the public library respondents report that innovation grants significantly impact nearly all of the outcomes listed. Noting that not all types of grants have impact in all of the categories, thirty (30.8) percent of all respondents indicated “not applicable” for each outcome: “Our library has an increased capacity to digitize and preserve our unique collections” and “Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries.”

LSTA Literacy & Lifelong Learning grant

Overall, survey participants are split when asked if they received a LSTA Literacy & Lifelong Learning grant(s) during 2013/2014, 2014/2015, or 2015/2016. Forty-three (43.4) percent responded “yes,” forty-two (42.6) percent responded “no,” and thirteen (13.9) percent selected “don’t know/not sure.” Fifty-one (51.9) percent of public library respondents replied “yes” and fifty-three (53.8) percent of academic library participants said “no.”

Respondents were asked to briefly describe the nature of the Literacy & Lifelong Learning grant(s) that they received. *(Please see the survey compilation for the complete answers to this question.)* Both public and academic library respondents described the many purchases and new programs made possible by receiving the grant(s). “The awarding of this grant in 14-15 allowed us to purchase AWE Digital Learning Solutions computers with educational software as well as the necessary furniture. We've been able to use these computers to create and enhance existing children's programs designed to reach children of all needs and ages, which will also help with increasing digital literacy.” “We received a grant to create a multimedia lab to teach and develop digital literacy skills. The lab includes 3D printers, audio and video editing software, and related resources. We teach workshops and programs on a variety of topics.” “Grant allowed us to implement bilingual programming for families, introduce bilingual AWE stations, and build a Spanish/bilingual collection.”

Question 11 asked the 53 grant recipients to use a nine-point scale (with 1 indicating “no impact” and 9 indicated “significant impact”) to assess the impact that the Literacy & Lifelong Learning grant(s) had on their library and on the people it serves. Of these, forty-two were public and eleven were academic library respondents. It was also possible to check not applicable if a listed outcome was not applicable to the type of grant or grant your library received. The table below lists outcomes from grants received in descending order of overall respondents’ combined significant impact rating of 8 and 9.

Outcome	% Significant Impact		
	All Respondents	Public Library	Academic Library
Library users have increased opportunities that support their lifelong learning	73.6%	73.8%	72.7%
Individuals served by our library have access to an increased number of all resources, including digital	71.7%	71.4%	72.8%
Library patrons have improved access to library resources and services	67.9%	69.1%	63.6%
Library users consider the library a valuable partner	66.0%	66.7%	63.7%
Library users have improved digital and information literacy	62.2%	59.5%	72.8%
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	60.3%	61.9%	54.6%
The library is involved in an increased quantity of collaborative ventures	58.5%	59.5%	54.6%
Individuals served by our library consider the library to be an expert on community services	52.9%	55.0%	45.5%
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	30.2%	28.6%	36.4%

Similar to overall response, public library survey participants report the most significant impact of Literacy & Lifelong Learning grants as “Library users have increased opportunities that support their lifelong learning” and “Individuals served by our library have access to an increased number of all resources, including digital.” Seventy-two (72.8) percent of academic library respondents said these grants significantly impact both improved digital and information literacy for their library users and patron’s access to increased number of all resources, including digital. Four (4.8) percent of public library respondents indicated that Literacy & Lifelong Learning grants had no impact on their patron’s increased awareness of and access to special and unique collections in North Carolina libraries, while academic respondents indicated that the grants had some impact on every listed outcome (zero percent reported in all 1-2 ratings). Not all types of grants have impact in all of the categories and twenty-two (22.6) percent of all respondents indicated “not applicable” for the outcome: “Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries.”

LSTA Planning grant

Fifty-six (56.5) percent of survey respondent replied that their library had NOT received an LSTA Planning grant(s) during 2013/2014, 2014/2015, or 2015/2016. Twenty-nine (29.0) percent indicated that they had and fourteen (14.5) percent selected “don’t know/not sure.”

Respondents were asked to briefly describe the nature of the Planning grant(s) that their library received. *(Please see the survey compilation for the complete answers to this question.)* Thirty-five respondents provided feedback on activities made possible by receiving the grant(s). Several responses described using funds to hire consultants to assist in long-range and strategic planning. More than half

of the respondents said they are using the grants to re-do or develop plans (e.g., 5-year, strategic, long-range, technology, or facilities plan).

Question 14 asked the 36 grant recipients to use a nine-point scale (with 1 indicating “no impact” and 9 indicated “significant impact”) to assess the impact that your Planning grant(s) had on their library and on the people it serves. Of these, twenty-nine were public library respondents. It was also possible to check not applicable if a listed outcome was not applicable to the type of grant or grant your library received. The table below lists outcomes from grants received in descending order of overall respondents’ combined significant impact rating of 8 and 9.

Outcome	% Significant Impact		
	All Respondents	Public Library	Academic Library
Library patrons have improved access to library resources and services	69.5%	68.9%	71.4%
Library users have increased opportunities that support their lifelong learning	65.7%	71.4%	42.9%
The library is involved in an increased quantity of collaborative ventures	61.2%	72.4%	14.3%
Library users consider the library a valuable partner	57.2%	57.2%	57.1%
Individuals served by our library consider the library to be an expert on community services	52.8%	55.1%	42.9%
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	52.7%	55.2%	42.9%
Individuals served by our library have access to an increased number of all resources, including digital	52.7%	51.7%	57.1%
Library users have improved digital and information literacy	44.4%	44.8%	42.9%
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	25.0%	27.5%	14.3%
Our library has an increased capacity to digitize and preserve our unique collections	19.4%	20.6%	14.3%

Similar to overall response, academic library survey participants report the most significant impact of Planning grants as “Library patrons have improved access to library resources and services” while seventy-two (72.4) percent of public library respondents said these grants have a significantly impact in the library’s involvement in an increased quantity of collaborative ventures. Respondents also report the grants having a significant impact on library users increased opportunities that support their lifelong learning, but twenty-eight (28.6) percent of academic and three (3.6) percent of public library respondents indicated that these grants had no impact on this outcome. As not all types of grants have impact in all of the categories, thirty-three (33.3) and twenty-seven (27.8) percent of all respondents indicated “not applicable” for the outcomes: “Our library has an increased capacity to digitize and preserve our unique collections” and “Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries,” respectively.

LSTA Collaboration and Innovation grant

Seventy-six (76.9) percent of survey respondent replied that their library had NOT received an LSTA Collaboration and Innovation grant(s) during 2013/2014, 2014/2015, or 2015/2016. Only two (2.5) percent indicated that they had and twenty (20.7) percent selected “don’t know/not sure.”

Respondents were asked to briefly describe the nature of the Collaboration and Innovation grant(s) that their library received. *(Please see the survey compilation for the complete answers to this question.)* Only three respondents provided feedback on activities made possible by receiving the grant(s). “FY14/15 received innovation grant to promote healthy activities while using the library including a self powering bike to show children the connection between power and electricity.” “The Library received an EZ Innovation Grant to plan and provide a Teen Makerspace Camp in collaboration with the Center for Design Innovation. Participants created paper mache masks and scanned them into 3-D files.” “Increase student use of technology for travel and development of primary research in a global community.”

Question 17 asked the 3 participants to use a nine-point scale (with 1 indicating “no impact” and 9 indicated “significant impact”) to assess the impact that the Collaboration and Innovation grants(s) had on their library and on the people it serves. It was also possible to check not applicable if a listed outcome was not applicable to the type of grant or grant your library received. The table below lists outcomes from grants received in descending order of overall respondents’ significant impact rating of 9.

Outcome	Count of Significant Impact		
	Scale=8	Scale=9	Not Applicable
The library is involved in an increased quantity of collaborative ventures	0	3	0
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	0	3	0
Library users have increased opportunities that support their lifelong learning	0	3	0
Library patrons have improved access to library resources and services	1	2	0
Individuals served by our library consider the library to be an expert on community services	1	2	0
Library users consider the library a valuable partner	1	2	0
Library users have improved digital and information literacy	0	2	0
Individuals served by our library have access to an increased number of all resources, including digital	0	2	0
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	0	2	1
Our library has an increased capacity to digitize and preserve our unique collections	1	1	1

With only three respondents, two from public and one from academic libraries, the data is presented by respondent counts. Noting again, that not all types of grants have impact in all of the categories, one

respondent each indicated “not applicable” for each outcome: “Our library has an increased capacity to digitize and preserve our unique collections” and “Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries.”

LSTA EZ EDGE Technology grant

Overall, when survey participants were asked if they received an LSTA EZ EDGE Technology grant during 2013/2014, 2014/2015, or 2015/2016, twenty-nine (29.0) percent responded “yes,” fifty-three (53.2) percent responded “no,” and seventeen (17.7) percent selected “don’t know/not sure.” Forty-three (43.4) percent of public library respondents replied “yes” and thirty-four (34.9) percent said, “no.” Among academic library participants, eighty-nine (89.7) percent replied “no,” zero (0.0) percent said “yes.”

Question 19 asked the 36 grant recipients to use a nine-point scale (with 1 indicating “no impact” and 9 indicated “significant impact”) to assess the impact that the LSTA EZ EDGE Technology grant had on their library and on the people it serves. It was also possible to check not applicable if a listed outcome was not applicable to the type of grant or grant your library received. The table below lists outcomes from grants received in descending order of overall respondents’ combined significant impact rating of 8 and 9.

These results only represent public library respondents who report that receiving the technology grants has the highest impact on their users increased opportunities that support lifelong learning.

Outcome	% Impact		
	Significant Impact	No impact (scale=0)	Not Applicable
Library users have increased opportunities that support their lifelong learning	72.3%	0.0%	2.8%
Individuals served by our library have access to an increased number of all resources, including digital	66.6%	0.0%	0.0%
Library users consider the library a valuable partner	63.9%	0.0%	5.6%
Library patrons have improved access to library resources and services	63.9%	0.0%	0.0%
Library users have improved digital and information literacy	63.9%	0.0%	0.0%
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	48.6%	2.9%	8.6%
The library is involved in an increased quantity of collaborative ventures	47.2%	5.6%	11.1%
Individuals served by our library consider the library to be an expert on community services	36.1%	5.6%	11.1%
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	33.4%	5.6%	13.9%

Other LSTA grant

Sixty-three (63.4) percent of survey respondent replied that their library had NOT received any other type of LSTA grant(s) during 2013/2014, 2014/2015, or 2015/2016. Nine (9.8) percent indicated that they had and twenty-six (26.8) percent selected “don’t know/not sure.”

Respondents were asked to briefly describe the nature of the other grant(s) that their library received. *(Please see the survey compilation for the complete answers to this question.)* Ten survey participants provided feedback describing NC Cardinal Migration grants, technology grants (e.g., EZ Edge Technology grant), and one community grant. “Our library received a grant to build a gazebo and garden from Lowe's, a community partner grant.”

Question 22 asked the 12 recipients to use a nine-point scale (with 1 indicating “no impact” and 9 indicated “significant impact”) to assess the impact that the other LSTA grant had on their library and on the people it serves. Of these, public library represents ten respondents. It was also possible to check not applicable if a listed outcome was not applicable to the type of grant or grant your library received. The table below lists outcomes from grants received in descending order of overall respondents’ combined significant impact rating of 8 and 9.

Outcome	% Impact		
	Significant Impact	No impact (scale=0)	Not Applicable
Library users have increased opportunities that support their lifelong learning	83.4%	0.0%	0.0%
Library patrons have improved access to library resources and services	75.0%	0.0%	0.0%
Library users consider the library a valuable partner	75.0%	0.0%	8.3%
The library is involved in an increased quantity of collaborative ventures	66.7%	0.0%	8.3%
Library users have improved digital and information literacy	58.3%	0.0%	8.3%
Individuals served by our library have access to an increased number of all resources, including digital	58.3%	0.0%	8.3%
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	50.0%	0.0%	25.0%
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	50.0%	0.0%	16.7%
Individuals served by our library consider the library to be an expert on community services	41.7%	0.0%	16.7%
Our library has an increased capacity to digitize and preserve our unique collections	25.0%	8.3%	41.7%

Overall, and mostly representing public library, survey participants report the most significant impact of other LSTA grants as “Library users have increased opportunities that support their lifelong learning.” While the highest percent said that these “other” grants had no impact on their library’s increased capacity to digitize and preserve unique collections, forty-one (41.7) percent indicated “not applicable” for this outcome.

Continuing Education

Sixty-four (64.5) percent of survey respondent replied that their library had participated in any continuing education activities and/or workshops sponsored or supported by the State Library of North Carolina in 2013/2014, 2014/2015, or 2015/2016. Twenty-two (22.6) percent indicated that they had NOT and twelve (12.9) percent selected “don’t know/not sure.” Seventy-nine (79.5) percent of public library respondents said “yes” and nine (9.6) percent said “no.” Among academic library participants, forty-eight (48.7) percent replied “no,” thirty-three (33.3) percent said “yes.”

Question 23 asked respondents to indicate the types of continuing education activities and/or workshops in which they participated. *(Please see the survey compilation for the complete answers to this question.)* Sixty-seven survey participants provided feedback. Around thirty respondents specifically mentioned participating in online continuing education activities and another fifty identified attending conferences/meetings and workshops. Twenty respondents said their continuing education activities was through NC Live and sixteen described various literacy training activities. Responses also included customer service and grant writing training, as well as leadership and library director activities.

The final question asked the 80 participants to use a nine-point scale (with 1 indicating “no impact” and 9 indicated “significant impact”) to assess the impact that the continuing education activity/workshop had on their library and on the people it serves. Of those, sixty-six were public library respondents. It was also possible to check not applicable if a listed outcome was not applicable to the type of grant or grant your library received. The table below lists outcomes from grants received in descending order of overall respondents’ combined significant impact rating of 8 and 9.

Outcome	% Impact		
	Significant Impact	No impact (scale=0)	Not Applicable
Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources	67.1%	1.3%	5.1%
Library users consider the library a valuable partner	45.6%	1.3%	16.5%
Library users have increased opportunities that support their lifelong learning	44.3%	1.3%	16.5%
Individuals served by our library have access to an increased number of all resources, including digital	44.3%	1.3%	20.3%
Library patrons have improved access to library resources and services	43.1%	1.3%	17.7%
Library users have improved digital and information literacy	41.8%	1.3%	17.7%
The library is involved in an increased quantity of collaborative ventures	38.0%	3.8%	17.7%
Individuals served by our library consider the library to be an expert on community services	38.0%	1.3%	16.5%
Individuals served by our library have increased awareness of and access to special and unique collections in North Carolina libraries	33.0%	2.5%	25.3%
Our library has an increased capacity to digitize and preserve our unique collections	29.2%	3.8%	30.4%

Overall, survey participants report the most significant impact of their continuing education activities as “Library staff who participate in learning opportunities report and demonstrate new attitudes and skills in library programs, services, and resources.” Respondents suggest that continuing education activities had no impact on involvement in increased quantity of collaborative ventures or on their increased capacity to digitize and preserve unique collections, which additionally thirty (30.4) percent indicated “not applicable” for this outcome.

Appendix G: Summary of coding used in qualitative analysis of focus group notes

<i>Topic</i>	<i>Index Key</i>	<i>Number of mentions - positive</i>	<i>Number of mentions - descriptive, not positive or negative</i>	<i>Number of mentions - negative</i>	<i>Total Mentions</i>
Planning	A	2	3		5
Collaboration	C	14	1	1	16
Digitization	D	9			9
Databases	DB	1	1		2
Equitable for all libraries	E	16			16
Facilities	F	3			3
Flexible	G	2			2
Innovation	I	16			16
Schools and universities	K12	4		3	7
Leveraging	L	11			11
Lifelong learning	LL	1	2		3
Community engagement	N	2			2
Outcomes	O	2			2
(LSTA) Process	P	22			22
Professional development	R	3			3
Sharing ideas/outcomes	S	3		4	7
Early literacy	Y	2	1		3
General compliment	*	6			6

Appendix H: LSTA Funding Allotments 2013-2015 Mapped to Goals

<i>Program</i>	<i>FFY 2013 Expenditures</i>	<i>% FFY 2013</i>	<i>FFY 2014 Expenditures</i>	<i>% FFY 2014</i>	<i>FFY 2015</i>	<i>% FFY 2015</i>	<i>FFY 2013-2015 Expenditure TOTAL</i>	<i>% FFY 2013-2015</i>	<i>State Goal</i>
Administration					\$174,532	4.0%	\$174,532	1.4%	
EZ Digitization		0.0%	\$11,517	0.3%	\$53,330	1.2%	\$64,847	0.5%	4
EZ Innovation (2013: EZ Collaboration & Innovation)	\$302,505	0.0%	\$100,061	2.5%	\$21,678	0.5%	\$424,244	3.4%	3
EZ Literacy & Lifelong Learning	\$216,584	5.4%	\$565,716	14.1%	\$593,069	13.6%	\$1,375,369	11.1%	3
EZ Planning	\$276,644	6.9%	\$306,272	7.6%	\$319,601	7.3%	\$902,517	7.3%	2
Project Access & Digitization	\$1,056,604	26.4%	\$699,084	17.5%	\$709,144	16.3%	\$2,464,832	19.9%	2
Project Literacy & Lifelong Learning	\$88,464	2.2%	\$109,030	2.7%	\$222,201	5.1%	\$419,695	3.4%	3
Special Project - Community College Study		0.0%	\$62,703	1.6%	\$68,614	1.6%	\$131,317	1.1%	2
Special Project - LibGuides for North Carolina Libraries	\$131,703	3.3%		0.0%		0.0%	\$131,703	1.1%	4
Special Project - NC Digital Heritage Center	\$338,995	8.5%	\$300,131	7.5%	\$484,955	11.1%	\$1,124,081	9.1%	4
Special Project - NC LIVE Collection	\$49,999	1.3%		0.0%		0.0%	\$49,999	0.4%	4
Special Project - NC Literary Festival 2014	\$58,497	1.5%		0.0%		0.0%	\$58,497	0.5%	3
Special Project - NCLA Leadership Planning & Institute	\$18,020	0.5%	\$9,000	0.2%	\$9,906	0.2%	\$36,926	0.3%	2
Special Project - RootsMOOC	\$10,000	0.3%		0.0%		0.0%	\$10,000	0.1%	3
Statewide Leadership - Continuing Education		0.0%	\$70,001	1.8%	\$159,760	3.7%	\$229,761	1.9%	2
Statewide Leadership - Digital Preservation & Digitization/@ NC Resources	\$91,170	2.3%	\$51,465	1.3%	\$104,528	2.4%	\$247,163	2.0%	4

<i>Program</i>	<i>FFY 2013 Expenditures</i>	<i>% FFY 2013</i>	<i>FFY 2014 Expenditures</i>	<i>% FFY 2014</i>	<i>FFY 2015</i>	<i>% FFY 2015</i>	<i>FFY 2013-2015 Expenditure TOTAL</i>	<i>% FFY 2013-2015</i>	<i>State Goal</i>
Statewide Leadership - eLearning & Technology Resources		0.0%	\$184,939	4.6%		0.0%	\$184,939	1.5%	4
Statewide Leadership - eLearning & Technology Trends	\$1,800	0.0%		0.0%		0.0%	\$1,800	0.0%	4
Statewide Leadership - EZ Edge Mini Grants		0.0%	\$285,331	7.1%	\$170,500	3.9%	\$455,831	3.7%	4
Statewide Leadership - Historic Newspaper Project	\$29,226	0.7%		0.0%		0.0%	\$29,226	0.2%	4
Statewide Leadership - LBPH Recording Studio	\$2,255	0.1%		0.0%		0.0%	\$2,255	0.0%	4
Statewide Leadership - NC Cardinal Consortium	\$673,427	16.8%	\$705,455	17.6%	\$931,863	21.4%	\$2,310,745	18.7%	4
Statewide Leadership - NC Knows Virtual Reference Services	\$158,043	4.0%	\$153,180	3.8%	\$114,885	2.6%	\$426,108	3.4%	4
Statewide Leadership Project - NCpedia Expansion & Ncpedia	\$165,057	4.1%	\$96,638	2.4%		0.0%	\$261,695	2.1%	4
Statewide Leadership - Libraries of the Future through Planning and Assessment	\$36,781	0.9%	\$0	0.0%	\$62,259	1.4%	\$99,040	0.8%	2
Statewide Leadership - Building the Bench through Professional Development	\$55,203	1.4%		0.0%		0.0%	\$55,203	0.4%	2
Statewide Leadership - Raising the Bar through Professional Development	\$50,213	1.3%	\$39,695	1.0%		0.0%	\$89,908	0.7%	2
Statewide Leadership - State Government Publications	\$193,766	4.8%	\$154,827	3.9%		0.0%	\$348,593	2.8%	4
Statewide Leadership - Transition Planning		0.0%	\$10,739	0.3%		0.0%	\$10,739	0.1%	2

<i>Program</i>	<i>FFY 2013 Expenditures</i>	<i>% FFY 2013</i>	<i>FFY 2014 Expenditures</i>	<i>% FFY 2014</i>	<i>FFY 2015</i>	<i>% FFY 2015</i>	<i>FFY 2013-2015 Expenditure TOTAL</i>	<i>% FFY 2013-2015</i>	<i>State Goal</i>
Statewide Leadership - 21st Century Libraries					\$157,470	3.6%	\$157,470	1.3%	4
Statewide Leadership - Youth Reading		0.0%	\$91,159	2.3%	\$5,009	0.1%	\$96,168	0.8%	3
	\$4,004,956	100.0%	\$4,006,943	100.0%	\$4,363,304	100.0%	\$12,375,203	100.0%	

GOALS	FFY 2013 Expenditures	% FFY 2013	FFY 2014 Expenditures	% FFY 2014	FFY 2015	% FFY 2015	FFY 2013- 2015 Expenditure TOTAL	% FFY 2013-2015
GOAL 1: Partnerships and Collaboration	-	0.0%	-	0.0%	174,532	4.0%	174,532	1.4%
GOAL 2: Continuing Education	1,493,465	37.3%	1,197,494	29.9%	1,329,284	30.5%	4,020,243	32.5%
GOAL 3: Literacy and Lifelong Learning	676,050	16.9%	865,966	21.6%	841,957	19.3%	2,383,973	19.3%
GOAL 4: Access, Digitization, and Preservation	1,835,441	45.8%	1,943,483	48.5%	2,017,531	46.2%	5,796,455	46.8%
TOTAL	4,004,956	100.0%	4,006,943	100.0%	4,363,304	100.0%	12,375,203	100.0%