

Maine State Library

Library Services and Technology Act (LSTA)

Grants to States Program Implementation Evaluation

Federal Fiscal Year 2018 - Federal Fiscal Year 2022

Evaluators:

Martha Kyrillidou, Ph.D.

William Wilson, M.L.S.



Helping libraries achieve success
www.qualitymetricsllc.com

Date: March 10, 2022

Commissioned by: Maine State Library

James Ritter, State Librarian



TABLE OF CONTENTS

EVALUATION SUMMARY	1
EVALUATION REPORT	6
Evaluation Introduction	6
Goal 1 Retrospective Assessment	7
Goal 2 Retrospective Assessment	13
Goal 3 Retrospective Assessment	18
Goal 4 Retrospective Assessment	21
Retrospective Assessment Questions A-2 and A-3	24
Process Questions B-1, B-2, and B-3	25
Methodology Questions C-1, C-2, C-3, and C-4	25
Conclusion	29
APPENDICES	31
Appendix A: Acronyms	31
Appendix B: Interviewees/ Focus Groups	33
Appendix C: Bibliography of Documents Reviewed	34
Appendix D: Focus Group Questions	36
Appendix E: Web-Survey Instrument	38
Appendix F: Measuring Success Crosswalk Table	43
Appendix G: Targeted Audiences Crosswalk Table	44
Appendix H: Expenditure Tables	45
Appendix I: Web-Survey Report	46
Appendix J: Maine Databases	56
Appendix K: Maps of Maine (PLS and ACS data)	60

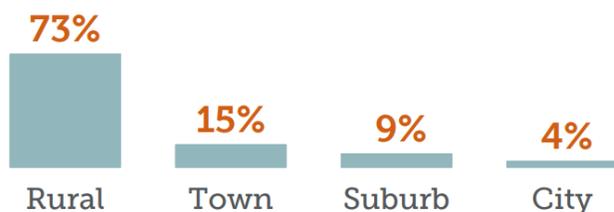
EVALUATION SUMMARY

Summary Introduction

The 2019 Public Libraries Survey (PLS) reported that Maine had a total of 256 public library jurisdictions employing 364.60 full-time equivalent (FTE) staff categorized as librarians (160.60 FTE are reported as having American Library Association [ALA] accredited Master’s degrees). The Academic Libraries Survey (ALS) reported that 29 institutions of higher education employ 132.25 FTE librarians. According to the National Center for Educational Statistics’ (NCES) Elementary/Secondary Information System (EISi), Maine’s 275 public school districts employ

186.70 full-time librarians. Total full-time equivalent public library staff is approximately 700 in 261 public library outlets that include a handful of branch locations and a bookmobile. The majority of these outlets are in rural areas (75.86%).¹

Public Library Outlets by Locale



Understanding the extremely rural nature of much of Maine is important to understanding the challenges involved in

providing library and information services in the state and, in turn, comprehending the Maine State Library’s (MSL) approach to its use of Library Services and Technology Act (LSTA) Grants to States funding. More than half (55.46%) of Maine’s population lives within approximately 25 miles of its rocky coastline. Although there is a scattering of other population centers in other parts of the state, the vast majority of the Pine Tree State’s inland territory is not simply rural; much of it is, in fact, remote. Sixty-six of Maine’s libraries are in communities that the U.S. Census Bureau classifies as “Rural, Remote” areas.

Over forty percent (41.6%) of Maine’s public libraries serve populations of fewer than 2,500 people. More than two-thirds (67.5%) have service populations of fewer than 5,000 residents. More than three-quarters of Maine’s public libraries are managed by directors who do not have master’s degrees in library or information science. Collections in the vast majority of the rural and remote libraries are small and budgets are typically meager.

Given Maine’s population of 1,362,359², the state’s annual Library Services and Technology Act Grants to States³ program allotment from the Institute of Museum and Library Services (IMLS)

¹ Adjacent chart shows 73% based on the IMLS PLS 2017 State Profile for Maine: <https://www.ims.gov/data/data-catalog/public-libraries-survey/fy-2017-pls-state-profiles>

² United States Census Bureau, Decennial Census (April 1, 2020)

³ The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report

of approximately \$ 1.26⁴ million per year translates into \$ 0.92⁵ per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Maine’s approximately 1.4 million residents. The Maine State Library’s challenge is to find ways to make \$ 0.92 per person transformative in terms of library services; to leverage a relatively small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services.

There are four goal statements in the ***Library Services and Technology Act (LSTA) 20 U.S.C. 9141 Maine Five-Year State Plan: 2018-2022***. They are:

GOAL 1: Expand library resource sharing and services for all Maine residents.

GOAL 2: Improve the Maine library workforce via continuing education, professional development and leadership opportunities.

GOAL 3: Provide and improve library services to individuals with disabilities; and to Maine residents, including children, living in underserved areas and rural areas.

GOAL 4: Expand and enhance life-long learning opportunities for Maine residents.

Retrospective Question A-1 Summary

Agency’s Internal Assessment and Evaluators’ Assessment

As part of the assessment process, the evaluators asked the Maine State Librarian and the MSL’s LSTA Coordinator to offer their joint appraisal of progress their agency had made toward achieving each of the four goals included in the 2018-2022 five-year plan. The evaluators prefaced their request for this internal assessment by noting the fact that the state was only three years into the implementation of the five-year plan. Consequently, it was acknowledged that it was unlikely that any of the goals would be fully achieved at the time of the evaluation; however, the State Librarian and the LSTA Coordinator were also asked to consider the trajectory of each goal and to consider this in their assessment.

Table 1 offers a summary of both the Maine State Library’s internal assessment and the evaluators’ conclusions.

Table 1 - Maine State Library’s and Evaluators’ Assessment of Achievement		
GOAL	Maine State Library’s Internal Assessment	Evaluators’ Assessment

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

⁵ Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

Table 1 - Maine State Library's and Evaluators' Assessment of Achievement		
GOAL 1: Expand library resource sharing and services for all Maine residents	Achieved	Achieved
GOAL 2: Improve the Maine library workforce via continuing education, professional development and leadership opportunities	Achieved	Achieved
GOAL 3: Provide and improve library services to individuals with disabilities; and to Maine residents, including children, living in underserved areas and rural areas.	Achieved	Partly Achieved
GOAL 4: Expand and enhance life-long learning opportunities for Maine residents	Partly Achieved	Partly Achieved

Evaluators' Goal 1 Summary

Expand library resource sharing and services for all Maine residents.

All three of the projects undertaken by MSL in support of Goal 1 ([MRLS - Area Reference and Resource Centers](#), [Maine InfoNet](#), and the [Maine School and Library Network](#)) have either achieved or exceeded the outcomes envisioned for these programs. The Area Reference and Resource Centers were negatively impacted by the pandemic but are now on the road to recovery. The Maine InfoNet and MSLN programs were, if anything, more important during the COVID shutdown. Furthermore, Maine has demonstrated the importance and power of robust partnerships and collaboration in a powerful way. The evaluators conclude that Maine State Library has **ACHIEVED** Goal 1.

Evaluators' Goal 2 Summary

Improve the Maine library workforce via continuing education, professional development and leadership opportunities.

Goal 2 expenditures represent 18.32% of Maine's total LSTA allotment for the FFY 2018 – FFY 2020 period. This goal includes two projects: *MRLS - Specialists and Consulting and Continuing Education*. Both of the projects conducted in support of Goal 2 were heavily impacted by the COVID-19 pandemic. Both continuing education and consulting activities were disrupted by library closures, social distancing requirements and uncertainty about topics ranging from sanitizing surfaces and sneeze guards to making Wi-Fi accessible in library parking lots. MSL staff rose to the challenge and, in fact, managed to exceed all expectations for effectiveness and success. Many new lessons were learned that will change and improve the way these services are conducted in the future. The evaluators conclude that Maine State Library has **ACHIEVED** Goal 2.

Evaluators' Goal 3 Summary

Provide and improve library services to individuals with disabilities; and to Maine residents, including children, living in underserved areas and rural areas.

Maine's Talking Books Plus project is a solid, well-managed implementation of the LOC/NLS program that satisfies the first half of Goal 1 (Provide and improve library services to individuals with disabilities). The weakness of the large print activity pales in comparison to the strength of the balance of the project. However, the Books by Mail project, while technically achieving the outcomes outlined in the 2018-2022 Five-Year Plan, is not adequately addressing the needs of those identified in the second half of the Goal statement (those living in underserved areas and rural areas). Because of this shortcoming, which is clearly acknowledged by MSL administration and staff, the evaluators conclude that Maine State Library has only **PARTLY ACHIEVED** Goal 3. Nevertheless, the evaluators believe that it is necessary to reiterate that MSL is actively seeking new mechanisms to address the difficult challenge presented by Maine's geography, topography, and population distribution.

Evaluators' Goal 4 Summary

Expand and enhance life-long learning opportunities Maine residents

The evaluators find that the Maine State Library is well on its way to achieving Goal 4. MSL has clearly accomplished the single desired outcome via the [Digital Maine Library](#) (Maine residents and libraries have access to a variety of learning and information resources) expressed for the only project (*Procurement, Evaluation and Selection of Online Content: Databases and Learning Tools*) undertaken in support of the Goal. However, the State Library's self-assessment that it has only partly achieved Goal 4 is well founded. The usage of many of the databases has declined and the MSL administration expressed their strong commitment to making sure that Maine residents receive the highest value possible from the information resources that are licensed. The title of the project undertaken isn't limited to "procurement." It also includes "evaluation and selection" and it is in this area that MSL feels that it is still striving. MSL is working hard to achieve the right mix of content products to meet the needs of all residents whether they are elementary or high school students, college students, the business community, and everyday residents seeking productive employment and a fulfilling life. Finally, the evaluators want to indicate that the potential of the upcoming [Bendable](#) project is tremendous. It promises to be a model for the nation. The evaluators agree with MSL's assessment that they have only **PARTLY ACHIEVED** Goal 4 at this time, however, we also wish to point out that they are on a trajectory that is very likely to make the impact of this Goal equal to or greater than the success experienced in Goals 1, 2, and 3.

Retrospective Question A-2 Summary

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

Three of the four (4) goals in Maine's 2018-2022 Plan directly align with Measuring Success focal areas (see Appendix F). Goal 1 covers the Information Access focal area. Goal 2 addresses the Institutional Capacity focal area, and Goal 4 targets the Lifelong Learning focal

area. Goal 3 is a hybrid with project elements that track with both Information Access and Lifelong Learning. Of the eight (8) projects undertaken during the three-year period covered by this evaluation, four (4) targeted Information Access. Two (2) projects had an Institutional Capacity focus and the remaining two (2) projects identified intents consistent with the Lifelong Learning focal area.

The rationale behind the attention given to the Information Access and Institutional Capacity focal areas becomes clear when the sizes of libraries and the rural, remote nature of the majority of communities in the state are considered.

Retrospective Question A-3 Summary

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

Only one project, [Talking Books Plus](#), which is essentially Maine's implementation of the Library of Congress' National Library Service for the Blind and Print Disabled program, qualifies as being a substantial focus on the basis of percentage of expenditure (10%) specified by IMLS in the evaluation guidelines (see Appendix G).

State Program Report data is posted to the MSL website and announce its availability through various professional listservs and by other means of communication. Continuing education offerings include content that provides instruction in the use of data as it relates to management and decision-making. MSL collects and disseminates library salary data which libraries often use in determining staff compensation. Some libraries also use PLS data to make peer comparisons with other libraries in the state or within their region as a tool in presenting their annual budgets for consideration.

The Maine State Library will share an overview of all of the findings of the evaluation with staff, with the Maine Library Commission, and with the Maine Library Advisory Council. Specific relevant information from the evaluation will be shared with other partner organizations. The findings will be used to inform both short-term and long-term decision-making and the findings will play an integral role in the development of the 2023-2027 LSTA Five-Year Plan.

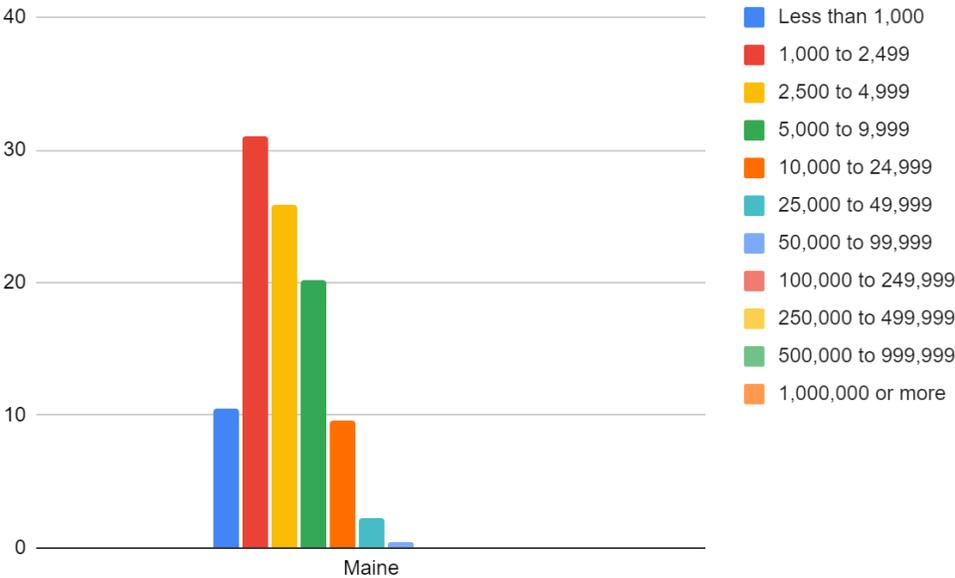
The pandemic had a profound impact on the agency operations and on the Maine Library community. The Maine State Library saw services disrupted. At the same time, the state library became quite adept at electronic communications and will continue to utilize all communications means to strengthen idea sharing and collaborations; frequent communications is a significant tool for libraries going forward.

EVALUATION REPORT

Evaluation Introduction

Understanding the extremely rural nature of much of Maine is important to understanding the challenges involved in providing library and information services in the state and, in turn, comprehending the Maine State Library’s (MSL) approach to its use of Library Services and Technology Act (LSTA) Grants to States funding. More than half (55.46%) of Maine’s population lives within approximately 25 miles of its rocky coastline. Although there is a scattering of other population centers in other parts of the state, the vast majority of the Pine Tree State’s inland territory is not simply rural; much of it is, in fact, remote. Sixty-six of Maine’s libraries are in communities that the U.S. Census Bureau classifies as “Rural, Remote” areas.

Over forty percent (41.6%) of Maine’s public libraries serve populations of fewer than 2,500 people. More than two-thirds (67.5%) have service populations of fewer than 5,000 residents. More than three-quarters of Maine’s public libraries are managed by directors who do not have master’s degrees in library or information science. Collections in the vast majority of the rural and remote libraries are small and budgets are typically meager. A series of maps that are included in Appendix K illustrates the stark contrasts that exist between coastal Maine and much of the interior of the state.



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

Maine’s LSTA program isn’t flashy nor is it characterized by shiny objects in the form of innovative subgrant activities. Rather, the program allocates most of its funds to solid, fundamental projects that help ensure that all residents of the Pine Tree State have access to quality collections and e-resources and that they are served by library staff who are competent and have the tools and skills needed to connect people and the information they desire and

require. It isn't a stretch to say that Maine's LSTA program matches the state's reputation for being moderately conservative and well-grounded with a dash of contrarian mixed in. One other earmark of MSL's overall program of service that must be understood to assess the state's performance using LSTA funds relates to the high degree of collaboration that is evident in most of its initiatives. Whether it is MSL's relationship with the University of Maine System in the Maine InfoNet project or the remarkable success of the Maine School and Library Network (MSLN) and [NetworkMaine](#), through a collaboration that includes a host of major partners including the Maine Department of Education, the University of Maine System, and the State's Office of Information Technology, the state library agency consistently demonstrates its commitment to forging partnerships that deliver results and that enable MSL to leverage LSTA funds in a way that is arguably unparalleled in the nation.

There are four goal statements in the ***Library Services and Technology Act (LSTA) 20 U.S.C. 9141 Maine Five-Year State Plan: 2018-2022***. Each of the goals is stated below and LSTA-funded activities carried out in support of the goal are described. Finally, the evaluators' assessment of whether each goal has been achieved, partly achieved, or not achieved is presented.

Goal 1 Retrospective Assessment

GOAL 1: Expand library resource sharing and services for all Maine residents.

Goal 1 Description and Discussion

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

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
MRLS-Area Reference and Resource Centers	\$ 766,615.16
Maine InfoNet - Partnership with the University of Maine	\$ 484,090.79
Maine School and Library Network (MSLN)	\$ 274,223.64
GOAL SUBTOTAL	\$ 1,524,929.59

Goal 1 expenditures represent 41.33% of Maine's total LSTA allotment for the FFY 2018 – FFY 2020 period.

MRLS - Area Reference and Resource Centers

Each of the three (3) Area Reference and Resource Centers serve a portion of the State. The Portland Public Library serves the two most populous of Maine's sixteen (16) counties in the

south. The Maine State Library in Augusta (currently in temporary quarters) serves seven central and western counties. The Bangor Public Library acts as the third Area Reference and Resource Center and covers the remaining seven northern and eastern counties. Maine's Five-Year Plan identifies the outcomes that are desired from this project. They are:

Provide ILL services to libraries in their respective counties

- Libraries that are not members of a state ILS consortium can offer ILL services to their patrons.
- Library users in all areas of Maine have access to more materials.

Provide free borrowers cards to Maine residents residing their respective counties

- Maine residents have access to a wider array of services, programs and materials than many small libraries can offer.

Provide reference and additional information services to libraries and patrons in those counties

- The information needs of library patrons in areas served by small libraries staffed with paraprofessionals are met.

Provide office space for MSL regional liaison (as per contracts)

- Regional liaison increases his or her knowledge of the needs of the region's librarians and their libraries enabling the liaison to tailor training and services to the needs.

Regional librarians increase their skills or knowledge of the library profession.

- Patrons receive better services from trained librarians.

Manage van delivery program for libraries (specific MSL activity)

- Libraries have increased access to in-state materials for their patrons.
- Patrons receive materials more quickly because the materials are in state.

Although closures and service hour reductions due to the COVID-19 (Coronavirus Disease - 2019) pandemic and the relocation (followed by the closure of the temporary site) of the Maine State Library for major upgrades to the facility's mechanical systems disrupted many of the ARCCs' fundamental services, all indications are that most basic functions either continued or have now been restored. Not surprisingly, the number of interlibrary loan requests and reference transactions originating in local libraries dropped significantly as local libraries closed and then moved to curbside service. However, numbers in both categories are rebounding now that library doors are reopening and something closer to normal hours and operations are being restored.

INTERLIBRARY LOAN TRANSACTIONS	FFY 2018	FFY 2019	FFY 2020
Interlibrary Loan Transactions	49,390 Verify	46,161	34,018

REFERENCE TRANSACTIONS	FFY 2018	FFY 2019	FFY 2020
Reference Transactions	61,014 Verify	61,765	22,959

In the web-based survey of the library community conducted by the evaluators between November 2 - November 29, 2021, ARRC services were specifically mentioned in a positive light in nine (9) of the 132 complete responses as being the most impactful LSTA-funded service. One respondent said, "We are a very small library more than an hour away from any major town or city. It's a really great help that I am able to borrow the books that my patrons want that I don't have." Another said, "We depend heavily on interlibrary loan."

Residents who acquire borrowers' cards from their ARRC Library are also eligible to access the electronic resources licensed by that library that go beyond the basic set offered directly to all state residents through the Digital Maine Library (formerly MARVEL). While these resources differ at each of the ARRCs, the supplementary services include TumbleBooks, Heritage Quest, and Morningstar.

An additional component covered under the ARRC project umbrella is the delivery system. It is managed by MSL as part of its role as one of the ARRCs. Public libraries get one day per week delivery at no cost and can opt into additional days at a very affordable rate (the FFY 2020 rate was \$18.40 per stop). The delivery service reaches a mixture of libraries including 158 public libraries, 36 academic libraries as well as a healthy number of special and school libraries. Survey respondents had praise for the difference that this subsidized delivery service makes. One channeled their users and said, "Interlibrary loans delivered three days a week is the reason why our residents think our library is the cat's meow!" The internal assessment of the LSTA program provided by the State Librarian and LSTA Coordinator also cited the importance and significance of the delivery program as one of the reasons that they felt that MSL had achieved Goal 1.

Another new and exciting component of the ARRC project is carried out by MSL in its role as an ARRC. MSL serves as the state's hub to the Digital Public Library of America (DPLA). MSL works with cultural and historical organizations throughout the state to facilitate the digitization of historical collections. The FFY 2020 LSTA State Program Report (SPR) reports that 63,492 items have now been made discoverable and that the [DigitalMaine Repository](#) link on the Digital Maine Library was searched 192,302 times in FFY 2020 generating 1.1 million downloads.

Clearly, ARRC services were, and to some extent still are, disrupted by the pandemic. However, it appears as if the ARRCs have weathered the storm and are rebounding. In spite of COVID, the ARRCs have successfully achieved all of the outcomes outlined in the 2018-2022 Plan.

Maine InfoNet - Partnership with the University of Maine

More than twenty years ago, a major chemical company launched a highly-effective ad campaign that essentially said, "We don't make 'X,' we make 'X' better." For example, one specific ad said, "We don't make the car, we make the car go faster." This analogy may be helpful in understanding the *Maine InfoNet* project. Maine InfoNet isn't the online databases (Digital Maine Library) or the statewide catalog (MaineCat). Maine InfoNet is the entity that

makes these other important services work. InfoNet is more than just an element in the success of Maine's digital/online services. It's the glue that holds all of the pieces together.

Following is the description of *Maine InfoNet* that appears in the SPR:

“Maine InfoNet is a collaborative of academic, public, school, and special libraries that provides leadership in resource sharing, promotes cost effective solutions for quality library information services, and supports the cultural, educational, and economic development of Maine. Supported by the Maine State Library through a contract with the University of Maine System, Maine InfoNet connects the people of Maine to information and ideas through library cooperation.”

Through a contract with the University of Maine System that is in-part LSTA-funded, not all things digital, but most things digital that impact Maine libraries have access to technology and management skills that bridge the gap between various types of libraries and libraries in locations ranging from urban to remote. *Maine InfoNet* is governed by a board composed of representatives ranging from the University System and the State Library to local public and school libraries. It perfectly captures what we would characterize as MSL's philosophy of service: We're in this together and we're stronger together than we are separately. In the evaluators' opinion, through cooperation and collaboration with an array of partners, Maine is arguably more effective in leveraging its LSTA dollars to accomplish great things than any other state.

The 2018-2022 Five-Year Plan established the following desired outcomes for Maine InfoNet:

MARVEL (Now Digital Maine Library):

- Maine residents have access to a large number of comprehensive online resources.

MaineCat:

- Maine residents, library patrons and students have increased access to the collections of many Maine libraries

Download Library:

- Maine residents and all library types have expanded access to downloadable audio and e-books.

Maine InfoNet manages and operates all three of the major initiatives mentioned above (Digital Maine Library, MaineCat, and the Download Library). Funding sources that support each of these projects differ. For example, the Digital Maine Library gets the largest percentage of its funds through the Maine Telecommunications Access Fund (Universal Service Fund - USF) but also receives significant funding through MSL (both General Fund and LSTA) and from the University of Maine System. The importance and impact of the Digital Maine Library will specifically be discussed under Goal 4 (Expand and enhance life-long learning opportunities for Maine residents).

Maine InfoNet manages the three major Integrated Library Systems in the State (URSUS, Minerva, and the Maine InfoNet Library System for Maine’s Small Libraries [MILS]). InfoNet also manages the statewide catalog (MaineCat), which links nearly 100 library collections from 7 online library systems. Information on the InfoNet website about MaineCat⁶ indicates that “A single search scans more than 4.6 million unique titles and nearly 8.9 million items.”

In response to the web-survey question asking respondents to name the LSTA-funded project that had the greatest impact on their library and on the people the library serves, one librarian said,

“In the last three years, Maine Infonet has likely had the greatest impact on my library and our community because we joined one of the shared library systems Maine Infonet runs, MILS. This has significantly improved our patrons' ease of use of our collection and interlibrary loan services, as well as improved our staff's ability to provide patron services.”

Another librarian added,

“The staff at Maine InfoNet are worth their weight in gold. They answer every question promptly and typically explain matters in a way we can all understand.”

Yet another respondent addressed the importance of the Download Library saying,

“Maine Infonet (especially the Download Library) has been indispensable to our library in the past years. Our library does not have a budget for eBooks and audiobooks, so for patrons to be able to access these things for free is a major benefit for us.”

In the SPR, MSL characterizes the *Maine InfoNet* project as being exemplary. The evaluators agree with this assessment and add that it provides a model worthy of emulation by other states. The Maine InfoNet project has clearly achieved the desired outcomes described for it in the Five-Year Plan.

Maine School and Library Network (MSLN)

The evaluators have repeatedly pointed out the rural and remote nature of much of Maine’s landmass. This makes the Maine School and Library Network even more remarkable than it might first appear. Despite the major challenges presented by Maine’s geography and topography, 234 libraries have broadband connections (minimum 1 gigabit fiber connection) through NetworkMaine. The NetworkMaine website describes the service as being “a unit of the University of Maine System providing Maine’s Research & Education (R&E) community with

⁶ <https://www.maineinfonet.org/mainecat/about/#what>

access to high-bandwidth, low-latency connectivity and complimentary services that enhance their ability to successfully deliver on their missions.” The MSLN 2020 Annual Report indicates that, “Schools, school districts, and libraries voluntarily elect to participate in the NetworkMaine consortium by signing participation agreements and letters of agency allowing the consortium to contract for services and file for E-Rate subsidies on their behalf. Employees of the University of Maine System carry out the day-to-day functions of NetworkMaine.” Funding for the broadband service itself comes from a combination of sources including the Maine Telecommunications Education Access Fund and E-Rate reimbursement. The LSTA-funded *Maine School Library Network* project funds process and liaison activities related to determining the eligibility of libraries for E-Rate, educating potential participants of their responsibilities and of pending deadlines, and ensuring their compliance with E-Rate requirements. This is yet another example of how MSL effectively leverages its LSTA dollars to achieve results that go far beyond a typical return on investment (ROI).

MSL’s Five-Year Plan spells out three desired outcomes for the *Maine School and Library Network* project. They are:

- Public libraries provide high speed broadband connections both wired and wirelessly to their communities
- Public libraries upgrade internal network infrastructure using local, state and federal e-rate funds.
- Public libraries are in compliance with federal E-rate rules

Although Network Maine has been struggling with the federal bureaucracy regarding reimbursement funding in recent years, the network continues to operate and to provide libraries throughout the state with exceptionally robust Internet connectivity. In many small communities, the public library is the primary source of broadband connectivity. A library community web-survey respondent summed up the value of MSLN well when they said,

“Without Maine Infonet and MSLN, our library would be just a shadow of what it is with those services. Our community would hardly know what to do if we had to do without Infonet and MSLN. Our patrons are absolute dyed-in-the-wool fans of the services made possible by Infonet and MSLN.”

In spite of COVID realities the *Maine School and Library Network* project has achieved each of the desired outcomes outlined in the 2018-2022 LSTA Five-Year Plan.

Goal 1 Conclusion - Retrospective Question A-1

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

All three of the projects undertaken by MSL in support of Goal 1 (*MRLS - Area Reference and Resource Centers*, *Maine InfoNet*, and the *Maine School and Library Network*) have either achieved or exceeded the outcomes envisioned for these programs. The Area Reference and Resource Centers were negatively impacted by the pandemic but are now on the road to

recovery. The Maine InfoNet and MSLN programs were, if anything, more important during the COVID shutdown. Furthermore, Maine has demonstrated the importance and power of robust partnerships and collaboration in a powerful way. The evaluators conclude that Maine State Library has **ACHIEVED** Goal 1.

Goal 2 Retrospective Assessment

GOAL 2: Improve the Maine library workforce via continuing education, professional development and leadership opportunities.

Goal 2 Description and Discussion

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

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
MRLS - Specialists and Consulting	\$ 590,668.85
Continuing Education	\$ 85,177.43
GOAL SUBTOTAL	\$ 675,846.28

Goal 2 expenditures represent 18.32% of Maine’s total LSTA allotment for the FFY 2018 – FFY 2020 period.

MRLS - Specialists and Consulting

The Maine Regional Library System’s (*MRLS*) - *Specialists and Consulting* project is the embodiment of a key strategy employed by MSL to ensure that residents of all parts of Maine have access to quality library services. In assessing the impact of this project, it is important to go back to the geographic, topographic, and population distribution challenges that the State Library must confront.

The Maine Regional Library System divides the sixteen (16) counties in the State into nine (9) regions. While several of the regions are quite large, two (Region 5 and Region 9) are gargantuan! Region 9 is comprised of a single county: Aroostook. Aroostook County covers 6,829 square miles and is home to 67,105 people. In comparison, the State of Delaware is less than one-third the size (1,982 square miles) and has a population of nearly one-million people. One of the two counties in Region 5 (Piscataquis) is approximately the same size as the state of Connecticut but has a population of only 17,000 (6 inhabitants per square mile). People in

Aroostook County are served by fifteen (15) small libraries. Piscataquis County has eight (8) small libraries.



Region #	County
1	Cumberland
1	York
2	Franklin
2	Oxford
3	Androscoggin
3	Kennebec
3	Sagadahoc
4	Knox
4	Lincoln
5	Piscataquis
5	Somerset
6	Penobscot
6	Waldo
7	Hancock
8	Washington
9	Aroostook

A corps of seven (7) individuals serve as Regional Consultants, Each consultant covers several topical subject areas ranging from grant writing to digital literacy and from children’s services to legal issues and space utilization. Each consultant also acts as a liaison between MSL and either one or two regions (two of the consultants cover two regions each). The majority of the money that covers consultant salaries and fringe benefits comes from state funds; however

coordination of this program, some expenses, the salary of the state data coordinator and funding to support a contract with the Maine Association of Nonprofits (MANP) is covered by LSTA. The contract with MANP serves as a mechanism to provide an extra level of expertise and assistance to the 57% of Maine libraries that are organized as nonprofit organizations.

The 2018-2022 Five-Year LSTA Plan identified three desired outcomes for the *MRLS - Specialists and Consulting Desired Outcomes* project. They were:

- Libraries strengthen and develop new programs
- Libraries convene and collaborate regionally and statewide to improve library services
- Statewide goals are established and met

The strongest testimony that these things are happening comes from the library staff members who participated in the web-survey. One librarian summarized it well by saying:

“I never fail to be amazed at the efficiency with which these (services) are managed and the personalized support that MSL provides to libraries throughout the state. This was never more obvious than during the onset of COVI-19 when MSL’s outreach to the Maine library community was a lifeline for most of us who felt untethered.”

The chart below demonstrates that the consultants barely missed a beat in terms of their contacts. It should be noted that the period of activity covered using FFY 2019 funding corresponds with the heart of pandemic closures (activity for these expenditures ended September 30, 2020).

ONE-ON-ONE SPECIALIST AND REGIONAL LIAISON CONSULTING	FFY 2018	FFY 2019	FFY 2020
One-on-one Consultations	3,819	3,652	3,767

The mode of contact between the consultants and libraries quickly shifted to Zoom. Zoom sessions linked libraries together in new and different ways and training and continuing education opportunities soared.

Finally, the evaluators wish to note that they had the opportunity to meet virtually with all of the Regional Consultants. We were struck by the tremendous diversity of skills and personalities represented by this group. Their dedication to helping libraries and the people the libraries serve was obvious. It was also obvious that these were people who liked each other, enjoyed their work, and looked at challenges and obstacles as opportunities. We don't know whether this group has an official slogan, but we'd like to suggest: "We do whatever it takes!"

The evaluators believe that the *MRLS - Specialists and Consulting* project admirably fulfilled the objectives established for the project.

Continuing Education

The 2018-2022 LSTA Five-Year Plan listed two (2) desired outcomes for the Continuing Education project. They are:

- Maine library staff increase their knowledge of the library profession.
- Maine library staff increase their ability to strengthen library services in their communities

As was mentioned in the introduction to this evaluation, Maine has a very high percentage of small public libraries. Over forty percent (41.6%) of Maine's public libraries serve populations of fewer than 2,500 people. More than two-thirds (67.5%) have service populations of fewer than 5,000 residents. More than three-quarters of Maine's public libraries are managed by directors who do not have master's degrees in library or information science. The challenges accompanying efforts to ensure that all Mainers have access to high-quality library service provided by competent staff who possess the skills and tools they need to do their jobs is apparent.

The most direct way that MSL addresses this challenge is through the Voluntary Public Librarian Certification Program. The Maine State Library's web page describes the program as follows:

“To meet the needs of Maine’s library staff for ongoing training so they may provide dynamic, professional library service, the Maine State Library has developed a **three-level voluntary certification program** consisting of online courses and archived webinars. Workshops and special institutes can also be counted towards electives at all levels of the program.”

Core courses offered for certification at the Basic level are aligned with the American Library Association (ALA) Core Competencies and 21st Century Skill matrices. However, degreed library staff and alumni of the program who have already achieved Basic certification are not forgotten. Intermediate and Advanced certification allows library staff to enhance their knowledge and skills by pursuing elective courses. Maintaining certification requires the completion of five (5) classes, webinars or workshops.

The following screenshot of the online continuing education calendar taken at random (the day this section of the evaluation was being written) demonstrates the frequency of offerings, the range of topics covered and the variety of sources mined to acquire quality content. MSL also maintains contracts with both WebJunction and Skillssoft as well as using the Niche Academy framework to ensure access to a broad range of training and learning opportunities.

Feb 13	Feb 14	Feb 15	Feb 16	Feb 17	Feb 18	Feb 19
	<p>MackKids School & Library Spring 2022 Preview Event (Booklist) 2:00pm</p>	<p>FRS Virtual Leadership Workshop – Changing the Narrative: Leading a Culture Committed to DEI (All4Ed) 12:00pm</p> <p>Leading with Happiness: Proven Ways to Lead Positive Change and Embrace the New World of Work Well-being (Training Magazine Network) 12:00pm</p> <p>Active Shooters and Hostile Activity at Your Venues (Lyrisis) 2:00pm</p> <p>Creative and Innovative Recognition Strategies for Today's Volunteers (Volunteer Match) 2:00pm</p> <p>Magnificent Middle Grade (Booklist) 2:00pm</p>	<p>Strategies for Giving Effective Feedback That Helps Your Employees Grow (Blackbaud) 1:00pm</p> <p>Creating Safe and Inclusive Spaces for 2SLGBTQIA+ Youth in Public and School Libraries (Georgia Library Association) 2:00pm</p> <p>Why and How to Implement Privacy and Surveillance Information Literacy into Your Institution (Niche Academy) 2:00pm</p> <p>AASL Town Hall: Leading Learning (American Association of School Librarians) 7:00pm</p>	<p>15 Minutes to Mastery: Explore Enhancements to Gale's People Search 1:00pm</p> <p>What We're Getting Wrong About Homelessness (Engaging Local Government Leaders) 1:00pm</p> <p>Do No Harm with Data Viz (Network of the National Library of Medicine) 2:00pm</p> <p>Tools Every Nonprofit Needs to Simplify Their Life (Firespring) 2:30pm</p>	<p>Adverse Childhood Experiences and the Library: An Introduction to Trauma-Informed Library Service (Texas State Library & Archives Commission) 11:00am</p>	

The following note in the SPR sheds a bit of light on the impact of the pandemic on demand for staff development activities.

“The pandemic shutdown created high demand for this program as directors looked for things for staff to do from home. MSL issued twice the number of certificates in this reporting period and had a three-fold increase in courses completed due to the shutdown.”

This effect is clearly demonstrated by the statistics for the evaluation period. Note that the reporting period for FFY 2019 covered the heart of the shutdown period (through September 30, 2020).

Online Continuing Education Sessions	FFY 2018	FFY 2019	FFY 2020
Continuing Education Sessions	931	3,832	1,949

Post-participation surveys ask participants to respond to a series of statements indicating whether they strongly disagree, disagree, are undecided, agree or strongly agree with each. The statement “Applying what I learned will help improve library services to the public” is particularly relevant in light of the desired outcome “Maine library staff increase their ability to strengthen library services in their communities.” Almost eighty-five percent (84.00%) were positive about the impact of their learning experience. Sixty-eight percent (68.00%) of respondents in a sampled survey from 2020 said they strongly agreed with the statement. Another sixteen percent (16.00%) said they agreed with the statement.

One respondent to the web-based survey of the library community spoke of the importance of the *Continuing Education* project in relation to the pandemic. After indicating that she had assumed the role of director “just as COVID spread,” she added that “Without the training (that I received), I would not have been able to have the library open by providing curbside service.” Another non-degreed librarian added, “I would not have any library science training if not for the Voluntary Public Librarian Certification program.

Regional meetings are also a normal component of Maine’s staff development strategy. Although the COVID-19 pandemic has disrupted the regional meeting process, virtual meeting substitutes for physical gatherings have largely filled the gap. The Regional Consultants and MSL administration have gained new knowledge, skills, and expertise in communicating and training in the virtual environment. In essence, MSL has added new tools to its tool-box that are proving to be useful even as some in-person meetings are being restored. The evaluators find that MSL has achieved the outcomes outlined in the 2018-2022 Five-Year Plan for the *Continuing Education* project.

Goal 2 Conclusion - Retrospective Question A-1

A-1. To what extent did MSL’s Five-Year Plan activities make progress towards Goal 2?

Both of the projects conducted in support of Goal 2 were heavily impacted by the COVID-19 pandemic. Both continuing education and consulting activities were disrupted by library closures, social distancing requirements and uncertainty about topics ranging from sanitizing surfaces and sneeze guards to making Wi-Fi accessible in library parking lots. MSL staff rose to the challenge and, in fact, managed to exceed all expectations for effectiveness and success. Many new lessons were learned that will change and improve the way these services are conducted in the future. The evaluators conclude that Maine State Library has **ACHIEVED** Goal 2.

Goal 3 Retrospective Assessment

GOAL 3: Provide and improve library services to individuals with disabilities; and to Maine residents, including children, living in underserved areas and rural areas.

Goal 3 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 3.

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Talking Books Plus (Large Print, Talking Books, and Descriptive Videos)	\$ 602,345.91
Books by Mail	\$ 497,819.49
GOAL SUBTOTAL	\$ 1,100,165.40

Goal 3 expenditures represent 29.82% of Maine’s total LSTA allotment for the FFY 2018 – FFY 2020 period. Goal 3 includes two projects designed to reach under-served populations. The *Talking Books Plus* (TBP) project, which also includes a large-print component, is designed to meet the needs of individuals who have visual impairments or who are otherwise unable to use standard print. The second project carried out under Goal 3 is *Books by Mail* (BBM). This project is intended to reach the residents of remote areas without access to bricks and mortar public library facilities, to homebound individuals, and to people who live in areas served by libraries that are open very limited hours.

Talking Books Plus

Maine operates a highly-efficient, high-quality talking books program that is well loved by its users. *Talking Books Plus* is Maine’s implementation of the Library of Congress’ (LOC) National Library for the Blind and Print Disabled (NLS) service. The “plus” in Talking Books Plus refers to

services beyond the scope of the standard NLS talking book program. This includes access to large print materials and descriptive videos, the recording of Maine-centric materials, and provision of the National Federation of the Blind's Newline service that offers access to audio versions of national and in-state newspapers including the Bangor Daily News, the Kennebec Journal, the Portland Press Herald, and the Sun Journal. As is the case in a number of states in the northeast, the needs of Braille users are met through a contract with the Perkins School for the Blind in Watertown, Massachusetts.

Talking Books Plus also works to ensure that children who face special challenges in using standard print are not forgotten. TBP has offered the opportunity for involvement in a virtual/distance summer reading program and also partners with the Maine Department of Education's Maine AIM (Accessible Instructional Materials) program to connect children with the special resources they need.

Talking Books Plus staff faced a great number of changes that had nothing to do with the pandemic in the three-year period covered by this evaluation. Changes included the implementation of Duplication-on-Demand (DoD), a migration to WebReads software, and the nearly complete process of carrying out the NLS-directed recall process. Staff have embraced these changes enthusiastically. They further demonstrated their dedication to the talking book program by working in waves during the pandemic in order to continue services without disruption.

Maine's Five-Year LSTA Plan identifies five desirable outcomes related to the Talking Books Plus project. They are:

- All Maine residents who are eligible for the program have access to a robust collection of books and descriptive videos in accessible formats
- The Maine State Library Talking Books program ensures that all may read by providing eligible patrons access to NLS materials regardless of age, economic circumstances, or technical expertise
- MSL will transition to an automated system that is web-based and compliant with NLS reporting
- Maine public libraries will have knowledge about the Talking Books Plus program
- There will be improved public awareness of MSL's services for the blind, visually impaired, and physically disabled in Maine.

The evaluators had the opportunity to interview several users/consumers of the *Talking Books Plus* program to get their assessment of the program. Users of both talking books on cartridges and of the Braille and Audio Download (BARD) service were interviewed. Both types of users (one person used both services), offered high praise for the service. One person characterized the talking book program as one of the "essentials of life" saying "...there's air, water, food, and talking books!" Another said, "There are no words to describe how important this program is to me." Talking Books

Plus staff were characterized as helpful, responsive, and obliging.

One of the outcomes, the transition to a web-based automated system has already been mentioned as being completed. While the web-survey didn't specifically address the library community's awareness of the Talking Book Plus program, one of the users of the program indicated that she first learned of the program through their local public library. Typical outreach efforts aimed at increasing public awareness of the program were curtailed due to the pandemic; however, two of the interviewees mentioned above were connected with support and/or advocacy organizations for the blind and spoke about efforts to reach additional people.

Statistics from the program show the surge in cartridge circulation that occurred when DoD was introduced. While it has now declined slightly, the initial spike followed by a plateau is typical of what other states have witnessed. BARD audio use is steadily increasing. One of the users interviewed indicated that TBP staff had been extremely helpful in their efforts to use the download technology on a personally owned device.

MAINE TALKING BOOK AND BRAILLE USAGE	2018	2019	2020
Number of Active Braille Users#	102	92	95
Number of Active BARD Users (both Braille and Audio)*	321	336	313
Number of Active Cartridge/ Duplication on Demand Users	2886	3224	3274
Circulation of Physical Braille#	853	680	509
Circulation of Cartridge/ Duplication on Demand Titles	98429	102244	94390
BARD Braille Downloads	383	519	369
BARD Audio Downloads	20475	24022	28233

*Data from NLS covering different calendar dates

#Braille statistics from Perkins School as reported to NLS

The recording component of the Talking Books Plus program has been negatively impacted by the pandemic and has not yet resumed operation. However, some new Maine content was recorded prior to the shutdown and it is anticipated that the dedicated volunteers who work on this program will return and this effort will be restored. The large print component of the Talking Book Plus program has been least successful and is currently under review. Both the number of libraries participating in the program and the circulation of large print items have dropped significantly. The Director of Outreach speculated that this is a result of a number of factors including the aging large print collection and the fact that some large print readers are now enlarging print using tablets and are accessing a wider variety of titles. MSL's Talking Book Plus project has clearly accomplished the first three desired outcomes and has partially achieved the

fourth and fifth. The reconsideration of the large print component is certainly sensible and could lead to new mechanisms for fulfilling the spirit of Goal 1.

Books by Mail

The *Books by Mail* project is a longstanding effort intended to extend library services to the residents of remote areas without access to bricks and mortar public library facilities, to homebound individuals, and to people who live in areas served by libraries that are open very limited hours.

The 2018-2022 Five-Year Plan established three desired outcomes for this program. While MSL is arguably achieving all three of the outcomes, it is doing so with a dwindling number of active participants. MSL recognizes that the needs that this program is attempting to address are very real. Something addressing the core issues behind Books by Mail is clearly needed; however, exactly what mechanism will be used is an open question that the MSL administration and the Director of Outreach are actively pursuing.

- Rural Maine residents have access to library materials in a variety of formats
- Rural Maine residents with libraries open 12 hours or less have greater access to library materials in a variety of formats.
- Homebound Maine residents have access to library materials in a variety of formats at no cost.

The Books by Mail project is technically achieving the desired outcomes but is doing so in a manner that MSL clearly recognized is too costly and ineffective to be sustained.

Goal 3 Conclusion - Retrospective Question A-1

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

Maine's Talking Books Plus project is a solid, well-managed implementation of the LOC/NLS program that satisfies the first half of Goal 1 (Provide and improve library services to individuals with disabilities). The weakness of the large print activity pales in comparison to the strength of the balance of the project. However, the Books by Mail project, while technically achieving the outcomes outlined in the 2018-2022 Five-Year Plan, is not adequately addressing the needs of those identified in the second half of the Goal statement (those living in underserved areas and rural areas). Because of this shortcoming, which is clearly acknowledged by MSL administration and staff, the evaluators conclude that Maine State Library has only **PARTLY ACHIEVED** Goal 3. Nevertheless, the evaluators believe that it is necessary to reiterate that MSL is actively seeking new mechanisms to address the difficult challenge presented by Maine's geography, topography, and population distribution.

Goal 4 Retrospective Assessment

GOAL 4: Expand and enhance life-long learning opportunities for Maine residents.

Goal 4 Description and Discussion

Following is the title of the single project and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 4.

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Procurement, Evaluation and Selection of Online Content: Databases and Learning Tools	\$ 243,642.24
GOAL SUBTOTAL	\$ 243,642.24

Goal 4 expenditures represent 6.60% of Maine’s total LSTA allotment for the FFY 2018 – FFY 2020 period.

Procurement, Evaluation and Selection of Online Content: Databases and Learning Tools

A considerable amount has already been said regarding the Digital Maine Library in the section on the *Maine InfoNet - Partnership with the University of Maine* project under Goal 1. As was noted in that section, the costs associated with the licensing of databases on behalf of all Maine residents comes from a variety of sources, the largest being the Maine Telecommunications Education Access Fund (MTEAF). While a small amount of LSTA funding is expended under this project for licensing content such as the Pronunciator program, the bulk of expenditures for content come from MTEAF, through MSL’s State funding, and from the University of Maine System. This project ensures that Maine residents gain access to the wealth of information resources available through the Digital Maine Library by underwriting activities related to managing procurement and liaison activities with Maine InfoNet, vendors, and the state’s libraries.

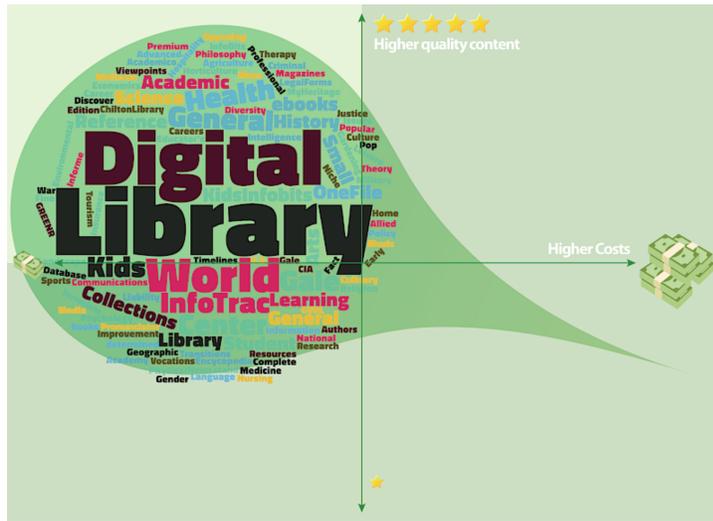
A description of the Digital Maine Library that appears on its website says that,

“The Digital Maine Library provides every resident of Maine with access to online resources that include a collection of full text articles and abstracts from magazines, newspapers, journals and reference. It also provides students, business people, public library patrons, and higher education students and educators the ability to use online learning tools.”

Gale/Cengage (see Appendix J) provides the core of Digital Maine Library’s content but it also includes additional content from EBSCO, ProQuest, Pronunciator, Springer and Niche Academy. Maine’s Five-Year LSTA Plan identifies a single desired outcome in regard to this project. It is:

- Maine residents and libraries have access to a variety of learning and information resources.

It is clear that this objective has been met. Nevertheless, the evaluators believe that MSL is still in the process of striving to reach the lofty intent of Goal 4 (Expand and enhance life-long learning opportunities for Maine residents). MSL is expanding and enhancing life-long learning opportunities but it believes that it can do it better! Following is a diagram that illustrates MSL's commitment to achieving the highest value possible for Maine residents:



MSL is striving to “do it better” in two key ways. One is in refining the offerings of the Digital Maine Library to better align with the needs of users of all types of libraries. Achieving a balance that serves PK-12 students, college students, and the general public is a challenge the State Library takes seriously. The administration isn't satisfied with fulfilling the procurement aspect of this project. It wishes to ensure the highest value possible with what it selects. The second effort to “do it better” revolves

around a new and exciting initiative entitled “Bendable.” Bendable is an emerging self-directed learning platform that is being customized to meet the needs of Maine's population. The evaluators had the opportunity to interact with one of the developers of the product as well as with the MSL administration to explore Bendable's potential. Our assessment is that it may well prove to be a model for the rest of the nation to follow.

Goal 4 Conclusion - Retrospective Question A-1

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

The evaluators find that the Maine State Library is well on its way to achieving Goal 4. MSL has clearly accomplished the single desired outcome (Maine residents and libraries have access to a variety of learning and information resources) expressed for the only project (*Procurement, Evaluation and Selection of Online Content: Databases and Learning Tools*) undertaken in support of the Goal. However, the State Library's self-assessment that it has only partly achieved Goal 4 is well founded. The usage of many of the databases has declined and the MSL administration expressed their strong commitment to making sure that Maine residents receive the highest value possible from the information resources that are licensed. The title of the project undertaken isn't limited to “procurement.” It also includes “evaluation and selection” and it is in this area that MSL feels that it is still striving. MSL is working hard to achieve the right mix of content products to meet the needs of all residents whether they are elementary or high school students, college students, the business community, and everyday residents seeking productive employment and a fulfilling life. Finally, the evaluators want to indicate that the potential of the upcoming Bendable project is

tremendous. It promises to be a model for the nation. The evaluators agree with MSL's assessment that they have only **PARTLY ACHIEVED** Goal 4 at this time, however, we also wish to point out that they are on a trajectory that is very likely to make the impact of this Goal equal to or greater than the success experienced in Goals 1, 2, and 3.

Retrospective Assessment Questions A-2 and A-3

Retrospective Question A-2

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

Three of the four (4) goals in Maine's 2018-2022 Plan directly align with Measuring Success focal areas. Goal 1 covers the Information Access focal area. Goal 2 addresses the Institutional Capacity focal area and Goal 4 targets the Lifelong Learning focal area. Goal 3 is a hybrid with project elements that track with both Information Access and Lifelong Learning. Of the eight (8) projects undertaken during the three-year period covered by this evaluation, four (4) targeted Information Access. Two (2) projects had an Institutional Capacity focus and the remaining two (2) projects identified intents consistent with the Lifelong Learning focal area.

The rationale behind the attention given to the Information Access and Institutional Capacity focal areas becomes clear when the sizes of libraries and the rural, remote nature of the majority of communities in the state are considered.

Retrospective Question A-3

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

Only one project, Talking Books Plus, which is essentially Maine's implementation of the Library of Congress' National Library Service for the Blind and Print Disabled program, qualifies as being a substantial focus on the basis of percentage of expenditure specified by IMLS in the evaluation guidelines. While many other projects undertaken by MSL have had significant impacts on specified groups including children aged 0-5, school-aged youth aged 6-17, and the library workforce, these additional projects and activities either target general audiences in addition to the identified groups or fall substantially below the 10% expenditure threshold. The Talking Books Plus program accounts for 16.33% of LSTA program expenditures in the period that includes FFY 2018, FFY 2019, and FFY 2020 and reaches several categories of individuals with disabling conditions. Primary among these categories are individuals with visual impairments; however recent changes in eligibility requirements and the certification process have resulted in additional clients with other print and reading disabilities.

Maine's LSTA expenditures do have a significant impact on school-aged children, most notably through the Maine School and Library Network, and on the library workforce directly through expenditures related to continuing education and indirectly through the efforts of regional consultants under the MRLS Specialists and Consulting project.

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

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

MSL has tracked data such as interlibrary loan statistics, circulation, attendance, online sessions, and downloads to assess the effectiveness of various services, levels of participation, trends, and deviations from anticipated results to make decisions regarding the expansion or reduction of specific actions, changes in methodologies used to address an issue and budget allocations. In 2020, MSL conducted a trends analysis covering the period from 2015 - 2019 using PLS and Public Library Association (PLA) data.

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

The LSTA Five-Year Plan was not amended. The COVID-19 pandemic brought about many changes in how a few projects and activities were implemented. This was particularly true in the *Continuing Education* project. Certain activities such as the recording of Maine content for the talking book program were suspended until the threat posed by pandemic subsides.

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

State Program Report data is posted to the MSL website and announce its availability through various professional listservs and by other means of communication. Continuing education offerings include content that provides instruction in the use of data as it relates to management and decision-making. MSL collects and disseminates library salary data which libraries often use in determining staff compensation. Some libraries also use PLS data to make peer comparisons with other libraries in the state or within their region as a tool in presenting their annual budgets for consideration.

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

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

To ensure rigorous and objective evaluation of the Maine State Library's (MSL) implementation of the LSTA Grants to States program, MSL, in cooperation with eight other state library administrative agencies (SLAAs) in the northeast United States, participated in the issuance of a joint Request for Proposals (RFP) for a "Cooperative Library Services and Technology Act Five-Year Plan Evaluation 2018-2022" through the Council of State Library Agencies in the Northeast (COSLINE). The RFP was issued on June 14, 2021 with proposals due by July 12, 2021.

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

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

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

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

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

QualityMetrics, LLC deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. Reviewing demographic data, quantitative Public Libraries Survey (PLS) data, and State Program Report (SPR) data formed the basis of our knowledge from the stage of responding to the RFP for an independent evaluator and throughout the evaluation process. Providing a cloud-based storage space for MSL to deposit additional data and files and reflect on the program was the basis of our initial interaction. After conducting an initial Zoom

conference call with representatives of the Maine State Library at the beginning of the evaluation process and a second phone call to discuss the agencies self-reflection on whether goals have been achieved, partly achieved, or not achieved, the evaluators stayed in regular touch (monthly sessions) with the agency as the evaluation team was gathering data. In addition to updating MSL leadership on progress, the sessions were used to resolve emerging questions and to solicit additional relevant information. Data gathering included (a) interviews with agency staff members, (b) interviews with project managers for various SPR reported projects and activities, (c) focus group discussions with project teams, (d) focus group discussions with project and activity beneficiaries (see Appendix B for a list of interviewees and focus groups and Appendix D for scripts used), (e) a broad based short survey for library staff and stakeholders with some knowledge and engagement with LSTA funded activities collecting primarily qualitative contextual information about past activities and future needs (see Appendix E for survey form and Appendix I for survey results summary).

Researchers and evaluators across the globe are adjusting to the new realities that accompany the COVID-19 pandemic. The following technical note from a recent report is merely an example.

“COVID-19 presented special circumstances and a number of considerations had to be taken into account. The crisis brought the imperative of changing how evaluation work is done and how we engage policymakers, programme managers and beneficiaries as restrictions on travel and ‘social distancing’ are expected to last.⁷

While no on-site visit to the State Library was conducted during this evaluation period, both of the primary investigators for QualityMetrics (Dr. Martha Kyrillidou and Mr. William Wilson) had visited the Maine State Library in Augusta, ME as part of the 2013-2017 LSTA evaluation cycle and consequently were somewhat familiar with MSL’s operation. However, it should be noted that at the time the evaluation was taking place, MSL was operating from temporary quarters. Discussions took place to ascertain the ways in which this relocation was impacting MSL’s services including those funded in-part or in-whole with LSTA funds. Virtual (Zoom) one-on-one interviews were held with the agency State Librarian and with key staff engaged in LSTA and in specific projects carried out under the LSTA Five-Year Plan. The Five-Year Evaluation is a summative assessment and as such the availability of the SPR data was extremely useful more so than other times.

⁷ OECD/DAC and IEO/UNDP (2020) Guidance Note: Good practices during COVID-19; UNICEF Evaluation Office (2020) Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis; WFP Office of Evaluation (2020) Technical Note for {Planning and Conducting Evaluations During COVID-19; UNFPA Evaluation Office (2020) Adapting evaluations to the COVID-19 pandemic; UNDP Independent Evaluation Office (2020) Event planning and implementation during COVID-19; ILO Evaluation Office (2020) Implications of COVID-19 on evaluations in the ILO; FAO Office of Evaluations (2020) Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-19 crisis and restrictions.

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

The toll on the mental health of our communities has also been evident as these restrictions are establishing new norms for interacting in person. Student learning and well being have been concerns as the education life cycle was disrupted. Opportunities to help students catch up with unfinished learning were plentiful and many state library agencies, including MSL, have adjusted or augmented their database offerings to help home-schooled children and teens. Monitoring community behaviors took place frequently during the pandemic often resulting in people feeling over-surveyed in many instances.

A web-based survey targeting the library community was conducted between November 2 - November 29, 2021. The survey provided some supplementary quantitative information as well as considerable qualitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

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

The evaluators engaged in numerous conversations through Zoom and phone interviews. The quality and rigor of the phone interviews in the LSTA evaluation of MSL's LSTA implementation has been enhanced by references to external website links, google maps, internal triangulation and, in some instances, by asking interviewees to allow the conversation to be recorded with assurances for confidentiality by the evaluators. Quality and rigor were also enhanced by having two evaluators attend most focus groups and interview. Shared note-taking was available in real time through shared google documents and drive access. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of MSL's LSTA program was accumulating from one interaction to the next. Recorded conversations also allow the evaluators to reflect and refine their interpretations in a reliable manner. The validity of the inquiry was strengthened with the informed selection of the subjects by the MSL leadership team and staff.

Methodology Question C-3

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

Numerous small-group virtual sessions and telephone interviews were conducted with librarians and other persons with knowledge of LSTA-funded initiatives. Oftentimes, these interactions were enhanced by virtual tours of their library buildings and physical facilities through Google Maps Street View. One-on-one interviews were also conducted with consumers of the *Talking Books Plus* project.

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

Interviewees shared their knowledge of LSTA utilization, enhancing interactions and depth and quality of the conversations. Furthermore, principal investigators Martha Kyrillidou and Bill Wilson conducted both separate and joint interviews and group sessions and shared and discussed their observations in order to develop a shared understanding of the meaning of the library experience in Maine and how it was supported by the Maine State Library with LSTA funding. Both investigators participated in many of the agency interviews, allowing for the concept of triangulation to be implemented as evaluators debriefed and compared interpretations and understandings.

Methodology Question C-4

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

The Maine State Library will share an overview of all of the findings of the evaluation with staff, with the Maine Library Commission, and with the Maine Library Advisory Council. Specific relevant information from the evaluation will be shared with other partner organizations. The findings will be used to inform both short-term and long-term decision-making and the findings will play an integral role in the development of the 2023-2027 LSTA Five-Year Plan.

Conclusion

This evaluation would be remiss if it did not acknowledge the increased funding that the state agencies have received through the Coronavirus Aid, Relief and Economic Security Act (CARES) and the American Recovery Plan Act (ARPA). The Maine State Library, like every other state agency, has been successful in disbursing these one-time additional sources of funding. Often with the same level of staff they had before, they successfully dispersed twice the amount of the LSTA funding as the annual funding stream was augmented with this one-time infusion of support. A big thank to all parties involved for helping our communities and libraries thrive during the unprecedented times of COVID-19.

Per guidance provided by IMLS, we have not examined the impact of these additional funds; the reason is that it is important to allow for the ability to have continuity of comparability in the five year evaluations as the long term standing funding formula of LSTA is the traditional population based formula. Yet, we want to acknowledge the existence of these funds and the many

additional projects and activities they supported in the hopes that a look at these activities will indeed provide a fuller and more accurate picture of what happened during the FFY 2018 - FFY 2022 LSTA Evaluation period.

These additional funds helped people get resources that are often not part of the regular LSTA program and their wishes regarding future funding for LSTA includes the ability to have expanded access at home and do more new types of programming in the library.

The pandemic had a profound impact on the agency operations and on the Maine Library community. The Maine State Library saw services disrupted. At the same time, the state library became quite adept at electronic communications and will continue to utilize all communications means to strengthen idea sharing and collaborations; frequent communications is a significant tool for libraries going forward.

APPENDICES

Appendix A: Acronyms

ACS - American Community Survey
AIM - Accessible Instructional Materials
ALA - American Library Association
ALS - Academic Libraries Survey
ARL - Association of Research Libraries
ARPA - American Recovery Plan Act
BARD - Braille and Audio Reading Download
BBM - Books by Mail
BPL - Bangor Public Library
CARES - Coronavirus Aid, Relief and Economic Security Act
COP - Community of Practice
COSLINE - Council of State Library Agencies in the Northeast
COVID-19 - Coronavirus Disease 2019
DoD - Duplication on Demand
DPLA - Digital Public Library of America
EISi - Elementary/Secondary Information System
E-Rate - the schools and libraries universal service support program
FFY - Federal Fiscal Year
FTE - Full Time Equivalent
ILS - Integrated Library System
IMLS - Institute of Museum and Library Services
LOC - Library of Congress
LPL - Lewiston Public Library
LSTA - Library Services and Technology Act
LSWG - Library Statistics Working Group
MANP - Maine Association of Nonprofits
MSL - Maine State Library
MSLN - Maine School and Library Network
MTEAF - Maine Telecommunications Education Access Fund
NAAL - National Assessment of Adult Literacy
NCES - National Center for Educational Statistics
NLS - National Library Service for the Blind and Print Disabled
OBE - Outcome-Based Evaluation
OCLC - Online Computer Library Center
OPAC - Online public access catalog
PLA - Public Library Association

PLS - Public Libraries Survey
POP - Patron Outreach Project
PPL - Portland Public Library
R&E - Research and Education
RFP - Request for Proposal
ROI - Return-on-investment
SLAA - State Library Administrative Agency
SPR - State Program Report
STEAM - Science Technology Engineering, Arts, and Mathematics
STEM - Science, Technology, Engineering, and Mathematics
TBP - Talking Books Plus
UMS - University of Maine System
USF - Universal Service Fund

Appendix B: Interviewees/ Focus Groups

Stakeholder(s)	Title
Jamie Ritter	State Librarian
MSL Staff that supports programs - Specialists	Six consultants
Chris Boynton (TB/BBM); Alison Maxell (Division Director)	MSL Staff that support programs - Talking Books Plus and Books by Mail Programs
Janet McKenney; Jamie Ritter; Lisa Shaw; Jared Leadbetter	MSL Staff that supports programs - Digital Maine Library and Bendable
Amber Mooney	Talking Books Plus User Interview
Joan Stark	Talking Books Plus User Interview
Rose Maloney	Talking Books Plus User Interview
Gerard Landry	Talking Books Plus User Interview

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

- SPR data (FFY 2018-2020)
- PLS Statistics (FY 2018 - 2020)
- Agency website and social media
- LSTA Program 2018-2022
- “New computers and equipment bound for Oxford County libraries” Sun Journal, June 26, 2019.
- “Bleeding Very Heavily” - COVID-19 Intensifies Use of Libraries for Broadband by Monty Tayloe
- MaineCat <https://www.maineinonet.org/mainecat/about/#what>

Federal Government Publications

Federal Agency Data Sources

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

Evaluation Resources and COVID-19

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

Other Resources

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

Appendix D: Focus Group Questions

Focus groups

General Questions

1. What stands out as being the most effective use of LSTA in Maine over the last three years?
2. Are there specific examples of projects that you think were the most impactful on the lives of the citizens of Maine?
3. Are there specific changes in how LSTA funds should be expended in the future? Are there new or emerging needs that are unmet that need to be addressed?

Potential Follow-up Questions

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

Outcome Questions

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

Interview guidelines

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

Museum and Library Services but are conducted by independent evaluators. QualityMetrics was selected to conduct the state-level evaluations for nine states in the Northeast and our company is also working with more than a dozen additional states and territories. The results of our review are due to be submitted to IMLS in March of 2022.

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

Appendix E: Web-Survey Instrument

Maine LSTA Survey 2021

WELCOME

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

Following close on the heels of the evaluation is the requirement for the submission of a new state-level five-year plan for the LSTA program. QualityMetrics, Library Consultants is assisting the Maine State Library (MSL) with the evaluation.

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

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

BACKGROUND

Maine receives approximately \$1.2 million in LSTA Grants to States funding each year via a formula grant that includes a base amount and added funds based on population. Programs directly impacting libraries represent the largest portion of this funding (about 44%) to support Library Resource Sharing and Services with programs such as Area Reference and Resource Centers, Maine InfoNet, and Maine School and Library Network.

About 19% of LSTA supports Improving the Library Workforce with programs such as Continuing Education and Specialists and Consulting.

The LSTA Lifelong Learning Opportunities goal is supported by the Procurement, Evaluation, and Selection of Online Content: Databases and Learning Tools (Digital Maine Library) program and constitutes about 8% of the federal budget.

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

Please indicate the degree to which you are aware of the following programs and services offered by the State Library

	Totally unaware	Somewhat aware	Very aware	Not applicable
Maine Infonet	()	()	()	()
Main School and Library Network	()	()	()	()
ARRC Services (including ILL facilitation and statewide delivery services)	()	()	()	()
Continuing Education (Face to Face meetings, Zoom, regional meetings, Voluntary Public Library Certification Program)	()	()	()	()
Procurement, Evaluation, and Selection of Online Content	()	()	()	()

Please indicate whether you have used the following programs and services provided by the State Library.

	I have personally participated	Other staff members from my library have participated	Neither I nor any of the other staff at my library have participated	Not applicable
Maine Infonet	[]	[]	[]	[]

Main School and Library Network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ARRC Services (including ILL facilitation and statewide delivery services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing Education (Face to Face meetings, Zoom, regional meetings, Voluntary Public Library Certification Program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procurement, Evaluation, and Selection of Online Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LOOKING BACK

Think back over the past three years (2018, 2019, and 2020). Which, if any, of the LSTA-supported programs mentioned above have had the greatest impact on your library and on the people your library serves? How is library service in your community better because of the investment of LSTA funds?

LOOKING FORWARD

Look ahead to the next five years (2023 - 2027). Are there changes in the way that LSTA dollars are invested that you think would significantly improve library services in Maine? If so, what are they and why do you think that the change(s) would make a difference. (Note that LSTA funding cannot be used for building facilities or for lobbying purposes.)

OTHER COMMENTS

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

OPTIONAL DEMOGRAPHIC QUESTIONS

The library that I represent is:

- A public library
- A school library
- An academic library
- A special library
- Other - Write In: _____

My role in the library that I represent is:

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

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

Thank You!

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

Appendix F: Measuring Success Crosswalk Table

MAINE Measuring Success Focal Areas and Intents	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> 1.1 MRLS-Area Reference and Resource Centers 1.2 Maine InfoNet - Partnership with the University of Maine 1.3 Maine School and Library Network (MSLN) 2.1 MRLS - Specialists and Consulting 2.2 Continuing Education 3.1 Talking Books Plus (Large Print, Talking Books, and Descriptive Videos) 3.2 Books by Mail 4.1 Procurement, Evaluation and Selection of Online Content: Databases and Learning Tools </div>							
Lifelong Learning							YES	YES
Improve users' formal education								
Improve users' general knowledge and skills							YES	YES
Information Access	YES	YES	YES				YES	
Improve users' ability to discover information resources			YES					
Improve users' ability to obtain and/or use information resources	YES	YES					YES	
Institutional Capacity				YES	YES			
Improve the library workforce				YES	YES			
Improve the library's physical and technological infrastructure								
Improve library operations								
Economic & Employment Development								
Improve users' ability to use resources and apply information for employment support								
Improve users' ability to use and apply business resources								
Human Resources								
Improve users' ability to apply information that furthers their personal, family or household finances								
Improve users' ability to apply information that furthers their personal or family health & wellness								
Improve users' ability to apply information that furthers their parenting and family skills								
Civic Engagement								
Improve users' ability to participate in their community								
Improve users' ability to participate in community conversations around topics of concern								

Appendix G: Targeted Audiences Crosswalk Table

MAINE Target Population Served	Targeted Audiences												
	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)		
1.1 MRLS-Area Reference and Resource Centers													
1.2 Maine InfoNet - Partnership U of Maine													
1.3 Maine School and Library Network (MSLN)	YES												
2.1 MRLS - Specialists and Consulting	YES												
2.2 Continuing Education	YES												
3.1 Talking Books Plus					YES			YES	YES	YES	YES		
3.2 Books by Mail								YES	YES	YES	YES		
4.1 Databases and Learning Tools													

Appendix H: Expenditure Tables

MAINE LSTA PROJECT EXPENDITURE SUMMARY											
	State Goal Short Title	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Goal 1	Expand library resource sharing and services for all Maine residents	MRLS-Area Reference and Resource Centers	X	X	X	\$259,266.29	\$257,705.70	\$249,643.17	\$ 766,615.16	50.27%	20.78%
		Maine InfoNet - Partnership with the University of Maine	X	X	X	\$168,427.67	\$144,829.45	\$170,833.67	\$ 484,090.79	31.75%	13.12%
		Maine School and Library Network (MSLN)	X	X	X	\$74,237.66	\$111,003.70	\$88,982.28	\$ 274,223.64	17.98%	7.43%
		GOAL SUBTOTAL				\$501,931.62	\$513,538.85	\$509,459.12	\$ 1,524,929.59	100.00%	41.33%
	State Goal Short Title	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Goal 2	Improve the Maine library workforce via continuing education, professional development and leadership opportunities	MRLS - Specialists and Consulting	X	X	X	\$186,992.78	\$195,997.90	\$207,678.17	\$ 590,668.85	87.40%	16.01%
		Continuing Education	X	X	X	\$11,489.14	\$40,884.54	\$32,803.75	\$ 85,177.43	12.60%	2.31%
		GOAL SUBTOTAL				\$198,481.92	\$236,882.44	\$240,481.92	\$ 675,846.28	100.00%	18.32%
	State Goal Short Title	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Goal 3	Provide and improve library services to individuals with disabilities; and to Maine residents, including children, living in underserved areas and rural areas.	Talking Books Plus (Large Print, Talking Books, and Descriptive Videos)	X	X		\$202,583.83	\$162,920.30	\$236,841.78	\$ 602,345.91	54.75%	16.33%
		Books by Mail	X	X		\$142,333.66	\$142,779.48	\$212,706.35	\$ 497,819.49	45.25%	13.49%
		GOAL SUBTOTAL				\$344,917.49	\$305,699.78	\$449,548.13	\$ 1,100,165.40	100.00%	29.82%
	State Goal Short Title	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE OF TOTAL LSTA EXPENDITURES
Goal 4	Expand and enhance life-long learning opportunities for Maine residents	Procurement, Evaluation and Selection of Online Content: Databases and Learning Tools	X	X		\$94,240.81	\$91,288.99	\$58,112.44	\$ 243,642.24	100.00%	6.60%
		GOAL SUBTOTAL				\$94,240.81	\$91,288.99	\$58,112.44	\$ 243,642.24	100.00%	6.60%
		LSTA PROGRAM ADMINISTRATION				\$47,482.16	\$47,681.94	\$49,511.39	\$ 144,675.49	100.00%	3.92%
		GRAND TOTAL				\$1,187,054.00	\$1,195,092.00	\$1,307,113.00	\$ 3,689,259.00		100.00%

Appendix I: Web-Survey Report

ME LSTA Survey Summary

https://reporting.alchemer.com/r/71852_61849aace51175.02474362

Findings

The survey received a total of 207 responses, 132 of which were complete and 75 of which were partial. As shown in Figure 1, 90% of respondents (117) work in public libraries, 5.4% of respondents (7) work in an academic library, 0.8% of respondents (1) work in a school library, and 1.5% of respondents (2) work in a special library. 2.3% of respondents (3) indicated “other” which includes a consortium of school, public, and special libraries and a free private library open to the public.

Respondents were then asked to indicate their role within their libraries. 64.1% of respondents (84) are library directors and 6.9% are managers or department heads (9). 6.9% of respondents (9) indicated that they are Adult Services librarians, 4.6% of respondents (6) indicated they are Youth/Children Services librarians, 2.3% of respondents (3) indicated they are Technical Services librarians, 8.4% of respondents (11) indicated they are a Library Trustee, and 0.8% of respondents (1) indicated they are a Technology Specialist. 8 respondents indicated “other” which includes head librarian, outreach staff, reference and instruction, treasurer, and assistant director. Figure 2 shows the overall breakdown of job roles.

Figure 1. The type of library in which respondents work

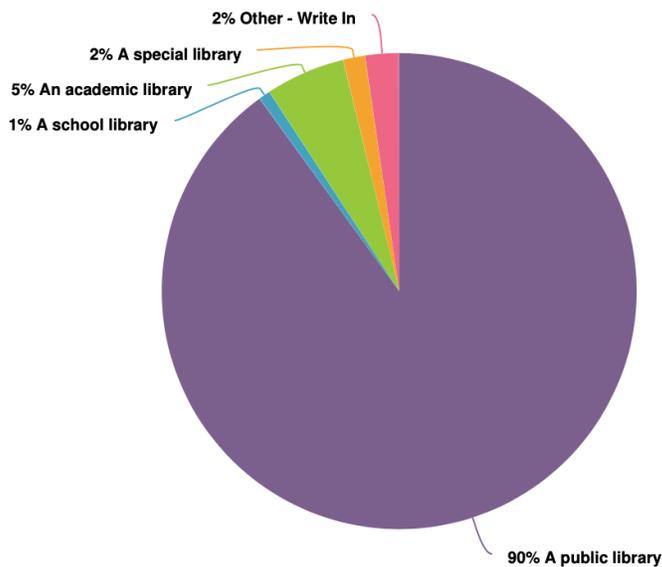
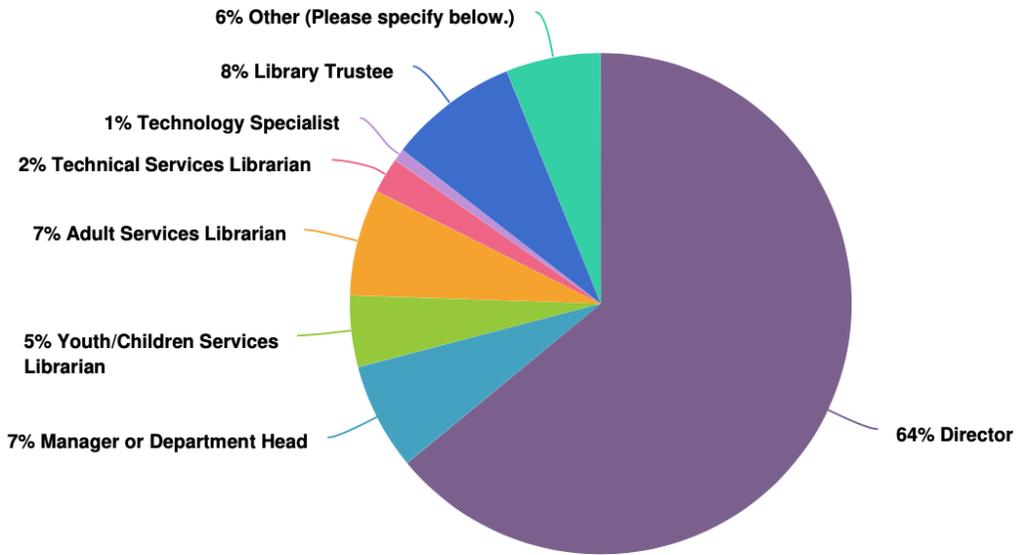


Figure 2. Role of respondent within their library



Awareness and Use of Services

Respondents were asked to indicate their degree of awareness of LSTA programs and services. Respondents were provided with a list of 5 programs and services and were asked to select from totally unaware, somewhat aware, very aware, and not applicable. This question received a total of 145 responses. 80% of respondents indicated that they are very aware of Maine Infonet, making this program the most well-known program offered. 74.1% of respondents indicated that they are very aware of ARRC Services, 73.8% of respondents indicated they are very aware of the Continuing Education program, and 43.4% of respondents indicated that they are somewhat aware of Procurement, Evaluation, and Selection of Online Content. Figure 3 shows all ratings of respondents' awareness below.

Figure 3. Awareness of LSTA programs and services

	Totally unaware	Somewhat aware	Very aware	Not applicable
Maine Infonet Count Row %	5 3.4%	24 16.6%	116 80.0%	0 0.0%
Main School and Library Network Count Row %	10 6.9%	36 24.8%	96 66.2%	3 2.1%
ARRC Services (including ILL facilitation and statewide delivery services) Count Row %	3 2.1%	34 23.8%	106 74.1%	0 0.0%
Continuing Education (Face to Face meetings, Zoom, regional meetings, Voluntary Public Library Certification Program) Count Row %	6 4.1%	32 22.1%	107 73.8%	0 0.0%
Procurement, Evaluation, and Selection of Online Content Count Row %	25 17.2%	63 43.4%	55 37.9%	2 1.4%

The second question asked survey respondents to indicate whether they have used these five programs and services provided by the State Library. Respondents were asked to select from I have personally participated, other staff members from my library have participated, neither I nor any of the other staff at my library have participated, or not applicable. The programs with the highest participation rate from respondents include Maine Infonet (67.6%), Continuing Education (65.3%), ARCC Services (64.8%), and Main School and Library Network (55.8%). Figure 4 below shows the complete breakdown of responses.

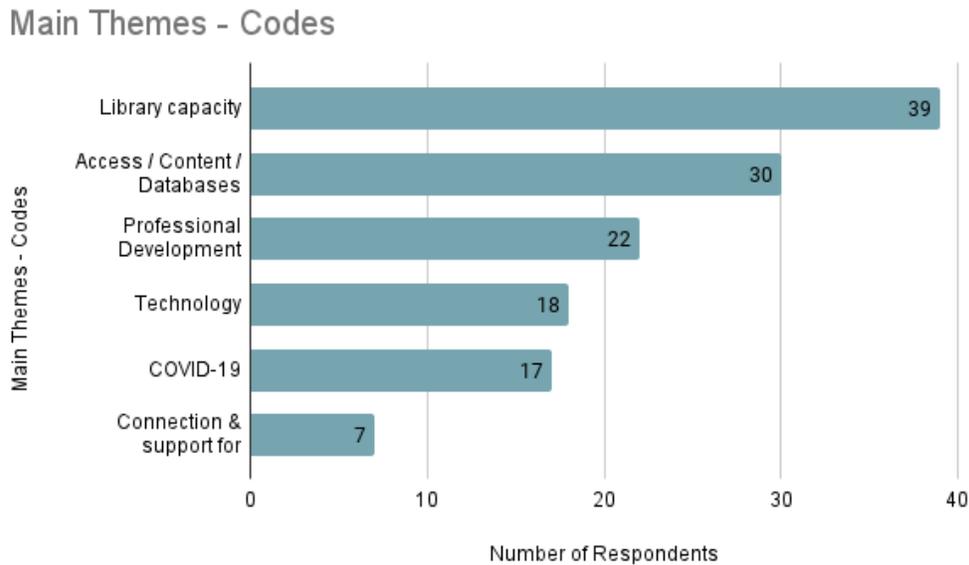
Figure 4. Use of LSTA programs and services

	I have personally participated	Other staff members from my library have participated	Neither I nor any of the other staff at my library have participated	Not applicable
Maine Infonet Checks Row Check %	119 67.6%	47 26.7%	8 4.5%	2 1.1%
Main School and Library Network Checks Row Check %	91 55.8%	44 27.0%	20 12.3%	8 4.9%
ARRC Services (including ILL facilitation and statewide delivery services) Checks Row Check %	110 64.3%	49 28.7%	10 5.8%	2 1.2%
Continuing Education (Face to Face meetings, Zoom, regional meetings, Voluntary Public Library Certification Program) Checks Row Check %	113 65.3%	51 29.5%	7 4.0%	2 1.2%
Procurement, Evaluation, and Selection of Online Content Checks Row Check %	49 32.7%	41 27.3%	44 29.3%	16 10.7%

Looking Back

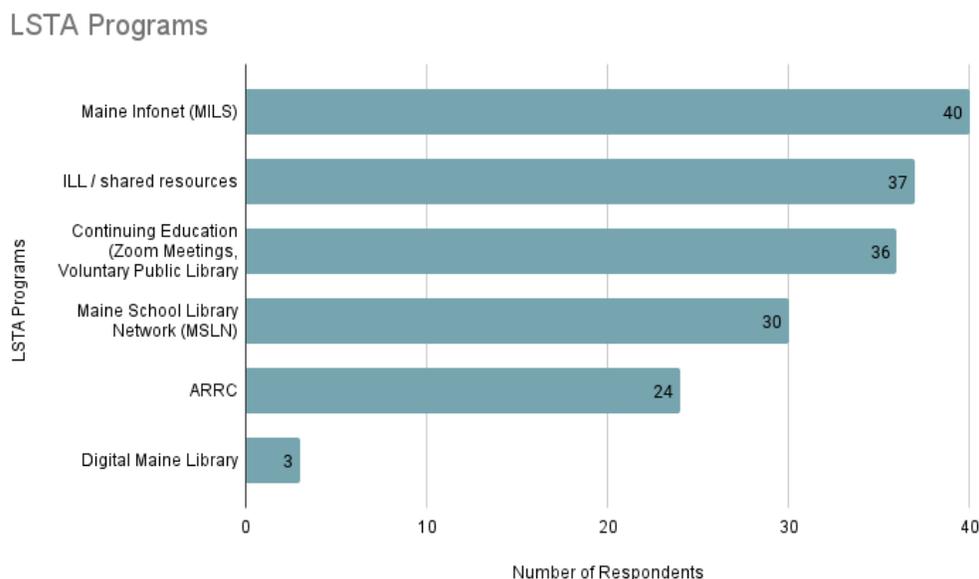
The first short-answer question asked respondents to think back over the past three years and discuss which LSTA-supported programs had the greatest impact on the library and the people the library serves. Several main themes emerged in the responses including, library capacity (29.5%), library access and content (22.7%), and professional development (16.6%). Figure 5 below shows all main themes discussed.

Figure 5. Main themes discussed in program impact



As mentioned above, respondents were asked to indicate which LSTA programs had the most impact on their libraries and patrons. As shown in figure 6 below, 23.5% of respondents (40) indicated that Maine InfoNet (Maine InfoNet Library System for Small Maine Libraries - MILS) has been the most impactful program offered by LSTA. 21.7% of respondents (37) indicated that the InterLibrary Loan (ILL) program has been the most impactful service offered. 21.1% of respondents (36) indicated that continuing education programs, specifically the Zoom meetings during the pandemic, have been beneficial to libraries and patrons, 17.6% of respondents (30) indicated that the Maine School Library Network (MSLN) has been most impactful, and 14.1% of respondents (24) indicated that ARRC has been most impactful.

Figure 6. Impactful LSTA Programs and Services



Below are a selection of comments that explain the impact of these LSTA funded programs on libraries and patrons from survey respondents.

Continuing Education, especially the regional ZOOM meetings were invaluable as I took the role of director just as COVID 19 spread and I had the librarian out on medical leave. Without that and the ARRC services and training I would have not had the library open and providing the Curbside, or other online accesses the community needed.

MILS (Maine InfoNet Library System for Small Maine Libraries) - streamlined interlibrary loan making it much easier; automated holds notices and overdue notices, shared resources Download Library - CloudLibrary makes downloading eBooks and audiobooks easy and affordable Van delivery - makes sharing resources so much easier. Love this service! Maine School Library Network enables us to have fast internet and hosts our library website. Their tech support is top-notch.

Maine Infonet (especially the Download Library) has been indispensable to our library in the past years. Our library does not have a budget for eBooks and audiobooks, so for patrons to be able to access these things for free is a major benefit for us.

Maine School & Library Network - Zoom during & after COVID has been a life- saver for our patrons. Digital Maine Library - has kept students and patrons connected when it wasn't possible to have hands-on learning. This has expanded the adult learners' availability to access information free. Many of our patrons must use our wifi as it is not available where they reside.

ARRC Services. We are a small library an hour away from a major Town/City it's a really great help that I am able to borrow from other libraries the books that my patrons want that I don't have. The Delivery service helps immensely with the cost of postage. My patrons are very pleased with this service. Thank you

Our library depends heavily on ILL. We are small with a limited selection of material.

The most recent are the MSLN Zoom meetings around the problems and concerns of Covid's effects. With the knowledge provided via these meetings, we have been able to apply guidelines for safe reopening which are acceptable to both the staff and the patrons.

Literally hundreds of people use the library SPECIFICALLY for internet, whether it be for printing out a label, filing their taxes, or contacting their people through the wi-fi on their phone. We could not meet our community's needs without this service

We have been most positively impacted by ILL facilitation and statewide delivery services. Having one free day of van delivery has saved us an enormous amount of time and energy, as well as savings! Prior to van delivery, each ILL book had to be personally taken to the post office and handed to a clerk ---this was very time consuming as well as expensive. Being a small rural library, we also feel more able to weed our collection with confidence, knowing we are able to get what patrons want in a timely fashion.

High speed internet through MSLN has been a great benefit to the library and our community and we were able to expand our wifi reach on the library grounds this past year

Looking Forward

Respondents were asked to think ahead to the years covered by the upcoming Five-Year Plan (fiscal years 2023 - 2027) and discuss changes in the way that LSTA dollars are invested that would significantly improve library services. We received 88 responses to this question with 16 of these responses indicating they like how LSTA funds are currently distributed and recommend no changes at this time. The most mentioned recommendation of change in LSTA funding mentioned by survey respondents is to expand InterLibrary Loan services to all Maine libraries.

Some suggested changes from respondents include:

- Including EBSCO Core Collections in the Digital Maine Library
- Adding more participating libraries to MILS or Minerva
- Additional funding for e-content within the Download Library
- More investment in the ARRC system
- More training offered for staff in computer programs used
- Increase access through Digital Maine Library
- Substitute staffing for small, one-person libraries
- Statewide one day of free van delivery

Below are a selection of comments regarding LSTA funding recommendations made by respondents.

I think that some more funds should be allocated to the selection of e- content with the Download Library. After the pandemic, more and more people are requesting these versions of books and most small libraries do not have a budget line for this.

I would like to see more popular online content, like Hoopla, or Kanopy at a broader scale. Some online services are seldom used, but are receiving subscription funds, while others are being clamored for by our patrons with no good way for us to offer them. I would also like to see additional investment in the ARRC system, specifically in funding staff time used towards the program, which is often the biggest strain on the ARRC libraries.

Increase (not duplicate) access through Digital Maine Library.

Perhaps fund a position for Infonet. Or maybe consider a plan to compensate net lenders through interlibrary loan.

Financially assisting those libraries who want to be part of MILS or Minerva to make our library system and collection even more cohesive and comprehensive.

I would like to advocate for the smaller libraries to have the opportunity to grow their presence online. An online presence is every library's virtual storefront and in particular via smartphones. To offer a group discount and training for creating a Library web page

I would love to see an investment in the form of substitute staffing for small, one -person libraries. Although volunteers are extremely valuable, they are often over committed. It can be very difficult for the staff in these libraries to take vacation time, sick leave, etc. without imposing upon the good will of their trustees or other volunteers. With a paid pool of substitutes, librarian/library director stress could be lowered, and new jobs would be created for those seeking part-time employment. This might be especially attractive for retired personnel.

Keep the individual library internet access costs low/free so that small libraries may use their budgets to provide tangible goods, like books, presenters, summer programs, etc. and so that they may maintain or expand their hours of operation, providing access to all along with good jobs for the people in their communities.

Our library would benefit from receiving a second van delivery each week, and this is not something within our budget. Providing small libraries with more frequent ILL service would increase patron access to books, and make ILL services more time efficient.

1) All small, rural libraries need to be connected to MeCat, enabling all libraries to have greater resources to meet our patron's needs. 2) There needs to be better accessibility and funds available to help libraries convert to better-integrated library management services. This will enable our patrons to have accessibility to their own library account which they currently don't have. Some of these library management services do not have the ability to stay current and customer service is sorely lacking.

Increase Maine library offerings and have people review the items so we can see what other libraries use the item for.

Expand books available on the cloud library. Provide an on-line language program similar to Mango. More outreach programs for teens/young adults i.e. Chris from State Library.

We DESPERATELY need a SIMPLE resume generator, one that's tailored to someone applying for an entry level, hourly type job. The one we have now refers to curricular vitae and is geared toward executive level job seekers. It is embarrassing to have to explain what a CV is and delete all the fancy education and extensive experience sections so the patron is at ease.

Additional Comments

More staff is needed for Maine Infonet - their services are great but I sense that the staff is stretched with the multiple responsibilities that they attend to.

I am new to Maine and this director position at a very small rural library so I like the small and rural library Maine Library support group and all the information and support they provide monthly.

The Maine State Library, Maine InfoNet, and MSLN do a fantastic job of supporting Maine libraries. I don't know how I would manage without them. My wish is that more public libraries would take advantage of all the services available. This has much to do with lack of understanding and technology skills at many of the smaller libraries. How do you encourage (and fund) more libraries to have trained staff managing their library? I don't know except to share my experience and the benefits of sharing services with as many people who ask. Thank you for all that you do.

ZOOM has been a real asset to our communities. Being so far away from things we can be apart of other libraries activities and keep in touch better with our neighboring libraries. Also the Continuing Education Programs are very helpful and soon to be even more helpful with the new Bendable Maine coming.

I do wish there was an on-boarding process for systems such as Sierra. Though there are supports in place when we need things, a basic "how to" would be great!

Dislike the gap between the small public libraries and those already in the Maine Catalog. Aware of the need for more face to face contact between the Maine State Library system staff and public libraries. Where are the school libraries - are they getting left out of many decisions? How to get the Maine Dept of Education to be part of the process and solutions to library issues?

Patrons say the wait for books in the Maine Download Library can be very long. The internet service we get through the Maine School and Library Network Makes a huge difference for us. Not only is it nearly free but the speed is much faster than service offered locally.

I'd like to have a better knowledge of what items are added to Cloudlibrary each month - or however often that occurs (no idea) - and how we can help support more availability for hot titles for our patrons. ILL/Van Delivery is absolutely fantastic! The ability to easily print labels onto appropriately- sized cards, however, has been an ongoing challenge -- albeit, one we currently feel have finally overcome (to an extent) - we have gone from printing full sheets, which volunteers would then cut out and paste onto index cards, to a mail merge template from which we print a daily set of cards -- and which we can only print on one of our three printers). There HAS to be a more universal and convenient solution - and I say this having created a pretty fantastic work-around.

I do not like how difficult it is to navigate the DigitalMaine library. Trying to find the legal form database for example is tough unless you remember that Gale has put their name at the head of it. Also, Resume Generator Resume Generator Resume Generator Resume Generator You get my message, I'm sure.

Appendix J: Databases in Maine

Background

Statewide database programs are a crucial service supported at various levels by the vast majority of state library programs across the United States.⁸ Meeting user needs in virtual as well as physical spaces is a critical component of state library services; even as physical visits and circulation decline at public libraries (a trend likely to be further exacerbated by the COVID-19 pandemic), both the usage and availability of electronic resources has expanded.⁹

To understand the snapshot of the database resources and programs provided by the state agency, it is important to note that funding models for statewide databases have shifted considerably in the last few decades. For example, between 2000 and 2020 state libraries' overall spending on statewide database licensing increased from 42.29 million to 74.04 million dollars (spent by 48 state libraries). Within this increase however, state libraries were very unlikely to be the sole source of support for statewide databases; in fact, in 2020 89.6 percent of statewide database licensing was carried out by multiple entities and funding sources.¹⁰ In an informal 2021 survey of state data coordinators, it was found that although the majority of states offer support for a statewide databases program (41 of 44 respondents), many of those are not managed through the state library (only 33 reported state library management). Thirty-six of these respondents also noted the existence of a local e-resource consortium in the state.

Often these statewide database programs are supported in part through LSTA funding, as well as state funding, library cost-shares, grants, and external, but often complementary, consortial programs.¹¹ Each statewide database program is approached, funded, and supported in slightly different ways. The following snapshots note where LSTA funds have likely supported a particular resource or platform to some extent, but they do not note what other funding or percentage of support this comprises, as this information is beyond the scope of the LSTA evaluation.

Project details/URLs:

- <https://imls-spr.imls.gov/Public/Details/82898>
- <https://imls-spr.imls.gov/Public/Details/82227>
- In FFY 2018 & FFY 2019 a total of \$185,529.80 was spent in this category, accounting for 8.11% of total expenditures.

⁸ The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: The Institute of Museum and Library Services, p.14.; Results from the SDC E-Resources Survey.

⁹ The Institute of Museum and Library Services. (2021). *The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic*. Washington, DC: The Institute, p. 6.

¹⁰ The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: The Institute of Museum and Library Services, p.14.; Results from the SDC E-Resources Survey, p.14.

¹¹ Results from the 2021 SDC E-Resources Survey

1. Table of Resources

*Resource table includes resources promoted and made available to Maine residents. Not all included resources are funded entirely by LSTA funds, and some are freely available resources.

Vendor/Provider	Resource	Vendor/Provider	Resource
Gale	Academic One File	Gale	Information Science and Library Issues Collection
Ebsco	Agricola	Gale	Informe Académico
Gale	Agriculture Collection	Gale	Insurance and Liability Collection
Census Bureau	American FactFinder	Gale	Leadership and Management
ProQuest	Ancestry Library Edition - For Use In K-12 Libraries	Ebsco	LearningExpress Library
ProQuest	Ancestry Library Edition - For Use in Public Libraries	Ebsco	Library, Information Science & Technology Abstracts (LISTA)
ProQuest	Aquatic Sciences and Fisheries Abstracts (ProQuest)	CDC	Maine CDC
Government Publishing Office	Ben's Guide to US Government for Kids	Maine Historical Society	Maine Memory Network
ProQuest	Black Freedom Struggle in the United States	ProQuest	Maine News
Gale	Books & Authors	State of Maine	Maine Secretary of State Kids' Page
Gale	Business Collection	NLM	MEDLINE Plus
Gale	Business Economics and Theory	Merriam-Webster	Merriam-Webster's 3rd New Int'l. Dictionary
Gale	ChiltonLibrary	Gale	Military & Intelligence Resources
Gale	Communications and Mass Media Collection	Ebsco	MyHeritage (Library Edition)
Congress	Congress.gov (Legislative Information)	Gale	National Geographic Kids
Gale	Criminal Justice Collection (Gale)	Springer	Nature
Gale	Culinary Arts Collection (Gale)	Gale	Newsstand
Maine State Library	Digital Maine Repository	Niche Academy	Niche Academy
Gale	Diversity Studies Collection	Ebsco	NovelList K-8 Plus

Ebsco	EBSCOhost Ebook Collection	Ebsco	Novelist Plus
ProQuest	EconLit	Gale	Nursing and Allied Health Collection
Gale	Educator's Reference Complete	ProQuest	Oceanic Abstracts
Gale	Entrepreneurship	Gale	Peterson's Career Prep
Ebsco	Environment Complete	Gale	Physical Therapy & Sports Medicine Collection
Gale	Environmental Studies and Policy Collection	Gale	Pop Culture Collection
Department of Education	ERIC - Education	Gale	Popular Magazines
Gale	Fine Arts and Music Collection	Pronunciator	Pro Citizen
Ebsco	FSTA: Food Science & Technology Abstracts	Pronunciator	Pronunciator Language Learning
Gale	Gale LegalForms	Proquest	Proquest One Business
Gale	Gale Literary Sources	Gale	Psychology Collection
Gale	Gale Literature Resource Center	NLM	PubMed (National Library of Medicine)
Gale	Gale Power Search	Gale	Religion and Philosophy Collection
Gale	Gale Subject Collections	Gale	Scribner Writers Series
Gale	Gale Virtual Reference Library (GVRL) ebooks	Ebsco	Teacher Reference Center
Gale	Gardening, Landscape and Horticulture Collection	Gale	Twayne's Author Series
Gale	Gender Studies Collection	Gale	U.S. History Collection
Gale	General OneFile	Proquest	US Newsstream
Gale	General Science Collection	Value Line	Value Line Investment Survey for public libraries
ProQuest	GeoRef (ProQuest)	Value Line	Value Line Research Center for academic libraries
ProQuest	Global Newsstream (ProQuest)	Gale	Vocations and Careers Collection
Google	Google Scholar	ProQuest	Wall Street Journal
Google	Google Translate	Gale	War and Terrorism Collection
Ebsco	GreenFILE	World Book	World Book Advanced
Gale	Health and Wellness Resource Center	World Book	World Book Discover
Gale	Health Reference Center Academic	World Book	World Book Early World of Learning

Ebsco	Hobbies and Crafts Reference Center	World Book	World Book Enciclopedia Estudiantil Hallazgos
Gale	Home Improvement Collection	World Book	World Book Encyclopedia
Gale	Hospitality, Tourism and Leisure Collection v	World Book	World Book Kids
Gale	In Context: College	World Book	World Book Student
Gale	In Context: Elementary	World Book	World Book Timelines
Gale	In Context: Environmental Studies	CIA	World Fact Book
Gale	In Context: High School	Gale	World History Collection
Gale	In Context: Middle School		
Gale	In Context: Opposing Viewpoints		

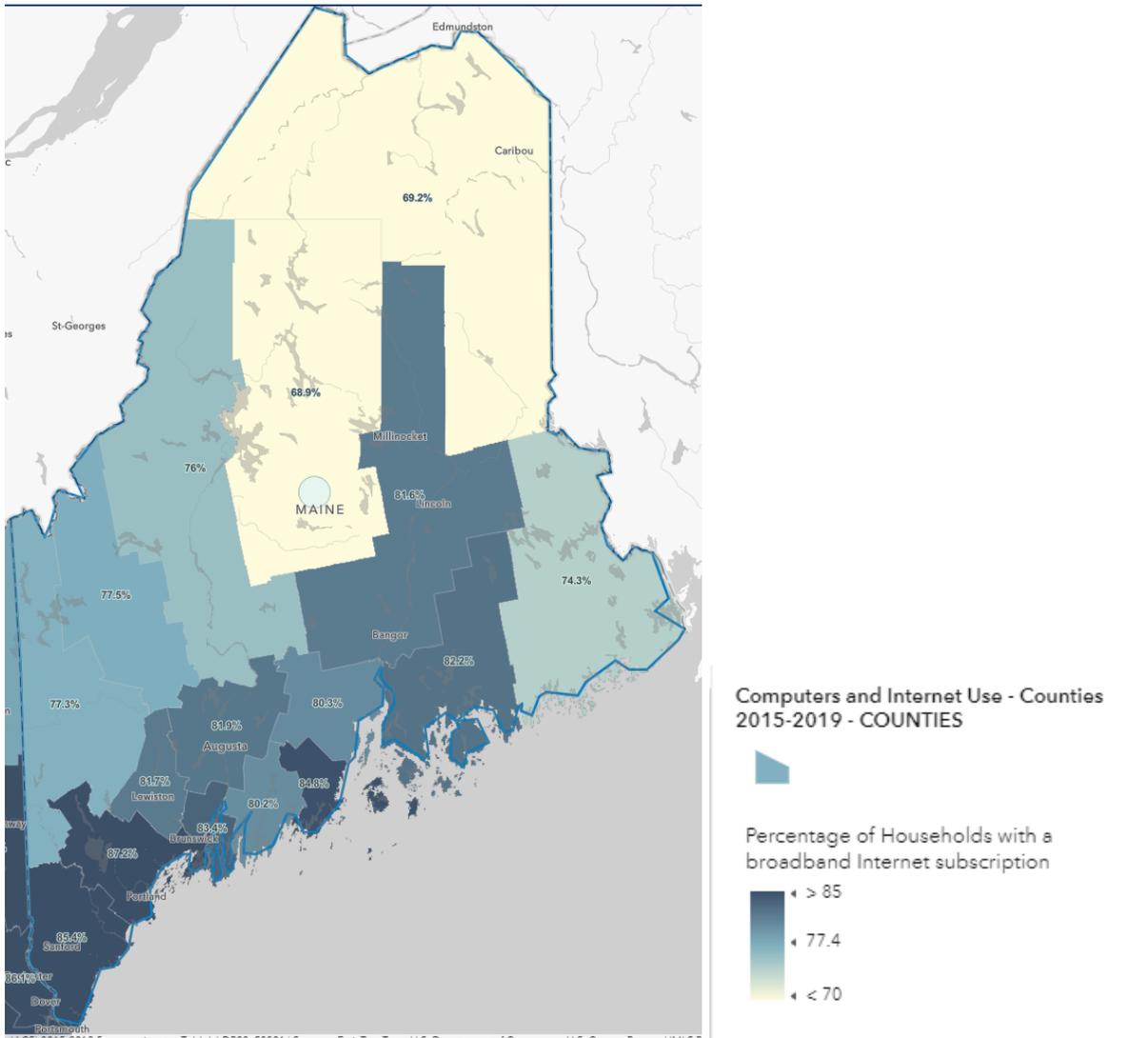
2. Access/Scope/Population:

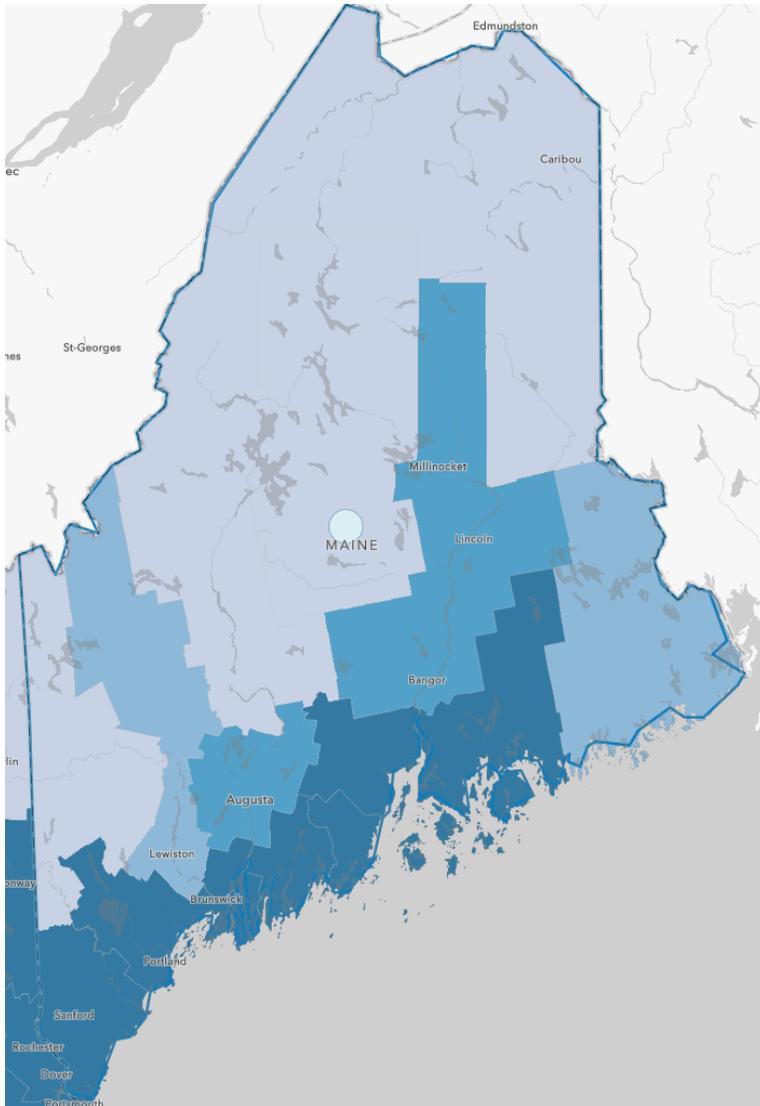
The Digital Maine Library is available to all 1.34 million (2019 US Census) residents of Maine and is meant to support lifelong learning throughout the state. Over ninety database resources (both subscription and freely available) are included, and they contain full text articles and abstracts from magazines, newspapers, journals and reference resources, as well as ebooks and a number of online learning tools for test-taking, skill building, language learning, and computer and digital literacy skills, among others. Resources are supported by federal LSTA funds, matching state funds, and other state and federal funds as needed and available. These resources serve everyone, including all students, from k-12 to higher education, business people, public library patrons, and educators. The Maine State Library uses a RFP procurement process to select both a vendor for core general resources as well as to establish a pre-qualified vendor list to negotiate pricing and services. Gale/Cengage was the successful bidder in FFY 2018 and 2019 for the core state package, and other selected vendors include EBSCO, ProQuest, Pronunciator, Springer, and Niche Academy. Access to subscription resources is provided via geo-location for authentication or library card barcode when geo-location fails.

3. URLs : Maine DBs spreadsheet constructed.

4. URLs usage : The Digital Maine Library provides public access to it's electronic resource usage information here: <https://www.maineinfonet.org/digitalmainelibrary/statistics/> . This includes usage on electronic resources (monthly and summary), the discovery service, the full text finder, and the publication finder.

Appendix K: Maps of Maine (PLS and ACS data)

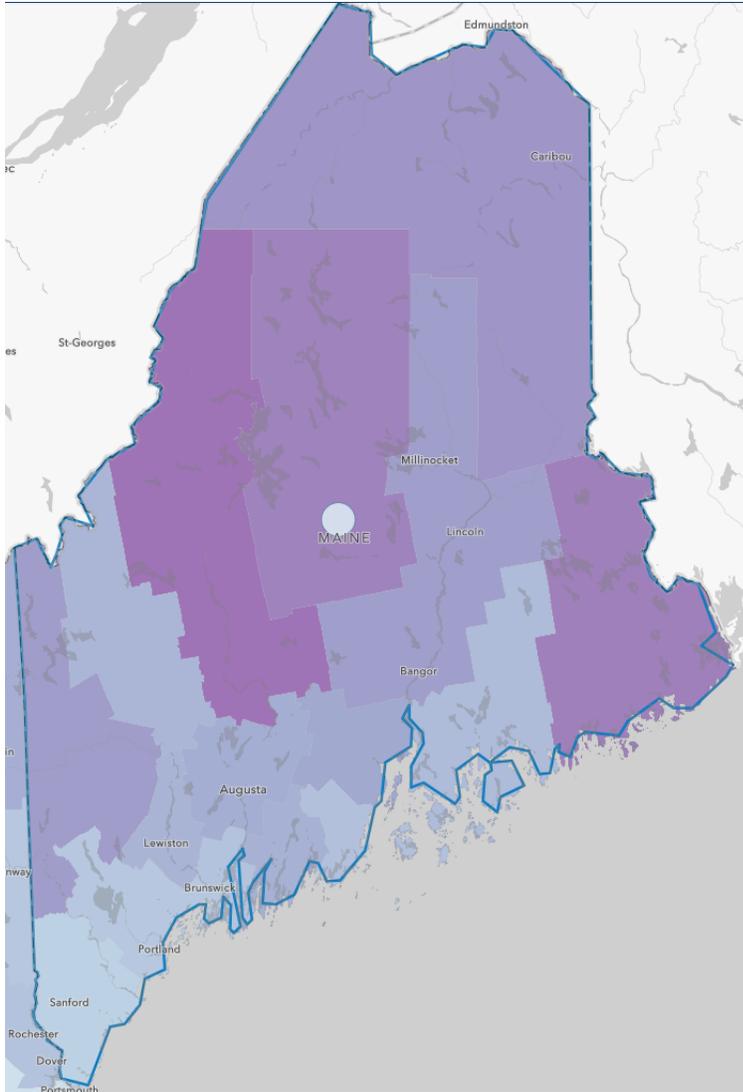




Educational Attainment - Counties 2015-2019 - COUNTIES

Population 25 years and over - Bachelor's degree or higher (%)

- > 30
- > 25 - 30
- > 20 - 25
- > 15 - 20
- < 15



Population and Poverty Status - Counties 2015-2019 - COUNTIES

