

The New Jersey State Library Library Services and Technology Act (LSTA) Grants to States Implementation Evaluation FFY 2013 – FFY 2017

Evaluators:

William Wilson

Martha Kyrillidou, Ph.D.

Sara Laughlin

Ethel Himmel, Ph.D.



QUALITYMETRICS

Helping libraries achieve success

www.qualitymetricsllc.com

Date: March 23, 2017

Commissioned by The New Jersey State Library

Mary Chute, State Librarian



TABLE OF CONTENTS

Evaluation Summary	1
Evaluation Report	6
Introduction	6
Retrospective Questions (Section A)	8
Goal 1	8
Goal 2	20
Goal 3	26
Process Questions (Section B)	27
Methodology Questions (Section C)	28
Appendix A: Acronyms	A-1
Appendix B: Interviewees/ Focus Groups	B-1
Appendix C: Bibliography of Documents Reviewed	C-1
Appendix D: Focus Group Questions	D-1
Appendix E: Web-Survey Instrument	E-1
Appendix F: Measuring Success Table	F-1
Appendix G: Targeted Audiences Table	G-1
Appendix H: Expenditure Tables	H-1
Appendix I: Web-Survey Report	I-1

Evaluation Summary

Given New Jersey's estimated population of 8,950,000, the state's annual Library Services and Technology Act (LSTA) Grants to States¹ allotment of approximately \$4 million per year translates into 44 cents per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of all New Jersey residents. The New Jersey State Library's (NJSL) challenge has been to find ways to make 44 cents per person transformative in terms of library services; to leverage a small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

New Jersey's approach of using LSTA funding to support large statewide initiatives tends to result in the maintenance of a solid base level of service rather than in a fundamental alteration of the library service landscape. However, in the opinion of the evaluators, NJSL has, using the measure of leveraging a small amount of money to accomplish major results by strategically deploying funds, accomplished a great deal by methodically and effectively carrying out the specific goals contained in its five-year LSTA Plan for 2013 – 2017.

There are three goal statements in the *New Jersey Library Services and Technology Act Plan 2013 – 2017*. They are:

Goal 1: All New Jersey residents will have access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.

Goal 2: All New Jersey residents will have the ability to locate and access library and information services and resources that are relevant to their lives through the provision of online tools and the provision and support of electronic networks.

Goal 3: All New Jersey residents will enjoy enhanced library and information services because library staffs have the knowledge, skills and competencies they need to efficiently and effectively offer high-quality twenty-first century library services.

These goals have several commendable characteristics. First and foremost, the goals focus on end users and the benefits they will receive. Secondly, because of the focus on the end-user, the goals invite an outcomes-based evaluation regimen. Thirdly, the goals are aspirational in nature. While it is possible to assess real progress and to identify specific achievements in New Jersey's implementation of their LSTA program, fully attaining the goals included in the five-year plan demands ongoing attention and effort. They are the kind of goals that may be achieved today but must be "re-achieved" tomorrow.

A. Retrospective Questions

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

As part of the assessment process, the evaluators asked the New Jersey State Librarian and the New Jersey State Library LSTA Coordinator to offer their personal appraisals of progress

¹ This report will refer to the Library Services and Technology Act's Grants to States Program simply as LSTA throughout this report.

toward each of the three goals included in the New Jersey State Library’s 2013-2017 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 a five-year plan. Consequently, it was acknowledged that it was unlikely that any of the goals would be completely or finally achieved.

The New Jersey State Library’s internal assessment was that the state library agency had made sufficient progress to qualify as having ACHIEVED Goal 1 and Goal 2. However, the State Librarian and LSTA Coordinator believed that they had only PARTLY ACHIEVED Goal 3. The evaluators concur with the internal appraisal that the New Jersey State Library has ACHIEVED Goal 1 and Goal 2 and that it has PARTLY ACHIEVED the objectives set forth for Goal 3 (in spite of the fact that no specific LSTA-funded projects were undertaken in support of Goal 3).

Table 1 offers a summary of both the New Jersey State Library’s internal assessments and the evaluators’ conclusions.

Table 1 – NJSL and Evaluators’ Assessment of Progress		
Goal	NJSL Assessment	Evaluators’ Assessment
Goal 1: All New Jersey residents will have access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.	Achieved	Achieved
Goal 2: All New Jersey residents will have the ability to locate and access library and information services and resources that are relevant to their lives through the provision of online tools and the provision and support of electronic networks.	Achieved	Achieved
Goal 3: All New Jersey residents will enjoy enhanced library and information services because library staffs have the knowledge, skills and competencies they need to efficiently and effectively offer high-quality twenty-first century library services.	Partly Achieved	Partly Achieved

GOAL 1

The New Jersey State Library directs almost all its LSTA funding to a small number of statewide programs. With the exception of LSTA administrative expenditures and some small literacy grants awarded in 2016 using FFY 2015 funds, all LSTA dollars have been spent in support of six projects. In fact, eighty-four percent of the LSTA allotment was expended in support of just two programs during the three-year period covered by the evaluation. Both of these programs (The New Jersey State Library Talking Book and Braille Center and the JerseyClicks database licensing program) support Goal 1. It is difficult to imagine two more diverse projects. The Talking Book and Braille Center (TBBC) has a very high impact on a small targeted population (characterized by NJSL as print disabled readers). The JerseyClicks database licensing program reaches a diverse statewide audience in their homes, schools, workplaces, and libraries.

The evaluators found that both these programs have specific characteristics that make them exceptional. Although the audience served by the TBBC is small and the cost per unit of service is high, the New Jersey talking book program has a long history of being proactive and innovative. The TBBC does a particularly good job of connecting with local libraries to build a continuum of service for the visually impaired and other individuals who qualify for the National Library Service (NLS) program. The JerseyClicks program provides value to libraries in

different ways. Overall satisfaction with the program assessed through a web-survey conducted as part of the evaluation showed a relatively high level of satisfaction among all types of libraries. However, it also showed that different type of libraries value the program for distinctive reasons.

Table 2 – Ways in which JerseyClicks affects ability to serve users

	Academic Libraries	Public Libraries	School Libraries
Reduces the overall cost of service to users	27.5%	13.0%	4.5%
Improves the quality of service we can provide to users	17.5%	32.5%	18.2%
Broadens the range of services/ resources our patrons can access	50.0%	53.2%	77.3%
Builds capacity among my staff	0.0%	1.3%	0.0%
Other	5.0%	0.0%	0.0%

All types of libraries agree that JerseyClicks broadens the range of service they can provide to users; however, academic libraries are far more likely to cite cost savings as an important factor. Focus group input indicates that larger libraries that would be more likely to license databases on their own if the LSTA-funded suite were not available recognize that the dollars they **don't** spend licensing content locally can be spent on other resources. School libraries (and small public libraries) seem to value this aspect less because they probably would not license many (and in some cases would not license any) of the databases offered through JerseyClicks independently.

Different types of libraries also value different resources. Academic libraries said that Academic Search Premier (a traditional research database) was of the greatest importance to their users (97.6% placed it among the top three in importance). School libraries rated the Points of View Reference Center highest (52.2% ranked it in the top three) and public libraries tended to value some of the non-traditional online tools, rating NoveList, Rosetta Stone, and Job and Career Accelerator near the top along with a more traditional choice in Reference USA.

JerseyClicks and the Talking Book and Braille Center both fulfill the spirit of Goal 1 to provide ***“All New Jersey residents with access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.”*** The evaluators believe that NJSL has ACHIEVED this goal.

GOAL 2

Two of the programs funded in support of Goal 2 were also of great importance to some, but not all, libraries. JerseyConnect provides a cafeteria plan of technology services and consulting assistance that many, mostly smaller, libraries see as crucial. Although some large libraries indicated that they don't use JerseyConnect services at all, even representatives of some of the libraries not actively using the program conceded the importance of JerseyConnect to smaller libraries. The broad array of services offered by JerseyConnect that range from basic Internet access and E-Rate filing assistance to Managed Wi-Fi and Spam/Antivirus Filtering makes a difference in over 300 public libraries (including many branch locations).

The other major project funded in support of Goal 2 is the JerseyCAT program. Again, this is a program that is, in general, of greater importance to smaller libraries and of lesser importance to larger libraries. While much of the volume of interlibrary resource sharing in the state now takes place as “intra” library loan within integrated library system consortia, JerseyCAT is still the primary tool for a large percentage of, mostly smaller, libraries. As one librarian said, “For stand-alone libraries, ILL (interlibrary loan) using JerseyCAT is a core service.”

JerseyCAT and JerseyConnect are key components in ensuring that “**All New Jersey residents will have the ability to locate and access library and information services and resources that are relevant to their lives through the provision of online tools and the provision and support of electronic networks.**” The evaluators believe that the NJSL has ACHIEVED this goal.

GOAL 3

Goal 3 is primarily a staff development/library capacity building goal. It has already been noted that no projects formally linked to Goal 3 were funded during the three-year period covered by this evaluation. However, there is ample evidence to suggest that NJSL has made progress toward this goal both through LSTA-funded projects and activities carried out in support of other goals as well as through State-funded activities as well.

Appendix F (Measuring Success Table) reveals that the “Improving the Library Workforce” intent of the “Institutional Capacity” Measuring Success Focal Areas was served under six of the seven Goal 1 and Goal 2 projects. Similarly, Appendix G (Targeted Audiences Table) shows that there was a “Library Workforce” component in all seven of the projects funded under Goals 1 and 2. In short, some real progress was made toward the goal of building “**the knowledge, skills and competencies they (library staff) need to efficiently and effectively offer high-quality twenty-first century library services**” even though no single LSTA-funded project was undertaken in support of Goal 3. The evaluators believe that Goal 3 has been PARTLY ACHIEVED.

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

Appendix F shows that all of the Measuring Success Focal Areas were impacted in some way by the NJSL’s LSTA activities. The most significant impacts can be reported in the Information Access and Institutional Capacity focal areas while considerably less impact can be demonstrated in the Lifelong Learning, Economic and Employment Development, Human Resources, and Civic Engagement areas.

A-3. Did any of the groups identified by IMLS as target audiences represent a substantial focus for your Five-Year Plan activities? (Yes/No) YES

The only target group identified by IMLS that received a substantial focus (using the 10% expenditure threshold) was “Individuals with Disabilities.” This was almost entirely associated with the services provided by the Talking Book and Braille Center. The only other LSTA-funded project undertaken by NJSL that exceeded the 10% threshold was JerseyClicks, which had/has a general population/statewide focus. It is possible to point to specific activities that reached other targeted audiences; however, none of these projects or activities approach the 10% expenditure level.

B. Process Questions

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

Data has primarily been used to inform decision-making on adjustments to LSTA initiatives.

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

No formal changes or amendments were made to the Plan.

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

SPR data has been shared directly with key staff internally and indirectly with the Library Services and Technology Act Advisory Committee, other committees and individuals within the library community, and with state governmental entities including the Thomas Edison State University (NJSL is formally affiliated with Thomas Edison).

C. Methodology Questions

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

To ensure rigorous and objective evaluation of the New Jersey State Library's implementation of the LSTA Grants to States program, NJSL, in cooperation with nine other state library administrative agencies (SLAAs) in the Northeast, participated in the issuance of a joint Request for Proposals (RFP) for a "Cooperative Library Services and Technology Act Five-Year Plan Evaluation 2013-2017" through the Council of State Library Agencies in the Northeast (COSLINE). The RFP was issued on June 21, 2016 with proposal due by July 18, 2016. As a result of a competitive bidding process, QualityMetrics LLC, a library consulting firm familiar with LSTA and with considerable expertise in evaluation methodologies, was awarded the contract to conduct the independent LSTA evaluation.

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 employed a mixed-methods approach that included a review of the SPR and other relevant documents and statistics, focus groups, personal interviews and a web-based survey to collect information from stakeholders.

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

New Jersey State Library staff were engaged through personal interviews during a site visit to the agency, via telephone, and during additional visits to New Jersey to conduct focus groups. Stakeholders were engaged through focus groups, personal interviews, and a web-based survey.

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

The New Jersey State Library will share the findings with the Thomas Edison State University and other agencies within state government. Key findings will also be shared with the Library Services and Technology Act Advisory Committee and with the larger public by alerting the libraries in New Jersey of the availability of the evaluation report. The report will be publicly available on the agency website as well as on the IMLS website.

Evaluation Report

INTRODUCTION

Because of its sizeable population, New Jersey receives one of the larger allotments of LSTA Grants to States funding. Although the amount of LSTA funding is far below the amount received by the most populous states such as California and Texas, the Garden State nevertheless received an average of just under \$4 million (\$3,961,512) per year over the course of the three years (Federal Fiscal Year [FFY] 2013 – FFY 2015) covered by this evaluation. New Jersey's allotment ranks 11th among the states, falling between North Carolina's and Virginia's allocations.

The governmental landscape, and therefore New Jersey's library services landscape, is extremely complex. There are more than 550 municipalities in the state including boroughs, cities, towns, townships and villages. There are even more public school districts (586), and 86 institutions of higher learning ranging from major public research universities to small Talmudic institutions and theological seminaries.

Two of New Jersey's cities (Newark and Jersey City) are each home to a quarter of a million people, yet there are more than thirty municipalities in the state with populations of under 1,000. Although New Jersey has a large population, the state is geographically compact (fourth smallest in the nation). This combination of small size and large population results in the highest density of population of any state. Nevertheless, New Jersey is a place of surprising contrasts. It encompasses large urban areas as well as remarkably remote rural communities, extremes of poverty and wealth, a full spectrum of races and ethnicities, as well as large variations in educational attainment.

Given New Jersey's estimated population of 8,950,000, the state's annual LSTA allotment of approximately \$4 million per year translates into 44 cents per person on an annual basis. It is obvious that LSTA funds alone are inadequate to meet the library and information needs of all New Jersey residents. Meeting the library and information needs of New Jersey's residents requires, and will continue to require, partnerships involving the State of New Jersey, hundreds of local governments, school districts, public and private institutions of higher learning, and a vast array of governmental and non-profit agencies. The New Jersey State Library's challenge through the period covered by the evaluation has been to find ways to make 44 cents per person transformative in terms of library services; to leverage a small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

New Jersey's approach of using LSTA funding to support large statewide initiatives tends to result in the maintenance of a solid base level of service rather than in a fundamental alteration of the library service landscape. However, in the opinion of the evaluators, NJSL has, using the measure of leveraging a small amount of money to

accomplish major results by strategically deploying funds, accomplished a great deal by methodically and effectively carrying out the specific goals contained in its five-year LSTA Plan for 2013 – 2017.

This evaluation is based on a review of three years of performance. As was noted above, it reflects activities undertaken by the New Jersey State Library (NJSL) using Library Services and Technology Act (LSTA) Grants to States funding for Federal Fiscal Year (FFY) 2013, FFY 2014, and FFY 2015. The appraisal of NJSL's implementation of the LSTA Grants to States program assesses progress based on the goals established for the 2013 – 2017 period in the ***New Jersey Library Services and Technology Act Plan 2013 – 2017***. Three goals appear in the plan. They are:

Goal 1: All New Jersey residents will have access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.

Goal 2: All New Jersey residents will have the ability to locate and access library and information services and resources that are relevant to their lives through the provision of online tools and the provision and support of electronic networks.

Goal 3: All New Jersey residents will enjoy enhanced library and information services because library staffs have the knowledge, skills and competencies they need to efficiently and effectively offer high-quality twenty-first century library services.

The New Jersey State Library directs almost all its LSTA funding to a small number of statewide programs. Except for LSTA administrative expenditures, all LSTA dollars have been spent in support of just seven projects. They are in order of the amount of funding received over the three-year period:

- New Jersey State Library Talking Book and Braille Center
- JerseyClicks (Statewide Database Licensing)
- JerseyConnect (Statewide Technology Support Services)
- JerseyCAT (Statewide Interlibrary Loan/Resource Sharing)
- New Jersey Statewide Statistics (FFY 2014 and FFY 2015 only)
- Literacy Collection Development (FFY 2015 only)
- Summer Reading Software (FFY 2013 only)

Eighty-four percent of the LSTA allotment was expended in support of just two programs. Both of these programs (The New Jersey State Library Talking Book and Braille Center and the JerseyClicks database licensing program) were undertaken in support of Goal 1. The Summer Reading Software and Literacy Collection Development projects also fall under Goal 1. The remaining three projects, JerseyConnect, JerseyCAT, and New Jersey Statewide Statistics support Goal 2.

The evaluation that follows is structured around the IMLS' "**Guidelines for IMLS Grants to States Five-Year Evaluation**" and the three goals that appeared in the **New Jersey Library Services and Technology Act Plan 2013 – 2017**. After presenting a short background section, the evaluators will proceed to report on the "Retrospective Questions" (Section A) posed by IMLS for each of the three goals. We will then proceed to respond to the "Process Questions" (Section B) and "Methodology Questions" (Section C) as a whole, noting any differences that apply to individual goals.

Within the sections for each goal, individual projects will be presented in the order of the magnitude of LSTA expenditures by project. Greater detail will be presented regarding the four larger scale projects. Two of the three very small projects that together account for less than one-percent (0.94%) of the total LSTA expenditures for the three-year period (Summer Reading Software and NJ Statewide Statistics), will get little more attention than a brief description due to the small amount of LSTA funding that is expended. Slightly more attention will be given to the Literacy Collection Development project since it represents a recent departure from New Jersey's general practice of supporting only statewide efforts.

A. Retrospective Questions

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

Goal 1:

All New Jersey residents will have access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.

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

Projects & Expenditures

New Jersey State Library Talking Book and Braille Center	\$ 5,349,341.50
Statewide Database Licenses (Jersey Clicks)	\$ 4,639,251.00
Literacy Collection Development	\$ 44,305.00
Summer Reading Software	<u>\$ 19,366.00</u>
Total	\$ 10,052,263.50

Goal 1 expenditures represent 84.58% of New Jersey's total LSTA allotment in the FFY 2013 – FFY 2015 period.

NEW JERSEY STATE LIBRARY TALKING BOOK AND BRAILLE CENTER

New Jersey's Talking Book and Braille Center (TBBC) is one of the most highly developed programs of its kind in the nation. It has long been recognized as a leader and an innovator especially in regard to its outreach efforts. The TBBC extends its reach both through partnerships with support and advocacy groups that work with individuals with disabilities and through TBBC's efforts to engage the state's public libraries.

The Talking Book and Braille Center addresses the needs of New Jersey's individuals with print disabilities in several different ways:

Activities

Direct library service

The Talking Book and Braille Center (TBBC) provided direct library service to New Jersey residents with print disabilities due to a visual or physical condition such as macular degeneration, dyslexia, brain injury, cerebral palsy or muscular dystrophy. Services were provided through mail, in person, and by downloading of content by eligible New Jersey residents.

TBBC's 24/7 internet radio reading service, Audiovision, broadcasts specialized programming through cable TV or over the web. Volunteers record news from local newspapers and portions of *TV Guide*, as well as books and magazines of special interest to New Jersey residents. Grocery ads recorded in its studio are available to *Newline* subscribers nationwide, thanks to a partnership with National Federation of the Blind.

Content

TBBC maintained collections of books and magazines in Braille and audio format. Magazines were also available for download in "Web Braille" or digital audio format. In FFY 2013, NLS moved from magazines on audiocassette to digital cartridge. TBBC distributed digital talking book machines; approximately one in four who received machines applied for a BARD user ID and password to download content.

Recording of books by New Jersey authors or on New Jersey subjects continued. TBBC agreed to follow NLS guidelines to allow the locally-produced books to become part of the national Braille and Audio Reading Download (BARD) database of titles.

Instruction

TBBC offered instruction in how to use NLS's BARD content. A program of the New Jersey Commission for the Blind and Visually Impaired (CBVI), the Regional Technology Assistance Center (RTAC) provided computer instruction and hosted computer classes for people with visual impairments. The Center's computers were equipped with assistive technology and a variety of Braille devices, CCTVs, and other technologies to assist in evaluations of equipment needs for senior and vocational rehabilitation clients.

TBBC and the New Jersey Commission for the Blind and Visually Impaired partnered to launch Library Equal Access Program (LEAP), an initiative that offers assistive technology training at selected New Jersey libraries.

Outreach and Partnerships

TBBC continued its strong program of outreach to current and potential customers. Representatives attended transition fairs at high schools across the state and gave regular presentations at events.

Services were enhanced through a partnership with the Library of Congress' National Library Services for the Blind and Visually Handicapped. More than 80 public libraries serve as "Deposit Libraries" for NLS collections.

In FFY 2013, TBBC piloted a program with the approval of NLS to allow staff at 12 public libraries in New Jersey to download digital books and magazines from the BARD database. In FFY 2014, the program expanded to 72 public libraries. The New Jersey's Talking Book and Braille Center's relationship with local libraries is more developed than any the evaluators have witnessed in visiting dozens of talking book operations. A variety of efforts undertaken over an extended period of time have served to build lasting connections.

As TBBC implemented training for library staff at the 12 public libraries in the BARD pilot in FFY 2013, many of them reported increased activity with their patrons with print disabilities. By FFY 2014, the locus of library service to patrons with print disabilities had shifted to local public libraries. Thanks to BARD training, local staff are now assisting patrons with downloading, troubleshooting playback equipment, improving their homebound service, and offering opportunities for patrons with print disabilities to use assistive technologies themselves to receive service close to home.

Efforts such as the Outspoken Library with sites in 37 public libraries and the Library Equal Access Program (LEAP) with sites in seven public libraries have given local public libraries more opportunity to engage area residents with print disabilities. In FFY 2013, TBBC worked closely with public libraries across the state. TBBC continued

support for Outspoken Library sites in public libraries, nursing homes, and at the Lyons Campus of the US Veterans Administration. In FFY 2014, TBBC converted the 41 sites to Virtual Outspoken Libraries with the possibility of assisted technology, through a grant from the Comcast Foundation. In 2015, TBBC upgraded operating systems and added cloud-based assisted technology software at all sites, thanks to a second grant from Comcast Foundation.

TBBC also worked closely with the New Jersey Department of Military and Veteran Affairs, the United States Veterans Administration, and with New Jersey schools. Through RTAC, TBBC loaned assistive technology to CVBI clients statewide.

Assessment

The evaluators found that few, if any, in the New Jersey library community question the importance of the work of the TBBC or the competency and dedication of the TBBC staff. However, many do question the high cost associated with the service.

In the interview with State Librarian Mary Chute and Deputy State Librarian James Lonergan, they expressed interest in streamlining TBBC services as much as possible. They are hopeful that this can be done as more patrons become aware they can receive service, training, and support from their local public libraries and other partner organizations, and obtain direct downloads from BARD. They noted:

“We need to find effective ways to measure, and to convey the impact and value of this program on the lives of the people it benefits. It becomes increasingly more difficult to use the tracking of physical transactions alone to justify the expenditure of this portion of our federal dollars.”

Because the New Jersey program is both supported and constrained by its relationship with National Library Service, the challenge will be to work creatively and effectively within the framework of administrative rules. At the same time, the TBBC has been working to increase the efficiency of the processes and infrastructure that supports traditional machine and media-based services. An example of this is the introduction of Radio Frequency Identification (RFID) technology to improve staff productivity.

As was noted by the State Librarian, it is hard to justify the talking book program solely on the basis of transactions. The evaluators find that the value of the program runs far beyond the number of items loaned or even downloaded. Comments from individuals participating in a focus group held with TBBC users and staff from libraries participating in the LEAP program provides insight into the importance of the talking book program to individuals:

“Talking Books was very useful to me. When I was losing major parts of my vision, I had two small children. I spent time listening to books... Books kept my sanity while raising two little kids.”

Another participant addressed the benefits that have accompanied the evolution of the talking book program from an analog to a digital model.

“When the players changed to digital, I thought I had died and gone to heaven... Now I am on a level playing field with my friends. I have the books before they can get them sometimes. Downloading was a huge improvement.”

The public library representatives were also positive about the change and their participation in LEAP. Although the program was slow in the beginning, they reported “high demand” now from patrons with visual impairments and observing “independent readers filling their needs with technology.” One noted that the program fit nicely with her library’s consumer health initiative, especially for an aging cohort of the community, many of whom have macular degeneration and glaucoma. The library is working closely with the local hospital.

The TBBC has increased the number of patrons who are using the BARD downloading program. There are currently more than 3,200 individuals registered for that program alone. Circulation of physical and downloaded materials exceeded 1,000 items per day (368,472 for FFY 2015).

New Jersey boasts one of the most proactive talking book libraries in the country. The leadership and staff are continually expanding outreach and streamlining services by leveraging technological advances. They continually emphasize outreach efforts, where they focus not only on communication with potential user groups, but also on expanding the role of the local public library as an intermediary where possible. Overall, the TBBC continues to be an exceptional, albeit an expensive, program that serves the unique needs of a segment of the population identified by the IMLS as a target audience (Individuals with Disabilities).

STATEWIDE DATABASE LICENSES (JERSEYCLICKS)

Few states have more experience with group licensing of databases than New Jersey. Over the course of several decades, the extent of digital offerings available to all or segments of the Garden State’s population have ebbed and flowed as programs such as the New Jersey Knowledge Initiative expanded and contracted. Although the number and mix of resources available through the JerseyClicks Database Licensing program has also waxed and waned, it has nevertheless served as a core information source for all residents of the state offering access to a rich and varied array of quality digital content.

Activities

New Jersey State Library licensed databases accessible at multi-type library members of the New Jersey Library Network (NJLN) and remotely by patrons from homes or businesses. In 2015, 298 public libraries, 59 academic libraries, and 2,000 school libraries had access.

Usage of JerseyClicks resources is considerable. During SFY2016, EBSCO databases had 45,204,222 sessions, 110,090,756 searches, and 14,036,428 views. Infogroup's ReferenceUSA had 50,950 sessions, 344,177 searches, and 6,923,059 views. Job & Career Accelerator had 5,286 session, 642 resumes were created, and 18,988 job searches and 229 saved jobs.

	<i>FFY 2013</i>	<i>FFY 2014</i>	<i>FFY 2015</i>	<i>FFY 2013 - FFY 2015 Change</i>	<i>FFY 2013 – FFY 2015 Percentage Change</i>
Sessions	32,285,190	38,074,299	45,204,222	12,919,032	40.02%
Searches	69,255,253	85,593,865	110,090,756	40,835,503	58.96%
Views	19,102,280	11,717,126	14,036,428	-5,065,852	-26.52%

Outputs

The 2014 SPR noted: “It is very difficult to determine the number of persons served by the statewide databases.” Reports from vendors do not include numbers of unique users or other data that would be necessary to understand how many individuals used the databases, how often each individual used them, or how satisfied they were with their uses.

Different types of libraries also value different resources. In the web-survey, academic libraries said that Academic Search Premier (a traditional research database) was of the greatest importance to their users (97.6% placed it among the top three in importance). School libraries rated the Points of View Reference Center highest (52.2% ranked it in the top three) and public libraries tended to value some of the non-traditional online tools, rating NoveList, Rosetta Stone, and Job and Career Accelerator near the top along with a more traditional choice in Reference USA.

Outcomes

Reports on the level of usage of JerseyClicks varies considerably from library to library as well as by type of library. Fifty-seven percent (57%) of respondents to the web-survey (n=433) conducted by NJSL in 2015 reported their patrons used JerseyClicks databases daily or weekly, that 17% used them monthly or less, and 2% never used them, while 23% answered “I don’t know.” Among those who answered “Other,” the

comments suggest usage was seasonal, rather than regular, and patrons may have used them through links on library websites without staff mediation:

“Only when they have a project. Approximately once or twice a semester.”

“We have the JerseyClicks databases available on our public PCs, but don’t have many people asking about them specifically. The database that gets the most requests is ReferenceUSA, and that probably happens a half-dozen times a year. However, since there are links to the databases, we may be getting more usage.”

Staff used the databases slightly more frequently, with 64% reporting daily or weekly use, 17% reporting monthly or less than monthly use, 4% never using, and 13% “I don’t know.”

According to survey respondents, databases of most use to patrons were Academic Search Premier, MasterFILE Elite, ReferenceUSA, NoveList, and Business Source Elite. Those least used were Library, Information Science & Technology, Small Business Reference Center, Regional Business News, Image Collection, and GreenFile. One respondent noted, though:

“I love ReferenceUSA! It is one of the best designed databases and it keeps getting better, but I have trouble getting the average patron to sit still for a demo.”

Not surprisingly, when respondents were asked to choose to which databases they would subscribe if the State Library no longer provided them, the list closely mirrors those most used. Academic Search Premier ranked first, followed by MasterFILE Elite, Reference USA, Novelist, and Library Reference Center. One respondent noted that she had answered the question hypothetically; in actuality, the library’s budget was so tight it would likely lose access to all of this content:

“NJSL is a mainstay connection to these databases for us.”

If the State Library were to license additional databases, respondents most frequently recommended genealogy databases such as ancestry.com or HeritageQuest; language learning software like Rosetta Stone (which was recently added); independent adult learning resources such as Lynda.com, Tutor.com, Facts on File; and New York Times Historical File. Other requests occurring in more than ten comments included encyclopedias such as World Book and investment resources including Value Line or Morningstar. Eleven wished for more e-content such as Hoopla and Freegal.

Representatives of public libraries hailed the addition of Rosetta Stone as a major step forward in an effort to offer practical online resources that don’t fit the model of traditional academic-oriented databases.

The JerseyClicks project was also a topic of interest in the focus group that was held with the LSTA Advisory Council. Some stressed the importance of the databases for basic education:

“In instruction, you cannot depend on a Google search for authentic, trustworthy information. In an email, a former student said ‘I’m glad I paid attention when doing research projects. Here at Rutgers, I’m ahead of the game. This is the way you do college-level research.’”

“We would not be able to teach our students the way they can be taught, as citizens of the world who are informed, without getting [them] used to using proprietary databases. This is a right... lifelong learning... They graduate and want to use the databases....”

Participants in the Library Network Review Board focus group added that schools depended on LSTA funding for databases.

“Most schools simply would not have databases if the NJSL did not license them.”

There were also positive comments about ReferenceUSA and Rosetta Stone. On ReferenceUSA:

“Huge hit. Selling it to the local Chamber of Commerce.”

And on Rosetta Stone:

“We can get every student to get a public library card and use Rosetta Stone.”

There was a feeling that one of the reasons that Rosetta Stone has been popular is that it is a “branded” product.

“People have heard of Rosetta Stone and know what it is. They don’t have a clue as to what Academic Search Premier is or what it might do for them.”

Some in the LSTA Advisory Council focus group felt the databases were difficult to use and could not compete with Google.

“Librarians like to search. Users like to find.”

“Too difficult to use. People will go to Google.”

Library Network Review Board focus group participants also commented on difficulty of use.

“A small percent of use of public libraries is databases. Plugging into Google has been much easier...”

“Trim back the databases because they are not being used that much.”

Some questioned whether the LSTA funds could be better spent.

“Can some of this money be used to provide other services? Like Hoopla? Can we create a menu of options? For different users? It’s not databases, it’s e-resources we want!”

Although there were plenty of comments about relatively low usage and a good number of requests to shift funding to other e-resources, focus group and survey participants nevertheless also thanked the State Library for providing databases and stressed their value.

“Thank you for keeping librarians updated on the latest databases as we keep up with patrons’ requests.”

“Thank you! Statewide access is a tremendous boon to patrons and makes it easy for staff to recommend resources without having first to quiz about where the patron lives.”

“It is difficult to overstate the value provided by these resources, and it is even more important that the State Library exercises considerable negotiating power with database vendors that no individual library or consortium can hope to match. This leverage means the public gets more access at lower cost than in any other scenario.”

Assessment

In the experience of the evaluators, online databases are the resources that librarians love to hate. They can’t live with them and they can’t live without them. The evaluators find evidence that the JerseyClicks program represents a sustained effort on the part of NJSL to ensure equity of access to a core of quality resources. Further, it appears as if NJSL, in cooperation with the broader New Jersey library community, has continuously monitored, and occasionally modified JerseyClicks offerings to meet the needs of the people served by all types of libraries in the State of New Jersey.

LITERACY COLLECTION DEVELOPMENT

Although the Literacy Collection Development project is new (FFY 2015) and small (a total of only \$44,305 or 0.37% of the total LSTA funds expended in the three-year period), the program has been extremely well-received and seems to be having a positive impact.

Activities

In Fall 2015, the State Library presented “Literacy Boot Camp,” a four-session course attended by 21 public librarians responsible for creating, implementing or maintaining adult literacy programs. Adult literacy instruction experts shared best practices for pedagogy, program management, and volunteer training. The State Library offered Literacy Boot Camp attendees the opportunity to apply for LSTA sub-grant funds to support purchase of literacy materials for their libraries. Applicants had to describe their need for materials in the context of improvements to their programs. The State Library awarded 18 grants up to \$2,500.

Outputs

Public libraries which had sent participants to Literacy Boot Camp and received collection development grants purchased 2,430 titles in all formats designed to appeal to adult literacy learners (Table 4).

<i>Material Type</i>	<i>% Grant Total</i>
GED/test prep	16%
Teacher’s instruction	15%
Immigration/citizenship	14%
Health literacy	7%
Financial literacy	5%
Workforce literacy	7%
Literature for adult learners	17%
Other adult literacy materials	20%

Outcomes

Participants completed an online survey following the Boot Camp. Overall, 82% felt the Book Camp had met or exceeded its objectives; 81% agreed it met or exceeded their expectations; and 91% said it broadened their perspectives of adult literacy and education issues.

As a result of participating, they put their learning to work:

- 77% developed new programs and classes
- 62% expanded existing programs and classes
- 62% found grants and funding opportunities through Boot Camp
- 53% speak more effectively about adult literacy
- 48% used the network of adult literacy contacts acquired through the Boot Camp
- 38% joined or increased involvement in local literacy organizations

In the follow-up survey, participants also share the most useful knowledge or skill learned and what topics they would like to explore further. Their comments confirmed positive changes in attitude:

“I feel confident that I can create a service model for literacy program and propose it to my library’s administration.”

Assessment

The results generated by this program seem impressive given the small amount invested.

SUMMER READING SOFTWARE

A small amount of FFY 2013 LSTA funding (\$19,366) was used to license Evanced Solutions Summer Reader online registration software. In all, NJSL provided local libraries with access to the software for a total of five years leading up to that time.

The online system allowed staff to collect registration information for all summer reading participants either by the staff doing the registration or letting participants self-register online (from home or at the library). It also easily and accurately generated statistical reports and eliminated the cost associated with managing the reading log process manually.

In spite of the product being offered to libraries without cost and efforts to train staff in its use (both through webinars and workshops), only one-quarter (25.4%) of the public libraries ever used the product. After five years of licensing and a sustained effort by NJSL to promote usage, the State Library chose not to renew the license at the close of FFY 2013.

Goal 1 Outcomes

The New Jersey State Library established three outcomes for Goal 1. Following is a discussion of the degree to which these outcomes have been met as a result of projects and activities undertaken in support of Goal 1.

Outcome 1.1: (Information Access)

Library users locate and access library resources that are relevant to their lives that enable them to achieve their educational, vocational and/or recreational goals.

JerseyClicks is clearly designed to achieve this outcome and we believe the data presented supports that this outcome is taking place.

Outcome 1.2: (Lifelong Learning)

Library users locate and access library resources that are relevant to their lives that enable them to achieve their educational, occupational and/or recreational goals.

The NJ Talking Book and Braille Center program directly works to achieve this outcome with an audience identified as a target population by IMLS (Individuals with Disabilities). We believe that the program is successfully achieving this outcome with an important, albeit relatively small, population. The Summer Reading Software project was related to Lifelong Learning although the project's purpose was very specific in its purpose (program tracking) and had only a marginal, indirect effect in this area.

Outcome 1.3: (Employment & Economic Development)

Library users gain new information and skills and apply the information and skills to increase their personal economic success.

Components of the JerseyClicks project address Employment & Economic Development. Of particular relevance is the provision of Learning Express - Job and Career Accelerator. Other JerseyClicks resources such as ReferenceUSA also have potential for produce positive employment and economic impacts. Most of the testimony that would indicate that this outcome is being achieved is anecdotal in nature; however, the evaluators conclude that it is likely that progress in this area is real.

The Literacy Collection Development project is also an effort to produce this outcome. Although the project was small, reports from libraries indicate that it has been effective on a local level.

The evaluators conclude that NJSL's efforts are sufficient to conclude that NJSL has ACHIEVED Goal 1.

A-2. To what extent did the New Jersey State Library's Five-Year Plan Goal 1 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Appendix F (Measuring Success Focal Area Table) maps LSTA-funded projects to the focal areas. The table reveals that NJSL's program is doing a remarkable job of directly or indirectly having an impact on most of the focal areas and intents. Projects undertaken in support of Goal 1 have the broadest reach. Because of the broad scope of the JerseyClicks program, a case can be made that NJSL is indirectly addressing Economic and Employment Development and Human Resources intents as well as directly meeting Information Access needs. The Talking Book and Braille Center impacts Lifelong Learning, and components of several programs address Institutional Capacity by integrating training components into various projects.

A-3. Did any of the following groups represent a substantial focus for the New Jersey State Library's Five-Year Plan Goal 1 activities? (Yes/No) YES

The only targeted audience that reaches the 10% expenditure threshold established by IMLS as constituting a substantial focus is Individuals with Disabilities. More than forty-five percent (45.01%) of LSTA funds available in FFY – 2013 through FFY 2015 were directed toward the Talking Book and Braille Center program. None of the other targeted audiences rise to the 10% level of funding.

GOAL 1 CONCLUSIONS

The evaluators find one compelling reason to conclude that the New Jersey State Library has ACHIEVED Goal 1. It is:

1. JerseyClicks and the Talking Book and Braille Center both fulfill the spirit of Goal 1 to provide ***“All New Jersey residents with access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.”***

The evaluators conclude that New Jersey has ACHIEVED Goal 1.

Goal 2 Retrospective Question A-1. To what extent did the New Jersey State Library’ Five-Year Plan Goal 2 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Goal 2:

The work of New Jersey’s Libraries will be supported through the provision of electronic networks and online tools that enable the residents of the State of New Jersey to locate and to access library and information services and resources.

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

Projects & Expenditures

Statewide Technology Support Services (Jersey Connect)	\$ 932,964.04
Jersey CAT (Library Support Services in FFY 2013)	\$ 332,542.24
NJ Statewide Statistics	\$ 93,101.87
Total	\$ 1,358,608.15

Goal 2 expenditures represent 11.43% of New Jersey’s total LSTA allotment in the FFY 2013 – FFY 2015 period.

Although JerseyConnect and JerseyCAT are both “statewide” projects, they each have a disproportionately large impact on smaller libraries. These programs provide the platform that enables all libraries to access global resources and to fully participate in resource sharing activities. They are extremely important in ensuring equity of access to library resources and services.

STATEWIDE TECHNOLOGY SUPPORT SERVICES (JerseyConnect)

In the Evaluation Summary section, the evaluators referred to JerseyConnect as a “cafeteria plan” of technology services. Delivered through NJSL, JerseyConnect is the

statewide technology services organization and network infrastructure that provides reliable core internet connectivity and technical support to public libraries.

Activities

Basic Services

The JerseyConnect infrastructure was designed for maximum flexibility, scalability, and redundancy. Free services available for all New Jersey public library include:

- Web hosting services with statistics
- Full-service email hosting and management, including spam and virus filtering
- Cloud storage
- Domain name hosting
- Wi-Fi management
- Consultation on technology projects

Services available to connected libraries include:

- High-speed internet access via fully redundant and scalable statewide network infrastructure
- Router management and replacement
- Real-time and historical bandwidth reporting
- Full-service Cisco firewall management
- Virtual server hosting for libraries' Integrated Library Systems (ILS)
- Device and circuit monitoring with notification
- Quality of Service guarantees

Other Services - Consulting, technology support, and instruction

JerseyConnect maintained network infrastructure, including a help desk, 24/7 network monitoring, web site hosting, e-mail hosting, and router maintenance for the public libraries in New Jersey.

Three State Library employees provided statewide consulting and technology support services. They provided support and resources for public libraries participating in the Federal e-rate program, as well as for JerseyCAT and the Jersey Clicks web portal.

Output

While the percentage of libraries using at least one JerseyConnect service has remained relatively stable (reported to be 72% of New Jersey's 331 public libraries in both the FFY 2014 and FFY 2015 SPRs), the number of JerseyConnect consultations increased substantially (56.3%) from FFY 2014 to 2015. A total of 950 consultations were reported for FFY 2015, while 1,485 consultations were reported for FFY 2014.

Although service to public libraries is primary, the importance of the "internal customers" for JerseyConnect should also be noted. JerseyCat, JerseyClicks, and the Talking Book and Braille Center are all somewhat dependent on JerseyConnect for support.

Outcomes

Every two years, JerseyConnect disseminates a survey to all New Jersey libraries asking for an evaluation of current services and priority needs for new services. The 2014 survey results led JerseyConnect to develop managed Wi-Fi. With the help of an e-rate consultant, JerseyConnect developed a statewide contract. Libraries purchased the hardware that allowed JerseyConnect staff to manage their Wi-Fi networks and provided the library with the ability to retrieve statistics related to Wi-Fi usage.

In the focus group of Library Network Review Board members, two participants expressed satisfaction with the services their libraries received from JerseyConnect. One said,

“We use JerseyConnect to host our website. It serves us well. They are responsible and have been good. We get email through them as well. Not attractive but it works.”

One comment was considerably more critical.

“\$6,000/month connection for four branches. There is a question in my mind. Not getting anything out of Federal and state funding for JerseyConnect.”

Comments from participants in the LSTA Advisory Council focus group were universally supportive.

JerseyCAT

Based on the personal interviews that were conducted as part of this evaluation, it appears as if most New Jersey libraries use JerseyCat at least occasionally. However, the degree to which it is used depends heavily on what other finding/resource sharing tools are available to the individual library. For libraries that are part of shared integrated library systems (ILS), JerseyCAT is often the tool of last resort. For the many smaller “standalone” libraries in the state, JerseyCAT is their primary connection to a larger world of resources.

Activities

Content

JerseyCAT is an interlibrary loan management system available to all members of the New Jersey Library Network, including 276 public libraries, 49 academic libraries, and 207 school districts, and 26 special libraries, to facilitate identification and loan of materials among New Jersey libraries and out-of-state.

On a daily basis, the JerseyCAT staff member processes interlibrary loan requests for libraries without OCLC, responds to help requests from New Jersey libraries and inquiries from lenders outside New Jersey, assigns bar codes for member libraries, manages the JerseyCAT listserv, conducts site visits, consults with individual member library representatives, schedules vendor training, update lender lists for 450+ member libraries, and disseminates training materials and information to libraries for updating their New Jersey Union List of Serials holdings.

Delivery.

LibraryLinkNJ facilitates statewide delivery to eligible libraries of all types. No LSTA funds are used for this service. It is mentioned here simply to reflect the fact that a full-featured system for resource sharing is in place.

Consultation

The JerseyCAT staff member manages the JerseyCat listserv; conducts site visits; consults with member libraries; and conducts training for member libraries.

Outputs

Although the volume of interlibrary loan requests processed through JerseyCat is considerable (more than 141,000 in FFY 2015), this number represents a considerable (10.76%) drop from FFY 2014 when over 158,000 requests were processed. Over the years, the number of transactions has decreased significantly as more and more libraries join consortia to participate in a shared ILS.

Outcomes

Nevertheless, JerseyCAT remains fundamental for some libraries. A participant in the focus group with representatives from the New Jersey Library Network Review Board noted:

“... for stand-alone libraries, ILL is a core service.”

State Library staff noted that JerseyCAT is a “mature” service, 12 years old, and has reached saturation among libraries. They expressed concern about the current state of JerseyCAT, noting that small libraries have not put their collection on the system, which operates between the consortium-based systems and OCLC, as an option of “last resort.”

Assessment

JerseyCAT still provides a vital function and is needed by small libraries; however, NJSL needs to be actively exploring frameworks that will preserve universal

participation in resource sharing activities by libraries at an affordable cost. It should be recognized that the cost of JerseyCAT itself is quite modest (less than \$100,000 per year of LSTA funding has been expended), and many imagined solutions to the replacement of JerseyCAT would likely cost many times more.

NJ STATEWIDE STATISTICS

The New Jersey State Library collects and analyzes public library financial, demographic, staffing and service data. In addition, NJSL participates in the Library Statistics Program through the Institute of Museum and Library Services. The statistics are used by federal, state and local officials, professional associations, and local practitioners for planning, evaluation, and policy making.

The New Jersey State Library established three outcomes for Goal 2. Following is a discussion of the degree to which these outcomes have been met as a result of projects and activities undertaken in support of Goal 2.

Outcome 2.1:

Library users locate and access library resources that are relevant to their lives that enable them to achieve their educational, vocational and/or recreational goals.

For some libraries, JerseyConnect represents basic Internet access. For these libraries, LSTA makes the difference between being able to access resources or going without them. In a similar vein, JerseyCAT is the primary finding and facilitation tool that enables participation in resource sharing. The evaluators conclude that Goal 2 projects and activities are achieving outcome 2.1.

Outcome 2.2:

The public receives maximum value from its investment in library services through increasing the efficiency and effectiveness of library staff and other operational resources.

Progress in achieving this outcome is extremely difficult to gauge. To the resident of a small New Jersey community who gets a critically needed volume at their local library through the JerseyCAT system, the value received is priceless. For a large number of New Jersey residents who live in areas served by libraries participating in a shared ILS, finding value is difficult. The evaluators conclude that this outcome has not been fully achieved.

Outcome 2.3:

Library users locate and access library resources that are relevant to their lives that enable them to achieve their educational, occupational and/or recreational goals.

There is no question that JerseyConnect and JerseyCAT contribute to the achievement of this outcome.

The projects and activities undertaken in support of Goal 2 are sufficient to conclude that NJSL has achieved Goal 2. The evaluators conclude that Goal 2 has been ACHIEVED.

A-2. To what extent did the New Jersey State Library’s Five-Year Plan Goal 2 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

As is shown in the Measuring Success Focal Area table in Appendix F, projects and activities undertaken in support of Goal 2 have addressed the Information Access and Institutional Capacity focal areas. JerseyConnect and JerseyCAT address both the “improve users’ ability to discover information resources” and the “improve users’ ability to obtain and/or use information resources” intents. JerseyConnect addresses the improvement of the library’s physical and technological infrastructure intent in the Institutional Capacity category and the Statistics project addresses the library workforce and library operations intents.

A-3. Did any of the following groups represent a substantial focus for the New Jersey State Library’s Five-Year Plan Goal 2 activities? (Yes/No) NO

All of the projects and activities undertaken in support of Goal 2 target a statewide audiences.

GOAL 2 CONCLUSIONS

The evaluators find two reasons to conclude that the New Jersey State Library has ACHIEVED Goal 2. They are:

1. The JerseyConnect program is essential in connecting the residents of many areas of the state to a world of digital resources. By supporting the technological infrastructure of libraries, NJSL is ensuring equity of access.
2. JerseyCAT is absolutely essential in enabling some libraries to participate in resource sharing activities. Without this tool, many New Jersey residents would be unable to find important resources.

The evaluators conclude that New Jersey has ACHIEVED Goal 2.

Goal 3 Retrospective Question A-1. To what extent did the New Jersey State Library’ Five-Year Plan Goal 1 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Goal 3:

All New Jersey residents will enjoy enhanced library and information services because library staffs have the knowledge, skills and competencies they need to efficiently and effectively offer high-quality twenty-first century library services.

No LSTA funds were expended for projects supporting Goal 3.

Projects & Expenditures

None		<u>\$ 0.00</u>
	Total	\$ 0.00

Goal 3 expenditures represent 0.00% of New Jersey’s total LSTA allotment in the FFY 2013 – FFY 2015 period.

The New Jersey State Library established one outcome for Goal 3. Following is a discussion of the degree to which this outcome has been met as a result of projects and activities undertaken in support of Goal 3.

Outcome 3.1:

The public receives maximum value from its investment in library services through increasing the efficiency and effectiveness of library staff and other operational resources.

This outcome is extremely difficult to assess; however, the evaluators find some evidence that LSTA funded projects (JerseyConnect in particular) carried out in support of other goals do make a difference in terms of efficiency and effectiveness.

Although no projects were undertaken in support of Goal 3, projects and activities completed in support of other goals nevertheless contribute to progress. However, these efforts are not sufficient to conclude that NJSL has achieved Goal 3. We conclude that Goal 3 has been PARTLY ACHIEVED.

A-2. To what extent did the New Jersey State Library’ Five-Year Plan Goal 3 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Since no projects were undertaken, no Measuring Success focal areas were addressed.

A-3. Did any of the following groups represent a substantial focus for the New Jersey State Library’s Five-Year Plan Goal 3 activities? (Yes/No) NO

Since no projects were undertaken, no targeted audiences were directly impacted.

GOAL 3 CONCLUSIONS

The evaluators find one reason to conclude that the New Jersey State Library has PARTLY ACHIEVED Goal 3. It is:

1. Some real progress was made toward the goal of building “*the knowledge, skills and competencies they (library staff) need to efficiently and effectively offer high-quality twenty-first century library services*” even though no single LSTA-funded project was undertaken in support of Goal 3.

The evaluators conclude that New Jersey has PARTLY ACHIEVED Goal 3.

B. Process Questions

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

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

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

New Jersey’s LSTA Plan for 2013 – 2017 was not changed in any way nor was it amended after its submission in 2012 to the Institute for Museum and Library Services (IMLS). While some specific activities mentioned in the Plan were modified and another was added, these changes were well within the intent of the plan as originally written.

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

SPR data has been shared internally with key staff and externally with the Library Services and Technology Act Advisory Council, with other committees and individuals within the library community, and with state governmental entities including the Thomas Edison State University (NJSL is formally affiliated with Thomas Edison). The data has been used for planning and evaluation purposes. SPR data has also been shared with outside evaluators including QualityMetrics for the purpose of this evaluation.

C. Methodology Questions

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

To ensure rigorous and objective evaluation of the New Jersey State Library's implementation of the LSTA Grants to States program, NJSL, in cooperation with nine other state library administrative agencies (SLAAs) in the Northeast, participated in the issuance of a joint Request for Proposals (RFP) for a "Cooperative Library Services and Technology Act Five-Year Plan Evaluation 2013-2017" through the Council of State Library Agencies in the Northeast (COSLINE). The RFP was issued on June 21, 2016 with proposal due by July 18, 2016. As a result of a competitive bidding process, QualityMetrics LLC, a library consulting firm familiar with LSTA and with considerable expertise in evaluation methodologies, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics 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.

Quality Metrics has in depth library evaluation experience and demonstrated professional competency. Associate consultant Bill Wilson of Himmel & Wilson Library Consultants has implemented evaluation studies for three previous cycles of LSTA evaluations starting in 2002. Mr. Wilson is experienced in both quantitative and qualitative methods and has participated in 28 previous five-year LSTA Grants to States evaluations. 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, 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. Sara Laughlin, a retired public library director with LSTA five-year evaluation experience from the last two rounds of assessments, assisted with analysis of SPR data and other reports. Dr. Ethel Himmel of Himmel & Wilson, who was involved in the web survey analysis, also has extensive research credentials and extensive experience conducting LSTA evaluations.

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

QualityMetrics deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. After conducting an initial telephone conference call with representatives of the New Jersey State Library, QualityMetrics completed a site-visit to

the state library administrative agency (SLAA) on October 11, 2016. In person interviews were held with the New Jersey State Librarian, with the Deputy State Librarian, and with five additional key staff engaged in LSTA and specific projects carried out under the LSTA Five-Year Plan.

Four focus groups, including three on-site focus groups and one virtual session were conducted. Included were sessions with the Library Services and Technology Act Advisory Committee, the New Jersey State Library Network Review Board, a group from libraries using JerseyConnect services, and a group of Talking Book and Braille Center users. The TBBC session also included several call-in participants. These data gathering efforts were supplemented with a series of 12 telephone interviews with New Jersey librarians and other persons with knowledge of LSTA-funded initiatives. The site visits, focus groups and interviews provided qualitative evidence and context.

The State Program Reports (SPRs) were reviewed in detail and additional reports, documentation, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence. A web-based survey conducted October 19 – November 18, 2016 provided additional quantitative and qualitative information. The survey was reviewed for representativeness to ensure the reliability and validity of the findings. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

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

Key state library agency staff engaged in LSTA activities were interviewed.

SLAA staff recommended and recruited participants for focus groups. Three focus groups were held on-site in New Jersey. Remote participants also contributed to one of the physical sessions via telephone. Librarians and other library staff were engaged through a web-based survey. Librarians and other persons of interest participated in one-on-one interviews.

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

The New Jersey State Library will share the findings with the Thomas Edison State University (the New Jersey State Library is formally affiliated with Thomas Edison State University) and with other agencies within state government. Key findings will also be shared with the Library Services and Technology Act Advisory Committee and with the larger public by alerting the libraries in New Jersey of the availability of the evaluation report. The report will be publicly available on the agency website as well as on the IMLS website.

Appendix A - Acronyms

Appendix A: Acronyms

BARD

Braille and Audio Reading Download, a program of the National Library Service

BTOP

Broadband Technology Opportunities Program, a program of the U.S. Department of Commerce National Telecommunications and Information Administration

CBVI

New Jersey Commission for the Blind and Visually Impaired

ILL

Interlibrary loan

IMLS

Institute of Museum and Library Services

JerseyCAT

New Jersey statewide catalog and resource sharing program

JerseyClicks

New Jersey database portal

JerseyConnect

New Jersey technology infrastructure program

LibraryLinkNJ

Single statewide library cooperative, replacing the four former regional cooperatives.

LSTA

Library Services and Technology Act

NLS

National Library Service for the Blind and Physically Handicapped

RFID

Radio Frequency Identification

SPR

State Program Report, submitted annually to IMLS

TBBC

New Jersey State Library Talking Book and Braille Center

Appendix B – Interviewees and Focus Groups

Appendix B: Interviewees/ Focus Groups

New Jersey State Library

Mary Chute, State Librarian, New Jersey State Library

James Lonergan, Deputy State Librarian, New Jersey State Library

Mike Rasimowicz, Director, Information Technology, New Jersey State Library

David Dean, Associate Director Information Technology, New Jersey State Library

Mary Kearns Kaplan, Adult Outreach Services Coordinator, Talking Book and Braille Center, New Jersey State Library

Mimi Lee, Diversity and Literacy Services Consultant, New Jersey State Library

Eileen Morales, Grants Manager, New Jersey State Library

Library Community

Brian Auger, County Library Administrator, Somerset County Library System

Jayne Beline, Director, Parsippany Public Library

Carol Boutilier, Director, Sparta Public Library

Chris Carbone, President, New Jersey Library Association and Director South Brunswick Public Library

Marie Coughlin, Executive Director, Bergen County Cooperative Library System

Cindy Czesak, Library Director, Paterson Public Library

Tonya Garcia, Director, Long Branch Public Library

Richard Kearney, Electronic Resources Librarian, David and Lorraine Cheng Library, William Paterson University

James Keebler, Director, Piscataway Public Library

Kathy Schalk-Greene, Executive Director, LibraryLinkNJ: The New Jersey Library Cooperative

Patricia Tumulty, Executive Director, New Jersey Library Association

Anne Wodnick, Director, Gloucester County Library System

Focus Group Sessions (On-Site)

Library Services and Technology Act Advisory Council

New Jersey State Library Network Review Board

Talking Book and Braille Center Users (included some call-in participants)

Focus Group (Virtual)

JerseyConnect Participants

Appendix C – Bibliography of Documents Reviewed

Appendix C – Bibliography of Documents Reviewed

Himmel & Wilson, Library Consultants

An Independent Evaluation of New Jersey’s Implementation of the Library Services and Technology Act Grants to States Program 2008 – 2012

Institute of Museum and Library Services

Guidelines for IMLS Grants to States Five-Year Evaluation

OMB Control Number: 3137-0090,

Institute of Museum and Library Services

LSTA Grants to States State Program Reports

New Jersey FFY 2012 (for context and longitudinal purposes)

New Jersey FFY 2013

New Jersey FFY 2014

New Jersey FFY 2015

Institute of Museum and Library Services

Purposes and Priorities of LSTA

New Jersey State Library

New Jersey Library Services and Technology Act Plan 2013 - 2017

New Jersey State Library Website

<http://www.njstatelib.org/>

New Jersey State Library Website – Talking Book and Braille Center

<http://www.njstatelib.org/talking-book-braille-center/>

New Jersey State Library Website – LSTA Advisory Council

http://www.njstatelib.org/services_for_libraries/resources/lsta-advisory-council/

In addition, the evaluators reviewed many internal documents including:

- JerseyClicks statistics
- JerseyConnect statistics
- Talking Book and Braille Center statistics

Appendix D – Focus Group Questions

Appendix D – Focus Group Questions

Focus Group Protocol

Please introduce yourselves and indicate who you are, which library you represent, what job you hold or role you fulfill and, finally, tell us how long you have been involved in (state) libraries.

A brief introduction was provided about the Library Services and Technology Act Grants to States Program and basic information was given regarding the total amount of LSTA funding that is received per year by the (state library agency) and a sampling of the larger programs and categories of projects that have been funded in recent years.

1. Which, if any of the LSTA programs I have mentioned have been most impactful for your library and why do you believe that is true?
2. Which, if any, have had the least impact in your community and why do you believe that is true?
3. One role that LSTA funds often play in a state is to spark innovation. Is that the case in (state)? Where does innovation come from in (state's) libraries?
4. Has the library you represent received an LSTA grant within the last three years (FFY 2013, FFY 2014, FFY 2015 – roughly calendar years 2014 – 2016)? Talk about the difference that the grant you received has had on your library and the people that it serves.
5. Tell us about the process used to secure a grant. Is the effort worth the reward? Have you received the support from the (state library agency) that you have needed to apply, implement, and evaluate your grant?
6. Turning forward, the (state library agency) will begin work on the next five-year LSTA plan soon. What new directions should it take? What would make a difference for your library?
7. FINAL SAY. Each participant was asked in turn to share the single most important thing that they are taking away from participating in the session.

NOTE: These questions were modified a bit depending on the make-up of the groups involved.

Appendix E – Web Survey Instrument

Appendix E: Web-Survey Instrument



New Jersey LSTA Survey

WELCOME

LIBRARY DESCRIPTION

- 1) Please provide the name of your library.

- 2) Please describe the type of Library you represent.
Public library
School library
Academic library
Special library
Other (Please specify below.)

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

LIBRARY AND RESPONDENT DESCRIPTION

- 3) We're interested in the context within which libraries that respond to the survey are operating. In order to help us understand the area served by your library, please indicate the name of the county in which your library is located.

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

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

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

5) Please indicate the population served by the library you represent.

- Fewer than 250
- 250 - 499
- 500 - 999
- 1,000 - 1999
- 2,000 - 4999
- 5,000 - 9,999
- 10,000 - 24,999
- 25,000 - 49,999
- 50,000 - 99,999
- 100,000 - 249,999
- 250,000 - 499,999
- 500,000 - 1,000,000
- 1,000,000 or more
- DON'T KNOW

9) My library uses the data collected and analyzed by the New Jersey State Library for planning purposes.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither disagree nor agree
- 4 - Agree
- 5 - Strongly agree

10) My library uses the data collected and analyzed by the New Jersey State Library to communicate my library's value to local funding authorities.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither disagree nor agree
- 4 - Agree
- 5 - Strongly agree

11) My library would find it valuable if info-graphic templates were available through the New Jersey State Library to help communicate my library's value to local funding authorities and to the public.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither disagree nor agree
- 4 - Agree
- 5 - Strongly agree

12) How could the New Jersey State Library improve its public library data analysis and reporting program to make it more useful to your library?

13) If you have any additional feedback for NJSL regarding the collection, analysis and reporting of statewide public library data and statistics, please insert that feedback in the text box provided below.

TALKING BOOK AND BRAILLE CENTER

14) NATIONAL LIBRARY SERVICE (NLS): That All May Read

NJSL is able to provide special-format reading materials and other services through a partnership with the National Library Service for the Blind and Physically Handicapped (NLS), which is a program of the Library of Congress. Are you aware of this national program?

	1 - Unaware of the program	2	3 - Moderately aware of the program	4	5 - Very aware of the program
National Library Service Talking Books Program					

15) TALKING BOOKS COLLECTION The Talking Books Collection offers a wide range of popular fiction and non-fiction titles for adults, teens, and children in special formats for eligible readers. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
Talking Books Collection					

16) BARD: Braille and Audio Reading Download This free service offered by the Talking Book and Braille Center allows eligible patrons with Internet access and an email address to search for and download titles to either a personal flash drive or a digital cartridge for immediate listening. New titles are frequently added to this service. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
BARD: Braille and Audio Reading Download service					

17) OUTSPOKEN LIBRARIES: Many public libraries are participating with the New Jersey State Library's Talking Book and Braille Service through a program called "Outspoken Libraries." The Outspoken Libraries program offers deposit collections of talking books, and in some instances, dedicated kiosks for using talking book resources. Some Outspoken Libraries are also pilot sites for BARD downloading services. How aware are you of these services?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
OUTSPOKEN LIBRARIES					

18) My staff have the skills and training they need to inform patrons about the National Library Service (NLS) Talking Books program and to help them register for the service.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

19) How does the availability of this program/service affect your ability to serve patrons? (Please mark the response that is most important to your library.)

- Reduces the overall cost of services to patrons
- Improves the quality of service we can provide to patrons
- Broadens the range of services/resources our patrons can access
- Builds capacity among my staff
- Other (Please specify below.)

20) If you answered "other" to the question above, please specify in the text box provided below.

21) If the Talking Books program provided through the Talking Book and Braille Center was no longer available through NJSL, how likely is it that your library would be able to fund the cost of its services through your library's budget?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral or unsure
- 4 - Likely
- 5 - Extremely likely

22) If you have any additional feedback for NJSL regarding its support for the Talking Book and Braille Center, please insert that feedback in the text box provided below.

JERSEYCONNECT (NETWORK AND TECHNOLOGY SUPPORT SERVICES)

23) Please indicate your opinion of the importance of each of the following JerseyConnect services to your library. Please select "Not Applicable/ Do Not Use" if your library doesn't participate in a program.

	1 - Very unimportant	2 - Unimportant	3 - Neither unimportant nor important	4 - Important	5 - Very Important	Not Applicable/ Do Not Use
Internet access						
Bandwidth reporting						
Network management						
Website hosting						
DNS hosting						
Spam/ antivirus filtering						
Email hosting						
Managed Wi-Fi						
E-rate filing assistance						
Cloud storage						

24) Please indicate the ways in which the New Jersey State Library could be more effective in supporting your library's technology needs.

25) If you have any additional feedback for the New Jersey State Library regarding the JerseyConnect program, please insert that feedback below.

JERSEYCAT (INTERLIBRARY LOAN)

26) Please indicate whether or not your library participates in any of the following activities:

	YES, my library participates	NO, my library does not participate	I was not aware of the program
Subscribe to the JerseyCat Listserv			
Union List of Serials (NJULS)			
Library holdings are included in JerseyCat			
Use JerseyCat for interlibrary loan			
Lend materials statewide to other New Jersey libraries			
Other (Please specify below.)			

27) If you responded "other" to the question above, please specify in the text box provided below.

28) Please indicate your library's practice in regard to each of the following interlibrary loan services:

	YES, this is my library's practice	NO, my library does not do this
Loan materials to other libraries in the consortium to which my library belongs		
Filling requests from other libraries (outside the consortium to which my library belongs) to the greatest extent possible		
Informing patrons about their interlibrary loan options		
Use JerseyCat to locate and initiate interlibrary loan requests		

29) Please complete the following sentence. The biggest barrier to my library's active or full participation in interlibrary loan is:

30) My library receives the support it needs from the New Jersey State Library to offer the public an effective system of resource sharing.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

31) If you have any additional feedback for the New Jersey State Library regarding resource sharing services, please insert your comments in the text box provided below.

JERSEYCLICKS (ONLINE DATABASES) - PUBLIC LIBRARIES

32) Please describe your satisfaction with each of the following e-resources.

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely Satisfied	6 - NOT FAMILIAR WITH THIS RESOURCE/UNABLE TO RATE
Academic Search Premier						
Business Source Elite						
ERIC						
GreenFILE						
Image Collection						
Job and Career Accelerator						
Legal Information Reference Center						
Library, Information Science & Technology Abstracts						
Literary Reference Center						
MasterFILE Elite						
Middle Search Plus						
Military & Government Collection						

Novelist						
Novelist K-8						
Points of View Reference Center						
Primary Search						
Reference USA						
Referencia Latina						
Regional Business News						
Rosetta Stone						
Small Business Reference Center						
Teacher Reference Center						

33) Which three of the e-resources offered through JerseyClicks do you believe are of the greatest importance to your patrons/ users? (Please select only three.)

- Academic Search Premier
- Business Source Elite
- ERIC
- GreenFILE
- Image Collection
- Job and Career Accelerator
- Legal Information Reference Center
- Library, Information Science & Technology Abstracts
- Literary Reference Center
- MasterFILE Elite
- Middle Search Plus
- Military & Government Collection

NoveList
NoveList K-8
Points of View Reference Center
Primary Search
Reference USA
ReferenciaLatina
Regional Business News
Rosetta Stone
Small Business Reference Center
Teacher Reference Center

34) Please explain the reason that your first choice is of the greatest importance.

35) Are there e-resources/databases that you wish that JerseyClicks included that are currently not available?

Yes

No

36) If you answered "yes" to the question above, indicate which e-resources you would like to see added in order of importance to your patrons/ users. (List most important first.)

37) Please indicate the degree to which you agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use the JerseyClicks resources

1 - Strongly disagree

2 - Disagree

3 - Neither agree nor disagree

4 - Agree

5 - Strongly agree

38) How does the availability of these e-resources/databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)

Reduces the overall cost of services to patrons

Improves the quality of service we can provide to patrons

Broadens the range of services/resources our patrons can access

Builds capacity among my staff

Other (Please specify below.)

39) Please indicate your overall satisfaction with the JerseyClicks program.

1 - Completely dissatisfied

2 - Mostly dissatisfied

3 - Neither satisfied nor dissatisfied

4 - Mostly satisfied

5 - Completely satisfied

40) If you have any additional feedback for the New Jersey State Library regarding the JerseyClicks program, please insert that feedback below.

JERSEYCLICKS (ONLINE DATABASES) - SCHOOL AND ACADEMIC LIBRARIES

41) Please describe your satisfaction with each of the following e-resources.

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely Satisfied	6 - NOT FAMILIAR WITH THIS RESOURCE/UNABLE TO RATE
Academic Search Premier						
Business Source Elite						
ERIC						
GreenFILE						
Image Collection						
Legal Information Reference Center						
Library, Information Science & Technology Abstracts						
Literary Reference Center						
MasterFILE Elite						
Middle Search Plus						

Military & Government Collection						
NoveList						
NoveList K-8						
Points of View Reference Center						
Primary Search						
Reference USA						
Referencia Latina						
Regional Business News						
Small Business Reference Center						
Teacher Reference Center						

42) Which three of the e-resources offered through JerseyClicks do you believe are of the greatest importance to your patrons/ users? (Please select only three.)

- Academic Search Premier
- Business Source Elite
- ERIC
- GreenFILE
- Image Collection
- Legal Information Reference Center
- Library, Information Science & Technology Abstracts
- Literary Reference Center
- MasterFILE Elite

Middle Search Plus
Military & Government Collection
NoveList
NoveList K-8
Points of View Reference Center
Primary Search
Reference USA
ReferenciaLatina
Regional Business News
Small Business Reference Center
Teacher Reference Center

43) Please explain the reason that your first choice is of the greatest importance.

44) Are there e-resources/databases that you wish that JerseyClicks included that are currently not available?

Yes

No

45) If you answered "yes" to the question above, indicate which e-resources you would like to see added in order of importance to your patrons/ users. (List most important first.)

46) Please indicate the degree to which you agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use the JerseyClicks resources

1 - Strongly disagree

2 - Disagree

3 - Neither agree nor disagree

4 - Agree

5 - Strongly agree

47) How does the availability of these e-resources/databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)

Reduces the overall cost of services to patrons

Improves the quality of service we can provide to patrons

Broadens the range of services/resources our patrons can access

Builds capacity among my staff

Other (Please specify below.)

Appendix F – Measuring Success Table

**Appendix F
Measuring Success Focal Area Table**

	Goal 1 - NJSL Talking Book and Braille Center	Goal 1 - Jersey Clicks (Statewide Databases)	Goal 1 - Summer Reading	Goal 1 - Literacy Collection Development	Goal 2 Jersey Connect (Statewide Technology Support Services)	Goal 2 - Jersey CAT (Statewide ILL/Resource Sharing)	Goal 2 - NJ Statewide Statistics
Lifelong Learning							
Improve users' formal education		Yes					
Improve users' general knowledge and skills	Yes	Yes					
Information Access							
Improve users' ability to discover information resources	Yes	Yes		Yes	Yes		
Improve users' ability to obtain and/or use information resources	Yes	Yes		Yes	Yes		
Institutional Capacity							
Improve the library workforce	Yes	Yes	Yes	Yes	Yes		Yes
Improve the library's physical and technological infrastructure				Yes			
Improve library operations		Yes	Yes	Yes			Yes
Economic & Employment Development							
Improve users' ability to use resources and apply information for employment support		Yes		Yes			
Improve users' ability to use and apply business resources		Yes					
Human Resources							
Improve users' ability to apply information that furthers their personal, family or household finances		Yes					
Improve users' ability to apply information that furthers their personal or family health & wellness	Yes	Yes					
Improve users' ability to apply information that furthers their parenting and family skills			Yes				
Civic Engagement							
Improve users' ability to participate in their community	Yes			Yes			
Improve users' ability to participate in community conversations around topics of concern	Yes	Yes					

Appendix G – Targeted Audience Table

Appendix G Targeted Audiences Table

PROGRAM/INITIATIVE	STATE GOAL	Targeted Audiences										
		Statewide Public	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	Individuals with Limited Functional Literacy or Information Skills	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)
NJSL TALKING BOOK AND BRAILLE CENTER	GOAL 1		YES					YES				
Library Services to Print Disabled Readers in New Jersey	Goal 1		Yes					Yes				
Braille and Audio Reading Download (BARD) Instruction	Goal 1		Yes					Yes				
JERSEY CLICKS (Statewide Databases)	GOAL 1	YES	YES	YES	YES							
Database Licensing	Goal 1	Yes	Yes	Yes	Yes							
SUMMER READING	GOAL 1		YES						YES	YES	YES	
Summer Reading Software	Goal 1		Yes						Yes	Yes	Yes	
LITERACY COLLECTION DEVELOPMENT	GOAL 1		YES	YES	YES	YES	YES		YES			
Literacy Collection Development	Goal 1		Yes	Yes	Yes	Yes	Yes		Yes			
JERSEY CONNECT (Statewide Technology Support Services)	GOAL 2	YES	YES									
Jersey Connect Infrastructure	Goal 2	Yes										
Jersey Connect Consulting and Technology Support			Yes									
JERSEYCAT (Statewide ILL/Resource Sharing)	GOAL 2	YES	YES									
JerseyCAT	Goal 2	Yes	Yes									
NJ STATEWIDE STATISTICS	GOAL 2		YES									
Library Statistics Program	Goal 2		Yes									

YES Substantial focus as defined by IMLS (10% of total amount of resources across multiple years)
YES Significant focus (More than 5%, but less than 10% of resources across multiple years)
YES Some, but limited focus

Appendix H – Expenditure Tables

Appendix H
New Jersey FFY 2013 - FFY 2015 LSTA Grants to States Expenditures
All Goals

	LSTA State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Total	Percentage of FFY 2013 - FFY 2015 Total
Administrative Cost Allocation		\$ 153,076.00	3.96%	\$ 160,959.64	4.00%	\$ 159,629.71	4.00%	\$ 473,665.35	3.99%
New Jersey State Library Talking Book and Braille Center	Goal 1	\$ 1,678,392.00	43.37%	\$ 1,937,410.36	48.15%	\$ 1,733,539.14	43.44%	\$ 5,349,341.50	45.01%
Statewide Database Licenses (Jersey Clicks)	Goal 1	\$ 1,500,001.00	38.76%	\$ 1,503,000.00	37.35%	\$ 1,636,250.00	41.00%	\$ 4,639,251.00	39.04%
Statewide Technology Support Services (Jersey Connect)	Goal 2	\$ 367,398.00	9.49%	\$ 286,361.53	7.12%	\$ 279,204.51	7.00%	\$ 932,964.04	7.85%
Jersey CAT (Library Support Services in FFY 2013)	Goal 2	\$ 151,560.00	3.92%	\$ 90,290.97	2.24%	\$ 90,691.27	2.27%	\$ 332,542.24	2.80%
NJ Statewide Statistics	Goal 2		0.00%	\$ 45,968.50	1.14%	\$ 47,133.37	1.18%	\$ 93,101.87	0.78%
Summer Reading Software	Goal 1	\$ 19,366.00	0.50%		0.00%		0.00%	\$ 19,366.00	0.16%
Literacy Collection Development	Goal 1		0.00%		0.00%	\$ 44,305.00	1.11%	\$ 44,305.00	0.37%
		\$ 3,869,793.00	100.00%	\$ 4,023,991.00	100.00%	\$ 3,990,753.00	100.00%	\$ 11,884,537.00	100.00%
		\$ 3,869,793.00		\$ 4,023,991.00		\$ 3,990,753.00		\$ 11,884,537.00	

Goal 1: All New Jersey residents will have access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.

New Jersey expended 84.58% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal 1.

Goal 2: All New Jersey residents will have the ability to locate and access library and information services and resources that are relevant to their lives through the provision of online tools and the provision and support of electronic networks.

New Jersey expended 11.43% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal 2.

Goal 3: All New Jersey residents will enjoy enhanced library and information services because library staffs have the knowledge, skills and competencies they need to efficiently and effectively offer high-quality twenty-first century library services.

New Jersey expended 0.00% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal 3.

Appendix H
New Jersey FFY 2013 - FFY 2015 LSTA Grants to States Expenditures
Goal 1

	LSTA State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Total	Percentage of FFY 2013 - FFY 2015 Total
New Jersey State Library Talking Book and Braille Center	Goal 1	\$ 1,678,392.00	52.49%	\$ 1,937,410.36	56.31%	\$ 1,733,539.14	50.78%	\$ 5,349,341.50	53.22%
Statewide Database Licenses (Jersey Clicks)	Goal 1	\$ 1,500,001.00	46.91%	\$ 1,503,000.00	43.69%	\$ 1,636,250.00	47.93%	\$ 4,639,251.00	46.15%
Summer Reading Software	Goal 1	\$ 19,366.00	0.61%	\$ -	0.00%	\$ -	0.00%	\$ 19,366.00	0.19%
Literacy Collection Development	Goal 1	\$ -	0.00%	\$ -	0.00%	\$ 44,305.00	1.30%	\$ 44,305.00	0.44%
		\$ 3,197,759.00	100.00%	\$ 3,440,410.36	100.00%	\$ 3,414,094.14	100.00%	\$ 10,052,263.50	100.00%
		\$ 3,869,793.00		\$ 4,023,991.00		\$ 3,990,753.00		\$ 11,884,537.00	

84.58%

Goal 1: All New Jersey residents will have access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.

New Jersey expended 84.58% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal

Goal 2: All New Jersey residents will have the ability to locate and access library and information services and resources that are relevant to their lives through the provision of online tools and the provision and support of electronic networks.

Goal 3: All New Jersey residents will enjoy enhanced library and information services because library staffs have the knowledge, skills and competencies they need to efficiently and effectively offer high-quality twenty-first century library services.

Appendix H
New Jersey FFY 2013 - FFY 2015 LSTA Grants to States Expenditures
Goal 2

	LSTA State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Total	Percentage of FFY 2013 - FFY 2015 Total
Statewide Technology Support Services (Jersey Connect)	Goal 2	\$ 367,398.00	70.80%	\$ 286,361.53	67.76%	\$ 279,204.51	66.95%	\$ 932,964.04	68.67%
Jersey CAT (Library Support Services in FFY 2013)	Goal 2	\$ 151,560.00	29.20%	\$ 90,290.97	21.36%	\$ 90,691.27	21.75%	\$ 332,542.24	24.48%
NJ Statewide Statistics	Goal 2		0.00%	\$ 45,968.50	10.88%	\$ 47,133.37	11.30%	\$ 93,101.87	6.85%
		\$ 518,958.00	100.00%	\$ 422,621.00	100.00%	\$ 417,029.15	100.00%	\$ 1,358,608.15	100.00%
		\$ 3,869,793.00		\$ 4,023,991.00		\$ 3,990,753.00		\$ 11,884,537.00	

11.43%

Goal 1: All New Jersey residents will have access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.

Goal 2: All New Jersey residents will have the ability to locate and access library and information services and resources that are relevant to their lives through the provision of online tools and the provision and support of electronic networks.

New Jersey expended 11.43% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal 2.

Goal 3: All New Jersey residents will enjoy enhanced library and information services because library staffs have the knowledge, skills and competencies they need to efficiently and effectively offer high-quality twenty-first century library services.

Appendix H
New Jersey FFY 2013 - FFY 2015 LSTA Grants to States Expenditures
Goal 3

	LSTA State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Total	Percentage of FFY 2013 - FFY 2015 Total
No Projects Were Undertaken	Goal 3	\$ -	0.00%	\$ -	0.00%	\$ -	0.00%	\$ -	0.00%
		\$ -	0.00%	\$ -	0.00%	\$ -	0.00%	\$ -	0.00%
		\$ 3,869,793.00		\$ 4,023,991.00		\$ 3,990,753.00		\$ 11,884,537.00	

0.00%

Goal 1: All New Jersey residents will have access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.

Goal 2: All New Jersey residents will have the ability to locate and access library and information services and resources that are relevant to their lives through the provision of online tools and the provision and support of electronic networks.

Goal 3: All New Jersey residents will enjoy enhanced library and information services because library staffs have the knowledge, skills and competencies they need to efficiently and effectively offer high-quality twenty-first century library services.

New Jersey expended 0.00% of its FFY 2013 - FFY 2015 LSTA allotment on programs supporting Goal 3.

Appendix I – Web Survey Report

Appendix I - Web Survey Report

Two hundred and forty-one people responded to the web survey regarding the LSTA evaluation. Of these one hundred and fifty-eight identified themselves as representing public libraries, forty-one represented academic libraries, and twenty-three represented school libraries. There were five respondents from special libraries and two others, one in an association library and one a consortium. In the analysis that follows the association library respondent is included with the public library responses, the special and consortium representatives with the academic library responses. All twenty-one New Jersey counties are represented.

Public library responses

Of the public library respondents, seventy-nine (79.1) percent were library directors. Thirty-five (35.0) percent (the largest group) of the public libraries served populations of 10,000 to 24,999. One library served a population of 1,000,000 or more; another served a population of 500,000 to 1,000,000. Three served populations under 1,000. Twenty-two (22.3) percent (the largest group) had annual operating budgets of \$1,000,000 to \$1,999,999. Seven respondents said their library had a budget of \$10,000,000 or more; another seven respondents reported budgets of \$5,000 to \$9,999,999. At the other end of the budget spectrum, two respondents said their library operating budget was less than \$50,000. Twenty-four (24.7) percent (the largest group) had a full-time-equivalent (FTE) staff of 5 to 9 people. Eight respondents said their library had 100 to 249 FTE; another seven had FTE of 50 to 99. Thirteen respondents said their library had less than two FTE.

Sixty-eight (68.4) percent either agreed or strongly agreed with the statement: the effort required by my library to collect and report our statistics to the New Jersey State Library (NJSL) is reasonable. Ten (10.8) percent either disagreed or strongly disagreed with the statement.

Sixty-one (61.2) percent either agreed or strongly agreed with the statement: my library uses the data collected and analyzed by the NJSL for planning purposes. Nine (9.5) percent disagreed or strongly disagreed with the statement.

Sixty-two (62.7) percent agreed or strongly agreed that my library uses the data collected and analyzed by the NJSL to communicate my library's value to local funding authorities. Seven (7.6) percent disagreed or strongly disagreed with the statement.

Seventy-eight (78.8) percent strongly agreed or agreed that my library would find it valuable if info-graphic templates were available through the NJSL to help communicate my library's value to local funding authorities and to the public. Two (2.5) percent disagreed or strongly disagreed.

The next question asked public library respondents how the NJSL could improve its public library data analysis and reporting program to make it more useful to your library. Sixty-seven people provided an answer. *(Please request the survey compilation for the complete answers to this question.)* Nine of the responses contained some element of comparison, wanting to be able to compare data with other libraries. "Enable libraries to compare statistics." Six said either that they didn't know or had no suggestions. Five indicated they were satisfied with the current program. "It works well for us." Some wanted specific changes: "separate out the basic information on libraries (e.g., director, trustees, location) and put it on a separate document that can be updated as necessary rather than annually; make the information formatting page-sized

rather than the gargantuan spreadsheets we get now.” “create a graphic design of the final statistical statements that I don’t have the time to design myself—in order to communicate more creatively with the funding authorities.” “More metrics that could be directly accessed by directors and other management personnel without going through ILS system managers.”

Thirty-two answered the question calling for any additional feedback regarding the collection, analysis and reporting of statewide public library data and statistics. (*Please request the survey compilation for the complete answers to this question.*) Four had no comment or answer to share. Four made positive comments about the current practices: “The recent improvements to the interface have been wonderful. Having everything on one ‘page’ is much easier. Anybody who complains about the work you have to do to complete the state aid form is lazy.” Other ideas were connecting on a larger scale with promotions, and training sessions for producing videos/PowerPoints/social media posts. One commented that “reporting of statewide data needs to be given another month for collection...because it is very difficult to work with the local government in receiving data concerning expenses for personnel in time for the reporting. A deadline date of April 1st would be much better than March 1st.”

Public Library Responses on Talking Books and Outspoken Libraries

Ninety-five (95.5) percent of the public library respondents were moderately to very aware of the National Library Service Talking Book Program. (Of this, thirty-seven percent were very aware.) Ninety-six (96.2) percent were moderately to very aware of the Talking Book Collection of the NJSL. Eighty-one (81.6) percent were moderately to very aware of BARD: Braille and Audio Reading Download service. Only sixty-one (61.8) percent were moderately to very aware of the NJSL’s program “Outspoken Libraries,” which offers deposit collections of talking books and dedicated kiosks for using talking book resources.

When asked about staff skills and training, only forty-two (42.7) percent strongly agreed or agreed with the statement: my staff have the skills and training they need to inform patrons about the National Library Service Talking Books program and to help them register for the service. Thirty-five (35.7) percent strongly disagreed or disagreed with the statement.

Sixty-six (66.9) percent believe the availability of the program/service broadens the range of services/resources their patrons can access. Eleven people added comments. (*Please request the survey compilation for the complete answers to this question.*) Most said their library did not offer or promote the service or that “no one had inquired about the program.” If the Talking Books program were no longer available through NJSL, seventy-two (72.9) percent said it was unlikely or extremely unlikely that their library would be able to fund the cost of its services through their own budget. Only four (4.5) percent said it was likely or extremely likely their library would be able to do so.

Twenty-four people provided additional feedback regarding NJSL support for the Talking Book and Braille Center. (*Please request the survey compilation for the complete answers to this question.*) Comments ranged from “The TBBC services are a life line to many people. I have helped our customers download BARD titles and it is very gratifying to hear how much people love this service,” to “we need a press kit for the services of and eligibility requirements for TBBC,” to “By moving exclusively to downloadable audiobooks for the visually impaired, I believe that the TBBC has done a real disservice to the people of NJ who, while not blind, are visually impaired and would prefer to read books in large print format rather than relying on audiobooks.”

other New Jersey libraries; ninety-two (92.2) percent have their library holdings included in JerseyCat. Eighty-three (83.7) percent subscribe to the JerseyCat Listserv. Lowest participation (49.7 percent) was for the Union List of Serials (NJULS). Eight people checked the "other" box and provided additional information. *(Please request the survey compilation for the complete answers to this question.)*

Respondents were also asked about their library's participation in four interlibrary loan services. All one hundred and fifty-six respondents inform their patrons about their interlibrary loan options; ninety-six (96.2) percent use JerseyCat to locate and initiate interlibrary loan requests. Ninety-three (93.6) percent fill requests from other libraries (outside the consortium to which their library belongs) to the greatest extent possible. Eighty-eight (88.2) percent loan materials to other libraries in the consortium to which their library belongs.

Public library survey participants were asked to complete the following sentence. The biggest barrier to my library's active or full participation in interlibrary loan is... Ninety-four people answered the question. *(Please request the survey compilation for the complete answers to this question.)* The most frequent response was "none/no barrier" (19 responses) and another six said "we participate." Staffing was cited by nineteen. "Lack of staff to process items and follow up on problems." Ten said "time," sometimes meaning staff did not have enough time and sometimes meaning the process of filling a request took too long. "Renewals take a long time and sometimes lending libraries take a while to send the item." Cost was cited by five. Lack of staff and patron awareness was also a problem.

Seventy-five (75.2) percent agreed or strongly agreed that their library receives the support it needs from the NJSL to offer the public an effective system of resource sharing. Seven (7.9) percent disagreed or strongly disagreed.

Twenty-three people provided additional feedback regarding resource sharing services. *(Please request the survey compilation for the complete answers to this question.)* Five people mentioned delivery specifically. "The delivery service is vital to our participation in JerseyCat." "The state-wide delivery service contract is worrisome. We have seen a decline in delivery speed and accuracy among the libraries in BCCLS. We are also worried about the loss of a contract or inability to fund the contract if State funding continues to decline." "utilizing the state website to find specific information is a nightmare." Other more positive comments include "I am very pleased with the recent changes to the NJSL website. I hope it continues to improve. I am also happy with the cooperation and support from the NJSL staff." "JerseyCat is a vital service for our patrons."

All types of libraries were asked the final section of questions in the survey, which were related to JerseyClicks. Public library respondents were asked their satisfaction with twenty-two e-resources; the academic and school library respondents were asked their satisfaction with twenty e-resources (not including Job and Career Accelerator and Rosetta Stone.)

Public Library Responses on JerseyClicks

The following table lists the twenty-two e-resources in descending order of satisfaction. Very few of the resources had individual ratings in the completely dissatisfied (rating of 1) or dissatisfied (rating of 2) columns. The percent satisfied column in the table represents ratings of 4 or 5 where 5 meant completely satisfied. *(Please request the complete survey compilation for the answers to this question.)*

Resource	% Satisfied
NoveList	89.9%
Reference USA	88.6%
NoveList K-8	85.0%
Literary Reference Center	81.0%
Academic Search Premier	80.1%
MasterFILE Elite	80.0%
Business Source Elite	79.0%
Job and Career Accelerator	78.4%
Rosetta Stone	77.5%
Points of View Reference Center	69.9%
Primary Search	69.3%
Small Business Reference Center	69.3%
Legal Information Reference Center	68.1%
Middle Search Plus	66.4%
ERIC	64.0%
Library, Information Science & Technology Abstracts	59.9%
Regional Business News	55.0%
Teacher Reference Center	48.6%
GreenFile	45.5%
Image Collection	43.5%
Referencia Latina	39.9%
Military & Government Collection	36.8%

Military & Government Collection, Referencia Latina, GreenFILE, and Image Collection, the last four e-resources in the table received high ratings of “not familiar with this resource/ unable to rate.”

The next question asked which three of the e-resources offered through JerseyClicks are of the greatest importance to your patrons/users? Ninety-seven of the one hundred and fifty-eight public library respondents explained the reason for their first choice. *(Please request the survey compilation for the complete answers to this question.)* Typical responses are that the resource they listed as most important is heavily or most used, is used by both patrons and staff, is easy to use. Some comments on specific resources include “Both staff and patrons use NoveList for book discovery.” “Bill Loges, the representative from Reference USA, has been fantastic with his outreach into our community and training the local businesses. He stands out from the rest of the e-resources that are offered.” “NoveList K-8 is essential for helping children and their parents find the books that the kids want to read. My staff knows our collection pretty well, but NoveList helps so much and gets us to our consortium and JerseyCat levels of collection size.” “Job and Career help are very important in our local post Sandy economy. We still have a lot of residents whose livelihood was affected.” “Literary Reference Center is our most used JerseyClicks database. It is used primarily by our high school and college students whom we rarely see in the library anymore. Having remote access to literary criticisms is important.” “MasterFILE is a good all-around research database.” “We have a largely Hispanic population.” “We have had enormous interest in Rosetta Stone. It puts libraries on the map because people recognize the product and are anxious to investigate it for free.”

Fifty-three (53.2) percent of the public library respondents would like other e-resources/databases added to JerseyClicks. *(Please request the survey compilation for the complete answers to this question.)* Some of the topics/resources listed frequently were

ancestry (eleven times), genealogy/HeritageQuest (fourteen times), NY Times (seven times), New York Times Historical (three times), consumer reports, auto repair, Lynda.com (five times), tutor.com, Mango languages.

Sixty-two (62.1) percent of the public library respondents agreed or strongly agreed that their staff have the skills and training they need to use and teach patrons how to use the JerseyClicks resources. Seventeen (17.9) percent disagreed or strongly disagreed.

Fifty-three (53.3) percent said the availability of these e-resources/databases broadens the range of services/resources our patrons can access. Eighty-eight (88.3) percent are mostly or completely satisfied with the JerseyClicks program. This includes seventy (70.1) percent who are mostly satisfied.

Seventeen public library participants provided additional feedback on the JerseyClicks program. *(Please request the survey compilation for the complete answers to this question.)* The comments were diverse. “If it were not for the JerseyClicks program, my library would be almost unable to provide database access to our patrons. Budget cuts have forced us to abandon almost all of our proprietary database subscriptions.” “It would help libraries if the state did a better job promoting these resources. It’s hard for individual libraries to get the word out.” “I think the new interface pages for JerseyClicks is a little tough for patrons to handle.”

Academic Library Responses on JerseyClicks

The following table lists the twenty e-resources in descending order of satisfaction. A few of the resources had individual ratings in the completely dissatisfied (rating of 1) or dissatisfied (rating of 2) columns. The percent satisfied column in the table represents ratings of 4 or 5 where 5 meant completely satisfied. *(Please request the survey compilation for the complete answers to this question.)*

e-Resource	% Satisfied
Academic Search Premier	90.2%
ERIC	85.0%
Literary Reference Center	72.5%
Business Source Elite	71.8%
GreenFILE	70.0%
Reference USA	66.6%
Points of View Reference Center	58.9%
Library, Information Science & Technology Abstracts	57.5%
Regional Business News	52.5%
Small Business Reference Center	50.0%
Teacher Reference Center	40.0%
Legal Information Reference Center	38.5%
MasterFILE Elite	37.5%
NoveList	37.5%
Military & Government Collection	30.7%
Primary Search	25.0%
Referencia Latina	22.5%
Image Collection	20.5%
Middle Search Plus	20.0%
NoveList K-8	20.0%

Academic Search Premier and ERIC received the highest percentage of satisfaction. (Note: the percents are based on forty-one academic library survey participants.) Middle Search Plus and NoveList K-8, resources directed toward much younger students received the lowest percentage of satisfaction among the academic library respondents. Over fifty-five (55.5) percent of the respondents said they were “not familiar with this resource/unable to rate” Image Collection, Middle Search Plus, NoveList K-8, and Referencia Latina.

When asked which three of the JerseyClicks resources they believed were of greatest importance to academic library patrons/users, the participants cited Academic Search Premier (97.6 percent), Business Source Elite (56.1 percent), and ERIC (36.6 percent). Tied in fourth place were Points of View Reference Center and Reference USA, (24.4 percent).

Thirty-seven participants shared the reason for choosing their first choice. (*Please request the survey compilation for the complete answers to this question.*) Their reasons were related to usage and to the wide-range of content for the specific resource. “ASP is our largest collection with the broadest coverage and being an EBSCO database, it allows us to cross search other EBSCO databases as a limited discovery tool.” ASP (Academic Search Premier), which received the highest percent of satisfied respondents, was cited in ten of the responses to this question. “Academic Search Premier covers a wide range of topics and a variety of sources. For many students, it’s a one-stop, relatively easy to use database.” “Academic Search Premier has full text of scholarly journals, much needed for undergraduate students.” “Students come to college with knowledge of ASP and ask for it by name when they start college research for the first time.”

Sixty-four (64.9) percent said there were other e-resources/databases they wished were included with JerseyClicks. (*Please request the survey compilation for the complete answers to this question.*) Twenty-five provided names/topics of those resources to be added. Two were related to streaming video; several wanted upgrades of available resources: “We would like to upgrade the Academic Search Premier to Academic Search Ultimate and upgrade Business Source Elite to Business Source Ultimate. The upgrade includes resources benefiting the faculty/grad students at higher research level.” Other subject areas cited were biography, a science database, and newspapers.

Seventy (70.7) percent strongly agreed or agreed that their staff have the skills and training they need to use and teach patrons how to use the JerseyClicks resources. Fourteen (14.6) percent disagreed or strongly disagreed with the statement.

Half (50.0 percent) of the respondents said the availability of the e-resources/databases broadens the range of services/resources our patrons can access. Seventy-five (75.6) percent were mostly or completely satisfied with the JerseyClicks program. Thirteen participants provided additional feedback on the program. Most were very positive: “This program is more than fine; our greatest need is to communicate its incredible value (a major return on investment) to the State.” “Thank you for all that you do!” “The best days of library services were when we had the New Jersey Knowledge Initiative, thank you for showing us how great it is to have great databases we can share with our community.” “Wish the Rosetta Stone and Job & Career Accelerator were available to academic libraries. Thanks!”

School Library Responses on JerseyClicks

Twenty-three respondents identified themselves as being in school libraries.

The following table lists the twenty e-resources in descending order of satisfaction. A few of the resources had individual ratings in the completely dissatisfied (rating of 1) or dissatisfied (rating of 2) columns. The percent satisfied column in the table represents ratings of 4 or 5 where 5 meant completely satisfied. *(Please request the survey compilation for the complete answers to this question.)*

e-Resource	% Satisfied
Literary Reference Center	73.9%
NoveList	66.7%
MasterFILE Elite	65.2%
Academic Search Premier	65.2%
Points of View Reference Center	63.6%
ERIC	60.8%
NoveList K-8	60.0%
Teacher Reference Center	50.0%
Middle Search Plus	54.5%
Library, Information Science & Technology Abstracts	40.9%
Primary Search	36.4%
Reference USA	36.3%
Business Source Elite	26.1%
GreenFILE	26.1%
Image Collection	26.1%
Referencia Latina	19.1%
Regional Business News	18.1%
Legal Information Reference Center	17.3%
Military & Government Collection	13.6%
Small Business Reference Center	13.6%

Literary Reference Center and NoveList received the highest percentage of satisfaction. Military & Government Collection and Small Business Reference Center received the lowest percentage of satisfaction. Over sixty (60.0) percent of the respondents said they were “not familiar with this resource/unable to rate” Legal Information Reference Center, Military & Government Collection, and Small Business Reference Center.

When asked which three of the JerseyClicks resources they believed were of greatest importance to school library patrons/users, the participants cited Academic Search Premier (52.2 percent) and Points of View Reference Center (52.2 percent). NoveList K-8 was in third place with thirty-nine (39.1) percent. All twenty-three respondents explained the reason for their first choice. *(Please request the survey compilation for the complete answers to this question.)* “Academic Search provides my college-bound students with scholarly resources.” “Appropriate reading level for my students, wide coverage of topics of interest/study.” “Points of View Reference Center is used by both language arts and social studies classes.” “MasterFile offers great resources.”

Sixty (60.9) percent said there were no e-resources/databases that they wished to add to JerseyClicks. Those who did want to add e-resources named Facts on File, full text access to the NY Times, Gale's Biography in Context, Rosetta Stone, streaming video, and "a good science database." *(Please request the survey compilation for the complete answers to this question.)*

Fifty-six (56.5) percent agreed or strongly agreed that their staff have the skills and training they need to use and teach patrons how to use the JerseyClicks resources. The availability of these e-resources/databases broadens the range of services/resources our patrons can access. Seventy-seven (77.3) percent gave this response.

Sixty-eight (68.2) percent of the school library survey participants are mostly or completely satisfied with the JerseyClicks program. Four participants gave additional feedback. *(Please request the survey compilation for the complete answers to this question.)*