

LIBRARY SERVICES AND TECHNOLOGY ACT IDAHO STATE PLAN EVALUATION FY2003 - 2007

I. INTRODUCTORY STATEMENT AND SUMMARY

A major accomplishment for the Idaho Commission for Libraries (Commission) under the FY2003-2007 plan helped us make significant progress toward all three goals listed in Idaho's plan.

- Goal 1: All Idahoans have access to library services
- Goal 2: All libraries participate in a statewide network of libraries that provides Idahoans with local access to global information.
- Goal 3: Idaho libraries are recognized as valuable community and statewide resources.

By using LSTA funds we were able to implement a new project in our Libraries Linking Idaho (LiLI) program. The LiLI Unlimited (LiLI-U) project provides a group catalog, unlimited interlibrary loan, and unlimited cataloging for publicly funded libraries. At the end of 2004, the Commission signed a flat fee pricing structured contract with OCLC for the provision of these services. By the end of 2005, 115 libraries had signed up to participate in the project. In the spring of 2006, the Commission received \$300,000 of the requested \$333,700 in on-going state funding.

Without LSTA funding the Commission would not have been able to provide this 24/7 service to libraries and ultimately the citizens. The funding allowed us to demonstrate and promote the value of the service to librarians who in turn took the message to the Idaho Legislature. This is the second time since 1998 that the legislature appropriated state funds for a statewide library program; great accomplishments in a state without direct aid to local library service.

Continuing education and advocacy continue to be basic elements in every program and service. Librarians and citizens need to know what is available to them. Library staff at all levels must be trained to efficiently and effectively use the services. When it comes to advocacy, experience tells us that only so much can be done from the state level. Librarians need to know how to better inform their clients about services.

LSTA funding allowed Idaho librarians to explore the future of libraries and to develop a 2020 Vision. The Commission helped librarians, including ourselves, to learn about digital natives and the ways they access information and to explore ways of improving our services to them.

The strategy of extending tax-supported public library districts throughout the state continues to be difficult, frustrating, and controversial. While the Commission did not

pursue expanding library district formation as a major priority, we supported efforts in two locations through LSTA grants. Awards were made for planning and assessment and demonstration grants. Despite improved and extended library services, neither area saw the establishment of a tax supported library district.

The general atmosphere concerning services supported by property tax is volatile. The 2005 legislature created an interim committee to look at property tax issues. The 12 hearings held around the state were well attended and heated comments were delivered to committee members. District establishment in this property tax revolt environment is challenging, especially with the super majority (66.66%) required in Idaho. The results of the planning and assessment grants show people favor library services, but election results show they did not want to increase their property tax in order to receive the services. Successful bond elections for library construction continue to take place so hope springs eternal. With 13% of the population living in unserved (non-taxed) areas, establishment of library districts will remain an issue for library development.

Literacy efforts coupled with outreach to the underserved comprise another major area of emphasis. The Read to Me program, supported by LSTA funds, has made great strides in helping libraries target library and information services to the underserved, particularly children and their families.

As the Commission begins to develop the next 5-year LSTA plan, we will look toward building upon the strategies and successes of the past while focusing on the 2020 Vision created by and for the Idaho library community.

2020 Vision

Idaho libraries are the nexus of global information, innovative services, and community, enabling us to sustain our history, empower our present, and create our future.

"If you listen carefully, you can learn what the future is telling you."
- Glen Hiemstra

II. OVERALL RESULTS

Goal 1: All Idahoans have access to library services

Access means the ability to enter, approach, communicate with, or pass to and from.

LSTA priorities supported by this goal:

1. Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
5. Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and
6. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

A. Extend tax-supported public library districts throughout the state so all residents are served.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

A variety of steps led to the creation and funding of taxing districts for library services. Consulting services, continuing education, and grants assistance are three major strategies used to accomplish this objective. Emmett and Valley County libraries worked on assessment and planning projects and Fremont and West Bonner Library Districts received equalization of services grants. The assessment and planning projects created planning groups, conducted feasibility studies, spoke with local citizens, determined geographic make-up of the district, and created a plan for establishment. Equalization of services compensates for the one year delay in tax receipts once a district has been established. These projects extended services to the citizens of the newly created library districts.

Outputs & Outcomes:

The Blanchard branch of the West Bonner Library District was opened with 4,035 items on the shelves. The total hours for the District increased 19% with opening of the Blanchard branch in which over 460 per month were served during their first two months of operation. The Priest River branch averaged over 1,430 served per month for their first year. The fact that Emmett saw a 31% increase in library attendance, 38% increase in computer usage, and 9% increase in circulation shows library services were well used.

In spite of the increased usage, two separate elections failed. As a result, county residents can only receive public library services through purchasing a library card at the city library which did not attain secure funding sought through the establishment of a district. During the assessment phase, Valley County held an election which also failed resulting in the loss of secure funding of library services for McCall and Cascade, the two city libraries in the district. A positive outcome is that those city libraries continue to work together to provide services.

Overall Impact:

Once citizens have voted to tax themselves for library services, they expect the services immediately. To retain users it is essential they have their needs met through library services. Because of the equalization projects, residents of the districts were able to experience quality library services right after the districts were established. With the opening of the Blanchard Branch of the West Bonner Library District, library services were brought within 10 miles of every citizen of the district; a reasonable distance for a rural district. Secure funding for the future of library services is a major impact of district establishment.

Note: No LSTA funds were used to support any of the district elections. LSTA funds were spent for the provision of library services.

B. Build the capacity of libraries to offer 24 hour/ 7 day access to library resources.

Progress towards goal:

For evidence of more progress towards this goal see also: Goal 2: All libraries participate in a statewide network of libraries that provides Idahoans with local access to global information. A. Implement the statewide LiLI plan for networking and resource sharing. & B. Build the capacity of Idaho libraries to participate in statewide networking and resource sharing, consistent with the LiLI plan.

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

Offering 24/7 access to select databases is one method used to help libraries better serve their clients. The Commission contracts with vendors to provide for the web accessible resources. LiLI Databases (LiLI-D) provides full-text articles from magazines, professional journals, newspapers, and reference books free to all Idaho residents.

In building universal access to library resources, the Commission has encouraged library leaders to experiment with providing traditional library services through virtual means. A virtual reference pilot project was developed with a partnership among 2 public and 1 academic southwestern Treasure Valley libraries. They identified and contracted with a

vendor, trained staff, purchased equipment necessary to support the maximum performance of the software, and launched a well orchestrated publicity campaign targeting junior high through college age students. The group selected answerXpress as the service's name.

Outputs & Outcomes:

A three-year view of LiLI-D use shows a steady decline in the numbers. The full-text article number represents the number of times the texts of magazine, journal, newspaper, encyclopedia, and reference book articles were downloaded, printed or e-mailed.

2004	
Logins	884,394
Full-Text Articles	1,548,509
2005	
Logins	829,330
Full-Text Articles	1,629,487
2006	
Logins	813,634
Full-Text Articles	1,393,892

The population of Idaho has risen each year, so logins per Idahoan has also dropped.

- 2004 shows .63/Idahoan with a population estimate of 1,393,262
- 2005 shows .58/Idahoan with a population estimate of 1,429,096
- 2006 shows .55/Idahoan with a population estimate of 1,466,465

Population figures are from July 1st estimates from U.S census information.

The libraries participating in the virtual reference project received 125 questions in March before instituting the publicity campaign. After the campaign the number of questions jumped to 882, tapering off near the end of the school year. They reached their target audience with 12% identifying themselves as college students, 39% as junior high and high school students and 77% being from southwestern Idaho. A few months into the virtual reference service, the participants joined the national consortium as a full partner by scheduling global monitoring for 10 hours per week. This means they receive questions from clients in Idaho and across the United States during those 10 hours. As full partners, the out-of-pocket fee decreased since they no longer had to pay for 24/7 coverage in addition to the membership fee. Their objective was for digital reference transitions to increase by 20% for each library over the baseline totals. They reported a total digital increase of +234%.

The addition of three more libraries (two public and one college) to the answerXpress group was a major outcome of the successful pilot project. This addition extended the comprehensive reference service into south-central Idaho. Each library in this new group experienced an overall increase of 25% in their e-mail generated digital reference questions. They also experienced an increase of 56% in out-of-area questions. Survey

results from librarians interviewed estimated that 50% to 75% of the virtual reference users did not otherwise frequent their library.

Overall Impact:

The LiLI Databases remain an important source of 24/7 quality information. Contracts with new vendors for different databases began January 1, 2007. The use of LiLI-D remains significant. The declines in use will be a topic for future investigation.

Most importantly, the virtual reference project increased the usefulness and value of libraries to Idaho residents, some of whom indicated they did not use traditional library services. Because access is not restricted to residents of southwest Idaho, other libraries and their patrons have connected with answerXpress.com and received full service. Since project librarians participate in a consortium fielding questions from clients throughout the United States, the usefulness and value of libraries is also demonstrated nationwide. Until this project was undertaken, access to information housed in libraries throughout the state was cut off when doors were closed. Real-time personal reference is now available 24/7 via the Internet. The groundwork is completed to enable even more libraries to participate and for a statewide system to develop.

C. Establish shared responsibility for publicly-funded library services through an ongoing program of state support.

Progress towards goal: Also supports Goal 3.E. Identify and take advantage of a wide variety of funding opportunities.

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

Continuing to work for state support of library services and developing an advocacy campaign to promote the services of LiLI Unlimited are strategies employed to achieve results for this objective. At the end of 2004, the Commission signed a flat fee pricing structure contract with OCLC for all publicly funded Idaho libraries to provide an Idaho catalog, unlimited cataloging, and interlibrary loan services. By January 1, 2006, phases 1 and 2 were completed with 115 libraries participating: all academics, two-thirds of the public libraries, and 29 public school libraries. Staff was trained in search techniques, cataloging, and ILL processes. As phase 3 began, promotional efforts focused on acquiring more participants and securing state funds to support the program.

Outputs & Outcomes:

Librarians from all types of libraries contacted state legislators in support of the LiLI-U services. Demonstrations of the catalog were presented to the law-makers. As a result, by April 2006 the Commission received, for support of the LiLI-U services, \$300,000 in

on-going, state funds for the support of LiLI-U services. The original request was for \$333,700. LSTA funds will support the short-fall in state funding. LiLI-U services are currently funded through local, state, and federal dollars.

Overall Impact:

The three pronged approach in funding LiLI-U services produces a more stable funding structure. The receipt of on-going state funding speaks to more than just the support of this one program. It sets precedent of state funding support for other statewide library services.

D. Build the capacity of libraries to better serve their underserved populations.

Progress towards goal: Also supports Goals 1.F & 3.B.

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

A variety of activities contributed to this objective. We contract with a vendor to collect public library statistics as an on-going activity. An FSCS coordinator vets the raw data and produces a document for the agency's website. Consultants and Project Coordinators consulted with librarians and trustees on how to better serve their underserved populations. Read to Me (RTM) literacy activities include services and training targeted to this audience, especially children at risk. RTM helps libraries develop community partners and outreach. (See Section III In-Depth evaluation of RTM for details.) One library held an 8 week training course learning simplified Spanish applicable to the library environment for library staff in their area.

As a result of the futures planning conference held in 2005, a new underserved population was discovered. Digital Natives, those about 24 years or younger, have been identified as non-library users. The more traditional means of library service delivery are not the ways they access information. To investigate better services for this underserved and growing group, the Commission held a conference in July 2006 on "Emerging Library Services for Digital Natives." Presentations and discussions about information use patterns of digital natives included recently developed technologies. A panel of digital natives shared information about their library use patterns or "lack thereof."

Outputs & Outcomes:

The collection of public library statistics results in the FSCS statistical report and, most importantly, statistics available on the Commission's website. Enhanced graphics and links to state and national data sites were added in 2006 to keep the site current and relevant. Idaho received the 2006 Eckard Award for Exemplary Use of Public Library Data (on the ICFL website) at the 2006 FSCS Conference in Washington DC.

Over the last few years, we have seen more programs provided for the Spanish speaking segment of the population. The Spanish That Works™ had 29 participants who ranked their confidence level in interacting with Spanish speakers at 1 (1 low & 5 high) at the beginning of the course. Of the 19 responding to the evaluation, 58% ranked their comfort level at 3 or higher after the training. The outcomes included staff indications they were using Spanish when asking for library cards, improving signage and displays, giving tours of the library, and during storytimes.

The Emerging Library Services for Digital Natives Conference was attended by 87 librarians from all types of libraries around the state. The evening keynote speech drew over 20 additional attendees including one state legislator. Conference evaluations show prior to the conference 30% of the attendees considered themselves knowledgeable about digital natives; after the conference that figure rose to 96.9%. Their comfort level with implementing changes in library services increased from 36.4% before the conference to 87.9% at the close of the conference activities.

Overall Impact:

We have high quality public library statistics readily available to use in planning library services. Links to other statistical resources are provided as additional tools for planners. Working on this objective is a necessary reminder to work toward providing library services to all segments of the population. The Commission considers services to digital natives a strategic issue to be addressed by all libraries and consequently we have put it in our strategic plan.

- E. Build the capacity of libraries to better serve those who cannot use standard print materials.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

The strategies used for this objective included partnering with libraries and advocacy groups to increase use of services for the print impaired, providing consulting services and continuing education to this target group, and setting up an advisory committee, as well as developing and implementing any recommendations from this group. Employing these strategies, the Commission appointed a Talking Book Advisory Committee with librarians, users, and representatives from other service agencies and organizations and hired a vendor to conduct a state-wide needs assessment of the print impaired. We tested methods of delivery by participating in the Lobe Library pilot project and by providing

access to newspapers through a Newslite subscription to more than 225 local, regional, national, and Spanish language newspapers.

Outputs & Outcomes:

The Talking Book Advisory Committee produced a 3 year strategic action plan based on the needs assessment. Because the Newslite project was started at the end of the funding cycle, the results are currently not available. The Lobe Library project consists of a consortium of libraries that purchased electronic books and downloaded them onto MP3 players for circulation to print impaired users in their respective areas. A total of 73 clients were served through this program. Circulation of 182 is 82% of the maximum circulation capacity of 221 for the project period. Of the 86 who responded to the survey, 78% felt the experience with the Lobe Library was very good to excellent. Fifty-four percent of the 87 respondents indicated they preferred these materials over the audio books from cassettes of the current Talking Book Services.

Overall Impact:

Because of our delivery methods exploration via the Lobe Library pilot project, the Commission will continue to investigate appropriate methods to better serve the print impaired. As a result of the 3 year action plan, the Commission began a program to develop local library services to the underserved not to just the print impaired. We are partnering with local libraries to help them successfully provide services to persons unable to use the library due to access limitations. The potential impact throughout the state on library services to this targeted audience is expected to be significant. The individual projects and activities are designed to be reproducible by other Idaho libraries.

F. Build the capacity of libraries to enhance the literacy skills of people of all ages and that promote reading.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

See Section III. Results of In-Depth Evaluations for this progress report.



G. Provide development services to the library community to improve library services and management.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

Continuing education and professional development opportunities are provided on an on-going basis to members of the library community. Encouraging employees of public, academic, or school libraries to continue their formal education in the library field is supported by providing minimal reimbursement for MLS ALA accredited course work fees. The activities used to implement these strategies during this reporting period include continued support for the DePage teleconferences, maintenance of basic and supplemental library e-courses (ABLE & SABLE), statewide presentation of a customer service and team building workshop (Aloha!), and mini-grants to support individual conference and workshop attendance.

The Commission provides one major continuing education event per year. Reports on events which support other goals and objectives can be found under the following:

1. Summer institutes on a variety of topics for all types of libraries are listed under Goals 1.H and 3.D.
2. The futures conference, conducted to stimulate the library community to think and plan for the future of library services, is described under Goal 3.A.

Outputs & Outcomes:

To support library staff in the pursuit of their professional development and library institutions that have established professional career development plans for their employees, 14 grants were awarded to 8 staff members from one academic and three larger public libraries. The two academic library employees earned their MLS degrees.

Based on an evaluation in 2003, 95% of those surveyed felt that the Commission should continue to support the DuPage teleconferences. Sixty-five percent of those surveyed felt the topics relevant and timely to the needs of their institutions. Attendance and evaluation since the survey have been sporadic, although we hear the topics are of interest. Many wait to use the video format at a more convenient time. Because the quality of presenters and presentation was good, we feel it is important to have these relevant topics in video format especially considering the inexpensive annual cost.

The popular ABLE/SABLE on-line courses allow staff to learn basic library skills through self-paced format without leaving their libraries. In 2003, 265 individuals from school and public libraries completed one or more of the courses with the number rising to 439 for 2004. Since then we have had students from Germany and Ghana taking the

courses. The courses are accepted for certification purposes in Texas. Two regional networks in Massachusetts used the four cataloging courses in a summer program to improve the skills and knowledge of school library aides. A new e-course on Interlibrary Loan was added to the SABLE selection bring the total number of basic library courses available to 25.

The Aloha! workshop on customer service and team building was presented in 8 locations around the state to 244 staff members. On a self-assessment, the majority attending felt that their skills and knowledge were improved.

From 2003 through the present, LSTA funds provided 56 first-time conference attendance opportunities for school, academic, and public library staff and trustees. Every evaluation report expresses appreciation for this professional experience. Ideas gleaned from the conferences will be used to improve library services in their respective libraries. One underlying desired outcome of any continuing education activity is the creation of the Library Community. The comment from one librarian exemplifies what we have heard over and over again about attendance at the conferences. She described it as a “wonderful opportunity” to see what is happening all over the United States and realize that nationwide libraries have many of the same problems as her small, rural library.

The outcome that libraries statewide increased capacity to provide good library services to their clientele is supported by these continuing education opportunities.

Overall Impact:

The support provided for employed library staff to further their professional degree is seen as a way of impacting library service. An academic library employee with an IT background had been appointed as head of a college library. Receiving the MLS training helped increase her background in the library profession and in the day-to-day working of the library. Recently she accepted a position as Vice President of Student Services and Planning and Development at the college. Her activities in the new position will reflect the effectiveness of library education. We hope her library background will benefit the library.

Because trustees are exposed to national issues and trends, their attendance at regional and national conferences is expected to improve library services. Their experiences help broaden their perspective and give them references for comparison of their libraries’ services and staff efforts.

In general, the MLS grants and staff attendance at the conferences is expected to improve library services because each applicant must explain how the activities and courses will benefit their libraries. The end product of practical applications of the experiences and the knowledge gained will be expanded or improved library services.

H. Build the capacity of schools to provide school library media programs.

Progress towards goal: Also supports Goal 1.G. Provide development services to the library community to improve library services and management.

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

We continue to keep lines of communication open with the Department of Education while identifying specific services the Commission can bring to school media staff. We compiled basic, current information about school library media programs and staffing levels. School representatives remained on the LSTA Advisory Council and LiLI Steering Committee. School libraries are included in the Read To Me program which is evaluated elsewhere. During the summers of 2004 and 2005, we conducted Summer Institutes with tracks specifically designed for school library personnel who did not have any formal library training. Library aides came together for a week at a local university to attend the Building Stronger Foundations track.

Outputs & Outcomes:

The same curriculum was taught to 16 at the 2004 and 21 at the 2005 institutes . During the 2005 summer institute, we also held a mini-track (2 days) on LiLI-D database searching with 16 in attendance. Each participant received a notebook with handouts and references for continued study. Each track was an overwhelming success. On a scale of 1-5, with 5 being the highest, at least 92% of the participants rated each session at 4 or 5 for the 2005 institute. In the 2004 follow-up survey, 12 of the 13 respondents indicated they had utilized the information from the training and gave examples. When asked if they had improved collaborative efforts as a result of attending the 2005 institute, 2 out of 6 replied yes. Three indicated that they had had meetings with teachers, including 1 in-service session on how the library could support teacher curriculum. When asked to assess their skills before and after the 2005 database training, 77% ranked their beginning skills and knowledge at 1 or 2 while after the training, 95% ranked their skills and knowledge at 4 or 5.

Overall Impact:

This service provided 59 elementary school library aids with training they would not normally receive. The fact they came to training during the summer shows their dedication to providing good library services to their students and teachers. Within three weeks of the 2004 summer institute, two aides reported meetings with their principals resulting in increased book budgets. In the 2005 follow-up survey done two months later, 2 out of 8 respondents said they were weeding and up-dating the collections. Of the 8 responding, 6 said that they had ordered some of the suggested titles including specific mention of more books on diversity. The empowerment indicated by evaluations and follow-up activities of institute graduates is an indication of the powerful impact on

library services in rural settings. The detailed evaluation material we collected provides the Commission with useful data for future plans in the development of services to school media center libraries.

- I. Build the capacity of libraries to access state documents, information by, and about state government.

Progress towards goal: Also supports Goal 1.B. Build the capacity of libraries to offer 24 hour/7 day access to library resources.

- Surpassed the goal
 Met this goal
 Made progress toward this goal
 Did not work toward this goal

Strategies & Activities:

Two separate endeavors were undertaken to realize progress toward this objective. The LiLI Quick Docs (I-Docs) project developed an easy-to-use, full-text searchable database to support Idaho history and government information needs of grades 7-12, their teachers and school librarians. The Commission partnered with teachers to identify the types of documents needed for curriculum support. Metadata was applied to 637 documents to make them keyword searchable. Four public libraries also participated in adding images and historical documents. Training and promotion of the service is an on-going activity.

The second activity generated a report with recommendations on how Idaho public documents might be made more readily accessible to citizens of Idaho. A Task Force of 12 members representing 10 state agencies was assembled. During five daylong meetings spread over four and a half months, they discussed multi-faceted issues concerning the urgent need to capture and preserve state publications.

Outputs & Outcomes:

At the end of the grant period, the I-Docs database contained 637 state documents accessible through a link on the Commission's website and searchable through Google. The first 3 months saw 16,509 hits on the database. A post-beta survey showed on a scale of 1 (low) to 5 (high) 76% responded with a 4 or above for ease of use while 93% said they found the information they wanted. Of the 94 people completing the survey, 51% were students, 28% were teachers, 19% were librarians, and 2% were other.

The Task Force's work is found in the final report, *A Study and Recommendations on Idaho State Public Document*. It contains six recommendations covering the topics of increased access, standards and tools, revision of current state laws, preservation and access over time, digitization of existing and future non-digital public documents, and funding. Both of these activities contribute toward the outcome of providing citizens access to library information 24/7. The I-Docs material has already been made accessible 24/7 and the results of the study will help to insure increasing accessibility.

Overall Impact:

The overall impact of these activities in the delivery of library services addresses issues essential to the preservation of public information and the principals of our democracy. The database developed for the I-Docs project is an example of information that has been made easily accessible. Material will continue to be added. It is also an example of what even the smallest of libraries can do to preserve public information. Our experience with this project enabled us to work with interested libraries to preserve their local history and culture.

We feel that the study on Idaho's state public documents provides the basis for the future of access to these important documents. It provides the Idaho Commission for Libraries a strong foundation for developing collaborative activities to insure this vital information is preserved and available for citizens through libraries.

Goal 2: All libraries participate in a statewide network of libraries that provides Idahoans with local access to global information.

LSTA priorities supported by this goal:

1. *Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;*
3. *Providing electronic and other linkages among and between all types of libraries; and*
4. *Developing public and private partnerships with other agencies and community-based organizations.*

A. Implement the statewide LiLI (Libraries Linking Idaho) plan for networking and resource sharing.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

Coordinating the development of a statewide virtual catalog was a strategy used to provide a uniform interface for easy 24/7 electronic access to the bibliographic holdings in Idaho libraries. Implementation of electronic interlibrary loan practices was coupled with this. LiLI Unlimited Resource Sharing (LiLI-U) was developed as a statewide program for all publicly funded libraries and it provides for unlimited cataloging and interlibrary loans. Activities included signing a 3 year contract with OCLC at the end of

2004 for a flat fee pricing structure, promoting local participation, training library staff in cataloging, searching and interlibrary loan techniques and practices, and tracking usage.

Developing and expanding regional networks and consortia to facilitate increased access to information and the implementation of the LiLI programs statewide is a strategy used to accomplish this objective. Grant awards are made to support local networking automation efforts. Eight sub-grants have been awarded to academic, school and public libraries to support their networking planning and implementation activities.

Outputs & Outcomes:

Phases 1 & 2 of the program concluded at the end of 2005. One hundred fifteen libraries took advantage of LiLI-U and 137 staff were trained. Interlibrary loan statistics for FY2005 show:

- 20% increase in items loaned; an increase of 8.1% over FY2004
- 9.4% increase in items received as interlibrary loans; a drop of 2.7% over FY2004

With Idaho's virtual catalog through the LiLI-U program, increases in interlibrary loans are expected. Emphasis on resource sharing promoted an increase in the number of libraries participating in LiLI Express, the statewide reciprocal borrowing program. In 3 years, the number increased 11.8% from 51 to 57 libraries participating.

Twelve library agencies are involved in networking activities to date: 7 public libraries, 4 school districts, and 1 academic. One planning grant enabled a public library to upgrade their records as a next step in network development. Libraries in 1 school district and 1 district public library have joined VALNet (Valley Automated Library Network) and 3 publics have joined CIN (Cooperative Information Network). During 1 network's implementation phase, 2 of the 3 entities pulled out of the project. (See Lessons Learned, Networking for details.)

Of the 104 public libraries in the state, the percentage that were members of a consortium decreased slightly in 2006 from 57% in 2004 to 56%. During the same calendar year, the 39% that shared in an automated system with other Idaho libraries increased to 41%. The decline in consortium membership is a result of the consolidation of public library jurisdictions and the withdrawal of one major library.

Overall Impact:

Libraries Linking Idaho (LiLI) is an alliance of libraries and library consortia working together to further the common good. Specifically, LiLI refers to the projects and services that bring networked library services to the Idaho citizens. We foresee the successes of these past years will continue and statewide networking and resource sharing activities will increase in order to provide better access to information.

B. Build the capacity of Idaho libraries to participate in statewide networking and resource sharing, consistent with the LiLI plan.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

In addition to the strategies and activities reported throughout Goal 1. and in Goal 2.A. above, the Commission uses advisory groups to provide input on networking and resource sharing issues and plans. The LiLI Steering Committee is an advisory group consisting of school, public and academic library leaders. To increase the capacity of libraries to participate in statewide networking and resource sharing, the Commission provides training in the use of LiLI services, develops and promotes pilot projects that model resource sharing, advocates for library networking projects, and administers grant funds to support statewide networking and resource sharing.

Outputs & Outcomes:

The state librarian is a member of the committee along with 5 academic, 5 public, and 3 school library directors. This 14 member committee meets quarterly with the Commission's staff to implement the LiLI action plan. A portion of the contract for LiLI-U's flat fee pricing structure provides reasonable costs for participating libraries. The results are that 115 libraries participated in LiLI U the first year. The result of the Commission's efforts to build the capacity of libraries in this area can be seen above in Goal 2.A.

Overall Impact:

Building on the strength of existing networking and resource sharing efforts and providing a framework for future cooperation that recognizes the diverse missions and strengths of its participants will occur as a result of the steering committee's work. Utilizing a representative steering committee insures buy-in from the greater library community.

Goal 3: Idaho libraries are recognized as valuable community and statewide resources.

LSTA priorities supported by this goal:

- 1. Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages; and*
- 4. Developing public and private partnerships with other agencies and community-based organizations.*

A. Promote and advocate for library programs and services statewide.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

In order to provide librarians with an evaluation tool for project development and to promote and advocate for their libraries, the Commission developed training and technical support for outcome-based evaluation (OBE). Activities for OBE training included designing and providing workshops throughout the state the first year. We contracted with a vendor for a follow-up session two years later.

Designing and conducting a conference on the future of Idaho's libraries was a second strategy used to accomplish this objective. A representative statewide planning committee was appointed to develop a process for engaging library staff from around the state in considering the future of library services in 2020.

Outputs & Outcomes:

An OBE training manual was developed by staff for the workshops presented around the state in 2003. The outcomes of the OBE training were met. The May 2004 follow-up survey showed an average of 47% of the attendees said they had used the OBE model to design programs and projects for their libraries. After the first training sessions, 40% said they could see the benefits of using OBE and that this model had changed the way they will develop library programs in the future. After the follow-up training, the indicator rose to 95%. For the FY2004 grant cycle, 5 of the 6 awarded grants (83%) identified outcomes for their projects.

For the futures conference, the 10 member steering committee held 3 meetings and designed a unique "Think Tank" which was attended by over 80 librarians. Evaluations from the conferences indicated that 89% of attendees rated it as excellent while the remaining 11% rated it as good. The steering committee developed the final 2020 Vision based on the input gathered from the Think Tank and other sessions held throughout the state.

Overall Impact:

Use of the OBE method to plan library services will produce strong, effective, and valuable library services. We hope that library leaders will be able to use the results to secure more support for the services.

A strategy that emerged from the 2020 Vision process was the creation of a team to act in a ‘crows nest’ capacity, searching for innovation, proposing and leading experiments and pilot projects, and discovering new opportunities. Members of this Special Project Library Action Team (SPLAT) meet face-to-face as well as virtually to work toward the 2020 Vision. We hope that the vision itself, “Idaho libraries are the nexus of global information, innovative services and community, enabling us to sustain our history, empower our present, and create our future,” will be a guiding force in the development of library services.

B. Heighten the profile of libraries within communities, in the state, and in the political arena.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

A strategy used to achieve this goal involves providing quality advocacy materials that promote programs and services supported by LSTA funds. Promotional agencies were identified and materials to heighten public awareness of statewide programs like LiLI and Read to Me were created. Materials were reviewed for appropriateness within allowable usages. Advocacy materials available on the web were up-dated. On-line surveys were administered. Training is another strategy employed. A workshop on word-of-mouth marketing (“grassroots”) was designed and presented.

Outputs & Outcomes:

In September 2006, 4 training sessions on techniques for implementing grassroots advocacy were held around the state with 115 children’s librarians and library directors attending. Participants were asked to rate on a scale of 1 (low) to 5 (high) their ability to utilize grassroots advocacy to strengthen youth services at their library. Before the training, only 7 (9.6%) of the 73 responding rated their abilities at 4 or 5. After the training, 61 (83.5%) rated their abilities at 4 or above. These responses address the outcome that librarians will learn how to market their programs and services.

Between November 1, 2004 and December 21, 2004 an on-line survey collected 332 responses from LiLI-D users. Survey results show the following:

- 45% (149) were 18 years of age or younger.
- 55% (182) were over 18 years of age.
- 68% identified their librarian as their major source of information about LiLI-D website.

- 19% (63) credited the LiLI-D promotional campaigns for their awareness of the website having learned about it from television, radio, newspaper ads as well as posters.
- 33% of respondents 24 years or younger learned about LiLI-D through the promotional campaigns.
- 66% were aware of the site for over a year.

Our feelings that our work with library staff is an important element of any of our program promotions are reinforced by these results.

For results from Read to Me, see Section III., the in-depth evaluation.

Overall Impact:

An ability to implement “grassroots” advocacy is a powerful tool to heighten libraries’ profiles. While word-of-mouth sounds like an easy enough method to implement, “grassroots” advocacy needs to be designed and implemented and then evaluated for its effectiveness. The knowledge gained from our survey on the LiLI-D media campaign will guide our efforts to design and implement promotions of other programs. Better promotions of library services will mean more citizens will know about the services available to them.

C. Build the capacity of libraries to improve their facilities.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

Although we did not have specific workshops designed specifically for helping libraries improve their facilities, we did experience some progress towards building their capacity to make this type of improvement. Staff from three different libraries used their building needs as their projects for the library management track held during the summer institutes. See Goal 3.D. below.

D. Collaborate with other agencies and groups that have goals consistent with those of the Idaho library community.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Strategies & Activities:

During the summers of 2004 and 2005, the Commission held Summer Institutes on library management. Library staff from all types of libraries in addition to public library trustees came together for a week at a local university to attend these sessions which stressed cooperation, collaboration, and communication. Project management skills were taught in order to help library staff develop and strengthen collaboration.

Outputs & Outcomes:

Attendance for the two years totaled 39 people from around the state. Of the 27 completing evaluations, 90% reported 4 or 5 on a scale of 1 (low) to 5 (high) when asked if new and useful information was presented. The desired outcome for increased collaboration and partnering efforts both locally and statewide was realized. From the follow-up surveys conducted two to three months after the institute, one school librarian reported being “out of the library media center” as a team leader in a district wide collaborative career pilot project for 8th graders. One attendee reported beginning to reach out to her community in partnerships with local businesses.

Overall Impact:

Increased cooperation and collaboration for improved library services will become part of standard management practices. Attendees reported the following results on the follow-up survey:

- “I learned to think of projects in terms of how they meet the expressed or probable needs of the user rather than in terms of my perspective of what would be good.”
- “Also, I don’t expect miracle results when we haven’t put enough time and effort into staff communication.”
- “The biggest change is that I now think that being ‘out and about’ from the library is actually helping our library grow and develop as a beneficial resource to our students and school.”
- “When faced with a situation in my library, I refer to the wide range of class notes I took at Summer Institute for the answers. I use the planning forms we received for most everything. They really help to keep the details straight and ensure that things get done in sequence and on time.”

E. Identify and take advantage of a wide variety of funding opportunities.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress toward this goal
- Did not work toward this goal

Note: Progress toward this objective/target is reported under Goal 1.C.

III. IN-DEPTH EVALUATIONS

Program Description:

Read to Me is an early literacy initiative which provides information, training, and resources for Idaho libraries and their community partners.



To reach the goal of all Idahoans having access to library services, the Idaho Commission for Libraries works with local public libraries through the Read to Me (RTM) initiative to build local libraries' capacity to reach more Idaho families and care givers with early literacy programs and services. Four specific outreach programs for public libraries are coordinated through Read to Me.

- First Book provides a book a month for 12 months to underserved children and workshops for families.
- Idaho Child Care Reads provides early literacy training for child care providers and a small set of children's books for those providers attending training.
- Jump Start kindergarten outreach provides public library information and resources for parents and a free paperback book for each child at registration in public schools. This program encourages parents of children registering for kindergarten to "Get a Jump Start on Reading @ Your Library."
- Bright Futures Summer Reading Outreach provides public libraries with resources to build their capacity to reach more children with summer reading programs. Libraries can participate in several outreach opportunities, which include:
 - 1) visiting schools to promote summer reading,
 - 2) (Read for Your Library) partnering with up to 3 schools to involve the principals, school librarians and parents in summer reading programs,
 - 3) partnering with community organizations to reach underserved children with summer reading programs, and
 - 4) forming a steering committee to build community support.

To participate in these programs, a public library must partner with a school or organization in the community who reaches the underserved population and make application for the services and resources.

In addition to outreach, two other components support the RTM program: professional development and public information.

- Professional Development activities increase awareness in the library community about the importance of the early years and the library's role in early literacy. Through collaborative training opportunities, local partnerships are developed or strengthened.

- Public Information efforts strengthen community outreach by providing professional quality resources (support materials and educational displays) that libraries could not afford on their own. Bilingual support materials convince Hispanic residents that the library cares about them. Through the statewide media campaigns, libraries are given new tools to use to inform policy makers about library services.

Activities and their outputs supporting the Read to Me initiative are as follows.

Fifty-eight libraries (includes branches) have participated over the past 10 years in these 3 outreach opportunities:

First Book (began in 1997)	
2004-05	12 libraries reached 670 underserved children and distributed 8,040 books
2005-06	7 libraries reached 484 underserved children and distributed 5,808 books
2006-07	9 libraries are reaching 700 children and are distributing approximately 8,400 books
Child Care Reads (began in 2002)	
2003	11 libraries trained 121 child care providers which impacted 600 children
2004	9 libraries trained 154 child care providers which impacted 2,332 children
2005	12 libraries trained 150 child care providers which impacted 750 children
2006	6 libraries trained 90 child care providers which impacted 800 children
Jump Start (began in 2005)	
2005	18 libraries visited 49 schools for kindergarten registration and reached 3,801 children
2006	33 libraries visited 65 schools for kindergarten registration and reached 3823 children

Summer Reading

The Commission has been a member of the Collaborative Summer Library Program since 1999. In 2004, we began emphasizing outreach as a part of summer reading activities. School Visits by public librarians market summer reading directly to children. Read for Your Library is an outreach program for school administrators, teachers, and school librarians. It encourages the school administrators to monitor the reading scores of children who attend Summer Reading. Steering Committees are an outreach opportunity for libraries to work with community members. Underserved Children is an outreach opportunity for public libraries to reach underserved children through partnerships with community organizations.

“Indicators of school library quality and public library use were significant predictors of reading comprehension scores. This supports, on a national level, previous findings at the state and international level, and is consistent with the many previous studies showing that free reading is a consistent predictor of reading ability and that libraries are a major

source of reading for children.” School Libraries, Public Libraries and the NAEP Reading Scores, Stephen D. Krashen, SMLR Online ALA.

<i>Year</i>	<i>Activities & Outputs</i>
2003	24,458 children registered for programs - baseline
2004	27,610 children registered for programs (a 13% increase over 2003)
School visits:	119 schools were visited by public librarians to promote summer reading
Bright Futures	media campaign begins
2005	36,620 children registered for programs (a 32% increase over 2004)
School visits:	169 schools were visited by public librarians to promote summer reading
Read for Your Library:	30 libraries partnered with 32 schools to support summer reading
2006	40,700 children registered for programs (11% increase over 2005 / 47% increase since 2004)
School visits:	212 schools were visited by public librarians to promote summer reading
Read for Your Library:	45 public libraries partnered with 66 schools to support summer reading
Steering Committees:	21 libraries established a Steering Committee
Underserved Children:	39 libraries distributed 5,000 free books during outreach programs

Idaho Family Reading Week

Idaho Family Reading Week was started ten years ago by the Idaho Commission for Libraries’ Read to Me program as an opportunity to raise awareness about the importance of reading aloud to children from birth on and to highlight the resources in public libraries for families. In 2006, the Idaho Commission for Libraries coordinated the delivery of a Curious George costume to 25 libraries (out of 42 who applied). These libraries then shared the costume with schools, daycares, and Head Start programs in their community as well as public libraries in neighboring communities during Idaho Family Reading Week. The Curious George storybook character who served as the Family Reading Week mascot was hugely successful. The Idaho Commission for Libraries estimated that 100 public and school libraries hosted family reading events. Many of these events were standing room only. Several libraries had to hold two events to accommodate overflow audiences. For evaluative comments from librarians and information about their programs see in the Attachments: 2006 Idaho Family Reading Week: Curiosity Begins @ Your Library.

2006 Idaho Family Reading Week

- Curious George mascot visited libraries, schools, day care centers and Head Start programs in more than 25 communities

- Governor James Risch signed a Family Reading Week Proclamation
- Every public library (140) received a Family Reading Week resource packet
- Over 100 libraries and schools hosted a family reading event
- The Idaho Commission for Libraries provided theme-related support materials for these events

El Día de los Niños

Since 2001, the Idaho Commission for Libraries has collaborated with the Idaho Commission on Hispanic Affairs, the Governor's Coordinating Council for Families and Children and others to bring El Día de los Niños to Idaho. In 2003, the Idaho Legislature passed a bill to make El Día de los Niños an official holiday. The Commission hosts a webpage with information and resources for El Día de los Niños. Libraries have been leaders in their communities to plan and implement El Día celebrations. At least 18 libraries have hosted celebrations in the past 3 years.

Evaluation Method:

In January 2007, an on-line survey was sent to all public library jurisdictions. The questions were designed by the Commission’s project coordinators in collaboration with our research librarian who conducted the survey, gathered the information, and produced the reports. Survey questions asked about early literacy services for family and care givers of young children and the methods by which those services are provided.

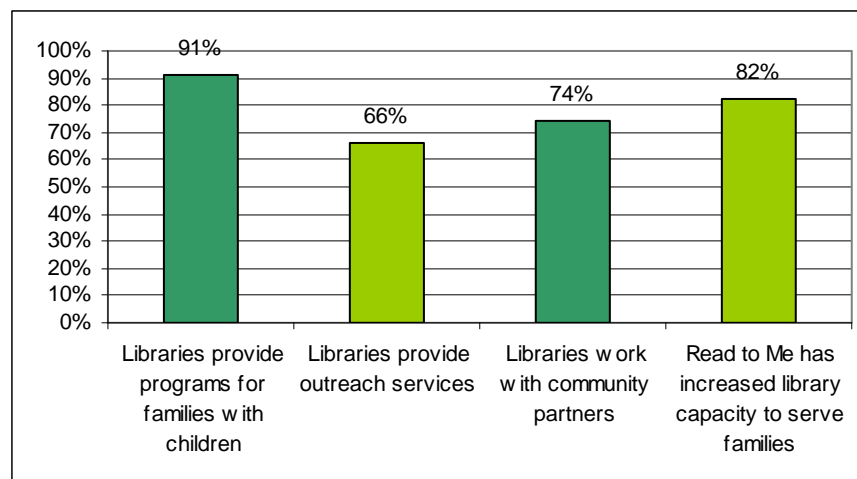
Four major service areas of the Read to Me program were included in the 2007 survey. They are:

- In-Library Programs and Services
- Outreach
- Collaboration/Partnerships
- Building Capacity

Evaluation Findings:

Eighty-six percent of 104 public library jurisdictions – 88 libraries - responded to the survey. Of these 88 libraries:

- 80 (91%) currently provide programs and/or services for families with children birth to age 8 on an ongoing basis.
- 58 (66%) currently provide some type of service/program on a regular basis outside the library.
- 65 (74%) have continually worked with community partners to provide services/programs for an underserved target audience.
- 72 (82%) said the Idaho Commission for Libraries’ Read to Me program increased their library’s capacity to serve families in their community.



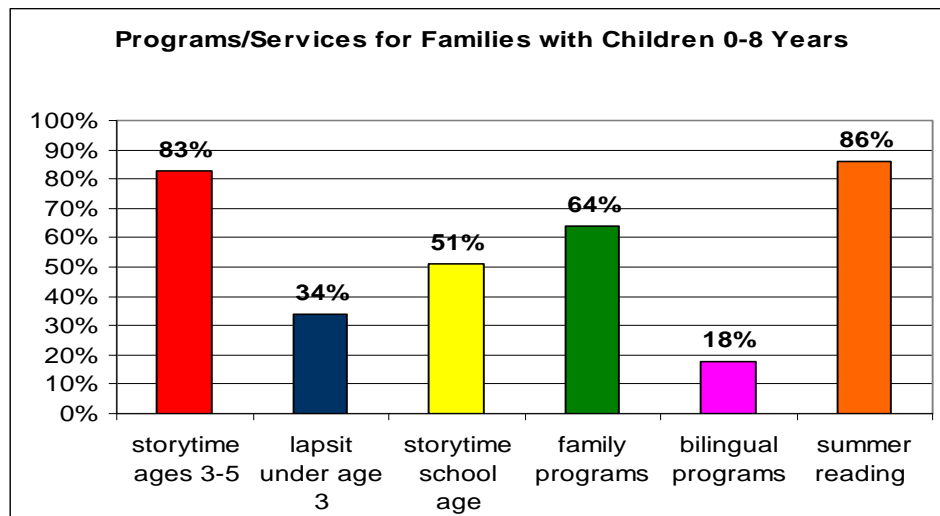
The survey also asked about specific services, programs, and aspects in each of the four major service areas. This information is as follows:

In Library Programs / Services

Does your library currently provide programs and/or services for families with children birth to age 8 on an ongoing basis?

80 libraries (91%) responded yes. Of those 80 libraries:

- 66 (83%) provide storytime programs designed for children ages 3-5
- 27 (34%) provide lapsit programs designed for children under age 3
- 41 (51%) provide storytime programs for elementary age – younger children welcome to attend
- 51 (64%) provide family programs, such as Family Reading Nights
- 14 (18%) provide bilingual programs for children and/or families
- 69 (86%) provide summer reading programs for underserved target audiences



Comments:

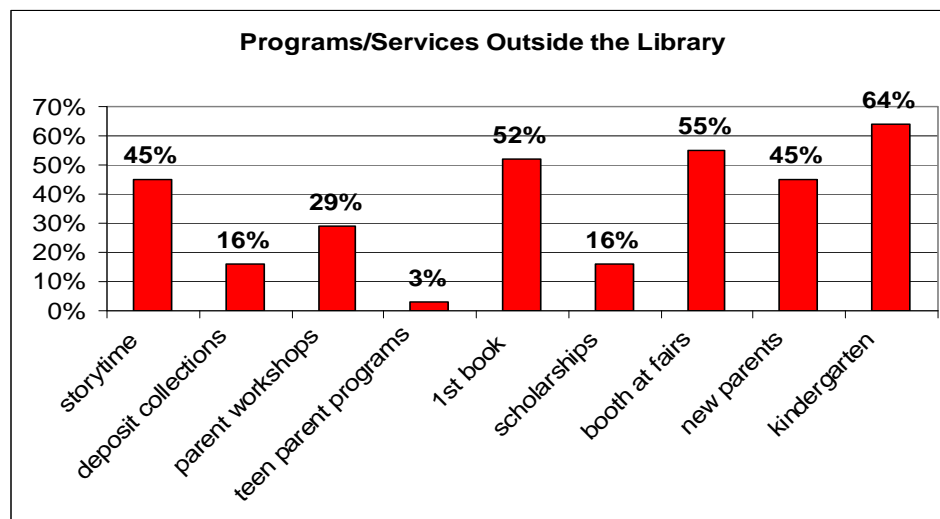
- We are starting a bilingual story hour to serve our Spanish speaking community.
- Homeschoolers' hour once a month for children ages 7-12 years
- The parenting class in the high school does a 6-week preschool where the students plan and use library materials to carry this out.

Outreach

Does your library currently provide some type of service/program on a regular basis outside the library?

58 libraries (66%) responded yes. Of those 58 libraries:

- 26 (45%) provide storytime/lapsit for Head Start, day care providers or similar groups
- 9 (16%) provide deposit collections
- 17 (29%) provide parent/caregiver workshop(s) on early literacy, reading, etc. (at least once a year)
- 2 (3%) provide teen parent programs
- 30 (52%) provide First Book or other book give away programs
- 9 (16%) provide scholarships for nonresident library cards for underserved target audience
- 32 (55%) sponsor information booths at fairs, conferences, etc. to promote reading
- 26 (45%) distribute library and reading information to new parents
- 37 (64%) provide information for kindergarten registration



Comments:

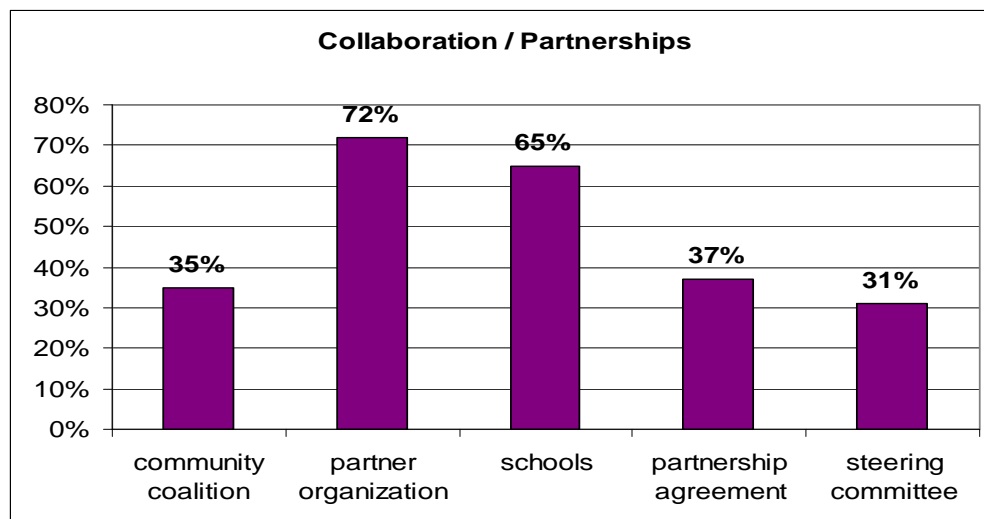
- Just prior to school beginning in the fall, we have a bus safety program for all those students who will be riding a school bus for the first time, we also invite all area kindergarten teachers. This includes a bus ride and practice safety getting in and off the bus, everyone is welcome to ride the bus. 73 attended last year!
- I did a talk at a Kiwanis luncheon promoting our Summer Reading program.

Collaboration/Partnerships

Has your library continually worked with any community partners to provide services/programs for an underserved target audience?

65 libraries (74%) responded yes. Of those 65 libraries:

- 23 (35%) participate in a community coalition focused on children/families/literacy
- 47 (72%) provide services/programs for a partner organization (example: Head Start, day care)
- 42 (65%) work with schools and/or serve on a school improvement team
- 24 (37%) have a partnership agreement/contract in place with a school or community agency
- 20 (31%) have formed a steering committee/advisory group comprised of members of the community



Comments:

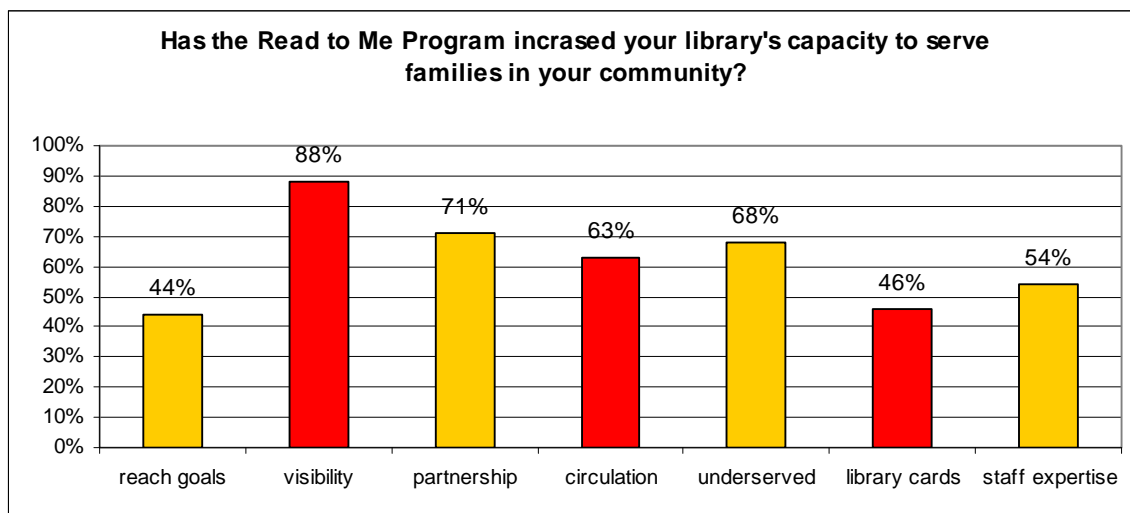
- We work with the area Rotary Clubs to promote literacy, also VISTA programs, Success by 6, and other organizations.
- Every year I do a year long program with the 4th thru 6th grades that helps fill in some of the areas that teachers have a hard time finding time to go into much depth or simply not in the curriculum. ... I use books from the library.

Building Capacity

Has the Idaho Commission for Libraries' Read to Me program increased your library's capacity to serve families in your community?

72 libraries (82%) responded yes. Of those 72 libraries:

- 32 (44%) said Read to Me helped the library reach a goal in its long range plan
- 63 (88%) said Read to Me helped increase the library's visibility in the community
- 51 (71%) said Read to Me helped the library form or strengthen a partnership with another organization or school in the community
- 45 (63%) said Read to Me helped the library increase circulation
- 49 (68%) said Read to Me helped the library reach underserved families
- 33 (46%) said Read to Me helped increase library cards
- 39 (54%) said Read to Me helped increase staff expertise



Selected comments from the evaluation are listed below. All the comments from the evaluation are found in the Attachments.

- Read to Me brought about huge changes in our library. I can't say thank you enough.
- The Read to Me program is an essential resource for Idaho's very young children and their families. The growing body of research continues to emphasize the critically important role parents play in their children's early learning and development. Without those fundamental emergent literacy skills, a child's potential success in school is seriously compromised
- Read to Me has a lot of wonderful programs. I've taken part in a couple of them and am now working with a community collaborative group in order to find ways to expand current library offerings (through Read to Me) and take advantage of other Read to Me programs. Thank you so much!
- I love the Read to Me program. It has allowed me to reach a wider audience with the reading message. We would not be able to present as many programs if it were not for your support. Thank you!

- Your incentive programs make it possible for those of us on a tight budget to give more books to more people. They are greatly appreciated. Thank you.
- Provided inspiration and ideas! Helped connect us with other libraries and librarians to learn and share from each other. Opened my eyes to what “serving the community” can mean for a library. I never would have taken programming and service OUT of the library, but now we are so glad to be doing it ... and the town appreciates the extra effort.
- The Read to Me program has provided a great boost to our library district. I credit the success of many of our outreach programs to Read to Me.
- I am very impressed how much \$ and effort is put into this project. Wow.

A significant advance in library services is the ongoing nature of the services provided. The libraries indicate that the current services are not just a one time occurrence. Providing some type of service outside of the library happens on a regular basis. The services for younger children are provided on an ongoing basis. They are also continuing to work with community partners to provide services or programs for an underserved target population.

As we work to build local libraries’ capacity to reach more Idaho families and care givers with early literacy programs and services, progress toward the vision is accomplished. The RTM program vision is for all parents and caregivers to nurture their children’s early literacy skills and for all children to develop as independent readers and become lifelong learners.

Idaho Commission for Libraries and the State Librarian have been asked to share their models and experience with other libraries and states through regional and national conferences including: the American Library Association in 2004, Chief Officers of State Library Agencies in 2005, and the Pacific Northwest Library Association in 2006. They also respond to request to share information through e-mail and telephone. The Read to Me website has a wealth of information available to anyone who visits: libraries.idaho.gov/readtome

The heavy outreach component in the Read to Me program has gone beyond just improving library services throughout the state. Librarians have reported the outreach activities have:

- Lowered barriers in communities related to race, culture, and socio-economic class.
- Created or strengthened community-wide coalitions.
- Increased the number of community partnerships.
- Gained recognition from the Governor’s Office.

While these results have advanced library services, their significance to the communities surpasses the benefits received by the library. They have provided a legacy to their communities through these services.

Challenges faced by the program and our ability to evaluate it long-term stem from the high turn-over rate in positions at the local libraries. Fewer libraries are also responding

to the surveys. We have had complaints from librarians about the number of surveys from a variety of sources being sent to them. Establishing consistent longitudinal information will remain a challenge.

The results of this in-depth evaluation show the great progress toward Goal 1.F. and its outcome.

- Goal 1: All Idahoans have access to library services.
- F: Build the capacity of libraries to enhance the literacy skills of people of all ages and that promote reading.
- Outcome: More libraries do provide early literacy information, programs, and services through outreach to at-risk families or children or to those who have difficulty using the library in their communities.

The increased participation of children in the Summer Reading program also indicates significant progress in achieving Goal 3.B.

- Goal 3: Idaho libraries are recognized as valuable community and statewide resources.
- B: Heighten the profile of libraries within communities, in the state, and in the political arena.

IV. PROGRESS IN SHOWING RESULTS

The Idaho Commission for Libraries continues to use outcome-based planning and evaluations where applicable. The outcomes measured are listed in Part II under their respective programs. The resources developed were covered in the state-wide training described in Goal 3.A. and in Section III the in-depth evaluation of our Read to Me program.

V. LESSONS LEARNED

This section of the report updates the observations made under “Lessons Learned” in our 5-year evaluation for 1998 - 2002.

To set the context, as this 5-year LSTA cycle began ICFL was experiencing a significant decrease in state funding. ICFL saw an 18.4% decrease in its state appropriations from FY2002 to FY2004. Recognizing that we could not continue doing more with less, in December of 2002 the ICFL Board narrowed the mission of the agency from “provides, promotes, and delivers library services . . .” to “assists libraries to build the capacity to better serve their clientele.” While discontinuing some services was difficult, this mission has enabled us to focus on library development and redirect resources from a variety of direct services to building the capacity of libraries. Because this mission is also consistent with the six priorities of LSTA, we were able to maintain our level of state expenditures and meet our match for the program.

A. PLANNING BASE

As reported in our previous 5-year evaluation, the information from our 1998 Futures Conference provided a very solid planning base, one from which we continued to operate through 2005. Because the futures planning process was so effective, we held another futures event in 2005 to update the Idaho library community’s vision for 2020 (see Goal 3.A. in Section II.). That conference also produced very useful discussion, discoveries, and insights, and a noticeably more somber view of the future of libraries. Participants left the conference understanding that as individual librarians and as a library community, we need to continue to learn and learn to deal with change more effectively.

One of the specific themes that emerged from the conference was service to digital natives, so in 2006 we held a statewide conference entitled “Emerging Library Services for Digital Natives” (see Goal 1.D. in Section II.). The 80+ librarians who participated left with creative ideas, a high level of enthusiasm, and committed to thinking differently and to change.

Reaching digital natives with library services, dealing with change, and keeping an eye on future trends will continue as major initiatives in our next 5-year plan.

B. DISTRICT PROJECTS

Supporting local communities in efforts to consolidate small libraries or to create library districts remains an important value for us. However, as stated in our previous 5-year evaluation, ICFL staff recognizes that we have no control over the outcome of local elections.

The resistance to additional property taxes is if anything stronger now than it was 5 years ago, in part because of rapidly increase property values in several parts of the state. As a result, interest in consolidation and district creation decreased during this LSTA cycle

(see Goal 1.A. in Section II.). After planning grants and demonstration district projects, of the 3 elections that were held, only one passed. According to our FSCS public library statistics, Idaho's unserved population was 13.7% in FY2002, compared to 12.6% in FY2005 – a decrease caused as much by population growth in served areas as by creation of new districts. We recognize that the current environment does not support a focus on creating new taxing districts; we still respond to requests for consulting help

C. NETWORKING

Support for the concept of resource sharing has grown dramatically since the previous 5-year evaluation was submitted. A pilot project to provide small public and school libraries with OCLC's cataloging and electronic interlibrary loan services successfully demonstrated the utility and feasibility of both. With endorsement from the LSTA Advisory Council and the Libraries Linking Idaho (LiLI) Steering Committee, ICFL established LiLI Unlimited and entered into a 3-year agreement for OCLC's group services (see Goal 2.A. in Section II.). The change in attitude is demonstrated by the number of smaller libraries that have expressed delight at being able to share their materials with others around the state. Several factors likely contributed to the change in attitude: a consistent and persistent message over years from ICFL that resource sharing is a public good, a service that is easy to learn and easy to use, and a service that saves staff time. School libraries, which historically have not offered interlibrary loan to their students, have the lowest level of participation, and will be a focus for LiLI-U training in our next 5-year plan.

Barriers still remain to the expansion of library networks in the state, with funding being an obvious one. Our concept of an anchor (larger) library to sustain a network remains in place. However we now have an example of a new consortium that began with a university library as the anchor for a special library, a school library, a small public library and the capacity to add members. (For complete details see in Attachments, LSTA Grant Project Peer Evaluation, Southwest Library Cooperative #T03351-00.) The school and public libraries later left the consortium because of the need to put their resources elsewhere. Another barrier that has emerged is the belief that participating in LiLI-U obviates the need to join a network. Consulting and continuing education addressing the potential services and benefits of networks will continue during the next 5-year period.

D. LITERACY AND READING PROGRAMS

We increased our efforts during this period to increase participation in our early literacy programs, with good results (see Section III. Results of In-Depth Evaluations.). Our collaboration with the First Lady's office continued through two changes in administration on a variety of Read to Me projects including Summer Reading, Family Reading Week, El Dia de los Ninos, and First Book. Once again, that collaboration did not translate into new state funding; the new Governor did not recommend our FY2008 request for ongoing state funds to expand Read to Me. The joint legislative budget committee expressed strong interest in the request, but ultimately decided against it. Our

next step will be to meet with several committee members to discuss what it might take to gain their support if we choose to submit the request for FY2009.

E. ADVOCACY

As projected in the previous evaluation, our advocacy efforts have been critical to the success of several LSTA-funded projects. Examples include the wildly successful 2006 Family Reading Week with appearances throughout the state by local dignitaries, celebrities, and Curious George (see in Attachments: 2006 Idaho Family Reading Week), the phased rollout of LiLI Unlimited to all types of libraries (see Goal 2.A. in Section II.), and the significant increase in children participation in local Summer Reading programs (see Section III. Results of In-Depth Evaluations).

We reviewed the job responsibilities of our state-funded Project Coordinator for advocacy, and re-classed it as a Library Consultant for advocacy. In addition to the statewide efforts mentioned above, she continues to consult with local library staff and supporters to help build their capacity for local advocacy. She also plays an important role in developing ICFL plans to reach the library community with information about training opportunities and benefits of programs such as LiLI Unlimited and Read to Me, and professional development opportunities such as the “Emerging Library Services for Digital Natives.”

F. CONTINUING EDUCATION AND CONSULTING

Continuing education and consulting remain our basic strategies for reaching the library community, and are closely inter-related. The continuing education program has changed in several ways during this time period. While we had a strategic plan for continuing library education (CLE) based on library community input, it was largely replaced by training and professional development events related to grant programs offered by the Bill and Melinda Gates Foundation and to our own emerging statewide programs, especially LiLI Unlimited and futures planning. We also took a break from our 15-year annual Summer Institute; in 2006, we transferred those LSTA funds and our staff resources to the Digital Natives conference. At the same time, our library consultant staff became more active in identifying CLE needs and in collaboratively designing CLE activities to meet them. Consequently, the role of the CE consultant has evolved from planner and implementer to coordinator and coach.

We made some progress during this period in working with school libraries through their participation in statewide programs. We have targeted school library personnel for additional training on the use of the LiLI databases, and are beginning a similar effort to increase school participation in LiLI Unlimited. We are also encouraging more school collaboration in local Summer Reading programs and in the Read to Me program in general. School library personnel continue to take advantage of our e-courses addressing basic library skills and youth services.

We have discarded the concept of a 3- or 5-year CLE plan in favor of balancing opportunities (such as the Gates Rural Sustainability project) with identifying just-in-time training and exploring the skills library staff and governing boards will need to deal with the rapidly changing environment in which they work. As the current CE consultant approaches retirement, we are challenged to define skills his successor will need to best implement the CE aspects of our current agency strategic plan.

Other issues we face include creating a sustainable school library development program, and trying to identify the best ways to create and deliver continuing library education.

G. LSTA ADMINISTRATION

Just in Time grant process.

VI. EVALUATION PROCESS

Who was involved	Methods	Cost
ICFL staff	<p>The Associate State Librarian responsible for the LSTA program and the Grants Contracts Officer developed the outline for the evaluation process and components.</p> <p>The Grants Contracts Officer compiled narratives and data from project reports, peer reviews, and the annual State Programs Reports for FY2003 – FY2005.</p> <p>Research librarian conducted on-line survey and compiled evaluative data of all public libraries in January 2007 for in-depth program evaluation.</p> <p>The Associate State Librarian wrote the evaluation narrative.</p>	No cost estimate
Sub-grantees	<p>Each sub-grantee submits a final project evaluation and summary that is to address the following:</p> <ul style="list-style-type: none"> • Have the project objectives been met? • How has the project improved library services? • Describe aspects of the project that worked well and those that did not go as planned. • What future actions will be taken? • Will this project be continued next year? If so, what is the funding source? 	16 sub-grant Final Project Evaluation and Summary reports; no cost estimate
Peer reviewers	<p>We continued using the Peer Review process for selected projects, contracting with a member of the Idaho library community to make a site visit, interview project participants, and make a written report. However, since we now schedule the Peer Review for 12 months after project completion to better identify results, only 2 have been completed on sub-grants under the 2003-2007 plan.</p>	\$781.21 (\$200 honorarium for each evaluator plus travel and per diem costs.)

ATTACHMENTS

- Virtual Reference Service Grant: Peer Evaluation
- LSTA Grant Project Peer Evaluation, Southwest Library Cooperative #T03351-00
- 2006 Idaho Family Reading Week: Curiosity Begins @ Your Library, November 12-18, 2006
- Read to Me Survey, January 2007
 - Comments
 - Library Contacts

Project Name: Virtual Reference Service
Project No.: T03352-00
Site Visit: September 27, 2005
Peer Evaluator: Wayne Gunter, Director
East Bonner County Library District

“Virtual Reference Service Grant: Peer Evaluation”

PROJECT OBJECTIVES

Realizing that people of Southwest Idaho had no access to materials collections and other information sources while libraries were closed evenings, on weekends, and during holidays, and also realizing that residents of this increasingly diverse and growing area of the state needed more convenient access to information even when libraries were open, representatives of Ada Community Library, Boise Public Library and Albertsons Library at Boise State University agreed to apply for a Library Services And Technology Act grant, in December 2002, that would partially fund a virtual reference pilot project to “provide real-time personal reference assistance via the Internet” twenty-four hours each day, seven days per week. An LSTA grant of \$45,028

was awarded to Boise Public Library in March 2003, with Vicki Kreimeyer as project director, and was matched by \$15,009 of local funding.

Additional objectives, more or less shared by participating libraries and listed in no significant order, included desires to:

- increase the visibility of libraries and their services,
- attract new library users,
- research, provide and use current and emerging technology resources in order to provide both basic and enhanced library services,
- decrease the turn around time experienced by patrons using e-mail reference service,
- provide expert assistance to area residents in selecting resources, performing searches, and locating materials and information more efficiently,
- better utilize electronic resources collections by exploiting virtual reference software features to assist in sharing databases with patrons,
- compensate for the lack of physical library locations, increasing service points and opportunities,
- network with other libraries and librarians,
- increase each library's staff knowledge base through a wider range of reference inquiries, use of new technology skills and tools, and cooperative sharing of library resources, and
- obtain experience in providing virtual reference service that could be shared with the larger Idaho library community, and that would create a model upon which other libraries could build.

The three specific objectives set out in the project application were:

- 1) increase each library's digital reference transactions by 20% above the 2002 (later changed to 2003) baseline totals,
- 2) ensure that 25% of virtual reference transactions would be from non-library users,
- 3) and, arrange for the attendance of 40 people at a virtual reference presentation in October 2003 at the ILA annual conference in Post Falls.

PROJECT METHOD

The first step in accomplishing this project was to form a network of Idaho libraries that would work together to provide virtual reference service. As stated earlier, the network included Ada Community Library, Boise Public Library and Albertsons Library at Boise State University. Each library calculated that this specialized service could meet identifiable needs of a portion of the 244,500 residents of their combined service areas. It was also estimated that as many as

545,640 persons living in and around Boise could potentially benefit from this project.

A thorough planning stage followed, during which the scope of service to be provided, extent of participation by network members, software and equipment needs, and project costs were determined. Requests for information (RFIs) were sent out to primary vendors of virtual reference software/service in September 2002, including LSSI, 24/7 and QuestionPoint. 24/7, at that time an independent consortium of over 300 libraries, would later be selected through the competitive bidding process because it was "most responsive" to network needs.

Upon successful completion of the LSTA grant application process and project funding, in March 2003, equipment (\$10,022) and software (\$2,737) were purchased that met all vendor recommended specifications. Three PCs with adequate memory, high operating speed, and 19"

monitors were purchased so that multiple windows could be opened and displayed all at the same time – an essential function. Three flat bed scanners were acquired so that librarians could copy information from books and send it to patrons via e-mail. Two cell phones were also purchased for mobility in accessing resources and so that librarians could communicate with patrons who wished to use virtual reference service, but who became disconnected from a session or who were reluctant to chat online.

Contained in the grant application narrative are the following technologies that project leaders wished to acquire.

- **live chat** (The use of a computer and Internet connection to communicate in real-time between two people by typing in a chat window.)
- **page push** (The ability to send web pages directly to a patron’s Internet web browser on their computer from the library’s Internet web browser.)
- **live links** (The ability to send a web site link to a patron in a live chat window, which allows the patron to click on the link and open the corresponding web page in the patron’s Internet web browser.)
- **co-browsing** (Controlling a patron’s Internet web browser while “taking” them to specific web sites and demonstrating search strategies and techniques.)
- **remote real-time training** (The ability of a staff member to connect with multiple computers in multiple locations and direct training using the features listed above.)

Live chat and page push would become the dominant methods for local librarians to provide information to virtual reference patrons. Co-browsing was found to be too cumbersome. Cell phones and scanners were seldom used.

Additional money was budgeted for license contracts, vendor provided training and training on new software (\$29,437), a publicity/marketing campaign (\$11,456) and a variety of miscellaneous expenses such as supplies, travel and attendance at workshops (\$6,385). A savings in the cost of license contracts (i.e., seats) provided funding for three project leaders to attend the Virtual Reference Desk Conference held in San Antonio, Texas in November 2003. This was a unique opportunity that allowed reference librarians from throughout the United States to meet and discuss their virtual reference experiences. It also provided reaffirmation that the Idaho network was “pretty well prepared” for its undertaking.

The services of a professional public relations firm had been acquired to help brand the new service with a recognizable name [AnswerXpress.com] and logo. Project personnel actually suggested the name, arranged for printing and distribution of informational materials, and conducted the overall promotional campaign. The variety of publicity resources used included:

- radio spots on Magic 93 (KZMG-FM)
- print advertising in the *Boise State University Arbiter*
- distribution of bookmarks, posters, and sticky notes imprinted with the AnswerXpress .com logo to Treasure Valley schools and Boise State University students
- articles published in the Idaho State Library Newsletter, and a feature article in the Idaho Statesman
- press releases to media outlets in the wider Boise area
- banners at kiosks at Boise State and marketing booths at Boise State University Student Union Building

Following formal training of forty reference staff members from all three libraries by 24/7 personnel, and numerous in-house practice sessions over a period of three months, the Virtual Reference Project was launched in Southwest Idaho in late January 2004 with thirty-five local service hours scheduled per week. No new employees were hired to provide this service. Based on staffing levels at each of the three participating libraries, Boise Public Library, Albertsons Library and Ada Community Library arranged coverage of the assigned hours at a ratio of 2:2:1, respectively. Coverage for the remaining 133 hours per week was purchased from 24/7 at a rate of \$6,000 for each bundle of 500 questions processed by the consortium. A decision by the network in July of 2004 to become a full partner in 24/7, and to provide personnel for ten hours of global coverage per week, eliminated the charge for question bundles.

In mid-March 2004, a full publicity campaign was launched targeting junior high through college age students in Southwest Idaho. This followed a survey of three focus groups – City of Boise employees, high school students and college students – that indicated students were the area residents most likely to use virtual reference.

After eight months of providing virtual reference service, as they had done in October 2003 in Post Falls, project leaders again shared their experiences with members of the Idaho Library Association, this time at the October 2004 annual conference in Boise. Other librarians were invited to study Southwest Idaho's project data and to consider joining the network. Possible futures for virtual reference service in Idaho were also proposed.

PROJECT RESULTS

Implementation of this project has made reference service available to anyone in Idaho, at any hour of the day or night, by accessing the AnswerXpress.com web page. Data collected at

the time of each reference transaction indicate the following results relative to the first two of three primary objectives.

Objective 1: Increase each library's digital reference transactions by 20% above the 2002 [actually 2003] baseline totals. Data include numbers for the period January-June 2003 and 2004. The targeted increase in digital reference was greatly exceeded.

	2003	2004	increase	
virtual reference				
Ada Community Library	0	201	---	
Boise Public Library	0	631	---	
Albertsons Library, BSU	0	173	---	
unknown or other	0	1,310	---	
TOTALS	0	2,315	---	
e-mail				
Ada Community Library	40	110	+175%	
Boise Public Library	937	1,050	+12%	
Albertsons Library, BSU	109	157	+44%	
unknown or other	0	0	---	
TOTALS	1,086	1,317	+21%	2: 25% of
Objective				
virtual reference	all digital reference			transactions will
Ada Community Library	40	311	+677%	
Boise Public Library	937	1,681	+79%	library users.
Albertsons Library, BSU	109	330	+203%	
unknown or other	0	1,310	---	whether of not
TOTALS	1,086	3,632	+234%	
be from non-				
To determine				
patrons were library users, people were asked if they had a library card				

on the intake form. It was not a required field. 15% of respondents said they did not have a library card, and 25.9% left the field blank. Project leaders feel that it is reasonable to infer that

a percentage of those leaving it blank did not have cards. They also express confidence that at least 25% of virtual reference clients were non-library users.

Objective 3: *40 people will attend a virtual reference presentation in October 2003 at the Idaho Library Association annual conference in Post Falls.* This target was exceeded by making more than one presentation to the library community in Idaho. These included:

ILA (2002) in Boise:	50 participants
ILA (2003) in Post Falls:	20 participants
ILA Region 3 (2004):	10 participants

An additional session was held at the ILA Conference in Boise in October 2004.

The heaviest use of virtual reference was by the student population of the service area and occurred during the school year. Customer feedback has assured network administrators that they have reached their student target audience and residents of Southwest Idaho.

10.5% identified themselves as college students
39% identified themselves as K-12 students
77% were identified by zip code data as being from SW Idaho

An ongoing publicity campaign, in both print and broadcast media, has guaranteed increased visibility for member libraries and their virtual reference service and is an essential component for growth and continuing success. It has been demonstrated that use spikes immediately following increased publicity.

Staffs from member libraries have found new opportunities to communicate and work more closely together. One example of this is a listserv created especially to affect improved communication among local reference librarians who provide virtual reference. Staff skills have also improved by embracing new technology and addressing the increased number and complexity of reference questions.

As a result of presentations to the larger Idaho community, three additional libraries have joined with initial member libraries to form an expanded network. They are the Burley Public Library, College of Southern Idaho Library and Twin Falls Public Library. It is reasonable to assume that still other libraries will join as the value of providing virtual reference service is realized and the annual expense, excluding personnel costs and the cost of publicity that are apt to vary from one library to another, drops. The current annual cost is reported to be from \$1,000 to \$1,300. This is an amount that may be affordable to all but the smallest of libraries.

PROJECT IMPACT

Perhaps most important, the Virtual Reference Project has increased the usefulness and value of libraries to residents of Idaho, some of whom indicated that they did not use traditional library services. Because access is not restricted to residents of Southwest Idaho, only, other libraries and patrons have connected with AnswerXpress.com and received full service. Since project librarians participate in a consortium that fields questions from clients throughout the United States, the usefulness and value of libraries is also demonstrated nationwide.

Until this project was undertaken, access to information housed in libraries throughout the state was cut off when doors were closed and locked. Real-time personal reference is now available via the Internet twenty-four hours each day, seven days per week. The groundwork has been completed for other libraries to participate and for a statewide system to develop. Inasmuch as people need help finding information – and the quality of response is maintained, it remains easy and convenient to use, and people know how to access it – there is likely to be a growing patronage for librarian assisted, remotely accessed virtual reference service.

In addition to the demands that providing virtual reference can place on local reference

librarians and on department or system administrators, libraries may want to consider the impact on human and financial resources of promoting the service. Decision makers must consider whether or not they have target audiences who will use online chat to get the information that they need, and if there is a large enough population base to justify the time, training and other expenditures that will be required. It is evident that such a target audience and population base exist in the Boise/Southwest Idaho region of the state.

PROJECT IN RETROSPECT – GRANTEE PERSPECTIVE

When asked to respond to:

“Which of the following statements best represents your perception of AnswerXpress.com virtual reference service?

- a) It is a vital service that meets the needs of many of our patrons.
- b) It is an important service that meets the needs of some of our patrons.
- c) It is a marginal service in search of patrons.
- d) It is an unimportant service that should be discontinued.”

nine of eleven persons interviewed on September 27 (see names listed under RESOURCES) selected “b,” one person indicated that his choice would be between “b” and “c,” and one person selected “c.” There appears to be consensus that sponsor libraries would like to see greater use of virtual reference by local patrons and are committed to the marketing process required to make that happen.

The following list outlines the challenges that project leaders had to overcome, or that they are currently addressing. Some are unique to the creation of the network. Others could be faced by libraries that plan to start, or join, a virtual reference service.

- a delay in requesting proposals for service while the City of Boise revised its RFP procedures

- the time required to make decisions among people from three different library systems
- difficulty scheduling joint training of 40 staff members from three different libraries
- a technology failure just as training was to begin
- the need for more practice time, provided to pairs of staff through a buddy system, after initial training by 24/7 (This delayed the service launch date.)
- delays in the design, printing and distribution of publicity materials that also delayed the service launch date
- a need to tailor publicity more to college age students in the target group, and not just to junior and senior high students
- less than 100% buy-in by the reference staffs of participating libraries
- insufficient service time so that reference librarians could hone and maintain their skills in providing virtual reference (This remains an ongoing problem in libraries with larger staffs.)
- difficulties that arise when there is not face-to-face communication between people
- a perception that patrons expect much faster, almost immediate, responses to their questions when engaged in chat
- technology issues, other new problems and the possibility of increased costs created by the merger of 24/7 with OCLC

Suggestions of things that could have been done differently and that may have made the process easier at one or more of the participating libraries, are:

- build consensus among staff and aim for full staff buy-in before starting the project,
- make staff training mandatory,

- and, identify reference staff members who are more comfortable with technology and the concept of virtual service, provide them with intensive training and service time, then gradually introduce and train the broader staff.

Staff buy-in is considered to be critical to the success of virtual reference service. The other suggestions are described as strategic questions for participating libraries to consider.

The next list outlines those things that went very well, in the opinion of project leaders, and include:

- Project leaders shared responsibility for all aspects of planning, developing, implementing and evaluating the project.
- Participating staff members from each library got to know one another and develop partnerships with their colleagues.
- The publicity campaign, targeting students and teachers, was very effective – especially at the K-12 grade levels. Response was significant.
- Each library acquired new equipment that improved communication and the sharing of information with patrons.
- Staff learned to communicate in a chat environment.
- Staff members learned to multi task in new ways with new technology and complex interfaces on the 24/7 service.
- Patrons have asked much more complex questions while using virtual reference and librarians have grown in their ability to answer such questions.
- A listserv was developed to assist communication among personnel participating in AnswerXpress.com.

- The local network is part of a national network dedicated to serving patrons who have an Internet connection, anytime and anywhere they want to be served.
- Hopes for the future of virtual reference service in Idaho include desires for:
- personnel to keep abreast of changes that occur within 24/7 / OCLC and to receive ongoing training,
 - more staff to become proficient in providing virtual reference service,
 - greater use of virtual reference, especially by local residents,
 - other Idaho libraries to join the network, and
 - the Idaho State Library to provide leadership and organization for the service statewide.

SUMMARY OF EVALUATION

The Virtual Reference Project demonstrates a natural progression in the use of technology to provide convenient information service to library patrons. If estimates are correct and over 40% of libraries in the United States currently provide digital reference service, then national trends appear to indicate a future for chat or virtual reference, at least until a better technology becomes available and affordable.

The hesitancy or inability of some people to use online chat, diminished communication that occurs when body language and inflection are not part of an exchange, and what may be a tendency for librarians to provide only information that is already available to patrons on the Internet in digital form, could be considered weaknesses of the service. These will be offset in the minds of many patrons, however, by more convenient and timely responses to their questions.

The Virtual Reference Project team has met its objectives, stayed within budget, and accomplished a great deal of work that has not only provided patrons of Southwest Idaho with digital information service, but has also created a well-managed network of six multi-size, multi-type libraries committed to resource sharing and improved access to information for library patrons by removing barriers of time, travel and place.

The project also serves as an example of how libraries can collaborate to meet Idaho's preferred future of "*continuous access and service to anyone, anywhere, any time,*" creating a "*boundary-less, organic network with uniform interface,*" and employing "*cutting edge technology, [as a] gateway to the world.*"

RESOURCES

- LSTA Fiscal Year 2003 Grant Application for virtual reference project
- product information from virtual reference software/service providers
- LSTA Grant Agreement No. T02354-00 & T03352-00 ("Virtual Reference Service")
- quarterly and final narrative reports for grant no. T03352-00
- letters of correspondence, memos and e-mail communications
- copies of marketing material
- various statistical reports
- presentations made by project committee members at the 2003 and 2004 Idaho Library Association "Fall" Conferences
- site visits to each of the three participating libraries, including the work areas from which virtual reference services are provided
- interview of Gloria Ostrander-Dykstra, interim director, and Melissa Kozel, reference librarian – Albertsons Library, Boise State University
- interview of project committee members: Teri Wear – Ada Community Library; Adrien Taylor and Elaine Watson – Albertsons Library, Boise State University; and, Ellen

Druckenbrod, Jim Jatkevicius, Vicki Kreimeyer and Glenna Rhodes – Boise Public Library

- interview of Mary Dewalt, director, and Laura McNew, reference librarian – Ada Community Library
- session logs from personal access to AnswerXpress.com

10-27-05

Wayne L. Gunter, Director
East Bonner County Library District

Date

LSTA Grant Project Peer Evaluation
Southwest Library Cooperative #TO3351-00

Evaluator: Dawn Wittman
September 8-9, 2005
Boise, Idaho

Parties Interviewed: Erin McCusker (Boise Basin Public Library); Marcia Beckwith (Library Supervisor, Boise Schools), Elizabeth Martin (Boise Basin Public Library), Tim Brown (Director, Albertsons Library/BSU, now retired), Janet Strong (Coordinator of User Services, Albertson Library)

Project Objectives:

This grant requested funds to purchase an automated library system that would allow Albertsons Library (BSU), Boise Public Schools, the Idaho State Library, and the Boise Basin Library District to develop a system that other libraries might join. The concept of a uniform interface would allow patrons to have access to combined bibliographic records of other member libraries and search through a single search engine to realize the Idaho Preferred Futures concept of “continuous access and service to anyone, anywhere, anytime”. This project was envisioned to be another step towards a state-wide automated system to facilitate resource sharing among north, southeast and southwest Idaho. The Endeavor software was chosen specifically to be in tune with libraries from VALNet, CIN, and Idaho State University to eventually seamlessly access each others’ catalogs and borrowing records.

The specific objectives were to provide:

- × up-to-date services to individual libraries
- × resource sharing among school, public, special and academic libraries in southwest Idaho
- × increase the capabilities of the libraries from the various regions of Idaho to communicate with southwest Idaho

- × increase staff knowledge for using a new automated system

Project Method:

Albertsons Library, Boise Basin Public Library, and the Boise School Libraries under the direction of Tim Brown, Erin McCusker, and Marcia Beckwith respectively, developed a proposal to begin the nucleus of a southwestern library cooperative. The automated system was selected on the basis of continuity with the northern Idaho and southeastern systems. Purchasing was accomplished through Albertsons Library; and a timeline for implementation and staff training were developed.

A server was purchased to house the software along with additional electrical work to accommodate the server with a UPS (uninterruptible power supply). Janet Strong prepared reports on a regular basis that were sent to Albertson Library staff and all other project participants. These reports listed activities, plans, timelines and other pertinent information. Discussions took place on whether or not to have a combined catalog or three distinct catalogs. A test database was received that included an online training module that staff and project participants were encouraged to review for both training and to spot problems. Training and orientation was scheduled and implemented at Endeavor Headquarters in Chicago. After this point, the project timeline began going awry due to the state of bibliographic catalog records and the amount of time involved preparing for database downloads and correcting records for both Boise Basin and the Boise Schools and timelines that were not met by Endeavor.

A grant extension was requested in the third quarter (January 2004) due to several delays including:

- × Late arrival of server to Albertsons Library and installation of UPS;

- × Extraction of records from GEAC (automation software being replaced at Albertsons Library)
- × Boise Schools began experiencing significant problems with extraction of their bibliographic records due to cataloging errors
- × Bibliographic record problems at Boise Basin Library
- × Delays from Endeavor in generating lists to facilitate catalog clean-up
- × Communication delays and lack of reasonably timed responses from Endeavor project managers

Another grant extension was requested in July 2004 due to the enormous amount of record cleanup and implementation procedures occurring at the Boise Schools and Boise Basin Public Library.

These grant extensions were accommodated and all participants appeared to be diligent in attempting to accomplish the implementation of this project. The Albertson Library staff spent countless hours working with both Boise Basin Library and the Boise Schools to help them get their records to the point they could be loaded into the Endeavor catalog. Additional staff was hired to work on the Boise Schools records but it was not possible to complete the project within the grant timeline.

Project Results

The objective of providing up-to-date services was partially met with the automated system purchased and made operational at the Albertsons Library and the Idaho State Library. The Albertsons Library and Idaho State Library staff are trained and successfully using the Endeavor software. Boise Basin Library withdrew from the project after their production load of records but before final implementation. Boise Schools catalog records were in such a state that they continued to need extensive clean-up and they too withdrew from the project. The hardware purchased for these two libraries was eventually returned to Albertsons Library in accordance with grant procedures. The database loads that had already taken place for Boise Basin Library were removed from the catalog.

The objective of improving resource sharing among different types of libraries was not met due to the withdrawal from the project of Boise Basin Public and the Boise Schools. Albertsons Library will be able to take advantage of seamless resource sharing among different types of libraries when Universal Borrowing (a module of Endeavor) is implemented with an expected timeline of 2006. [Note: Universal Borrowing is being implemented in the fall of 2005 with the Washington Idaho Network. It is anticipated that CIN and VALNet (northern Idaho) will participate in this project as it is both successfully and consecutively implemented; linking participating libraries from the north to the south.]

A system compatible with other systems in the State was purchased and implemented by Albertsons Library, but the ability to search other catalogs simultaneously has not been implemented.

The objective of increased staff knowledge for using a new automated system at Albertsons Library was successful due to extensive training done by BSU staff and the ongoing information and communication provided during the project. Boise Basin Library staff was extensively trained in cataloging procedures and the basics of circulation but withdrew from the project before implementation. Three Boise schools were chosen to begin implementing this project and the library staff at Lowell Elementary school was trained in cataloging as well as temporary help that was hired to upgrade the schools library item records.

Project Impacts

This project had some successes and a number of failures. Several people felt that the failure of this effort to begin a cooperative makes it much more difficult to propose the idea of a cooperative again in the future. One of the biggest disappointments in reviewing this project was Boise Basin Library pulling out of the grant. It appeared that the really hard parts of the project had been implemented....the cleaning up of records; catalog decisions; learning the terminology, circulation, and complexities of a new system. Yes, there was still work to do – training staff; learning the system administration, and training patrons. But if Boise Basin had stayed in, the nucleus of the project would have been protected and a model would be in place for other libraries to join. Albertsons Library staff was committed to helping them succeed. That being said, the Boise Basin Library staff put in many, many hours of work and there were other issues at stake for them (a looming building project and personal issues). They have continued with

their previous circulation system, Athena, and have upgraded their web presence due to participation in this grant. (<http://boisebasin.lib.id.us>)

The Boise School Libraries simply were not prepared for this project. Their schools have numerous circulation and catalog systems within the district; there was no reliability or standardization of bibliographic records with which to start and be successful. They choose three schools to begin implementation of this project, a high school, junior high, and an elementary and each of these schools used a different automated system. They will need to standardize their district libraries in order to share among themselves as well as other libraries within the state. The significance of this project for the Boise School Libraries may be that they are now more aware of what needs to be accomplished within their own libraries to provide not only resource sharing but adequate bibliographic records and resources for their own students.

The Project in Retrospect – Grantee perspective:

Elizabeth Martin, Director of Boise Basin Public at the time of this grant, stated there were really two issues in this project – the migration to a new automated system and beginning a new cooperative. She stated that experience migrating to a new system was a much larger undertaking than anticipated but gave them training to create bibliographic records that are now much more professionally done in a format that will facilitate resource sharing in the future. She stated they vastly underestimated the time commitment and amount of new information to be learned. As they worked with the new Endeavor system, they increasingly they it was not in the best interest to their patrons or their staff to proceed. They began to think that they were “giving

up a system that worked well and going to something that lacked practicality and was hard to learn and deal with". Ultimately, the Boise Basin Library Board of Trustees determined their staff did not have the knowledge or time to learn and handle the new sophisticated Endeavor system and that would lead to poor service for their patrons. Elizabeth stated the Board 'agonized' over the decision to withdraw from the grant as they still supported the global concept of being part of a cooperative and sharing their resources. The State Library suggested and was supportive of hiring John Hartung (Cooperative Information Network) as a consultant to help them finish the project, but a meeting with John and the Boise Basin Library Board never occurred. Elizabeth reiterated several times during our conversation how much she appreciated the "wonderful help" from Albertsons Library.

Marcia Beckwith, from the Boise School District states she is still committed to help a consortium come together and that she is supportive of the concept. She stated there were many issues in the Boise Schools needing resolution before this grant could have been successful – bibliographic records that needed to be completely re-created in a standard format; staff issues; fire-wall issues; no item inventory; lack of knowledge; and standardization of library systems among schools. She made the analogy that the "district needed a newer car and they got the space shuttle". But during our discussion it became clear they may not have been prepared district wide for even a new car. Her hope is that the school district will continue to upgrade their bibliographic records and form a district wide combined catalog. At this time, as a participant in LiLI Unlimited they are downloading the majority of their records from OCLC and sharing items through LiLI Interlibrary Loan. She feels the benefit of participation in this grant gave them the opportunity to upgrade their cataloging skills, developed helpful associations with

Albertsons Library staff and most importantly gave ammunition for the school district to be careful and consistent in creating their records. It gave the school librarians real data to use as information and examples for the district administrators. As was Elizabeth Martin, Marcia was very appreciative of the help from Albertsons Library.

Tim Brown, Albertsons College Director at the time of this project, feels that in order for a cooperative to work for the schools, there needs to be a strong advocate for education and he hopes the new Albertsons' College Director will continue to consider the creation of a consortium. He feels that the Boise school libraries are in too much of a state of disarray with a lack of administrative commitment to successfully partner with other libraries at this time. There were early concerns about the condition of the automated systems and bibliographic records in the schools and Albertsons staff spent hundreds of hours helping, encouraging, and evaluating initial data loads. Still, the schools were behind from the beginning. Albertsons Library assumed the responsibility to make migration to a new system work and didn't think the schools or Boise Basin Library would withdraw from the grant. Tim stated his disappointment that Boise Basin Library "bailed" without understanding it was the model of the consortia that was being damaged. Albertsons Library took the responsibility for training both their staff and those of Boise Basin Public and the Boise School libraries. They felt that investment in training was the only way to get the best use of the system. It was also stated that the BSU staff made the training go well and had a higher level of expertise than did the trainers from Endeavor.

Summary of Evaluation:

The idea to develop a Southwest Library Cooperative was founded in the desire to better serve patrons in the southwestern portion of Idaho. Both Erin McCusker and Tim Brown shared an early history of an aspiration to begin a library cooperative in the Southwest portion of Idaho to increase access and resources to a larger number of patrons. A Southwestern Idaho Library Cooperative (SILC) was discussed in 2000-2001 and it was hoped that Lynx and area schools could combine into a cooperative, but the disparate perceptions and goals of the various groups at that time made the idea unlikely.

Early in 2003, the concept of the Southwest Library Cooperative was again brought forward. A grant opportunity and the need for BSU to migrate to a new system made the timing advantageous along with willing partners in Boise Basin Public (BBPL) and the Boise schools. Members of the LiLI Board and the State Library who had a mutual vision of greater access and shared resources in the state also encouraged the Southwest Library Cooperative idea to proceed according to Tim Brown.

Albertsons Library, under the leadership of Tim Brown, was willing to take the lead in developing a Library Cooperative. Boise Basin Public Library (BBPL) with Erin McCusker as Director was invited to be a model for small library participation. Tom Olsen, at that time working with the Boise Public Schools, was an advocate for better service and cooperation for the school libraries. Within a short time, both Erin and Tom moved to other positions. Elizabeth Martin became director of BBPL and Marcia Beckwith took the lead as Library Supervisor for the Boise School District. These two individuals were in agreement that this was a good project and were willing to diligently work through the process. At the time of this interview, they both expressed they had reservations early in the project at its enormity and concern they would be

able to handle the project. Still, they felt it would be a wonderful thing for their patrons if it could be accomplished.

The documented communications to project participants and BSU staff were thorough and gave the reader a grasp of how the project was proceeding. It was very interesting to follow the progress of this grant with its initial enthusiasm, through the persistent diligence, frustrations, and finally, the disappointment. Clearly in hindsight it is easy to make the judgment that BBPL was much too small of a library to take on such a large project, even with the Herculean help of Albertsons Library; and neither the Boise School District libraries catalog records nor administrative support were realistically ready to make a migration to a central system. In a nutshell, this was a good idea with willing partners but it was a larger project both in time and effort than was anticipated.

If this project were to be done again, the partners would need to be examined carefully to ascertain what they may be capable of, what resources are available to them, and their level of commitment to the project. Albertsons Library should be proud of their effort to promote the idea of a southwestern cooperative. According to both Elizabeth Martin (BBPL) and Marcia Beckwith (Boise Schools) they had strong support from Albertsons Library but not enough support from their own administrations to give what was needed to make this project successful.

Participants made a noble effort to create a successful Southwest Library Cooperative, but ultimately it didn't work. Not because of a lack of effort, but because of lack of expertise, lack of resources and preparedness, and lack of administrative support from the two smaller library systems.

2006 Idaho Family Reading Week: Curiosity Begins @ Your Library November 12–18, 2006



-
- Curious George mascot visited libraries, schools, day care centers and Head Start programs in more than 25 communities
 - Governor James Risch signed a Family Reading Week Proclamation
 - Every public library (140) received a Family Reading Week resource packet
 - Over 100 libraries and schools hosted a family reading event
 - The Idaho Commission for Libraries provided theme-related support materials for these events

Parents are so important in helping their children become readers---beginning at birth. Idaho’s public libraries have storyhours for all ages, staff with early literacy expertise, and great books and other materials to help parents raise readers. Idaho Family Reading Week is a great time for families to come to the library and see all that is offered. “There is no better place to satisfy your curiosity,” Idaho State Librarian Ann Joslin says. “We know Idaho children have curious minds and they will enjoy exploring books and other activities at their library, not only during Family Reading Week, but all year long.”

Idaho Family Reading Week was started ten years ago by the Idaho Commission for Libraries’ Read to Me program as an opportunity to raise awareness about the importance of reading aloud to children from birth on and to highlight the resources in public libraries for families. In 2006, the Idaho Commission for Libraries coordinated the delivery of a Curious George costume to 25 libraries (out of 42 who applied). These libraries then shared the costume with schools, daycares, and Head Start programs in their community as well as public libraries in neighboring communities during Idaho Family Reading Week. The Curious George storybook character who served as the Family Reading Week mascot was hugely successful. The Idaho Commission for Libraries estimated that 100 public and school libraries hosted family reading events. Many of these events were standing room only. Several libraries had to hold two events to accommodate overflow audiences.



Bear Lake County District Library – Montpelier

Mary Nate from Bear Lake County District Library in Montpelier called to tell us about the library's successful event on Monday evening. Three hundred and fifty people attended their Family Reading Night. Participants were greeted by Curious George and then went to four activity stations. At each station, they earned a sticker. When they had all four stickers they could sign up for door prizes and received rulers, door hangers and white boards. Bear Lake also took Curious George to all the schools this week and they will be sharing the costumer with the Soda Springs Public Library.

Hailey Public Library

Ann Tabler, director of the **Hailey Public Library** sent us this report: "While we didn't have Curious George (in person), we have had a fun Family Reads Week. On Tuesday evening, November 14, we had an open house with a holiday cookie bake-off, crafts for the kids (turkey hats) and a Book Walk (like a cake walk but the prizes were donated books). Today [Wednesday] we had a special story time with Curious George as a theme complete with mini banana muffins, a Curious George video, and stories by our own Leann Gelskey, Children's Librarian Extraordinaire. It has been a very fun week and we have had many new families join the library as a result."

Payette Public Library



Payette Public Library Director Colleen Bonnell said, "Curious George and the Man with the Yellow Hat (Mayor Doug Henderson -- featured in the photo at left) were at the Payette Public Library Monday, Nov. 13. We lost count at over 159 people (kids and adults). The mayor read *Curious George Visits the Library* and then Curious George hung out with the children and adults and took pictures and received a lot of hugs and loving."

Garden City Public Library



Garden City Library director Lisa Zeiter shared: "[Last night] was the BIGGEST party we have ever had at our library. Impossible to count heads... We served over 250 banana splits and many MANY of the guests skipped the ice cream to spend more time with Curious George and the Man in the Yellow Hat! Promise to get you some pictures soon. My Oh My!" **Melody Sky Eisler** (pictured to the left of George), Youth Services/Outreach Coordinator at the **Garden City Library**, said they had around 400 people attend their



event! "We had a banana split party and the man with the yellow hat joined Curious George."

McCall Public Library and Cascade Public Library



McCall Public Library Children's Librarian **Meg Lojek** said, "We have been having SO much fun with Curious George! We visited three daycares and four classrooms yesterday and had an evening family event last night. Curious George travels to **Cascade Public Library** tonight. Finally, we'll have it at preschool storytime tomorrow! Lots of mileage out of it, lots of good PR, and lots of smiles!" He's in front of the elementary school at the left and working the storyhour crowd with Meg at the right.



Lewiston Public Library



Heather Stout from **Lewiston Public Library** said Curious George enjoyed his visit at their library too. (see photo at left). "We're having a great time with this. Heather (pictured right with George), sent some great photos and this report: "For several years now, Lewiston City Library, as a member of



the Lewis Clark Coalition for Families and Youth, has participated in the annual 'Winter Spirit' lighting of trees in Locomotive Park. It is quite an undertaking, as volunteers string lights for four weekends prior to the event. Entertainment is provided by local singing and dancing groups and when it gets really dark, the Director of the Chamber of Commerce throws the switch and the entire park is illuminated. It is really awesome to see!! Also, that night (Nov 16) the Coalition provides wooden stars for children and families to decorate and they are hung up in the trees for the duration of the holidays." The photo at the right shows a dad and his daughter decorating a star for the tree. "Although we



do not charge families, donations of food for the YWCA and books for Operation Wish Book are encouraged. This year we took Curious George to the event and everyone LOVED him," Heather said.

Boise Public Library

Governor and Mrs. Risch were special guest readers at **Boise Public Library's** "Dinner and a Book" family reading event on Wednesday night. One hundred people signed up to attend.

Pizza, ice cream, and stories were served to the families. Curious George also made an appearance.

Eastern Owyhee County District Library – Grand View



Eastern Owyhee County District Library Director **Kathy Chick** sent some great photos of their event. “About 80 people showed up -- most of them children. We had crafts, games, banana splits, and banana bread. Stories were read and we watched a clip from the movie. Everyone loved Curious George,” Kathy said. We loved the photo of the baby (above) and the one on the left with the dad and his children. Thanks Kathy!

Kuna District Library



The **Kuna Library District** hosted 525 people for their Family Reading Night! Library Director **Anne Hankins** handled the crowd, which was much larger than expected, by having two performances as well as doing some picture taking with Curious George in the lobby! The photo at left shows Anne Hankins (left) and Administrative Assistant **Lorna Thorne** (to the right of Curious George) with Lorna's granddaughter Haylie Torrey. The trio attended the proclamation signing at the Governor's Office the day before their big event.

“Everyone was very patient. Thank goodness!” Anne said. Current and former board members, as well as Friends of the Library members, went through 14 gallons of ice cream and huge quantities of bananas making banana splits for everyone. Special guests included the mayor of Kuna, as well as a representative from the Governor's office. “My board was in tears because they were so grateful the community would be behind such an event.”

Ann reports the library issued 50 brand new library cards during the week. “Curious George was busy getting hugs all week. He attended 15 programs at the library from Monday through Thursday,” she said.

The Kuna Library staff performed special Curious George songs for the event and their library programs. “We had so much fun! I can't get that song out of my head. The staff is already forming a ‘Jingle Bell Chorus’ to perform when Santa comes in December. I am regrouping my thoughts on crowd control, however. Maybe we'll offer special programs two different times or on a Saturday,” she said.

Ada Community Library – Boise and Star

The **Ada Community Library and Star Branch Library** posted photos on the library's Flickr account at <http://www.flickr.com/photos/adalib/>. "The Curious George events were a big hit at both our libraries," Dylan Baker said. Click to see some great photos!

Portneuf District Library – Chubbuck

Heidi Arzola, youth services librarian at the **Portneuf District Library**, said, "Our Family Night during Idaho Family Reading Week was a huge success. We had over 100 families attend!" Heidi said they partnered with Success by 6, Family Services Alliance and the Family Resource Center. "We had activity stations, stories with Curious George and banana treats. We gave away a book to each family who attended and gave away over 100 books! We figure nearly 300 people came by the library that night to help celebrate Family Night. Curious George was a huge hit. We also took George to five Head Start and Kindergarten classrooms and shared Curious George with two local elementary schools that celebrated with their literacy events. What great fun. We don't want Curious George to leave!"

West Bonner Library District – Priest River

Katie Crill, director of the **West Bonner Library District**, also shared photos of their event. "What a blast we had! The East Bonner Library shared George with us so we had our event last Saturday, with George riding on a fire truck, sirens blaring. Curious George stories with special guest readers (see the chief in the photo at the left), crafts, lots of prize drawings (including blow up monkeys that decorated the library



all week and the biggie...a Curious George DVD) and ...banana splits. The kids loved it, and we got tons of good feedback. Tonight I am headed to the Blanchard branch to read Curious George stories, draw prizes and serve banana splits for a Family Reading Night. No big monkey tonight, but the kids at both our elementary schools got a surprise visit from George at their recesses on Monday before he had to leave for Sandpoint," Katie said.

Clark Fork Branch, East Bonner County Free Library District

Diane Newcomer, branch manager of the **Clark Fork Branch of the East Bonner County Free Library District** said Curious George made a visit to the kindergarten and first grade at the Hope School, then he went on to see the kids at the preschool, with brief stops between to get out of the head and cool off! "At 1 p.m. he was at the Clark Fork library for storytime. The best part of

that was Kobe, age 4 and a very avid Curious George fan, didn't notice that his mother was not in the library (she works here). Gee, I wonder where she was?" Diane said.

Read to Me Survey
January 2007
Comments

In Library Programs / Services
Elementary Age programs on different subjects such as art, science, animals, games, robots. The subjects change every season (fall, spring/winter, summer. Preschool Art, Music and Movement, afterschool math/science activities
We are starting a Bilingual story hour to serve our Spanish speaking community
I am employed through the Benewah County extension program, Parents as Teachers and work part time in the library and part time as parent educator. This enables me to do outreach work in early literacy.
Every other week we go to Headstart for story time and an activity, twice yearly attend their Family Night, we also go to 7 of the area Day Care facility for story time and a craft. Twice monthly we bring books to those long time patrons and others living in the restorium.
The Burley Library currently has a goal of providing an after-school program once per month. Also, we generally consider special children's programming for exhibits, etc.
Weekly teen programs and other single, special events.
Puppet shows, cooking & knitting classes, craft programs, and one-time (yearly) special programs. NOTE: the next question: the storytime programs were started more than 3 years ago, whereas, the just listed programs were started in the past 3 months.
Family oriented story time each Monday, designed for a range of ages.
Teddy tales, a once a month nighttime story for a range of ages.
Summer reading: morning session for preschoolers and afternoon for school age children. Teens volunteer and help with both groups.
Let's Talk About It
Storytime for 4-6 year-olds
monthly reading and activity with 2 kindergarten classes
Books and Babies targeting birth to 24 months
The Lapsit Program begins in January on a trial base.
I visit a local day care weekly with stories and crafts.
Outreach services to area daycare. Also, provide a special storytime for special needs families.
Many other programs like: televised story hour, creative corner, special programs on many topics, and other things
Bi-monthly travel to two daycares with small collections of books. Read a book, and leave 20 books until the next visit. We are starting a "music and movement" story time for ages 1-3.
therapy dog reading programs
Art after School for children grades 1-5, once monthly.
Summer reading for 4 year olds through 5th grade.
Above held in conjunction with Oakley Elementary School
We also offer many young adult programs and sometimes adult programming.
homeschooler's hour once a month for children ages 7 - 12 years
Working with elem. schools and Head Start Programs.
The parenting class in the high school does a 6 week preschool where the students plan and use library materials to carry this out. The program is for children ages 3 - 5.
Bookmobile visits elementary school Kinder. and Pre-school with weekly story time. At all elementary schools in the district

Idaho State Plan Evaluation

Read'n'Feed for School kids, Monthly visits from school students
We have a summer reading program but it isn't specifically for an underserved target audience
Rhyme Time all ages, Traditional storytime all ages, Kids, Books, Crafts k-6th, Teen Advisory Board 6th - 12th, Summer Reading for all ages
Summer reading program for K-6th gr.
Outreach
Distribution about library services at area elementary schools-usually before summer reading or at special events at the schools.
Day Care
Just prior to school beginning in the Fall, we have a Bus Safety program for all those students who will be riding a school bus for the first time, we also invite all area kindergaten teachers. This includes a bus ride and practice safely gettin into and off the bus, everyone is welcome to ride the bus. 73 attended last year!
Summer Reading is held outside the library at the local city park.
We provide regular programs to local schools, daycares, and other organizations, within the library
We have a book in bag program, where the bags are taken to the day care used by the pre-school children. Also for the kindergarden children in the gradeschool Also the Library and Friends of library do a book in bag at Christmas time, book, bookmark, other information and it is given out when they have the Santa Claus at teh school.
We participated in the First Book program and are still doing free books to the Head Start children but it hasn't been on a very regular schedule
Outreach services have not been provided; children's staff has only been a part of the library since March 2006. However, promotion of summer reading has been brought to the school during the summer of 2006.
Parent Workshop at Head Start Parent Mtg.
Our Youth Services Coordinator will be going to the school and doing book talks to the elementary classes monthly.
all our programs take place outside the library due to space constraints. our occupancy is 7.5 persons
Boomerang Program, School partnerships
We gave away books on the parade route to each family instead of candy this year.
I did a talk at a Kiwanis luncheon promoting our Summer Reading Program.
Other Boof Give Away Program: RIF book give away at YWCA Homeless Shelter After School Program
In the past, we have done First Book, done a monthly StoryTime at a bilingual preschool in one of the elementary schools, and had booths at fairs. The library provides ongoing library and reading information in-house to new parents.
Portable library services in our Book Wagon to the parks, schools, Indian reservation, and other places
The last 2 years have done kindergarten information
Usually hand out information at elementary school fall open houses
We have donated large print books to the nursing homes and the senior citizen centers.
provides library information to ECLC(partner organization) & school
We visit Head Start, day cares, and the Kindercenter and do storytimes but not on a regular basis
School visits to promote library use.
Provide books for Lemhi After School Program
Supply books to be checked out by low income, handicapped or senior citizens at their place of residence - Silver Hills Apartments.
Let's Talk About It
Weekly Story Times at school summer lunch program

Collaboration
Partners with the school district and Benewah County Parents as Teachers.
Migrant Program
GED with East Idaho Technical College
While we have not done so continually, we frequently do partner with PAT, ICARE, and the Harding Family Center to provide special programs, such as parent literacy workshops
The following question does not give the option of NO collaboration/partnership activities... but demands an answer... therefore, NOT SURE was selected. However, the Library does receive support from local businesses for the Summer Reading program (which would reach a number of underserved children).
migrant children with summerschool and low IRI
Our steering committee is an informal group that has changed over the last few years.
I am looking at teaming up with the Foster Parent program at CSI as well as the Twin Falls Migrant Council.
Our collaboration with the school district is long-term, but they are an unofficial "community partner."
We work with the area rotary clubs to promote literacy, also VISTA programs, Success by 6, and other organizations
Every year I do a year long program with the 4th thru 6th grades that helps fill in some of the areas that teachers have a hard time finding time to go into much depth, or simply not in the curriculum. We have done time travel history, America the beautiful, Inventors, explorers, and this year we are doing Humanities. I use books from the library and display others. We do projects using the internet for timeline projects and at the end of the year they make a book about everything and everyone we have learned about. They make their own covers and they love it, and the teachers love it too.
check spelling error coalition, not collation
Presentation at Idaho Community Action Network Local Meeting
Capacity
Provided valuable informational materials that we would not have been able to create ourselves.
The Commission's Read to Me Program is an essential resource for Idaho's very young children and their families. The growing body of research continues to emphasize the critically important role parents play in their children's early learning and development. Without those fundamental emergent literacy skills, a child's potential success in school is seriously compromised without intensive, expensive remedial intervention that may or may not be successful in eliminating the stigma of failure from the child's point of view.
Reading is, and always will be, an adult issue: children need informed parents, grandparents, and every other adult in their lives to be aware of children's needs in learning as well as health, etc. America's appallingly poor standing in adult literacy will not change unless a larger investment is made at the national, state, and local levels to promote family literacy.
Provided inspiration and ideas!
Helped connect us with other libraries and librarians to learn and share from each other.
Opened my eyes to what "serving the community" can mean for a library. I never would have taken programming and service OUT of the library, but now we are so glad to be doing it...and the town appreciates the extra effort.
Gave us ideas for serving children; encouraged and helped with summer reading information
Provided materials free which have been used in above programs.
The Idaho Commission for Libraries has been instrumental in providing support services and tools for our library to form partnerships and offer books to the underserved population. It also provides many opportunities for library staff to increase their knowledge and provide better service as well as ideas that can be used to better the library. The Idaho Commission for Libraries also provides training that brings Idaho libraries together to collaborate and come up with better services. The support materials (books, bookmarks, grants) that the Idaho Commission for Libraries provides is so helpful. We could not provide many of our services without these materials. Peggy, Stephanie and all of the staff that I have worked with are a joy to work with and provide professional, helpful information on a regular basis.

Idaho State Plan Evaluation

Program Idea Resources
Additional comments
For the in Library Programs/Services: I was unable to state when they were established because each program started at different times.
As I have said before, Read to Me brought about huge changes in our library. I can't say thank you enough. Harriet Newlin
Things are going beautifully here!
With the resources and training the Read to Me program provides we have been able to increase our visibility, and raise awareness of the importance of reading and libraries in our community.
Continued from column J: Public libraries are in the perfect position to promote family literacy programs - as proven reliable and accessible community based entities, especially for very young children & their families. The Curious George theme and costume was a big hit with all the schools we went to, especially for the 2nd and 3rd graders. We are going to use the same idea next year but with a "Cat in the Hat" theme.
We have a very small space for programs and serve a very small community so sometimes our attendance is quite small no matter how much we publicity we do. The weather here also contributes to a low attendance when it is cold. Hopefully we will have more space and will try harder to utilize the Read to Me program more. Thank you Marilyn
I receive many new and great ideas from the workshops that the Read to Me staff at the Idaho Commission for Libraries gives. They encourage me with activities that I undertake.
The Eagle Public Library will be incorporating the Read to Me program into its "training." It was instrumental in building a strong program(s) at the Garden City Library and should also be a positive force at the Eagle Library. There are not any Head Start programs in the Eagle area so the main thrust would be directed towards the local daycares. However, this is not scheduled to happen until the next fiscal year.
Read-to-Me has a lot of wonderful programs. I've taken part in a couple of them and am now working with a community collaborative group in order to find ways to expand current library offerings (through Read-to-Me) and take advantage of other Read-to-Me programs. Thank you so much!
We would like to sign up for the Read to Me program. We aren't currently enrolled.
I love the Read to Me program. It has allowed me to reach a wider audience with the reading message. We would not be able to present as many programs if it were not for your suport. Thank you!
Your incentive programs make it possible for those of us on a tight budget to give more books to more people. They are greatly appreciated. Thank You.
We appreciate the support of the Idaho Commission for Libraries, and the support we receive with the programs. We would not be able to offer so much to our patrons without the Idaho Commission for Libraries. Thank you!!!!!!!!!!!!!!
The Read-To-Me materials are essential to our "Books for Babies" outreach program to local hospitals. We appreciate this service very much--as do our new parents!
Why do I have to answer when it was started when we do not do it?
Thank you for a very well-run program.
I have gained so much from this program. It makes me better at what I do. I see effects in the lives of children.
Too many requirements, such as this survey
We appreciate all you do Idaho libraries
Fabulous Program - Thank you for the resources available.
I am a new hire. Would you send me some info on the program? Thanks.
Would like to offer a storytime to the Mothers of Preschoolers at their meetings.
The Read to Me Program has provided a great boost to our library district. I credit the success of many of our our-reach programs to Read To Me. The our library district is very spread out and rural. The Read to Me program has provided a resource for development of such programs and has enable the library district to reach many children in need of library services in the non-traditional programs. Our visibility in the communities we serve has also been a great asset in providing quality service to the library patrons.
Thanks for all you do and the incentives are great!!!!!!!!!!!!!!

I am very impressed how much \$ and effort is put into this project. Wow.

Read to Me Survey
January 2007
Library Contacts

Library	Person answering survey	Title	Telephone	E-mail
Aberdeen District Library	Stephanie Adamson	Director	208-397-4427	ablib@dcdi.net
Ada Community Library	Amanda Pittman	Youth Services Department Manager	208-362-0181 ext 2	pittman@adali
American Falls District Library	Harriet Newlin	Library Director	208-226-2335	amlibrary@cab
Armorial Tuttle Public Library	Talya Nay	Director	208-278-5338	npl@cableone
Bear Lake County Library	Mary Nate	Director	208-847-1664	blkcolib@dcdi
Bellevue Public Library	Patty Gilman	Director	208-788-2128	bellevuelibrary
Benewah County District library-Fernwood	Joanne O'Dwyer	Librarian	245-4883	readers@cpcir
Blackfoot Public Library	Plate Lyman	Library Director	208-785-8628	blackft@ida.ne
Boise Basin Library District	Marcy Rowe	Director	(208) 392-4558	director@boise
Boise Public Library	Azam Houle	Youth Services Librarian	(208)384-4200	ahoule@cityoff
Boundary County Library	Sam Wallace	adult and children's program coordinator	208/267-3750	samwall@cold
Buhl Public Library	Louise Nofziger	Director Children's Services	208-543-6500	lounof@otmail
Burley Public Library	Julie Woodford	Director	(208) 878-7708	library@bplibra
Caldwell Public Library	Elaine Leppert	Director	459-3242	caldwelldirecto
Camas County Public Library	Marilyn Ballard	Director	208-764-2553	camaslibrary@
Cambridge Community Library	Nina Hawkins	Director	208-257-3434	cambplib@ctcv
Cascade Public Library	Robin Mayfield	Director	208 382 4757	casclib@frontie
Challis Public Library	Sandy Cates		208-879-4267	cpl@custertel.
CLARKIA DISTRICT LIBRARY	KAREN ANDERSON	LIBRARIAN/CLERK	208-245-2908	clarkialibrary@
Clearwater Memorial Public Library	Chris Ashby	Library Director	208-476-3411	cashby@orofin
Coeur d'Alene	Susan Thorpe	Youth Service Supervisor	208-769-2315	sthorpe@cdali
Council Valley Library	patty Gross	Library manager	1-208-253-6004	cvfl@ctcweb.n
DeMary Memorial Library	Sharon Kae Kimber	Director	208-436-3874	demary@pmt.
Eagle Public Library	Diane Matejka-Lund	Youth Services Librarian	208-939-6814 x7	dmatejka@city
East Bonner County Library	Suzanne Davis	Youth Services Librarian	(208) 263-6930	suzanne@ebc
Eastern Owyhee County Library	Kathy L. Chick	Library Director	208-834-2785	eolibrary@yah
Elk River Free Library District	Margaret Patterson	Director	208-826-3539	elkriverlibrary@
Emmett Public Library	Alyce Kelley	Director	208-365-6057	alycek@qwest
Filer Public Library	Margaret Holley	Director	208-326-4143	asccm@hotma
Garden City Public Library	Melody Sky Eisler	Youth Services Librarian	208-472-2944	meisler@gard
Garden Valley District Library	Kathy Smith	Director	208-462-3317	kathrynsmith
Glenns Ferry Public Library	Lily Hampton	Director	208-366-2045	library@bmaile
Gooding Public Library	Pat A. Hamilton	Director	208-934-4089	sholib@shosh
Grace District Library	Linda Rasmussen	Library Director	208-425-3695	gracedistlibra@
Grangeville Centennial Library	Linda Ruthruff	Director	208-983-0951	library@grang
Hagerman Public Library	Wilma Butigan	Director/Librarian	208-837-6520	hpl@northrim.
Hailey Public Library	LeAnn Gelskey	Young Children's Librarian	208-788-2036	lgelsky@hailey
Hansen Community Library	Linda Oatman	Director	423-4122	hanlib@cablec
Hayden Library	Karen Yother	Children's Services	208-772-5612	karens@cin.kc
Heart of the Valley Public Library	Elaine Davies	Director	208-663-4834	hvpl@mudlake
Homedale Public Library	Margaret Fujishin	Librarian	208-337-4228	homedalelibrar
Horseshoe Bend District Library	June Brown	librarian	208-793-2460	hsbib@hsb-ida
Idaho Falls Public Library	Sarah Jackson	Children's Department Supervisor	208-612-8335	sjackson@ifpl
Jerome Public Library	Linda Henderson	Children's Programmer	(208)324-5427	lhenders@ci.je

Kellogg Public	Debra Gibler	Director	208-786-7231	kellogglibrary@
Kimberly Public Library	Helen McCord	Director	423-4262	kimblib@safeli
Kuna Library District	L. Anne Hankins	Library Director	922-1025	annh_1@yaho
Larsen-Sant Public Library	Cloteele Dahle	Director	852-0175	larsensantlib@
Latah County Library District	Anne Cheadle	Interim Director	208-882-3925	annec@latahli
Lewiston City Library	Heather Stout	Community / Youth Services Librarian	208-743-6519	hstout.lew@va
Lizard Butte Library	Janna Streibel	Library Director	896-4690	lizardbuttelibra
Madison Library District	Elaine McFerrin	Children's Librarian	208-356-3461	emcferrin@fre
Marshall Public Library	Kathryn Poulter	Youth Services Supervisor	208-232-1263	kpoulter@mars
McCall Public Library	Meg Lojek	Children's Librarian	634-5522	library@mccall
Meadows Valley Public	Audrey Crogh	Director	208-347-3147	mvpl@ctcweb.
Meridian Library District	Jillian Subach	Youth Services Department Head	208-888-4451	jillian@mld.org
Middleton Public Library	Elaine Mathiasen	Library Director	585-3931	midlib@cablec
Midvale Community Library	Myrna Weikal	Library Director	208-355-2213	midvlib@ruraln
Mountain Home Public Library	Robin Murphy	Juv. Specialist	208-587-4716	rmurphy@mou
Nampa Public Library	Deborah Babbitt	Public Services Supervisor	208-468-5814	dbabbitt@nam
North Bingham County District Library	Heidi Riddoch	Director	208-357-7801	hriddoch@cab
Notus Public	Jo Ellen Ringer	Library Administrator	208-4598247	169npl@care2
Oakley Library District	Lynne P. Boren	Library Director	208-862-3434	oaklib@pmt.or
Payette Public Library	Colleen Bonnell	Library Director	208.642.6029	payettelib@cal
Pierce District	Kim Ward	Director	208-464-2823	piercepl@lewis
Plummer Public Library	Paulina Freeburg	Director	208 686 1812	library@imbris
Portneuf District Library	Heidi Arzola	Children's Librarian	208-237-2192	pdlchildlib@ho
POST FALLS PUBLIC LIBRARY	LUCY BARNARD	CHILDREN'S LIBRARIAN	208-773-1506	lbarnard@cin.l
Prairie-River Library District	Claudia Jones	Director	(208) 843-7254	cjones@valnet
Priest Lake Public Library	Michelle Barnes	Library Director	208-443-2454	plplibrary@hot
Rigby City Library	Marilynn Kamoe	Director	745-8231	rcity1@ida.net
Ririe City Library	Jan Warren	Director/Librarian	208-538-7997	ririelibrary@ya
Roberts Public Library	Lee Karlinsey	Librarian	208 22802210	lkarlinsey@hot
Rockland School / Community Library	Kindra Munk	Library Director	548-2222	library@rbulld
Salmon Public Library	Karen Sholes	Assistant Librarian	208-756-2311	salmonlibrary@
Salmon River Public Library	Susan Long	Librarian	208-628-3394	srplinfo@fronti
Shoshone Public Library	Pat A. Hamilton	Director	208-886-2843	sholib@shosho
Snake River School Community Library	Sherrilynn Bair	Library Director	208-684-3063	bairsher@gma
Soda Springs Public Library	Cindy Erickson	Director	208 547-2606	sspl@sodaspri
South Bannock Library District	Marcy Price	Director	208-897-5270	downylib@dcd
St. Maries Public Library	Leslee Adams	Director	208-245-3732	smlibrary@sm
Stanley Community Library District	Jane Somerville	Library Director	208-774-2470	stanlib@ruraln
Sugar-Salem School/Community Library	Sheila Jeppesen	Librarian	208-356-0271	sjeppesen@sc
Twin Falls Public Library	Judy Robinson	Childrens Librarian	208-733-2694 x110	jrobinson@lib.
Valley of the Tetons Library	Anna Taylor		208-787-2201	library@tetont
Wallace Public Library	Bernie Ludwick	Director	208-752-4571	wallacelibrary@
Weippe Public Library	Eva Griffin	Library Assistant	208-435-4058	evag@orofino-
West Bonner Library District	Katie Crill	Library Director	2084482207	westbonnerlibr

