



# **Evaluation of the Indiana Library Services and Technology Act (LSTA) Five-Year Plan (2003–2007)**

**Presented to:  
Indiana State Library**

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# Section # 1

Introduction & Impact of LSTA



### Introduction & Impact of LSTA

The Indiana State Library has achieved significant progress in improving library services through the implementation of the Indiana LSTA Five-Year Plan (2003-2007). LSTA funds have provided resources for improvements in technology, electronic resources, training, consulting and literacy projects for the people of Indiana. Without access to LSTA funds, many of these projects would not be possible, and library services for Indiana citizens would not be provided at the level needed.

The state of Indiana is focused on preparing for economic growth which is directly linked to its citizens having access to technology and information. LSTA funds supported statewide studies that are being used to determine how libraries can best contribute to statewide needs for information and technology, especially as it applies toward economic development. Another specific program that benefited from LSTA funds included INSPIRE, Indiana's online research library. All citizens have access to this tool which enables them to find the information that they need. Digitization projects also received funding, enabling access to materials with statewide importance. Individual libraries benefited from training, technology services and grants. The Indiana State Library administered LSTA funds in a manner that stretched limited resources to maximize results. This report highlights many successes, and lessons learned which are already being implemented.

The Institute of Museum and Library Services (IMLS), the federal agency responsible for the LSTA program, requires each state library agency to submit a comprehensive evaluation of its progress toward meeting the goals and objectives in its long-range plan. In Indiana approximately 14 large and 200 smaller grants are made each year. Each of these grant projects submit an annual report. The Indiana State Library reviews the annual reports and determines progress made on the Plan. The Indiana State Library and Historical



## Introduction & Impact of LSTA

Board can then determine if changes need to be made to the Indiana LSTA Five-Year Plan.

The Indiana State Library (ISL) contracted with Brilljent, LLC (Consultant) to assist in determining the plan for the evaluation and then to conduct the final evaluation of the Indiana LSTA Five-Year Plan (2003-2007). (This is referenced as the Plan through the rest of this document.) The contract commenced in August 2006 and was completed in March 2007. The purpose of this in-depth evaluation is to further inform the library community and other stakeholders about accomplishments and/or lessons learned during this five-year cycle. The results will help the ISL to develop the next Indiana LSTA Five-Year Plan, and will be submitted to the IMLS in June 2007. The evaluation plan included the following components:

- Conducting a planning meeting for the evaluation plan
- Collecting additional data from selected projects
- Planning, coordinating, and conducting focus groups
- Planning and conducting phone surveys
- Planning and conducting online surveys
- Reporting evaluation results and recommendations

Careful examination of the past and a focus on the future will ensure a solid foundation for administering LSTA funds. Indiana will greatly benefit from the impact of the implementation of the next LSTA Plan. As the Indiana State Library supports the state with information and services, we look forward to seeing the state of Indiana realize its full potential.

# Section # 2

Overall Report of Results



### Overall Report of Results

Overall, positive progress has been achieved over the 2003-2005 period in implementing the Plan. The Plan was organized around five needs, each tied to a specific goal and LSTA purposes. Additionally, key outcome targets and key output targets were identified for each need. This section will first summarize how LSTA funds were expended, describe Indiana State Library activities, and then summarize the progress made in achieving the key output targets identified in the Plan for each need. (See Appendix A for a summary of the Plan.)

An overall report of the dollars spent by each program will be presented. Please note that the methods and time frames used to record different types of financial reporting will be noted for each chart type. Because of normal reporting frequencies some data may not be available for 2006.



## Analysis of Dollars Spent by Program (2003 -2005)

Program	Description	2003-2005	Percent
Digitization Mini-Grants (ISL)	Equipment and support to scan historic documents	\$184,580.26	2%
Multicultural & Hispanic Mini-Grants (ISL)	Materials for collection	\$197,843.96	2%
Technology Mini-Grants (ISL)	Equipment and support	\$973,516.73	10%
Institutional Literacy Mini-Grants (ISL)	Equipment and materials for institutional libraries	\$119,702.00	1%
Special Services Consultant (ISL)	Staff to administer grant process and programs	\$180,689.33	2%
LSTA Administration (ISL)	Staff to conduct site visits and file reports	\$387,182.36	4%
Library Development Office (ISL)	Staff to coordinate the program and equipment	\$417,132.26	4%
Data Center (ISL)	Staff and equipment to make census and other federal, state, demographic and economic statistics available	\$262,449.53	3%
State Library Tech Upgrade (ISL)	Computers and equipment purchased for ISL	\$291,047.42	3%
Public Library Internet Connectivity (ISL)	Funds to INTELNET to provide support	\$403,000.00	4%
Library for the Blind and Physically Handicapped (ISL)	Staff, materials, and equipment to support the program at ISL	\$599,004.37	6%
Library for the Blind and Physically Handicapped Regional Libraries (ISL)	Staff, materials, and equipment at four regional libraries	\$990,052.89	10%
Marcive (ISL)	Software for retrospective conversion	\$37,650.00	Less than 1%
Indiana University Medline (ISL)	Database for pilot project	\$5,280.00	Less than 1%
ILL Resource Centers (ISL)	Support for high volume ILL libraries	\$142,421.38	1%
Indiana Library Federation Marketing (ILF)	Marketing of INSPIRE and other LSTA programs	\$474,441.97	5%
INSPIRE Operations (INCOLSA)	Staff and equipment to support INSPIRE	\$1,078,262.81	11%
INSPIRE Databases (ISL)	Databases	\$611,750.48	6%
Distance Learning Consulting (INCOLSA)	Workshop consultants	\$174,885.00	2%
Distance Learning Equipment and Staff (INCOLSA)	Equipment and technical support	\$538,750.48	6%
Technology Training (INCOLSA)	INCOLSA facilities, equipment, and support for training	\$615,280.00	6%
Technology Support (INCOLSA)	Equipment and staff for consultation and support of libraries	\$634,976.51	7%
WorldCat (ISL)	Catalog database	\$374,900.00	4%
<b>TOTAL</b>		<b>\$9,694,799.74</b>	

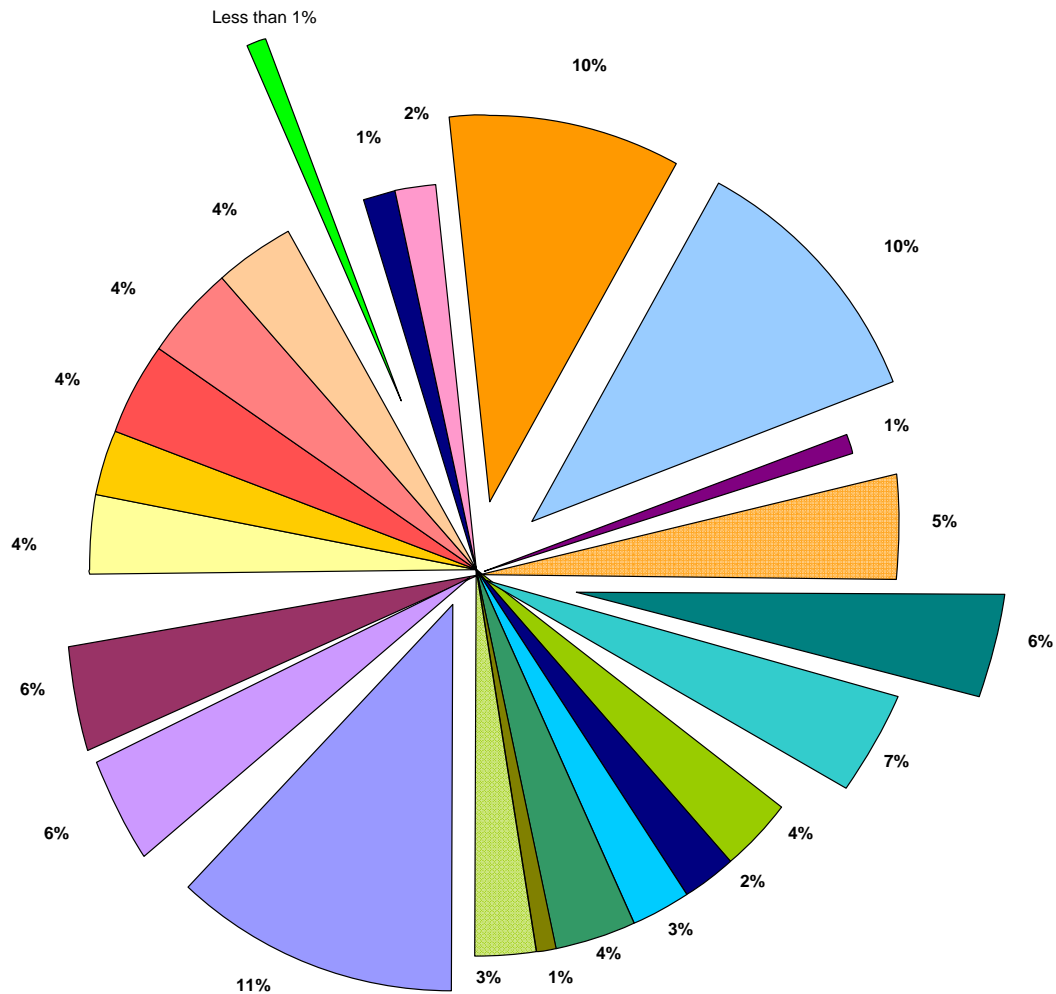
Source: Indiana State Library





# Overall Report of Results

## Dollars Spent by Program (2003-2005)



- |  |   |  |
|--|---|--|
| INSPIRE Operations (INCOLSA)               | Distance Learning Equipment and Staff (INCOLSA)                           | Distance Learning Consulting (INCOLSA)     |
| Public Library Internet Connectivity (ISL) | Library for the Blind and Physically Handicapped (ISL)                    | Library Development Office (ISL)           |
| LSTA Administration (ISL)                  | Public Library Internet Connectivity (ISL)                                | Technology Training (INCOLSA)              |
| Special Services Consultant (ISL)          | Digitization Mini-Grants (ISL)  | Technology Support (INCOLSA)               |
| ILL Resource Centers (ISL)                 | Technology Mini-Grants (ISL)  | WorldCat Database (ISL)                    |
| Multicultural & Hispanic Mini-Grants (ISL) | Data Center (ISL)   | Marcive (ISL) & Indiana University Medline |
| Institutional Literacy Mini-Grants (ISL)   | State Library Tech Upgrade (ISL)  |  |
| Indiana Library Federation Marketing (ILF) | Library for the Blind and Physically Handicapped Regional Libraries (ISL) |  |

Source: Indiana State Library



**LSTA Expenditures by Congressional District (2003-2005)**



Source: Indiana State Library, Annual District Reports

Analysis of the annual LSTA expenditures by program for the state of Indiana punctuates the primary goals as expressed in the Plan. The most significant spending was dedicated to the promotion and support of electronic data warehousing initiatives and online research tools, like INSPIRE.NET, technology awareness, and various special services.

INSPIRE.NET spending has averaged 17% of the overall LSTA expenditures for the period evaluated (2003-2005). When combined with database expenditures for WorldCat and a pilot for Indiana University Medline, the total percentage of LSTA expenditures for database services exceeds 21%. The importance of this initiative to the ISL and for Indiana libraries cannot be overemphasized and its



## Overall Report of Results

success mirrors the prevailing belief that for libraries to remain relevant, they must evolve both in content and scope. Librarians must become the twenty-first century information experts in order to remain relevant and to achieve the goals of the Plan. The spending for the INSPIRE.NET project supports this most important element for all of the libraries and for the constituency that they serve. The successes achieved thus far in the use of INSPIRE.NET need to be built upon in order for this project to mature and continue to grow. The combined expenditures for technology training and support, technology mini-grants, and INSPIRE.NET represent 40% of LSTA funding over the years reported. This spending trend reflects the ISL's efforts to help Indiana keep pace with advances in personal computing and its uses as a valuable research and reference tool.

Maintaining relevance in a world where Internet searches on Google, open communal sharing of knowledge like Wikipedia, and the always accessible raging torrent of the Internet are ubiquitous and can only be possible by embracing technology. Whether the patrons of a library find the thoughts and information they seek on a printed page or in the phosphoric glow of a computer monitor, the words and the knowledge conveyed remains the product of the library. Libraries have always been the best caretakers of the book and printed word, but in this new world where pages can be scrolled on a computer screen, LSTA expenditures helped in the pursuit of caretaking those bits and bytes that digitize the printed word.

For the years evaluated, spending amounts and the programs where funds were allocated have remained static and support has remained fairly consistent for the programs which they support. According to the ISL, 21% of the LSTA expenditures have been spent toward programs designed to address the needs of special populations with 2% of that total going to grants targeting multicultural and Hispanic populations. Grants serving institutionalized populations accounted for 3%, and the remaining 16% was spent most prevalently to services for



## Overall Report of Results

handicapped populations, particularly emphasizing services for the blind. If there is any area where change and improvement based on further consideration is possible, it is in this area. While the funding is consistent with priorities addressed in the Plan, the survey respondents from libraries indicated that this funding need was the least critical of the needs in the Plan.

The Indiana State Library Development Office (LDO) provided a high level of service in administering the Plan and key components of the different programs. An example of quality library services in the state was the recent ranking of Indiana public libraries as fourth overall in the nation by Hennen's American Public Library Ratings (HAPLR). Five individual libraries were ranked within the top ten in the nation in each of their respective population categories. These outstanding libraries include:

- Monroe County Public Library ranked 2<sup>nd</sup> out of libraries serving populations of 100,000 to 249,999.
- Bell Memorial Public Library ranked 3<sup>rd</sup> out of libraries serving populations of 2,500 to 4,999.
- Carmel Clay Public Library ranked 3<sup>rd</sup> out of libraries serving populations of 50,000 to 99,999.
- St. Joseph County Public Library ranked 6<sup>th</sup> out of libraries serving populations of 100,000 to 249,999.
- Allen County Public Library ranked 9<sup>th</sup> out of libraries serving populations of 250,000 to 499,999.



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An additional 36 of Indiana's 239 library systems ranked in the 90<sup>th</sup> percentile or higher. These libraries include:

- Anderson Public Library
- Batesville Memorial Public Library
- Berne Public Library
- Boswell-Grant Township Public Library
- Butler Public Library
- Peabody Public Library
- Evansville-Vanderburgh Public Library
- Fortville-Vernon Township Public Library
- Francesville-Salem Township Public Library
- Geneva Public Library
- Goshen Public Library
- Greentown & Eastern Howard School Public Library
- Hagerstown-Jefferson Township Public Library
- Hartford City Public Library
- La Crosse Public Library
- Tippecanoe County Public Library
- Middletown Fall Creek Township Public Library
- Monticello-Union Township Public Library
- Montpelier-Harrison Township Public Library
- New Carlisle & Olive Township Public Library
- Hamilton East Public Library
- North Manchester Public Library
- Otterbein Public Library
- Owensville Carnegie Public Library
- Peru Public Library
- Plymouth Public Library



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- Jay County Public Library
- Roanoke Public Library
- Fulton County Public Library
- Royal Center-Boone Township Public Library
- South Whitley-Cleveland Township Public Library
- Wakarusa-Olive & Harrison Township Public Library
- Warsaw Public Library
- Westfield Public Library
- Whiting Public Library
- Williamsport-Washington Township Public Library

Clearly, the ISL exists in a library community that strives for excellence. “It is rewarding to see that Indiana continues to be at the forefront of the nation’s libraries,” said Roberta Brooker, Interim Director of the Indiana State Library. “This honor is a tribute to Indiana’s support of its libraries and to the dedication of library staff and trustees to their public.”



# Overall Report of Results

## LSTA-Funded LDO Staff Transactions

	2003	2004	2005	2006
LDO Consultant Reference Transactions	4,356	4,787	4,659	4,523
Data Center Librarian Transactions	2,601	2,554	2,687	2,589
LDO Staff Workshops	21	15	19	15
Project Site Visits	43	47	39	41

Source: Indiana State Library, LDO Monthly Reports

## Indiana LSTA-Funded Program Statistics

	FY 2003	FY 2004	FY 2005	FY 2006
Allotment	\$3,125,606	\$3,263,938	\$3,317,057	3,369,822
Number of Libraries Submitting Applications*	71	102	168	-
Number of Applications*	85	138	189	-
Total Dollars Requested	\$3,128,606	\$3,694,444	\$5,183,044	-
Total Libraries Receiving Grants	75	118	126	-
Total Number of Grants Funded	95	155	159	-
Total Dollars Expended	\$3,125,606	\$3,262,821	\$3,306,373	-

Source: Indiana State Library, LDO Annual Reports submitted to IMLS

\*A library may apply for more than one grant.

The tables above reflect the overall activities administered by the LDO. The limited number of LSTA funded LDO staff performed a more than reasonable volume of services. The number of libraries submitting applications increased each year, with no indication that the increase and the associated support requirements will cease. The table above also shows an increase in dollars requested. Again, this will no doubt continue to increase, and in turn place a higher demand in the amount of support required from the LDO. The next Indiana LSTA Five-Year Plan must take into consideration the projected workload for ISL staff, including the number of staff entering retirement. Although, this evaluation revealed some opportunities for improvement noted later in this report, the Consultant found that the ISL had used LSTA funds in accordance with the Plan responsibly.



## Overall Report of Results

### Needs and Associated Goals, LSTA Purposes and Programs

Each of the needs, goals and LSTA purposes identified in this section have been extracted from the Summary of the Plan by the ISL as presented in Appendix A. For the full version of the Plan, please see <http://www.statelib.lib.in.us/www/isl/ldo/lsta/lstaplan2007.html>. Many of the key output targets for each need identified in the full Plan have been achieved. However, some activities did not have standardized metrics reported. To better quantify the success of future funded programs and activities, the reporting process needs to be updated to include electronic report templates. Also note several programs and funded activities apply to more than one need. For example, INSPIRE funding could be categorized under each need.

**Need #1:** Libraries need to provide up-to-date technology so that residents may access relevant information wherever they need it.

**Goal:** Strengthen the ability of libraries to provide up-to-date technology that would be used to meet the informational needs of residents of Indiana by offering grants for technology, support for the telecommunications infrastructure, and consulting services from the Indiana State Library.

**LSTA Purposes:** Developing library services that provide all users access to information through local, State, regional, national, and international electronic networks. Providing electronic and other linkages among and between all types of libraries.





### **Progress Made Toward Achieving the Goal for Need #1**

According to the most current information from the U.S. Census Bureau (2003), Indiana ranked at the national average in the number of computers in households and households with Internet connections. (See full report at [www.census.gov](http://www.census.gov).) Libraries that provide wireless Internet access are increasing the economic development of their served areas. Equipment such as handheld computers, MP3 players, interactive white boards, and social software benefit the citizens by providing access to information that would otherwise not be accessible. The Consultant applauds the efforts of administering LSTA funds to programs that support the primary intent of LSTA technology. As noted in the previous financial analysis, over 57% of LSTA funds were directly spent on technology and support of technology in Indiana libraries. The next Plan should continue to explore advancing technology and encourage Indiana libraries to think progressively about how that technology can be implemented. The mission of the Institute of Museum and Library Services (IMLS) is to create a nation of learners. The development of INSPIRE is an example of Indiana taking the lead in creating statewide library resources. Please note that the INSPIRE programs were referenced in the Plan and ISL documentation associated with other Plan needs, in addition to Need #1.

Technology grants accounted for 19% of the LSTA-funded programs over the last three years. High level summaries of grants awarded may be viewed on the ISL website at [www.statelib.lib.in.us/www/isl/ldo/lsta/lstamenu.html](http://www.statelib.lib.in.us/www/isl/ldo/lsta/lstamenu.html). Survey responses indicated that the technology made possible with these grants would not have been possible otherwise. Given the increasing dependence upon the Internet for information, the funds spent on basic Internet technology significantly impacted the ability of Indiana libraries to remain relevant. Many libraries face financial operating challenges, and basic Internet access should not be viewed as a luxury. Many Indiana residents do not have home access to the Internet. The public library and school Internet access enabled many to perform basic

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daily living functions like obtaining a job, running a business, or researching medical care. Clearly, technology grants must continue in the next Plan. However, LSTA funds cannot meet all technology needs of libraries. Therefore, the next Indiana LSTA Five-Year Plan must continue to develop mechanisms to help libraries fund their technology expenditure and support needs through other sources.

The Indiana State Data Center makes the Census and other federal, state, demographic, and economic statistics available through a statewide network of affiliates located in state agencies, universities, libraries, local planning agencies, small business development centers, and non-profit organizations. The funds provided to the ISL Data Center make resources available through print, DVD, and the Internet. They provide data and services to all sectors of the community including government agencies, business, academia, non-profit organizations, and private citizens. Their products and services are used in marketing, economic development, community planning and analysis, grant writing, business start-ups, and much more. In addition, this project provides support for training programs in the use of current and historical census and federal statistics. It currently funds 3 full-time positions.

The Plan had a key output target of 95% of public libraries using high-speed Internet access by 2007. As of December 2005, 179 of the 239 public library districts have T-1 lines. As noted in the table below, 75% of the libraries have achieved this goal at the time of this report's submission.

**Internet Access by Type of Connection**

Type of Connection	2002	2003	2004	2005
Dial-up	21	17	18	16
256K	-	79	32	-
T1 Line	145	132	170	179
ISDN	3	2	2	2
Other*	14	10	21	41

Source: Indiana State Library

\*Some libraries reported more than one type of internet connection.



## Overall Report of Results

**Need #2:** In order to maximize use of new technologies, more and better-trained library professionals and support staff are needed.

**Goal:** Meet the training needs of library professionals and support staff by assisting training providers to increase access to more workshops and courses and by providing scholarships.

**LSTA Purpose:** 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.

### Progress Made Toward Achieving the Goal for Need #2

The key output targets outlined in the Plan included increasing the number of participants in training programs each year. Indiana Cooperative Library Services Authority (INCOLSA) received a significant portion of the LSTA funds for the 2003-2005 allocation period. The ISL directed funds to INCOLSA for distance learning initiatives, INSPIRE operations and training, and technology support and training. Please note that the figures in the next table are in addition to the consulting and training activities reported previously as conducted by the LDO. As noted in the next table, there was an increase from 2003 to 2006 in participant attendance. INCOLSA noted they had reduced their staff by one trainer in 2006, which accounted for the decrease in attendance and workshops from 2005 to 2006. From 2003 to 2006, there were over 1,653 participants in INSPIRE training programs. Additionally, the key output targets of increasing the amount of participants in distance learning by 10% each year was surpassed. Approximately 24 cooperative partnerships for distance learning were formed from 2003 to March 2006.



# Overall Report of Results

## INCOLSA Training Program Statistics

Program	2003	2004	2005	2006
# of Participants in INCOLSA Training Programs	1,251	1,564	2,855	2,298
# of Participants in INSPIRE Training Programs	170	481	419	603
# of Libraries Offering Distance Learning	20	24	35	35
# of Participants in Distance Learning	851	1,773	1,812	*
# of Hours of INCOLSA Equipment Use	63	126	115	*
# of Workshops**	197	219	321	267

Source: INCOLSA

\*Data not available or applicable at time of evaluation report submission

\*\*Workshops do not include INSPIRE training and are representative of calendar year (January - December)

Although using LSTA funds for scholarships for library students was identified as a key output target in the Plan, no funds were spent on this activity. Perhaps this activity is being funded by other library programs, but given the demographics of the library community, the long-range plan of the ISL should consider how best to prepare the next generation of librarians and library leadership. The other significant program funded to address this need is the partial funding of Resource Centers to promote resource sharing. ISL and five university libraries received funding to offset the higher volume of transactions experienced due to their resources being available to accept interlibrary loans from any Indiana citizen. (See additional comments in Section 5.)

It is commendable that key output targets in the Plan were exceeded for this need. However, the Consultant would suggest that identifying additional metrics for training programs in the next Plan be considered. Additional information would need to be analyzed that would measure the effectiveness and impact of the training programs. The Consultant also notes that the consensus from feedback gathered during the evaluation was generally positive in regards to training programs offered.



**Need #3:** Special populations have library needs and are underserved in many cases.

**Goal:** Strengthen library service to the underserved or those having difficulty using a library by providing several statewide or local projects for special populations.

**LSTA Purposes:** 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. 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.

### **Progress Made Toward Achieving the Goal for Need #3**

As noted in the table and charts at the beginning of Section 2, a significant portion of Indiana LSTA funds were spent toward achieving this goal. These types of programs are hard to evaluate on a quantifiable metric system. If only one person's life is impacted with acquiring the ability to read or obtain a better job, a domino effect of positive impacts initiated by that person cannot be measured. Over the 2003-2005 period, much activity has occurred as further described.

Multicultural and Hispanic grants accounted for \$197,844 between 2003 and 2005. Diversity grants provided funds for the development of services to those in the community whose experiences differ from the dominant cultural and/or social-economic climate. Targeted cultures included African-American, Native American, Asian, Latino, and European. Activities included ESL and cultural awareness classes, as well as purchase of materials representing various



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cultures and languages. In 2005, over 5,500 books and materials were purchased with the 2004 Grant for Library Services to Hispanic Services for 28 libraries.

The Library Services for the Blind and Physically Handicapped Program supports four sub-regional libraries, and four positions. The purpose of this program is to provide Indiana residents, who are unable to read regular print due to a visual or physical disability (either temporarily or permanently), with the same types of books and magazines that are available in regular print in Indiana public libraries. Circulations include Braille, recorded, and large print books and magazines, special equipment needed to play the materials, and publication of the program's services. Reader advisory and reference sections are provided, as well as reference information on disability issues and technology to help provide universal access of information. The Library of Congress estimates that 1.6% or 100,800 people of Indiana's 6.3 million people are eligible for the service. A key output target for this Need in the Plan included increasing new users of the Talking Book Program by 2% each year, which was accomplished. As shown in the table below, less than a 5% increase in the number of patrons occurred during 2003 and 2006.

### Talking Book Program Statistics

FY Year*	Talking Books Patrons	New Users
2001-2002	11,867	-
2002-2003	11,731	1,445
2003-2004	11,674	1,340
2004-2005	12,474	1,215
2005-2006	12,445	1,221

Source: Library for the Blind and Physically Handicapped (ISL)

\*The data represented is for dates are for July 1–June 30 each fiscal year.



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Certainly, this program offers worthy services, and the amount spent proportionately for materials and staff is nominal in comparison to the value it brings to individuals. The ISL should work to increase the percentage of users in comparison to the total amount of people eligible to receive these services.

The Consultant notes that promoting literacy in Indiana is paramount to achieving a competitive workforce and thriving economy. The Indiana Chamber of Commerce recently launched Ready Indiana, a program to encourage employers to take a more active role in employee training and development. In a December 12, 2006 press release, the Chamber said that the program will serve as a single point of contact for Indiana businesses looking for literacy resources. Ready Indiana will also include the development of toolkits for employers that will make it easy to implement literacy programs and measure the return-on-investment. The program is a three-year endeavor funded primarily by Lilly Endowment. "There is no more important issue than workforce preparedness—from educating our youngest students to lifting the skills of our current employees," states Mike Kubacki, 2007 chairman of the Indiana Chamber of Commerce Board. In the Workforce Basic Skills study, the Indiana Chamber found that one in three working Hoosiers has literacy skills below what is needed for successful employment in a knowledge-based economy. "Literacy" as defined by today's needs goes far beyond reading, writing, and math. Workers for companies of all sizes must know how to communicate effectively, understand and apply information and analysis, work in teams, and possess basic technology skills. This is the type of program that should be considered for future LSTA funds. The ISL could give and receive considerable value by partnering on such endeavors.

Mini-grants were awarded to state institutions (including hospitals and prisons) in the state to support literacy. Institutions were able to purchase computers, technology equipment, books, and serial publications with LSTA funds. The items purchased were used to assist inmates in GED programs, improve basic



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readings skills, and support general education. During the years from 2003 to 2005, the number of institutions offering programs ranged from 35-41, due to the closing of some institutions. The Read to Me program provides books which incarcerated parents read on tape, and then send the books and tapes to their children. Additionally, as part of this program, 709 people completed a survey on family literacy habits since 2003, which was noted as part of the key output targets for this Need. (See Appendix E for a copy of this survey.) Special grant opportunities for literacy program upgrades in over forty residential organizations operated by the Indiana Department of Correction, Mental Health, and Education were also made possible with LSTA funds. While the grant awards were relatively small amounts, a large impact upon the institutional and special libraries was made in comparison with the available dollars (or rather lack thereof). A significant challenge in the next Plan will include defining how to best meet the needs of libraries with such diverse financial and operating characteristics.

Only one full-time staff person at the LDO, and additional part-time staff as needed, are assigned at a statewide level to address literacy needs. Perhaps this could be explained that literacy needs are being addressed by other funding sources. However, Indiana faces literacy and workforce readiness issues as previously discussed. The next Indiana LSTA Five-Year Plan must consider addressing the challenges of preparing a viable workforce and addressing the literacy needs of youth. Also, in considering these services in the long-term planning, the ISL must consider the shifting age in the state's demographics and its impact on the need for these services.





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**Need #4:** Residents of Indiana need professionally managed libraries that offer a wide array of resources not available locally.

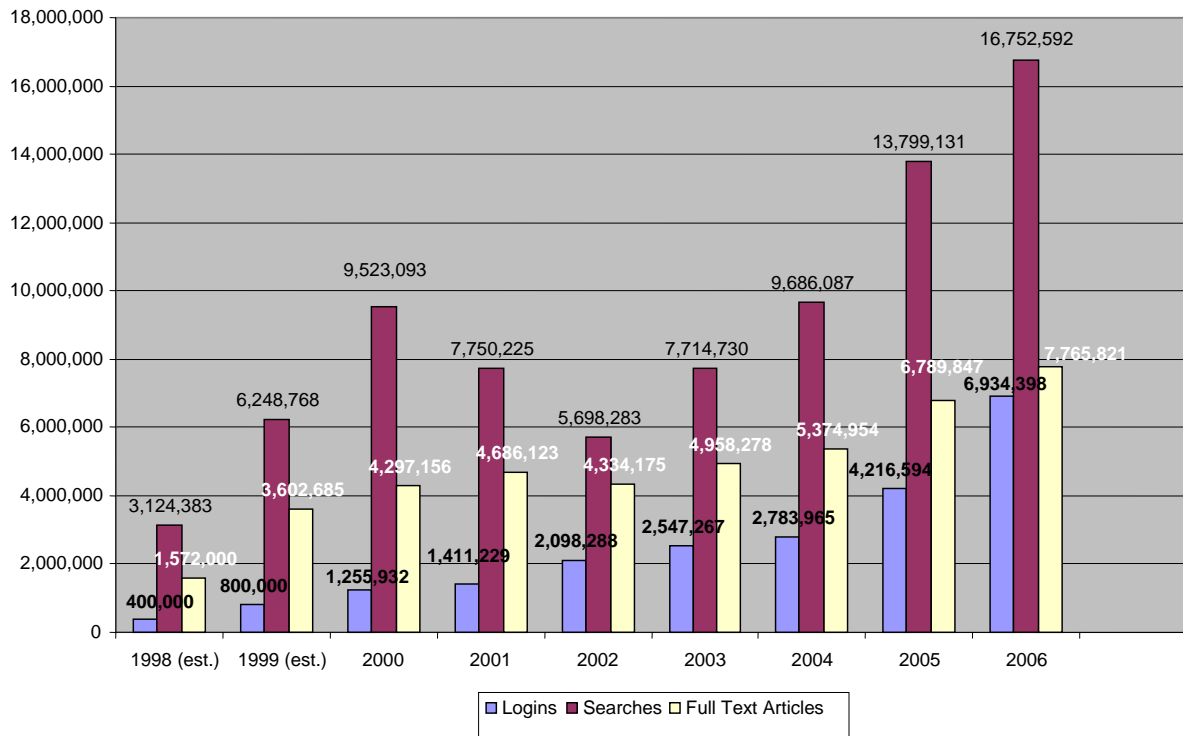
**Goal:** Encourage efforts to disseminate information that library users and librarians require through cooperative projects that enable libraries to maximize access to resources (including projects with educational, cultural, and heritage organizations).

**LSTA Purposes:** Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks. Developing public and private partnerships with other agencies and community-based organizations.

### Progress Made Toward Achieving the Goal for Need #4

LSTA funding contributed \$1,690,013 from 2003-2005 toward INSPIRE programming and support. INSPIRE has 26 databases with access to over 10,000 magazines, encyclopedias, almanacs, and other materials. Currently, \$1.25 million in state funding is used for INSPIRE databases. If libraries purchased the databases on their own the cost would exceed \$10 million. This is clearly an example of leveraging purchasing power for statewide benefit. As seen on the next page, INSPIRE has experienced significant growth in the amount of logins, searches, and downloads of full-text articles; surpassing key output targets identified in the Plan.

## INCOLSA: INSPIRE Database Usage



Source: Indiana State Library

Indiana was the first state to provide this kind of database service directly to all state residents. It allows all residents, regardless of location or social-economic level, access to the most current information. INSPIRE continues to be developed as the foundation for statewide information infrastructure for business and education. The Consultant encourages the continuation of this program, and in fact encourages ISL to explore how to best continue development of this program. ISL should ensure that INSPIRE is not just maintained in the future plan, but is developed as an innovative, high technology service for Indiana, utilized by all state citizens.

Over the 2003-2005 period, \$461,935 of LSTA funds (4%) have been spent on digitization activities. (This includes digitization projects as well as digitization mini-grant projects in 2003.) It appears lessons learned are being implemented



## Overall Report of Results

as digitization efforts in the state continue to develop. Five years ago, digitization grants varied greatly in content, scope, and implementation. Digitization materials included ISL and historical resources. One challenge has been in prioritizing sub-grant requests by assigning what local subject matter is most valuable to the state as a whole. There are a significant number of digitization requests at the local level which must be prioritized.

A digitization plan, the Indiana Memory Project, continues to be developed and implemented with a statewide focus. This project follows best practices from similar projects in Ohio and Florida. While one executive plan document does not exist at the time of this evaluation, several standard operating procedures have been approved by the Indiana Digital Library Governance Board which will provide oversight to these projects. Digitization projects include materials using accepted national standards as identified by the Indiana Digital Library Project for image creation and for metadata tagging. The focus of these digitization projects is for materials that have a statewide audience, with preference given to historical documents and projects useful to the educational community. ISL offered mini-grants to encourage a variety of Indiana libraries to use a mix of outsourcing to Indiana libraries with digitization facilities and development of in-house expertise and resources to digitize unique historical materials of interest to Indiana residents and state records. Project requirements included managing materials with digital collection software, procuring a statewide license for this software, and collaborating efforts. All digitized material is available over the Internet, without restrictions on use or availability. The Consultant applauds the efforts to leverage purchasing power, learning, and knowledge transfer. The next Indiana LSTA Five-Year Plan must continue to develop digitization initiatives with a focus on sharing successes and lessons learned. Creating statewide long-range digitization goals will also help in awarding mini-grants on a local basis to achieve a focused result over the term of the next Plan.

## Overall Report of Results

As noted in the chart on the first page of this section, State Resource Centers have consistently been awarded funds. The Consultant questions the relevance of funding approximately \$50,000 per year for interlibrary loans, which is divided between six libraries. It appears that this only offsets the cost of borrowing and lending by less than 4%. The volume of inter-library loans did reach the key output target goal of 50,000 transactions, as seen in the table below. In 2006, ISL and these institutions determined these funds could be better used to fund other activities.

### State Resource Center Inter-Library Loan Transactions

Year	Inter-Library Loan Transactions
2001-2002	56,757
2002-2003	59,700
2003-2004	55,848
2004-2005	61,611
2005-2006	74,427

Source: State Resource Center, Quarterly Reports to ISL



**Need #5:** Residents of Indiana need to know about library services and programs that can assist them with their informational needs or needs related to life decisions.

**Goal:** Conduct research on the impact of libraries on learning, and market library programs and services to the residents of Indiana for the purpose of assisting residents with their library needs and helping them understand the importance of library services.

**LSTA Purpose:** 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.

## Progress Made Toward Achieving the Goal for Need #5

Advertising is a way to speak to an audience; it is a communication tactic to increase public awareness of a concept or a product. INSPIRE.NET is both a concept and product for the Indiana State Library. For example, if one wants Indiana state residents who use online search engines for research to use a service like INSPIRE.NET, the message needs to reach as many potential users as possible to become a resource that comes to mind as a primary option—a paradigm shift for the researcher/library patron. This paradigm shift is consummately necessary to maintain the relevance of the library as both a resource and a tool for the twenty-first century patron. A wealth of information and a virtual library can be accessed from home, so the availability of library services such as INSPIRE.NET must be communicated to the residents of Indiana in order to best serve the constituent population. If a marketing campaign is viewed as a conversation, advertising, like public relations, is about how the



## Overall Report of Results

story is told. In public relations, the message is delivered through an intermediary, such as the press, and the message may change, depending on who relays it. In advertising, the message is delivered directly to a mass audience and the audience is exposed repeatedly to the same ad. In public relations, one gains the credibility of an intermediary, but gives up a lot of control. In advertising, there is no benefit from an intermediary's credibility, but the tone and content of the message, as well as when, where, and how often people hear it can be better controlled. However, a premium is paid for this control. Effective advertising can increase knowledge, correct myths, change attitudes, and even help to influence behavior. The metrics listed below target how effective the marketing campaign for INSPIRE.NET has been over the reporting period.

### INSPIRE.NET Promotion Outcomes

METRIC	OUTCOME	% +/- Previous Year
Number of Logins to INSPIRE.NET	6,934,398	64%
Number of Searches on INSPIRE.NET	16,752,592	21%
Number of Full-Text Searches*	7,765,821	14%
Number of Television Public Service Announcements (PSAs) Aired	1061 (estimated minimum)	22%
Number of Television PSAs Received as Bonus Spots	36 (estimated minimum)	N/A
Number of Persons Reached by Web Advertising	10,148,000 (estimated) Unique Visits	N/A
Number of Persons Reached by Print Advertising	Not Yet Available	N/A
Cost per thousand (CPM) of Logins to INSPIRE.NET Based on Ad Expenditures	\$28.92* (.03 Per Login)	+/- .5% (UNCHANGED)

Source: Issues and Advocates

\*Statistics are reflected on a calendar basis (April 2006 through March 2007) rather than on the same time frame as the LSTA grant period.



## Overall Report of Results

The increase in logins to the INSPIRE.NET domain over the previous year at 64% easily stands out as the biggest success. The increase in usage coupled with the number of searches increasing by 21% is a very positive trend which supports the perception that the key output targets are being achieved. What is not as clear when viewing the above chart is the effectiveness of the dollars spent versus the goal of reaching the target audience of Indiana residents who are not aware of INSPIRE. Often times it is very hard to quantify success in these types of marketing campaigns. The Consultant suggests that the ISL identify the target user groups for INSPIRE. Target user groups could include library users, as well as business owners, youth, students, and those seeking improved education or employment opportunities. These user groups should then be prioritized within the awareness campaign. Different messages and methods of delivery will be most effective for each of the groups identified. Another measure in determining success could include monitoring different areas within INSPIRE that correspond to the particular user groups. Campaigns must be developed to reach specific target groups. More information is needed regarding the actual dollars spent for each specific effort in marketing INSPIRE to better determine what advertising strategies are successful and what challenges still remain.

A significant goal of Need #5 involves conducting research on the impact of libraries on learning. The most recent Indiana study on school media centers, *How Students, Teachers & Principals Benefit from Strong School Libraries: The Indiana Study*, was two studies in one. The first study involved a simplified replication of existing research designed to measure the impact of specific characteristics of school library programs. The second study resulted in an expanded understanding of the nuances of the relationships between library specialists, principals, and teachers, including the resulting benefits gained by students. The main results indicate that schools tended to perform better on the ISTEP+ tests where there were better-staffed, better-stocked, and better-funded school library programs. This finding takes into account the influence of poverty



## Overall Report of Results

and race/ethnicity, which otherwise obscure the impact of school library programs. This study is being reviewed by the AIME organization and the final results will be used to seek more resources for school media centers in order to raise performance levels across the state.

The results of these studies will be considered in developing the next Plan. In addition, these results will be included in future marketing efforts of the ISL. The Consultant believes that a significant missing piece for the ISL in the overall strategy and Plan includes an improved communications plan. The next Plan must consider the needs for improved communication for the administration of LSTA-funded programs. However, the need extends beyond the LSTA administrative functions. It makes little sense to offer superb services if the public is not aware enough to take advantage of them. The next Indiana LSTA Five-Year Plan will consider the amount of the budget being spent on increasing awareness of materials and services available relative to the total amount of the budget. The ISL will take into consideration an analysis of effective marketing plans for other public services.



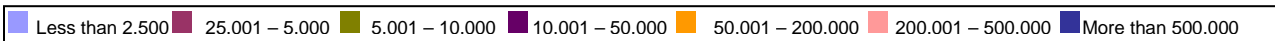
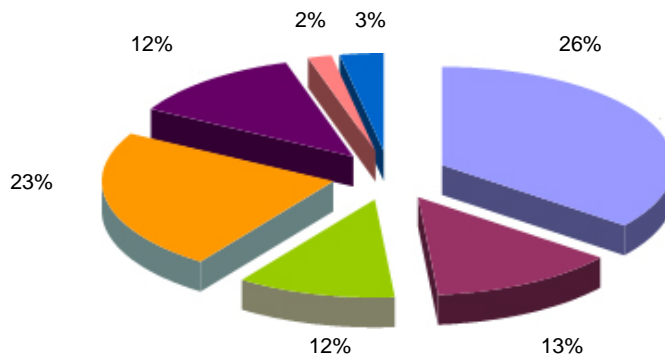
# Section # 3

## Results of In-Depth Evaluations

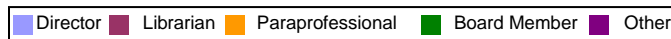
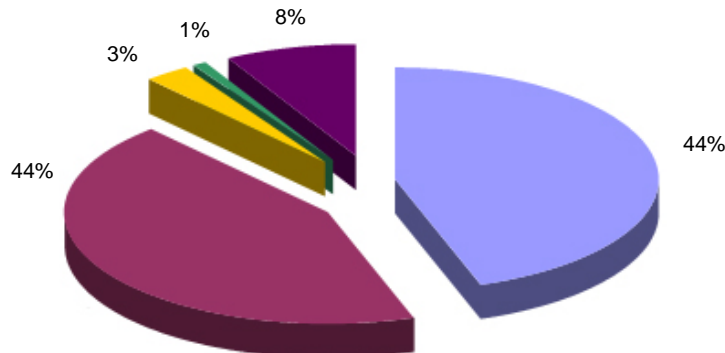
## Results of In-Depth Evaluations

Section 3 provides a summary of the feedback and survey responses. The following charts provide basic information about those who participated in the online survey.

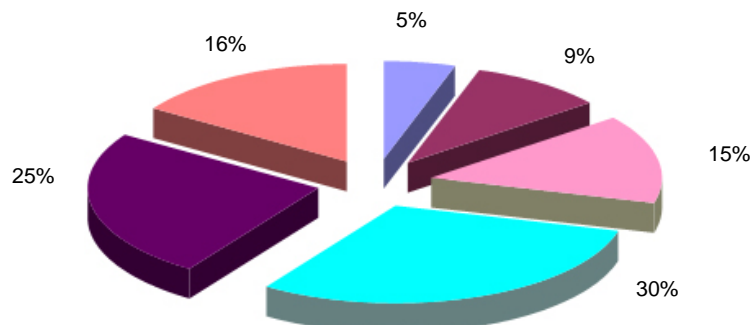
**Number of constituents served**



**Types of survey respondents**



**Respondents' years of service in a library**





### Survey Responses

The comments and feedback gathered from all three components of the evaluation have been summarized in the following three categories:

- Strengths of the Plan and Its Implementation
- Opportunities for Improvement
- Considerations for Developing the Future Plan

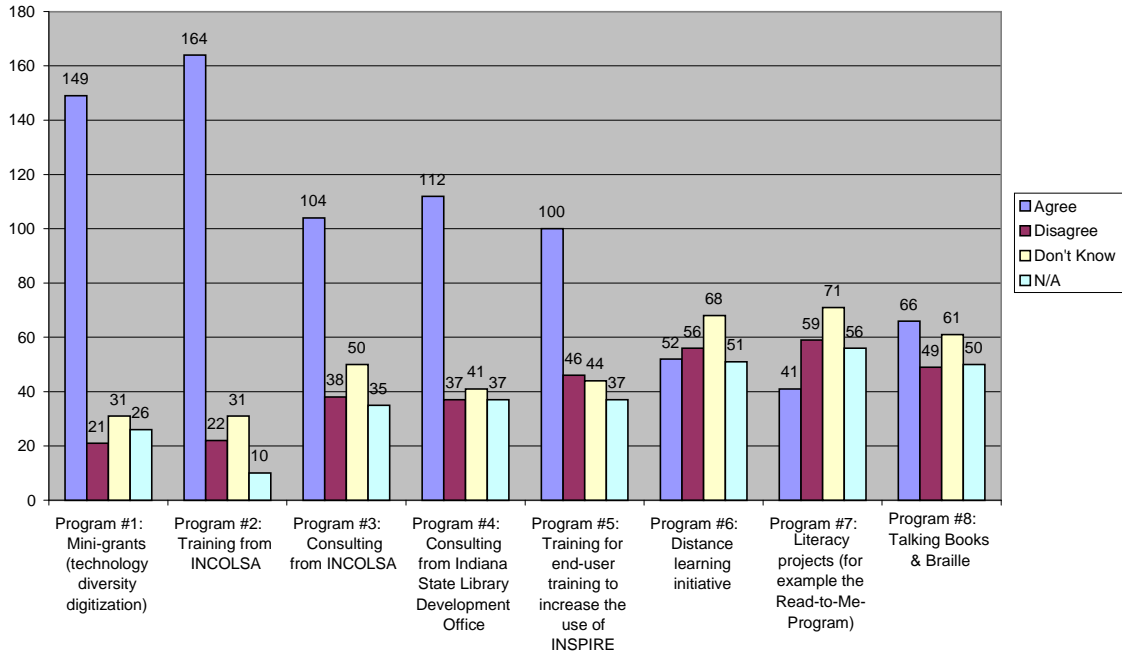
### Strengths of the Plan and Its Implementation

The greatest benefit noted in the evaluation was the impact of technology and technology support funded by LSTA dollars. The Plan enabled technology improvements in equipment and software that would not have been made otherwise because of budget constraints, or at least made at a faster pace than would have occurred without the funding. It filled the gap for smaller libraries with little or no individual funding to keep abreast of technology requirements. Benefits included computers, wireless networks, fax machines, scanners, laptops, smart boards, Internet access, digitization of important collections, and resources for underserved populations. In many areas in Indiana, the citizens only have access to computer and internet resources at the library. Internet access provided patrons the ability to conduct online business such as job searches, private business development, medical research, and online government activities like completing unemployment forms, licensing, and filing tax returns. It allowed others access to distance learning and video conferencing. The impact of LSTA-funded technology was truly significant.

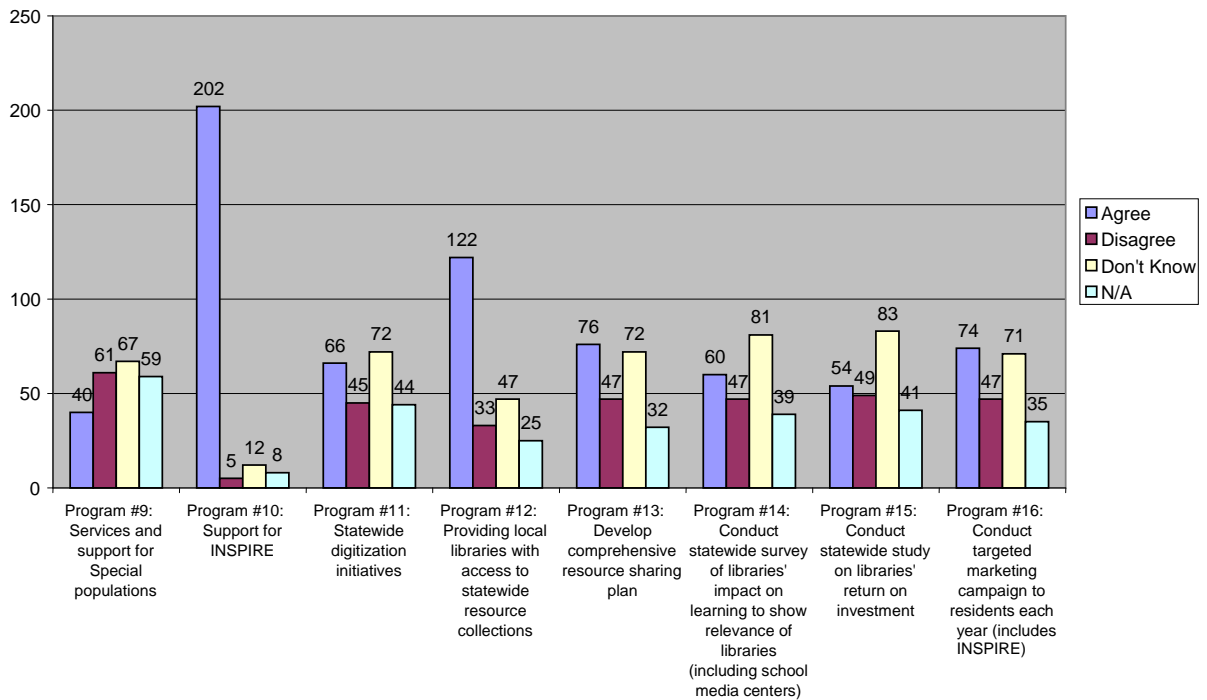
The following charts show responses to the survey statement, "This program provided a positive impact for my organization." INSPIRE, training, and technology mini-grants received the greatest amount of positive responses. It was curious that several responded "yes" to studies not yet released.

# Results of In-Depth Evaluations

**Program provided a positive impact for my organization**



**Program provided a positive impact for my organization**



\*Programs are both state and federally funded, administered by ISL.



## Results of In-Depth Evaluations

Another strength of the Plan included praise for the success of INSPIRE, as noted previously in Section 2. When asked what the impact would have been if LSTA funding had not supported this program, focus group participants simultaneously gasped. “Our day without INSPIRE would be unimaginable! I could not do my job without it!” “Our library might as well shut down!” The funding for INCAT was also mentioned as a benefit of funding that many could not do without. Participants said that they would most miss the training, coordination of collective purchasing, inter-library loans, and INSPIRE. One participant summarized the group’s feelings this way: “The diminished services to the public and lack of current technology would make libraries obsolete. The lack of Internet access would make the library irrelevant to the public’s need for information and online activities.”

Everyone showed great appreciation for the benefits of the LSTA funding. For many it provided their only means for technology, resources, or training. Many relied heavily on the training provided by both INCOLSA and LDO. Several responded that the training offered was the only way that they could stay abreast of technology advancements. For some smaller libraries, LSTA funding supplied their only resource purchases for the year. Most mini-grant recipients said that their experiences were positive for their staff and their patrons, and encouraged them into partnerships with other organizations. Participants were appreciative that LSTA-funded programs allowed the library to maximize the impact of dollars spent with statewide initiatives. Automated inventories and electronic catalogs were noted as significant operating improvements. One library was able to re-open a wireless computer lab that had been shut down due to lack of funds. School libraries were grateful for the improved capabilities of teachers including the ability to monitor student’s progress. Additionally students’ learning capabilities increased, as noted by improved reading levels. College reference books were used for research. Multicultural resources drew nontraditional patrons into the libraries. Respondents felt that grants helped them to think about technology “out of the box” in its application to their library.

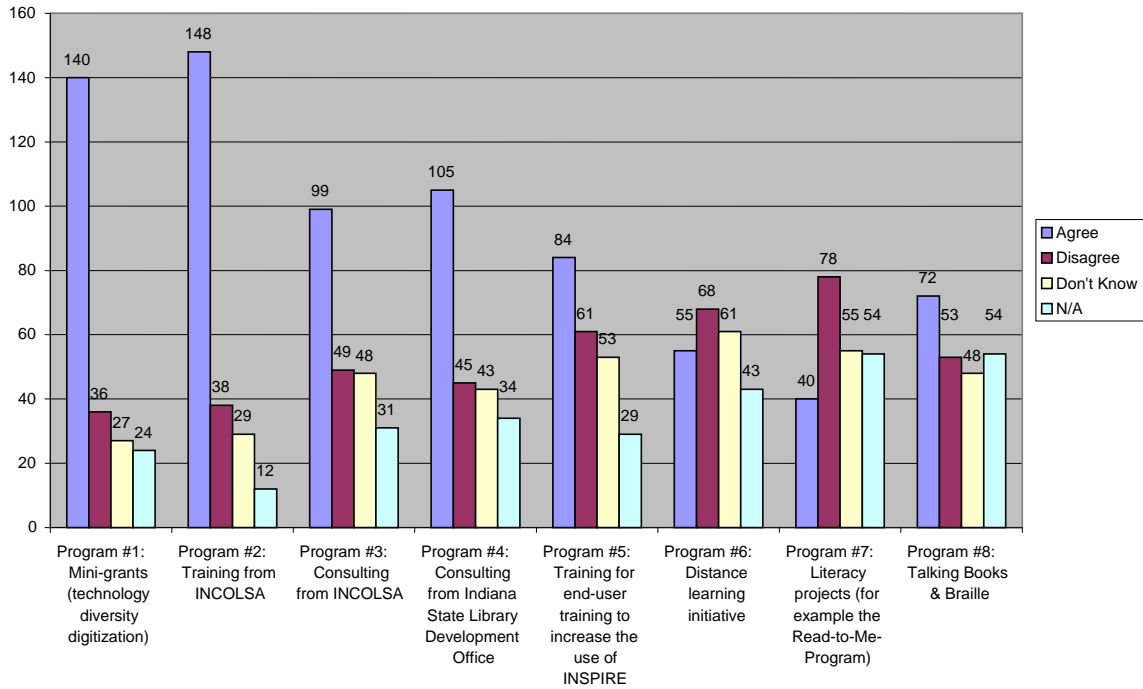


## Results of In-Depth Evaluations

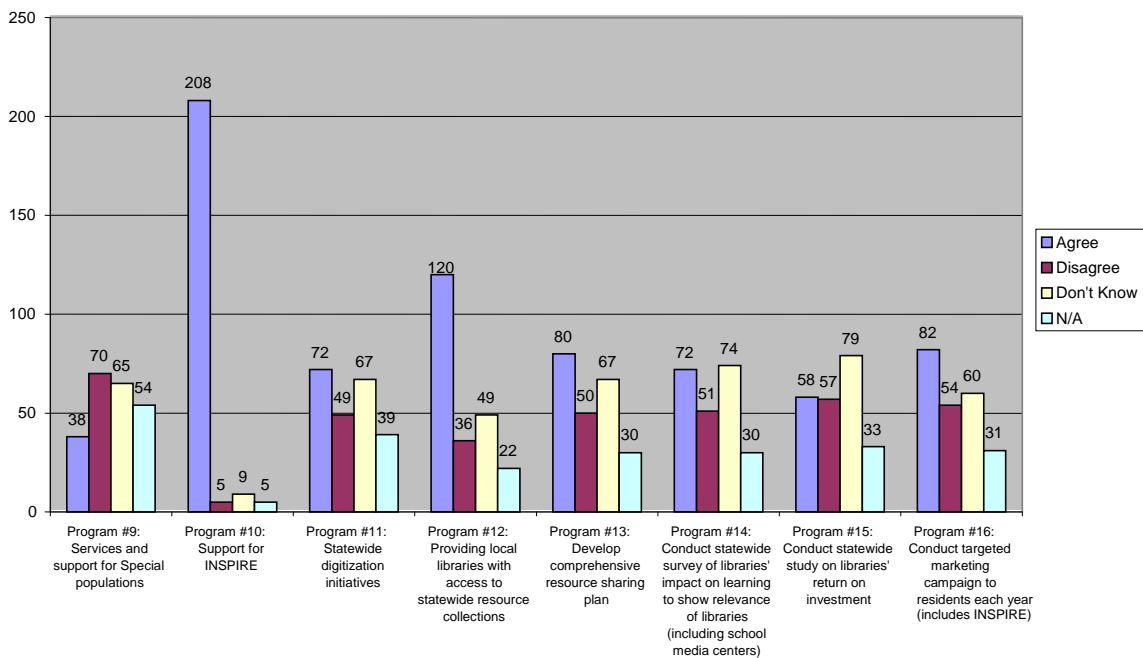
The two graphs, located on the following page, reflect the belief that LSTA-funded programs made resources available that would not have been a possibility otherwise.

# Results of In-Depth Evaluations

## Program provided benefits not otherwise possible for my organization



## Program provided benefits not otherwise possible for my organization



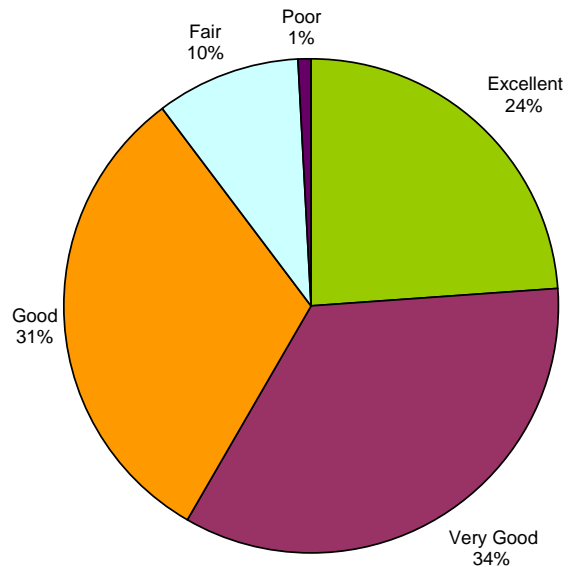
\*Programs are both state and federally funded, administered by ISL.

## Service Provided by the Indiana State Library

### Strengths

Overall, the survey respondents positively rated the administrative services offered by the LDO, as shown in the following charts. Less than a handful of comments were made that one's expectations were not fully met when making a request from the LDO. Numerous responses included that the staff was responsive, friendly, and knowledgeable. Great appreciation was expressed for the staff's willingness to offer help or other consultation. For the participants who did understand the grant process, they felt that the application process was easy to follow. The question asking respondents to rate the appropriateness of training offered for grant applications received almost 29% combined Fair/Poor ratings. This indicates the need for further analysis of the training offered for LSTA grant applications. This response might also reflect feedback that was given in the focus groups and interviews that people did not feel equipped with appropriate resources in completing grant applications or were completely unaware of programs funded by the Plan. The Consultant believes that this might be indicative of a lack of communication about available training to those who need it the most. It was also noted that there would be upcoming LDO staff retirements of people who had played significant roles in the library community. Some concern for being able to prepare newer staff was expressed.

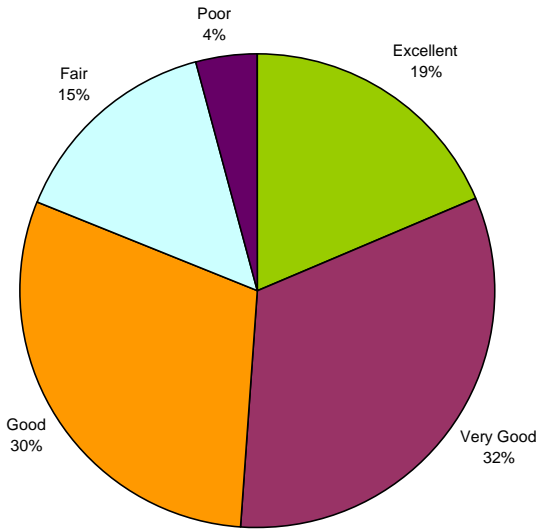
Perception of overall customer service provided by the ISL in LSTA fund administration



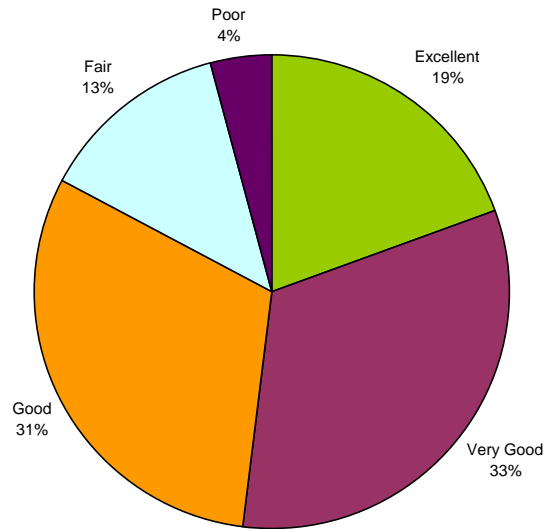


# Results of In-Depth Evaluations

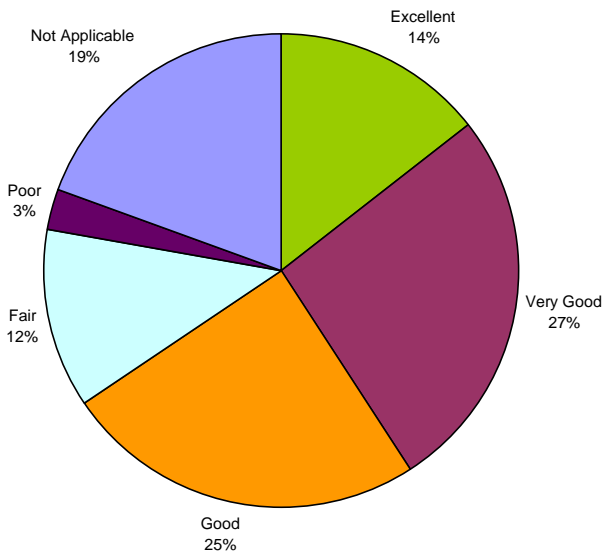
Perception of the methods used to notify LSTA fund availability



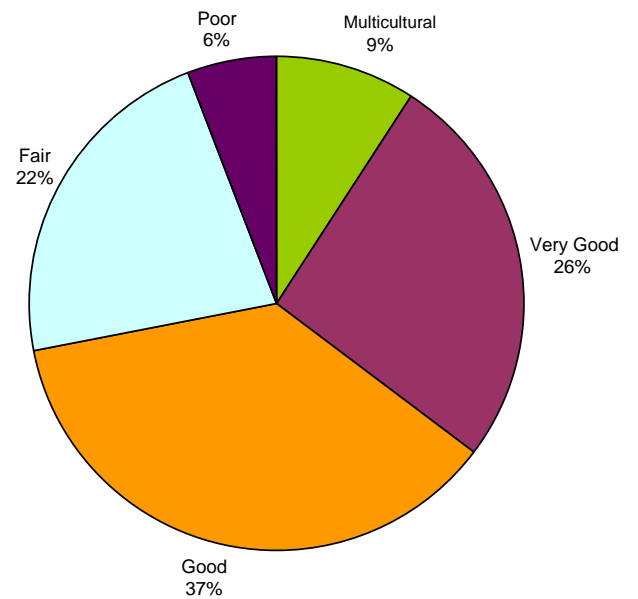
Perception of the timeliness of LSTA fund availability notification



Rating the level of support provided during the application process



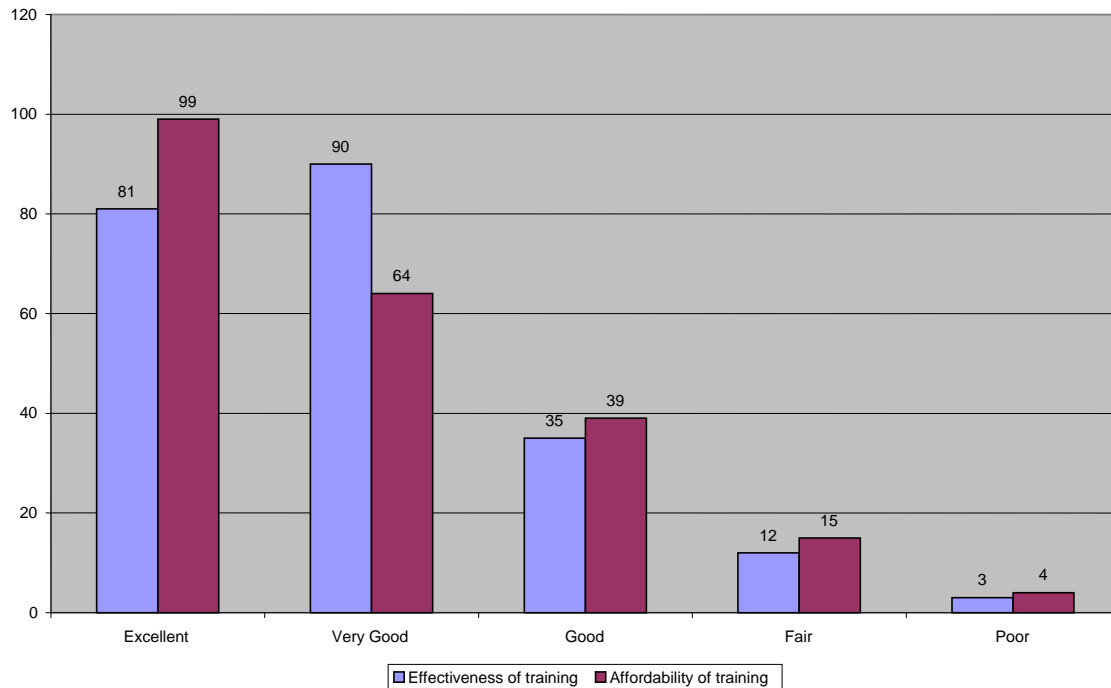
Appropriateness of training for the application process for LSTA funds



## Results of In-Depth Evaluations

Although some expressed that training was cost and time prohibitive, the survey respondents gave high ratings for training effectiveness and affordability.

**Rating of the Effectiveness of Services Provided by INCOLSA**



\*Training programs are both state and federally funded, administered by ISL.

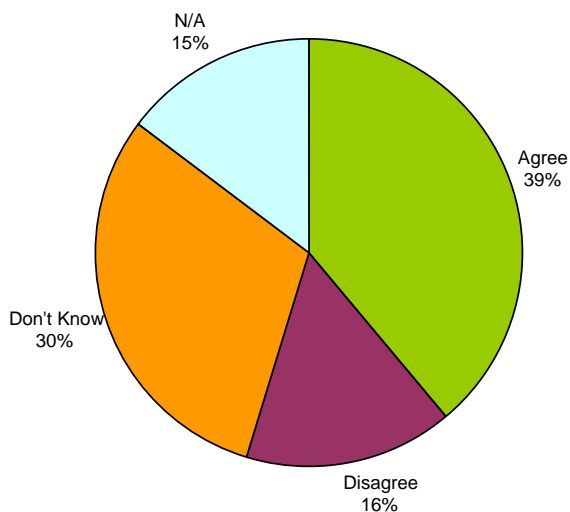
### Opportunities for Improvement

The greatest opportunity for improvement expressed in all phases of the evaluation was the need for improved communication from ISL. Questions involving awareness of programs' achieved results, impact, and sub-grant processes, showed overwhelming "Not Aware" or only "Somewhat Aware" responses. Many focus group participants were unfamiliar with the Indiana LSTA Five-Year Plan and/or what programs were funded with LSTA dollars. Many expressed frustration with not knowing the processes in regards to applications, awards, or reimbursements. Others said that the timing of notification of available grants did not fit into the schedule for making the necessary organization budget adjustments to allow for participation. Institution and school libraries often felt

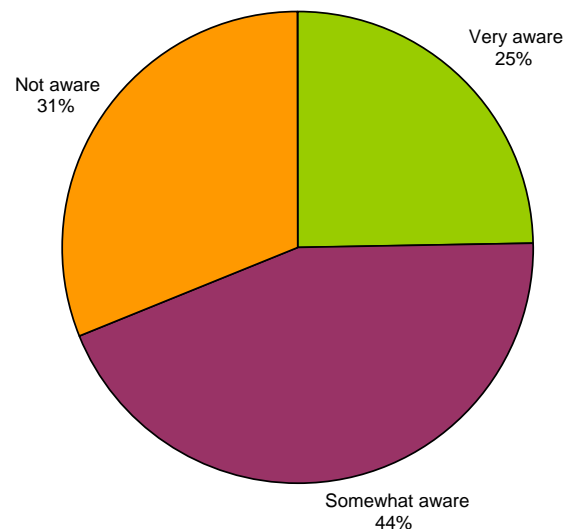
## Results of In-Depth Evaluations

“out of the loop.” Institutional librarians often did not have access to e-mail, and school librarians did not receive e-mails or regular mailings from ISL. Improved coordination with the Department of Education was suggested to improve communication. A strong desire to learn from others’ applications and completed projects was expressed. In addition, those who were somewhat familiar with the processes expressed the desire to know who was awarded grants and why their application was selected. They also wanted to know the outcomes of the awarded projects. Most felt that it is difficult to understand the reporting and planning including any specific, measurable outputs and outcomes. Many felt that reported information was not always available or organized in a user-friendly format.

**Overall perception of positive impact, new opportunities, and achievement of expected results in programs**  
(summary of online survey questions 15-17)

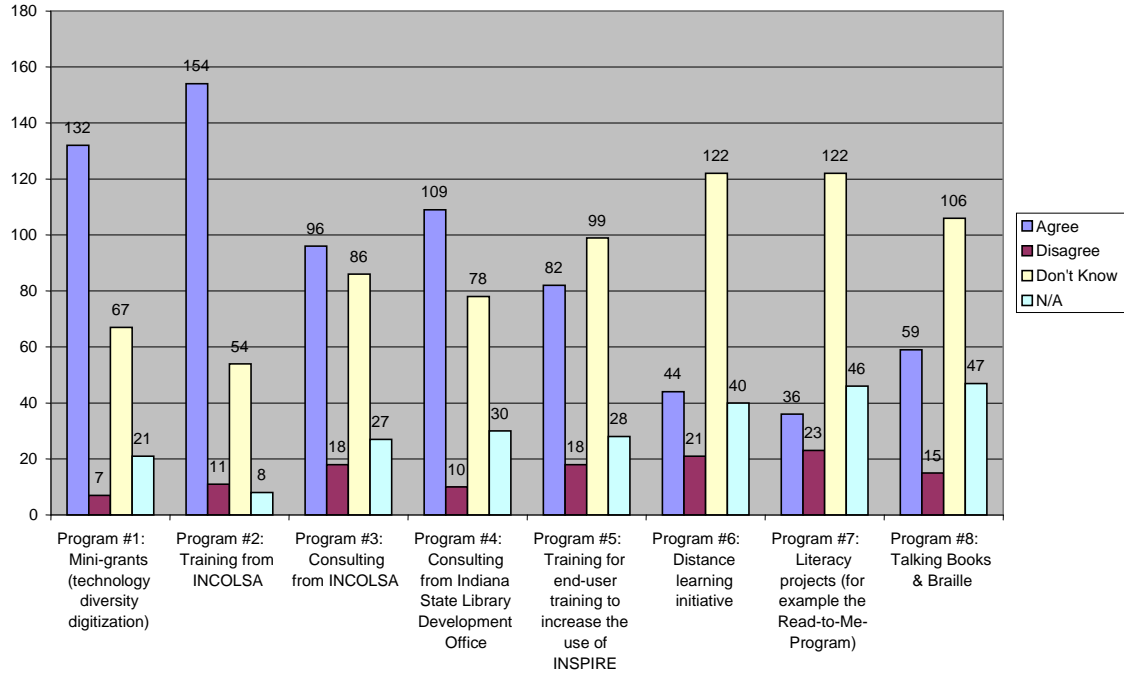


**Overall awareness regarding LSTA mini-grants**  
(summary of online survey questions 26-30)

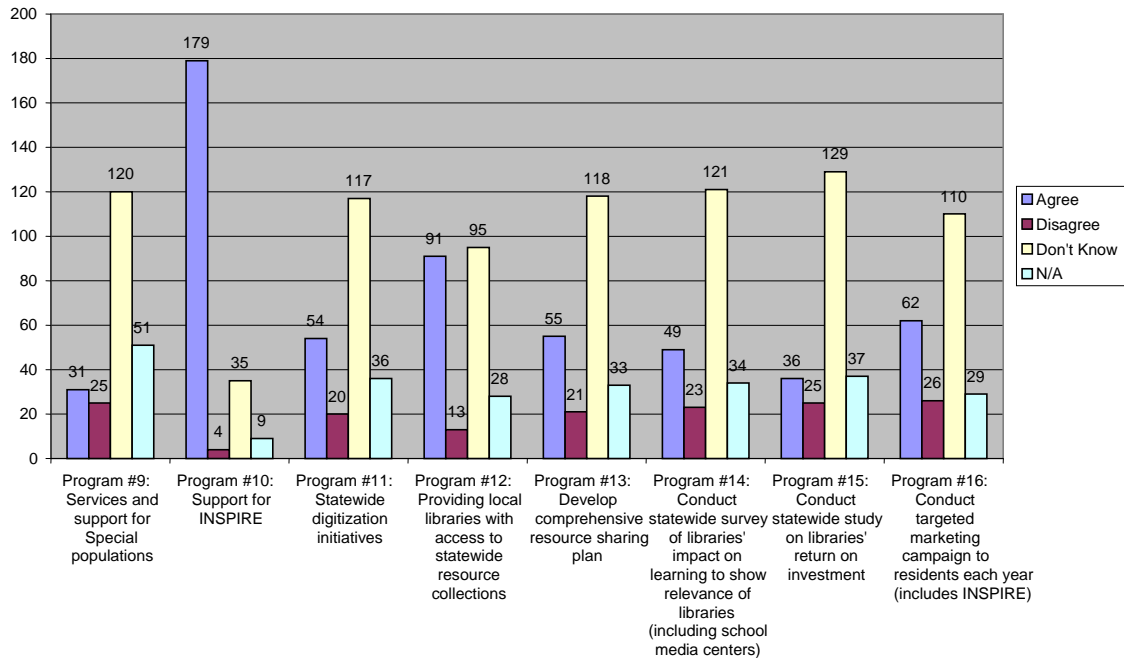


# Results of In-Depth Evaluations

## Program achieved its expected results



## Program achieved its expected results



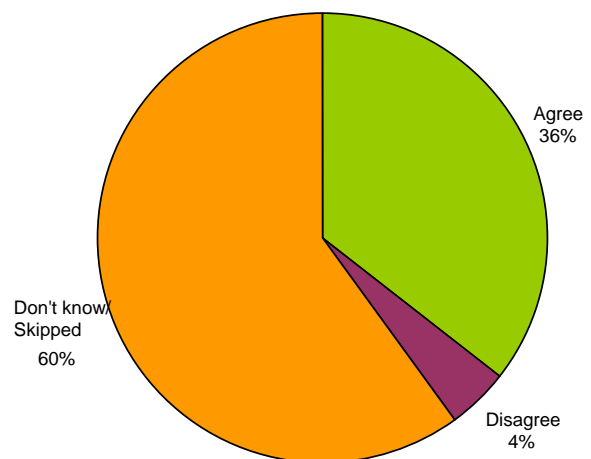
\*Programs are both state and federally funded, administered by ISL.

## Results of In-Depth Evaluations

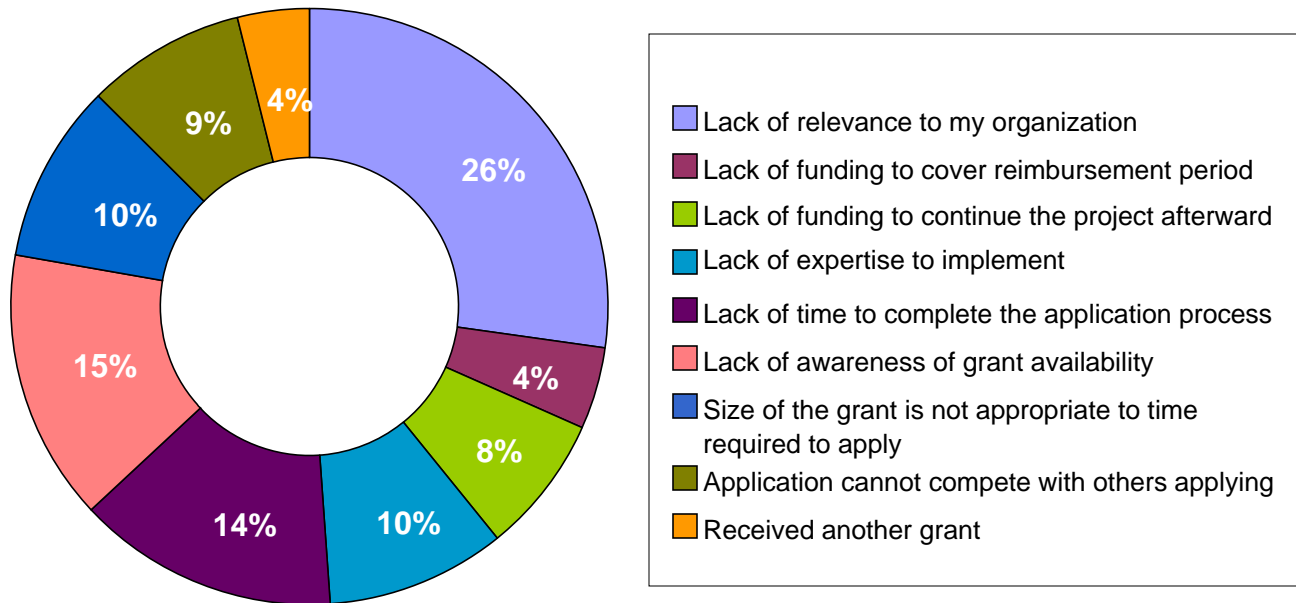
Many (especially those from smaller and mid-sized libraries) felt the need for more access to technology support and aid in developing a technology plan specific to their organization's needs. Again, this was identified as a weakness of the technology grants offered in that the technology being offered was beyond the level of on-site expertise needed for implementation and maintenance. Several times people mentioned that their organization was not ready for a specific grant at the time it was originally offered, and wished that the same grant would become available again for them to be able to take advantage of it.

Some of the most significant results of the surveys are reflected in the following graph. (See Appendix D for specific questions.) A significant amount of librarians simply do not know about the LSTA programs. If they did have some knowledge of one or more of the funded programs, there were significant information and understanding gaps about the process and implementation of these funded activities. The Consultant speculated that the number of persons who skipped the questions could represent those who did not have an answer. Or perhaps, the survey did not ask relevant questions of the survey respondents.

Perceptions regarding  
the LSTA grant award process and reimbursements  
(summary of questions 34-37 from the online survey)



## Reasons for Not Applying for an LSTA Mini-Grant

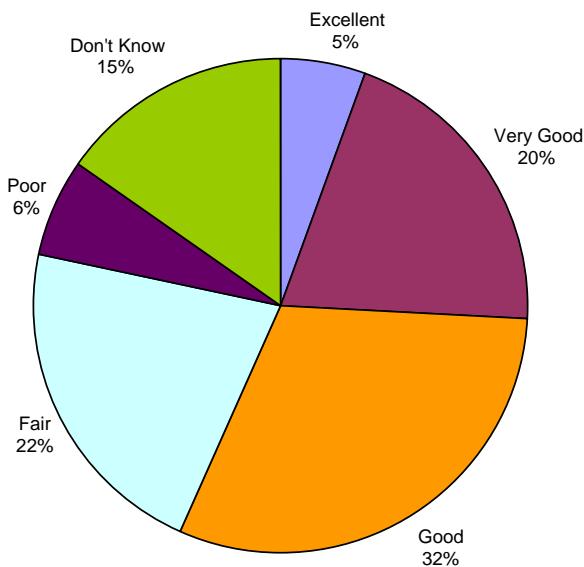


Many reasons were given for librarians not completing LSTA grants, as shown in the chart above. It was frequently mentioned that the timing of grant communications limited librarians' ability to find the funds needed to participate, and that the time needed to complete the process prohibited participation. Another typical response from librarians indicated the challenge librarians face with budget constraints. "It is hard to focus on innovative technology grants when my basic operating needs are unmet" and "I have to struggle to keep my lights on" were comments heard more than once. Smaller and mid-sized librarians felt that their lack of resources to complete the application put them at a disadvantage to larger libraries. On the flip side, many mid-sized and larger libraries felt that many of the grants offered were not worth the time and money to pay for the resources required to complete the process. Many felt that narrow, specific guidelines in grant availabilities limited their relevance to all library types. One participant reported that during the time between the grant award and reimbursement, the cost of the project increased and created more out-of-pocket

# Results of In-Depth Evaluations

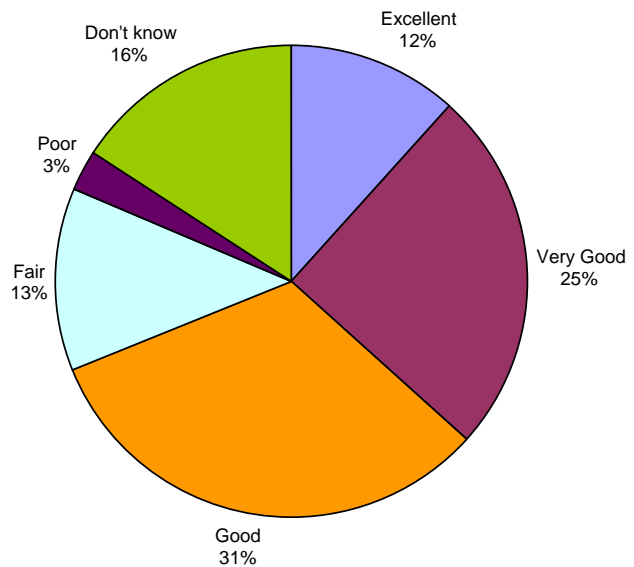
expenses. Others reported challenges of finding money to maintain and upgrade technology after a grant project was completed.

**Perception of the ISL website based on ease of use**



Although the responses about the ISL website did not show extreme negative feedback, the fact that there were any responses indicating that respondents had never even seen the website is of significant concern.

**Perception of the ISL website based on information provided**



The survey participants are leaders in the library community, and should be using the ISL website regularly. Providing additional information that already exists within the ISL would incur a relatively low cost for the increased benefits of improved communications within the library community.

**The Indiana LSTA Five-Year Plan (2003-2007) identified the following needs:**

**Need #1: Residents of Indiana need relevant information and libraries can provide up-to-date technology in order that residents may access this information wherever they need it.**

**Need #2: More library professionals and support staff with better training are needed in order to maximize use of technologies in libraries.**

**Need #3: Special populations have library needs and are underserved in many cases.**

**Need #4: Residents of Indiana need professionally managed libraries that offer a wide array of resources not available locally.**

**Need #5: Residents of Indiana need to know about library services and programs that can assist them with their informational needs or needs related to life decisions.**

### Considerations for the Future Plan

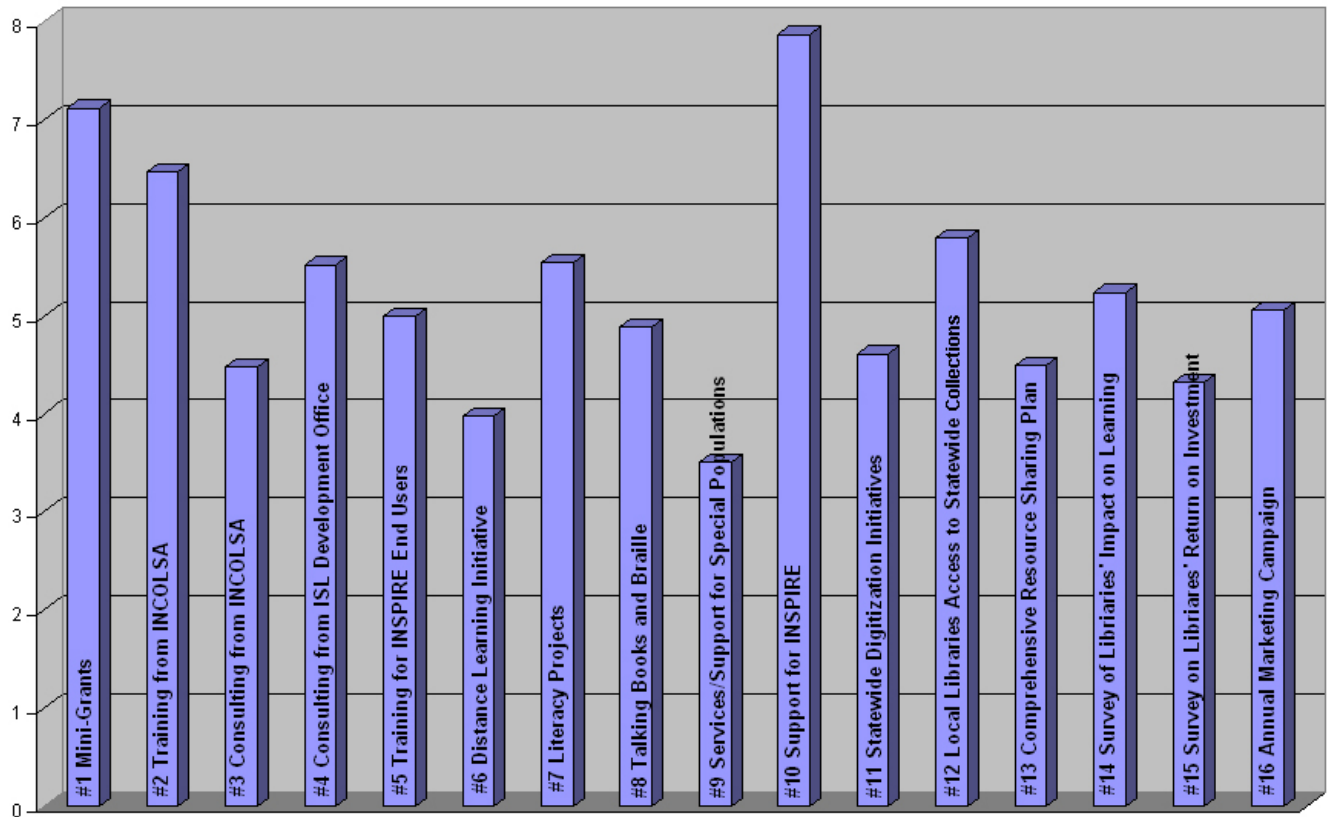
Respondents were asked to rate the importance of funded programs in the Plan as they pertain to the state, as well as to their own organizations. The results for these questions were consistent with their rating of the importance of each of the Plan's needs. Need #3 addresses providing services to the underserved. Need #3 received the lowest rating of importance in comparison to the other needs identified in the Plan. This could be due to the lack of direct interaction of LSTA-funded programs for underserved populations with most public libraries, or the perception that these services should be funded with resources other than LSTA dollars. This does not necessarily mean that this is not important to Indiana librarians. Perhaps this relates to respondents' perception of the definition of



## Results of In-Depth Evaluations

special populations, or simply that the needs affect their organizations as much as the others.

**Most important programs for the state as perceived by the respondents**



Need #1, which specifically addresses providing technology resources was ranked as the most important need by survey respondents. This result corresponds with the results of the respondents' rating of the most important funded programs, which included support for INSPIRE and technology mini-grants. There was little difference in the rating of programs in importance to the state versus the importance of the programs to the respondents' organizations.



## Results of In-Depth Evaluations

The Consultant noted the following concerns and suggestions from participants in regards to developing the next Indiana LSTA Five-Year Plan:

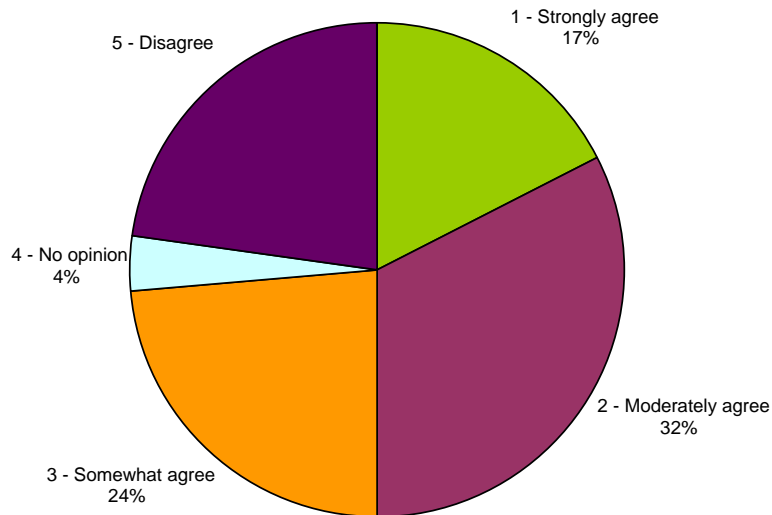
- Many libraries lack accessible funds to enable their participation in mini-grants. Could reimbursement occur in phases or at the beginning of projects? The Consultant notes LSTA guidelines state that all grants are reimbursement grants.
- Libraries lack training for financial planning and raising capital from other sources. This includes analyzing how the tax base will affect available funds.
- Libraries want businesses to partner with them and support their efforts.
- Libraries need more promotion for increasing INSPIRE usage.
- Libraries need more explanation of progress and results of funded programs and activities.
- Libraries want more collaboration between types and sizes of libraries. Could grants be considered regionally? Could a listing be developed of organizations wanting to be matched?
- Libraries need to prepare for the upcoming changes in changing demographics within library community as well as citizens of Indiana.
- Libraries need to address the challenges of serving youth in a relevant and effective manner. Issues include providing opportunities for gaming, help with homework requirements, and multi-media experiences.



## Results of In-Depth Evaluations

- Libraries want state government to provide more resources to compensate for the additional state government functions that are starting to be provided by libraries.
- Librarians need a broad scope of consulting and training resources. They want all methods of training delivery: individual consultation, group training sessions, and webinars. They want to know more about outcomes/output planning and reporting. They need a broad scope of technology training.
- Library planning needs to shift its focus from library needs to patron needs.
- Libraries need to improve public awareness of library resources and value.
- Libraries need to continue and expand INSPIRE and training for librarians and the public.
- Libraries need to stay current with technology to remain relevant. This includes knowing about security guidelines and building infrastructure.
- Libraries need software that will monitor patron computer usage and time limits.
- Libraries need to examine what resources exist in smaller libraries that may be going unnoticed.
- Libraries need a digitization plan that makes statewide sense. Could the next Indiana LSTA Five-Year Plan consider digitizing newspapers across the state? The Consultant notes that ISL and Indiana University-Bloomington received a National Endowment for the Humanities (NEH) grant to digitize newspapers in Indiana.

Perception that LSTA funds should be funding statewide initiatives versus mini-grants

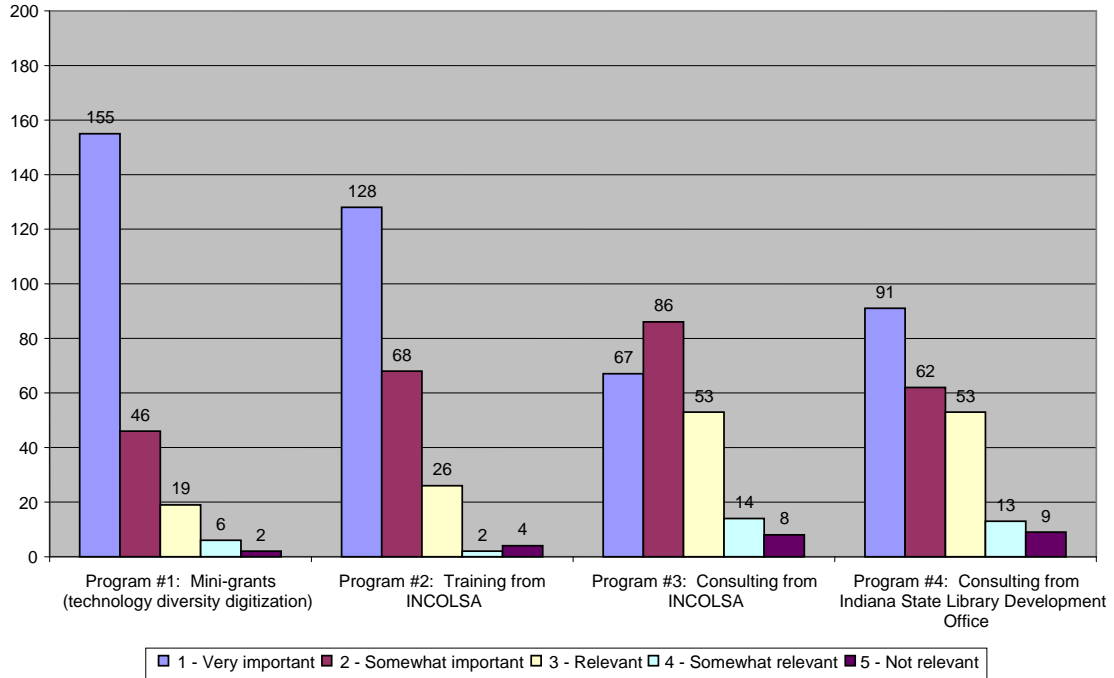


## Statewide Initiatives Versus Mini-Grants

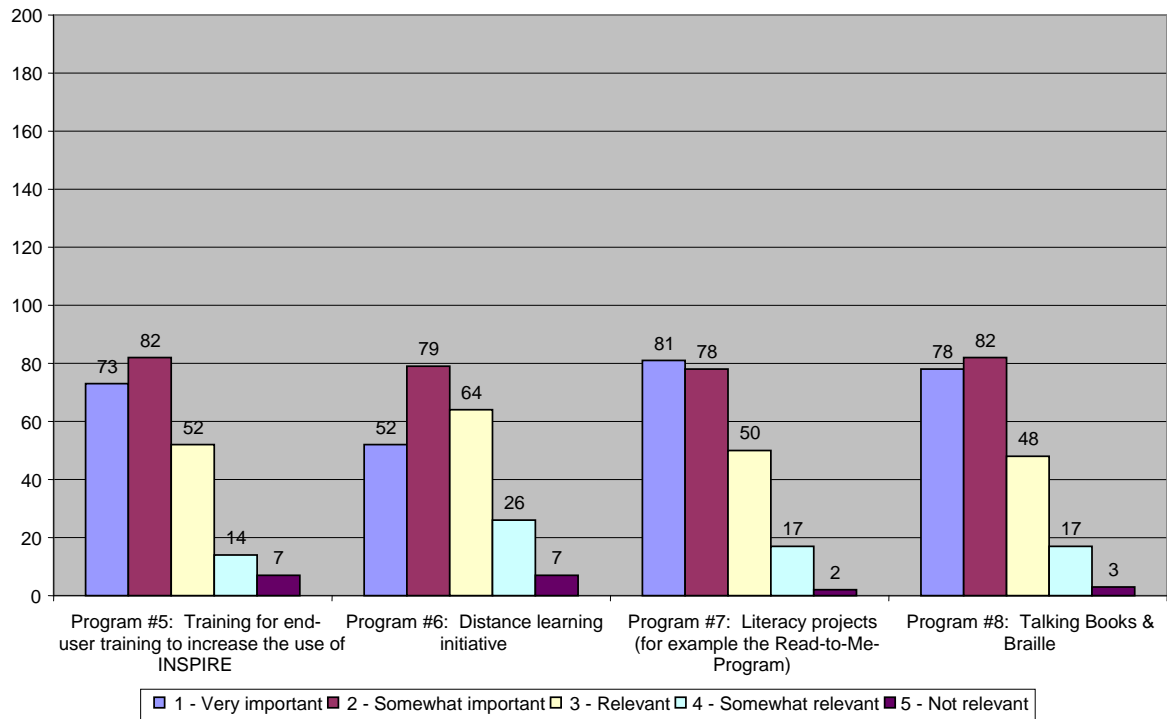
The question asking respondents if LSTA funds should primarily be used for statewide initiatives over individual LSTA mini-grants received a mixed response. While most agreed that the funds should have statewide impact, many were quick to reinforce the high impact that mini-grants had on their organization. “Small tech grants make the impossible things happen” was one comment on the survey. This mixed response is indicative of the challenge the ISL faces in designing the next Indiana LSTA Five-Year Plan. Indiana libraries are diverse based upon their size of resources, number of staff, operating budget, social-economic settings, and access to technology support. LSTA funds are limited, and it is impossible to treat everyone the same or attempt to make everything equitable. The ISL must determine what priorities can best be served in the next Indiana LSTA Five-Year Plan, and then find a place in its overall strategy to meet the unmet needs with additional sources.

# Results of In-Depth Evaluations

The perceived importance that this program be continued in the forthcoming LSTA plan

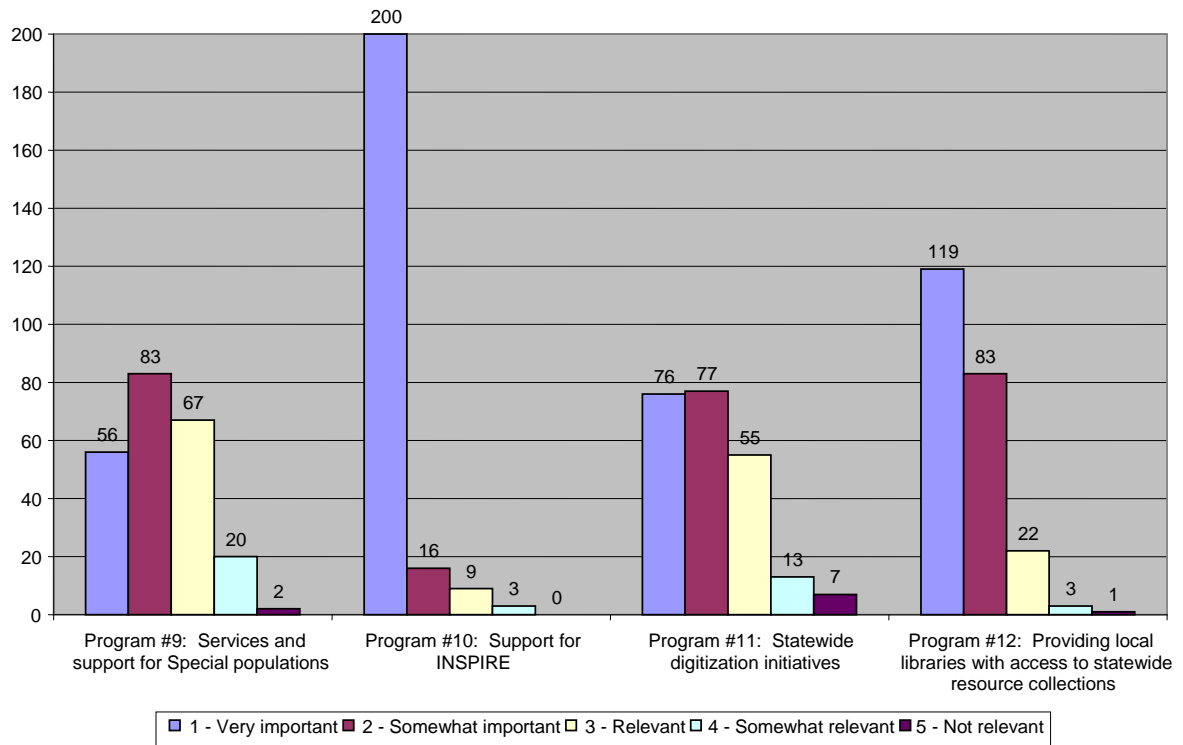


The perceived importance that this program be continued in the forthcoming LSTA plan

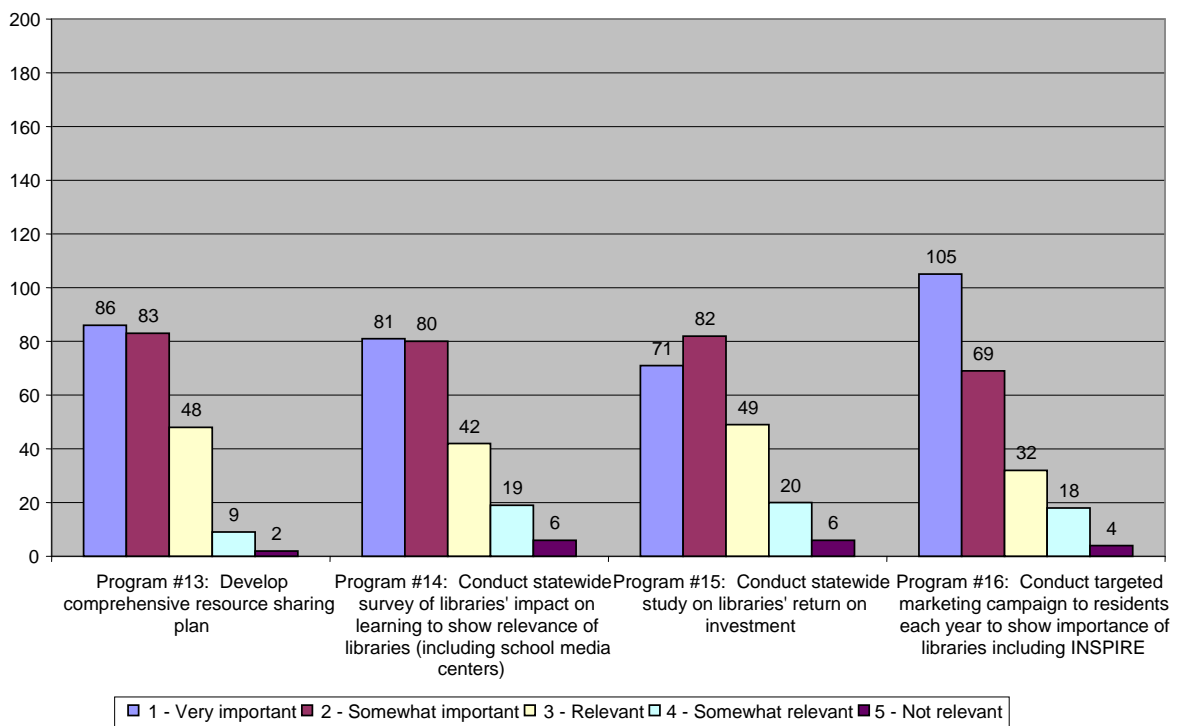


# Results of In-Depth Evaluations

The perceived importance that this program be continued in the forthcoming LSTA plan

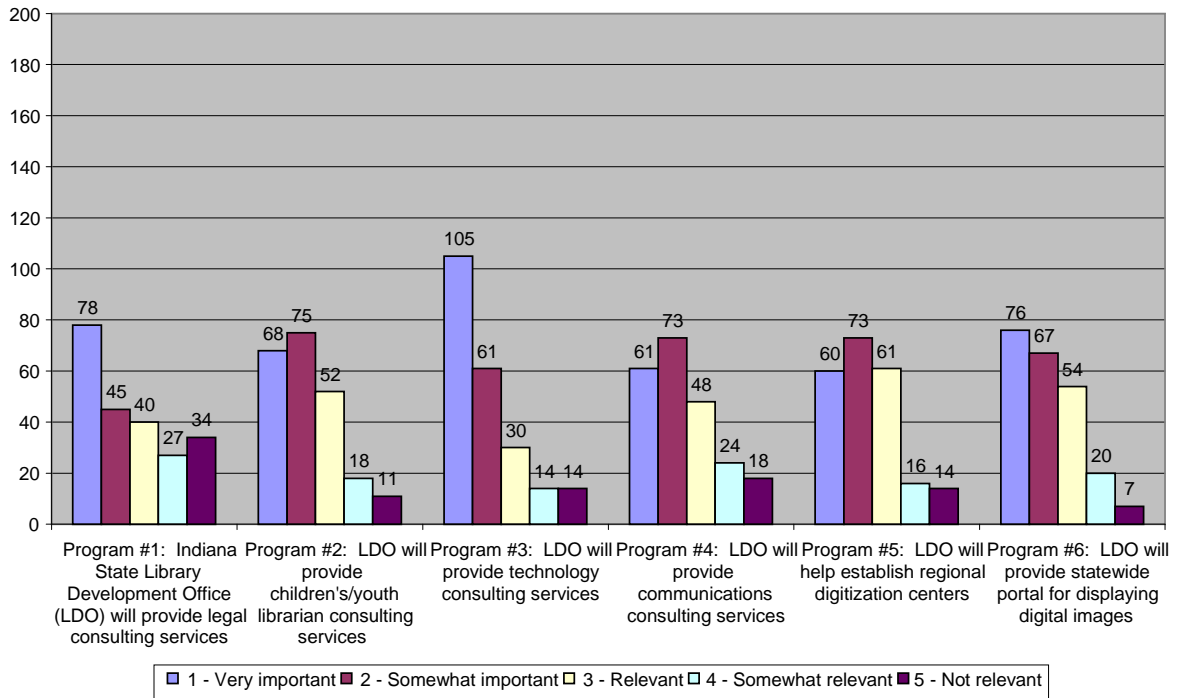


The perceived importance that this program be continued in the forthcoming LSTA plan



# Results of In-Depth Evaluations

## The perceived importance that this potential program be included in the forthcoming LSTA plan



According to the survey results, funding for technology grants, INSPIRE, consulting and training resources, and marketing received the strongest support for inclusion in the next Indiana LSTA Five-Year Plan.

The rating for special services was surprisingly low. Again, the Consultant believes the library commonly holds a high value on these services, but they are not as high of a priority. The potential programs received few “not relevant” ratings and received similar ratings as the existing programs.

## Results of In-Depth Evaluations

Finally, in regards to the upcoming demographic changes, the Consultant provides the following information for consideration.

### Population by Age in Indiana (2005)

Age	Population	Percentage
Preschool (0-4)	430,439	7%
School Age (5-17)	1,172,408	19%
College Age (18-24)	621,687	10%
Young Adult (25-44)	1,732,768	28%
Older Adult (45-65)	1,537,165	25%
Older (65+)	777,506	12%

Source: U.S. Census Bureau

Indiana libraries must focus on increasing support and services for aging constituents. Libraries can help bridge the gap between the generations in a community. The following was extracted from the IMLS report, Designs for Change: Libraries and Productive Aging (September 2005):

Public libraries are uniquely placed to help mediate the great social transformation signaled by the growing proportion of healthy, active older Americans. Recent research documents the desire of older Americans to remain engaged in the broader world and to continue their learning opportunities. These adults are resources for our communities and our libraries – if librarians can transform their practices and their institutions to provide opportunities and connections to support lifelong learning and civic participation. Libraries and museums should be leaders in fostering vibrant learning communities, with learning defined broadly to embrace “what we do to make sense of the world.” Time spent now, “planning and thinking strategically about how to engage with active productive older adults,” is a necessary investment for the continued vitality of our communities and our institutions. Chute identified four interwoven themes to help define a discussion about how libraries and museums contribute to





## Results of In-Depth Evaluations

the ideal of a nation of learners and to productive aging. (See the full report at [www.ims.gov](http://www.ims.gov).)

The next Indiana LSTA Five-Year Plan must also consider how to best address the needs for youth in the state. According to the Association for Indiana Media Educators:

Indiana elementary schools where a full-time, certified school library media specialist and program have functioned at the proficient and exemplary levels of the AASL Rubric over the past three years the percentage of students who pass the language arts sections of ISTEP range 17% to 20% higher than in Indiana elementary schools than where the school library media specialist and program consistently scored in the lower levels. (See full article at [www.ilfonline.org/Units/Associations/aime/Data/index.htm](http://www.ilfonline.org/Units/Associations/aime/Data/index.htm).)

ISL has no small task in addressing the needs presented by the shift in age demographics in the state in the next five to ten years. As noted in the survey participant responses, the library community itself also must prepare for changes in demographics of library staff. A successful future for Indiana depends upon both preparing our youth, and supporting our aging populations. Providing resources for our youth should include both support for our school libraries and our public libraries. Supporting our aging populations includes meeting their needs, as well as learning to incorporate them into the library community to glean from their years of experience and wisdom.

# Section # 4

Progress in Showing Results



## Progress in Showing Results

A study is being funded by the ISL to gauge the economic impact of libraries in Indiana, *Library Contributions to Indiana's Economic Development: A Study of the Impacts of Public, School and Academic Libraries*. The progress report submitted in December 2006 indicated advances in the following components of the study:

- Evaluation of existing research on the economic impact of libraries, which resulted in an annotated bibliography to be included in the final report.
- Analysis of traditional economic impacts of libraries using the IMPLAN economic modeling tool. These impacts reflect the direct effects of investment in libraries on employment and income in an area, as well as the indirect and induced effects that these investments create. Impact statements have been developed both on a statewide and county basis.
- Estimation of the economic value of services provided by libraries to users. Preliminary findings estimate that Indiana libraries contribute over \$850,000,000 in total impact to the state.
- Development of an interactive database of operating statistics and demographic and economic profiles for each library district in the state.
- Development, implementation and analysis of surveys, interviews and focus groups to gather information from key stakeholders.
- Analysis of the relationships between spending on school media centers and student academic outcomes such as ISTEP and SAT scores, and plans for college enrollment.



## Progress in Showing Results

The survey results below show that public libraries have little interaction with economic development boards, and most do not provide literacy programs. Yet, most do provide assistance to individuals for job search services. The final report is scheduled to be released in July 2007.

### Library Contributions to Indiana’s Economic Development: A Study of the Impacts of Public, School and Academic Libraries

Library Engagement 2006	Yes	Percent	No
Number of Public Libraries Surveyed	239	100.0%	
Work with Chamber of Commerce	156	65.3%	83
Literacy Programs	104	43.5%	135
Economic Development Board Involvement	73	30.5%	166
Business Use of Library for Research	167	69.9%	72
Provide Help to Job Hunters	182	76.2%	57
Innovate Services	109	45.6%	130

Source: Indiana University Kelley School of Business, Indiana Business Research Center

# Section # 5

## Lessons Learned



### Lessons Learned

This section describes the action items under consideration of the ISL based upon lessons learned during this past Plan period. Many of the following items are based upon improving communication within the ISL, the library community, and the general public. An overwhelming result of survey feedback indicated a lack of awareness and access to LSTA program and administrative information. Many changes have already been implemented, or are currently being analyzed as a result of this evaluation process.

1. Update the Indiana State Library website.

Currently, a lot of content exists on the website, but it is not easy to find specific information. Updating design and navigational flow could make the website a highly used resource for all librarians. Website metrics should be evaluated monthly to determine usage volume. The website should be designed with the goal of becoming the home page for all Indiana librarians. In relation to specific LSTA information, the following content should be included on the website:

- Regular descriptions of LSTA-funded activities achieving statewide impact. This includes economic and workforce development benefits, taxpayer benefits, and return-on-investments.
- An executive summary of the Indiana LSTA Five-Year Plan. This should include a description of what programs and activities are associated with each of the identified plan needs.
- Short descriptions of each high-level program funded by LSTA funds. This should include contact information for associated Library Development Office (LDO) staff.



## Lessons Learned

- Best practices and lessons learned from within the state, as well as links to other state libraries, and library organizations.
- The ability for librarians to sign up for e-mail distribution lists.
- Explanation of the process for mini-grants that is user-friendly.
- The ability to download the information from a training session on the LSTA sub-grant program.
- Process flowchart to show the progression of events in the lifecycle of the sub-grant program.
- Explanation of who determines the sub-grant types and amounts, and when these decisions are made.
- Downloadable electronic templates for applications and reports.
- Calendar to communicate timelines for sub-grant announcements, application deadlines, application reviews, award announcements, and expected reimbursement dates.
- Functionality that allows users to sign up to receive e-mail notifications of significant calendar dates (as it pertains to the sub-grant program).
- Announcements of what mini-grants will be available early enough for libraries to take them into consideration in their budgeting process.



## Lessons Learned

- Project templates with expected project outputs and outcomes.
  - Expected project out-of-pocket costs, and post-grant project maintenance and support costs.
  - Descriptions of who received grant funds and their intended use of the dollars.
  - End-of-project reports to describe lessons learned and best practices.
2. Update Library Development Office operational and reporting documents and standard operating procedures.
  3. Perform annual updates to the e-mail distribution/contact information lists for all library types.
  4. Continue to send regular mail communications to institutional libraries.
  5. Update all ISL communications to include a description of the correlation between activities and the LSTA Plan.
  6. Create a uniform technology plan that addresses the needs specific to small, mid-sized, and large libraries.
  7. Improve the marketing plan to include the development of reaching the general public and private and public sectors. This must include analysis of measurable results at marketing plan milestones, and should take into consideration the marketing plans of other state library organizations. Developing and improving relationships with those outside the library community is essential for creating statewide and community impact. The





## Lessons Learned

- INSPIRE program should continue to be a primary target of the marketing efforts.
8. Develop strategic relationships outside of the library (both public and private sectors) to specifically address the need for creating self-sustaining, profitable, relevant, and effective public libraries.
  9. Analyze and prioritize how LSTA funding should address the challenges of meeting the diverse needs of Indiana's library community. Clearly, the LSTA funds cannot meet all the needs of every size and type of library. Additionally, there are different needs between libraries existing in communities with different levels of economic growth and workforce development needs. The next plan should provide a clear focus on the intent of which needs are being addressed.
  10. Analyze and prioritize how LSTA funding will address the needs of special populations.
  11. Analyze and develop a structure for LSTA funding to address literacy needs in the state.
  12. Analyze and develop how the next Plan will address the impact of the upcoming demographic changes both in the library community and the general public. This includes the impacts on workforce development, library usage, technology challenges, and inter-generational issues. For the library community, this should include the impact of library workforce needs.



## Lessons Learned

13. Analyze and develop how the next Plan will address the varied consulting needs of librarians. This includes an analysis of the scope of training needs and how to best meet these needs. It also includes operational, technology, legal, marketing, and communication plans.
14. Analyze and develop how the next Plan will address the specific needs of youth in the state. This includes developing the relationship with school librarians to achieve creating a generation of library users, and specifically addressing issues of “Generation Z.”
15. Analyze and develop how the next Plan will expand upon the current INSPIRE program and digitization plans. This should include how to best leverage the ISL brand within the state as well as beyond Indiana borders.
16. Analyze and develop how the next plan will prioritize the spending of LSTA funds to favor statewide initiatives. The special needs of smaller libraries should be analyzed to determine how the plan could best address their needs.
17. Analyze and develop how the next Plan will incorporate training for the sub-grant program.
18. Analyze and develop how the next plan will allow mini-grants to be relevant to more than one type of library. If the focus is to continue to be digitization and technology improvements, the plan should define the short-range and long-range goals of mini-grants. The dollar amount of grants awarded needs to correspond to the amount of effort required for application.



## Lessons Learned

19. The next Plan should be written with clear expectations of what metrics will be used to evaluate success of funded activities. Electronic templates should be created to report on these metrics annually. An associated standard operating procedure should be created that will include who will be responsible for maintaining the report template.
  
20. The next Plan should be written in conjunction with the overall five-year plan for ISL. Strong consideration and communication of how the LSTA-funded dollars fit into the context of the overall strategy and plan for the library community on a state level must be made.

# Section # 6

## Evaluation Process



## Evaluation Process

The Consultant conducted interviews with ISL staff and reviewed grant documentation. Research included a review of grant applications, related correspondence, and reports on grant activities. The consultant reviewed a random sample of documents from each of the past four years. Additional research was conducted on other information used in this evaluation to provide framework for the Consultant’s recommendations. The following table describes the costs associated with the evaluation process. The rest of this section describes the specific components used in the evaluation process.

### Indiana LSTA Plan Evaluation Project Costs

Organization	Description	Cost
Briljent, LLC	Contract to conduct the evaluation and create the report	\$39,500.00
ISL	Travel expenses of ISL staff to attend statewide focus groups	\$494.49
ISL	ISL staff time (\$21.53/hour)	\$968.85
<b>Total Evaluation Project Costs</b>		<b>\$40,963.25</b>

Source: Indiana State Library



## Focus Group Background and Methodology

The first component of the Plan's evaluation included asking the library community to participate in focus groups. The focus groups helped to provide in-depth feedback that could not have been achieved as easily through the use of web or telephone surveys. Participants of focus groups collaborated on their input and suggestions for the improvement and adaptation of future LSTA Plans. Their teamwork helped to yield more creative ideas and more involved feedback than often occurs with individual interviews.

Nine focus group meetings, with a total of 72 participants, were held between the dates of September 12, 2006 and September 27, 2006 to gauge the response to the Plan. The focus groups were conducted by Brilljent with the aid of Bischoff Performance Improvement Consulting at some of the locations. Each of the nine meetings was held in a different location throughout the state of Indiana to gather a statewide view regarding the program. Focus groups were held at the following locations:

Indiana State Library	September 12, 2006
Madison-Jefferson County Public Library	September 13, 2006
Evansville Vanderburgh Public Library	September 14, 2006
Kokomo-Howard County Public Library	September 19, 2006
Lake County Public Library	September 20, 2006
Tippecanoe County Public Library	September 21, 2006
Plymouth Public Library	September 25, 2006
New Castle-Henry County Library	September 26, 2006
Allen County Public Library	September 27, 2006



Librarians invited to participate in the focus groups included LSTA grantees since 2002, those that applied and were not granted funding, and librarians who did not apply for grants from 2002 through 2006. Public, academic, institutional, school and other\* library types were all represented in the focus group participants. Public libraries represented the greatest number of focus group attendees. Questions and format for the focus groups were designed in collaboration with the ISL staff. (See Appendix D) At the beginning of the focus groups, the consultants set the direction of feedback to be in the context of providing honest answers. Participants were encouraged to respond in a manner as not to assign blame or fault-find. The stated purpose for gathering the feedback was to identify successes as well as opportunities for improvement, so that the creation of the next Indiana LSTA Five-Year Plan could provide the infrastructure to support significant improvement in the impact of LSTA funds.

The participants' responses served as the foundation for designing the online survey, and are summarized throughout the remainder of this section. The Consultant formulated many of the recommendations based upon comments made at the focus groups.

\*other = Retired academic librarian, special/medical, special library, special-corporate, special, School of Library and Information Science, research, library in not for-profit company, foundation or government



### **Phone Interview Background and Methodology**

The second component of the Plan's evaluation included the Consultant conducting phone interviews. A total of 64 phone calls were made, resulting in 36 phone completed interviews between the dates of October 16, 2006 and December 1, 2006. Brilljent and Engaging Solutions both conducted calls for the phone interviewing process.

The individual interviews encouraged an open dialogue that does not always occur in a group discussion. The majority of persons interviewed were either directors of libraries or persons responsible for applying or managing LSTA grant monies. Librarians invited to participate in the phone interviews included LSTA grantees since 2002, those that applied and were not granted funding, and librarians who did not apply for grants from 2002 through 2006. Public, academic, institutional, school, and other libraries were all represented in the phone interview process. The phone surveys helped to provide a sampling of opinions of libraries throughout the state, of all different sizes and operating needs. The majority of interviewees included directors of public libraries who had over ten years of service in the library community. Questions and format for the individual interviews were designed to collect the same type of feedback as sought in the focus groups. (See Appendix E.) The purpose was to gather information from those who could not attend a focus group, as well as provide an ample opportunity for individuals to express their opinions. Again, as in the focus groups and online surveys, the majority of the interviewees represented public libraries. As seen in the electronic survey feedback, the interviewees collectively represented those with decades of service to the library community. Their feedback is highlighted throughout the remainder of this section.



## Online Survey Background and Methodology

Indiana LSTA Five-Year Plan Evaluation Website Home Page



### **Evaluation of the Indiana Library Services and Technology Act (LSTA) Plan 2003-2007**

Welcome !

This online survey is one of several methods that is being used to evaluate the Indiana LSTA Plan for 2003-2007. On behalf of the Indiana State Library, Brilljent is conducting a formal evaluation of the existing plan by conducting focus groups, individual interviews, research and analysis of program documentation, and this survey. The results of this evaluation will then be presented to the Indiana State Library in January 2007. The Indiana State Library will use the feedback from the focus groups, survey and individual interviews to create a new 5 year LSTA plan that will cover 2008-2012. The new completed plan will be presented to the Indiana Library Advisory Committee (ISLAC) and the Indiana Library and Historical Board.

It should take about 15 minutes to complete the survey. We appreciate your time.



> Click here to review the Plan



> Click here to take survey



The third main component of the Plan's evaluation included the Consultant hosting an online survey. The online survey provided the most comprehensive portion of the overall evaluation process. There were forty-five questions, most of which offered multiple-choice answers. However, there were six open-ended questions and about 25% of survey takers who completed all questions took the time to voice their opinions. The online survey was open to any type of library professional within the state of Indiana. The online survey was announced at all of the focus groups, information was included within Indiana State Library publications, and e-mail notifications were sent to library professionals with listed e-mail addresses. Personal phone invitations were also made to the Indiana State Library Advisory Council Indiana libraries. The survey was available on the Internet at [www.indianalstaplan.com](http://www.indianalstaplan.com) between the dates of October 16, 2006 and December 1, 2006, and 318 people responded. About ninety respondents did not complete all questions. Some of the feedback for the survey indicated that people felt that the survey took too long to complete, or asked questions that were not relevant to their organizations. Despite this, 219 completed most questions. That response level exceeded the target goal of 200 survey respondents, and surpassed the participation in the last five-year evaluation by almost 90%

# Section # 7

Appendices



## Indiana State LSTA Plan (2003-2007) Summary

(From the Indiana State Library, December 2006)

One mission of the Indiana State Library (ISL) is to provide the organizational support to empower the residents of Indiana to meet their library needs. The Indiana State Library allocates Federal Library Services and Technology Act (LSTA) funds that supplement statewide programs such as the Indiana State Library Data Center, Talking Book and Braille Library, INSPIRE, and programs that enable new technologies to be purchased so that the needs of users at libraries of all types are met.

The Indiana State Library conducted focus group sessions and a statewide survey in 2001 to determine the informational needs of residents of Indiana. Librarians, trustees, and users of libraries were asked to respond to the survey and/or focus group questions. Five needs were identified as priority needs for library service in the next five years in Indiana. These needs are consistent with the purposes of the Federal Library Services and Technology Act (LSTA) and are stated below.

- A. Residents of Indiana need relevant information and libraries can provide up-to-date technology so residents may access this information wherever they need it.

### Programs:

1. Provide grants to public, school, and academic libraries for technology needs, including equipment, based on information revealed in surveys and/or focus group sessions with librarians. The Indiana State Library Advisory Council (ISLAC), composed of librarians, trustees of libraries, users of libraries and others, will also advise the State Library on the technology needs of libraries. Time frame: 2004-2007 (If additional LSTA funding is available, this



program may begin in 2003.) Grants to fund digitization projects may be made to special libraries and archives in addition to awards made to public, school, and academic libraries. Time frame: 2006-2007

2. Provide support for the Indiana Telecommunications Network to provision high-speed Internet access to public libraries. Time frame: 2003-2007
3. Provide consulting services from the Indiana State Library and INCOLSA to enable libraries to receive full advantage of the technology grants and to provide a liaison to the Indiana Telecommunications Network. Time frame: 2003-2007

B. More library professionals and support staff with better training are needed in order to maximize use of new technologies in libraries.

#### Programs:

1. Enable INCOLSA to provide support for training in microcomputers, library automation, the Internet, technology-delivered learning, and Information Retrieval. Time frame: 2003-2007
2. Train library staff to offer end-user training programs to increase the use of INSPIRE, the Virtual Library. Time frame: 2003-2005
3. Provide a distance-learning initiative that will stress improving the reliability of the system, increasing the availability of content, and fostering cooperation with educational and nonprofit partners. Time frame: 2003-2007



4. Provide consulting services from the Indiana State Library and INCOLSA to strengthen leadership and administrative ability among librarians. Time frame: 2003-2005

C. Special populations have library needs and are underserved in many cases.

Programs:

1. Provide incentives for literacy projects, including family literacy projects, at both the local and state level. An example of a state-level project is the Read-to-Me Program that encourages offenders in Indiana correctional institutions to read to their children by enabling the offenders to record a book on tape to be sent to their child(ren). Time frame: 2003-2007
2. Support the Talking Books Program for the blind and other services of the Special Services Division of the ISL. The “Talking Books” Program provides cassettes, records, and books in Braille to residents who need and request the service. Time frame: 2003-2007
3. Establish new distance learning sites, in addition to the ones already in existence, to enhance opportunities for special populations to receive courses and training close to where they live. Time frame: 2004-2007
4. Provide consulting services from the Indiana State Library to strengthen leadership and administrative ability among librarians who provide library services to special populations. Time frame: 2003-2007



D. Residents of Indiana need professionally managed libraries that offer a wide array of resources not available locally.

Programs:

1. Provide support for INSPIRE (Indiana's Virtual Library). Time frame: 2003-2007
2. Conduct a survey of local library resources that are candidates for digitization with the intent of making the most significant collections/resources available to Indiana residents via the web. Time frame: 2003-2007
3. Develop a comprehensive resource sharing plan that clarifies the roles and responsibilities of all types of libraries, the technological mechanisms to be used to make library holdings information available to the public, and the means by which information resources, both in physical and electronic formats, will be delivered to the public. Time frame: 2003-2005
4. Provide local libraries with access to state-level resource collections. Time frame: 2003-2007
5. Enable INCOLSA to provide consultations and group demonstrations about computer software and hardware, automation planning, shared catalogs, and the use of the Internet. INCOLSA will also provide cooperative contracting and purchasing of various library-related products and services, as well as IR databases. Time frame: 2003-2007



6. Provide consulting services from the Indiana State Library and INCOLSA to strengthen leadership and administrative ability among librarians. Time frame: 2003-2007

E. Residents of Indiana need to know about library services and programs that can assist them with their informational needs or needs related to life decisions.

#### Programs:

1. Conduct a statewide study of libraries' impact on learning to show the relevance of libraries to residents and funders and/or conduct a statewide study of school media centers' impact on students' learning to show the value of school media centers to residents and funders. Time frame: 2006-2007
2. Conduct a statewide study on libraries' return on investment. Time frame: 2006-2007
3. Conduct a targeted marketing campaign to residents each year to show the importance of libraries and their resources, including INSPIRE, Indiana's Virtual Library. Time frame: 2003-2007





## Evaluation Focus Group Agenda

### Assessing the 2003-2007 LSTA Plan

1. What are the strengths both at a statewide level and a local level?
2. What are the weaknesses both at a statewide level and a local level?
3. How can the future plan be improved based on this feedback?
4. Were the appropriate needs identified in the Plan?
5. Were the appropriate programs and activities implemented to meet these needs?

### Impact

1. Think about how your library has changed over the last five years. How much of this is due to LSTA-funded grants?
2. What would be missing if there had been no LSTA-funded grants?
3. What would have been the impact on your district without the funding for INCOSLA, the Indiana State Library, and mini-grants?

### Process

1. How would you rate the following?



2. What could be done to improve the following?
  - Overall customer service of ISL administering LSTA funds
  - Notification of LSTA funds availability
  - Application process for LSTA funds
  - Awarding of LSTA funds
    - Are you aware of how LSTA funds are awarded?
    - Is the process consistent and appropriate?
    - How can ISL apply LSTA funds to better impact Indiana statewide?
    - How can ISL apply LSTA funds to better impact your region?
  - Reimbursement of LSTA funds and follow-up activities
3. Should Indiana State Library conduct workshops to offer LSTA information on policy and procedures?
4. How is this training best delivered?
5. What would help with applications for innovative grants?
6. What would help with applications for economic development grants?

## Results

1. Did the awarded grant monies achieve the intended results?
2. In what ways did the outcomes exceed your expectations?
3. In what ways did the outcomes not meet your expectations?
4. What still needs to be accomplished?



## The Future Plan

1. How is your region changing over the next 5-10 years? How should that affect the next LSTA plan?
2. What are your future needs?
3. What technology would you like LSTA to fund?
4. What process of getting information from Indiana State Library is most helpful? How can it improve?
5. Are you more in favor of statewide initiatives over individual grants?

## Evaluation

1. What questions from today's discussion should be included on the web-based survey?
2. What other questions should we be asking?



## Follow-Up

If you think of other feedback after today's session, please contact us:

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7615 W. Jefferson Blvd.  
Fort Wayne, IN 46804

260-434-0990

877-434-0990

[lthrasher@briljent.com](mailto:lthrasher@briljent.com)

Remember to look for more information coming soon in regards to the statewide online survey, which will be available in the month of October.



## Evaluation Phone Interview Script

**Good morning (or good afternoon), I'm \_\_\_\_\_ with Brilljent (Engaging Solutions) in Fort Wayne. I'm calling on behalf of the Indiana State Library regarding Indiana's implementation of the 2003-2007 LSTA Plan (LSTA stands for Library Services and Technology Act – if they ask). We are a consulting firm that has been hired by the Indiana State Library to conduct an evaluation of the 2003-2007 Indiana LSTA Plan. Are you familiar with the Plan?**

- If Yes, continue.
- If No, ask for an e-mail address where you can send him or her a summary of the plan and set a time to call again so he or she can review the five-page document. (He or she may also view the plan at [www.indianalstaplan.com](http://www.indianalstaplan.com))

**You were selected for this phone interview because you were invited, but unable to attend the focus group discussion in your area. I'd like to ask you a few questions about the Indiana LSTA Plan for 2003-2007. Your input is important to us. This survey should take no longer than 20 minutes, depending upon your responses. Is this a good time?**

- If Yes, continue with questions.
- If No, ask him or her when would be a good time to call again.
- If Not Interested, thank him or her for his or her time and remind them to look for the statewide online survey which is available at [www.indianalstaplan.com](http://www.indianalstaplan.com). We are asking everyone to please complete the online survey, even if they attended a focus group or completed an



individual interview. Please share this information with your colleagues and encourage them to participate in completing the survey.

**1. What type of library do you serve?**

- Public
- Academic
- School
- Institution
- Other

**2. How many years of service do you have in the library community?**

- Less than 2 years
- 2-5 years
- 6-10 years
- 11-20 years
- 21-29 years
- 30+ years

**3. Have you received LSTA grant funds?**

- If Yes, continue with questions.
- If No, ask “have you applied?” Then continue with questions.

**4. What do you see as the strengths of LSTA?**

**5. What do you see as its weaknesses?**

**6. How has your library changed because of LSTA-funded grants?**



7. How would your library be affected if there were no funding for INCOLSA, the Indiana State Library, and mini-grants?
8. How would you rate overall customer service of the Indiana State Library in administering LSTA funds?
9. Do you feel that the grant application and award process is consistent and appropriate?
  - If No, ask “Do you have suggestions on how it could be improved?”
  - If Yes, continue with questions.
10. Describe your experience with reimbursement of LSTA funds.
11. Did the awarded grant monies achieve the intended results?
12. Can you share any success stories?
13. How do you feel your region will change over the next 5-10 years?
14. What are your future needs for LSTA funds?
15. Are you more in favor of statewide initiatives that benefit all libraries or individual LSTA mini-grants?

Re to complete the statewide online survey available at [www.indianalstaplan.com](http://www.indianalstaplan.com). Your participation in today’s phone survey does not exclude you from completing the online survey. Thanks so much for your time and participation. We value your input.



# Evaluation Online Survey

## Indiana LSTA Five-Year Plan (2003-2007) Online Survey Fall 2006

Thank you for taking time to complete this survey. We estimate that it will take about 15 minutes to complete the survey. Please note that each question does require a response. This survey will gather the opinions of the Indiana library community on how LSTA funds are spent. LSTA grants fund statewide programs such as INSPIRE, INCOLSA training sessions, and small projects such as mini-grants that are awarded to libraries in order to purchase technology and digitize materials. If you have an issue or concern with a particular question, please make a note of it. We have provided room at the end of the survey for comments. We really appreciate your input and value your opinions!

**1. Identify your type of library.**

Public	<input type="text"/>
Academic	<input type="text"/>
School	<input type="text"/>
Institution	<input type="text"/>
Other (please specify)	<input type="text"/>

**2. Please indicate which best describes you.**

Director	<input type="text"/>
Librarian	<input type="text"/>
Paraprofessional	<input type="text"/>
Board	<input type="text"/>
Other (please specify)	<input type="text"/>

**3. Identify the number of your years of service in the library community.**

Less than 2 years	<input type="text"/>
2 - 5 years	<input type="text"/>
6 - 10 years	<input type="text"/>
11 - 20 years	<input type="text"/>
21- 29 years	<input type="text"/>
More than 30 years	<input type="text"/>

**4. Identify the number of constituents in your service area.**

Less than 2,500	<input type="text"/>
2,501 - 5,000	<input type="text"/>
5,001 - 10,000	<input type="text"/>
10,001 - 50,000	<input type="text"/>
50,001 - 200,000	<input type="text"/>
200,001 - 500,000	<input type="text"/>
More than 500,000	<input type="text"/>





**5. Identify the amount of your organization's operating budget.**

Less than \$1,000	
\$1,001 - \$5,000	
\$5,001 - \$10,000	
\$10,001 - \$50,000	
\$50,001 - \$100,000	
\$100,001 - \$250,000	
\$250,001 - \$500,000	
More than \$500,000	

**6. Identify the number of equivalent full-time staff in your organization.**

Less than 1	
1	
2 - 5	
5 - 10	
10 - 20	
More than 20	

The 2003-2007 Indiana LSTA Plan identified the following needs:

**Need #1:** Residents of Indiana need relevant information and libraries can provide up-to-date technology in order that residents may access this information wherever they need it.

**Need #2:** More library professionals and support staff with better training are needed in order to maximize use of technologies in libraries.

**Need #3:** Special populations have library needs and are underserved in many cases.

**Need #4:** Residents of Indiana need professionally managed libraries that offer a wide array of resources not available locally.

**Need #5:** Residents of Indiana need to know about library services and programs that can assist them with their informational needs or needs related to life decisions.

**7. Please rate the appropriateness of each of the needs identified in the 2003-2007 Indiana LSTA Plan.**

	1 - Very appropriate	2	3	4	5 - Not relevant
Need #1					
Need #2					
Need #3					
Need #4					
Need #5					



**8. Please rate each of the needs in the order of importance. (For example 1 would be the most important need; 5 would be the least important need.)**

Need #1	
Need #2	
Need #3	
Need #4	
Need #5	

**9. Please rate the level of importance of each need to your organization.**

	1 - Very important	2	3	4	5 - Not relevant
Need #1					
Need #2					
Need #3					
Need #4					
Need #5					

**10. Please rate the appropriateness of each of the funded programs.**

	1 - Very appropriate	2	3	4	5 - Not relevant
Program #1: Mini-grants (technology, diversity, digitization)					
Program #2: Training from INCOLSA					
Program #3: Consulting from INCOLSA					
Program #4: Consulting from the Indiana State Library Development Office					
Program #5: Training for end-user training to increase the use of INSPIRE					
Program #6: Distance learning initiative					
Program #7: Literacy projects (for example the Read-to-Me Program)					
Program #8: Talking Books & Braille					
Program #9: Services and support for special populations					
Program #10: Support for INSPIRE					
Program #11: Statewide digitization initiatives					
Program #12: Providing local libraries with access to statewide resource collections					
Program #13: Develop comprehensive resource sharing plan					
Program #14: Conduct statewide survey of libraries' impact on learning to show relevance of libraries (including school media centers)					
Program #15: Conduct statewide study on libraries' return on investment					
Program #16: Conduct targeted marketing campaign to residents each year to show importance of libraries including INSPIRE					



**11. Please rank the top five programs in relation to their importance to the state. (1 would be the most important.)  
You may leave the other programs blank.**

Program #1:	Mini-grants (technology, diversity, digitization)	
Program #2:	Training from INCOLSA	
Program #3:	Consulting from INCOLSA	
Program #4:	Consulting from Indiana State Library Development Office	
Program #5:	Training for end-user training to increase the use of INSPIRE	
Program #6:	Distance learning initiative	
Program #7:	Literacy projects (for example the Read-to-Me-Program)	
Program #8:	Talking Books & Braille	
Program #9:	Services and support for Special populations	
Program #10:	Support for INSPIRE	
Program #11:	Statewide digitization initiatives	
Program #12:	Providing local libraries with access to statewide resource collections	
Program #13:	Develop comprehensive resource sharing plan	
Program #14:	Conduct statewide survey of libraries' impact on learning to show relevance of libraries (including school media centers)	
Program #15:	Conduct statewide study on libraries' return on investment	
Program #16:	Conduct targeted marketing campaign to residents each year to show importance of libraries including INSPIRE	



**12. Please rank the top five programs in relation to their importance to your organization. (1 would be the most important.) You may leave the other programs blank.**

Program #1:	Mini-grants (technology, diversity, digitization)	
Program #2:	Training from INCOLSA	
Program #3:	Consulting from INCOLSA	
Program #4:	Consulting from Indiana State Library Development Office	
Program #5:	Training for end-user training to increase the use of INSPIRE	
Program #6:	Distance learning initiative	
Program #7:	Literacy projects (for example the Read-to-Me-Program)	
Program #8:	Talking Books & Braille	
Program #9:	Services and support for Special populations	
Program #10:	Support for INSPIRE	
Program #11:	Statewide digitization initiatives	
Program #12:	Providing local libraries with access to statewide resource collections	
Program #13:	Develop comprehensive resource sharing plan	
Program #14:	Conduct statewide survey of libraries' impact on learning to show relevance of libraries (including school media centers)	
Program #15:	Conduct statewide study on libraries' return on investment	
Program #16:	Conduct targeted marketing campaign to residents each year to show importance of libraries including INSPIRE	



13. For each of the funded programs, please rate the level of importance for that particular program to be continued in the upcoming LSTA Plan.

		1 - Very important	2	3	4	5 - Not important
Program #1:	Mini-grants (technology, diversity, digitization)					
Program #2:	Training from INCOLSA					
Program #3:	Consulting from INCOLSA					
Program #4:	Consulting from Indiana State Library Development Office					
Program #5:	Training for end-user training to increase the use of INSPIRE					
Program #6:	Distance learning initiative					
Program #7:	Literacy projects (for example the Read-to-Me-Program)					
Program #8:	Talking Books & Braille					
Program #9:	Services and support for Special populations					
Program #10:	Support for INSPIRE					
Program #11:	Statewide digitization initiatives					
Program #12:	Providing local libraries with access to statewide resource collections					
Program #13:	Develop comprehensive resource sharing plan					
Program #14:	Conduct statewide survey of libraries' impact on learning to show relevance of libraries (including school media centers)					
Program #15:	Conduct statewide study on libraries' return on investment					
Program #16:	Conduct targeted marketing campaign to residents each year to show importance of libraries including INSPIRE					



For each of the following statements, please indicate whether you agree or disagree with the statement.

**14. This program specifically impacted my organization.**

		Agree	Disagree	Don't Know	N/A
Program #1:	Mini-grants (technology, diversity, digitization)				
Program #2:	Training from INCOLSA				
Program #3:	Consulting from INCOLSA				
Program #4:	Consulting from Indiana State Library Development Office				
Program #5:	Training for end-user training to increase the use of INSPIRE				
Program #6:	Distance learning initiative				
Program #7:	Literacy projects (for example the Read-to-Me-Program)				
Program #8:	Talking Books & Braille				
Program #9:	Services and support for Special populations				
Program #10:	Support for INSPIRE				
Program #11:	Statewide digitization initiatives				
Program #12:	Providing local libraries with access to statewide resource collections				
Program #13:	Develop comprehensive resource sharing plan				
Program #14:	Conduct statewide survey of libraries' impact on learning to show relevance of libraries (including school media centers)				
Program #15:	Conduct statewide study on libraries' return on investment				
Program #16:	Conduct targeted marketing campaign to residents each year to show importance of libraries including INSPIRE				



**15. This program provided something that would not have been otherwise possible for my organization.**

		Agree	Disagree	Don't Know	N/A
Program #1:	Mini-grants (technology, diversity, digitization)				
Program #2:	Training from INCOLSA				
Program #3:	Consulting from INCOLSA				
Program #4:	Consulting from Indiana State Library Development Office				
Program #5:	Training for end-user training to increase the use of INSPIRE				
Program #6:	Distance learning initiative				
Program #7:	Literacy projects (for example the Read-to-Me-Program)				
Program #8:	Talking Books & Braille				
Program #9:	Services and support for Special populations				
Program #10:	Support for INSPIRE				
Program #11:	Statewide digitization initiatives				
Program #12:	Providing local libraries with access to statewide resource collections				
Program #13:	Develop comprehensive resource sharing plan				
Program #14:	Conduct statewide survey of libraries' impact on learning to show relevance of libraries (including school media centers)				
Program #15:	Conduct statewide study on libraries' return on investment				
Program #16:	Conduct targeted marketing campaign to residents each year to show importance of libraries including INSPIRE				



**16. This program provided a positive impact for my organization.**

		Agree	Disagree	Don't Know	N/A
Program #1:	Mini-grants (technology, diversity, digitization)				
Program #2:	Training from INCOLSA				
Program #3:	Consulting from INCOLSA				
Program #4:	Consulting from Indiana State Library Development Office				
Program #5:	Training for end-user training to increase the use of INSPIRE				
Program #6:	Distance learning initiative				
Program #7:	Literacy projects (for example the Read-to-Me-Program)				
Program #8:	Talking Books & Braille				
Program #9:	Services and support for Special populations				
Program #10:	Support for INSPIRE				
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Program #13:	Develop comprehensive resource sharing plan				
Program #14:	Conduct statewide survey of libraries' impact on learning to show relevance of libraries (including school media centers)				
Program #15:	Conduct statewide study on libraries' return on investment				
Program #16:	Conduct targeted marketing campaign to residents each year to show importance of libraries including INSPIRE				





**17. This program achieved its expected results.**

		Agree	Disagree	Don't Know	N/A
Program #1:	Mini-grants (technology, diversity, digitization)				
Program #2:	Training from INCOLSA				
Program #3:	Consulting from INCOLSA				
Program #4:	Consulting from Indiana State Library Development Office				
Program #5:	Training for end-user training to increase the use of INSPIRE				
Program #6:	Distance learning initiative				
Program #7:	Literacy projects (for example the Read-to-Me-Program)				
Program #8:	Talking Books & Braille				
Program #9:	Services and support for Special populations				
Program #10:	Support for INSPIRE				
Program #11:	Statewide digitization initiatives				
Program #12:	Providing local libraries with access to statewide resource collections				
Program #13:	Develop comprehensive resource sharing plan				
Program #14:	Conduct statewide survey of libraries' impact learning to show relevance of libraries (including school media centers)				
Program #15:	Conduct statewide study on libraries' return on investment				
Program #16:	Conduct targeted marketing campaign to residents each year to show importance of libraries including INSPIRE				

**18. Please rate each of the potential programs in regards to their importance of being included in the next Indiana LSTA Plan.**

		Very Important			Not relevant
Program #1:	Indiana State Library Development Office (LDO) will provide legal consulting services				
Program #2:	LDO will provide children's/youth librarian consulting services				
Program #3:	LDO will provide technology consulting services				
Program #4:	LDO will provide communications consulting services				
Program #5:	LDO will help establish regional digitization centers				
Program #6:	LDO will provide statewide portal for displaying digital images				



19. **What other types of initiatives or consulting services would you like to see included in the next Indiana LSTA Plan?**
20. **Please indicate how strongly you agree with the following statement:  
"LSTA funds should be primarily used for statewide initiatives that benefit all libraries over providing individual LSTA mini-grants."**
- 1 - Strongly agree
  - 2 - Moderately agree
  - 3 - Somewhat agree
  - 4 - No opinion
  - 5 - Disagree
21. **Please rate the overall customer service provided by the Indiana State Library in administering LSTA funds.**
- Excellent
  - Very Good
  - Good
  - Fair
  - Poor
22. **Please rate the timeliness of your notification of LSTA funds availability.**
- Excellent
  - Very Good
  - Good
  - Fair
  - Poor
23. **Please rate the methods used in providing notification of LSTA funds availability.**
- Excellent
  - Very Good
  - Good
  - Fair
  - Poor
24. **Please rate the appropriateness of training for the application process for LSTA funds.**
- Excellent
  - Very Good
  - Good
  - Fair
  - Poor
25. **Please rate the level of support provided during the application process.**
- Excellent
  - Very Good
  - Good
  - Fair
  - Poor
  - Not Applicable



- 26. Please indicate your level of awareness of how applications are processed and awarded.**  
Very aware  
Somewhat aware  
Not aware
- 27. Please indicate your level of awareness of how the reimbursement process works.**  
Very aware  
Somewhat aware  
Not aware
- 28. Please indicate your level of awareness of why the reimbursement process is in place.**  
Very aware  
Somewhat aware  
Not aware
- 29. Please indicate your level of awareness of who has received grants and for what purpose.**  
Very aware  
Somewhat aware  
Not aware
- 30. Please indicate your level of awareness/understanding of the technologies funded by past LSTA mini-grants (wireless technology, smart boards, tablet PC's, etc.).**  
Very aware  
Somewhat aware  
Not aware
- 31. Please rate the website of the Indiana State Library based upon the information it provides.**  
Excellent  
Very Good  
Good  
Fair  
Poor  
Don't know, I have never seen it
- 32. Please rate the Indiana State Library website based upon the ease of use.**  
Excellent  
Very Good  
Good  
Fair  
Poor  
Don't Know
- 33. What other types of information would you like to see included on the Indiana State Library website?**
- 34. Please indicate if you agree or disagree with the following statement: "LSTA mini-grants are awarded in a consistent manner."**  
Agree  
Disagree  
Don't know



35. Please indicate whether you agree or disagree with the following statement: "LSTA mini-grants are awarded in an appropriate manner."

- Agree
- Disagree
- Don't know

36. Please indicate whether you agree or disagree with the following statement: "The LSTA mini-grant reimbursement process is completed in a timely manner."

- Agree
- Disagree
- Don't know

37. Please indicate whether you agree or disagree with the following statement: "The LSTA mini-grant reimbursement process is completed accurately."

- Agree
- Disagree
- Don't know

38. Please rate the services provided by INCOLSA:

	Excellent	Very Good	Good	Fair	Poor
Effectiveness of training					
Affordability of training					

39. How many LSTA mini-grants did you apply for between 2003 and the present?

40. Please indicate the number of LSTA mini-grants that you received between 2003 and the present.

41. Please identify reasons for not applying for LSTA Mini-grants. (You may select more than one response.)

- Lack of relevance of the grant to my organization
- Lack of funding to cover the reimbursement period
- Lack of funding to continue the project after grant is spent
- Lack of expertise to implement
- Lack of time to complete the application process
- Lack of awareness of grant availability
- The size of the grant is not appropriate in consideration of the time required to complete the application and grant process
- I don't think my application can compete with others who are applying
- I received another grant, and wanted someone else to have a turn



**42. The following grants were available during the Indiana LSTA Plan between 2003 and 2007. Please rate each based on its relevance to your organization.**

	1 - Very relevant	2	3	4	5 - Not relevant
Service to Hispanic populations					
Technology					
Wireless LAN					
Services to Multicultural populations					
Using technology for library instruction					
Technology – Smart boards					
Technology - Wireless technology					
Technology - Laptops					
Technology - Tablet PC's					
Digitization					

**43. Please feel free to add any additional comments about this survey.**

**44. Please feel free to make any additional comments in regards to the administration of the Indiana LSTA Plan.**

**45. Please feel free to make any additional comments in regards to the creation of the next five-year Indiana LSTA Plan.**

Thank you. You have now completed the survey. Again, we thank you for your time and responses. The results of this survey will be used to help the Indiana State Library develop and implement the next five-year LSTA Plan.



# Family History Survey

## Family History Survey

Name \_\_\_\_\_

Date \_\_\_\_\_

1. **When you were a child, did anyone read to you in your home?**  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. **If Yes, who read to you?** Mother \_\_\_\_\_ Father \_\_\_\_\_  
Brother or sister \_\_\_\_\_ Grandmother \_\_\_\_\_ Grandfather \_\_\_\_\_  
Other \_\_\_\_\_
3. **If Yes, how often were you read to?** Every day \_\_\_\_\_  
Once a week \_\_\_\_\_ Once a month \_\_\_\_\_ Not much \_\_\_\_\_
4. **If you were read to, what books do you remember?**  
Titles: \_\_\_\_\_
5. **Did you go to the library when you were a child?**  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. **If you, who took you there?** Mother \_\_\_\_\_ Father \_\_\_\_\_  
Brother or sister \_\_\_\_\_ Grandmother \_\_\_\_\_ Grandfather \_\_\_\_\_
7. **Did anyone tell you stories when you were a child?**  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. **If Yes, what kind of stories?** Stories about your family \_\_\_\_\_ Religious stories \_\_\_\_\_  
Stories from books \_\_\_\_\_ Made up stories \_\_\_\_\_
9. **Do you read now?** Yes \_\_\_\_\_ No \_\_\_\_\_
10. **If Yes, do you use the library?** Yes \_\_\_\_\_ No \_\_\_\_\_
11. **If you are a reader, what type of reading do you do?**  
Read for pleasure \_\_\_\_\_ Read for general information \_\_\_\_\_  
Read to solve specific problems \_\_\_\_\_
12. **What is the last grade you completed in school?**



### Consultant Contact Information

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