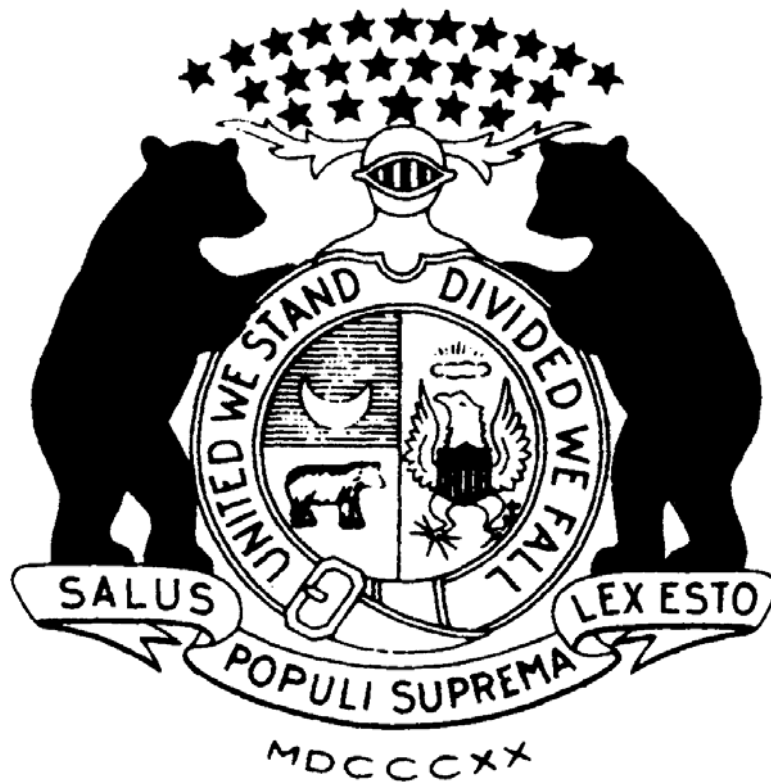


# MISSOURI



Evaluation of  
Library Services and Technology Act  
Funding in Missouri  
2003-2007



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# I. Executive Summary

# **I. Executive Summary**

Missouri is proud of the improvements in library services which were achieved through its LSTA Five Year Plan for 2003-2007. The evaluation gave consideration to all of the goals and objectives within three primary areas defined in the Plan: the Library, the Community, and the World. Throughout this period, the Missouri State Library has worked closely with library staff and partner groups to provide an LSTA program which addressed the varied needs of Missouri's communities.

In sum, LSTA funds were used to:

- Provide program grants to address specific community needs
- Provide statewide projects, such as Show-Me the World and Virtually Missouri, that expand resources for all libraries
- Provide training opportunities to library staff to support a professional workforce in Missouri libraries
- Provide consultants at the state level who are available to provide information on best practices and encourage library staff from all libraries in Missouri

## **Overall Results of Achievements**

Core programs such as training were expanded, and new innovative projects were developed under the Plan. Through the LSTA funds, Missouri libraries were able to reach out to seniors, immigrant populations, children, teens, persons with low literacy, and those with difficulty using print. "Virtually Missouri", a digital portal for Missouri collections, grew and extended its online database to linked materials from over 40 institutions. The Remote Electronic Access for Libraries Program (REAL), the state-funded match for Missouri's LSTA allocation, linked all public libraries to the Internet, and provided training and technical support for their connections. The outcomes and responses to these ongoing programs are described in detail in this section.

## **Results of an In-Depth Evaluation**

The Show-Me the World program was chosen for the in-depth evaluation because of its unique approach to resource access. This initiative provides access to the holdings of Missouri public libraries not just through a statewide database, but to the world, using OCLC's WorldCat. LSTA funds were used to convert card catalogs and other print-based indexes of library materials to electronic records, and load them into WorldCat. Now a suite of electronic services is offered to public libraries to provide bibliographic and interlibrary loan services. Cataloging has been standardized across the state, and small libraries have become ILL lenders as well as borrowers of materials.

## **Progress of Showing Results of Outcome-based Evaluation (OBE)**

The Library Skills Institute was chosen to implement outcome-based evaluation processes during this plan period. This continuing program is an incredible training resource for library staff in Missouri. Para-professional library staffs acquire basic library skills to perform their duties and advanced skills once they have passed the basic level. Detailed statistics are maintained to assess program participation and effectiveness. Follow-up surveys of

participants are used to gauge the impact of changes in knowledge and behavior resulting from Institute participation.

### **Lessons Learned**

Looking back, several themes emerged in this evaluation. Effective marketing of LSTA programs was most crucial to the success of the program. Distance learning was a success in Missouri. This program helped those staff who could not leave the library to travel to training. Combining grants and training resulted in a greater impact on those involved.

### **Evaluation Process**

Planning for this evaluation started at the beginning of the Five-Year Plan. All grant recipients were required to complete an evaluation plan that provided data for the overall evaluation. This process helped the Missouri State Library document the success of the program. It also revealed possibilities to achieve greater success and growth in providing life-long learning opportunities in the next plan.

### **Highlights:**

- “Training is one of the appreciated services provided by LSTA funds,” according to focus group responses. Nine different types of training workshops were held from 2003-2007, with 2,512 library staff attending, not including the Library Skills Institutes.
- A total of 70 students have been awarded scholarships during this program period.
- Support for technology was highly emphasized in the Plan. Computer Training Labs were installed in 32 Missouri libraries through LSTA funding. Nineteen libraries responded to a survey about the computer training lab grant project stating that 120 classes were held for over 500 library staff and approximately 5,000 patrons received computer training in the labs. A ‘Sustaining Connections’ grant from the Bill and Melinda Gates Foundation gave an extra boost to technology upgrades and staff training.
- Wolfner Library for the Blind was partially supported by LSTA funds which provided approximately 14% of the total cost of operation. The library now serves 12,859 individuals and 1,627 institutions statewide. The collection contains over 72,737 titles, 390,725 volumes, and circulates over 500,000 volumes annually.
- A partnership was created with Missouri’s Department of Elementary and Secondary Education to explore educational opportunities to support literacy efforts. Through the partnership, 68 libraries were able to obtain complete sets of videos and workbooks for GED instruction.
- LSTA funds also provided access to a suite of 300 online practice tests for preparation of standardized tests such as school entrance exams, U.S. citizenship exams, civil service exams, and other work-related exams. During the first year, 19 libraries took part and now 51 libraries have this access.

## II. Overall Report of Results in Achieving Goals and Objectives based on Five-Year Plan



## **II. Overall report of results in achieving goals and objectives based on Five-Year Plan**

### **Introduction:**

The LSTA plan for 2003-2008 developed goals and activities to support a broad range of library service needs expressed by the library community and determined through a look at Missouri's shifting demographics.

“The state plan for 2003-2008 offers a concept-based approach which will result in funding programs that support excellence in library service, emphasize the importance of libraries within their communities, acknowledge the need for strong partnerships with groups working to advance education and lifelong learning, and promote expansion of information resources through new technologies.”

Annual state program reports have documented the success of statewide projects and grants made to libraries as efforts toward these goals. This Five Year Plan report provides an opportunity for assessing the overall impact of these activities.

The Missouri Five Year LSTA Plan consisted of three main subdivisions, each with a set of goals:

1. The Library – Supporting Excellence in Service
2. The Community – Reaching out to Partners
3. The World – Beyond the Here and Now

## **The Library—Supporting Excellence in Service**

### **Goals:**

1. The state's libraries will develop programs, services and collections to meet the diversity of their clientele.
2. Individual libraries will support excellence through library staff that are well trained and benefit from advancement opportunities.
3. Individuals will be recruited and prepared for a variety of roles in libraries with opportunities to build appropriate skills.
4. Those responsible for libraries will make good policy decisions because they understand the importance of libraries and the library issues of the day.
5. The individual library is able to function in the electronic environment and to help library users become comfortable with new approaches to library collections and services.
6. The library will have an appropriate collection of print and electronic materials.

In the Plan, the general outcomes for these goals would be increased library usage and better quality of service for customers through a better trained staff. Public library statistics were examined to gauge changes in library usage. A general survey of Missourians' opinions of library services was conducted in summer 2006 by the Center for Advanced Social Research (CASR) of the University of Missouri, to compare with a similar survey conducted in 1998. The impact of LSTA programs from the viewpoint of library staff was assessed through an online survey, and five focus groups conducted around the state by the Institute of Public Policy of the University of Missouri. State Library staff also examined grant reports and impact of the grant projects. Information from these sources will be included in each area.

### **1. The state's libraries will develop programs, services and collections to meet the diversity of their clientele.**

#### **Progress toward goal: Made progress toward this goal**

Several grant programs were offered to assist libraries in developing programs and services for targeted audiences. These included Spotlight on Library Programs; Discoveries- Programs for Seniors; Senior Fairs, Afterschool Connections; and Summer Library Program grants. The Summer Library Program grants were developed in 2006 to encourage partnerships between school and public libraries, building on a study finding of a strong positive relationship between school library participation in summer reading programs and higher test scores on Missouri's standardized assessment test. Summer Library Program grants resulted in several outstanding projects which built partnerships among public and school libraries and community agencies. The grants to assist libraries with programs for seniors resulted in only nine projects. Overall, participation by libraries in these grant programs for targeted audiences has been fairly low, with a total of 65 projects from 2003 through 2006.

The focus groups of library staff indicated positive opinions of the programming and training options provided through the State Library. Participants in the focus groups noted how grants encourage libraries to pursue activities that would not otherwise take place, either through lack of local resources or through generating focus on certain areas of need. However, several barriers to using grants in support of programs were noted, including lack of staff to implement grant activities; time required to apply for and administer the grant; and concerns about poor attendance at program activities. Generally, participants indicated a high interest in grants to fund outreach programs for special groups outside the library, such as senior centers and youth summer day camps (Appendix 1, p. 11-12).

Grants were also available to libraries to assist with staff training, either for their own staff or staff within a larger region. Forty-two grant projects provided staff training for a total of 2323 participants. Of these, eleven projects focused on customer service skills, with five of those targeting particular populations such as teens and Hispanics.

Public library statistics gathered for the National Center for Education Statistics data program showed steady increases in library usage from 2002 to 2005, the most recently available data. In Missouri, the seven largest library districts provide service for over 55% of the state's population. For this reason, the data is shown in three groups below. A total of 131 library districts reported data for library visits and total circulation. The remaining library districts did not report data in both years. The increase in library visits was the same for both groups of libraries, but the increase in circulation was more pronounced among the seven largest library districts. While local funding provided over 90% of local library expenditures, LSTA funds played a role through the projects and grants described in this report.

	<b>All library districts</b>	<b>7 largest districts</b>	<b>124 library districts</b>
<b>Library visits, 2002</b>	21,768,952	14,783,359	6,985,593
2005	24,278,265	16,496,449	7,781,816
	11.5%	11.6%	11%
<b>Total circulation, 2002</b>	38,214,414	26,989,271	11,225,143
2005	43,863,225	31,474,645	13,288,580
	15%	17%	10%

The telephone survey conducted by CASR asked 1199 respondents statewide their opinions of library services, and what services should be provided. Library usage as noted by having a library card and checking out materials was about the same in 2006 as in 1998. Increases are shown in asking questions, computer usage, attending programs, and checking out CDs and DVDs. New items included questions about using a computer for Internet access (58%), accessing the public library's resources online (58%), using a library database (61%), and downloading e-books (7%).

CASR Survey Item	Per cent of respondents		Category/rating
	2006	1998	
Asked a question of library staff; used materials	87%	82%	Yes
Used a computer terminal	63%	49%	Yes
Check out CDs, DVDs, audiotapes	49%	30%	Yes
Attended a library program	26.6%	22.1%	Yes

Survey participants were asked their satisfaction with factors including the facility, reference service, programs provided, online services, and assistance in using the library. Most areas received similar responses, but significant increases were shown in the areas of computer and internet services, and assistance in using the library (Appendix 3, p.22).

An online survey was conducted by Missouri State Library staff in June 2006, open to participation by all types of library staff. 183 persons took part in the survey; 88 from public libraries; 47 from school libraries; 36 from academic libraries; and 12 from special libraries. While not a statistically valid sample, the survey responses generally reflected opinions expressed by the focus group participants. When respondents were asked to rate their satisfaction with the ten types of grants, respondents with 'no opinion' ranged from 28% to 60% of the group. Ratings for programming grants and youth and senior services grants were both 52% positive, with about one third having no opinion. Technology assistance grants received the highest rating, 64% positive, with many respondents indicating through comments that this area was their highest priority for LSTA grant support (Appendix 2, p.3).

## **2. Individual libraries will support excellence through library staff that are well trained and benefit from advancement opportunities.**

### **Progress toward Goal: Made progress toward this goal**

The LSTA program supported local, regional, and statewide programs for continuing education and training opportunities for staff. Statewide opportunities for basic library skills and advanced professional growth contributed to the development of high-quality staff.

Training is one of the most appreciated services provided by LSTA funds. Libraries continue to need training for staff and are pleased with the various formats available to receive training. As one participant stated, *"I think the State Library's done an excellent job with workshops and Summer Institute training for non-professionals."* Participants at each focus group echoed this sentiment with statement such as *"training opportunities have been great"* and *"I think that's money well spent"* and *"the training they've done is very valuable, and they've put it out where people can get to it."* Overall, the State Library was viewed as meeting the goals related to training... (Appendix 1, p 13).

Library Skills Institutes held in the summer and winter continued through this five year plan. The Institutes provided four days of basic library instruction in reference, administrative structures, customer service, collection development, targeted populations services, technology services, and advanced library instruction in other areas, such as library classification and library services for children. The instruction was offered to library staff who worked more than 20 hours per week, who did not have a professional library degree. Each Institute included the basic class and two advanced classes, and classes were limited to 30 people per class. Most of the classes were held at full capacity, which is an indication that the classes were meeting the needs of the staff. A certificate of recognition program was instituted in 2006, recognizing the number of courses taken and the number of hours completed. The Library Skills Institute is discussed in detail under Section IV of this report showing results through outcome-based evaluation.

Conferences and workshops in areas such as youth services, marketing, senior services, and library technology were offered throughout the state. Nine different types of workshops were held in the last four years with **2,512** library staff attending, not including the Library Skills Institutes. The workshops helped the library staff learn about the programs that the LSTA grant provides. Training results from the evaluation forms indicated that the workshops were well received. Attendees learned how to provide the services for their patrons and how to increase numbers of participants in their projects.

The Show-Me Steps to Career Development program continued through the Plan. This program enabled library staff to attend professional programs on the state, national, and international level. Many of the libraries in Missouri are in rural areas. Small budgets do not allow funds to be spent traveling to large conferences. Through the Show Me Steps to Career Development program, the Missouri State Library provided financial assistance for library staff and public library trustee participation in continuing education and training opportunities such as professional association workshops, conferences, seminars, Web-based courses, technical training by non-profit providers, and others as they became available.

The Missouri State Library used several different types of technology to deliver education and training opportunities. The State Librarian used regional videoconferencing to deliver legislative updates to all parts of the state. This decreased the travel time and made it possible for all interested library staff to receive the information at the same time. The Administration Consultant also used regional videoconferencing to deliver Trustee Academies for library boards and trustees throughout the state. Many letters and e-mails of thanks were received from those workshops. Since library boards and trustees often have other responsibilities and volunteer their time to the library, these regional videoconferencing centers made it possible to set a more convenient time for evening workshops without excessive travel.

The Missouri State Library partnered with the University of North Texas to offer *Library Education @ Desktop (LE@D)* online tutorials to Missouri library staff. Five different tutorials were offered: 1) Managing Difficult Patrons (offered and filled to capacity twice); 2) Copyright Basics (offered and filled to capacity twice); 3) Reaching Teenagers; 4) Co-worker Relationships; 5) Excellent Customer Service in a Multi-Cultural Environment. Participants registered online and then were given access to the tutorial for 30 days. Each tutorial required about 2 hours for completion and participants could complete the tutorial at their own pace and schedule any time during the 30 days from any computer with internet access. It was evident that this project filled a need for Missouri library staff. The first few

tutorials filled to capacity in just two days. Three hundred library staff participated in the program during its first year. Staffs from all types of libraries around the state benefited from the tutorials and have continued to ask for more.

The Recognition Program developed for Library Skills Institutes participants provided the State Library with a foundation for a database to document completed training. Institute courses attended by library staff are tracked, and special recognition certificates awarded when advanced training levels are completed.

The expected outcome for training was achieved. The evaluations from the workshops participants have indicated that they feel better informed and able to give improved public service to their clientele. LSTA funds allowed the Missouri State Library to provide highly skilled presenters for these programs. From the comments received from the participants of the focus groups, this work is considered valuable to them and much appreciated.

### **3. Individuals will be recruited and prepared for a variety of roles in libraries with opportunities to build appropriate skills.**

#### **Progress toward goal: Met this goal.**

A wide variety of recruitment programs help build people's interest in pursuing library employment. Those currently working in libraries had access to programs to increase skill levels as illustrated in Library - Goal 2. Those pursuing college degrees were encouraged to achieve master's degrees in library and information science, as well as other degrees needed by libraries. New delivery formats were available for formal library training statewide.

Library school scholarship awards continued during this plan. Since its inception, a total of 70 students were awarded scholarships. The scholarships covered the cost of tuition and class fees in a publicly funded college or university in Missouri for students pursuing advanced degrees in librarianship. The purpose of the scholarship program is to increase the number of professional librarians in Missouri.

Grant opportunities emphasized the need for professional development in the library field. Grant awards were given to several agencies whose staff had expertise or contracted with experts in technology, digital imaging, customer service, building security, and other library service issues. Show-Me Steps to Career Development grants were awarded to library staff who requested registration and travel funds to attend state or national conferences. Training and Professional Development grants provided funds to cover expenses of speakers and presenters to teach at the local libraries. Most sub-grantees invited other libraries to send their staff for training.

### *LSTA Statewide Projects Satisfaction Ratings*

<b>Q10 a, Continuing Education</b>			
Responses	183	No Opinion	64
<b>Positive</b>		<b>Negative</b>	
4's	66	2's	1
5's	42	3's	6
<b>Total</b>	<b>108</b>	<b>Total</b>	<b>7</b>

According to the web survey that was posted on the Missouri State Library website in June 2006, the continuing education projects offered through LSTA funds had a very high satisfaction level. The focus groups analysis also stated that “training is one of the most appreciated services provided by LSTA funds.”

The number of library training programs and their availability increased each year. Through the LSTA program, Missouri has been able to reach the outcome of an increased number of library staff receiving training, with over 3,000 library staff participating in career development during this period.

#### **4. Those responsible for libraries will make good policy decisions because they understand the importance of libraries and the library issues of the day.**

**Progress toward goal: Made progress toward this goal.**

The outcome identified for this goal was better prepared and knowledgeable policymakers for the state’s libraries who can communicate how libraries help strengthen communities. Evaluations of training activities for library trustees indicate strong increases in understanding in these areas.

Education sessions for public library trustees were held in two formats, a 1 ½ day Trustee Academy in Kansas City and a 1 day version in Cape Girardeau in 2005, and two separate series of evening sessions using the videoconferencing network in 2004 and 2006. The Trustee Academy and the first series of videoconferencing sessions focused on the basic responsibilities of trustees. The 2006 videoconferencing series consisted of five topics transmitted to 6 locations. These sessions focused on personnel issues, particularly working with the library director, as this area had generated many questions from trustees.

One objective of the Plan was to increase the number of libraries with trustees participating in some type of training activity, and this was achieved with the regional videoconferencing sessions. Trustees from 31 libraries participated in the 2005 Kansas City and Cape Girardeau sessions, including many participants who drove 3 hours or more to attend. The 2006 videoconference sessions included trustees from 42 different libraries, including 20 libraries which were not represented at either session of the 2005 Trustee

Academy. In particular, trustees from libraries in northeast and southwest Missouri, areas with low participation in other trustee training offerings, participated in the videoconference presentations.

Each type of presentation was effective, but evaluations were generally better from the Trustee Academies. Technical issues and the speaking ability of presenters hindered the effectiveness of the videoconferences to some extent. An upgrade to the videoconferencing network, and greater experience, is helping to increase the acceptance of the videoconferencing presentations. Some comparative data is shown below:

### **Evaluation of Trustee Continuing Education Programs**

<b>Training session</b>	<b>Attendance</b>	<b>Evaluation item</b>	<b>Rating</b>
<b>Trustee Academy – Kansas City</b>	32	Content	22% valuable; 78% very valuable
		Presentation	25% well prepared; 69% very well prepared
		Understand how to develop grant budgets	Pretest – 37% fair; 37% good Post test – 50% good; 37% very well
<b>Trustee Academy – Cape Girardeau</b>	20	Cover topics of interest?	80% yes; 20% somewhat useful
		Recommend future sessions	90% yes
<b>Leadership Momentum, 4 Videoconferences</b>	Approx. 70 each session	Presenter was effective	Two sessions had high approval ratings, mean scores between 4.0 and 4.9 on 5 point scale. Two sessions had low ratings of 1.3 to 3.2
<b>Special Trustee Topics, 4 videoconferences</b>	25-30 Each session	Content relevant for trustees	One session had a high rating of 81%; others were 70%, 76%, and 71%.

Trustees have asked for a continuation of the regional videoconference workshops. Trustee training was also cited by several of the focus groups as an important niche for the State Library.

## **5. The individual library is able to function in the electronic environment and to help library users become comfortable with new approaches to library collections and services.**

### **Progress toward Goal: Made progress toward goal**

The most emphasized goal during this time was supporting technology in Missouri libraries. Both library staff and library users dealt with technological changes within their libraries during this five year plan. These changes in information access and collection format were often confusing to library users. Librarians helped Missourians become information literate, comfortable with the technology, and able to transverse and access the resources of the Internet.



Through LSTA funding, the Missouri State Library was able to provide 32 libraries with computer training labs. These libraries were surveyed in 2006 to find out how the training labs were being used. Nineteen responses have been received. Out of these responses, 120 classes were held for over 500 library staff. The libraries provided many classes for their patrons. Most still provide two to four weekly classes that are open to the public. A rough estimate from the survey indicated the classes were attended by over 5,000 patrons.

While on a monitoring visit to one of the libraries that received funding for the computer lab, a Missouri State Library staff consultant had an opportunity to meet one of the patrons of the library. The patron was very complimentary of the library staff and the services provided by the computer lab. He stated that he had recently been diagnosed with Alzheimer's disease. When attending the computer classes he had a difficult time remembering lessons. The library director created a notebook with laminated pages of the lessons and examples so he and others could search for the answers themselves. This notebook gave the patrons independence and encouragement. It was a simple solution to a difficult problem and the patron was very appreciative.

Enhanced automation grants, remote vulnerability assessments, and video conferencing equipment upgrades have provided libraries with an avenue to upgrade their systems and enhance their capabilities of technology services. In 2005, a Gates Foundation Staying Connected grant award of \$429,433 allocated \$213,750 to be used to help eligible libraries have up-to-date computers for patrons' needs. Applications for those grants exceeded the available funds, and the State Library added \$407,170 of LSTA funding to meet the need. The Staying Connected Grant also provided \$86,665 to support staff training, and \$129,025 for technical support. The Missouri State Library paired this funding from the Gates Foundation with LSTA and E-rate funds to help libraries take a systematic look at their technology infrastructure and ability to support library services. The Missouri Research and Education Network, MOREnet, conducted remote vulnerability assessments in a total of 54 libraries, targeting network participants with a history of security problems and calls to the help desk. Another 28 libraries participated in network assessments to identify trouble spots and needed upgrades. Libraries are required to develop an action plan to address the issues identified through the assessments. LSTA grants were made available to assist libraries with the costs of hardware and software upgrades. These assessments helped libraries provide safer and speedier electronic services for their users. State and national databases and websites to which the local library was connected were also protected from hackers attempting to launch attacks using library computers.

Videoconferencing, as mentioned in *The Library - Goal 2* helped provide training and presentations to audiences who would not have been able to receive it otherwise.

Website Makeover grants started during program year 2005 to help libraries provide an on-line presence for patrons who prefer to visit the library on the Internet. This, combined with the grants that provided automated card catalogs, increased the opportunities for those who cannot physically visit the library. More Missourians have access to library technology through the grants LSTA has provided.

## 6. The library will have an appropriate collection of print and electronic materials.

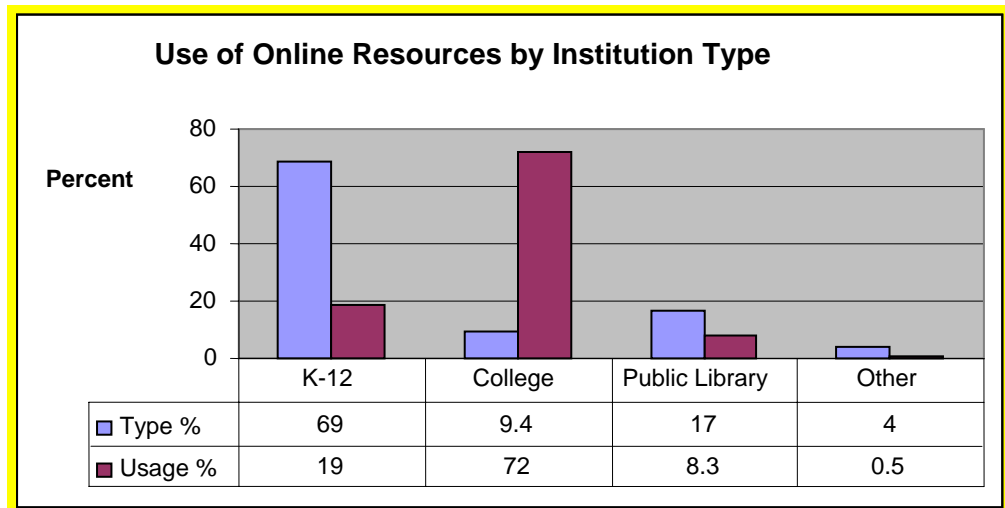
### Progress toward goal: Made progress toward this goal

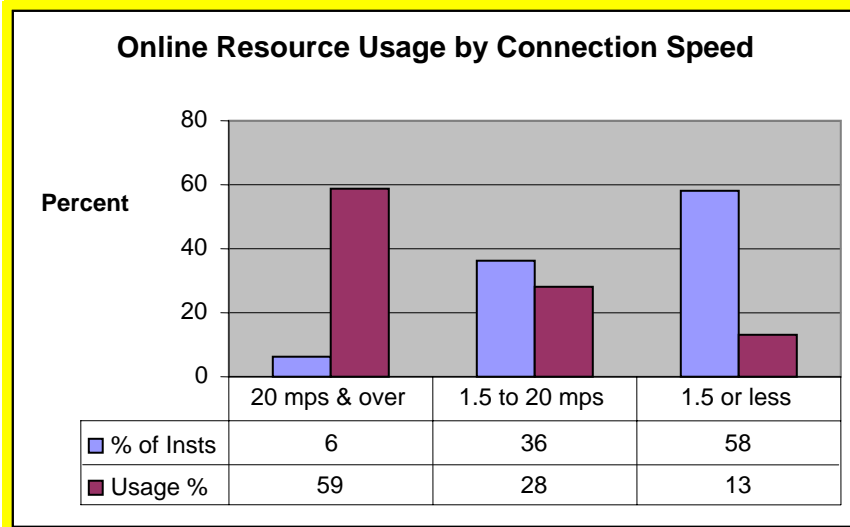
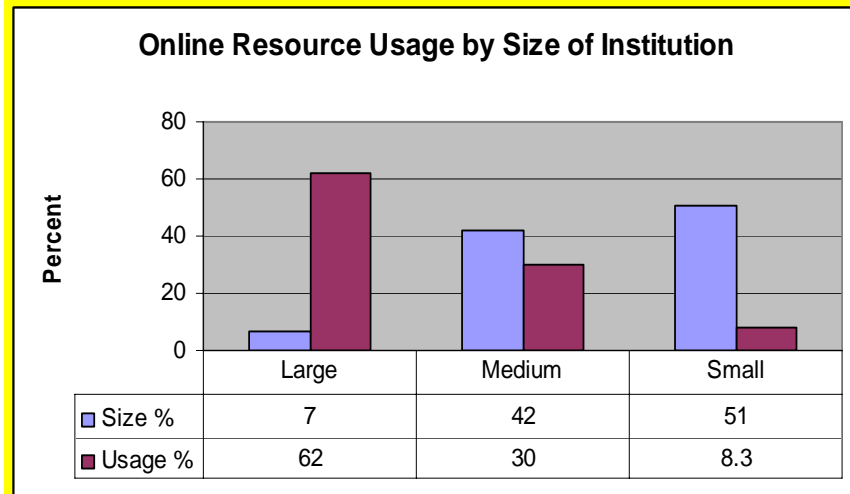
Both print and electronic materials are needed to supply Missourians with information and education resources to help improve their quality of life and to benefit from the pleasure of reading. Several methods were used to assess progress toward meeting those needs through adequate library collections.

For the 2003 Plan, the Missouri State Library did not apply LSTA funds towards library materials in order to focus on training and assisting libraries with collection analysis. At the time the plan was written, public libraries were receiving state appropriations specifically designated for library materials. However, due to tight state revenue shortfalls, these funds were not appropriated in FY03 through FY05. In FY06, a small amount, \$100,000, was appropriated; this increased to \$550,000 for FY07. The Missouri State Library will continue to advocate for these state funds for public library collections.

State funding also supported purchase of online electronic databases for use by academic, school, and public libraries. The appropriations for the REAL Program for public libraries were made to the State Library and were used as the required match for the LSTA allotment. A portion of those funds were used to contract for online databases, and were managed by MOREnet as part of the shared network of services. Four types of databases were provided - an extensive general periodicals database, health resources, business resources, and Missouri and national newspapers.

A study of the usage of these electronic databases, conducted by the Office of Social and Economic Data Analysis of the University of Missouri (OSED), showed expected patterns of greatest usage by academic institutions, strong usage by K-12 schools, with less usage by smaller institutions. For the three month period of the study, a total of 743 institutions conducted over 10.4 million searches. High usage is also associated with large institutions and high bandwidth.





The next phase of the study will focus on reasons some public libraries have low usage of the databases. As a start, Missouri State Library staff compared the list of public libraries with less than 500 searches with having a library website, and with numbers of staff. Of the 63 public libraries with low usage of online resources, 34 have no website, and 14 have minimal websites. With a few exceptions, these same 48 libraries have fewer than 10 staff, with 26 having five or fewer staff. Staffing levels are an obvious barrier in making effective use of electronic resources (Appendix 4 - Utilization of Electronic Resources in Missouri).

Missourians are generally very satisfied with collections in libraries available to them, as shown in the opinion surveys conducted in 1999 and 2006. The comparative mean score for the item, 'how satisfied are you with the range and variety of items to borrow', was 4.02 in 1998, and 4.14 in 2006, on a five point scale. However, this survey sample was not sufficient to reflect the wide range of collection sizes available to the various parts of the state. The survey also indicated very similar patterns of library collection usage from 1999 to 2006, with the most notable differences as a marked increase in checking out CDs, or other AV materials, and a decrease in reading newspapers and magazines. Borrowing books, including non-English language materials, remained consistent. Checking out

popular books increased from 18% to 30% as the most important reason for using the library (Appendix 3, pp 23, 25).

Collection development training was part of the regular cycle of advanced courses offered through the Summer and Winter Institutes. The Institutes were held in central Missouri, and provided a concentrated 19 hours of training. Collection Development was conducted twice during this program period. The collection development course focused on the basics of assessing community needs, establishment of a collections development policy, using appropriate review materials, principles of intellectual freedom and information access, and managing the collection budget. A pre-test and post-test were used to assess student learning. In both cases, students indicated an increase in knowledge of the basics of library service. The winter 2005 class showed dramatic increases of over 100% in several areas, but had rated their knowledge at very low levels in the pre-test.

Several workshops included developing appropriate collections for particular populations and language groups. A series of three workshops titled *Building Bridges: Latino Services* trained 50 library personnel in outreach, collection development, community partnerships, cultural sensitivity, and marketing services. Of the 50 attendees, 62% indicated concrete ways to implement information from the workshop in their library in responses on the evaluation forms. Another workshop titled *Lost in Translation* focused on an overview of library services for people with limited English proficiency.

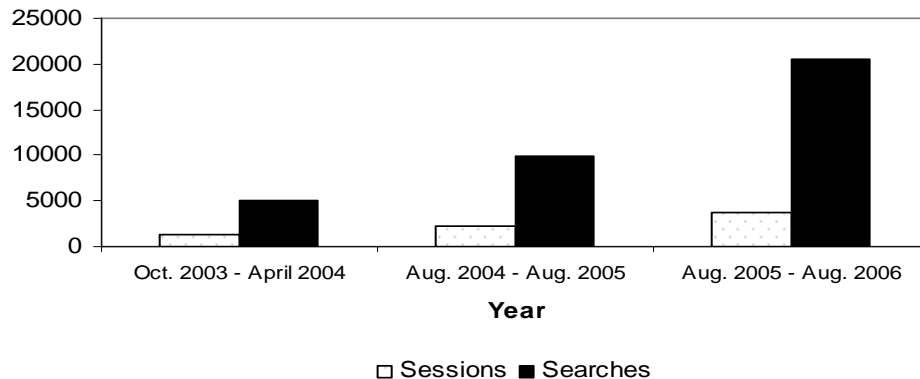
As in many states, Missouri has a growing population of seniors. Three rounds of workshops in 2003 through 2005 focused on aspects of library services for seniors, including how to help seniors use the Internet; and health resources for seniors. Evaluations consistently showed an increase in knowledge about seniors and how to provide better library services for them, ranging from 90% to 93% of the 125 participants.

In 2003, a pilot program was begun to build on the access to collections provided through Show Me the World, which enabled easier interlibrary loan searching for library staff and users. Show Me the World provided access to OCLC's WorldCat and generated increases in searches and requests for materials from other libraries. However, fiction materials had only limited subject access through library catalog listings. In an effort to help medium-sized public libraries provide stronger reader advisory services, the Missouri State Library offered a subscription to *Novelist* to 15 libraries. The pilot was continued and expanded to 28 libraries in 2004 and 33 libraries in 2005. Libraries were required to pay a part of the cost of the database after the first year. Each year, usage statistics were tracked by the vendor. A survey of the libraries was also conducted to determine their opinion of the usefulness of *Novelist* in helping them to assist patrons, use their own collections more fully, and identify appropriate titles for interlibrary loan or purchase for their collections.

### Usage of *Novelist* Readers' Advisory Program

	Libraries	Sessions	Per Cent Change	Searches	Per Cent Change
2003 - 2004	14	1316		5081	
2004 - 2005	28	2254	71%	9978	96%
2005 - 2006	33	3810	69%	20562	106%

## Novelist Usage



As expected, the total number of sessions and searches increased from 2004 to 2005, as the number of libraries increased from 15 to 28. Satisfaction with the program is very dependent on staff interest and use of the training program. Three libraries dropped out after the first year, and four libraries added in year two did not continue, citing cost, and lack of perceived need for the program. Of those 24 libraries which participated in both year two and three, 17 showed strong increases in usage, particularly in the number of searches. However, seven libraries decreased in usage.

A grant has been awarded to a group of academic libraries to use collection analysis software to study overlap among collections and implications for collection development. This project is still underway and results are not yet available for this report. It is hoped this project can be used as a model for similar work comparing public library collections or collections within a region of the state.

A stated objective to provide support for an interlibrary loan courier services was not funded during this period. Academic libraries use a shared database system through a consortium, MOBIUS, and contract for courier service to facilitate patron-initiated borrowing. Each consortium member pays for this service. During this period, it was expected that public libraries would be able to become members of MOBIUS and participate in its services. However, due to state budget cuts to academic institutions and to MOBIUS, the consortium put expansion plans on hold. Currently, only two public libraries are MOBIUS members. This objective will be looked at again for the 2008 plan.

The LSTA focus groups cited this area as one in which the State Library had not met the stated goal for library collections. Participants felt LSTA funds should support purchase of books and audiovisual materials, at least through funding some materials in connection with programming grants. Focus group participants did not link the provision of statewide online databases through MOREnet with this goal. Several libraries were pleased the Teen Spaces grants included funding for collection development (Appendix 1, p.17).

## **The Community—Reaching Out to Partners**

### **Goals:**

1. Develop tools to promote libraries and publicize the services they offer.
2. Encourage multi-type library cooperation at all levels and adopt successful cooperative programs for replication.
3. Offer library programs and services for people with special needs.
4. Promote a strong collaboration among libraries, archives, museums, and historical societies to build a cultural heritage infrastructure in the state.
5. Establish partnerships to enhance literacy in communities.
6. Support special events and programs in libraries.

To be successful, libraries of all types must be active and visible in their communities. Public understanding of the range of services and expertise available from a library is vital to its ability to function at full potential. The role of the library as a leading institution in its community is enhanced by partnerships with local businesses, community groups, academic institutions, and cultural and historic groups. Outcomes indicated for this area included increased library usage, which was documented in the first section of this report. Other projected outcomes were strong library consortia, increased library usage by persons with special needs, increased availability and preservation of materials important to Missouri's heritage, and increased respect for the library's role in the community.

### **1. Develop tools to promote libraries and publicize the services they offer.**

#### **Progress toward goal: Met this goal.**

Some specific activities described in the Plan to help libraries market their services, such as developing templates for newspaper ads, were actually completed prior to 2003. In 2005, a manual for marketing library services was published and distributed to all public, academic, and many school libraries. The manual was also made available on the Missouri State Library website. Library staff indicated the manual contained much helpful material.

The major effort during this plan period was to conduct a follow-up statewide telephone survey in 2006 which replicated the questions used in 1998 to establish baseline data on public perceptions of library service. Both studies used a sample size of 1200 which provided results within a +/-3% error rate. A summary of major findings is included here; while the complete study results are attached as Appendix 3.

In most areas, both studies showed a very positive public perception of library services. Results for questions concerning location, hours, building, and most services were very positive, and remained about the same. A few new items were added to the 2006 survey, including programs for adults and the library's website and online services.

In some areas, there were some significant shifts to a more positive public perception. These are noted below. Of particular interest are the items reflecting shifts to online services and increases in computer skills of library staff. In 1999, only 16% rated

staff computer skills as excellent, while 28% did so in 2006. LSTA programs, funds from a Gates Library Foundation Training Grant, and local library efforts provided many opportunities for staff to increase their computer skills.

On items where participants were asked to rate their satisfaction on a 1-5 scale, 5 indicates most satisfied. The table notes whether the shift was in just one ranking, or several.

<b>Survey Item</b>	<b>2006</b>	<b>1999</b>	<b>Category/rating</b>
Libraries are important to the local community	53%	41%	Strongly agree
Libraries are educational institutions	55%	36%	Strongly agree
Libraries are primarily for children	33%	28%	Strongly disagree
Libraries are out of date and obsolete	31%	25%	Strongly disagree
Libraries should provide computers for public	90%	84%	Agree
Programs for children and teens	31%	26%	'most satisfied (5)'
Internet and other computer services	64%	54%	'satisfied (3,4,5)'
Assistance in using the library	59%	49%	'most satisfied (5)'
Attitude of library staff	53%	45%	Excellent (5)
Knowledge of staff	51%	41%	Excellent (5)
Computer skills of the staff	62%	50%	Good, excellent (4,5)

The data were further analyzed to see if uses of library services were predictable by demographic factors and a positive result emerged. Library users tended to be younger, female, and better educated. They also tended to have children younger than 18, to live in urban areas, and to have lived in their community for a shorter period of time.

While no formal evaluation of the project was conducted, verbal feedback from library staff indicated little interest at the time in further statewide marketing efforts. However, support for marketing efforts of individual projects, such as Learning Express literacy software, has shown to be an effective way to increase usage of those programs.

Libraries find comparative data very useful in developing strategies to improve library services. The Missouri State Library has contracted to use Bibliofile for the annual public library statistical report. This has increased both the timeliness and accuracy of the public library data. Resources were not available for the development of a central library statistics database.

## **2. Encourage multi-type library cooperation at all levels and adopt successful cooperative programs for replication.**

**Progress toward goal: Met this goal.**

To meet this goal, funding and consultation were offered to nourish viable partnerships and arrangements to sustain and extend library services. Calls were made for cooperative grants between libraries to increase the use of libraries by nonusers. Three

cooperation grants were awarded with program year 2005 funds and will continue with 2006 funds. First was a cooperative project between a library and the local University of Missouri Extension Office to provide an educational opportunity to rural farming residents in the county. Washington University's library created "Saturday Scholars Programs", a four week program that provided a forum for high school students to learn about medical research at Washington University Medical Library. MOBIUS, a library consortium, created a project to allow libraries across the state to collaborate on matters of collection development and management while planning for the future

The Partnership Skills Workshop was a three part series of regional one-day workshops designed to enhance library staff and trustees' abilities to form effective, beneficial partnerships with community organizations. The audience mainly consisted of directors and branch managers. There were some trustees, academic librarians, and special librarians. The purpose of the workshops was to assist libraries with the development of local partnerships in order to get the most out of limited funds and resources. The next year's partnership building project presented a workshop focused on grant writing with a community partner. Grant Writing with a Partner was an intensive, hands-on training for public library staff and their selected community partners. The purpose of this partnership building project was to provide training for public library staff writing competitive grant applications with community partners. Participants gained knowledge in the following areas:

- Identifying grant opportunities
- Developing your project
- Preparing components of a grant proposal
- Writing your proposal
- Planning for evaluation
- Developing your budget
- Understanding the proposal review process

Missouri State Library Development staff made an increasing effort to attend regional group meetings and work with the groups to provide mentoring for new library directors. The new State Librarian, Margaret Conroy, visited most of the regional groups offering her assistance and answering questions.

MOBIUS is a consortium of academic libraries with member colleges and universities in the state of Missouri that provides a shared integrated library system and resource sharing. Fifty charter members began the project in July 1998; currently the membership stands at 62 institutions and 2 cooperating partners. The largest single project for which MOBIUS is responsible is the Common Library Platform (CLP). CLP creates a virtual collection of the more than 18 million items contained in the libraries of MOBIUS member institutions and creates a single user interface that allows patrons to request library materials using any personal computer in any location with access to the Internet. Requested materials are delivered within one or two days through the MOBIUS Delivery System. LSTA grants to two public libraries, Missouri River Regional Library and Springfield-Greene County Library helped these libraries join the MOBIUS system by paying for required system software. Plans were to pilot these libraries then expand with other public libraries. Budget cuts to MOBIUS state funding and local library funds have hindered further progress in this area.

Through a partnership grant, MOBIUS was able to provide a statewide annual conference for all member librarians in Missouri since 2000. In 2000 they had six concurrent



sessions. In 2006, the conference offered forty concurrent sessions. This conference provided training opportunities for over 300 staff librarians and the opportunity to network with other academic librarians. The conference program enhanced staff skills and abilities in the use of the CLP system. MOBIUS reports their member institutions identified an increase in productivity and improvement in the quality of services they deliver after their staff attended the conference.

Increased library service in economically disadvantaged areas of the state and strong library consortia has been the outcome of this goal. The consortia provided access to materials that otherwise would not have been available to small rural libraries and small colleges. Cooperation Grants provided library access to populations that would not have had access to the services without LSTA grants. They provided educational opportunity to rural farming residents in the county and a four week program that provides a forum for inner city St. Louis high school students to learn about medical research.

### **3. Offer library programs and services for people with special needs**

Programs were initiated and/or continued for those requiring adaptations to use library services, those with language barriers, and those whose economic situations discourage regular library use.

#### **Progress toward goal: Met this goal.**

A special anniversary reception was held March 1, 2006, celebrating 75 years of partnership between Wolfner Library and the National Library Service for the Blind. The service for the blind began January 8, 1924, through a special department at the St. Louis Public Library. At that time, the department had a small collection of 360 Braille volumes, and circulated 100 volumes to the citizens of St. Louis. In 1977, Wolfner Library became a division of the Missouri State Library. Wolfner Library now serves 12,859 individuals and 1,627 institutions statewide. Its collection contains over 72,737 titles, 390,725 volumes, and circulates over 500,000 volumes annually. LSTA provided about 14% per cent of Wolfner's funding for personnel and materials, while 86% is provided by the state of Missouri.

Wolfner Library for the Blind and Physically Handicapped provides circulation and reader advisory services for Missouri citizens unable to use print materials. The library's services are partly funded largely by state funds, but partly by LSTA. In 2003 the library served 1,493 institutions and 9,964 individual patrons. As of September 30, 2006, Wolfner had 12,859 registered accounts. The collection contains 390,725 copies of 72,737 different titles. Those copies circulated 535,097 times during the fiscal year 2006. "Keeping Up" joined the list of newspapers offered by Wolfner Library through the NFB-NEWSLINE telephone service bringing the total to eight newspapers from Missouri. The staff processed over 25,000 transactions received by phone, e-mail, or in person.

Wolfner Library was nominated for the 2006 Network Library of the Year Award, based on its public awareness programs, creativity and innovation, and patron satisfaction. Wolfner's emphasis on public awareness exceeds the *ALA Revised Standards and Guidelines of Service*. In addition to year-round activities celebrating the 75<sup>th</sup> anniversary, Wolfner's outreach included newspaper ads, radio spots, and a new outreach initiative placing posters in the St. Louis Metrolink and Metrobus transportation systems.

In 2004, Wolfner Library targeted outreach to demonstrate the online public access catalog, WolfPAC, to patrons and interested community members. Wolfner partnered with public libraries to use their computer labs for hands-on WolfPAC training. This collaboration benefited both groups: Wolfner staff taught patrons how to order books, send name or address changes, and use the catalog to search authors, titles, and subjects; public libraries were able to familiarize Wolfner patrons with the resources available at the local library. Training sessions held in seven locations around the state attracted 127 participants.

*You Say it How?* is a new service for use by network libraries in their recording programs. For this innovative project, Wolfner Library produced an online audio pronunciation guide. This oral/aural pronunciation guide improves library service not only for Missouri patrons, but National Library Service patrons nationwide. The Friends of Wolfner Library provided funds for two noted NLS narrators to travel to Jefferson City to do the narration. Ray Hagen, creator of the NLS “Say How?” print edition did the narration, and Laura Giannarelli, was the monitor for the project. They recorded the 9,000 hard-to-pronounce names in 23 hours over three days in Wolfner’s digital recording booth. Then, the Wolfner Library staff converted the audio file for each name to an individual MP3 file. Those files were then uploaded to the Wolfner web site and linked to the print name. The website with the audio files went live in November 2006 and is available free at

<http://www.sos.mo.gov/wolfner/SayHow>.

In 2004, Wolfner turned their volunteer room at the State Library into a state-of-the-art digital recording booth to help meet patron demand for talking books on Missouri-related subjects. Funding to build the booth and purchase the equipment came from the Wolfner Trust Fund. One of the goals for the recording booth is to provide patrons with more books by Missouri authors or on Missouri-related subjects.

Wolfner patrons are busy readers with an average of 43 books per year for each account, compared to an average of 16 books per Missouri public library reader. Wolfner Library assesses their customer service through several measures, including setting targets for reader advisor contacts with patrons, comparing readership with states of equivalent populations, annual general patron satisfaction surveys, and customer surveys targeted to specific projects. Since setting targets for reader advisor contacts, annual contacts have increased from 25,048 in 2004 to 26,494 in 2006. Wolfner Library readership compares favorably to the peer states of Arizona, Tennessee, and Washington.

In May 2005 a biennial survey was sent to approximately 9,952 patrons who receive their newsletter in large print, Braille, and electronic formats. The return rate of 1,921 was 19.3%. The survey showed that the library has a 99.4% overall approval rate. Every patron who expressed a service concern was contacted to determine how the library can best service them.

### **Per Cent Rating the Category Excellent or Very Good**

Book titles selected	47%
Quality of service for problems	79%
Courtesy of library staff	93%
Overall rating	89%

Wolfner Library staff developed several successful programs to stimulate interest in reading and learning. Primary access to Wolfner Library's 70,000 talking book titles is through the NLS publication *Talking Book Topics*. Every two months, that publication lists new books for readers, and is also compiled into a yearly publication of new books.

Since the year 2000, Wolfner Library staff supplements these publications with weekly bibliographies called *Recommended Readings* that are distributed electronically, in large print, on cassette, in Braille, and are posted on Wolfner's website. It is through these alternative means of access that Wolfner staff enhances the connection of patrons to information and ideas available through its collection. In 2006, Wolfner Library completed its 300<sup>th</sup> bibliography of the books available through the NLS collections. The website is accessible to all network libraries and the Recommended Readings are used nationwide by patrons and/or understaffed network libraries. Wolfner Library's initial Adult Winter Reading Program, "Never Judge a Book by Its Movie," ended April 3, 2006, and was a great success. Wolfner patrons had a wonderful time reading books that have been made into movies. Sixty-three cast members read a total of 1,405 books, with almost everyone reading the suggested minimum (12 books) and over half reading more than 20 books. It was verified that the Adult Winter Reading Program was meeting the needs of patrons when the Library Users of Missouri unanimously agreed to fund prizes for the program for a second year, and by the fact that over 250 patrons were registered for the 2007 Adult Reading Program by December 31, 2006.

The Missouri State Library continued a successful partnership with the Missouri Department of Mental Health (DMH) to address library needs of persons with mental and emotional problems. Often, these persons are labeled as 'difficult patrons' when they attempt to use public library services. Emphasis for the project changed from providing computer labs and internet access for persons in mental health institutions to reaching out to the mental health community about library services and resources, and concurrently to the public library community about the needs of the mental health community.

For the mental health community, project activities included publication of education materials about public library resources, and workshops and presentations at conferences and other venues. For the library community, activities included preparation of a packet of materials about disability issues, presentations, training in disability issues, and exhibits at library conferences and individual libraries. In 2004, two pilot libraries were selected, one urban and one outstate, to develop computer instruction appropriate for client groups and their families – mental retardation and developmental disabilities consumers, and psychiatric services consumers. The pilots were expanded to additional library sites in 2005 and 2006.

Presentations at library conferences had standing room only audiences; the packets of materials were widely requested; and DMH staffs were asked to conduct their library staff training at additional libraries. The high level of interest in training for library staff prompted DMH to conduct focus groups to determine future training needs. As a result, future library staff training will focus on crisis intervention/interpersonal skills. DMH is currently developing a web-based online training course to address these issues.

Grants in the amount of over \$75,000 were awarded in 2003 and 2004 for assistive technology and adaptive equipment. Staff learned how to use the equipment and then taught library patrons how to use it. Library staffs have stated that persons who previously were not able to use the computers or tables are now able to use the equipment.

Efforts to address library service needs of persons with language barriers are described under Goal 5.

#### **4. Promote a strong collaboration among libraries, archives, museums, and historical societies to build a cultural heritage infrastructure in the state.**

**Progress toward goal: Met this goal.**

Projects were funded to preserve, digitize, and present items significant to Missouri's heritage. Outcome set for this goal was an increase in the number of records preserved and the number of records digitized and available for electronic presentation. This outcome has been met by the Virtually Missouri Program discussed in detail in **The World - Goal #6.**

#### **5. Establish partnerships to enhance literacy in communities.**

**Progress toward Goal: Met this goal**

In June 2003, an opportunity arose for the Missouri State Library to partner with the Missouri Department of Elementary and Secondary Education (DESE) to explore a new venue for providing access to education for the GED and workplace skills. For the first time, DESE stated a need to provide adult education opportunities beyond the adult education classroom. DESE began by providing an online version of GED instruction. When usage patterns were examined, many people were accessing the online program late at night and other times no adult education classes were available. For the expanded program, DESE partnered with the State Library to use public libraries, public television, adult education, and corrections facilities as outlets for expanded access to learning materials. A license was obtained by the State Library to the Kentucky Educational Television (KET) programs *GED Connections* and *Workplace Essential Skills*. The license allowed all public television stations to broadcast the programs. Public libraries were able to be full participants in this project providing sites for materials access, distribution, and learning support. Through the partnerships with DESE, 68 libraries were able to obtain complete sets of the videos and some workbook materials at no cost. Individuals using the program materials purchased their own workbook materials.

The Missouri State Library put together several levels of participation for public libraries. Libraries could simply request sets of the materials for their libraries, and make them available for checkout. The license with KET allowed all users to make additional copies of the videos as needed. Grants were also made available to provide assistance for libraries to set up study groups to support persons using the materials for study. However, few libraries made use of the grant opportunities. Notably, the St. Louis Public Library showed a strong interest in this project, and conducted study groups in conjunction with both the GED online and the KET materials from 2004 through 2006. They continue with a grant ending June 2007. Only three other libraries have conducted grant projects based on these programs. The St. Louis Public Library projects had small participation rates, showing continuous long term efforts are needed to build program effectiveness. This year, another

large library, Mid-Continent Consolidated Library District, started a program. It is too early to have results from that project.

Perhaps the most significant outcome of this partnership has been an increased recognition from DESE of the role libraries play in supporting literacy efforts in their communities. This is shown in increased contacts with the Missouri State Library initiated by DESE staff and increased inquiries about potential library participation in adult education programs.

LSTA grants were also used to grant funds to libraries to provide access to a suite of 300 online practice tests, including GED, ACT, SAT, U.S. citizenship exams, civil service and other work-related tests. Even though some local match was required after the first year, the number of libraries participating in these grants has increased from 19 in the first year to 51 in the fourth year. Test materials are high demand, high loss items in libraries and this program has provided a much improved access to those materials. In addition, remote access is available, so users may take the tests at any time.

Persons with limited English skills are another area of concern for literacy development. Several different programs were offered or piloted during this plan period, but not all were successful. Seven libraries were selected to pilot a computer-based English learning program developed by *Ellis* software. The pilot was plagued with technical problems and difficulties in obtaining training from the vendor and was abandoned, although in several libraries the software is still in use. A second pilot to train library staff in basic Spanish, using the *Spanish that Works* program developed in Illinois has been well received in the three libraries that have used the program. This pilot will be expanded to more libraries in future. Missouri State Library staff also framed two grant programs, Conversation Partners and Immigrant Narratives, to help libraries assist persons learning English to develop their skills. Only seven libraries developed projects to make use of these grant programs.

There has been higher interest shown by library youth services staff in participating in workshops to learn to conduct bilingual story times. State funds have been used to provide small grants for materials and programs to participants to implement bilingual story times in their libraries.

Missouri State Library staff has always supported early literacy initiatives, but ALA's development of the *Every Child Ready to Read* training provided an opportunity for strengthening and expanding that support. Using the ALA trainers, workshops were held in four locations around Missouri for public library staff. Four of the large urban library districts held separate workshops for their staffs. Participants attending the workshop received a thorough review of the *Every Child Ready to Read* Project and its principles, information on the early literacy age groups and activities, demonstration of *Talker Workshop*, highlights of *Early Talker Workshop*, highlights of *Pre-Reader Workshop*, and information on partnerships. Participants who attended this workshop were given the opportunity to apply for a grant to: obtain the resources to conduct early literacy workshops for parents and caregivers of children birth through age five; provide opportunities for public libraries to identify and collaborate with community partners to reach new and unserved parents and caregivers; and promote the role of public library youth services staff as early literacy experts. Following the workshops, eighteen grants were awarded for sharing this training through workshops in the libraries' communities. This project has generated a highly enthusiastic response from library staffs, including several libraries that have had

little previous participation in Missouri State Library programs.

*“Extending the power of Every Child Ready to Read by training others to use the 6 pre-reading skills with their children or children in the care is a great benefit. I quickly came to realize that having children come to the library once a week for a 30-45 minute storytime did little to impact literacy in my community. Our library needed to train and empower parents and childcare providers to use books effectively with young children so they would be ready to read when they entered school. We now have the tools to get more people on our bandwagon.*

*We are opening the eyes of library customers, community leaders, organizations serving young children, childcare providers, educators, and others that the public library plays an important role in early literacy. It was an eye opener for me to hear Parents as Teachers parent educators describe the library as a place to find information or books to read, but none of them mentioned the library as playing a role in literacy or saw us as their partner in educating parents about using books with children”*

Not every library, however, feels capable of actively partnering with other community groups. Participants in the LSTA focus groups cited several reasons for not writing grants that included partnering with other community agencies, particularly in getting a good commitment from the local groups. Some participants did cite the rewards of successful partnerships; others expressed interest in having more assistance to develop partnerships (Appendix 1, p. 19-20).

## **6. Support special events and programs in libraries.**

### **Progress toward goal: Met this goal.**

All across the state, libraries increased their roles as cultural centers for their communities whether those communities are college campuses, historical societies, or small towns. Residents expect their libraries to provide relevant and high-quality programming. To support this function, libraries often enter into collaborations with community partners or seek support from local entities. Libraries will be encouraged to further these collaborations through new statewide programs.

Summer Library Program grants were given to qualified school and public libraries to coordinate summer reading programs between the libraries. In many rural areas, the public library is a 30 to 40 minute drive from home. Attendance at library programs is not affordable or convenient for many families. Cooperation between the school libraries and summer school attendance and the public library has given the children a program with easier access. Many libraries were able to increase their attendance numbers because of the easier access.

Six *Trade Secrets* workshops, with 44 staff in attendance, were held throughout Missouri for library staff to share ideas on youth services. Every participant came prepared to share some successful program, activity, or service. While all participants had the

opportunity to share their successful ideas, special attention was paid to successful collaborative activities. Interactive presentations that allowed hands-on participation were encouraged. Participants also provided copies of the written text for their ideas to share with all participants. These workshops helped spread successful programming ideas among area libraries.

Another 5.5 hour workshop was held November 7, 2003 with 59 library staff attending. Project managers for four successful After School Connections grant projects were invited to discuss the planning, development, and implementation of their projects. The Missouri State Library worked with MOREnet and the technology coordinators at four libraries that received LSTA funding for videoconferencing equipment to coordinate the workshop. Project managers presented from three of the four videoconference sites. Participants at all sites had opportunities to interact with all speakers. The afternoon portion of the workshop focused on local participants sharing ideas with their colleagues at their site.

Public libraries were able to access LSTA funds to offer a series of programs for older adults through the Discoveries for Seniors grant program. For example, Adair County Library held a holistic health fair, an interpretational heritage festival, and a folklore fest during 2004, attended by a total of 908 seniors! The library issued 89 new senior library cards in 2004 and 65 in 2003. Furthermore, Adair County's older adults expressed interest in another set of programs. Both attendees and community partners were extremely positive about the impact of these programs. The partnerships brought new services and programs to the library. They have attracted many older adults who thought the library was only a place to check out books. The outcome of increased respect for the library's role in the community through partnerships between libraries and other entities has been achieved.

An activity that was not completed is the distribution of information about expert presenters and sources for materials for library programming. As the development of the information database was starting, the question of liability against the library of including someone who was not adequate or of not including a vendor who was appropriate was addressed. Because of possible conflicts in providing vendor information a decision was made to not provide this database.

# The World - Beyond the Here and Now

## Goals:

1. Continue to encourage library progress through shared statewide planning, knowledge, and resources.
2. Facilitate electronic communication and exchange of ideas for library staff.
3. Help planners improve library services through use of research on the local, state, national, and international levels.
4. Publicize the contributions of libraries to lifelong learning, economic development, and the overall quality of life in communities to all Missourians to increase awareness of the value of library services.
5. Develop a collaborative digital and electronic reference service to improve timeliness and availability of access to information.
6. Increase the content of the "Virtually Missouri" website by developing new digitization projects.
7. Increase interlibrary access to materials through continuation and expansion of the "Show Me the World" program to serve the users of all Missouri libraries
8. Lead efforts to make searching the Internet more coherent for library users and to improve quality and relevancy of search results.

Like businesses and other professions, Missouri libraries are being asked to do more with less funding and fewer staff. Technology has helped libraries incorporate efficiencies into their operations and introduce their communities to a wealth of electronic information sources. In many ways, library staff serves as guides, training and helping citizens adjust to technologies that affect and enrich their lives. This service is expected to continue with the introduction of even more sophisticated technologies.

The State of Missouri pioneered early networking initiatives and the Missouri library community embraced these efforts for working with other libraries and promotion of interlibrary loan services. Recognizing growing needs and limited resources, libraries have entered into cooperative arrangements with other libraries and community partners to acquire materials, conduct research, and design new projects.

Promoting the library's essential role within a community and within society at large was a challenge met by all library staff and institutional governing bodies. Innovative projects that advance this goal were supported and their replication encouraged through grants and training opportunities.

## **1. Continue to encourage library progress through shared statewide planning, knowledge, and resources.**

### **Progress toward goal: Met this goal**

Libraries worked together to achieve higher service levels for all their constituents. Library and other statewide leaders have much to offer in their collective knowledge of the community and library services. Library groups—school, academic, public—were



encouraged to increase communication, share training, and project planning. Outcome for this goal was achieved by improved library services statewide because of ongoing communication among leaders and research documenting the contributions of librarians to their communities.

Leaders were recruited from different types of libraries to participate in planning committees and advisory forums. Below are tables showing committees working on library issues in Missouri. The names are of committee members from 2003 to 2007.

The Secretary's Council on Library Development meets quarterly to advise the State Librarian and Secretary of State on library issues, particularly the uses of LSTA funds. Council members receive regular documentation about LSTA programs prior to their quarterly meetings.

### Secretary's Advisory Council Members

First Name	Last Name	Institution
<b>2003-2007</b>		
Shirley	Baker	Washington University
Roseann	Bentley	Legislature
Meredith	Black	Citizens
Joan	Bray	Legislature
Bill	Burris	Citizens Using Wolfner Library
Ryan	Burson	State Employees
Annie	Busch	Springfield-Greene County Library
Sharla	Buthod	School Libraries
Tracy	Byerly	Missouri Library Network Corp
Melissa	Carr	Daniel Boone Regional Library
Judi	Coleman	Citizens
Margaret	Conroy	Missouri State Library
Valerie	Darst	Kate Stamper Wilhite Library
Kathlyn	Fares	Legislature
Mary	Fridley	School Libraries
Curt	Fuchs	Columbia Public Schools
Martha	Hogerty	Citizens
Rod	Jetton	Legislature
C. Lee	Jones	Linda Hall Library of Science Engineering & Technology
Paul	LeVota	Legislature
Martha	Maxwell	Citizens
Robert	Mayer	Legislature
Patricia	Morrow	Citizens Using Wolfner Library
	Mullaly-	
Peggy	Quijas	University of Missouri-Kansas City
Charles	Nordwald	Citizens
Sara	Parker	Missouri State Library
Cheryl	Polk	Citizens
George	Rickerson	MOBIUS
Tom	Shaw	Library Trustees

Trent	Skaggs	Legislature
Steve	Stoll	Legislature
Lynn	Sullivan	Albany R-III School District
Ann	Sundermeyer	Hannibal Free Public Library
Lynda		
Moore	Walker	Citizens
Sue	Wilke	Library Trustees

Based on recommendations from a needs assessment, the Missouri State Library assembled a Continuing Education Committee to provide ongoing coordination of training efforts for library staff and trustees. This group initiated efforts such as the statewide CE Calendar hosted by the State Library and broader access to distance education options.

#### **MISSOURI STATE LIBRARY CONTINUING EDUCATION COMMITTEE**

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>
<b>2003-2007</b>		
Leo	Agnew	University of Missouri--Columbia Administration
Martha	Allen	MLA CE Committee Chair
Patricia	Bibler	MASL President
Pamela	Brady	MOREnet
Margaret	Booker	MLA Executive Director
John	Budd	SISLT, UMC
Susan	Burton	Kansas City Metropolitan Library and Information Network
Tracy	Byerly	Missouri Library Network Corp.
Eva	Dunn	Bollinger County Library
Beth	Eckles	DOC Library Supervisor
Deb	Ehrstein	MLNC
Debra	Fite	West Plains Public Library
Tammy	Flippen	The Library Station
Marianne	Fues	MASL Representative
Jacque	Gage	Barton Co. Library
Victor	Gragg	Mid-Continent Public Library Trustee
Rita	Gulstad	Central Methodist University
Ray	Hall	Mexico-Audrain County Library
Holly	Henderson	Community Health Library
Cheryl	Hoemann	
Marilyn	McLeod	Daniel Boone Regional Library
Jazy	Mihalik	Springfield Greene County Library
Barbara	Read	Rolling Hills Consolidated Library District
Charles	Seavey	SISLT UMC
Brenda	Sites	Missouri State Library
Ann	Sundermeyer	Hannibal Free Public Library
Mark	Wahrenbrock	MOBIUS

The Digitization Planning Committee provides guidance to the Virtually Missouri project, and advises on LSTA funded grant initiatives.

MISSOURI STATE LIBRARY DIGITIZATION PLANNING COMMITTEE

First name	Last name	Institution
<b>2003-2007</b>		
Shirley	Baker	Washington University, St. Louis
Gary	Kremer	State Historical Society of Missouri
Marianne	Cavanaugh	St. Louis Art Museum
Carol	Grimes	Springfield-Greene County Library
Emily	Jaycox	Missouri Historical Society
Margaret	Conroy	Missouri State Library, State Librarian
Terry	Primas	Old Stagecoach Stop Foundation
George	Rickerson	MOBIUS
Scott	Roley	Harry S. Truman Presidential Library & Museum
Gerald	Hirsch	Missouri State Archives, Secretary of State
Bill	Mitchell	MOREnet
Carl	Wingo	Missouri State Library
Tracy	Byerly	Missouri Library Network Corporation
Sara	Parker	Missouri State Library

Collaborative planning is essential to maintaining and growing a strong network of electronic services in Missouri. The purpose of the MOREnet Council is to direct and oversee planning and budgeting for the MOREnet infrastructure including the technical support required for the future growth and success of programs sponsored by Council members. Each sponsoring agency, the Missouri State Library, Department of Higher Education, and Department of Elementary and Secondary Education, is represented by a core team of staff and constituents of the sponsoring agencies.

**MOREnet COUNCIL**

First Name	Last Name	Institution
<b>2003-2007</b>		
Gary	Allen	University of Missouri CIO
Cheryl	Bielema	University of Missouri, St. Louis
Annie	Busch	Springfield Greene Co Library
Ralph	Caruso	Department of Higher Education
Sue	Cole	Department of Elementary and Secondary Education
Margaret	Conroy	Missouri State Library
Nancy	Devino	Department of Higher Education
Don	Doucette	Metropolitan Community Colleges
Curt	Fuchs	Columbia Public Schools
Jeanie	Gordon	New Franklin R-1 School District
Rita	Gulstad	Central Methodist University

Karen	Hicklin	Trails Regional Public Library
Debbie	Hughes	Jefferson City Public Schools
Bill	Mitchell	MOREnet
Dan	Ross	Office of Administration
Bert	Schulte	Department of Elementary and Secondary Education
Robert	Stein	Department of Higher Education
Deborah	Sutton	Department of Elementary and Secondary Education
Gerry	Wethington	Office of Administration
Sara	Parker	Missouri State Library

Collaborative programs improve library services through resource sharing to meet the needs and requirements of the partnering libraries. Library directors created groups among themselves to discuss issues and provide assistance to other directors. These groups invited members of the Missouri State Library staff to provide training opportunities such as grant workshops, legislation updates and literacy workshops. The Grand River Library Conference group includes all libraries north of Missouri River. This large group was very active, with regular meetings and peer group cooperation. The southeastern corner of Missouri is where the SEMO Library Directors group is located. This group includes all libraries south of St. Louis and east along the Mississippi. The Librarians 9-1-1 group is located in the south central section of Missouri. Similar to the other groups, Librarians 9-1-1 worked hard to help each other in sharing, training, and working. These peer groups really made a difference in individual director performance and helped new library directors to become acquainted with policies and procedures of local and state government.

## **2. Facilitate electronic communication and exchange of ideas for library staff.**

### **Progress toward goal: Met this goal**

The Missouri State Library has continued use of a weekly email bulletin to announce grant opportunities, workshops, and news of interest to the library community. In early 2007, *Show Me Libraries* debuted as an online quarterly newsletter, taking the place of the print *Newsline*. The Missouri State Library also hosts an email discussion list, MOYAC, for youth services staff. MOREnet hosts discussion lists for REAL Program internet services, as well as for several regional public library groups. State Library staffs found email announcements must be supplemented with mailed material, as the electronic communications don't yet reach the intended audience to the extent desired. The Missouri State Library has begun exploration of wiki and blog software as another tool for communications.

To expand the videoconferencing network, an additional eight videoconferencing centers using the MOREnet internet network were set up during this plan period, including one in the Missouri State Library. The current fourteen centers provide relatively good access for most of the libraries in the state. The existing centers were upgraded in fiscal year 2005 to provide better capability for use of computer applications over the network and

better compatibility. MOREnet continues to provide training for library staff in using the centers, as well as network coordination and technical support. Additional libraries have requested grants for implementing videoconferencing sites.

Missouri State Library staff promoted the use of the centers through meetings and discussion forums among the staff of the centers. The State Library uses the network for State Librarian updates, trustee education, and author/artist programs supporting the summer reading program. Evaluations by participants in the summer reading program presentations in summer 2006 were very positive. However, when evaluations of trustee education sessions conducted by videoconference in 2004 and 2006 were compared with those from live training sessions, overall ratings were lower for the videoconference sessions on presenters and content. This lower rating was partly due to technical issues and partly to speakers unfamiliar with using the medium. Some participants did not like having several sites participating in a discussion. In general, presentations have improved as staffs gained experience. Evaluations from each site indicate participants increased knowledge of the content, and planned to use the information gained. The videoconference sessions, since located throughout the state, have been attended by members of boards who have not participated in centralized training sessions. Also, the videoconferencing sessions lend themselves to attendance by several members of a library boards, whereas the single site programs generally have just one to two members of a library board. Libraries requested more trustee education videoconferences.

The libraries with videoconference centers show a wide range of local usage, and usage generally increased during this period. Most significantly, the centers spawned new partnerships with local groups including schools, Missouri University Extension, distance education providers, 4-H, and the Missouri School Boards Association. At some centers, local family members used the centers for virtual visits with military personnel. A few centers focus on programs and training originated through the State Library, but the four most active centers hosted fifty or more programs during 2006.

### **3. Help planners improve library services through use of research on the local, state, national, and international levels.**

#### **Progress Toward Goal: Met this goal**

To support research and planning efforts of local libraries, grants were offered for libraries to conduct studies and consult with experts through two programs, Planning and Standards grants and Bring in an Expert grants. Of seventeen Planning and Standards grant projects, nine used funds to conduct a community survey to assess current opinion and plan for future services. For most of these libraries, the grant period ended before changes were implemented. For this evaluation, a short survey form was sent to these nine libraries, to assess what impact the survey results had on their planning. Five libraries returned the surveys. All indicated various ways library services and decision-making had been impacted. Library services changed included hours, targeting budgets, changes in collection purchases, implementing remote access to databases, and new efforts to market the library's services. In one case, the survey indicated little public interest in some areas and programs the library trustees thought should be developed. This saved the library money and turned

the focus to other areas of greater interest. One library indicated an intention to use the survey data as the baseline for future community studies.

A statewide research project was conducted in 2002-2003 as a joint project of the Missouri State Library, the Missouri Department of Elementary and Secondary Education, and the Missouri Association of School Libraries. The study, conducted by Quantitative Resources, was constructed to determine whether the findings of studies of school library effectiveness in other states could be replicated in Missouri. In particular, the study was undertaken to measure the impact of school library media center services on student achievement.

The study was conducted using a variety of collection methodologies, including comparison of school library statistics and a questionnaire of school library staff. The 241 schools with complete data for the study allowed the analysis to be statistically valid and reliable at a 95% confidence interval. The 241 complete cases exceeded the number of cases used in any other state's study. Statistical analyses included identifying the connections between school library media center services and student achievement in the sample data and determining the 'significance levels' that indicate the extent to which the sample data represents the entire Missouri student population.

Schools with library media centers and services display a 10.6% positive relationship to student achievement measured using the Weighted Average MAP Index (WAMI). Missouri uses a Missouri Assessment Program (MAP) to assess student achievement. Three components of school library media centers and services have more of a relationship to the WAMI than others. These are: library usage, summer reading programs, and library access. Although demographic characteristics have a high relationship to the WAMI, they do not eliminate the positive relationships.

In a second round of the research in 2003-2004, the strong correlation between school library media services and student achievement in three categories identified in the first round were subjected to further exploration. The three categories examined were student usage, library access, and summer reading programs, offered directly or with a public library. The research firm manipulated the data to assess what, if any, is the relationship between the top three items affecting student achievement and the other eight components of the study – staff qualifications, budget, space, activities, management, holdings, staff, and technology. The research study concluded library usage and its positive relationship to student achievement can best be achieved by 1) ensuring school library media specialists have clerical help (4% impact), and 2) providing many varieties of print and online resources (2% impact). The positive impact of library access can best be accomplished by 1) designating a library/media coordinator to manage resource and information sharing (6% impact) and 2) providing many varieties of online resources including an online catalog (22 % impact). Summer reading programs were shown to have a larger significant impact when school library media centers cooperate with local public libraries (18% impact). The full study is posted at [www.dese.mo.gov/divimprove/curriculum/lmcindex.htm](http://www.dese.mo.gov/divimprove/curriculum/lmcindex.htm).

To communicate the results of the study of school library effectiveness, eight meetings attended by 529 school officials were conducted by the school library media consultant for DESE; the State Librarian, and the lead researcher. The presentations included the detailed findings of the study and discussed ways school library media centers can strengthen and coordinate services. A 'plain English' version of the study's results was

distributed throughout the state. This study has been cited by a number of school districts when implementing changes to their school libraries. The Jefferson City Public Schools cited the study in support of efforts for an upcoming vote for a tax levy increase targeted toward expanding and remodeling school library facilities throughout the district.

Missouri State Library staffs assisted library staff with locating and using available data from the U.S. Census and public library statistical survey for their planning. One workshop, *Outcomes Based Evaluation*, was conducted in 2005 through a Training and Professional Development grant awarded to the Missouri Library Network Corporation. Forty library staff attended the workshop. Before training, 83% of participants reported they had no formal training using outcomes-based assessment, 43 % reported they were familiar with the language of outcomes and 66 % felt comfortable choosing outcomes for a project or grant proposal. After training, 100% reported they felt familiar with the language of outcomes and outcomes-based measurement and 86 % reported feeling comfortable selecting outcomes for future projects.

#### **4. Publicize the contributions of libraries to lifelong learning, economic development, and the overall quality of life in communities to all Missourians to increase awareness of the value of library services**

##### **Progress Toward Goal: Met this Goal**

Statewide programs helped libraries effectively market their services. Research, such as the 2006 Marketing Survey, documented awareness of library services and their perceived value. The outcome for this goal is increased support and increased use of libraries by Missourians. This outcome has been achieved.

A Marketing Manual was completed in 2004 and was an outgrowth of the Missouri State Library's statewide marketing campaign. The campaign itself grew out of recommendations from the Missouri library community during a series of public forums on the future of library services in the state. Later meetings throughout the state re-emphasized and continue to emphasize the need for and importance of library marketing. The Missouri libraries campaign began with the naming of a task force to oversee the campaign's development. Represented on the task force were public, academic, special, and school librarians as well as public library trustees and media representatives.

Continuing education was an integral component of the campaign, with conferences and workshops held in cities and towns across the state. Almost 500 Missouri library staff attended these events, which focused on developing marketing plans, working with the media, understanding the elements of graphic design, and conducting market research. Librarians must keep up with the cultural, educational, informational, technological, economic, and social changes in their communities, whether that community is an academic institution, a business, or a town. The daily challenge, in all cases, is to find ways to keep connecting with their publics.

A statewide survey was completed in 1998 to create a baseline of information and another survey for comparison was completed in 2006. This survey report included comparisons of the two surveys, for example: 68% of the respondents said they currently have a public library card, slightly higher than 66.5% identified in the 1998 baseline survey. This survey is attached as Appendix 3.

## **5. Develop a collaborative digital and electronic reference service to improve timeliness and availability of access to information.**

**Progress toward goal: No work was completed toward this goal.**

During the plan period, the MOBIUS consortium of academic libraries had a task force investigate the options and potential for providing an electronic reference service. The task force concluded there was not enough interest in providing the service through the consortium. Individual libraries have implemented various forms of electronic reference using email, chat, and specialized software packages. However, there was only limited interest in a statewide effort during the period covered with this evaluation. There is increased interest at this time, and a committee has met to explore a statewide effort in this area.

## **6. Increase the content of the "Virtually Missouri" website by developing new digitization projects.**

**Progress toward goal: Met this goal**

The Virtually Missouri program underwent a period of growth and transition during the period covered by this plan. This digital portal for Missouri collections linked materials from over 40 institutions. As the project grew, with a larger number and greater variety of collections added to the web portal and database, the State Library felt a need to bring the project management in-house. This was accomplished in 2006. Missouri Library Network Corporation (MLNC) continues to provide marketing, promotion and training for Virtually Missouri and the University of Missouri Library Systems Office will continue to offer outsourced scanning and metadata services to institutions that receive digital imaging grants.

All current Virtually Missouri collections are being migrated to a new software platform, CONTENTdm, available through OCLC. This new platform allows users to do one search across all digital collections in the Virtually Missouri database. These include photos, postcards, manuscripts, books, newspapers, maps and video and audio files. This work should be completed by summer 2007.

In addition, CONTENTdm's Acquisition Station software is being made available to digital imaging grant recipients and to any other institutions that want to provide access to their digital collections through Virtually Missouri. The Acquisition Station allows participating institutions to organize and upload digital images and metadata records to the Virtually Missouri database.



The Digitization Planning Committee, the advisory group for the Virtually Missouri program, met in August 2006 to discuss program development. The group developed three strategic initiatives:

- (a) Developing Virtually Missouri as a resource for the state's K-12 curriculum;
- (b) Positioning Virtually Missouri as a central portal to Civil War web resources in the period leading up to the Sesquicentennial Observance of the Civil War in 2011;
- (c) Digitization of key materials for every county in the state, including county histories, plat maps and city directories, as well as local newspapers and other materials contributed by local history societies and public libraries.

Grants for digital imaging projects continued to enrich the Virtually Missouri website, making content from both small public libraries and well-known institutions accessible.

Some of the most significant and groundbreaking projects included the "Shannon County Film Project," which transformed outtakes from an award-winning PBS documentary about rural folkways in southern Missouri into streaming video segments that could be searched by keywords, subjects and names; the "Object VR for Artifacts" project, which developed standards and best practices for 3-D imaging of artifacts, in this case an internationally-known exhibit of 19<sup>th</sup> century hearing aids for the deaf; and a collection of Civil War Monographs that are invaluable source material for historians and genealogists.

However, grant applications tended to originate with larger academic and state institution libraries such as the Missouri Botanical Garden. Many public libraries and medium-sized academic libraries indicated they did not have the resources available for in-house management of digital projects. In particular, smaller public libraries stated they would prefer to work with their local county or city museums and historical societies to develop digital projects.

Recognizing the need for providing a different and expanded approach to digitizing Missouri's heritage materials, the Office of Secretary of State has proposed a Digital Heritage Initiative to the Missouri Legislature. If approved, this program will partner the Missouri State Archives and the Missouri State Library with local governments, public libraries and community institutions. The Missouri Digital Heritage Initiative will dramatically expand the accessibility of community history by working in partnership with local libraries and local governments to digitize their collections and place them online. Particular emphasis will be given to county history information related to the Civil War. At the same time, educational and informative online exhibits will be developed, and curriculum and tutorials based on Missouri's education standards.

**7. Increase interlibrary access to materials through continuation and expansion of the "Show-Me the World" program to serve the users of all Missouri libraries.**

**Progress toward goal: Met this goal**

“Show-Me the World” is a program developed to provide a suite of electronic services to further enhance resource sharing efforts in Missouri. The program is unique among resource sharing efforts in the nation and is a showcase for Missouri. This program required a high level of investment while simultaneously requiring compliance in cataloging standards for libraries to participate. Because of these factors, the State Library chose this program for the In-Depth Evaluation Program specified for the LSTA Five-Year Evaluation.

**The results of this evaluation are included in Part III.**

**8. Lead efforts to make searching the Internet more coherent for library users and to improve quality and relevancy of search results.**

**Progress toward goal: Met this goal**

Librarians have great expertise in helping users find information. The current disorganized Internet hampers peoples’ attempts to find authoritative information. An outcome of this goal is increased satisfaction of Missourians with information obtained from the Internet and increased ability of searchers to evaluate the accuracy of information. A main purpose of the Virtually Missouri project, discussed earlier, is to provide a unified portal and search mechanism to digital content about Missouri, and from Missouri institutions.

Missouri has been fortunate to have recognition by our Legislature of the value of online databases in the provision of information needed by both students and the public. Electronic databases have many advantages in ease of searching and the ability to bring information together from scattered sources. The information is also kept up to date, a great advantage particularly for smaller schools and libraries. Library staffs are trained in using these resources effectively, and transfer those skills to their clientele. The Utilization Study done by the Office of Social and Economic Data Analysis (Appendix 4) demonstrated the effectiveness of providing statewide access to electronic resources. Over 10.4 million searches were completed by users during just the months of the study, February, March, and April of 2004, 2005, and 2006.

A survey was sent to all public libraries awarded a LSTA grant for computer training labs for public use. The answers to the following survey question provide insight into the appreciation of the library staff.

**How has the LSTA funded computer lab helped your library make a difference in the quality of your service to patrons, especially patrons with disabilities and diverse populations? Please give specific examples.**

**Brentwood Public Library** - Without the LSTA grant monies, we would not have been able to purchase the computers for the lab. By having the classes held in a confined area for more concentrated teaching, we have excelled in the type of teaching available locally. Our classes have become well known in the community and fill up in advance.

**Neosho/Newton County Library** - After the Library was automated and the computer replaced the Card Catalog, it was necessary to teach a lot of our patrons how to even look up an item on our On-Line Public Access Catalog (OPAC). Others came to us and said I don't have a computer or I just got a computer and I want to know how to use it. These are the patrons who took the classes offered each month in our LAB.

**Barton County Library** - We have used our computer lab for general *computer class training, teen activities* (game night), *senior citizen outreach* ("There's a monster in my house" training and Medicare Supplemental Insurance help provided by the Area Agency on Aging), and *community outreach* (Internet Safety Night sponsored by MOREnet and Digital Picture Editing sponsored by YATA – Youth Achievement through the Arts).

**Cape Girardeau Public Library** - Last year we held 3 Basic Internet training, targeting Senior citizens, in particular. Once patrons are familiar with the basics of internet searches, it is easier for staff to help them navigate the web. In addition, when we are not using the laptops from the lab for training, we allow patrons to use several of them in the Library for their internet searching. This ability has definitely improved our quality of service because it has reduced the number of patrons waiting to use an Internet accessible computer.

**Oregon County library District** - The community was very interested in our classes; the email drew the most interest.

**McDonald County Library** - Before the computer lab, we could only hold classes for 1-2 people at the public computers, or in the community room where they just watched the screen where I used our one compute in there and a projector. Now our patrons get to have hands-on experience on all of the classes, and each time we offer a new schedule of classes, each one fills up faster and faster. Many of our patrons are elderly who have been "forced" by their children to learn the computer, and many others just have a desire to learn and stay current. We have had younger people attend classes on specific issues that they did not already know about, such as CD burning or Music Downloading.

**Jefferson County Library** - Again, the hands-on approach is so much better, especially when dealing with older patrons. Getting them used to use a mouse is a major hurdle. Comprehension improved for patrons taking computer classes. Staffs who have assisted in the class for improved for patrons taking computer classes. Staffs who have assisted in the classes for patrons have expressed a now higher level of confidence to help patrons with the questions arising during daily computer use. Several attendees at the classes suffered from physical impairments such as after effects of strokes, low vision, hearing loss and loss of function in the hand. We were able to help them learn computer basic in a supportive classroom setting. We

partnered with the local Missouri Career Center to get information about the classes in the hands of job seekers. Many attendees at the classes expressed that they were taking the classes to improve their career options. They lab also allows us to schedule them around other library programming and community event sin the meeting rooms at Arnold and Northwest Branches. At the Windsor Branch: Approximately 81% of the attendees were over 50 years of age. The majority of theses were retired senior citizen learning new skills. The remainder in the over 50 groups included a large number who were either unemployed or under employed seeking some computer related skills to improve marketability. Approximately 17 % of the attendees were between 20-50 years of age also seeking to improve workplace skills. Approximately 2% of the attendees were under the age of 20 years. This group knew a good deal about computers, but almost always left the classes with enhanced understanding of their everyday activities.

**Doniphan-Ripley County Library** - The computer lab has helped tremendously with training people who want to get started with computers but don't know how. We offer individual help to people using our computers when there is someone available but these classes gave us the opportunity to give more concentrated training to people who don't come into the library very often. Most of the classes (held during the day) were attended by seniors or disabled. Our classes are offered free so that there is no barrier to getting started. We have had several people who didn't see well or didn't hear well as well as a number of people who had difficulty using a mouse. We were able to help them use adaptations to function with the computers.

**Texas County Library** - We have encouraged the use of the computer lab by handicapped student which had a great deal of difficulty in accessing online classes for college.

**Albany Carnegie Public Library** - This is a very low-income, rural area and "behind the time" in many ways. Providing free computer classes to the public has certainly increased the computer library in this area! The mobile lab also allows us to take the laptops to the patron base. A specific example is the HeadStart parents where we go to the HeadStart School and hold programs for parents and children using educational games on the computer.

**Grundy County-Jewett Norris Library** - Very little interest here.

**Cedar County Library District** - We have too few staff to conduct more staff training. We have to close the libraries to have staff training.

**Cass County Public Library** - We are a very rural community and because of the equipment purchased through the grant we are to connect home school as well as public school children to places like NASA, multiple zoos across the world, and take virtual filed trips, assist with overflow online testing needs and research capabilities. The elderly with poor eyesight were able to participate in computer/internet classes because of the projection until and Smart board.

**University City Public Library** - The Special School District classes in resume preparation, job searching on the internet, email and word were all particularly well received. We have also let Al Hauser from GreatHires.Org (MO state office) use the laptop equipment to help job seekers. The classes have been particularly well attended by and helpful to the elderly, low income residents and we have a high percentage of African-American attendees.

**Bloomfield Public Library** - The basic beginners' class enabled our older patrons to use the internet and also it made them more aware of the services our library offers.

**Webb City Public Library** - Those patrons who attended the classes have been able to enjoy using our regular computer labs as well as their home computers. They have requested additional classes, several of which are being placed to the programming schedule for 2007. We have not used the training lab specifically for patrons with disabilities, although one of our attendees is in a wheelchair and was able to access the training lab easily.

**Pulaski County Library** - It has helped the staff in dealing with patrons and helping them with computers.

**Lebanon-Laclede County Library** - We serve a large population of elderly patrons. To my knowledge we are the only location in our area that offers free computers access and training. As a result, we are able to work with patrons who may require special, one-on-one training. For example we are able to work with sight impaired patron through the additional software. We can work with the "first time" computer users in a lab away from the public computers. They feel more comfortable asking questions and receiving more specialized help. It is also an opportunity for couples to get training together. As a result, the older generation is able to keep up with the changes in technology and still that are a vital part of our community.

**Sedalia Public Library** - The computer training lab allowed Sedalia Public Library to offer English as a Second Language Classes on a weekly basis during the school year. Many took advantage of the certified teacher and were instructed on the use of the ELLIS software. Sedalia has a large Hispanic Community and this was a great service that we were able to offer. Another way that the computer training lab has been used at the library is for Basic Computer Classes. Several patrons have taken these classes and there are several on the waiting list for the next round of classes. This had also been a much needed service that the library has provided because we had the computer training lab.

**Springfield-Greene County Library District** - The training available at The Edge has enabled many, many people who had little or no experience with computers to become proficient in e-mail, searching for information, keyboarding, and developing a greater comfort level with technology in general. Some have developed proficiencies that have enabled them to seek employment, or to advance in their current jobs. Well trained staffs inherently offer better service to patrons, regardless of their specific characteristics. Classes at The Edge that were designed for Hispanics utilized the training area with desktops. The Edge houses the largest collection of ADA hardware and software in the District and staff training is included in the schedule; however, the lap top computers are not used for those classes.

### III. Results of In-Depth Evaluations

# Show-Me the World Evaluation Report

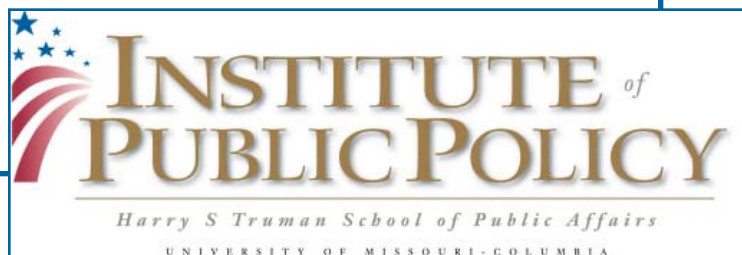
**FINAL REPORT**

*Prepared by:*

Institute of Public Policy  
Truman School of Public Affairs  
University of Missouri — Columbia

*submitted:*

February 2007



# Show-Me the World Evaluation Report

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Increase utilization at the library level	
Promote electronic services through a statewide campaign	
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# Show-Me the World Evaluation Report

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## INTRODUCTION

In August 2006, the State Library contracted with the Institute of Public Policy to evaluate the Show-Me the World (SMTW) program as part of the State Library's efforts to review how they spend their allotment of Library Service and Technology Act funds. Show-Me the World (SMTW) is a suite of electronic services that includes record loading into the Online Computer Library Center (OCLC) database, Interlibrary Loan, and the First Search database. Furthermore, expanding SMTW is identified as goal seven of the *Missouri Five-Year State Plan 2003–2008 Library Services and Technology Act*. Goal seven sought to increase interlibrary access to materials through the continuation and expansion of the "Show-Me the World" program to serve the users of all Missouri libraries. In order to achieve this goal, six activities were identified:

1. Continue to add Missouri library holdings to the OCLC database;
2. Build on pilot programs to make available the collections of special libraries when these are available to other libraries or the public;
3. Make Show-Me the World available to other types of libraries;
4. Train library staff to use and promote Show-Me the World;
5. Continue to encourage interlibrary loan, especially in those libraries that do not currently offer this service to patrons;
6. Expand the statewide delivery service to more libraries.

The desired outcomes for this goal included expanding the provision of needed materials to library users and increasing the knowledge and use of standardized practices in Missouri libraries.

For a variety of reasons, the State Library requested an analysis of the progress made toward Goal 7 during the preceding four years and the impact of the project on libraries in the state. Show-Me the World is a unique program among LSTA efforts in the nation and showcases the efforts of the State Library. The SMTW program also required a high level of investment by the State Library while simultaneously requiring compliance in cataloging standards for libraries to participate. Each of these factors, and a desire to continue SMTW in the next LSTA funding cycle, made Goal 7 the program of choice for the in-depth evaluation.

## HISTORY OF SHOW-ME THE WORLD

In the late 1990s and early part of the 2000s, the Missouri State Library sought to enhance library services through the use of technology. The State Library began this process, in part, through a state-funded initiative to automate Missouri public libraries. In this context, automation means converting card catalogs and other print-based indexes of library materials to electronic records (*retrospective conversion*) and incorporating the electronic holdings in an online database. These databases, or Integrated Online Library Systems (IOLS), allow patrons to search for books by keyword, title, author or subject from computer workstations throughout the library. Library staff can also use the IOLS to create records for newly acquired books and other materials and to check books in and out using optical scanners and barcodes.

The State Library, in concert with the Missouri Library Network Corporation (MLNC) developed the Show-Me the World suite of electronic services to further enhance automation efforts. SMTW is a program that upgrades and extends electronic services offered by Missouri public libraries. The program started in 2001 and continues to operate as a service available to Missouri's public libraries.

This service has been continually funded by the Missouri State Library and operated by the Online Computer Library Corporation (OCLC). OCLC products and services used by Missouri libraries are purchased through OCLC's regional affiliate network, the Missouri Library Network Corporation (MLNC).

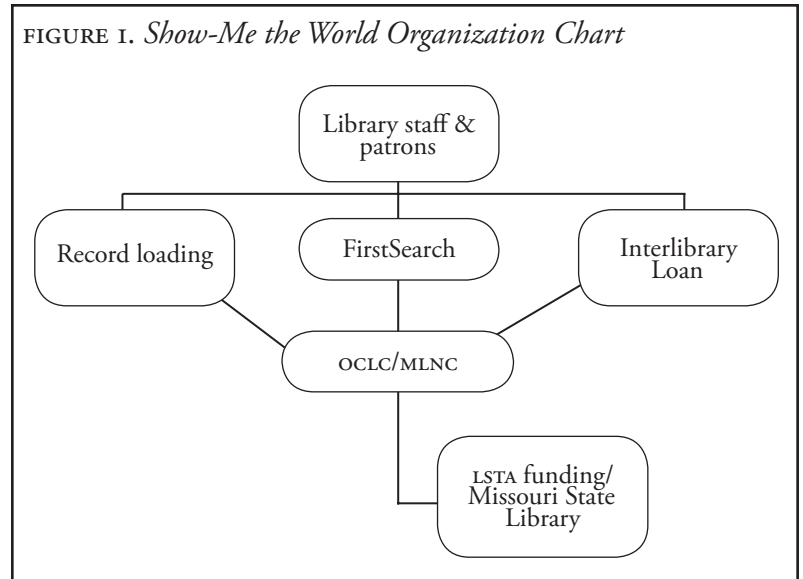
The SMTW program sought to build upon and leverage the state's investment in electronic library services. The core components of SMTW are:

- (1) **Record loading service:** Libraries contribute copies of their electronic records to a central, statewide database called the Missouri Group Catalog (MGC). The MGC is a subset specific to Missouri of a larger database called WorldCat, a database of 47 million library records from all over the world, operated by OCLC in Dublin, Ohio. The Missouri State Library negotiates a volume discount with MLNC/OCLC to batch load library records in WorldCat and to offer low-cost cataloging software subscriptions to public libraries (CatExpress). MLNC/OCLC also offers an online portal for libraries to manually load individual records into the database. The State Library pays for the initial batch load of a library's records and the library assumes the cost of adding new records and deleting records for books withdrawn from its collection.
- (2) **Interlibrary loan:** Libraries use a search interface to find books in the Missouri Group Catalog and/or WorldCat and place requests to borrow these books electronically. The State Library pays for a statewide license that allows all participating public libraries to use the OCLC Interlibrary Loan system free of charge.
- (3) **FirstSearch:** Library staff and patrons can search this union database via a Web-based search interface called FirstSearch.

Show-Me the World is supported with Library Services & Technology Act (LSTA) funds from the Institute of Museum and Library Services, a federal agency, and is administered by the Missouri State Library. FIGURE I depicts how the LSTA money is distributed and how it reaches the citizens of Missouri as a product.

MLNC supports these services by organizing and delivering to its member libraries and other contracting entities, OCLC-based information services, related electronic services and content, and training in the management and use of information. MLNC is a critical partner and they serve as the technical and training link in this chain of electronic services.

FIGURE I. *Show-Me the World Organization Chart*



In the last 3 years, the State Library has revived the grant programs for retrospective conversion and library automation, this time with LSTA funds. Automation funding is available only to public libraries, but funds for retrospective conversion are now offered to academic and special libraries, as well as to public libraries. While most libraries capable of taking advantage of these services have done so, there are a small number that have not. This program is being kept open with the hope that all eligible libraries will automate eventually.

#### EVALUATION APPROACH & DATA SOURCES

Show-Me the World is a complex set of services with multiple actors involved. The evaluation in this report focused on two main questions of interest to the State Library. First, *are public libraries using the services?* By understanding the nature and extent of participation in SMTW, the evaluation can assess if more public libraries in Missouri are adopting best practices in cataloguing and if access to library materials is equalized, in some part, across large and small libraries. Second, *are public libraries satisfied with SMTW?* The State Library has a variety of options available to achieve best practices and equalized access but if SMTW is working for public libraries in Missouri, funding for the services may be continued in the next LSTA funding cycle. The SMTW services are available to all library types in Missouri; however, at the request of the State Library the evaluation focused on public libraries only.

In order to evaluate Show-Me the World and answer these questions, data reflecting the service's complexity was needed from multiple sources. This included the following:



1. Archives (documents and spreadsheets) from Missouri State Library related to SMTW;
2. Discussions, interviews, phone calls, and emails with State Library staff, including Barbara Reading, Carl Wingo and Diana Very;
3. Discussions, interviews, phone calls, and emails with MLNC staff, including Susan Lewis, Deb Ehrstein and Tracy Rochow Byerly;
4. OCLC quantitative data, including the number of records loaded into WorldCat, use of Interlibrary Loan, and the number of searches using FirstSearch;
5. Twenty-nine question survey of librarians who use Show-Me the World services;
6. LSTA survey conducted by the State Library in June 2006;
7. Focus groups conducted by the Institute in October 2006.

Each of these sources provided a portion of the information needed to effectively evaluate the program. The archives helped the evaluation team identify historical trends in the program. The discussions with State Library and MLNC staff helped clarify questions the evaluators had about the program and helped put the program in context for each agency. The quantitative data helps demonstrate how much each service in SMTW gets used, and the librarian survey was primarily designed to assess the level of satisfaction for the users of these services. The LSTA survey and focus group information provided complementary information for the primary data sources.

### *Archives*

On October 11, 2006, the Institute evaluation team visited the State Library for the day. During this time the evaluation team explored the State Library's files, both hardcopy and electronic, related to SMTW. The electronic files needed were copied onto an Institute computer for further analysis and photocopies were made of the few paper files needed. After the data was collected, Institute staff analyzed the files by grouping together relevant files under the following six categories: 1) background and context; 2) budgets; 3) Interlibrary Loan and CAT usage; 4) record loading; 5) general statistics; 6) workshop information.

### *Discussions with State Library staff*

Communication with State Library staff was a critical part of this evaluation. For instance, during the October 11, 2006, visit; State Library staff provided the evaluation team with historical context regarding SMTW and the overall structure of SMTW through informal interviews. Furthermore, the staff was able to explain what some of the documents being

reviewed were and how to access some of the other data that would be needed.

### *Discussions with MLNC staff*

Similar to the discussions with the State Library staff, communication with MLNC was critical. As the technical link in the suite of SMTW services, it was necessary for the evaluation team to know MLNC's perspective on the project and the type and format of quantitative data available. MLNC provided helpful information about libraries that use the services, as well as helped explain anomalies in the data the evaluation team obtained.

### *OCLC data*

MLNC, at the request of the State Library, provided the evaluation team with a user name and password to access OCLC records pertaining to SMTW. The OCLC data was limited but did provide the evaluation team with information about the quantity of records loaded, the types of services with the highest use, the libraries using each service, and the number of searches conducted. The data from OCLC was available in one month increments, beginning in November 2004, for all libraries in Missouri participating in the services. The data also provided information about each library over time. The evaluation team consulted with MLNC when definitions were unclear or data trends appeared inconsistent.

### *Librarian Survey*

Between November 21 and December 27, 2006, sixty-two librarians across Missouri completed an online survey about their use and satisfaction with the Show-Me the World electronic suite of services (see APPENDIX A for a copy of the survey). The survey questions were designed by Institute staff and approved, with minor revisions, by the State Library.

### *LSTA Survey*

The State Library conducted a survey of all Missouri libraries on the use of LSTA funds in June 2006. The survey data was provided to the Institute and analyzed in conjunction with this project. The survey contained only one question directly related to SMTW but several individuals did provide additional comments regarding the services. Public libraries were parsed out of the raw data and are reported here.

### *Focus Groups*

The Institute of Public Policy conducted focus groups for the State Library as part of the overall assessment of the LSTA funding in the 2003 through 2008 cycle. The focus groups, conducted in five areas of the state, provided an additional



opportunity for the evaluation team to learn about librarian perceptions of the SMTW program. The focus groups were not focused on SMTW but the information gathered from the efforts are included here as further evidence of how the services are viewed in Missouri.

**LIMITATIONS**

The analysis of the SMTW services has several limitations. The data available for analysis frequently covered different time spans and was not directly comparable. No data existed for the entire four year period of the evaluation for each element of the service. Additionally, MLNC and the State Library gathered data from different sources, making the impacts of SMTW difficult to isolate. Further, SMTW was defined in different ways by different audiences and the language used to describe components of the program was not consistent across users. When applicable, these limitations are described in more detail in the corresponding section of this report. To overcome these dilemmas, the evaluation team relied upon multiple methods of analysis and data sources to draw the most accurate picture possible of SMTW.

**USE OF THE SERVICES**

Yearly data reports from MLNC, submitted to the State Library, were available for all library types in Missouri for state fiscal years 2005 and 2006. The evaluation team theorized the academic and special collection library use of SMTW services could overshadow the use of public libraries. To isolate the impacts on public libraries, the MLNC yearly report data was divided into two sets: public libraries and all other library types. In this manner, changes in public libraries over the timeframe would not be marginalized by other library types.

TABLE 1. *Records set by library type*

	FY2005				FY2006			
	<i>Online</i>	<i>CatExpress</i>	<i>Batch</i>	<i>Total set</i>	<i>Online</i>	<i>CatExpress</i>	<i>Batch</i>	<i>Total set</i>
All libraries	112	34	109	187	114	33	109	182
Public libraries	19	16	48	70	21	16	45	72

To understand the use and growth of SMTW over the two year timeframe, the analysis focused on two different views of the program. The first view looked at the number of libraries participating in each program component while the second view assessed the volume of use by public libraries. Each component of the program — record loading, interlibrary loan, and FirstSearch — is analyzed separately in the following section of the report. One important note to consider is that one of the larger systems in Missouri,

the Springfield-Greene County Library, joined MOBIUS in September 2003 and the Missouri River Regional System joined in April 2005. By joining MOBIUS these systems may use those services rather than SMTW services to identify materials for patrons thus impacting usage patterns displayed below.

*Record Loading (Online, CatExpress, Batch Loading)*

Record loading is the process where libraries extract their MARC records to a file and send the information to OCLC. That file is then evaluated and machine-matched against the OCLC database, WorldCat. OCLC sets a library symbol on records that match to indicate the items a library has in WorldCat. Libraries have three options to load their records into WorldCat — Online, CatExpress, and Batch Loading — and may choose to use all three options or just one. As a result, the total number of libraries that set holdings to the Missouri Group Catalog is less than the totals for each option summed. MLNC data indicates 187 libraries placed holdings on the Missouri Group Catalog in fiscal year 2005 (see TABLE 1). The number of public libraries placing holdings in the same year, however, was 70. By FY2006, the total number of libraries setting holdings decreased to 182 but the number of public libraries increased to 72.

When viewed as a percentage of all tax supported public libraries (n=153) in Missouri, the number of libraries placing holdings on the Missouri Group Catalog averaged 46.5% for FY 2005 & 2006. Batchloading had the highest level of participating public libraries in the state while CatExpress was the least used option (see TABLE 2).

Online loading means that a library loads individual records into WorldCat using an OCLC web interface. As a library

TABLE 2. *Percent of record loading service by type*

	<i>FY2005</i>	<i>FY2006</i>
Batch	31%	29%
Online	12%	14%
CatExpress	10%	10%
<b>Total set</b>	<b>46%</b>	<b>47%</b>



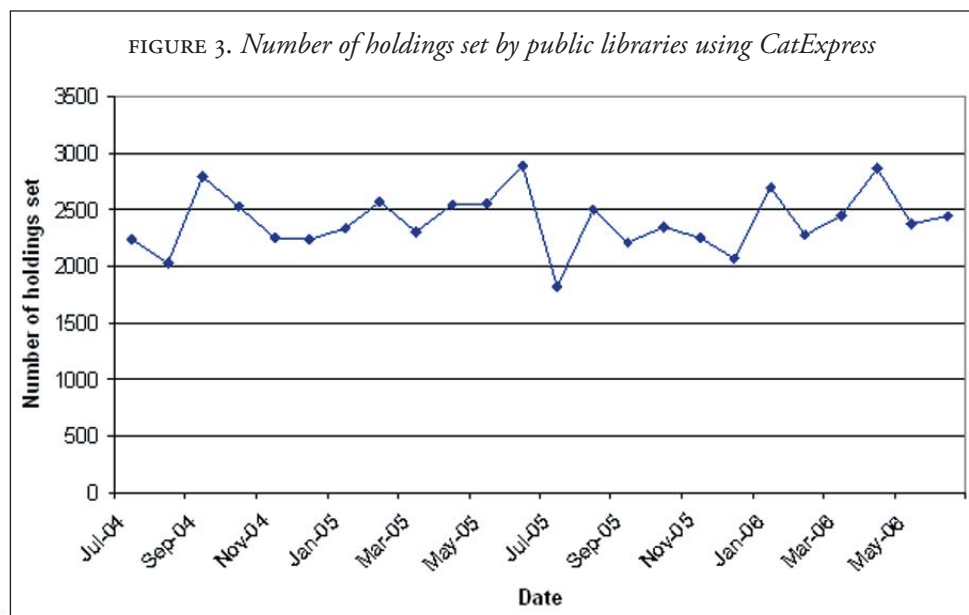
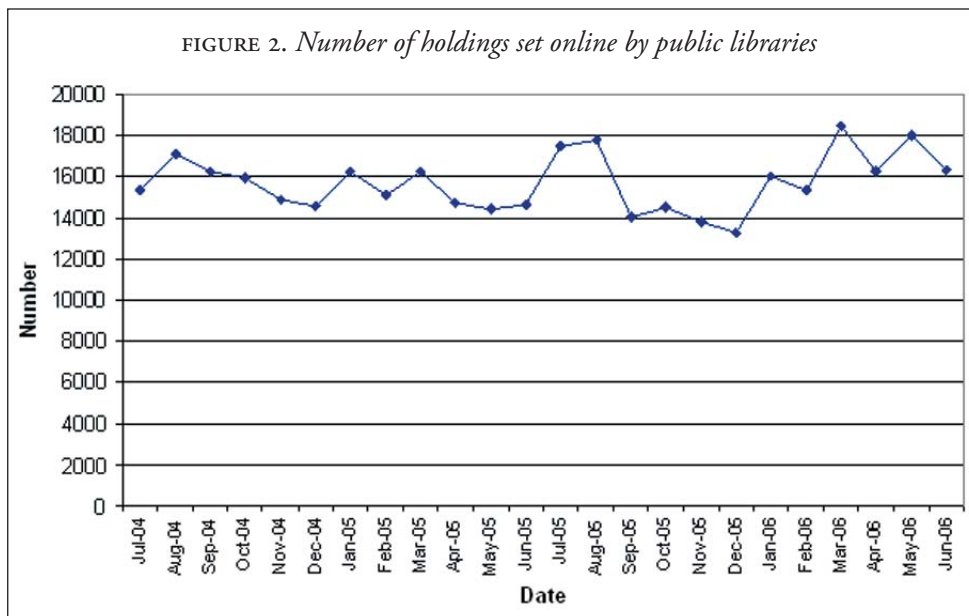


acquires a new item it is manually entered into the database by a staff member. FIGURE 2 shows that this record loading method has been used regularly with little change occurring in overall use since July 2004.

Another record loading service, CatExpress, is available as a subscription-based service for libraries in Missouri at a discounted price. Subscriptions include searching and setting holdings in the WorldCat database, receiving MARC records to load in your local system, and access and user support fees to OCLC. Per-record charges apply to each record over your subscription level, billed at the time of subscription renewal. Subscription pricing for individual libraries is based on the number of titles a library expects to catalog — from 250 to 7,000 titles annually.

Missouri libraries have used CatExpress at a similar rate from July 2004 to June 2006 (see FIGURE 3). There is a slight trend upwards in monthly usage; however, there have been some month to month changes where usage increased or decreased more drastically. Two cases of this were in September through October 2004 and June through July 2005.

The third record loading service offered through OCLC/MLNC is batch loading. Batch loading is when a large set of library materials is pushed into WorldCat by a library. This can happen when a library changes to an automation system that allows it to export its holdings into WorldCat in one transaction rather than manually loading each record into the database.



Since July 2004, there has been a decrease in the use of this service. It is likely that one explanation for this is that there are few libraries left that need to load their entire collection into WorldCat. Most libraries have already done this; now collections that are batch loaded tend to be smaller. For instance, a library may purchase a set of new materials from a vendor and decide to batch load those materials into WorldCat. As FIGURE 4 shows, in 2004 more libraries were batch loading entire collections into WorldCat than in 2006.

Allowing other WorldCat users to see the new items in a library's holdings is important but it is also vital that a library remove items from WorldCat when a collection is weeded. The number of libraries deleting materials from the Missouri Group Catalog through SMTW remained steady over the two year time frame and accounted for 18 percent of all public libraries in Missouri (see TABLE 3).

*Interlibrary loan*

One advantage of being a library that uses Show-Me the World is access to WorldCat, which can be used to help with a library's



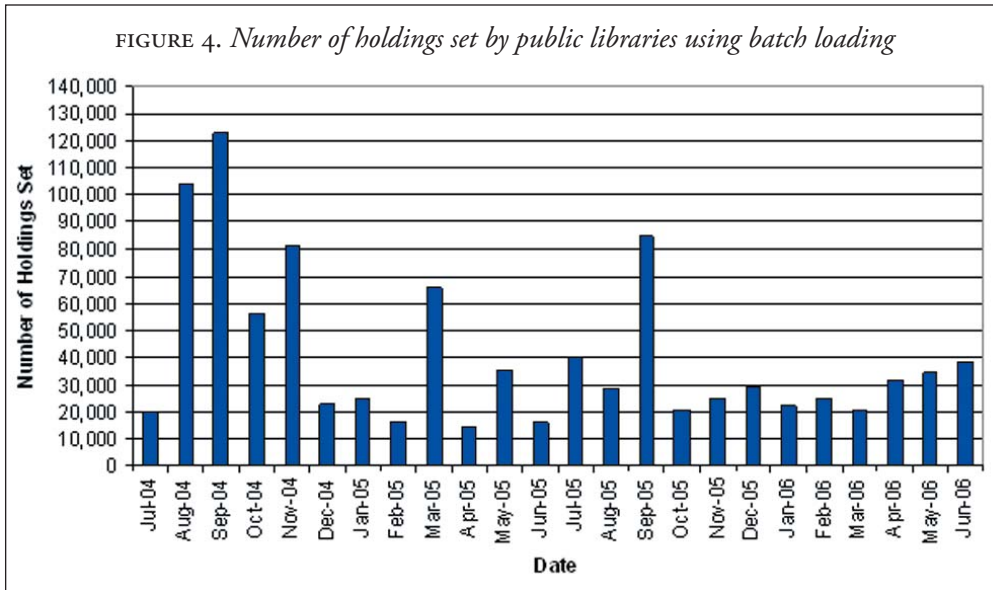


FIGURE 4. Number of holdings set by public libraries using batch loading

fairly constant over this time period, ranging from 47 to 48 percent.

When reviewing the percentage of all public libraries in Missouri participating in interlibrary loan through SMTW, a smaller percentage of libraries requested items in FY 2006 than in FY 2005. The number of public libraries initiating loans through SMTW also fell from FY 2005 to FY 2006 as TABLE 5 shows.

MLNC tracks the number of ILL requests made through the database but cannot account for ILL requests that are made

directly between libraries. Even with that limitation, ILL requests continue to increase, as evidenced by FIGURE 5. Note that the large decrease in number of ILL requests and percentage of requests from public libraries in May, June, and July 2005 is a result of an OCLC software conversion. During that conversion not all data were captured. Therefore, those months are not truly representative of the time period.

TABLE 3. Number of libraries deleting items from collection

	Deletions	
	FY2005	FY2006
Missouri libraries	127	130
Public libraries	28	28

interlibrary loan service. A librarian can query the WorldCat database and request an item for loan from another library using the system or by calling the library directly and requesting the item.

Roughly half of the libraries in Missouri participating in interlibrary loan are public libraries. In 2005, 210 libraries in Missouri placed requests for interlibrary loans through SMTW. Ninety-six, or 46 percent of the total requests placed, originated in public libraries. The number of libraries making requests declined in FY 2006 but the percentage of those from public libraries increased to 49 percent.

TABLE 4. Interlibrary Loan use by library type

	FY2005		FY2006	
	Requests	Loans	Requests	Loans
All libraries	210	174	168	135
Public libraries	96	81	82	65

The number of Missouri libraries loaning items decreased from 174 to 135 in FY 2006 (see TABLE 4). The percentage of public libraries, when compared to the whole, remained

TABLE 5. Public library use of ILL service

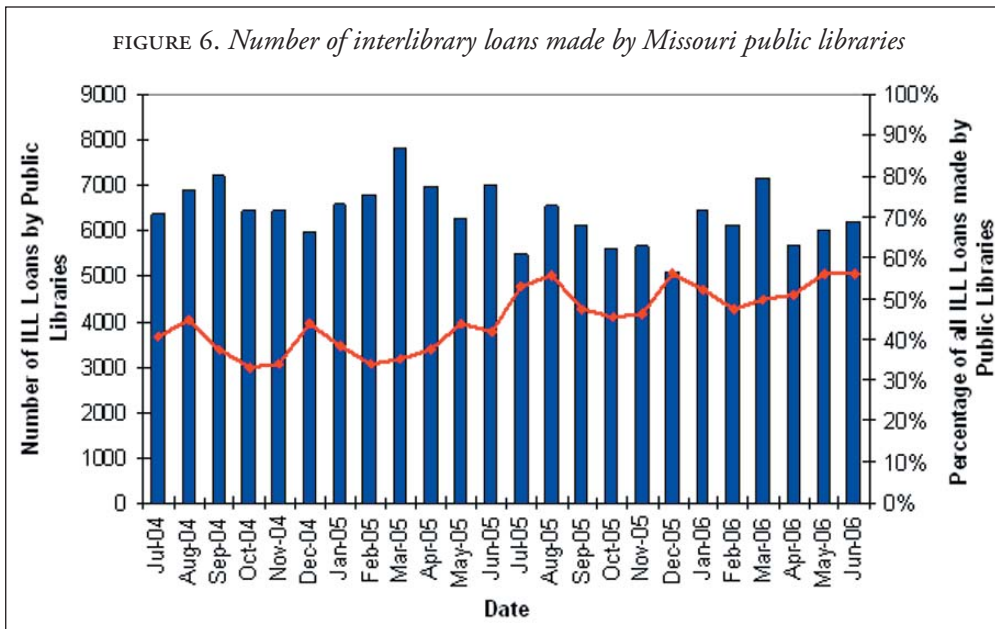
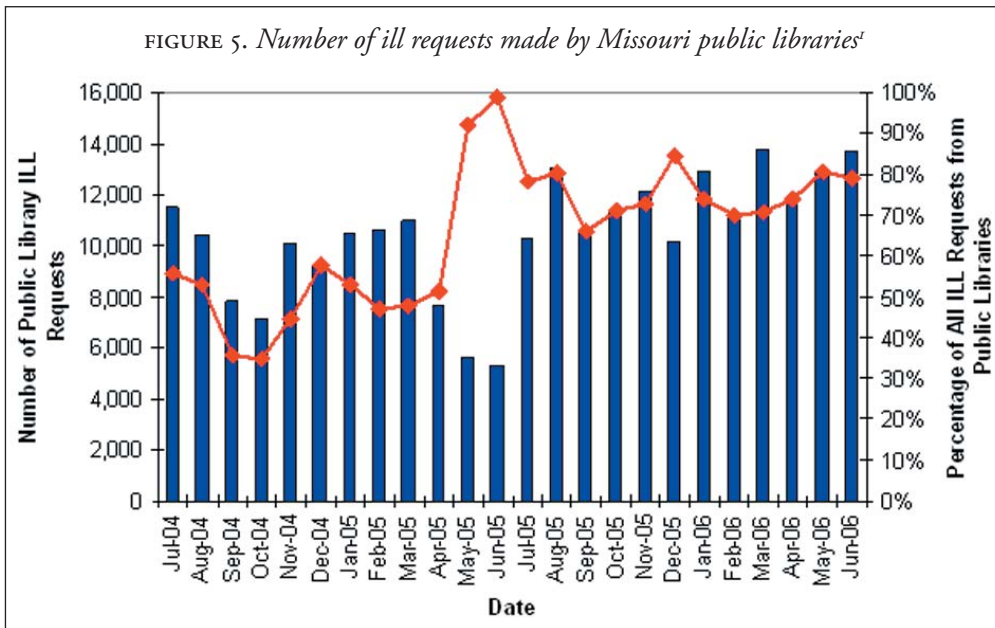
	FY2005	FY2006
Requests	63%	54%
Loans	53%	42%

The percentage of the requests from public libraries has also increased over time. Of the 20,743 requests (not shown) made by all Missouri libraries in July 2004, approximately 50 percent of the requests were from a public library. By June 2006, the percentage of interlibrary loan requests from a public library increased to just less than 80 percent.

Interlibrary loans from Missouri public libraries occur at a lower volume than requests. As shown in FIGURE 6, the number of loans made stayed steady over the two year time frame, with periodic peaks. As a percentage of all loans made by Missouri libraries, however, those from public libraries have gradually increased over the two years. This increase illustrates that the holdings of Missouri public libraries are circulating more widely and loans are not disproportionately originating from academic or special collection libraries.







Data obtained from the State Library provides another view of how SMTW is affecting interlibrary loans in Missouri. Various interlibrary loan statistics were located in the files from the State Library server covering January 1, 2001, through December 1, 2004. The files were merged and subsequently divided into two groups: 1) the number of ILL Requests made per month by library; and 2) the number of interlibrary loans per month by library. Request and loan numbers were not located for June 2003; these numbers

<sup>t</sup>Note that the large decrease in number of ILL requests and percentage of requests from public libraries in May, June and July 2005 is a result of an OCLC software conversion. During that conversion not all data was captured. Therefore, those months are not truly representative of the time period.

were estimated by averaging the interlibrary loan numbers from May 2003 and July 2003.

Mid-Continent's use of the ILL service is attributable to the fact that the Mid-Continent Public Library (MCPL) system is completely electronic and available to libraries across the country. According to MLNC, Mid-Continent is one of the few library systems in the country that has gone completely electronic with their ILL system by linking their patrons to FirstSearch for their ILL needs. In other words, an MCPL patron can make an ILL request from another library using FirstSearch. The benefit to this service is that it eliminates the need for MCPL staff to conduct the ILL searches and make the requests. The patron can be empowered to do this directly. This has resulted in MCPL being one of the largest ILL lenders and receivers in the country.

FIGURES 7 through 9 demonstrate that ILL use continues to grow for MCPL and all other libraries since data has been collected. Each of these figures demonstrates increased usage of this service over the past five years, both in lending and requesting ILL items. There is no reason to assume that this positive trend will not continue

as more libraries sign up for this service and more patrons become aware of the service. Furthermore, if more libraries adopt the model that MCPL has, usage would likely increase exponentially. If this were to happen, a courier service or something similar would likely need to be implemented to accommodate the quantity of items being delivered around the state.

*FirstSearch*

Another service that continues to see an increase in use is Missouri libraries usage of FirstSearch, the web based portal that provides librarians and library patrons access to



FIGURE 7. *Historic perspective of interlibrary requests*

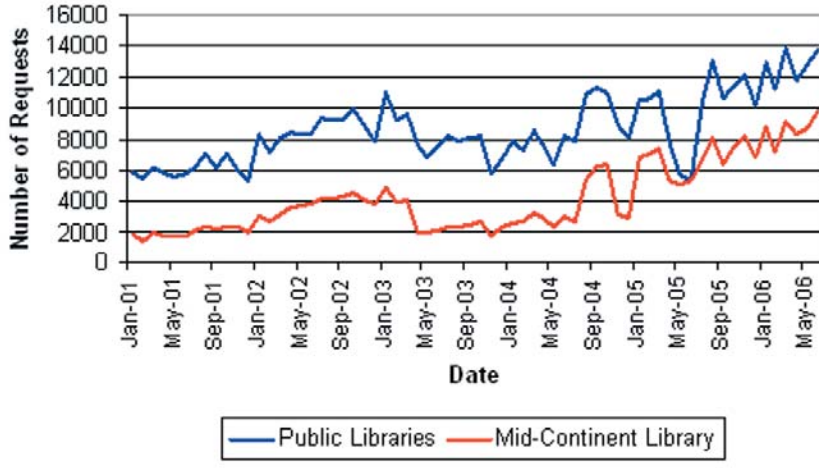


FIGURE 8. *Historic perspective of interlibrary loans*

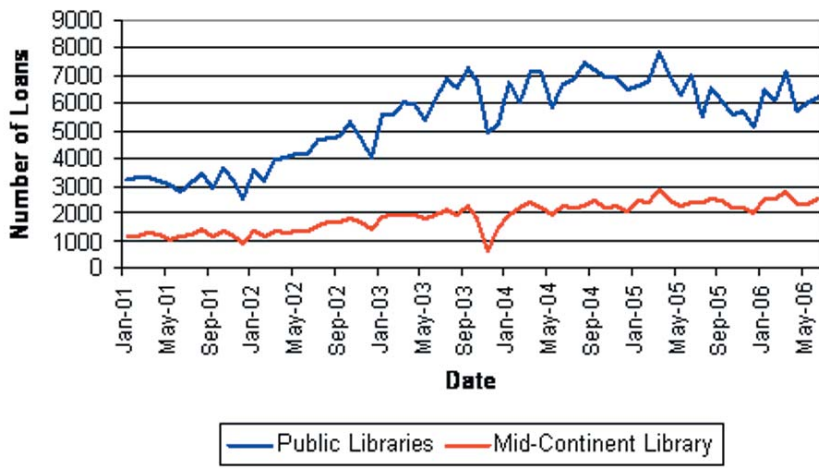
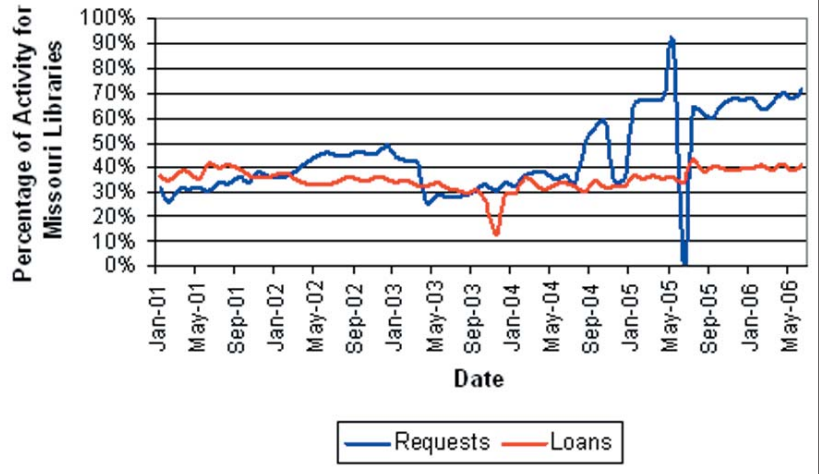


FIGURE 9. *Percentage of interlibrary request & loan activity originated from the Mid-Continent Library System<sup>2</sup>*



WorldCat. Data from OCLC, downloaded for each month since November 2004 (earliest available), was split by library type to assess the usage for public libraries only.

Missouri libraries have steadily increased the number of searches performed on the WorldCat OCLC catalog since November 2004. The total number of searches performed by public libraries increased from 18,929 to 47,056, a 148% increase over the approximately two year period (see FIGURE 10). During the time frame examined, Mid-Continent Public Library accounted for an average of 51 percent of the searches performed each month. The minimum number of searches performed at Mid-Continent during this time period was 8,811 and the maximum was 24,752.

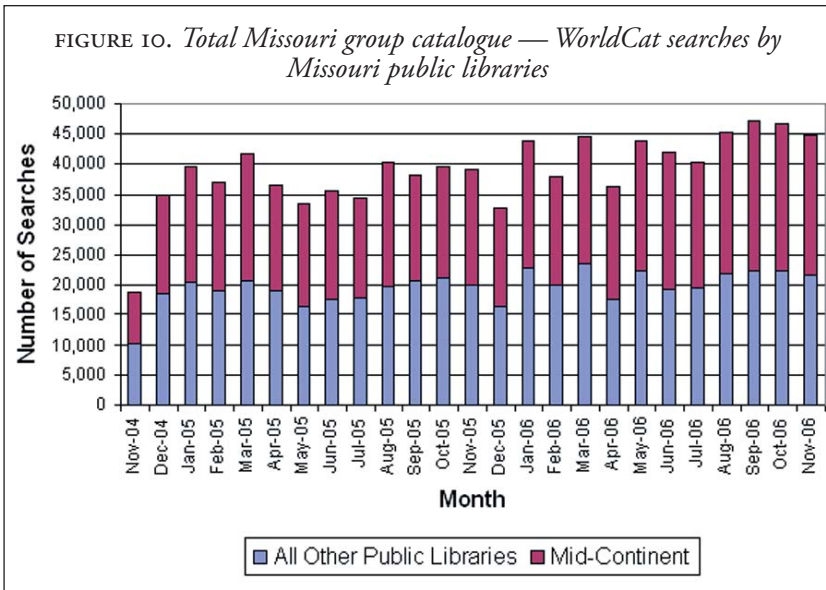
While much of the growth in the number of searches is attributable to the Mid-Continent Public Library (MCPL), other public libraries in Missouri started to search the catalog on a more regular basis. In November 2004, 79 libraries were using the search service. By November 2006, 110 libraries had used the service at least once in the preceding 24 months. On average, 77 libraries in Missouri use the search service each month, accounting for roughly half of the public libraries in Missouri. Sixty-two public libraries in Missouri have not searched the OCLC database. These public libraries tend to be small with limited annual budgets.

**PERCEPTIONS OF SHOW-ME THE WORLD**

Information on how public librarians in Missouri perceive the Show-Me the World services were gathered from three sources. The Institute analyzed comments from a web survey conducted by the State Library in June 2006 of all libraries in Missouri. Statements regarding Show-Me the World services made at regional focus groups of Missouri librarians were assessed. Finally, responses to a web survey conducted by the Institute in late 2006 were analyzed.

<sup>2</sup>Note that the large decrease in number of ILL requests and percentage of requests from public libraries in May, June and July 2005 is a result of an OCLC software conversion. During that conversion not all data was captured. Therefore, those months are not truly representative of the time period.





The multiple data source approach was necessitated by the short timeline available to conduct this evaluation and the limited feedback received in the librarian survey conducted by the Institute. The librarian survey had several limitations that were not discovered until after the survey was administered. These limitations are discussed in more detail in the corresponding section of this report. The librarian survey alone would not have provided the level of insight needed to form conclusions regarding how public libraries in Missouri perceive SMTW. By using multiple data sources, the evaluation team feels more confident that the findings reflect the general perceptions and experiences of libraries in Missouri.

### LSTA Survey Findings

The State Library conducted a survey on the use of LSTA funds in June 2006. The survey was completed by 88 public librarians in Missouri. Of those completing the survey, 58 served as library directors. Forty-nine rural libraries and 22 urban libraries responded to the survey, with the remaining classified as *other*. Of those with an opinion (75 percent of all respondents to the question) on SMTW, 90 percent indicated satisfaction with the services. Only four respondents gave SMTW a negative mark.

When asked where LSTA funds should be focused in the future, several respondents mentioned services related to Show-Me the World. Because the survey focused on all LSTA projects, the mention of SMTW services is informative. Several respondents provided positive comments on SMTW, with one stating that Show-Me the World “has become essential to us and makes ILL so much easier”. Another respondent encouraged greater training budgets for a variety of programs, including SMTW.

Other respondents, while happy with the services provided by SMTW, made suggestions for improvements. The most common comment related to the price of participating in SMTW, with one respondent asking, “*Could the cost of participation in OCLC be reduced?*” Another explained:

*OCLC’s change in fee structure to upload our records into FirstSearch is going to be a burden to us . . . Can grant funding be established to help with this? We love being able to participate in FirstSearch, and participation in it was one of the agreements when we received an automation grant. We are in a bind about it now.*

Another individual suggested updating the SMTW website and another explained future participation was in doubt because:

*Show-Me the World has also been bust at our library. I have not received a single book that I have requested through OCLC or Mo Group Catalog. I’m having to go back to the old way and get the items through either email or ALA paper.*

The LSTA survey provides some insights on how Missouri librarians view SMTW. The positive ranking of the service and the comments on SMTW illustrate a general satisfaction with the program. Cost was a big concern for some of the respondents but few indicated a desire to end LSTA funding for the program. These findings were bolstered by the comments of focus group participants as described in the following section.

### Focus Group Comments

Four of the five groups discussed Show-Me the World, and comments focused on frequency of use, ease of use, and a desire to maintain funding for the program in the future. When asked about the frequency of SMTW use, participants explained, “*I use it every day just about*” and “*all the time*”. Another stated, “*Our library loan person uses it every day because it’s just the easiest way to get all that information*”. Another participant simply said, “*It’s wonderful*”.

Participants in one focus group expressed strong agreement for the following comment:

*I can’t overemphasize [the value of Show-Me the World] enough. I mean that’s obviously real important and we need to continue to do that.*





Libraries are also encouraging patrons to use FirstSearch when seeking specific material. One librarian explained, “Our staffs right up there and says let me show you how to do it”. Another discussed how patrons view the service: “And everyone — the end users that I find that are using it, love it. I mean yeah. It’s very well spent. Very good.”

Focus group participants were fond of SMTW for many reasons, including increased access to materials for patrons. One librarian stated, “I think probably we benefit the most from the joining together also... We wouldn’t be able to put our stuff in OCLC and dump that in there. We probably wouldn’t have interlibrary loans if it wasn’t for access to that.” Another discussed how SMTW allows the library to provide items from its holdings:

*We like it really well because with Show-Me the World we’re getting more requests of us to send out. Before we didn’t send out as many. We got more than we gave out. Now it’s kind of more equal.*

The focus group participants like Show-Me the World but use of the new system brings new challenges to public libraries in Missouri, especially smaller and rural libraries. The cost of supplying books through interlibrary loan is increasing and the need for a statewide courier service is becoming a higher priority.

Focus group participants listed a number of ways libraries are dealing with the challenges associated with SMTW. Some libraries absorb the cost of mailing or receiving items for patrons which is impacting the budget of the library, especially in smaller libraries:

*We don’t charge anything for ours. Ours is just growing by leaps and bounds and I keep hoping that we’ll be able to continue because we do get — I look at it; it may cost us to send stuff out but we’re getting a book for that patron and providing a service for our library. But it is, you know, we’re spending close to a thousand dollars a year probably on all of our mailings and stuff. Which doesn’t sound like much to some of you but to us it’s a big chunk.*

Other libraries have placed limits on the number of items a patron may request in a single session: “And since I limited it [the number of ILL requests by a patron], it’s been wonderful. It cut our requests in half. Which means that three people stopped putting in four requests a day.” Others have started to charge patrons for the postage related to the delivery of an item. The nominal fee frequently doesn’t cover postage but the cost does discourage “unnecessary” requests.

Some libraries, as described by the focus group participants, have opted out of interlibrary loans entirely. One participant explained, “But I know a lot of small ones can’t afford it”, and another explained the reasoning provided by libraries not participating in interlibrary loan:

*Simply for the fact they can’t afford it and they feel like they’re taking taxpayers’ dollars to send a book to Columbia, to Little Dixie when they could use that money in their own library system. So they do not do interlibrary loans. Or some do it for a fee. And I heard a lot of them when we talk about interlibrary loans they say, “We don’t do it. We don’t mess with it. We can’t afford it. We don’t have the postage money, the time that it takes to do it.”*

Participants discussed expanding the role of the State Library to encourage greater use of interlibrary loans, and by extension, SMTW. One participant discussed having considered courier services for the library but, “it would cost us more to pay for the courier service than it is for the postage”, and suggested that, “if the state library used some of the LSTA money to help fund that for libraries” a courier would be a cost effective choice. Several participants felt the State Library had an obligation to provide delivery services for interlibrary loan materials. As one participant explained:

*But the other part of that, not just finding the material and requesting the material — that’s important step one. Step two is actually getting the material to the person. Getting it to them and the courier is sort of the next part of that . . . I think that there has been some progress made along those lines with Show-Me the World but what has to happen in order to progress that, to make it even better, is to really address that action step number one.*

Another stated that delivery services for interlibrary loans are not an issue that will go away in the future:

*The whole notion that as people become more and more involved with finding the discrete item — whether it’s through WorldCat, Show-Me The World, things like that — and then being able to have that physically delivered to them has become a greater issue in the last decade and will continue to be a great issue.*

The focus group participants demonstrated enthusiasm for SMTW and were pleased LSTA funding was dedicated to increasing access for patrons. As with the LSTA survey, cost continued to be a concern and a statewide delivery service for interlibrary loan was frequently mentioned.



### Show-Me the World Survey Results

The survey was designed by identifying the various elements of SMTW and drawing upon similar surveys conducted in other states. Primarily, the survey was designed to assess librarians' satisfaction with the suite of electronic services. The survey consisted of a core set of questions for each library to answer in addition to a subset of specific questions aimed at users of each SMTW service. See APPENDIX A to review the survey instrument questions. These questions were posted on a website hosted by the Institute of Public Policy. See APPENDIX B for a screen shot of one page of the survey.

The web surveys were administered to each public library in Missouri. The invitations to participate in the survey were sent via email on November 21, 2006, to the addresses provided by the State Library. The email invitation contained a brief explanation of the project and information on how to access the survey, including a hyperlink. A reminder email was sent two weeks after the first invitation.

The invitation was sent to the 153 email addresses provided by the State Library. Of these emails, sixteen were returned as undeliverable for a total of 137 invitations distributed. In total, 62 individual responses with 54 libraries represented were included in the analysis.<sup>3</sup> These libraries were representative of the state with rural, suburban, and urban systems responding to the survey.

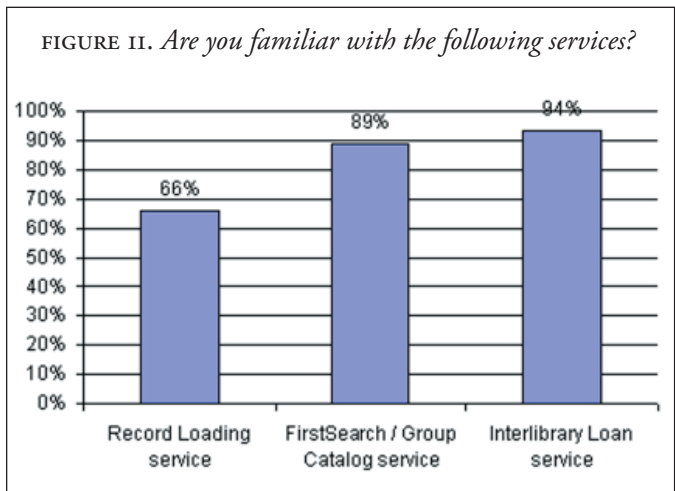
The questions were grouped into three categories:

1. Record loading services;
2. FirstSearch/Group Catalog service;
3. Interlibrary loan service.

Each set of questions was designed to better understand the librarian's familiarity with each service, how the services are used, and general satisfaction with the service. Unfortunately, the survey had several limitations that should be noted. During discussions with MLNC after the survey was administered, the evaluation team learned that several libraries contacted MLNC with questions about the survey. MLNC explained to the evaluation team that several of the terms used in the survey caused confusion for respondents and could impact the findings. This assessment from MLNC was further

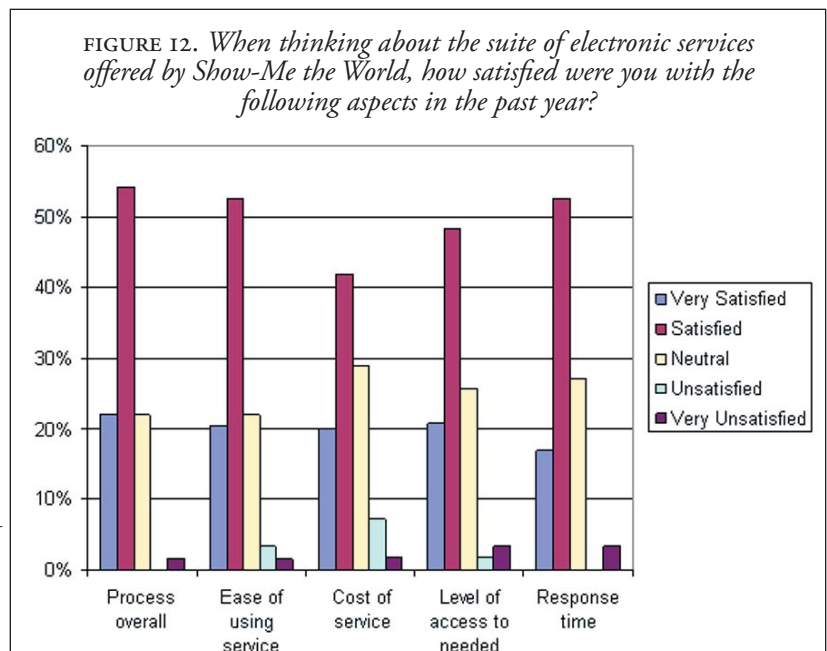
<sup>3</sup>A response rate and margin of error could not be calculated because those receiving the email had the option to forward the invitation to others in the library. As a result, the total number of individuals who had the option to complete the survey is unknown.

evidenced by the somewhat confusing results of some of the questions. The variety of terms used to describe SMTW and its associated services was also evident in the analysis portion of the overall evaluation. As a result, the findings from the librarian survey, while informative in their own way, should be viewed with these limitations in mind.

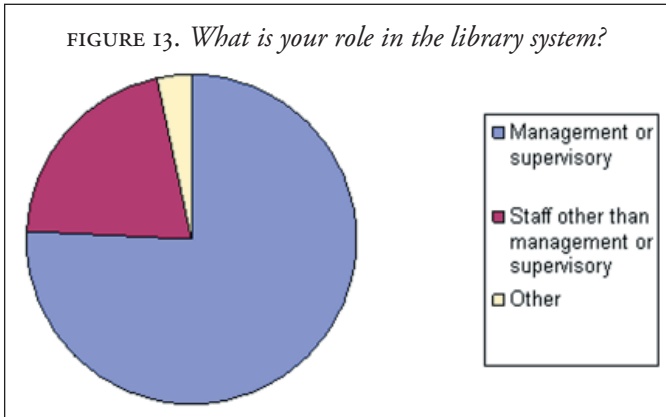


The analysis of the librarian survey begins with user perceptions of the overall suite of services, continues with demographic information on the librarians completing the survey, and concludes with an analysis of each category.

FIGURE II illustrates the percentage of librarians familiar with each service provided by the Show-Me the World project. Clearly, interlibrary loan was the service librarians were most familiar with, followed closely by FirstSearch. However, only two-thirds of respondents were familiar with



record loading services provided by Show-Me the World. One explanation for this relatively low number might be that respondents were not familiar with the term record loading service. Terms such as batch loading may have been more recognizable to respondents.



When looked at as a group, librarians were generally satisfied or very satisfied with the overall process, ease, cost, access to materials, and response time of all Show-Me the World services. In no category examined were more than 10% of respondents unsatisfied or very unsatisfied with any component of the project (see FIGURE 12). The fact that satisfied was the most commonly selected instead of very satisfied does indicate that minor tweaks to the electronic services may be appropriate.

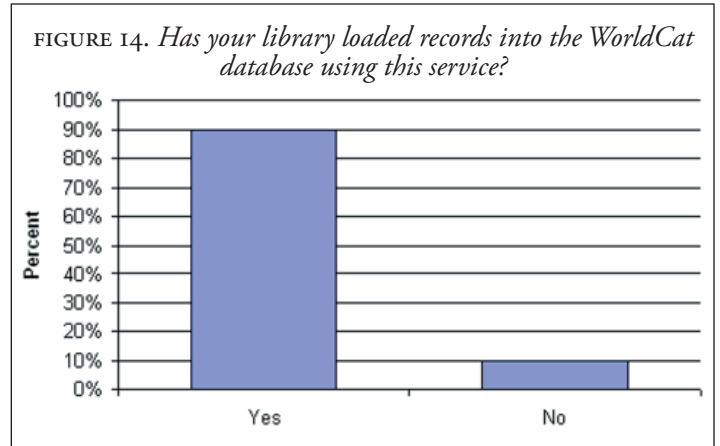
As FIGURE 13 shows, over 75% of respondents were management or supervisory in their capacity at their library. The remaining respondents did not have a management role.

The librarians completing the survey represented a wide range of library types, including large urban, large suburban, small suburban, rural regional and small rural systems. In all, 54 libraries were represented by at least one respondent and 8 libraries were represented by more than one respondent.

**Record Loading Service**

The record loading service was the least recognized of all the services provided by Show-Me the World. However, over 90% of respondents who recognized the service used it (see FIGURE 14).

Furthermore, between 65% and 88% of respondents were satisfied



or very satisfied with each component of the record loading service as can be seen in figure 15. The cost of the service was the least positively received aspect of the service.

Another measure of satisfaction with this service is the fact that approximately 95% of respondents plan on continuing to use the service, as can be seen in FIGURE 16.

**Interlibrary loan**

The interlibrary loan service provided by SMTW was held in particularly high regard by survey respondents (see FIGURE 17). In each category, respondents were overwhelmingly satisfied or very satisfied with only small percentages of respondents expressing dissatisfaction.

Also notable, over 97% of respondents indicate that they will continue to use ILL services provided by Show-Me the World (see FIGURE 18).

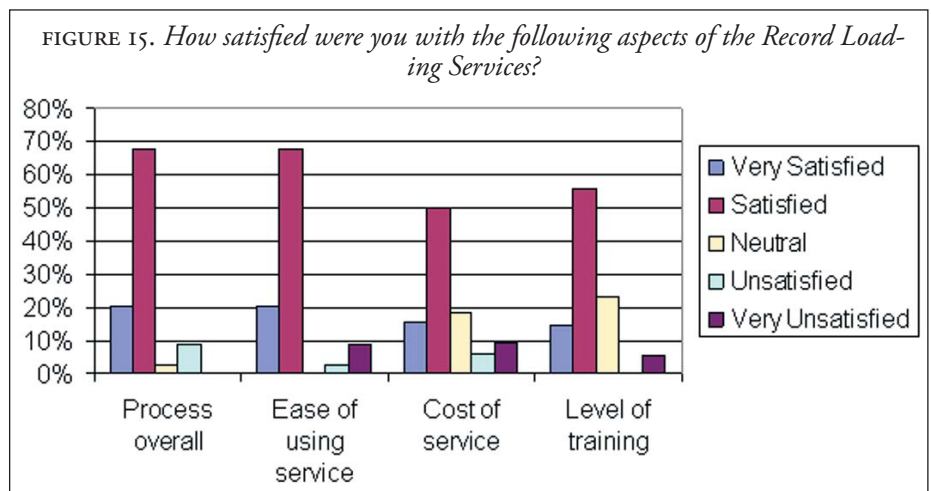


FIGURE 16. How likely is your library to continue updating electronic records using CatExpress or batch loading services in the next year?

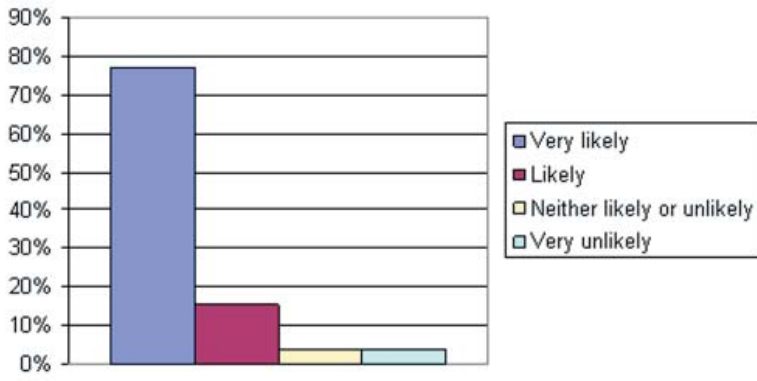


FIGURE 18. How likely is your library to continue using interlibrary loan services in the next year?

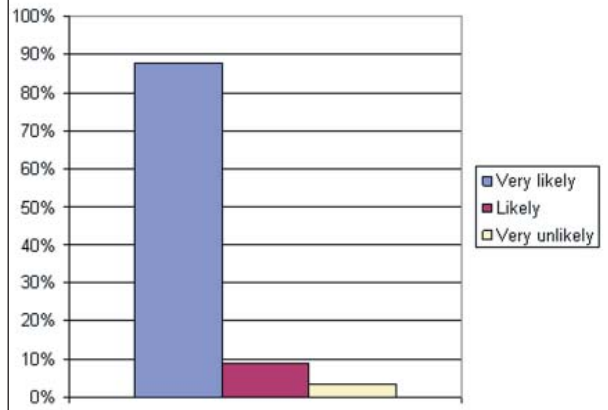
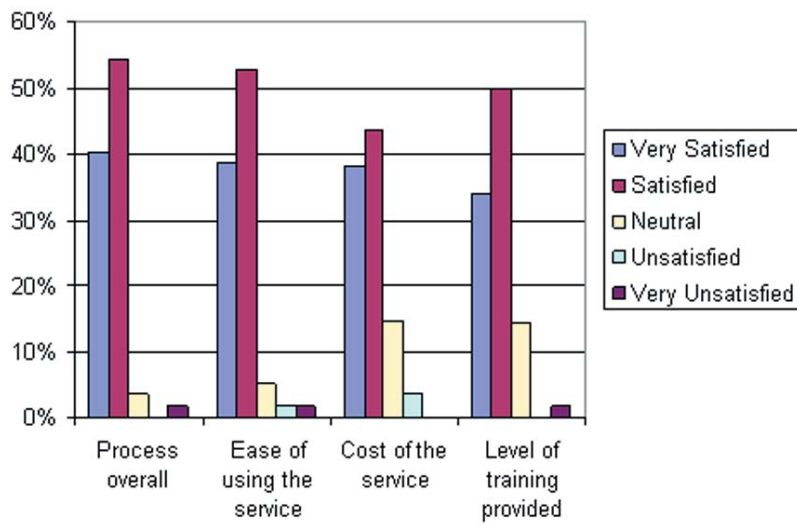


FIGURE 17. How satisfied were you with the following aspects of interlibrary loan services?



to Missouri libraries. Several examples of these comments are listed here:

*On our own we would not be able to afford all of the services. We previously passed on costs to our patrons for interlibrary loan. Our collection was not available on WorldCat and we were always a net borrower. Now we lend three to four times more than we borrow and when we borrow we have more libraries to choose. This alleviates the burden on some of the larger libraries in the state.*

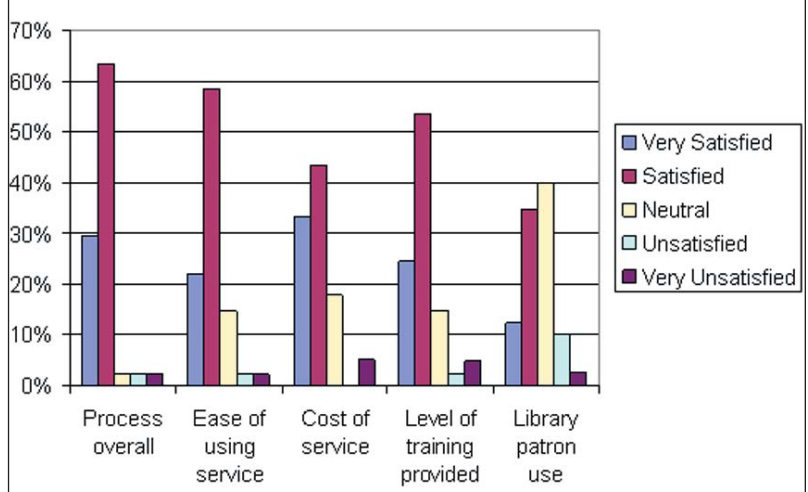
*Show-Me the World has really enhanced interlibrary loan services for our system and our patrons.*

### FirstSearch/Group Catalog

The FirstSearch service received high marks for process, ease, and level of training provided (see FIGURE 19). In each category respondents were overwhelmingly satisfied or very satisfied with only small percentages of respondents expressing dissatisfaction. The only exception to this is in the area of library patron use. The high percentage of neutral rankings in the category of library patron use (40%) may indicate the need for further exploration.

Twenty-nine respondents also provided comments about Show-Me the World while completing the survey. These comments all positively referred to SMTW and the resource base that it provides

FIGURE 19. How satisfied were you with the following aspects of FirstSearch/Group Catalog services?





*Show-Me the World helps Missouri libraries share materials, providing enhanced services for library users in library districts regardless of their financial resources. It expands access for the poorer districts and allows those who have bigger collections to be good library citizens without an undue financial burden.*

*Using the ILL services saves us the cost of purchasing the books requested. Our patrons are very appreciative of the work that we do to get them the materials they need whether it is a report for school or a series author they just have to have. This increases their use of our library and by word of mouth to their friends we increase our patron base, even our out of county patrons.*

Each of these comments indicates how well-thought-of SMTW is by librarians who use the service. These services are particularly well received by the broad category of mid-sized libraries: those institutions that do not have the budget and economies of the scale that the largest libraries in the state have, yet have the staff and other resources to be able to implement some of these services.

While the survey had several limitations, the overall goodwill of respondents to continuing SMTW was evident. Combined with the findings from the LSTA survey administered by the State Library and the comments of focus group participants, Missouri's public libraries seem generally satisfied with the services.

## DISCUSSION

The evaluation of Show-Me the World used data from a number of sources and focused on two main questions:

1. Are public libraries using the services?
2. Are public libraries satisfied with SMTW?

Public libraries are, for the most part, using the SMTW services. The number of records placed on the OCLC union database has increased and some libraries are maintaining these records through deletion of weeded items. Between 10 and 30 percent of Missouri's public libraries is using one of the record loading methods provided by MLNC on a yearly basis. More public libraries are participating in interlibrary loan services through SMTW as both requestors and lenders. FirstSearch is heavily used in many locations including the largest public library in the state.

SMTW appears to have reached a barrier for further implementation and use in the state. Large and mid-sized libraries use the services, although with varying frequency,

and small libraries seem reluctant to increase the level of use. For some of these libraries, the level of staff time and expertise may be viewed as a barrier. Anecdotal evidence also suggests that some smaller libraries may be reluctant to participate because of the costs associated with requesting and loaning items through interlibrary loan.

Public libraries that do use SMTW are relatively pleased with the services. Librarians expressed a desire to maintain the services even if those services come with new challenges. Several librarians in the focus groups mentioned that they would look for alternative ways to pay for the services if a reduction in the service occurred. However, for several libraries there would be no other options for funding and patrons would do without the service.

## RECOMMENDATIONS

Programs such as Show-Me the World have an impact on public libraries across the state and they in turn impact their patrons. Because of the suite of electronic services Show-Me the World provides, library patrons in most of Missouri have access to resources that in years past would either not be available or would be considerably more cumbersome to obtain.

### Explore development of a statewide courier service

The State Library should consider developing a statewide courier service for interlibrary loan. Cost played a role in the decision of some libraries to load and update holdings, but the costs associated with delivery of requested and loaned items was the most frequently mentioned. One example of a courier service was the one operated by Kansas City Metropolitan Library and Information Network (KCMLIN). This delivery service offers flexibility to libraries, allowing them to have courier service one to five days per week. The service even accommodates school libraries' summer schedules by providing discounts during that time.

### Increase utilization at the library level

FirstSearch numbers at the library level indicate a wide disparity in the number of patrons using the service. In some libraries, the FirstSearch service was only used three or four times in a year. Others showed consistent use throughout the two year period. Larger libraries will tend to have a larger number of searches in a given month, but no use of the service over several months may indicate that some libraries are not promoting the availability of the service to patrons.

A key component of SMTW is increasing access for patrons as well as libraries. If patrons are not aware of SMTW and the FirstSearch services, access has not been increased. The State Library is encouraged to promote patron education





at the local level and encourage libraries to place the link to the services in a more prominent location of the local website. One benefit of higher patron use of FirstSearch may be as a catalyst to encouraging smaller libraries into placing holdings on the Missouri Group Catalog. If a patron (taxpayer) observes a long list of nearby libraries with holdings listed on SMTW, the patron may question the local library's lack of participation.

**Promote electronic services through a statewide campaign**

As libraries move from a collection-based approach to an access-based approach to information, electronic services increase in importance. The State Library may want to consider implementing a statewide campaign to promote the variety of electronic resources available at Missouri public libraries. A statewide campaign has the potential to inform patrons and help transition the citizens of the state into an access-based mindset for their local library.

**Better documentation of future program efforts, especially those for electronic services**

One major limitation faced by this evaluation effort was defining the population of users and non-users of the SMTW services. By maintaining an accurate list of libraries participating in each component of the services, data collection efforts can be reduced. Further, maintaining a list of libraries participating in each service may lead to more creative methods of gathering feedback from librarians and patrons.

Electronic services, in particular, need a regular data collection plan in place throughout the funding cycle. Data for SMTW was available in pieces from a variety of sources. Frequently, the accuracy of the data was questioned because the source and collection date were unknown. Identifying the types of information desired at the beginning of the next funding cycle would allow for consistent collection of the right variables and allow for more accurate trend analysis. For example, if SMTW were evaluated again, determining the types of reports needed from OCLC at the beginning of the project would provide a monitoring mechanism for the State Library and a base of information for the next evaluation.

The evaluation team strongly suggests that the State Library identify the program(s) for evaluation at the beginning of the next five year plan. Early identification of the program undergoing the in-depth evaluation will allow for the development of an evaluation plan. The evaluation plan can identify both the outcomes expected from the program and the data that is necessary to measure those outcomes. Early identification of the outcomes and data necessary will greatly enhance the usability of the findings.



## APPENDICES

### APPENDIX A: Survey

*Show-Me the World is an integrated set of electronic services to facilitate resource sharing among public libraries in Missouri. The State Library contracts with the Missouri Library Network Corporation to provide these services for public libraries in Missouri. The State Library pays for some of the services provided while others are available at a discount to public libraries. There are four main components to Show-Me the World — record loading, batch loading or CatExpress, interlibrary loan, and FirstSearch. In an effort to approve each of these services, the State Library has asked the Institute of Public Policy to survey public librarians about the quality, cost, and effectiveness of Show-Me the World.*

*Your response to this questionnaire will help the State Library improve services. Please complete and submit the questionnaire by December 15, 2006. Completing the questionnaire is voluntary and your responses are confidential. Thank you.*

1. What is the name of the library or library system that you are employed by or are associated with? [open comment box]
2. What is your role in this library or library system?
  - a. Management or supervisory
  - b. Staff other than management or supervisory
  - c. Advisory
  - d. Other, please specify

*The Record Loading service allows public libraries to load records from their local collection into the Missouri Library Network Corporation database called WorldCat.*

3. Are you familiar with this Record Loading service?
  - a. Yes (*If yes — skip to question 4*)
  - b. No (*If no — skip to question 9*)
4. Has your library loaded records into the WorldCat database using this service?
  - a. Yes (*If yes — skip to question 6*)
  - b. No (*If no — proceed to question 5*)
5. Why hasn't your library participated in this service? (*Choose the two responses that are most important to your library.*)
  - a. The library does not maintain electronic records
  - b. The process of loading the records was too difficult



- c. The cost of loading the records was too expensive
  - d. The library does not have the technical expertise to load the records
  - e. Other, please specify \_\_\_\_\_
- (Skip to question 8)

6. How satisfied were you with the following aspects of the Record Loading services?

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neutral</i>	<i>Unsatisfied</i>	<i>Very Unsatisfied</i>
a. Process overall	5	4	3	2	1
b. Ease of using the services	5	4	3	2	1
c. Cost of the services	5	4	3	2	1
d. Level of training provided	5	4	3	2	1

7. How likely is your library to continue using electronic cataloging in the future?

- a. Very likely
- b. Likely
- c. Neither likely or unlikely
- d. Unlikely
- e. Very unlikely

8. How satisfied are you with electronic cataloging in your library in terms of:

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neutral</i>	<i>Unsatisfied</i>	<i>Very Unsatisfied</i>
a. Staff resources necessary to enter new acquisitions	5	4	3	2	1
b. Financial costs of technology to maintain equipment	5	4	3	2	1
c. Financial cost of providing access to materials rather than building collections	5	4	3	2	1
d. Impact on reference librarian time	5	4	3	2	1
e. Value to library patrons	5	4	3	2	1

*The CatExpress and Batch Loading services allow public libraries to update records for their local collection. This service can be used to maintain local records appearing in WorldCat or as a method of reducing the data entry necessary for new acquisitions by drawing upon a prepared record from WorldCat.*

9. Are you familiar with the CatExpress and Batch Loading services?

- a. Yes (If yes — proceed to question 10)
- b. No (If no — skip to question 14)



10. Has your library updated local records using CatExpress or Batch Loading services?

- a. Yes (*If yes — skip to question 12*)
- b. No (*If no — proceed to question 11*)

11. Why hasn't your library participated in this service? (*Choose the two responses that are most important to your library.*)

- a. The library does not maintain electronic records
- b. The process of loading the records was too difficult
- c. The cost of updating records is too expensive
- d. The library does not have the technical expertise to load the records
- e. Other, please specify \_\_\_\_\_

*(Skip to question 13)*

12. How satisfied were you with the following aspects of CatExpress or Batch Loading services?

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neutral</i>	<i>Unsatisfied</i>	<i>Very Unsatisfied</i>
a. Process overall	5	4	3	2	1
b. Ease of using the services	5	4	3	2	1
c. Cost of the services	5	4	3	2	1
d. Level of training provided	5	4	3	2	1

13. How likely is your library to continue updating electronic records using CatExpress or Batch Loading services in the next year?

- a. Very likely
- b. Likely
- c. Neither likely or unlikely
- d. Unlikely
- e. Very unlikely

*The interlibrary loan service allows public libraries to see what other libraries in the WorldCat system own. Libraries can lend and borrow between collections and increase the set of resources available to local library users.*

14. Are you familiar with the interlibrary loan service?

- a. Yes (*If yes — proceed to question 15*)
- b. No (*If no — proceed to question 20*)

15. How does your library participate in interlibrary loan services?

- a. Mostly as a lender (*skip to question 17*)
- b. Mostly as a borrower (*skip to question 17*)
- c. Equally as a lender and a borrower (*skip to question 17*)
- d. My library does not participate in interlibrary loan (*proceed to question 16*)



16. Why hasn't your library participated in this service? (Choose the two responses that are most important to your library.)

- a. The library does not maintain electronic records
- b. The cost of sending and/or receiving requested items was too high
- c. Library patrons have not indicated a need for such a service
- d. The library does not have the staff to facilitate lending and/or borrowing outside of local patrons.
- e. Other, please specify \_\_\_\_\_

17. How satisfied were you with the following aspects of interlibrary loan services?

	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
a. Process overall	5	4	3	2	1
b. Ease of using the services	5	4	3	2	1
c. Cost of the services	5	4	3	2	1
d. Level of training provided	5	4	3	2	1

18. How likely is your library to continue using interlibrary loan services in the next year?

- a. Very likely
- b. Likely
- c. Neither likely or unlikely
- d. Unlikely
- e. Very unlikely

*The FirstSearch/Group Catalog is the web-interface service that allows library patrons to easily search Missouri library records in WorldCat. Library patrons can also send interlibrary loan requests electronically to their library staff.*

19. Are you familiar with the FirstSearch/Group Catalog service?

- a. Yes (If yes — proceed to question 20)
- b. No (If no — skip to question 24)

20. Is the link to FirstSearch/Group Catalog service posted on your library's web page?

- a. Yes (If yes — skip to question 22)
- b. No (If no — proceed to question 21)

21. Why hasn't your library participated in this service? (Choose the two responses that are most important to your library.)

- a. The library does not maintain electronic records
- b. The cost of sending and/or receiving requested items is too high
- c. Library patrons have not indicated a need for such a service
- d. The library does not have the staff to facilitate lending and/or borrowing outside of local patrons.
- e. Other, please specify \_\_\_\_\_

(Skip to question 23)



22. How satisfied were you with the following aspects of FirstSearch/Group Catalog services?

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neutral</i>	<i>Unsatisfied</i>	<i>Very Unsatisfied</i>
a. Process overall	5	4	3	2	1
b. Ease of using the services	5	4	3	2	1
c. Cost of the services	5	4	3	2	1
d. Level of training provided	5	4	3	2	1

23. How likely is your library to continue offering access to FirstSearch/Group Catalog services in the next year?

- a. Very likely
- b. Likely
- c. Neither likely or unlikely
- d. Unlikely
- e. Very unlikely

*The following questions are about the suite of electronic services offered by the Show-Me The World program.*

24. When thinking about the suite of electronic services offered by Show-Me the World, how satisfied were **you** with the following aspects in the past year?

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neutral</i>	<i>Unsatisfied</i>	<i>Very Unsatisfied</i>
a. Process overall	5	4	3	2	1
b. Ease of using the services	5	4	3	2	1
c. Cost of the services	5	4	3	2	1
d. Level of training provided	5	4	3	2	1

25. How satisfied were **your consumers** with the following aspects of Show-Me the World services in the past year?

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neutral</i>	<i>Unsatisfied</i>	<i>Very Unsatisfied</i>
a. Process overall	5	4	3	2	1
b. Ease of using the services	5	4	3	2	1
c. Cost of the services	5	4	3	2	1
d. Level of training provided	5	4	3	2	1



26. What type of information needs is Show-Me the World most effective in addressing? *(Choose the two responses that are most important to your library.)*
- a. Recreational reading
  - b. Specific facts or documents
  - c. Skill, hobby, or personal interest
  - d. Information about an organization
  - e. School or work
  - f. Legal, social, or political issue
  - g. History or cultural information
  - h. Travel books or aids
  - i. Other *(please describe briefly)* \_\_\_\_\_
27. If Show-Me the World services were not available, how would you obtain the information/items your library needs?
- a. We would pay for private services
  - b. We would do without this service
  - c. We would enter into agreements with other libraries
  - d. Other \_\_\_\_\_
28. Do you feel Show-Me the World services are cost effective for you library? *Explain.*
- a. Yes
  - b. No
- Explain \_\_\_\_\_
29. How valuable do you think Show-Me the World services are to your library and community?
- a. Very valuable
  - b. Somewhat valuable
  - c. Not valuable
  - d. Don't know/no opinion

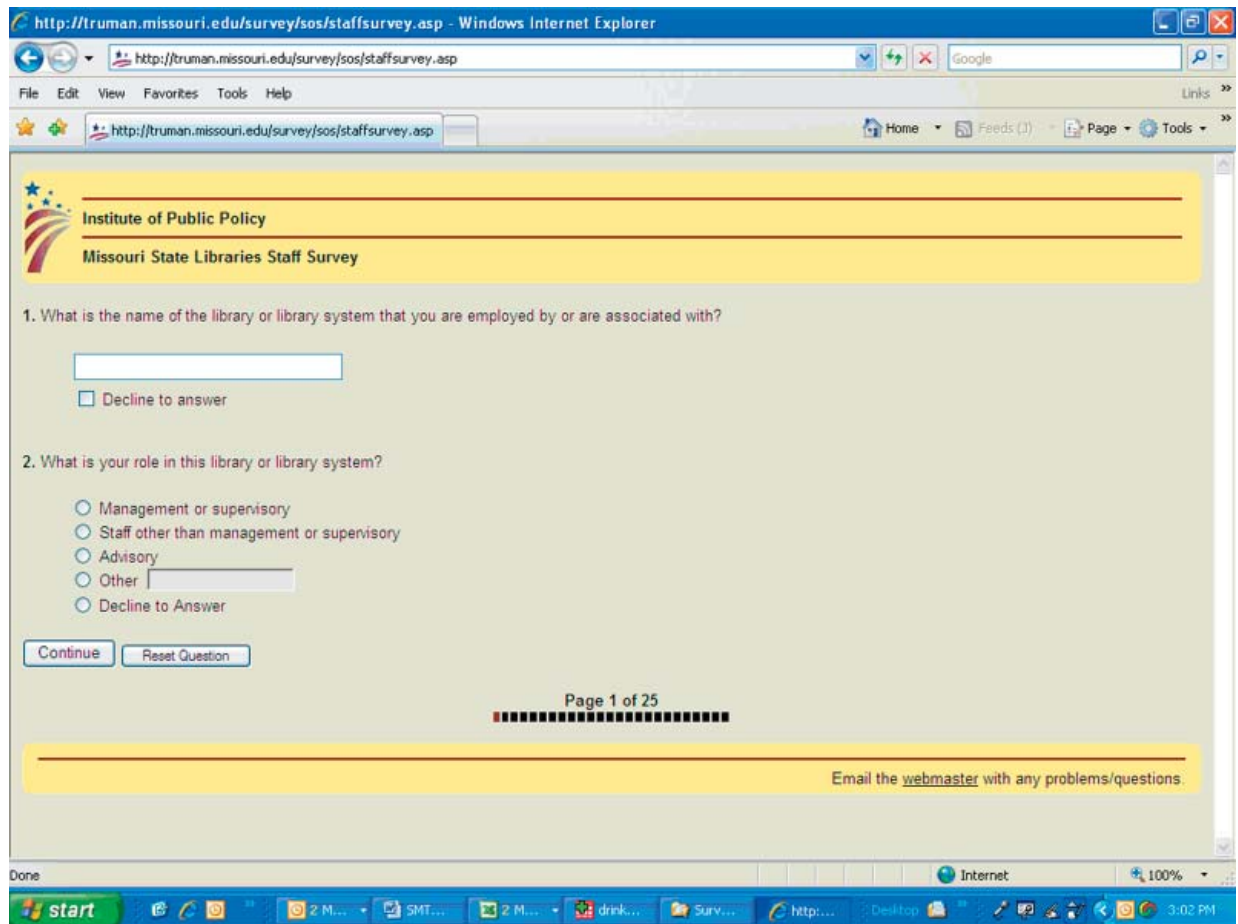
*Thank you for taking the time to complete this survey. Your responses will help the State Library plan future services.*







APPENDIX B: Screen shot of survey



# IV. Progress in Showing Results of Outcome-Based Evaluation

## IV. Progress in showing results of Outcomes Based Evaluation (OBE)

The Missouri State Library chose one project to specifically implement outcomes based evaluation during this reporting period -- the Advanced Track of the Summer Library Skills Institute, an annual 4 day training conference for non-degreed librarians. This implementation was designed from the logic model created and completed by the three State Library staff members who attended Advanced OBE training provided by IMLS -- the Continuing Education and Youth and Senior Services Consultants, and the LSTA Coordinator.

Winter and Summer Library Skills Institute provide an opportunity to learn the basics of librarianship or update their library skills for library staff that work more than 20 hours per week but do not have a professional library degree. The Institute sessions are held in a central location and consist of 19 hours of concentrated instruction and class activities over a four day period. Two course series, Basic Library Skills and Advanced Library Skills have been offered. The basic course series covers a range of library skills in reference, library structure, customer service, collection development, targeted populations services and technology services. A choice of two internet hands-on training sessions is also included into the Basic Library Skills track. The Advanced Library Skills track includes a core group of subjects, which are rotated between the two sessions, so that a library staff member could complete the series in about 3 years. The core group of subjects includes Library Administration, Organizing Library Materials, Classification, Collection Development, Reference Services, Library Services for Children, Library Services for Young Adults, and Library Services for Older Adults.

### Summer Institute Attendance

Year, total number of summer institute attendees and classes from 2003 to 2006

Year	Attendees	Basic	Advanced Classes
2003	95	Yes	1. Library Services to Children 2. Collection Development 3. Reference Services
2004	90	Yes	1. Library Administration 2. Organizing Library Materials
2005	73	Yes	1. Library Services for Children 2. Library Classification
2006	78	Yes	1. Library Services for Young Adults 2. Library Administration and Management

## Winter Institute Attendance

Year, total number of winter institute attendees and classes from 2003 to 2006

Year	Attendees	Basic	Advanced Classes
2003	71	Yes	Library Administration & Management
2004	74	Yes	Library Services for Young Adults
2005	55	Yes	Collection Development
2006	66	Yes	1. Library Reference Services 2. Library Services for Older Adults

### Participant Evaluation Responses:

Participant evaluations have been in use throughout the history of the Summer Institute. From 2003 to 2006, participants in the Basic Library Skills Tracks completed an evaluation at the end of the course. Pre- and post- evaluations of training were given to participants in the Advanced Skills Tracks to measure the level of understanding of ability of participants before attending the training courses and the reported change in knowledge and skills of the entire class at different skills. In addition, the overall institution survey also was distributed. Follow-up institute evaluations were also sent to participants to measure skills and behaviors implemented as a result of institute training six weeks after the institute.

Responding rates and means of the overall summer institute evaluations on a 5 point scale with 5 being excellent from FY 2003 to FY 2006 are listed at the following table. From 2003 to 2006, the overall summer institute evaluations were completed and returned by more than 50% of attendees. Overall, the participant responses have been quite positive. The number of respondents who would recommend the program increased over years and in FY 2005 & 2006, 100% of respondents reported they would recommend the program.

### Means and Responding rates of the overall **Summer Institute** evaluations from FY 2003 to F 2006

	FY 2003	FY 2004	FY 2005	FY 2006
	Mean	Mean	Mean	Mean
Responding rate	55.79%	70%	75.34%	94.87%
Class Quality	4.4	4.59	4.78	4.68
Presenter Quality	N/A	N/A	4.78	4.82
Meet Training Needs	N/A	N/A	4.64	4.46
Overall Program Organization	4.4	4.65	4.75	4.69
Registration Process	4.7	4.62	4.82	4.78
Recommendation	Yes: 94.34%	Yes: 98.41%	Yes: 100%	Yes: 100%

Responding rates and means of the overall winter institute evaluations on a 5 point scale with 5 being excellent from FY 2003 to FY 2006 are listed at the following table. From 2003 to 2006, the overall winter institute evaluations were completed and returned by more than 60 % of attendees. Overall, the participant responses have been pretty positive. The number of respondents who would recommend the program increased over years.

Means of the overall **Winter Institute** evaluations from FY 2003 to F 2006

	FY 2003 Mean	FY 2004 Mean	FY 2005 Mean	FY 2006 Mean
Responding Rate	80.28%	63.51%	80%	84.85%
Class Quality	4.38	4.55	4.55	4.50
Presenter Quality	N/A	N/A	4.68	4.41
Meet Training Needs	N/A	N/A	4.20	4.74
Overall Program Organization	4.68	4.50	4.59	4.76
Registration Process	4.49	4.69	4.77	4.50
Recommendation	Yes: 94.74%	Yes: 95.65%	Yes:97.67%	Yes:98.21%

Percentage changes of knowledge and skills at pre- and post-evaluation in the Advanced Skills Tracks indicate the extent to which the Institutes have achieved their goals of updating library skills. The results from FY 2003 to FY 2006 are listed in the tables below. In most knowledge or skill levels, participants reported higher level of skills they possessed after attending the institutes, which indicates that the summer institute has improved acquisition of library skills. Some of the increases in knowledge or skills level were extraordinarily high. The reason of obtaining such dramatic responses was that these were cases where their level of understanding or skill was extremely low prior to the beginning of the course. However, for a library skill “Budgeting skills of maximizing materials budget” in 2003, participants reported higher level of skills they possessed before attending the summer institute. This may reflect a better understanding on the part of the participants of the scope of the subject compared to their knowledge levels.

Advanced Courses	Evaluation items for Advanced library skills	Percentage Change (%)
Library Administration & Management, winter 2003	Understanding the variations in Missouri library structure and governance?	92.50%
	Understanding of the roles and responsibilities of your library staff and board	42.37%
	Understanding in identifying community needs & developing library services	82.61%
	Ability to develop short and long range planning strategies	86.67%
	Ability to recruit, retain, and develop your staff	67.31%
	New time management and communication skills	-2.35%
	Interpersonal skills in communicating and working with diverse populations	44.07%
	Understanding of the budget process	41.51%
	Skills that insure safety of staff and library users	29.23%
	Understanding the skills of communicating with media	62.00%
Understand the skills to leverage support from the community & policy maker	88.37%	

Collection Development, summer 2003	Measuring needs and developing collection for needs	11.63%
	Measuring collection demands and developing collection for demands	8.05%
	Conducting a preservation assessment of the collection	17.57%
	Design and implementing an collection development policy	22.37%
	Knowledge of the intellectual freedom issues in the selection of materials	20.00%
	Budgeting skills of maximizing materials budget	-4.88%

	Collection demands of special populations	12.33%
Collection Development, winter 2005	Understanding of conducting a community needs assessment	126.92%
	Understanding of establishing selection guidelines	93.48%
	Understanding the principles	73.33%
	Ability to identify and utilize selection aids and review sources.	104.76%
	Ability to establish criteria for reviewing all types of library materials	128.57%
	Ability to conduct an assessment for collection maintenance and weeding.	103.61%
	Ability to develop an effective collection development policy.	119.23%
	Ability to apply the principles of intellectual freedom and information access to collection development.	84.21%
	Ability to effectively manage the budget allocation for collection development.	78.42%

Library Classification, summer 2005	Understanding the uses and history of classification	71.64%
	Identifying the classes, division and sections of DDC	75.88%
	Identifying primary subject of library work	80.86%
	Using the DDC schedules to select classification numbers	89.46%
	Using the DDC schedules to build classification numbers	116.37%
	Assigning appropriate additions to create complete call numbers	108.33%
	Using classification resources	117.3%
	Understanding impact of DDC changes over time	194.64%
	Evaluating or establishing a classification plan	115.73%
Library Classification, summer 2006	Understanding of the variations in library structure & governance	63.00%
	Understanding the roles and responsibilities of library staff and board	31.00%
	Identifying community needs and develop library service programs	36.00%
	Understanding short and long range planning strategies	32.00%
	Understanding staff recruitment, development and retention	47.00%
	Understanding time management and project management	42.00%
	Understanding the skill of communicating with diverse populations	39.00%
	Understanding the budget process	30.00%
	Understanding the policies and procedures that insure the safety of staff and library users	18.00%
	Understanding the skills of communicating with media	26.00%
	Understand the skills to leverage support from the community & policy maker	49.00%

Organizing Library Materials, summer 2004	Understanding of card catalog	25.55%
	Understanding of relationship between card catalog & collection	27.69%
	Understanding of relationship to customer access	29.83%
	Ability to identify & use cataloging information	80.11%
	Ability to use AACR2r	239.01%
	Ability to choose headings as access points	96.69%
	Ability to identify MARC tags	118.41%
	Ability to choose subject headings	82.04%

Reference Services, summer 2003	Determining library needs	16.43%
	Discerning information needs	12.50%
	Finding information on unfamiliar topics	15.19%
	Information sources and their reliability	28.17%
	Interpersonal skills with patrons	5.11%
Reference Services, winter 2006	Understanding the library's role of reference services in the library	59.04%
	Ability to identify and anticipate the reference needs of the community.	36.03%
	Ability to develop and implement reference policy and procedures.	61.65%

	Understanding the customer service principles relate to library reference services	42.58%
	Ability to apply customer services principles	28.55%
	Ability to conduct a reference interview and elicit information specific to patron needs.	32.33%
	Ability to identify and apply the steps in the reference services process	39.66%
	Ability to identify available information sources for use in the reference services process.	49.81%
	Ability to evaluate reference sources for currency and reliability in the reference services process.	46.36%
	Ability to select and evaluate sources to build the library collection.	117.39%

Library Services to Children, summer 2003	Understanding of the role in providing services to children	31.82%
	Identifying the developmental characteristics and needs of children	72.00%
	Understanding of collection development as it relates to children's services	64.81%
	Evaluating children's material	82.00%
	Assisting children with their information needs	40.06%
	Matching children with appropriate materials	36.92%
	Developing programming appropriate to developmental stages	66.04%
Network with other agencies serving children	70.59%	
Library Services for Children, summer 2005	Understanding the role in providing services to children	24.29%
	Identifying the developmental characteristics and needs of children	39.86%
	Understanding the function of collection development as it relates to children's services	35.02%
	Evaluating children's material	48.83%
	Understanding the role of technology in children's services	51.23%
	Providing reference services for children	35.15%
	Providing reader's advisory services for children	42.73%
Developing programming appropriate to developmental stages	61.60%	
Networking with other agencies serving children	58.35%	
Library Services for Children, summer 2006	Understanding the role in providing services to young adults	54.24%
	Understanding the developmental characteristics and needs of young adults	59.09%
	Understanding collection planning as it relates to all young adult services?	58.56%
	Evaluating young adult's literature	83.93%
	Understanding the role of technology for young adults service	64.08%
	Establishing a attractive and inviting environment to use the collection	88.78%
	Developing programming appropriate to developmental stages	103.49%
Networking with other agencies serving children	80.77%	

Library Services for Young Adults, winter 2004	Understanding of the library's role in providing services to young adults	50.44%
	Identifying the developmental characteristics and needs	60.41%
	Understanding collection planning as it relates to all young adult services	56.25%
	Evaluating young adult's literature	68.80%
	New ways to use technology to enhance services to young adults	89.19%
	Establishing a attractive and inviting environment to use the collection	68.40%
	Developing programming appropriate to developmental stages	76.19%
Networking with other agencies serving children	69.75%	

Library Services for Older Adults, winter 2006	Understanding the learning styles of older adults	152.29%
	Ability to identify and meet the information needs of older adults.	90.70%
	Ability to develop a marketing plan for library services targeting older adults.	175.74%
	Ability to integrate technology into a library service plan for older adults.	127.60%
	Ability to build and maintain quality collections for the older adult population.	102.00%
	Ability to develop programs for community seniors.	139.07%
Understanding the diverse needs of the "Boomer" generation as it ages	100.73%	

The State Library has found OBE to be a useful tool to measure the success of Institute advanced courses. The curriculum continues to be fine-tuned based on these evaluations.

The Missouri State Library has spent the last few years developing the Library Skills Institute into a core curriculum to serve as a foundation for library training. As a way to acknowledge the participants completing the Institute curriculum, the State Library has established the Library Skills Institute Recognition Program.

Each participant who successfully completes one of the nine courses receives a Certificate of Completion at the close of the Institute attended. Participants completing five credits receive a Library Skills Institute Certificate of Achievement. Participants completing nine credits receive a Library Skills Institute Certificate of Excellence and will have completed their library skills foundation.

In December 2005, the State Library distributed the first round of 50 Certificates of Achievement, with 5 participants awarded Certificates of Excellence to signify completion of the total curriculum. Five more participants received Certificates of Achievement in 2006. The certificates are sent to each recipient's library. Their library directors will make the official presentation to the recipients so their achievements may be recognized on a local level by library trustees and other staff.

The goal of the Library Skills Institute Recognition Program is for library staff throughout the state to gain a sense of accomplishment for completing their credits, as well as a desire for more advanced training beyond these foundational courses. The State Library, along with other statewide training providers, offers numerous continuing education opportunities throughout the year on a wide array of topics in a variety of formats. While completing the Institute is not a prerequisite for these workshops, it can be a starting point to continued learning.

Additionally, the LSTA Coordinator has been working with the State Library consulting staff to rewrite subgrant application forms and guidelines, as appropriate, to lead the applicant into using Outcomes Based planning and evaluation tools. The LSTA Coordinator conducted grant writing and management workshops in locations throughout the state, at Summer and Winter Institutes, and at the MOBIUS Conference. This helped library staff to develop evaluation measures and baseline measures throughout the grant process. All of our grant applications require evaluation planning and implementation for the projects requested. In particular, the Summer Library Program grants and Every Child Ready to Read grantees have developed good evaluation measures for their grant projects.



## V. Lessons Learned

## V. Lessons Learned

1. Marketing is very important

The Missouri State Library learned from the 2006 Marketing Survey and Focus Group sessions that the need for marketing library services is ever-present and that marketing efforts on both the state and local level need to be continual to be effective. Many people still think of the library as a place to go to borrow a book, and seem unaware of current services. Several of the grant projects of this plan allowed grant funds to be used to market the LSTA project associated with the grant. Examples include the Learning Express grants, Teen Spaces, GED and WES literacy projects, and Discoveries for Seniors. Libraries that used several modes to get the word out about their projects usually had the most participants, and the most impact, with their projects.

2. Distance learning works

Online training has proven to be effective for participants, and has allowed participation by library staff who have difficulty traveling to a training site, even relatively close ones.

3. Grants + training = greater impact

Grant initiatives which were coupled with required training had several advantages. The library staff who attended the training, for example with Every Child Ready to Read, gained confidence in their ability to implement the program. Providing a small grant to assist libraries with getting started on the activities targeted by the program ensured a greater follow through, and ensured the learning was put into practice. Providing a second phase of training for the grantees helped to build skills beyond the basics, and fostered greater commitment to the project.

4. Statewide planning groups keep programs moving forward

Planning groups allow built-in sounding boards for ideas, such as interest in online training, and also provide a continual push for change and development of programs.

5. Research can be an effective catalyst for program implementation and change

The study of school library effectiveness, when shared with school administrators and school librarians, has generated a changed view of both the importance of school libraries and that of summer reading programs. School librarians are more willing to partner with public library staff to promote summer reading, and to keep school libraries open in the summer. One central Missouri school district is using the study as a basis for a tax levy increase to improve their elementary school libraries, which are currently cramped for space and out of date. The research basis of the Every Child Ready to Read program gives validity and specificity to the message of the importance of reading to young children, and reading methods that will have the greatest impact on young children.

6. Libraries with small staffs have great difficulty participating in projects

Libraries with five or fewer staff are the least likely to participate in statewide projects, such as using online resources or Show Me the World, or in applying for grants. Training in the grant application and administration process helps, but these libraries have difficulty attending training sessions. Even short grant forms are a barrier to applying for grant funds for projects. Small libraries also correctly conclude they do not have sufficient staff to implement and oversee activities for a grant project spanning six to twelve months. More assistance would be needed for many small libraries to implement any type of grant-funded program activities.

# VI. Brief Review of Evaluation Process

## **VI. Brief description of evaluation process**

### **1. Who was involved? Include stakeholders who contributed evaluation data**

#### Writers and Designers

- Barbara Reading, Library Development Director
- Diana Very, LSTA Coordinator
- Guan Yu Lin, Research Analyst Intern

#### Data Input

- Carl Wingo, Library Consultant
- Brenda Sites, Library Consultant
- Marge Kudrna, Library Consultant
- Debbie Musselman, Library Consultant
- Lindsay McCarroll, Research Analyst
- Richard Smith, Wolfner Library Director
- Secretary of State's Council on Library Development members
- Staff of Missouri Library Network Corporation (MLNC)
- Library staffs who attended focus groups
- Survey respondents who completed Computer Training Lab Survey and Training Grant Survey

#### Final Review

- Margaret Conroy, State Librarian

### **2. How was the evaluation conducted?**

The design, the methodology, and framework of the evaluation process were constructed by Reading and Very starting in April 2006. Development of a timeline in April 2006 helped maintain a coordinated effort of managing multiple projects which included:

- Marketing Survey by Dr. Fleming,
- Show Me The World In-depth Analysis by Institute of Public Policy,
- Focus Group Facilitation and Analysis by Institute of Public Policy,
- Hiring of intern to complete data research within
  - Grant evaluation reports
  - LSTA Annual Reports (SPRs)
  - Evaluations completed from workshops
  - Conduct survey of Computer Training Lab grant awardees
  - Conduct survey of Training grant awardees

#### **TIMELINE**

April 15 – May 15

Set up information/data needs, identified sources, built information warehouse

Barbara and Diana – Created descriptive statement of each goal

Library Consultants – Reviewed the descriptive statements.

Summer workers – Made follow-up phone calls, simple surveys, (i.e. equip survey),

mined annual reports, IMLS Reports 2002, 2003, 2004.

April 19

Library Development staff – Combed through data sources to parse them out.

April 17 – April 26

Margaret Conroy approved proposal and plan

May 12

Presented planning process to Secretary's Council

Outlined Evaluation Plan

Solicited suggestions

Briefed Council about IMLS expectations

Described available data

May 15 – August 1

MOSL contracted with Dr. Fleming to conduct Marketing survey, and to provide comparative data from 1998 survey.

September – October

MOSL contracted with Institute of Public Policy to provide SMTW In-depth Evaluation

and to conduct regional focus group meetings.

Dr. Fleming reported results and analysis to Secretary's Council at September meeting.

Began analysis of findings.

December – January

Analysis of findings

December – March 15

Final write-ups: narratives of findings from data collected, narratives of analysis

March 15-20

Final revisions and proof-reading

March 16

Shannon Stokes and Nathaniel Albers reported results and analysis of SMTW In-depth Evaluation and focus group results to Secretary's Council

March 20, 2007

Completed draft for Secretary of State Carnahan's review

March 31, 2007

Deadline. Completed and submitted to IMLS.

### **3. What was the cost of the evaluation?**

- \$20,000 – Dr. Fleming
- \$3,509 – Guan Yu Lin, intern
- \$14,535 – SMTW In-depth Analysis
- \$15,402– Focus Group Facilitation and Analysis
- \$2,150 – LSTA Coordinator time
- \$3,500 – LD Director time

Total: \$59,096

# **Appendix 1**

## **Meeting the Goals Focus Group Analysis**



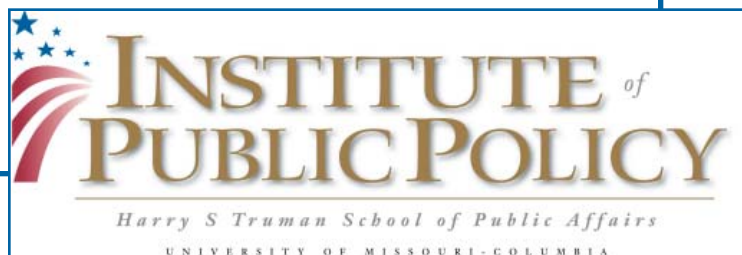
Meeting the Goals of the Missouri  
Five-Year State Plan  
*2003 – 2008 Library Services &  
Technology Act*

**FINAL REPORT**

Prepared by:

Institute of Public Policy  
Truman School of Public Affairs  
University of Missouri — Columbia

February 2007



Meeting the Goals of the Missouri  
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*2003 – 2008 Library Services &  
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**Contributing Authors**

Shannon Daily Stokes  
Nathaniel Albers  
Diana Gaughan  
Camellia Cosgray

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# Meeting the Goals of the Missouri Five-Year State Plan

## *2003 – 2008 Library Services & Technology Act*

Shannon Daily Stokes, Nathaniel Albers & Diana Gaughan

Institute of Public Policy

University of Missouri — Columbia

### EXECUTIVE SUMMARY

The Missouri State Library initiated this project to determine if the goals identified as priorities in the *Missouri Five-Year State Plan: 2003–2008 Library Services and Technology Act* (hereinafter *2003–2008 Plan*) aligned with the needs of libraries and if the outlined goals were met. To gain this information from libraries in Missouri, the State Library contracted with the Institute of Public Policy to conduct five focus groups with library staff. This information will be used by State Library staff to help draft the next plan and prioritize how Library Services and Technology Act (LSTA) funds can be used over the next five years.

Twenty-eight staff members from various libraries across the state participated in five focus groups located in St. Louis, Springfield, Cape Girardeau, Independence, and Moberly, between October 28th and November 9th, 2007. The focus group participants represented a wide range of library sizes and had many years of experience in the library sciences. The participants represented libraries with past experience in the LSTA grant application and award process.

The focus group protocol was organized around the 2003–2008 Plan and the administration of LSTA grants. Each section of the plan was discussed and analyzed providing the State Library with information about how the last plan was perceived by librarians. Furthermore, ideas were generated in each focus group about how each section might be modified in the next plan. Therefore, the focus group questions were organized as follows:

1. The Library — Supporting Excellence in Service
2. The Community — Reaching Out to Partners
3. The World — Beyond the Here and Now
4. Administration of LSTA grants

The State Library has achieved success in the area of Supporting Excellence in Service for the 2003–2008 Plan. The actions of the State Library to achieve the objectives in this goal area were viewed positively, and participants spoke favorably of the training options available and the number of programming opportunities presented in the previous few years. While there was a desire to improve collections, participants recognized that some of these efforts rested at the local level and could not be solved by the State Library alone. However, ideas such as tying collection funds to programming or rotating collections may be a way to effectively build collections and encourage participation in achieving the objectives of the LSTA plan.

While the State Library successfully met several of the objectives in the Reaching Out to Partners goal area, additional work could be done in the future to strengthen this area. Of the three goal areas presented in the 2003–2008 Plan, this was the weakest area. Participants felt the State Library failed to undertake a statewide campaign to promote the benefits of libraries and would like to see such a campaign occur in the future. The partnership objective did not fail, but participants expressed dismay regarding the State Library's approach to building partnerships within communities. Regional training on the topic, while important, does not address the amount of time and effort needed to make partnerships a viable approach for libraries.

The desire for a continuation and expansion of the leadership role played by the State Library was evident in the discussion of the Beyond the Here and Now goal area. Focus group participants praised the State Library's efforts to connect Missouri libraries through MOREnet and provide access to electronic databases. If anything, participants wanted the State Library to leverage LSTA funds for more access through reduced or free database subscriptions. More training for



staff on Internet research and popular websites was desired, but a central list of authoritative websites maintained by the State Library would serve as a good starting point for many libraries. Technology will continue to be an issue for libraries in Missouri, but most focus group participants agreed the LSTA funds had been put to good use in the past few years. Developing a strong research and planning infrastructure for libraries in Missouri is one area the State Library could expand in the future.

The administration of LSTA funds was highly regarded by the focus group participants. Most felt the funds were distributed fairly and State Library staff were pleasant and helpful. The grant application process was not viewed as burdensome, although some suggestions for future improvements were made. While some issues were raised related to staff turnover, the State Library was viewed as efficient and effective in administering the LSTA funds, which play such a vital role in the budgets of Missouri libraries.

Overall, focus group participants believed the State Library have used LSTA funds in a positive and judicious manner over the past three years. The training and programming opportunities and the electronic resources and equipment that has been provided to Missouri libraries because of LSTA funding has enabled small to large libraries to offer services that would otherwise not be available. By building upon the foundation of the well regarded 2003–2008 Plan and closely examining the suggestions of the focus group participants, the State Library can devise a strong new plan that will continue to enhance library service in Missouri.



## PROJECT GOAL

The Missouri State Library initiated this project to determine if the goals identified as priorities in the *Missouri Five-Year State Plan 2003–2008 Library Services and Technology Act* (hereinafter *2003–2008 Plan*) aligned with the needs of libraries and if the outlined goals were met. Further, the State Library desired information regarding the distribution and administration of the Library Services and Technology Act (LSTA) funds. To gain this information from libraries in Missouri, the State Library contracted with the Institute of Public Policy to conduct five focus groups with library staff.

## METHODOLOGY

Between 2003 and 2006, the Missouri State Library was allotted approximately three million dollars per year in LSTA funds. These funds are distributed to the State Library by the Institute of Museum and Library Services (IMLS), a federal agency, to various library types around Missouri, with the largest percentage going to public libraries. Missouri is required to match the federal funds with about \$1.5 million, which comes from state funding. LSTA funds are used to train librarians, buy special equipment, and support library services that would otherwise not be provided. For instance, \$393,090 was given to the Missouri Library Network Corporation (MLNC) in 2004 to provide an integrated suite of electronic services known as Show-Me the World, which includes public library access to the Missouri Group Catalog, Interlibrary Loan, and record loading services into the OCLC database. This service allows libraries to better share resources, provide materials to one another, and is just one example of the many uses of LSTA funds. Using LSTA funds, the State Library provided 177 grants to 70 libraries in 2004, and 162 grants to 81 libraries in 2003. State Library staff sought in-depth information about how those grant funds were expended, how libraries viewed the process for receiving those funds, and what changes libraries would like to see regarding how LSTA funds are spent. Furthermore, they wanted information on how libraries viewed the goals presented in the 2003–2008 Plan and if those goals were achieved through projects such as the aforementioned Show-Me the World project.

To insure libraries from across Missouri had the opportunity to participate, the focus groups were scheduled in five areas of the state: St. Louis, Independence, Moberly, Cape Girardeau, and Springfield. These locations, determined in consultation with the Missouri State Library, offered an opportunity for library staff from surrounding communities to attend, in addition to those within the community. The State Library then worked with a library in each community to secure a meeting room in the local library and arrange for

refreshments. TABLE I shows the place, date, and number of participants at each focus group.

TABLE I. Location, date & number of participants of each focus group

Place	Date	Number of participants
St Louis County Main Library, St Louis, MO	10.26.2006	8
Springfield — Green Public Library, Springfield, MO	11.02.2006	5
Cape Girardeau Public Library, Cape Girardeau, MO	11.03.2006	6
Mid-Continent Library, Independence, MO	11.08.2006	5
Little-Dixie Regional Library, Moberly, MO	11.09.2006	4

The short timeframe for this project hindered recruitment efforts to a certain extent. The State Library attempted multiple contact methods, including email, announcements at training sessions, and phone calls, but it was difficult for some libraries that wished to participate to arrange their schedules accordingly. The regional approach to meetings also place a burden on small libraries that did not have staff who could be away from the library for an extended period of time.

A protocol was developed by examining other library's focus group discussions, literature on conducting focus groups, and prior experience of Institute staff. The evaluation conducted by Himmel & Wilson Library Consultants in April 2002 for the State of Nevada (see *An Evaluation of the State Library of Nevada's Implementation of the Library Services and Technology Act 1997–2002*) proved a particularly useful resource for framing the questions for the focus groups. The protocol was moderately structured and contained three major sections. The first section was devoted to the three main components of the LSTA plan (Library, Community, and World). This discussion was followed by a series of questions related to the LSTA plan as a whole. The final section was devoted to the administration of LSTA funding, including ease of applying for grant funding, helpfulness of State Library staff, and reporting requirements for received grants.

At the beginning of each focus group, librarians were provided with an informed consent statement, a brief survey on past experience with LSTA funds, and a copy of the LSTA goals and objectives. After completing the survey, the participants were asked to review the goals and objectives. Following



introductions and a brief overview of the process, the focus groups started with a discussion of the goals and objectives in the Library section of the LSTA plan. Participants were encouraged to refer to the LSTA goals handout throughout the first section of the focus group. The informed consent, survey, LSTA goals handout, and protocol are all located in the appendices of this report.

Each focus group lasted approximately two hours. While this is slightly longer than a typical focus group, the participants seemed eager to share thoughts and suggestions, so the protocol was not revised to shorten the length of the focus group.

The focus groups were digitally recorded and attended by a note taker and facilitator. Two digital recorders were used for each focus group to assure all conversations and areas of the room were recorded. Despite this precaution, both recorders failed in one location and only a partial transcript was available. The facilitator and note taker recorded their recollection of the last part of the session immediately after the focus group concluded. This recording and the detailed notes available for the session allowed for the focus group to be included in the analysis.

At the completion of the focus group, the recordings were transcribed using a professional transcription service. The transcription service used one recording to make the initial transcription and the second recording to fill in any gaps in the conversation not picked up by the first recorder. After receiving the transcripts, the note taker completed the process by adding the number for each person in the focus group to the comments made by the individual. This technique allowed the researchers to correctly attribute statements to different individuals and better determine frequency and intensity of responses during analysis.

The transcripts were then independently reviewed by members of the research team to identify themes. In particular, the researchers were attentive to issues of frequency, extensiveness, duration, and intensity of the responses. An independent analysis also adds to the validity of any themes identified in the report. After individually identifying themes, the research team met to discuss the findings and determine if there was agreement. If a theme was not agreed upon by both members of the research team after discussion, the theme was not included in the report.

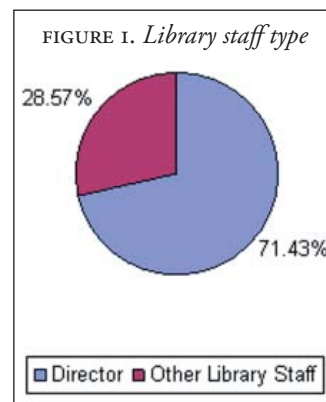
**PARTICIPANTS**

A survey was provided to participants at the beginning of each focus group to determine the

size of the library represented, the individual’s role in the library, use of LSTA grants by the library, and knowledge of the LSTA process. While the results are not generalizable to the larger library community in Missouri, the surveys describe the participants and the libraries participating in the focus group process.

Participants represented a range of library types in Missouri. The majority of participants worked for a public library. Other participants represented academic (public and private) libraries.

Most participants were public library directors (71.43%) while the other participants tended to be assistant, branch, or department directors (see FIGURE 1). The remaining participants were in charge of a specific aspect of the library work (e.g., Children’s Director or Special Collections Department Head).



The representatives tended to be from larger libraries, as can be seen in FIGURE 2. Roughly half of respondents worked for a library with an annual budget of one million dollars or more. Another 35.7% had a budget between \$200,000 and \$999,999, while the remainder operated on less than \$200,000 per year. While there are a greater number of libraries in the state with budgets under \$999,999, seventy-nine percent of all library employees work for systems with budgets over \$1,000,000. Therefore, the focus groups actually had fewer representatives from larger systems than one might expect.

Most focus group participants (75%) had worked in their library for six or more years (see FIGURE 3). The

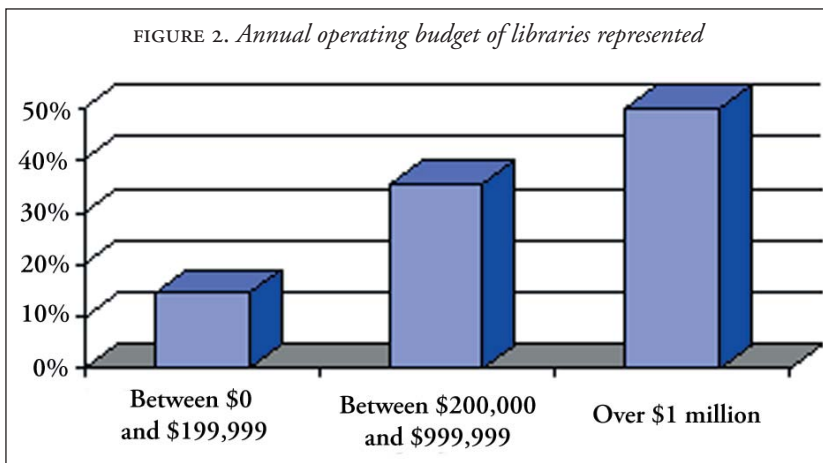
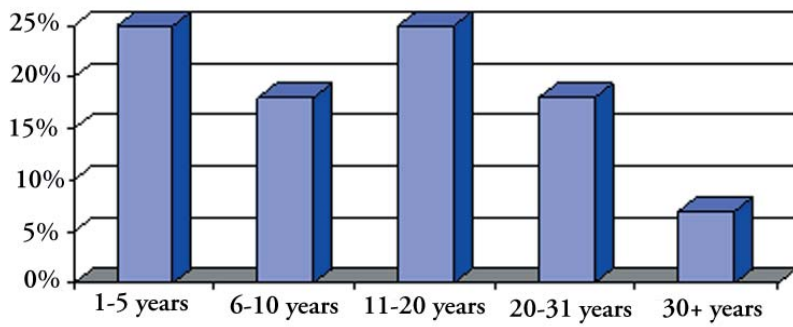




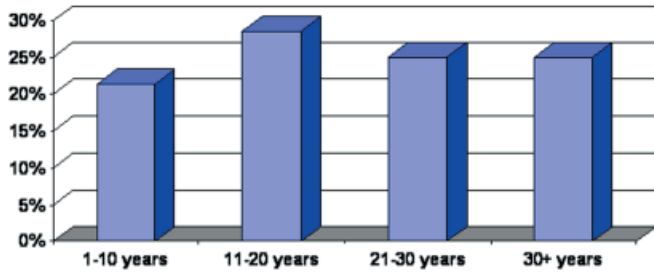
FIGURE 3. Years worked at current library



remaining quarter of the participants had worked in their current library for five years or less. The high average participants have been employed in their library suggests that most of the participants had some exposure to the 2003–2008 funding cycle in the library in which they are currently employed.

The focus group participants possess an enormous amount of experience in the field of library sciences, with nearly 80% having worked in the field for a decade or longer (see FIGURE 4). Individuals with 11–20 years’ experience in libraries were the largest demographic (28.6%), followed closely by those with 21–30 and 30+ years of experience. A smaller number of respondents (21.6%) had been in the field for 10 years or less.

FIGURE 4. Years worked at any library



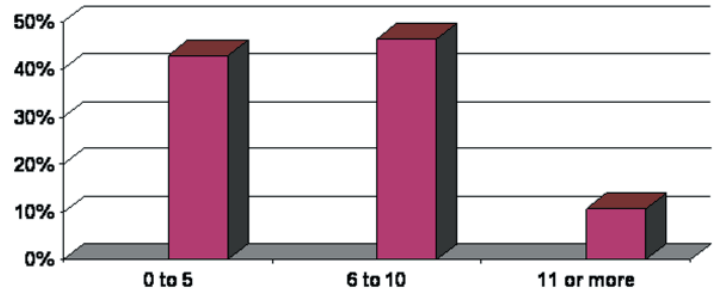
In the past three years, nearly 90 percent of participants had applied for LSTA funds up to ten times (see FIGURE 5). The bulk of the librarians in the focus groups had applied for LSTA funds between six and ten times, while a small percentage (10%) exceeded ten applications. The number of applications made by the libraries in the past three years indicates some prior familiarity with the goals and funding priorities of the State Library for LSTA funds.

Slightly more than half of the participants (54%) indicated that their library had received LSTA funds up to five times in the past three years (see FIGURE 6). A small percentage (5%) had received funding for sixteen or more applications. The high number of times libraries received

LSTA funding suggests some familiarity with the administration, grant and award process with the State Library.

The brief survey of focus group participants included a series of statements to gauge the attitude of librarians toward the LSTA funding process. As is illustrated in FIGURE 7, most participants agreed or strongly agreed that the application process was fair and open, fairly administered, and a simple process. The majority of participants also indicated that the State Library had met the goals established in the 2003–2008 Plan and funded the correct programs.

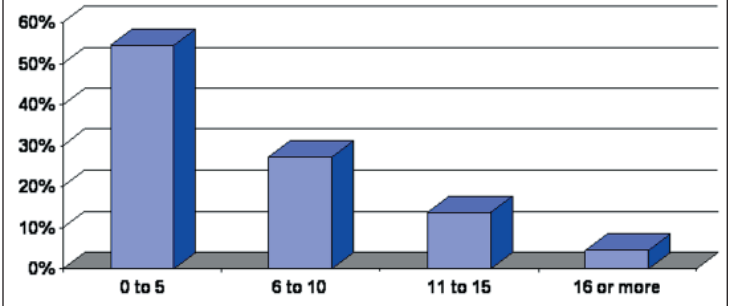
FIGURE 5. How many times have you applied for LSTA funding the past 3 years?



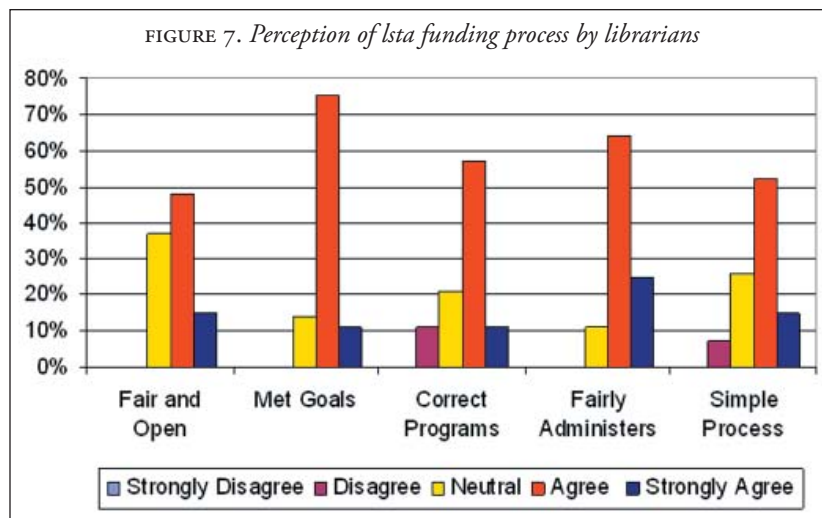
The surveys revealed that the focus group participants represented a wide range of library sizes and had many years of experience in the library sciences. The participants represented libraries with past experience in the LSTA grant application and award process. Overall, the participants had positive reactions to how the LSTA funds have been administered in the past three years and felt that the correct programs were funded by the Missouri State Library.

The remainder of this report reviews the discussions and ideas generated in the focus groups. One of the limitations discovered with the focus groups was the tendency of

FIGURE 6. How many times have you or your library received LSTA funds?







participants to gloss over areas where the State Library met the goals outlined in the 2003–2008 Plan. Several attempts were made in each focus group to guide the conversation to areas of success but the general consensus of the groups indicated that planning and building for the future was a higher priority than discussing challenges that were met. When possible, the objectives met are discussed, but in many cases, the librarians participating in the focus groups spoke more frequently on how the State Library can improve in the future.

The findings are presented by the three goal areas listed in the LSTA Plan:

- The Library — Supporting Excellence in Service
- The Community — Reaching Out to Partners
- The World — Beyond the Here and Now

In some cases the discussions spanned two or three goal areas; these goals are presented as one goal only. Following the goal areas, the report reviews the administration of the funds from the perspective of the focus group participants. The report concludes with a discussion and several recommendations generated by analysis of the comments.

#### THE LIBRARY — SUPPORTING EXCELLENCE IN SERVICE

Of the three goal areas listed in the 2003–2008 Plan, *The Library—Supporting Excellence in Service* has the most visible impact on the day-to-day functioning of individual libraries. This goal area provides funding for programming, training, and collections, which in turn impact the perceived success of a library within a community. Focus group participants offered positive feedback on the programming and training options provided through the State Library in the previous

three years. In programming, attention focused on increasing attendance at events and targeting more dollars to outreach programs so the library can go into the community. In training, the participants provided numerous examples of the success of State Library efforts and offered a few suggestions on how specific components could be improved in the future. Collections were viewed as an area which received little attention from the State Library and participants were eager to see this policy approach change in the future. The reflections of the participants in the areas of programming, training, and collections are discussed in more detail below.

#### Programming

A key success of the programming grants, according to the focus group participants, is how the funding applications encourage libraries to pursue activities that would not occur otherwise. In some cases, the local library lacks the financial resources to provide the programming without assistance from the State Library. The after school programs were one example of an activity that is succeeding as a result of LSTA funding. As one librarian explained, “*there’s no way we could have given those*”. Another librarian spoke of the digitization projects and how “*we wouldn’t have many of those resources available*” without the LSTA grants. The grant funding also offers opportunities that would not have been considered, as described in the following passage:

*And it’s not only could have, it’s would have. You know, would we do that if we had to spend that kind of money to do it? We might have been able to afford it, but if we — you know, establish that as a priority, but would we have? And I’m thinking, like this bringing in an expert that I just did, the man coming in to do safety and security — his fees are pretty high. And I don’t know that we would just invite him in to train our staff without doing the regional thing and having a grant proposal.*

The encouragement from the State Library through the grant process spurs some libraries to offer speakers and activities that would not be possible otherwise.

The encouragement to apply for programming from the State Library does not result in all libraries writing grant applications. The reasons for not pursuing programming funds ranged from the low funding for implementing an activity to not having the staff to administer a program. Representatives of large libraries tended to see the program funding as too time consuming for the small amount of money received. Participants from small libraries viewed

program funding with hesitation because of the amount of staff time required to apply for, report on, and complete a project, because, “*I just don’t have the staff to put on a program*”. Those from medium sized libraries liked the program funds available from LSTA and wished more money could be allocated for that purpose. A theme did emerge that cut across the medium and small libraries however: a desire for more outreach grants.

Outreach programming could alleviate some of the difficulties libraries are facing with traditional programming grants. As one participant explained, “*I was really leery about doing those because being rural. We can put out the greatest program in the world, we cannot guarantee anybody will show up.*” Other focus groups concurred, and offered additional examples of “*poorly attended*” programs and sending in “*my report of failure*” to the State Library. Even larger library systems have encountered uneven attendance at fairs and programs, because “*sometimes you’ll have 40 or 50 people show up and sometimes ten. It just depends*”.

One proposed method of reaching the community is through outreach programming to “*captive audiences*”. One librarian provided this example of a successful outreach program in her community:

*This last summer we did an outreach program for children who attend day schools — day camp at the Y or Salvation Army, Boys and Girls Clubs. And we took our summer reading program out to those areas. And that’s where our population is. And probably the kids who need us most.*

Outreach programming is viewed as an effective method of informing the public about the library, but it is not financially feasible for some libraries. A librarian explained the difficulty of funding outreach programming without assistance from LSTA funds:

*And I would like to see more maybe — not programming in the library so much as being able to do more . . . outreach programming. Because we don’t have the funding for another staff member to go on a certain day, and the mileage. So I would like to see more, maybe a senior’s — not a one time event, but kind of like the after school program, you know? But for seniors, and be able to send somebody out once a month or once a week to a senior citizens’ home, something like that.*

The variability in attendance at library programs is difficult for grant recipients to overcome and several participants were seeking new ways to reach the community. If the State Library could offer more outreach funding for children and

seniors, many mid-size and small libraries around the state would be willing to participate. Outreach programming may also allow libraries to reach special populations and community members who may not be willing to visit a library otherwise.

For the most part, focus group participants felt the State Library was meeting programming goals through grants such as the Summer Reading program and Teen Spaces. Several of the libraries who did participate in these grant programs wished more money was available to advertise the programs or provide incentives, but the current program offerings seemed to meet the needs of Missouri libraries. Participants expressed a desire for expanded outreach program funding to combat falling and uneven attendance patterns, but in-library programming should remain part of the funding mix for LSTA funds.<sup>1</sup>

### Training

Training is one of the most appreciated services provided by LSTA funds. Libraries continue to need training for staff and are pleased with the various formats available to receive training. As one participant stated, “*I think the State Library’s done an excellent job with workshops and Summer Institute training for non-professionals*”. Participants at each focus group echoed this sentiment with statements such as: “*training opportunities have been great*”, and “*I think that’s money well spent*”, and “*some of the training they’ve done is very valuable, and they’ve put it out where people can get to it*”. Overall, the State Library was viewed as meeting the goals related to training, but there were several areas the State Library could improve. Focus group participants cited a need for more regional training, stronger encouragement of the library sciences as a field, additional trustee training, and a central repository to document staff training.

The Summer and Winter Institute trainings are viewed as a valuable resource for staff lacking professional library science degrees. As one individual explained:

*...training is so important for a lot of our staff members. Because not all of them have completed college or they’ve completed high school . . . but having the support of the State Library, and kind of keeping us, I don’t know, helping our staff kind of know what’s*

<sup>1</sup>Funds are provided to libraries to purchase incentives for their summer library programs, but this is state funds, not LSTA. LSTA funds are only used for training. There are restrictions on using LSTA funds for advertising, promotion, and particularly for “incentives”. For FY07, the State Library was able to get increased funding from the General Assembly for the libraries to use for their summer reading programs.



*out there and what's going on in the library world is kind of good.*

Others concurred that the intensive training offered by the State Library through the Institutes provides library staff an opportunity to learn and grow. As one participant explained, *“those kind of training sessions [library-specific] I think are very valuable, and I would imagine valuable to a lot of libraries in the out-state area too”*. The value of the Institutes was also expressed through the frustration of some libraries who could not attend because the classes were full.

Some participants did wish, however, that the Summer and Winter Institute curriculum was available in less intensive formats. The week long format is difficult for some staff to attend, as described by one librarian: *“I know several people that would like to go to some of those Institutes, but since it's a whole week and you're away from home and you have other things it's hard for them to do that”*. Others felt the intensive nature of the training didn't give staff the opportunity to immediately apply learning. One person relayed a statement from a staff member who attended and was asked to apply the knowledge at a later date as, *“Oh, I vaguely remember this”*. These participants felt the training *“needs to be a continuous basis”* which can be accomplished through more frequent regional training and video teleconferencing.

The State Library has succeeded in offering regional training and libraries would appreciate having more regional training opportunities in the future. A few libraries mentioned writing grants for staff training, and this approach was viewed as a positive method of obtaining local training and meeting the needs of a region. As one person described a regional staff training day, *“everybody went away with a whole day's information on human relations that they wouldn't have had otherwise. And it wasn't a hard grant to write”*. Another explained, *“We've been fairly successful in some of the training programs that we've offered sponsored by the State Library for regional libraries. And it seems to work really well”*. Focus group participants indicated strong support for the State Library to continue offering libraries opportunities to host their own training with support from LSTA funds in the future.

Video teleconference training was also viewed as a method of increasing the availability of training in the state. While not everyone was keen on video teleconferencing as a training method, libraries in rural locations felt the technology offered many benefits. One of the main benefits for many of the rural libraries was the decrease in staff time away from the library. Coupled with this benefit, rural library participants were interested in the cost savings of not paying for mileage, hotel rooms, and meals for staff who wanted to participate in the training opportunities. As one participant explained,

her library would like training *“someplace where we wouldn't have to drive all the way across the state to stay over night and close up the library”*. For libraries with limited staff, training is frequently a choice between professional development and serving patrons. Any steps the State Library can make to reduce the frequency which rural libraries are faced with this choice would be viewed in a positive light.

Focus group participants were frequently surprised that the State Library listed “tracking training” as a goal in the LSTA plan. Several participants were aware that the State Library tracks attendance at the Institutes but did not realize the State Library had listed “create a database to document completed training” as an objective. Participants across the state felt tracking the amount of training completed by staff would be a good use of LSTA funds, although a few individuals felt this should be the responsibility of individual libraries. Two groups in particular thought having a certification program that keeps track of staff attendance at trainings, in addition to those attending the Institutes, would be encouraging for staff that does not have an MLS.

While not a major theme across focus groups, participants felt the State Library should do more to encourage individuals to pursue a career in library sciences. Several individuals mentioned that staff lack knowledge of the availability of scholarships for the tuition costs associated with obtaining a library degree. A librarian explained she *“always tell[s] people that the State Library has some scholarship money available and they are always surprised. So it makes me wonder if people — how well known those scholarships are”*. Others wondered what, if anything, the State Library had done to encourage young adults to pursue a library sciences degree. As one person stated, *“there is definitely a need for people with library degrees”*. Better promotion of library sciences as a career path, *“the proactive approach”*, and working with community colleges to encourage online paraprofessional degrees were two things the participants thought should be achieved in the future.

Training technology professionals was another area where the State Library could assist libraries. While training technology professionals was not a major theme across focus groups, most did discuss the difficulties in hiring technology professionals in a library setting. Several participants explained the professionals that could be hired didn't understand the complex needs of a library and training current staff was often counter-productive as the staff would then leave for a new position. One librarian explained the situation as:

*[The State Library does] that sort of training, but it's like people that you've already hired, and then they go. And I mean I've been running people back and*





*forth. We ought to buy a bus. But at the same time it's not the kind of thing where they go to it. They decide they're gonna work in computers and they go to a college and the college says, "Well, have you ever thought you could be at a library and work with this sort of thing and this sort of thing?" And that's what I'm looking for.*

Libraries have a difficult time finding qualified employees for a variety of positions. The State Library can assist with these challenges by encouraging library sciences and technology management education in career fairs and in colleges. Few focus group members felt individuals considered a career in libraries and the State Library can help overcome this lack of knowledge through targeted efforts in the future.

Another area where the State Library can strengthen the operation of a library is through expanded trustee trainings to educate board members on the role of a library within the community. Trustee training was mentioned at several focus groups as an important niche for the State Library. One group spoke at length about the need for trustee training and encouraged the State Library to begin video teleconference training again. One librarian explained her trustees were “*really disappointed*” with the cancellation of trustee training because the trustees “*were looking forward to the fall lineup*”. As with staff training, libraries were interested in continuous training opportunities for trustees because “*it is not at all uncommon for us to have at least one, if not two new board members in a cycle*”. Even though librarians recognized that needs varied based on the size of the library, several participants expressed interest in having an updated policy manual to share with new trustees. A policy manual that discussed the technical rules associated with libraries in Missouri and provided examples for how to set library policies would go a long way toward helping librarians work with trustees when training is not immediately available.

The training opportunities offered by the State Library were well received across library types and sizes. The Summer and Winter Institutes were viewed as valuable resources for the library community and the regional training approach provided smaller libraries with more opportunities to participate in training courses. Offering more regional training, through grants to libraries or video teleconferencing, would alleviate some of the challenges smaller libraries face, such as travel and time away from the library. Several focus groups advocated the development of a statewide training completion database for staff, although others felt this should be the responsibility of individual libraries. A few focus groups expressed a desire for more promotion of library sciences as a field, especially for those pursuing paraprofessional and technology management degrees. Trustee training was valued, although libraries

would like to see the training offered on a more regular basis, with updated materials available to share with new trustees between training opportunities.

### **Appropriate Collection**

Collections were one goal outlined in the LSTA plan that participants felt the State Library had failed to meet. While there was some disagreement regarding the role of LSTA funding in collections development, all focus groups indicated funding for some collection materials is necessary. One participant wondered if the State Library had the same definition of collections as most libraries in Missouri, and stated, “*We've been saying for years it would be great if they could use some of that money for collection development, but I guess they're talking about the whole Show-Me the World project. I think that's what they're referring to*”. Confusion over the definition used by the State Library for collection development was prevalent across focus groups, but most participants viewed collection development as books and audio-visual materials. Participants offered several options for the State Library to consider that would alleviate some of the collection concerns libraries are facing.

The most popular of the options presented at the focus groups was the concept of tying some of the funding for programming to collections. Currently, LSTA grants for programming have specific themes, and the participants lamented the lack of holdings to supplement the grant funded programming. One librarian explained the situation:

*It's like they have you create this project with this grant but I don't have the collections to implement it. If I need to, we have this collaborative grant that we're working with the schools. We're reaching children, low income children. Well, then we don't have enough multi cultural materials to provide. So we've got this wonderful LSTA grant but if we don't have the collections to support it, it's like we have to come up with the collections.*

Rather than providing dollars for general collection development, participants advocated the following approach:

*[It would] be great if a summer reading club grant would allow you to spend \$1,000 to put in your collection so that you'd have more easy readers for those kids that you're trying to maintain their reading skills over the summer.*

By tying programming with collection development, participants indicated that the goals of the LSTA funding could be maintained while libraries increased their ability to



provide the resources necessary for successful programming. Several libraries were pleased that the Teen Spaces grant included funding for collection development as “*it was one of the first grants that they’ve allowed you to buy any type of collection materials*”. Expanding this practice in the future is one way to meet the collection needs of those who wish to participate in programming grants. As one person explained, “*I think we would all enjoy it if they would give some for collections. I don’t know any library that wouldn’t*”. Overall, however, any increases in collection funding would be a positive step for the State Library in the minds of participants.

Building and maintaining an appropriate collection was also an issue of concern for libraries working with special populations of patrons. Several participants felt it was difficult for local libraries to adequately meet the needs of diverse populations with the current funding provided for collections. For example, several individuals discussed participating in the bilingual training offered by the State Library but then returning to their library with few items in the collection to meet the needs of the targeted population. One library described promoting the new bilingual capabilities of the staff to the media:

*The gal from the television station showed up to do a special on it, you know, and I was ... embarrassed. Yeah, well, there’s the materials. Come see us. We’d love to speak Spanish to you and there’s what you got to choose from. . . And then we gotta have something for them once we get them there or they just go bye bye again.*

One suggestion that arose from the discussion of collections for targeted populations was the concept of a rotating collection. Libraries are reluctant to spend to high a percentage of a collection budget to build a Spanish language collection in a short time frame. By having access to a rotating collection, the library could maintain variety, thus keeping bilingual patrons interested in the library, and slowly build its own holdings.

Building and maintaining appropriate collections is an ongoing challenge for libraries in Missouri. The State Library can assist local efforts by providing a small level of funding for collections through programming grants and by encouraging the development of a rotating collection of materials for special populations of patrons. Local libraries understand that collections can not be sustained solely through LSTA funds. Any efforts that the State Library can make to encourage creative approaches to collection development are likely to be well received by Missouri libraries.

On the whole, the State Library has achieved success in the area of Supporting Excellence in Service for the 2003–2008 Plan. The actions of the State Library to achieve the objectives in this goal area were viewed positively and participants spoke favorably of the training options available and the number of programming opportunities presented in the previous few years. While there was a desire to improve collections, participants recognized that some of these efforts rested at the local level and could not be solved by the State Library alone. However, ideas such as tying collection funds to programming or rotating collections may be a way to effectively build collections and encourage participation in achieving the objectives of the LSTA plan.

#### THE COMMUNITY — REACHING OUT TO PARTNERS

*The Community – Reaching Out to Partners* generated little conversation among the participants, in part because of the overall success of the State Library in terms of funding for special events and addressing the special needs of patrons through adaptive technologies. Participants cited the quality of speakers the library can now afford to bring to the community as a major success of the “Invite an Expert” grants. Adaptive technologies are available in most libraries who desire such equipment even if use rates aren’t as high as anticipated. As mentioned earlier, the success of achieving two of the major objectives in this goal area allowed the participants to concentrate on how the State Library could meet other objectives. As a result, the majority of the discussion in this goal area focused on the perceived lack of progress in two objectives: a statewide campaign and partnering with community organizations.

#### *Statewide Campaign*

Participants across all focus groups supported a statewide campaign to promote libraries. Although local efforts to promote the library have occurred with LSTA funding, the marketing met with varying degrees of success. A few libraries have used local marketing techniques such as purchasing “*some ads for the movie theaters*”, or placing radio and newspaper spots that resulted in “*people calling from all these places*”. The local efforts to promote specific programs were positive but did little to combat a lack of knowledge regarding the modern library in the public at large. One librarian explained, “*five of the people that I talked to personally had no idea that libraries had videos and DVDs*”. Another explained that a building project was off to a slow start because “*we have to educate people as to what libraries offer, because so many people, they just aren’t aware*”. Librarians felt strongly that the State Library should take a more active role in educating the public on libraries across the state because otherwise libraries “*have to wave [their] own flag*”.



Focus group participants expressed a need for a statewide campaign and felt the State Library was the appropriate agency to undertake such an effort. As one participant explained, “it is easier to do it on a statewide basis than each individual library”. Another added, “certainly awareness campaigns for libraries in the state would be great”. The statewide campaign should take a broad approach, in the minds of the participants. One explained the campaign should be “promoting libraries in general”, while another suggested, “it could be generic statewide”. The lack of a statewide campaign sets libraries apart from other educational organizations in the mind of one participant, as implied in the following quote:

*Use your library. I mean I hear ones for schools, and I heard one for the music educator, which made me think, you know, oh, yeah — that’s a neat organization. That was a radio spot and I thought, You know, I never heard anything[like] “use your library”, or, you know, promoting libraries. Statewide. A big billboard by St. Louis, outside Kansas City, or in radio spots.*

If libraries aren’t generically promoted, one librarian felt, the recognition of individual libraries in the state would be an appropriate starting point:

*I was really excited when they did this, and they said they would publicize. Because I think that is so important statewide, and I don’t — I haven’t seen anything that the State Library has done to publicize — and they say here they’re going to do awards — an awards program for recognizing librarians. That would be huge if they’d do that and publicize it statewide.*

The role of the State Library in promoting the use of libraries and the services available in most libraries was clear in the comments of the participants. The State Library serves as the central advocator for libraries in Missouri, and libraries are seeking assistance in promoting libraries. Developing a Missouri-specific message is not necessarily important, because, as several librarians suggested, national library campaigns, such as those developed by the American Library Association, could be utilized instead. A statewide campaign was considered a good use of LSTA funding that would provide equal impact for Missouri libraries, regardless of size or location.

### Partnerships

Establishing partnerships to encourage literacy in the community is another area where focus group participants felt the State Library had not made as much progress as desired in the 2003–2008 Plan. Libraries understand the

need to work within their community and reach out to new partners, but few felt the State Library understood the difficulties confronting libraries in the process. As one librarian explained, “so if they make a goal for us to do these things and we’re saying it’s hard and we can’t do them, then somehow they need to recognize it’s hard for us”. Participants in this focus group realized the State Library offered training on forming partnerships, but “when you go home it just doesn’t work sometimes”.

The reasons for the problems varied from library to library, with rural and small library systems citing the most difficulties. As one participant explained, “for us to partner, it’s hard because everybody’s a local mom and pop store . . . they get hit a lot by schools, churches, and things . . . so we back off a lot from partnering”. This statement was backed up by another participant who stated that it wasn’t difficult for the library to get a community partner to “put their name on it”, but “as far as getting them to help really participate”, the library had limited success. Other focus groups discussed difficulties faced in partnering and expressed concern regarding how the State Library would view their efforts:

*And I’ve tried partnering with . . . community action agencies, social service groups and stuff. And I just can’t get results on that either, so it looks like we’re not doing a very good job.*

Most participants who discussed cooperation agreed that it is challenging to start relationships of this nature, but that they are beneficial once established. A librarian described why her community achieved success, “all of a sudden it [the grant opportunity] appeared and if we hadn’t already started relationships there’s no way that we could have written the grant”. Although one librarian did not believe promoting partnerships should be a goal of libraries, none of the other participants agreed.

Overall, the libraries facing difficulties with partnering are interested in obtaining more assistance from the State Library, as well as better understanding from the State Library that partnerships take time to develop and nurture. Rather than continuing to approach partnerships as a training and grant area, the State Library may want to consider working with a few model partnerships to see how these libraries are succeeding. After collecting this information, the State Library may be better prepared to assist other libraries interested in building community partnerships.

The State Library successfully met several of the objectives in The Community — Reaching Out to Partners goal area. Of the three goal areas presented in the 2003–2008 Plan, this was the one area where participants indicated that more work needed to be done in the future to meet the listed objectives.





Participants felt the State Library failed to undertake a statewide campaign to promote the benefits of libraries and would like to see such a campaign occur in the future. The partnership objective did not fail, but participants expressed dismay regarding the State Library's approach to building partnerships within communities. Regional training on the topic, while important, does not address the amount of time and effort needed to make partnerships a viable approach for libraries.

#### THE WORLD — BEYOND THE HERE AND NOW

Connecting Missouri's libraries, through networks, electronic resources and the technology necessary to utilize these services, was a subject of intense discussion across all focus groups. The participants believe that *The World — Beyond the Here and Now* goal has been achieved by the State Library and, in many ways, is the crux of what libraries are seeking from the State Library as an entity. Many elements of this goal area require active involvement from the State Library to insure all libraries in the state have access to the technology and the services that effectively utilize the technology.

Related to this concept, focus group participants discussed the role of the State Library in terms of statewide planning and research. The participants spoke of how the State Library could increase the performance of individual libraries through shared information on policies, programs, and serving individuals outside of library boundaries. By expanding the collective approach demonstrated by the State Library for technology and related services, statewide planning and research could better meet the needs of local libraries. The strengths of this collective approach are illustrated in greater detail in the following discussion of The World — Beyond the Here and Now goal.

#### MOREnet

Participants may have been more willing to share the perceived shortfalls, rather than the successes, in meeting the objectives in some areas of LSTA goals, but this reluctance was not evident in the case of electronic access. Libraries of all sizes and from all regions of the state were adamant in support of the electronic and connection services provided by LSTA funding. MOREnet, in particular, is considered a key element in the successful functioning of Missouri's libraries.<sup>2</sup> To some participants, a well-funded MOREnet provides more value to Missouri libraries than any other program provided through LSTA funding, as explained by this individual:

<sup>2</sup>The state legislature appropriates approximately 3 million dollars annually to fund MOREnet. This money is used as the necessary state match for LSTA funds.

*I would rather have one less area to choose from on grant writing as long as I know I have a strong backbone in MOREnet, because for the small libraries being able to connect that way with other libraries is just something that's critical.*

The willingness of this participant to limit the funding available for other projects in an effort to maintain strong funding for MOREnet was shared across the focus groups. Small libraries recognized MOREnet as their connection to the broader community of libraries and information, while larger libraries recognized it as their method of leveraging more access for patrons.

The network connection of MOREnet was not the only benefit recognized by the focus group participants. On-site training and network assessments were other important components of how MOREnet effectively serves Missouri libraries.

The flexibility and willingness of MOREnet to train on-site was identified as a strength by the focus group members. One librarian stated, *"we did an eight hour training class with MOREnet with the two library systems, because they said if you got eight people they'll come and train you for free"*. Smaller libraries viewed the eight person threshold as obtainable, and the training encouraged collaboration among the libraries. Another described a similar situation: *"we brought in three other libraries and they called it a regional and charged us nothing for that training — for a day's worth of training. So MOREnet's really good about the training"*. The training provided by MOREnet increased the internal capacity of libraries and was offered in a manner that met the needs of libraries.

Moreover, the technological research provided by MOREnet is a valuable resource, based on the comments of participants. For instance, several participants were pleased that MOREnet researched internet filtering options and made a purchase decision for libraries:

*But because MOREnet did all of that research, all of that background searching I had started in on that and I thought, 'Oh this is just unreal,' and I was so thankful that they did that. Again, that's one entity doing all this footwork so that individuals don't have to do it. We just don't have time.*

Another point of praise for MOREnet was the organization's willingness to assist libraries with network assessments, although having the knowledge didn't translate into this particular library being able to make modifications:

*MOREnet comes and does network assessments, which is very, very helpful, but when they find things that need*



*to be changed, I don't know if there are any grants out there for a complete network rebuild, and, boy, do we need one.*

Another participant suggested that grant funding should be available for technology enhancements after having assessments completed by an outside organization such as MOREnet. By having the network assessed independently, LSTA funding could go to those with the greatest need.

MOREnet's services, and the benefits that come with those services, such as training, made MOREnet one of the most valued aspects of LSTA funding. The State Library has played an important role in the success of MOREnet for libraries, and focus group participants strongly encouraged the State Library to continue these efforts in the future.<sup>3</sup>

### *Electronic Resources*

Electronic resources, such as databases and Virtually Missouri, are other areas where the State Library has succeed in meeting The World — Beyond the Here and Now goal. Further, the training offered to librarians for these services was well received, although general training on Internet research is one area that could be improved in the future.

The use of LSTA funds for database access was viewed as constructive and offered smaller libraries an opportunity to provide similar services to the larger libraries. As one person stated, *"the databases; there's no way we could afford those on an individual basis. So that's a very good use"*. Another librarian acknowledged her library did not have the funds for electronic resources, but LSTA funding provided *"an electronic database for this year that we wouldn't have had otherwise"*. A focus group participant felt the electronic resources provided through LSTA funding had the largest impact on libraries over the last three years *"because they wouldn't be in many of our places without that"*. In essence, focus group participants believed the State Library is expanding the use of electronic databases by providing LSTA funding for subscriptions.

The focus group participants felt the LSTA funds were achieving the goal set forth in the 2003–2008 Plan but felt more could be done to off-set the high cost of electronic licensing. One librarian stated, *"[it] would be a great LSTA thing for the state to do on a statewide basis [to] offer some more databases"*. Another explained electronic resources are *"very helpful to libraries to offer those databases that if it's not part of the MOREnet package, a lot of people just can't provide"*

<sup>3</sup>The State Library has created the Technology Ladder grant program which enables libraries to apply for funds that will upgrade their technology based on the recommendations of an organization such as MOREnet.

the services. One participant indicated electronic databases might be one method of achieving the "appropriate collections" objective for LSTA funding, as described in the following quote:

*I think we would all enjoy it if they would give some for collections. I don't know any library that wouldn't but if they say, "Nope, no way," then possibly increasing our — broadening the electronic licensing because we can't afford any of those licenses.*

Increasing the collective buying power of individual libraries through the State Library was viewed as a way to provide more access to electronic resources in Missouri. The State Library could use LSTA funds to off-set the costs of additional database subscriptions, or it could negotiate discounts for volume purchases of subscriptions. While some of the smaller libraries may not be able to afford the subscriptions, even at a discounted rate, more of Missouri's library patrons could have access to a larger variety of electronic resources.

### *Virtually Missouri*

Focus group participants liked the idea of digitizing special collections from local libraries through the Virtually Missouri project. The digitization project is viewed as a forward approach for Missouri and, as one librarian stated, she *"find[s] the stuff that's on Virtual Missouri absolutely fascinating"*. The Virtually Missouri project was cited as an important tool for providing access to special collections and as an example of increasing cooperation between libraries. One participant stated, *"Virtually Missouri and the digital projects that we've done have been amazing"* at increasing the level of cooperation between public, academic, and special libraries in the state. Virtually Missouri, while positively received, is proving difficult to implement, based on the comments of focus group participants. Many libraries interested in digitizing a collection face staffing and resource constraints when attempting to digitize collections, as explained in the following comment:

*We keep thinking we're going to. Again, another time and staff element. We went to the workshop on it and it was great. We brought all the materials home. We were enthusiastic. We got our book we thought we might like to do. And then we had some computers crash and it's still sitting right there on the top of the file cabinet to get to one of these days. But time wise, no.*

In one focus group, participants discussed a project with the University of Missouri, funded by the State Library, to digitize special collections. The backlog of projects, as perceived by the participants, made sending a collection





out for digitization impractical. As a remedy, librarians in several focus groups discussed hiring more contractors to work on the digitization project, or the State Library providing a consultant to travel to the libraries and train part-time staff. With the part-time staff, however, the State Library would also need to provide the salary costs related to the extra worker. Focus group participants seemed to believe the implementation difficulties could be overcome but the State Library would need to explore new approaches in order for Virtually Missouri to succeed across libraries of all types and operating budgets.

### Training

Unlike training discussed previously in this report, technology training focused on assisting staff with the use of technology so they can, in turn, assist patrons. Focus group participants expressed particular interest in training staff on new technologies and on research using the Internet. Participants expressed concern that patrons either don't know how to effectively search the Internet and electronic databases or can't effectively judge if the information located is authoritative. As a librarian from an academic setting explained, *"we noticed that on our campus, educating students, undergraduates and even graduate students on the Internet — they know how to get around the thing, but they don't know how to judge the sources that they find"*. The participants are concerned that patrons will view the findings on Wikipedia, for example, as an authoritative source when there are better sources of information available.

Participants were also seeking ways to connect patrons with reference staff to conduct internet and electronic database searches:

*I think that's going to become more and more crucial and I recognize that patrons won't even ask. They'll just sit down and play around and then walk away without their information. So we need to figure out a way to offer our services to patrons and then be expert at that searching, so that the next time the patron comes in they're going to head for a library staff member right away. I need your help finding this. You were such a big help the last time.'*

Sharing ideas on how to engage patrons conducting an Internet search and training staff to effectively answer questions on electronic resources will help libraries connect with patrons. Even with additional training, however, there is a steep learning curve for some library staff. Several participants lamented the pace of the technology and the inability of staff to keep up with the changes, as described by the following quote:

*But we also need to understand those folks that are using MySpace and all these other technologies that I don't even know about how to communicate... we've got different levels of people that are way beyond us now. But we also have people that do need help in searching.*

The participants seek more training from the State Library on how to help patrons, such as the ones described above on how to search the Internet more coherently. This expanded capability for staff includes access to a list of authoritative websites on the State Library's website. The training should also touch upon popular websites patrons are likely to access on a public computer. These new abilities could assist librarians and help them illustrate their competency with the Internet and database resources more effectively.

### Technology

The access provided by the State Library through networking and electronic resources was frequently discussed in conjunction with funding for technology upgrades and basic equipment. Several participants expressed a desire for a return to basic equipment grants that can be used for computers or other office equipment, such as a photocopier. As one librarian stated that without LSTA funding the library would *"limp along with obsolete equipment"*. Another spoke of not wanting the latest and greatest of new technologies because *"we've reached the saturation point on technology ... except for upgrading"*. Others disagreed that LSTA funds should focus on upgrades for existing technology. For these participants, LSTA funds would be best used to keep libraries ahead of the technology curve, as explained by this librarian:

*[T]hat's how they could use some of their LSTA money. We're going to help you jump on this so that libraries are in the forefront of new technology innovations instead of five or six years behind.*

The differences in approach to LSTA funding technology were most evident between libraries with small and large operating budgets. One participant suggested letting libraries decide if basic equipment funding should be used to replace outdated technology or to stay ahead of the curve.

The focus groups were of different mindsets on the role of LSTA funding for technology, but all agreed the State Library had done a good job of helping libraries achieve basic technology and access standards. As one librarian exclaimed, *"I think it's been great, and the computers that they have let us — that we've gotten have really helped us"*. Another reiterated this point and stated, *"Technology is such a big part of libraries now and I think making libraries*



comfortable with that, giving libraries the help of providing that technology has been really important and useful". Balancing the needs between new technology and updating existing technology will continue to be an important challenge for the State Library. Any efforts the State Library can make to address these differences in need, whether through LSTA funding for basic equipment or through acknowledgement of the differing needs among libraries, will help Missouri libraries.

### Planning & Research

Acknowledging the differences between the needs of libraries was further addressed in discussions related to the role of the State Library in providing planning and research information to local libraries. Throughout the focus group conversations, participants expressed a desire for more information on Missouri libraries and library-specific planning tools. Several individuals were interested in the State Library collecting baseline data in areas such as circulation, customer service satisfaction, library salaries, and other areas of common interest. Others were interested in having more information and resources available on how to manage libraries. A librarian explained the type of direction she is seeking from the State Library:

*Another thing I'd like to see is the library actually publish some things and send to each library in the state, like perhaps a sample policy manual. 'Here are the things that should be in everybody's policy manual. Here's the way different people have written. Here's a sample from this library and a sample from that library,' so that you could work with it and make it your own. Personnel manuals, HR is one thing that I have really had to teach myself, and a little more direction on employment laws, especially as it pertains to public libraries because we're government entities and those laws are sometimes different from the corporate world. That would be a huge help.*

The participants supported planning and research activities that could benefit all libraries in Missouri. While smaller libraries would be especially benefited by these shared resources, larger library systems also indicated interest in having benchmarks and Missouri specific resources available. The additional information could then be used to inform decision making and planning at the local level.

Focus group participants felt the State Library could play a role in guiding libraries with programming details. The participants wanted more information on what types of advertising are the most effective, what programs worked the best for libraries in terms of administering and having adequate attendance, and how a library would improve a

program if it could be done all over again. One participant summed up the desire for programming by stating:

*Just to see other ideas, you know. What can I bring in to my library that I haven't thought of? You know, what's available to small rural libraries as opposed to the bigger libraries? What are the smaller rural libraries doing with LSTA grants? Is that something I can do? Instead of having to think it up myself, you know?*

Posting grant reports to a central website for librarians to review was mentioned as a possible method of obtaining this information. One individual cited the State Library website as a source for this information, but the website does not have enough detail in the minds of other participants. Several people wanted to draw on the experience and creativity of others.

Instead of simply listing the grants awarded, the focus participants want access to planning details, costs and the grantee's suggestions in hindsight on how the grantee would change the program for future use. Others suggested that the State Library identify model programs and distribute information to all libraries on these programs. By sharing information on the successes and challenges libraries face with programming, the State Library could help refine future programming efforts.

The participants also felt the State Library should play a larger role in guiding the state's efforts to reach citizens living outside of library boundaries. The librarians in these focus groups suggested the state library system should take the lead in reaching these the areas because "we have a half a million people in Missouri who are not served by libraries". Because the populations not being served are outside of the boundaries of local libraries, the State Library was viewed as the only entity capable of taking charge of this issue, which is of interest to the community of library personnel. One person suggested that compensation funds be made available to those libraries that serve individuals living outside their district. Others suggested the State Library use LSTA funds to pursue legislative changes that could help these areas access established libraries in other communities.

The desire for a continuation and expansion of the leadership role played by the State Library was evident in the discussion of The World — Beyond the Here and Now goal area. Focus group participants praised the State Library's efforts to connect Missouri libraries through MORENET and access to electronic databases. If anything, participants wanted the State Library to leverage LSTA funds for more access through reduced or free database subscriptions. More training for staff on Internet research and popular websites was desired,



but a central list of authoritative websites maintained by the State Library would serve as a good starting point for many libraries. Technology will continue to be an issue for libraries in Missouri, but most focus group participants agreed that the LSTA funds had been put to good use in the past few years. The State Library may want to consider addressing issues related to basic equipment versus technological innovation in future years. Developing a strong research and planning infrastructure for libraries in Missouri is one area the State Library could expand its leadership efforts in the future.

The 2003–2008 Plan outlined a broad list of goals and numerous objectives to be achieved in a relatively short time frame. Focus group participants felt the listed goals and objectives met the needs of Missouri’s libraries when developed, and many will continue to be relevant in future years. The participants also indicated that Missouri successfully achieved the goals and objectives outlined in the Plan. The Library — Supporting Excellence in Service and The World — Beyond the Here and Now goal areas had the most noticeable impact on libraries through the provision of programming, training, and access to electronic resources. The Community — Reaching Out to Partners goal area also achieved some of the objectives listed, but more efforts were desired with promoting libraries in the state and developing practical expectations for working with community partners. All in all, the State Library met the needs of libraries, according to focus group participants, with the listed goals and objectives. The role of the State Library as the administrative agent of LSTA funds is discussed in the next section.

## ADMINISTRATION

Overlapping each of the three goal areas for the 2003–2008 Plan was the issue of administration. Participants discussed the administration of LSTA funds in relation to each goal area, and during the final portion of the focus group, with specific questions related to the distribution of funds, the grant application process, and interactions with State Library staff.

Across focus groups, participants generally agreed that the administration of LSTA funding is meeting the needs of Missouri’s library community through a balanced distribution of funds. A majority of participants felt that the way LSTA funds are currently distributed through statewide projects and grants to individual libraries is appropriate for Missouri. The grant application process is generally viewed as fair and manageable, although participants had a few suggestions on how to improve the process. These improvements included providing libraries with advance information on the grant funding opportunities to improve planning and the application process. Interactions with State

Library staff were generally described as positive; however, staff turnover and low pay at the State Library are impeding progress in Missouri according to some participants. Each of these administration areas are discussed in more detail below.

### *Distribution of Funding*

As noted earlier, the State Library receives approximately \$3 million in LSTA funding each year. A major administrative role of the State Library is determining how these funds should be divided between statewide projects and activities in local libraries. Most participants focused on the distribution of funding between local libraries rather than how funds are divided between statewide and individual projects.

Frequently, smaller libraries felt LSTA funding favored the needs of larger library systems. As one participant stated, *“with the LSTA grants the larger libraries get huge amounts. Huge”*. Small libraries cited several reasons for perceived inequalities in the distribution of grant funds. Many of these reasons were related to the resource base available in smaller libraries to apply for and successfully implement grant funded activities. For example, smaller libraries commonly lack the staff to implement a project if funding is received. A librarian explained, *“I only have a staff of four. And sometimes these grants really burden my gals and it’s like oh, no, another one?”* Recent funding opportunities, which include funding for part-time staff, are a partial solution for smaller libraries. Participants in this situation thought being *“able to hire a staff person . . . was great”*, but others felt the employees hired in conjunction with grants did not share the same sense of mission as their regular employees:

*When we hire someone from the outside, I — it’s just not the same as having a library employee because, you know, the same work philosophy, the same — you know, just understanding the library and what it’s all about.*

While the ability to use grant funds for salaries was appreciated, hiring temporary employees brought new challenges to some of the libraries represented in the focus groups.

The scope of the grant opportunities also contributed to the perception that larger libraries are favored in the distribution of LSTA funding. In some cases, the grant opportunities were constructed in a manner that precluded participation for smaller libraries, especially in the area of technology. For instance, librarians from small libraries expressed a need for updating current technology, especially in terms of purchasing newer computers or better firewall and virus protection. With these technology needs unmet, they could



not apply for more advanced grants, like Virtually Missouri. One librarian described the dilemma in this way:

*It's like being flexible in change, and because — at this point, different people are at really different points in their technology issues, for instance, you know. Not everybody needs this right now; some people need this, and some need this. There needs to be a broader category of like a technology grant. Just what do you happen to need right now?*

Participants indicated smaller libraries would like to participate in more of the LSTA funding opportunities, but the grants should be tiered to allow libraries of all types and sizes to receive funding.

One method of meeting the varying needs of libraries is through the use of a block grant funding formula. A few participants advocated that the State Library give proportional amounts to all libraries without the need for grant applications. As one participant explained, “*Montana used to just divide it up, LSTA funds, and give so much to each library and they could do what they wanted to with it*”. By adopting the block grant approach, small libraries without the staff or resources to apply for programs could still receive the benefits of LSTA funding because “*people in those library districts have as much right to good library service as people in St. Louis or Columbia or anywhere else*”. While this approach was mentioned in a few focus groups, overall support of this concept was lukewarm at best, based on the reactions of others in the room.

Another method of changing the distribution of LSTA funding is through fewer grants to individual libraries and more services that benefit all of the libraries in the state. Those who suggested this approach argued the State Library could have a greater impact on Missouri’s libraries by investing in broadband connections or additional electronic databases. As with the block grant funding approach, this alternative tended to meet with resistance within the focus group.

Overall, participants appeared to believe the manner in which LSTA funding was distributed grant funding was acceptable, with statements such as, “*I think they’re doing fine, actually*”, and “*It’s a pretty darn good program right now*”. Smaller libraries indicated that limited staff and resources prevent applications, and a two-tiered approach for technology funding may help ease some of the perceived inequities. Participants in several focus groups discussed block grant funding or elimination of grants to libraries in favor of statewide initiatives, but these alternatives were not well received. Barring a library’s ability to “*tell you what we want and we would get it*” the State Library is distributing the funds in a manner acceptable to most libraries.

### Grant Application Process

Focus group participants uniformly approved of the grant application process for LSTA funds. The application for “*LSTA is certainly one of the easiest grants to apply for*”, according to one participant. In general, participants agreed that the process of applying for LSTA grants is “*manageable. It’s self explanatory for the most part. Here’s Step 1, Step 2, Step 3. It’s easy to follow*”. Some librarians compared LSTA grants to other grants they had applied for: “*I like the fact that I don’t feel like I have to hire a professional grant writer in order to get an LSTA grant*”. A few librarians even said that they had been able to hand off the application process to their staff members, some of whom do not have formal library science training.

The grant application process, despite its relative ease, can be improved according to the participants, and the changes are straightforward for the State Library to accomplish. Most difficulties associated with the grant application were related to a library’s ability to plan for funding and in the paperwork before and after an award. The participants suggested that the State Library provide more advanced notification of funding opportunities, adopt rolling deadlines, and reduce the amount of time between the submission of an application and award to alleviate the challenges libraries face in planning for grants. In terms of the application and reporting process, the participants suggested that more uniformity and clarity in the grant language could help libraries complete grants in a more timely and accurate manner.

The participants encouraged the State Library to provide more notice of grant opportunities. Posting a calendar of grant opportunities a year in advance provides libraries with ample opportunity to plan staffing and budget requirements for the proposal. Small libraries, in particular, need advanced notice to find matching funds. As one participant explained, “*If I knew way ahead of time, then I could put it in my budget request that I need, I don’t know — say, 2,000 dollars matching for technology*”. By knowing the application schedule in advance, libraries could plan appropriately within their own budgets.

A few groups suggested incorporating multiple or rolling deadlines throughout the year, which could increase the number of applicants for funding:

*It wouldn’t have to be an ongoing thing. You’d have to have a deadline but it would be maybe every two months rather than waiting until the spring and you miss the fall and then, you know, maybe have an open time.*





More than one librarian felt pressured by the October deadline, and they cited three reasons for the pressure. First, if only one person writes grants for a library, then having one deadline for all LSTA funding can prevent a library from applying for all of the grants for which they are eligible. Second, beginning or end of the month demands, like board meetings and monthly reports, can take precedence over completing grant applications. Changing the October deadline to the middle of the month would alleviate this problem. Also, grant applications for summer reading, especially those requiring coordination with area schools, are hard to complete by early October.

Therefore, if more deadlines were available throughout the year, librarians would be better able to adjust their workload and have adequate time to apply for grants:

*I think they would get the funds more utilized if they would have, instead of two deadlines throughout the year, if they had four. Even though — and then put a limit on how many. You know, you can only have one after school program a year. Or put a deadline — or a limit of how many programs you can do, but not so much with the — or have more than one or two deadlines.*

Many of the participants felt that there was “not enough time between [the] announcement and due date” for grant applications. If rolling deadlines are not an option, the State Library may want to consider posting a calendar of grant due dates at the beginning of each funding cycle so libraries can be better prepared when the application is released.

There were many comments concerning the length of the application process such as: “the waiting time, by the time you can write it and then you can implement it, is a long time”. The length of time between submitting a grant application and receiving notification hinders the planning process. If the length of time is too long, the start time for an award may not coincide with the budget planning process, or may offset the planned date of a sponsored event. The State Library could help libraries overcome this challenge by providing an approximate date of award for submitted applications.

The absence of a planned start date for an awarded project is especially problematic for smaller libraries, but the payment schedule is as well. The limited budgets of small libraries prevent these organizations from proceeding with planning in the same manner as larger libraries. For instance, larger libraries can pay for expenses in advance and then receive reimbursement once the grant funds are received. Small libraries with tight budgets need to have the entire amount of funding on hand before they can afford to start a grant. One larger library held “eight presentations that we had to

*pay for before and we had to send in the report [to the State Library] before we ever saw a penny back”. A small library often does not have the funds necessary to use their own budgets and then wait for reimbursement. Smaller libraries are thus left in the bind of executing a time-restricted grant by the end date specified without the funding on-hand. The State Library may want to consider reviewing the payment schedule for grant projects to determine if any changes can be made to accommodate the needs of smaller libraries.*

Planning for a grant application and award is only part of the process. Focus group participants also expressed interest in clarifying the technical requirements for an application. Participants would like to see more uniformity among the grant applications. Members of one focus group noted that while application formats for most grants are similar, there are enough inconsistencies in required formatting to frustrate some of those writing grants:

*There's not a one sheet that says: here's your format. Put your name of the library at the top. Double space. Da, da, da. It's just not in one spot. It's almost like you have to read through to figure out how you're supposed to put your grant together. So it's like this is how you put the grant together and then the technical part of it, the layout.*

Grouping the list of technical and layout instructions in one part of the application could improve the process. Ideally, these technical and layout instructions would be the same across all grant applications. The technical requirements, such as having blue ink signatures, cause concern for some participants, as failing to follow this requirement could inadvertently disqualify their application. Other participants were not as concerned about these technical requirements because “you leave something off, you often get called and they say, ‘Did you really mean to leave that section blank?’” Another person concurred with this assessment and said,

*I know they're real good at working with you too if you don't have all your Ts crossed and all your Is dotted. They're really good to call you up and say, ‘This figure doesn't quite add up, or, what were you trying to say here?’*

In general, the majority of those who discussed the possibility of mistakes in the application process believed that the State Library staff is accommodating and will give applicants ample opportunity to correct technical mistakes. Focus group participants also indicated that the State Library is willing to work with libraries to correct inconsistencies in the content of the application. Nonetheless, a uniform set of formatting requirements across grant applications would make the application process even easier.



In addition to uniformity, participants would like the application questions to be streamlined. While the questions are not difficult to answer for most libraries, many of the questions seem to be redundant, or at least very similar. Coinciding with this assessment, participants have noticed a significant increase in the amount of paperwork per grant. One librarian explained, *“I was wanting to put four grants in this fall with the State Library and I got two done. Like I said, the packages have doubled, just the amount of papers that go with the grant package have doubled.”* Several participants wondered if the increased paperwork as well as the redundancy in questions was a result of federal requirements. If federal requirements are causing these changes, the participants suggested the State Library indicate that *“these are the fed’s questions; these are our questions”* on the grant application. There was a general consensus that many questions are asked repeatedly; anything that can be done to condense the application, or to acknowledge the redundancy when it is necessary, would be appreciated.

Participants also suggested that the State Library review guidelines on how many grant applications a library can submit. Further, the statement on applications stating a library can apply *“if the budget cannot accommodate the proposed project”* should be reviewed. With the ambiguity in the current guidelines, librarians from larger districts may feel they should not apply because they do have bigger budgets, as implied by this librarian, *“[in] some cases we hesitate to apply because we are a larger district. We could always use more of whatever it is; it’s a matter of scale I think.”* Librarians with small budgets interpret the instructions in the opposite way, as described by the following quote:

*I’m so small that I don’t know if I should apply, because if it’s not in the budget that I was given, if I need any money to match, I have to find it somewhere else and hope that something doesn’t happen over here.*

Caps on applications and confusion over the role of the library budget in a library’s ability to apply should be clarified in the future, according to this participant:

*But I would really — I would really like to know from the State Library perspective, is there, or should there be a cap on the number of times you apply for a particular grant like the digitization. Or bringing in an expert or any of those that say, ‘if the library budget cannot accommodate this.’*

Another participant agreed: *“I’d rather see the cap within that statement”*, than have to guess if a library is eligible to apply. The current directions given for grant eligibility may inadvertently dissuade some librarians from applying. Clarifying these guidelines and making definitive statements

regarding eligibility may increase the number of libraries applying for LSTA funds.

Although the grant application process for LSTA funds can be tweaked, overall the participants felt the process was easy to navigate and to complete. One way the application process can be improved, according to the participants, is through more notification of funding opportunities and deadlines. If libraries are aware of the upcoming funding cycle, plans can be made to meet matching requirements, prepare a narrative, and submit the application on time. Others felt the application could be improved through consistent technical requirements across grant applications, reducing the number of redundant questions, and clearer guidelines on a library’s ability to apply. Given the amount of money distributed to individual libraries through grants, the changes suggested by the participants are relatively minor and demonstrate the State Library’s success in developing a grant application process.

#### *Interaction with State Library Staff*

Librarians across the state were in agreement that the State Library staff was helpful and accommodating when applying for grants. State Library staff provided ample opportunities for libraries to develop applications that fit the needs of the library and the grant criteria. The high turnover of State Library staff, however, results in administration and consistency problems with grants. Participants suggested several solutions to these challenges, including the use of regional consultants and hiring staff to advise libraries on new technologies.

Participants agreed that when they contact the State Library with questions concerning LSTA grants, the staff have been helpful and accommodating. They received clear and usually positive answers when they wanted to find out if a grant was worth applying for in their situation, as well as when they sought advice on how to match the available grants with the project they wanted to do: *“You can call at any time, you know, run ideas through them. So I think they do a great job.”* However, there was some concern that librarians who did not initiate contact with the State Library were not aware of the grant opportunities, or at least not aware of the possible flexibility in interpreting the grant parameters. Compounding this problem, for focus group participants, was the issue of high staff turnover rates at the State Library.

Staff turnover and low staffing levels at the State Library was a concern across most of the focus groups. The State Library was described as *“woefully understaffed”*, and turnover in staff is impacting the guidance local libraries expect. The turnover, according to participants, contributes



to a lack of knowledge on the intricacies of LSTA funding and other issues. A librarian described the low staffing levels and turnover in relation to the LSTA funding goals:

*I wondered if it would've helped if the State Library could use some of the LSTA money to help fund their staff, because they have such frequent turnover because they can't pay very well. I wonder if that would help because some of these things — I'm thinking, 'I don't think they've done some of these things,' but I don't fault them for that because I know also that they've had openings regularly, several of them.*

This sentiment was corroborated by others because the employees at the State Library “don't always have the knowledge base for what we expect from them”, especially in areas of technology. One librarian commented, “in technology that's always been an ongoing tension, because you have a hard time keeping a technology person”. Others felt like the State Library shouldn't be contacted with questions about grant applications because of staff shortages, “and you need to call them and you know they're busy. You try to figure it out on your own...” In addition, turnover was mentioned as a factor in the long length of time between submitting an application and receiving approval.

To resolve this issue, a few participants suggested reviving the idea of regional consultants. The participants in favor of this idea recalled how helpful regional consultants were before, “because they were in your library all the time. Or if you had a problem — There was somebody to call.” Regional consultants could also help libraries plan for the future, as proposed by one librarian:

*And as easy as it is to apply for LSTA grant money — you're talking about bring in the expert — it's still time consuming. It would be nice if you can just call the state library and say, 'I'm thinking about wireless. Would you send down the consultant?' instead of having to fill out the paperwork.*

If regional consultants are not possible, conducting more workshops on applying for grants would be helpful. The State Library could tell libraries to “come to this workshop; learn how to use it and then apply for the grant”, so a library would not waste time applying for a grant not appropriate to the needs of the library. A few participants said they (or one of their staff members) had attended workshops as a requirement for receiving a grant, and found that training to be worthwhile:

*The state library's doing that a little bit, because with the bilingual story time workshops that they did around the state and the Teen Spaces workshops that they did*

*around the state, the attendees were then allowed to apply for these little grants, so they have a better idea of how to write the grant, what to write the grant for.*

The workshops could also assist libraries in envisioning what could be done with the additional funding. The guidance of the State Library or other experts would be especially helpful with technology grants, as libraries could better meet specific needs. For example, a few librarians discussed new technology funded by LSTA that did not work within their library setting, due to technological limitations in the current system or in the capabilities of staff to utilize the new technology. Several participants offered stories of adaptive equipment being stored in a closet because none of the patrons needed the technology. Others discussed having SMART boards or video teleconferencing equipment that staff did not know how to use. The participants like having the new technology, especially if it assists patrons, but need guidance on which technologies best meet the needs of the local library. One librarian stated:

*It would be great if there was somebody at the State Library, or if they hired someone who would keep up with that [new technology], and then would go around the state, maybe do some regional meetings and talk to us on our level about what's coming up and what we should be preparing for.*

By getting advice before applying for grants and purchasing equipment, librarians could make more informed decisions on what is best for their libraries. Focus group participants recognized these needs can not be met with current staffing levels and strongly encouraged the State Library to address staffing issues in the future.

Focus group participants indicated working with the State Library staff was pleasant and most felt quite comfortable calling the State Library with questions about grant applications or other issues. The participants indicated that high staff turnover results in administrative difficulties and discourages libraries from contacting the State Library as often as desired. Using LSTA funds to increase staff pay and reviving the concept of regional consultants were two ways the participants suggested the State Library could improve interaction with libraries in the future.

The State Library received high marks on the administration of LSTA funds. Most participants felt the funds were distributed fairly and State Library staff was pleasant and helpful when asked for clarification. The grant application process is not burdensome, although some suggestions for future improvements were made. While issues were raised related to turnover, the State Library was viewed as efficient and effective in administering the LSTA funds, which play such a vital role in the budgets of Missouri libraries.





## DISCUSSION

The State Library has made great strides in reaching the goals outlined in the 2003–2008 Plan, although there are areas that could be improved in the future. The design of the focus groups, a retrospective discussion of the LSTA funding, led the participants to center more on the areas where the State Library did not fully achieve its goals rather than on the areas of success. The many objectives and goal areas that were achieved tended to be glossed over by the participants in favor of areas of improvement. Had the focus groups been designed to discuss the future of LSTA funding, it is likely the focus group participants would have spent more time discussing what parts of the Plan should be kept in coming years. Despite this limitation in the design of the focus groups, participants did share positive comments on the goals of the 2003–2008 Plan, and encouraged a greater leadership role from the State Library. This greater leadership role for the State Library is the central premise of this section of the report.

Several themes emerged regarding the role of the State Library in LSTA funding and what participants would like to see in the future. Chief among these themes was the concept of LSTA funding serving as the base upon which the State Library can lead Missouri's libraries into the future. Libraries who receive grants from the State Library love the opportunities, but all focus groups viewed the role of the State Library as larger than providing funding to individual libraries. For example, funding for things like electronic databases and MOREnet are viewed as a more vital role for LSTA funding because no single library has the ability to provide all of these services alone. By consolidating the buying power of all libraries in the state through the LSTA funds, by focusing on the training needs of librarians in the state, and by advocating for libraries through advertising and trustee training, the larger library goals of the state can be met. The following recommendations summarize some of the larger projects the focus group participants felt the State Library should consider in future years.

### Provide Funding for Outreach Programming

Library programs aren't drawing as many patrons as in years past. Focus group participants expressed interest in going out to the community to share information on the resources available in the local library. The State Library can encourage this approach to reaching patrons through grant funding for outreach programming.

### Promote Library Services as a Career

Participants were largely unaware of LSTA funding for scholarships and the promotion of libraries as a career option. The State Library can enhance the knowledge of

local libraries through better promotion of scholarship opportunities and an increased presence at job fairs.

### Provide Collections Funding with Programming

Library staff who participated in these focus groups understood LSTA funding could not provide all of the collection needs present in a library. Designating a portion of program funding for use in collection development would assist local libraries in both the successful implementation of a program and continuous collection enhancement.

### Facilitate Rotating Collections

When libraries identify an area of weakness in a local collection, the State Library can facilitate the development of a rotating collection. These rotating collections can help the State Library meet emerging needs, especially in foreign language holdings, while giving a local library time to build a permanent collection.

### Promote Libraries through a Statewide Campaign

Libraries need good press, much like any other publicly funded entity. Most libraries participating in the focus groups rarely undertake the "brand promotion" activities associated with other goods and services, choosing instead to promote specific programming or tax issues. The State Library can serve the role of brand promoter for libraries in Missouri with a statewide campaign. Through this campaign, the importance of libraries can be continually underlined for the public, and libraries can continue to concentrate limited advertising dollars on the services specific to the community.

### Serve as the Library Leader for Missouri

The State Library enjoyed its biggest success when serving as a collaborative leader for the libraries of Missouri. This leadership role is the one area where participants felt the State Library could and should continue to grow. Whether through blanket contracts to procure new equipment or promoting the benefits of libraries to the larger community, the State Library is viewed as the one agency to fulfill this vital role in Missouri. The following selection of quotes underscores the importance of this role from the perspective of focus group participants:

*But I think the State Library could maybe be less of a – more of a facilitator and less of a content provider.*

*It seems like the things where they pull us in, where we can share with other libraries, seems to be where we benefit the most.*

It's very important under LSTA for the state to continue to create experimental opportunities for libraries.





The State Library is viewed as the leader of collaborative efforts among libraries in Missouri, and any actions it can take to strengthen this role may be viewed positively in Missouri's library community.

**Decrease staff turnover at the State Library**

Focus group participants roundly supported any efforts to decrease staff turnover at the State Library. These efforts included using LSTA funds to increase staff pay and reviving the practice of regional consultants.

Focus group participants provided numerous examples of the success of the State Library in meeting the goals outlined in the 2003–2008 Plan. The State Library was encouraged by the participants to build upon this strong foundation when developing the next five-year plan for LSTA funding and to overcome the challenges identified.



## APPENDICES

### APPENDIX A: *Focus group protocol*

#### Introduction at start of focus group

Hello. My name is \_\_\_\_\_ and I work at the University of Missouri. The Missouri State Library has asked us to speak to librarians throughout the state about the LSTA funding program. In a few minutes, I am going to ask you some questions about the last four years of the LSTA funding and how your library was impacted by the funding.

We are very glad you were able to come, because your opinions and experiences are very important in helping us and the Missouri State Library understand what kinds of programs are the most helpful to librarians, their libraries, and patrons in Missouri. Your participation in this focus group is voluntary, and if, at any time you do not feel comfortable, you are free to leave.

I hope we will be able to have an informal discussion, and that everyone will speak up and say what they think. We want to hear your honest opinions about these topics. There is no right or wrong answer. Because we want to hear what you really think, please feel free to agree or disagree with what other participants have said. Sometimes you may want to tell us about the experiences of other people that you know.

As you can see, we will be taping this discussion to make sure that we know exactly what everyone has said. We will do a written transcription from these tapes, but the transcription will not include your name. We will assign everyone a number, and that number will be used in the transcription so that everything you say is confidential, and can not be matched to you.

We have refreshments for you, so please just get up when you need something. We will talk together for about 90 more minutes.

Let's introduce ourselves. I would like each of you to tell me your first name, how long you have worked in your library, and the level of involvement you have had with LSTA in past few years.

#### The Library — Supporting Excellence in Service

1. Were the LSTA goals identified above [see APPENDIX C for all goals] the right goal for Missouri?
2. Did Missouri make significant progress toward reaching this goal? Why or why not?

#### The Community — Reaching Out to Partners

3. Were the LSTA goals identified above [see APPENDIX C for all goals] the right goal for Missouri?
4. Did Missouri make significant progress toward reaching this goal? Why or why not?



### **The World — Beyond the Here and Now**

5. Were the LSTA goals identified above [see APPENDIX C for all goals] the right goal for Missouri?
6. Did Missouri make significant progress toward reaching this goal? Why or why not?
7. Overall, are the goals and objectives of the Missouri LSTA plan the right ones for Missouri libraries?
8. Are these the areas where the greatest needs for outside funding have existed for the last x years?
  - a. Probe: what were the essential needs
9. Were there specific areas under these goals and objectives that were “more” needy than others?
10. In your opinion, what or which of the LSTA-funded programs has had the greatest impact on Missouri residents statewide?
11. What program or grant had the greatest impact on the users of your library?

### **Administration**

12. What is your assessment of how the LSTA program is administered by the Missouri State Library?
13. Does the process seem open and fair for all types of libraries?
14. Is the application process effective? Does the process work for your library? What have you heard from your fellow librarians?
15. What about the paperwork involved for a funding application – is it about the right amount to assure good funding decisions without placing undue burden on the libraries?
16. Does LSTA fund programs or services that would not be implemented if these funds were not available? Why or why not?
  - a. How have LSTA funds impacted the timeline for implementing these programs or services?
17. What problems have you encountered in getting funding for a particular program or service?



18. What problems have you encountered in implementing a particular program or service funded by LSTA?
19. When you have encountered problems with LSTA funding, have the MSL staff been helpful in resolving the issue? At what stage of the process?
20. What about the paperwork involved for accounting and reporting after funding is received – is it about the right amount to assure accountability without placing undue burden on the libraries?
21. If you haven't applied for or received a grant in the last few years, what would lead you to apply?
  - a. Why haven't you applied?
  - b. Why do you think you didn't receive a grant you did apply for in recent years? Did you receive feedback from the State Library so you could improve future applications for funding?
22. In an ideal world, how would LSTA funds get distributed to public libraries?
23. Is there anything else you would like to add?



APPENDIX B: IRB consent form

Appendix B: IRB consent form



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**Truman School of Public Affairs**

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**State Library Focus Groups  
Consent Form**

Overview

The Institute of Public Policy at the University of Missouri-Columbia is doing research with the State Library to better understand the successes and challenges of the 5 year LSTA plan 2003-2008. In order to better understand how the 5 year plan was implemented, Institute staff will be conducting focus groups with librarians and library staff around the state. The information from the focus groups will also help the State Library plan for the future.

Participation and Confidentiality

Your participation in these focus groups is completely **voluntary** and you do not have to respond to any questions you do not wish to answer. You can withdraw from this project without penalty at any time. Your responses are **confidential** and will not be shared with the State Library or any other entity in a way that would identify the individual. Only summary information will be reported to the State Library. Your participation in this project will not impact your employment in any way. All data will be kept confidential and secure in the Institute for 3 years after completion of the project.

Time Commitment

The focus groups will last approximately 1.5 hours.

Benefits and Risks

Results from the focus groups will help the State Library staff plan LSTA grants and services. **There are no known risks to participating in this evaluation.**

Contact Information

Your efforts are greatly appreciated. If you have any questions regarding the project, please contact Nathaniel Albers at 573-882-3577. If you have any questions regarding your rights as a participant, please contact Campus Institutional Review Board at 483 McReynolds Hall, Columbia, MO 65211, 573-882-9585.

**THANKS FOR YOUR TIME!**



APPENDIX C: LSTA goals

**The Library — Supporting Excellence in Service**

The local library, whether it be an academic, school, public or special library, is the first point of contact for people in Missouri to find essential information for enlightening themselves as citizens and enriching their lives. This is done through ensuring each library is linked electronically with other libraries and to educational, social, and information services. The individual library also needs to serve persons who have difficulty using a library and underserved people, including children from families with incomes below the poverty line.

Missouri has the following goals for the individual library:

1. *The state's libraries will develop programs, services and collections to meet the diversity of their clientele.*
  - 1) Fund customer service and cultural sensitivity training events for people who work and volunteer in libraries.
  - 2) Develop strategies that emphasize good customer service for distribution to current and new staff and volunteers in Missouri libraries.
  - 3) Promote planning for diversified collections that meet local needs.
  - 4) Offer grant opportunities for training, promotion, and use of technology in libraries.
  - 5) Encourage public programs for diverse populations.
  
2. *Individual libraries will support excellence through library staff who are well trained and benefit from advancement opportunities.*
  - 1) Continue summer and winter library skills institutes, which offer substantive programs of instruction for library staff who do not have graduate-level library education.
  - 2) Offer conferences and workshops in areas such as youth services, marketing, senior services, and library technology.
  - 3) Continue the Show-Me Steps program, which enables library staff to attend professional programs on the state, national, and international level.
  - 4) Use regional videoconferencing to deliver education and training opportunities.
  - 5) Create a database to document completed training.
  
3. *Individuals will be recruited and prepared for a variety of roles in libraries with opportunities to build appropriate skills.*
  - 1) Create and distribute information about library careers (and the scholastic programs in the state) to high school guidance counseling offices and college career center.
  - 2) Participate in major job fairs to promote library careers, and provide speakers to discuss library careers at high schools.
  - 3) Explore development of certification programs for library staff.
  - 4) Offer funding to initiate a program for library technician certification in at least one Missouri technical college.
  - 5) Emphasize, through grant opportunities, the need for professional development in the library field.



*4. Those responsible for libraries will make good policy decisions because they understand the importance of libraries and the library issues of the day.*

- 1) Conduct training sessions and workshops for public library trustees about governing libraries effectively and the legal and public relations ramifications of hiring, appraising, rewarding, and terminating library directors.
- 2) Present sessions and/or workshops at statewide meetings of school board and school administrator associations about the importance of setting high priorities for libraries in schools and providing adequate funding.
- 3) Prepare informational material and contact lists for distribution to new members of bodies with governance over libraries.

*5. The individual library is able to function in the electronic environment and to help library users become comfortable with new approaches to library collections and services.*

- 1) Offer grant programs to allow libraries to experiment with emerging technologies.
- 2) Promote the use of technologies to reach persons with disabilities and diverse populations.
- 3) Make possible library efforts to help Missourians learn and use technologies.
- 4) Encourage the use of technologies to reach out to populations and geographic areas with limited library services.

*6. The library will have an appropriate collection of print and electronic materials.*

- 1) Provide support for interlibrary loan courier services.
- 2) Offer ongoing collection development training for library staff.
- 3) Help library staff become knowledgeable about building collections to serve diverse populations and language groups.
- 4) Explore pilot programs by which the information on collection holdings and use leads to stronger collections.

## The Community — Reaching Out to Partners

Libraries of all types need to be active and visible in their communities. Public understanding of the range of services and expertise available from a library is vital to its ability to function at full potential. The role of the library as a leading institution in its community is enhanced by partnerships with local businesses, community groups, academic institutions, and cultural and historic groups.

Missouri has the following goals for library outreach and community partnerships:

*1. Develop tools to promote libraries and publicize the services they offer.*

- 1) Pay development and advertising costs for billboards, newspaper ads, cable television spots, and radio announcements promoting libraries and the services they offer.
- 2) Conduct a follow-up statewide survey to compare public response to questions about libraries and their services to an earlier statewide survey.



- 3) Evaluate the effectiveness of marketing efforts, chart new directions, and areas where promotion is still needed.
- 4) Analyze trend statistics for libraries where available and support the implementation of a central database for library statistics for all types of libraries.

***2. Encourage multi-type library cooperation at all levels and adopt successful cooperative programs for replication.***

- 1) Support consortia activities among libraries to extend library service areas and increase levels of library service.
- 2) Provide support for collaborative collection development planning and projects to increase excellence in library service, particularly in economically disadvantaged areas.
- 3) Educate library staff in the development and maintenance of partnerships.
- 4) Fund cooperative program efforts among different types of libraries.

***3. Offer library programs and services for people with special needs.***

- 1) Make grant calls for purchase of adaptive equipment for people with physical limitations.
- 2) Provide support for programs to people who have physical, linguistic, or economic needs.
- 3) Offer continuing education for librarians to learn how to identify and fully serve the diverse populations in their communities.
- 4) Fund projects for access to materials of particular interest to people with disabilities and convert materials to usable formats for people with special needs or circumstances.
- 5) Purchase special technology or technology enhancements to serve people with physical limitations and disabilities.
- 6) Support multilingual programs in libraries.

***4. Promote a strong collaboration among libraries, archives, museums, and historical societies to build a cultural heritage infrastructure in the state.***

- 1) Expand the “Virtually Missouri” database by adding special collections of archives, historical societies, libraries, and museums in the state.
- 2) Fund conservation and preservation of electronic publications and records relating to Missouri history and culture.
- 3) Fund “tagging” of digitized library materials/collections.
- 4) Train people in developing digital imaging projects to be added to the “Virtually Missouri” database.

***5. Establish partnerships to enhance literacy in communities.***

- 1) Make grant calls for cooperative ventures designed to serve people with low levels of literacy.
- 2) Promote family literacy through library events with a family literacy focus.
- 3) Target funds toward efforts to assist people who are economically disadvantaged to increase their levels of literacy and educational attainment.
- 4) Provide support for Literacy Gatherings and other events that assemble key players to promote local or regional literacy efforts.





- 5) Support projects to enhance the acquisition of English for those whose native language is not English, especially Missouri's new immigrants.
- 6) Fund combined school and public library programs and events to promote literacy and language, job and life skills in economically disadvantaged communities.
- 7) Develop materials and programs for literacy outreach.

**6. *Support special events and programs in libraries.***

- 1) Support library programs sponsored in conjunction with community partners.
- 2) Develop and distribute information about expert presenters and sources for materials for library programming so libraries will have the information they need to set up outstanding programs.
- 3) Offer workshops with a home-school resource component to help those who are providing home-schooling for children.
- 4) Provide funds for cooperative programs and ventures among all types of libraries and potential partners.

**The World — Beyond the Here and Now**

Like businesses and other professions, Missouri libraries are being asked to do more with less funding and staff. Technology has helped libraries incorporate efficiencies into their operations and introduce their communities to a wealth of electronic information sources. In many ways, library staff serve as guides, training and helping citizens adjust to technologies that affect and enrich their lives. This service is expected to continue with the introduction of even more sophisticated technologies.

The State of Missouri pioneered early networking initiatives, and the Missouri library community embraced these efforts for working with other libraries and promotion of interlibrary loan services. Recognizing growing needs and limited resources, libraries have entered into cooperative arrangements with other libraries and community partners to acquire materials, conduct research, and design new projects.

Promoting the library's essential role within a community and within society at large is a challenge to be met by all library staff and institutional governing bodies. Innovative projects that advance this goal will be supported and their replication encouraged through grants and training opportunities.

Missouri has the following goals for expanding service access beyond local library resources and what a community might offer:

***I. Continue to encourage library progress through shared statewide planning, knowledge, and resources.***

- 1) Use LSTA funds to support discussion and planning on common issues such as resource sharing, electronic services, technology development, staffing, and funding.
- 2) Recruit leaders from each type of library to participate in planning committees and advisory forums.
- 3) Develop collaborative programs to improve library services through resource sharing to meet the needs and requirements of the partnering libraries.



**2. Facilitate electronic communication and exchange of ideas for library staff.**

- 1) Support technologies to foster resource and idea sharing, including electronic communication between libraries and library staff.
- 2) Expand the library videoconferencing network in the state.
- 3) Promote the use of Missouri's library videoconferencing centers.

**3. Help planners improve library services through use of research on the local, state, national, and international levels.**

- 1) Use LSTA funds for support of local- and state-level research to establish program baselines, ascertain current public awareness levels, and document program effectiveness.
- 2) Communicate results from library research at all levels to library planners through print and electronic media and in meetings.
- 3) Conduct workshops to help library planners understand research methods for project development.
- 4) Conduct a pay equity study comparing library staff with other positions based on educational attainment and job responsibilities.

**4. Publicize the contributions of libraries to lifelong learning, economic development, and the overall quality of life in communities to all Missourians to increase awareness of the value of library services.**

- 1) Provide regional training in library marketing techniques and trends affecting library service.
- 2) Conduct statewide survey to determine Missourians' knowledge and use of libraries.
- 3) Commission a study to determine the economic impact of libraries statewide and within communities.
- 4) Develop an awards program for recognizing library efforts.
- 5) Promote understanding of libraries' contributions to lifelong learning and the quality of life through publications, exhibits, and other media.

**5. Develop a collaborative digital and electronic reference service to improve timeliness and availability of access to information.**

- 1) Fund collaborative projects among different types of libraries for development of a service to meet the information needs of adults, children, and students.
- 2) Pilot and support reference service interactions through current and forthcoming technology.
- 3) Provide training for library staff on new modes of reference service.

**6. Increase the content of the "Virtually Missouri" website by developing new digitization projects.**

- 1) Offer grants for conducting collection inventories.
- 2) Provide training in digitization techniques and issues.
- 3) Publicize the use and wealth of digitized collections through both print and electronic media.
- 4) Support projects for finding aids to enhance digital resource sharing and access to "Virtually Missouri."



*7. Increase interlibrary access to materials through continuation and expansion of the “Show-Me the World” program to serve the users of all Missouri libraries.*

- 1) Continue to add Missouri library holdings to the OCLC database.
- 2) Build on pilot programs to make available the collections of special libraries when these are available to other libraries or the public.
- 3) Make “Show-Me the World” available to other types of libraries. (Show-Me the World is an integrated set of electronic services that facilitates resource sharing).
- 4) Train library staff to use and promote “Show-Me the World.”
- 5) Continue to encourage interlibrary loan especially in those libraries that do not currently offer this service to patrons.
- 6) Expand the statewide delivery service to more libraries.

*8. Lead efforts to make searching the Internet more coherent for library users and to improve quality and relevancy of search results.*

- 1) Librarians will lead efforts to develop web portals, metadata, and search engines to assist searchers in locating needed information, at the appropriate level and depth.
- 2) Training for library staff and library users will help both develop better search skills and understand how to evaluate search results.
- 3) Librarians will help Missourians become information literate and encourage them to build stronger information skills.



**APPENDIX D: Survey**

Please tell us a little bit about yourself by answering the questions below.

1. What is your title? \_\_\_\_\_
2. What is the approximate annual operating budget for your library?
  - a. Over 1 million dollars
  - b. Between \$200,000 and \$999,999
  - c. Between \$0 and \$199,999
3. How many years have you worked for your current library? \_\_\_\_\_
4. How long have you worked for any library? \_\_\_\_\_
5. How many times have you applied for LSTA funding in the past 3 years? \_\_\_\_\_
6. How many times have you or your library received LSTA funds? \_\_\_\_\_
7. Please indicate whether you agree or disagree with the following statements.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
a. The method of establishing the goals and objectives for the LSTA money was a fair and open process.	1	2	3	4	5
b. The State Library funded initiatives to meet the goals and objectives of the Five Year Plan.	1	2	3	4	5
c. The State Library funds the correct programs for Missouri with the LSTA money.	1	2	3	4	5
d. The State Library fairly administers LSTA funds to public libraries.	1	2	3	4	5
e. Applying for LSTA funds is a simple process through the State Library.	1	2	3	4	5



## **Appendix 2**

**LSTA On-line Survey, June 2006**

## Appendix 2 - LSTA Online Survey, June 2006

### Survey questions:

Question No.	Question:
Q1	What type of library do you work in?
Q2	Please indicate if you work in a rural or urban area
Q3	Please indicate for area of work.
Q4	Has your library applied for an LSTA grant for the MOSL within the last 5 years?
Q5	How do you currently find out about the LSTA grants available from the State Library?
Q5a	email
Q5b	mail
Q5c	website
Q5d	staff
Q5e	other
Q5f	Explain Other
Q6	We'd like your input on the current LSTA grant opportunities for libraries. Please indicate your general satisfaction with the grants in each of these areas.
Q6a	Training and Professional Grants
Q6b	Bring in an expert
Q6c	Digital Imaging Projects -- tracks I, II, III
Q6d	Planning and Standards
Q6e	Show Me Steps to Career Development.
Q6f	Literacy program grants
Q6g	Retrospective grants
Q6h	Technology Enhancement grants
Q6i	Youth and Senior Services
Q6j	Library programming grants
Q7	Given the purposes of LSTA, where should the LSTA grant funds be focused? Are there major areas in which you would like to see grants available?
Q8	Please tell us the extent to which you agree with the following statements regarding the LSTA Grants Program components.
Q8a	LSTA Grant program announcements keep me aware of the latest grant opportunities.
Q8b	The LSTA Grant application instructions are clear and helpful to me when completing grant applications.
Q8c	Grant availability schedule meets my needs.
Q8d	The amount of time it takes to complete a grant application is not excessive.
Q8e	I receive enough information about library grants.
Q8f	The paperwork required for grant application is reasonable
Q8g	My library can comply with the federal requirements for accountability of grant funds with a reasonable level of effort.
Q8h	The timing of grant payments meets my library's needs.
Q8i	A sufficient amount of funding is provided for individual projects.
Q8j	Grant match requirements (if any), are reasonable.
Q8k	Grant applications from libraries are reviewed fairly.
Q8l	The paperwork required for reports on grant projects is reasonable.
Q8m	The State Library Staff is very helpful when assisting with grants program.
Q8n	Grant categories meet the needs of your library.
Q9	Please give us any comments on these or other aspects of the grants program.

- We'd like to know which statewide projects are important to you and your library. Please indicate your level of satisfaction with the following projects.
- Q10
  - Q10a Continuing Education and Training.
  - Q10b Collection Development
  - Q10c Literacy Initiative
  - Q10d Show Me The World
  - Q10e Statewide Digitization Project
  - Q10f Videoconferencing Project
  - Q11 Should any of these projects be expanded, both in funding and activities?
  - Q12 Should any of these projects be ended?
  - Q12 Is there a way to use LSTA grants to leverage more resources for libraries? Please explain
  - Q13
  - Q14 Your general comments about the LSTA grant program from the State Library.

## LSTA Online Survey –Satisfaction Ratings for Grant Programs

		Q6a	Q6b	Q6c	Q6d	Q6e	Q6f	Q6g	Q6h	Q6i	Q6j
		Training	Bring in an Expert	Digitization	Planning & Standards	Career Steps	Literacy	Retrospective Conversion	Technology	Youth & Seniors	Programming
responses no opinion		183	183	183	183	183	183	177	172	172	169
		69	88	111	106	90	109	79	48	63	63
Positive	4's	73	59	40	51	45	38	55	69	64	67
	5's	33	25	21	13	39	25	32	41	26	21
Total positive		106	84	61	64	84	63	87	110	90	88
Negative	2's	1	2	1	3	1	1	1	3	4	3
	3's	4	6	7	8	5	7	8	8	12	12
Total negative		5	8	8	11	6	8	9	11	16	15
% Positive		57.92%	45.90%	33.33%	34.97%	45.90%	34.43%	49.15%	63.95%	52.33%	52.07%
% Negative		2.73%	4.37%	4.37%	6.01%	3.28%	4.37%	5.08%	6.40%	9.30%	8.88%
No opinion		37.70%	48.09%	60.66%	57.92%	49.18%	59.56%	44.63%	27.91%	36.63%	37.28%



## LSTA Online Survey - Satisfaction Ratings for Grant Process

	<b>Q8a Announce- ment</b>	<b>Q8b instructions</b>	<b>Q8c schedule</b>	<b>Q8d time</b>	<b>Q8e Informa- -tion</b>	<b>Q8f paper work</b>	<b>Q8g comply</b>	<b>Q8h payment timing</b>	<b>Q8i payment amt</b>	<b>Q8j match</b>	<b>Q8k review fairly</b>	<b>Q8l reports</b>	<b>Q8m help</b>	<b>Q8n Cate- gories</b>
responses	176	167	169	167	167	161	161	161	164	163	164	180	180	179
no opinion	32	41	46	50	47	51	57	55	50	46	52	77	86	77
Positive														
4's	61	72	75	71	62	64	71	70	75	69	77	63	46	57
5's	46	25	16	19	26	15	24	15	26	24	21	18	40	19
Total	107	97	91	90	88	79	95	85	101	93	98	81	86	76
Negative														
2's	7	4	5	5	6	5	1	2	2	7	0	2	1	6
3's	27	22	24	19	23	23	5	16	8	14	11	17	4	17
Total	34	26	29	24	29	28	6	18	10	21	11	19	5	23

### LSTA Online Survey - Satisfaction Ratings for Statewide Projects

		<b>Q10a CE</b>	<b>Q10b Collection Development</b>	<b>Q10c Literacy</b>	<b>Q10d SMTW</b>	<b>Q10e Virtually Mo</b>	<b>Q10f Video- Conferencing</b>
	responses	183	183	125	102	102	102
	no opinion	64	88	51	19	45	34
Positive	4's	66	62	44	32	27	33
	5's	42	21	22	31	9	13
Total positive		<b>108</b>	<b>83</b>	<b>66</b>	<b>63</b>	<b>36</b>	<b>46</b>
Negative	2's	1	0	1	2	0	0
	3's	6	9	4	2	4	6
Total negative		<b>7</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>6</b>
no opinion		34.97%	48.09%	40.80%	18.63%	44.12%	33.33%

## **Appendix 3**

### **2006 Marketing Survey – Followup**

# **Survey Report**

## **Missouri State Library 2006 Follow-Up Survey Missouri State Library**

**Center for Advanced Social Research  
School of Journalism  
University of Missouri-Columbia  
December 2006**

### **Introduction**

To continue to examine how the general public in Missouri perceives the functions of a library and the quality of library services, the Center for Advanced Social Research (CASR) of Missouri's School of Journalism conducted 1,199 telephone interviews with residents in Missouri in May through August 2006. The survey was sponsored by Missouri State Library Extension.

### **Survey Instrument**

The survey instrument was jointly developed by researchers of Missouri State Library and of CASR. Adequate attention was paid to consistency of question items (in both wording and measurement) between the follow-up survey and the baseline one that was conducted in 1998. It was designed to collect the following information.

- Public access to various types of library
- Public perceptions of library
- Public perceptions of the functions of a library
- Use of library card and library services
- Evaluation of library services
- Evaluation of library staff
- Reasons for using and NOT using library services
- Primary source of information about local communities
- Use of computers and the Internet, and
- Demographics

### **Sampling Methodology**

The Missouri State Library 2006 Follow-Up Survey was based on a random digit dialing (RDD) sample of all residents 18 years of age or older in Missouri. The sample represented the entire population using the U.S. 2000 Census Bureau's statistics in terms of the standard demographic measures. The random aspect of the sample was used to avoid

response bias and to provide representation of both listed and unlisted numbers (including not-yet-listed). The design of the sample ensured this representation by random generation of the last two digits of telephone numbers selected on the basis of valid area code and telephone exchanges.

### **Respondent Selection Method**

The Trolldahl-Carter-Bryant (T-C-B) respondent selection method was used to select eligible respondents from the households randomly selected for the study. The T-C-B method requires that interviewer ask two questions shortly after the introductory statement, “How many adults aged 18 or over live in your household, including yourself?” and “How many of them are women / men?” Based on answers to the two questions, interviewers will then select a designated respondent using one of eight different versions of a selection matrix that appears on the computer screen at random. In so doing, a proper balance of males and females, younger and older adults in a household can be reached. The likelihood of within-sampling-unit non-coverage error is minimized because all eligible respondents in a household are equally considered by the selection method.

At least fifteen (15) attempts were made to complete an interview at every sampled telephone number. The calls were scheduled over days of the week to maximize the chances of making a contact with a potential respondent. All refusals were recontacted at least once in order to attempt to convert them to completed interviews.

### **Field Operation**

One thousand one hundred ninety-nine (1,199) interviews were completed via telephone in May through September 2006 by the trained interviewing and supervising staff of the Center for Advanced Social Research of University of Missouri’s School of Journalism.

## Response rate calculation

Description	Telephone Numbers
A. Total number released	18,135
B. Completed surveys	1,205 <sup>1</sup>
C. Disconnected	8,122
D. Business	1,174
E. Fax	751
F. Ineligible numbers <sup>2</sup>	142
G. Refusals (after two attempts)	1,108
H. Communication barriers <sup>3</sup>	51
I. Ring No Answer <sup>4</sup>	4,984
J. Callbacks <sup>5</sup>	198

$$\text{Response Rate (RR)} = \frac{\text{B}}{\text{B} + \text{G} + \text{J}} = 41.4\%$$

### Notes:

1. Further review of the 1,205 surveys originally completed, six (6) were conducted with people that (1) were younger than 18, (2) did not live in Missouri, and (3) refused most of the question items. Therefore, they were excluded from the final data. The effective sample size is 1,199.
2. The ineligible numbers are defined as those in which there were (1) no adults, (2) no permanent residents, (3) group homes, (4) cell phone, (5) pay phone, and etc.
3. Communication barriers are defined as those that could not be communicated in English, were hearing impaired, and etc.
4. Ring-no-answers are defined as the phone numbers in which no one answered to any of the fifteen attempts made during the period when the project was implemented.
5. Callbacks are defined as the numbers in which someone answered during the project implementation period but a callback was scheduled because the selected person was not available.

### Reference

The American Association for Public Opinion Research. 1998. *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for RDD Telephone Surveys and In-Person Household Surveys*. Ann Arbor, MI: AAPPOR

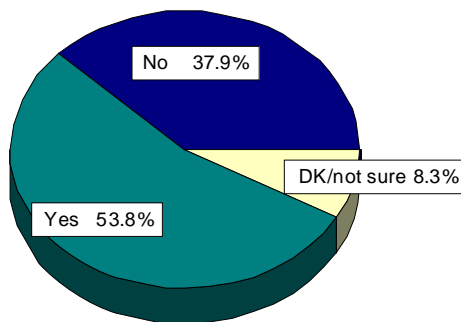
## Survey Findings

The following report summarizes findings of the survey based on 1,199 interviews completed as of September 2006. All the respondents were 18 years of age or older and lived in Missouri when the survey was conducted.

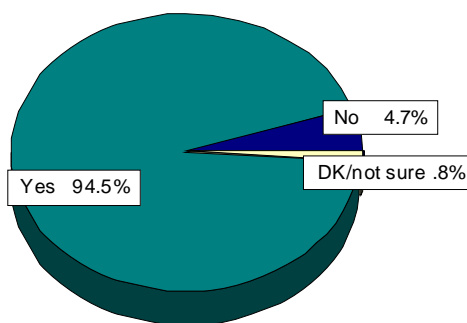
### Public access to various types of library

The first four questions of the survey measured public access to various types of library. They included access to school library, public library, college library, and corporate or special library such as law, medical, and etc.

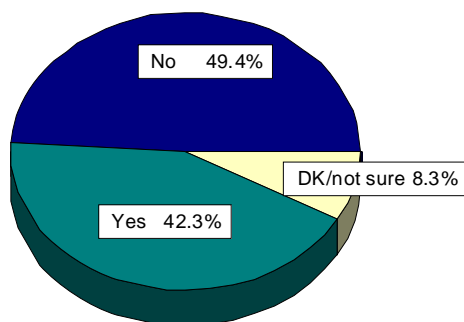
**Access to school library**  
(n=1,199)



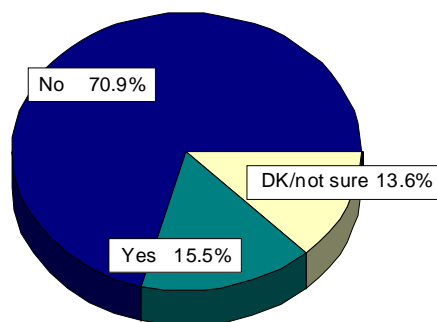
**Access to public library**  
(n=1,199)



**Access to college library  
(n=1,199)**



**Access to corporate or special library  
such as law, medical, etc. (n=1,199)**



**TABLE 1: Compare public access to various types of library in 1998 and 2006**

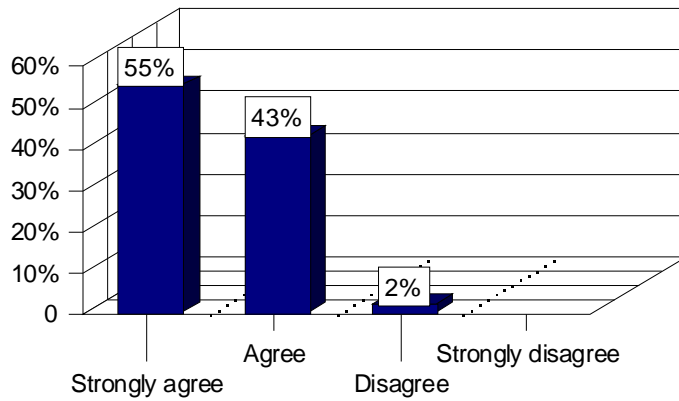
Description of various types of library	Percent (%)	Percent (%)
	1998	2006
School library	58.0	53.8
Public library	94.7	94.5
College library	47.8	42.3
Corporate or special library such as law, etc.	18.4	15.5

**Public perceptions of library**

To be consistent with what was asked in 1998, the 2006 survey measured public perceptions of library. The next six statement questions were “libraries are educational institutions,” “libraries are primarily for children,” “libraries are important to the local community,” “libraries are out of date and obsolete,” “libraries should be supported by taxes,” and “libraries are not worth my community’s support.”

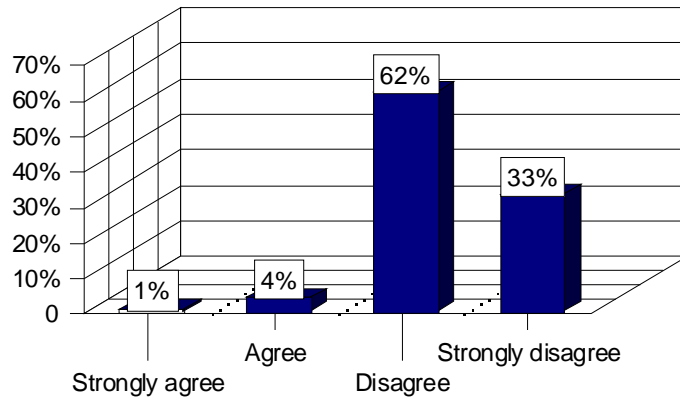


**Libraries are educational institutions**  
**(n=1,193)**



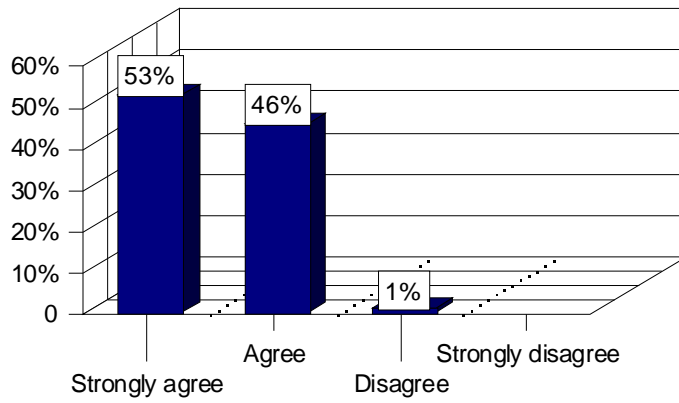
(Average score = 1.47, Standard deviation = .55. 1 = strongly agree)

**Libraries are primarily for children**  
**(n=1,198)**



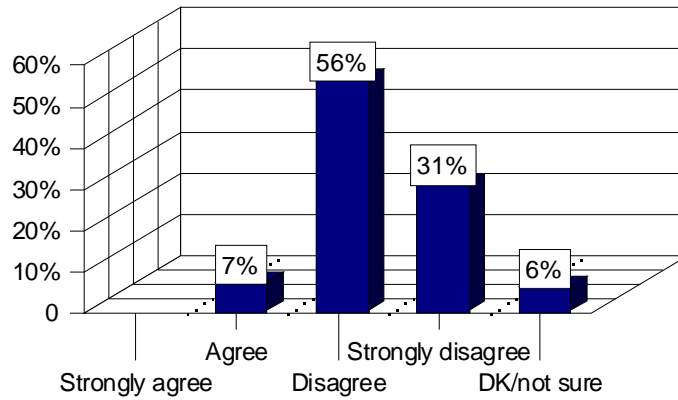
(Average score = 3.25, Standard deviation = .60. 1 = strongly agree)

**Libraries are important to the local community (n=1,194)**



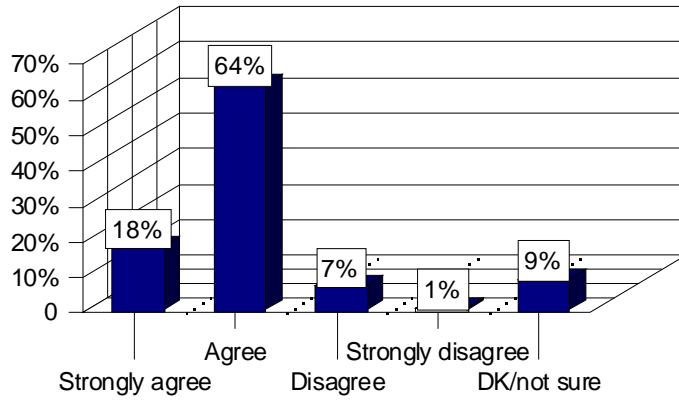
(Average score = 1.48, Standard deviation = .53. 1 = strongly agree)

**Libraries are out of date & obsolete (n=1,199)**



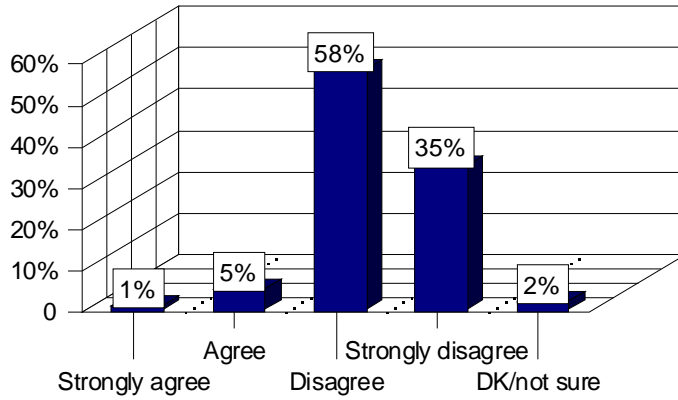
(Average score = 3.23, Standard deviation = .60. 1 = strongly agree)

**Libraries should be supported by taxes  
(n=1,199)**



(Average score = 1.90, Standard deviation = .56. 1 = strongly agree)

**Libraries are not worth my community's  
support (n=1,199)**



(Average score = 3.29, Standard deviation = .59. 1 = strongly agree)

**TABLE I: Comparative mean scores regarding perceptions of library**

Question Items	Mean Score (1998)	Mean Score (2006)
1. Libraries are educational institutions	1.67	1.47
2. Libraries are primarily for children	3.25	3.25
3. Libraries are important to the local community	1.61	1.48
4. Libraries are out of date and obsolete	3.16	3.24
5. Libraries should be supported by taxes	1.86	1.90
6. Libraries are not worth my community's support	3.34	3.29

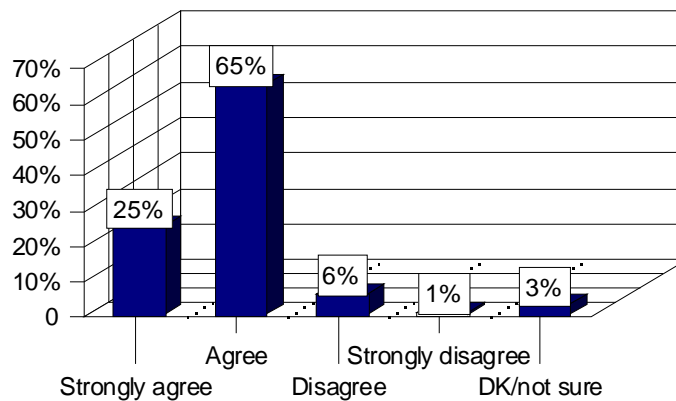
**Notes:**

1. The question items were measured on a 4-point Likert scale ranging from 1 (strongly agree) to 4 (strongly disagree).
2. n = 1,231 in 1998; n = 1,199 in 2006.

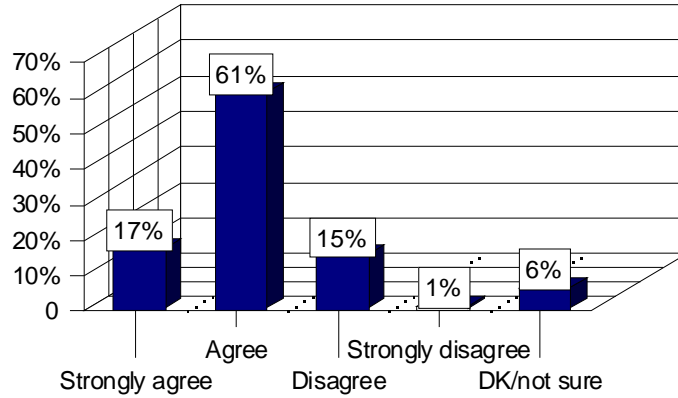
**Public perceptions of the functions of a library**

Functions of a library were measured in almost the exactly same way as in 1998. The question items were slightly modified to reflect what is now available in libraries. For example, in 1998 one of the measures was “Libraries should lend books on tape;” in the current survey it was changed to “Libraries should lend books on tape and CD.”

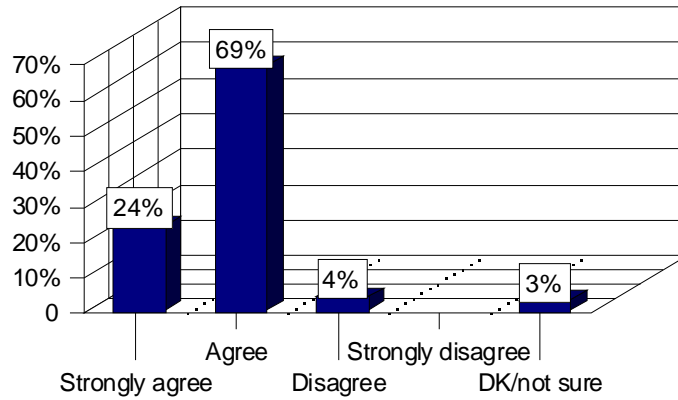
**Libraries should provide computers for the public to use (n=1,199)**



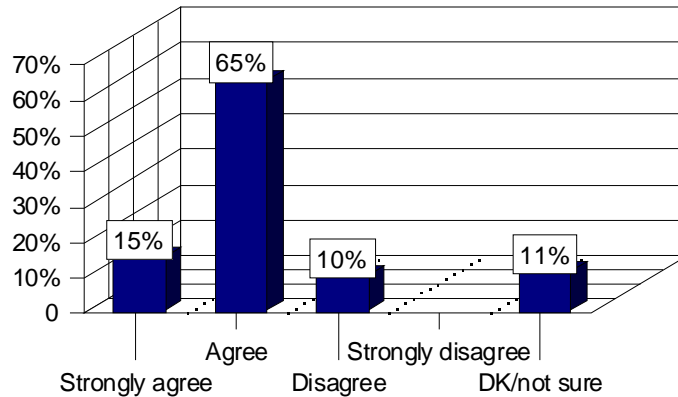
**Libraries should provide educational and entertainment videos and DVDs (n=1,199)**



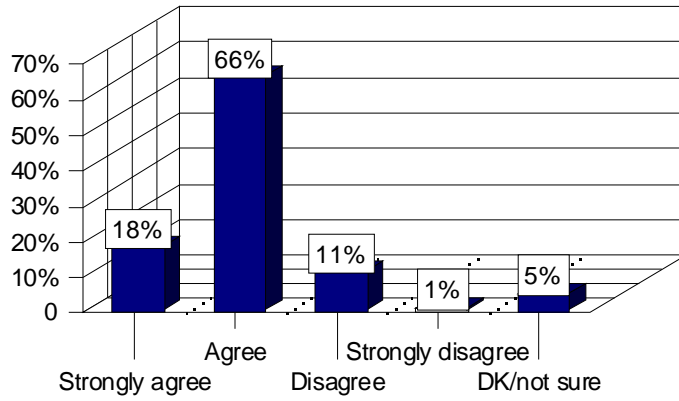
**Libraries should lend books on tape & CD (n=1,199)**



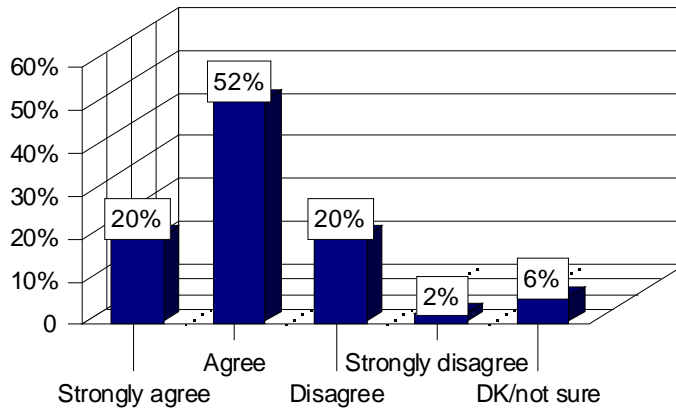
**Libraries should offer electronic books (n=1,199)**



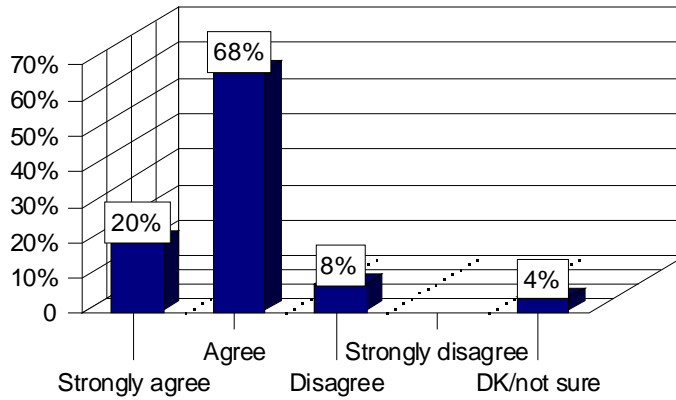
**Libraries should access to the Internet  
(n=1,199)**



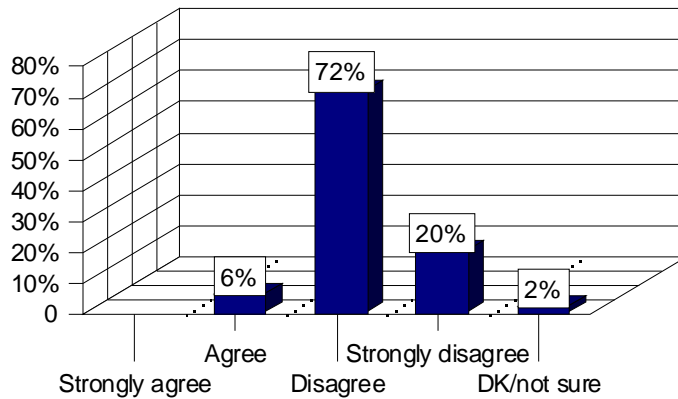
**Libraries should provide literacy services,  
such as GED, English as a 2nd language (n=1,199)**



**Libraries should customize programs or  
services to various groups ... (n=1,199)**



**Libraries should concentrate on books only  
(n=1,199)**



**TABLE II: Comparative mean scores regarding perceptions of the functions of a library**

Score	Question Items	Mean Score	Mean
		(1998)	(2006)
1.	Libraries should provide computers for the public to use	1.98	1.82
2.	Libraries should provide educational & entertainment videos &	2.07	2.00
3.	Libraries should lend books on tape and CD	1.91	1.80
4.	Libraries should offer electronic books	n.a.	1.95
5.	Libraries should offer access to the Internet	2.04	1.94
6.	Libraries should provide literacy services, such as GED, English	1.96	2.04
7.	Libraries should customize programs or services to various groups	1.99	1.87
8.	Libraries should concentrate on books only	3.13	3.13

**Notes:**

1. The question items were measured on a 4-point Likert scale ranging from 1 (strongly agree) to 4 (strongly disagree).
2. “Libraries should offer electronic books” was NOT asked in 1998.
3. n = 1,231 in 1998; n = 1,199 in 2006.

The survey then asked respondents whether there would be other functions that a library should provide. Table 2 lists the “yes” percentages for additional functions.

**TABLE 2: Other functions of a library**

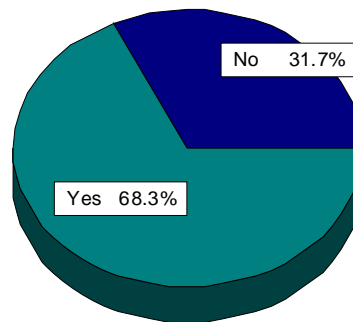
Description of other functions	Percent (%) (1998)	Percent (%) (2006)
Children's/Teens' programs	4.1	9.8
Access/Programs for the disabled	1.2	5.7
Mobile book programs	0.6	4.8
Meeting rooms	2.0	7.3
More research assistance/Research materials	2.4	6.5
More computer access/Computer training	1.8	4.6
Online reference services	n.a.	3.8
Downloadable books	n.a.	2.8
Others – specify	2.4	10.1

As for the specific functions a library should provide, please see Appendix B – Open-Ended Responses.

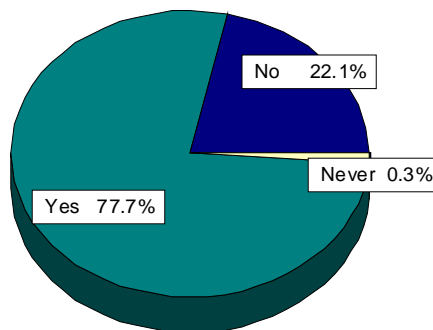
**Use of library card and library services**

As shown below, 68% of the respondents said they currently have a public library card, slightly higher than 66.5% identified in the 1998 baseline survey.

**Do you currently have a public library card? (n=1,195)**



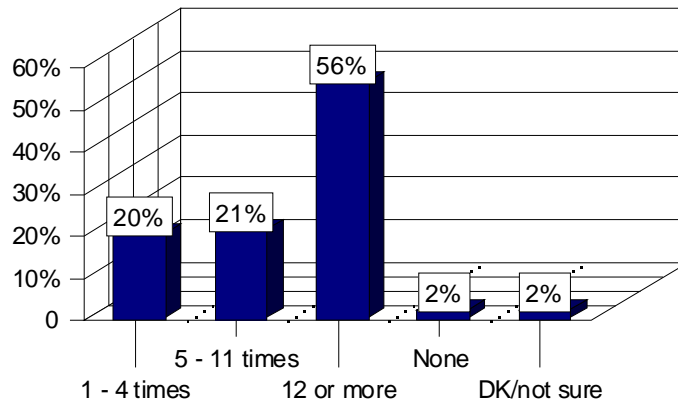
**Have you or a member of your immediate family visited online, or in person, or ...? (n=1,182)**





As shown on the previous page, 78% of the respondents said they or members of their immediate families visited online, or in person, or telephoned a library in the past year. This number was down a little bit compared to 85% self-reported in 1998. To interpret the finding, however, one may need to take adequate caution because the wordings of the items were different: (In 1998) *Have you a member of your immediate family either visited or telephoned a library in the past year?* (In 2006), *Have you a member of your immediate family visited online or in person or telephoned a library in the past year?*

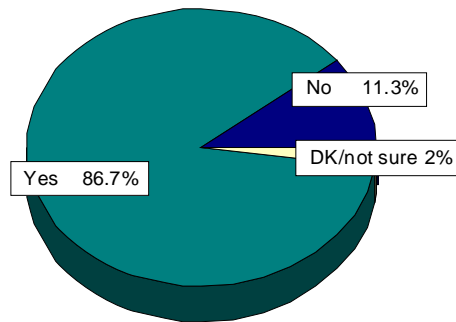
**How many times have you or a member of your immediate family used the library ...? (n=918)**



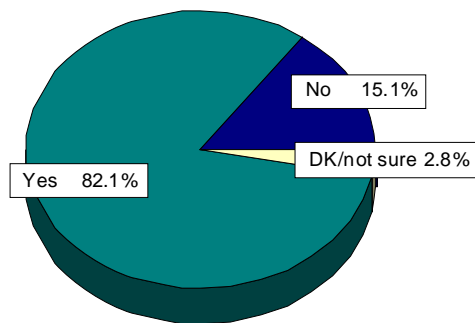
The survey also shows that 56% of those that visited either online or in person or via telephone a library used library services 12 or more times in the past year, compared to 60% in the 1998 study. In addition, 21% used library services 5 to 11 times, and 20% 1 to 4 times in the past year.

The pie charts below show usage of specific services in a library, with the results of the current survey and the 1998 baseline study both being presented.

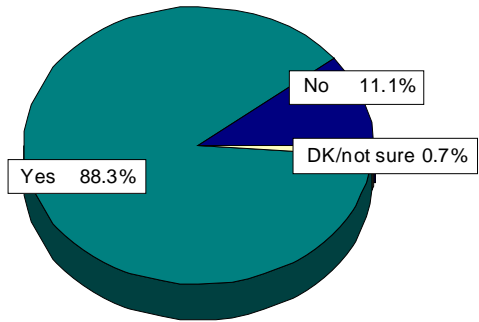
**Asked a question of the library staff or used library materials to find ... (2006)**



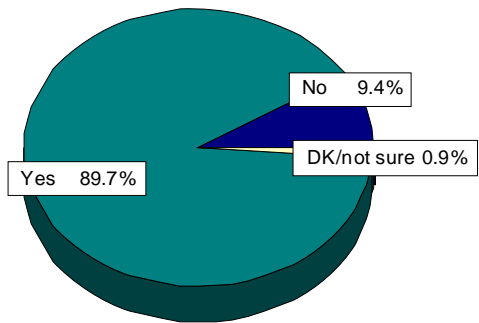
**Asked a question at the reference desk or use reference materials (1998)**



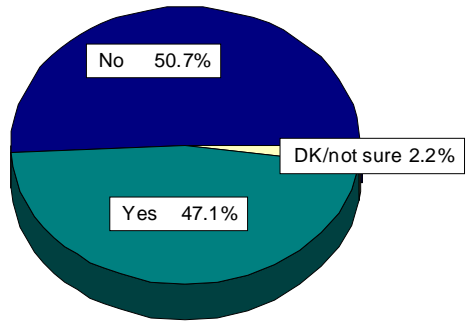
**Checked out a book  
(2006)**



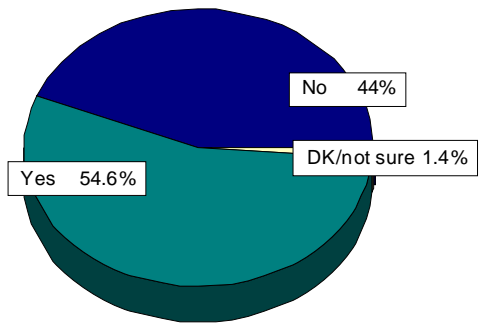
**Check out a book  
(1998)**



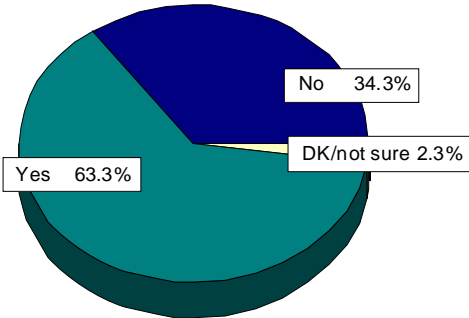
**Read newspapers or magazines  
(2006)**



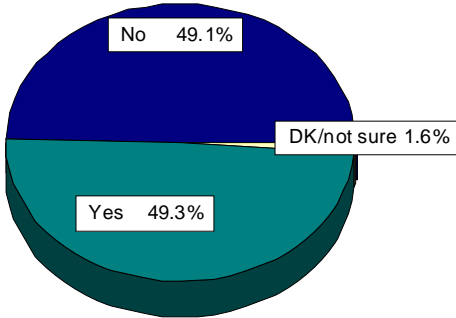
**Read newspapers or magazines  
(1998)**



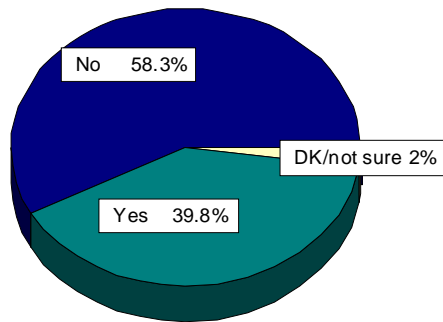
**Used a computer terminal for the library catalog (2006)**



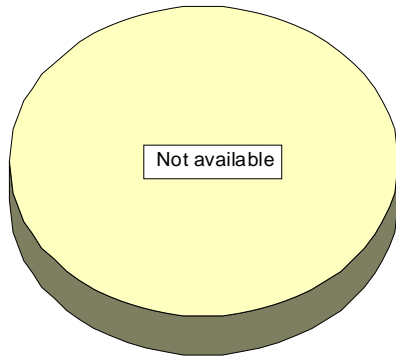
**Used a computer terminal or the Internet (1998)**



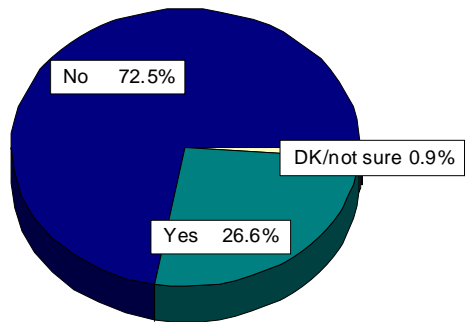
**Used a public access computer terminal  
for Internet search (2006)**



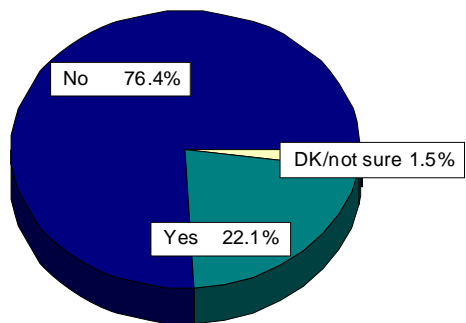
**Similar measure was absent in 1998**



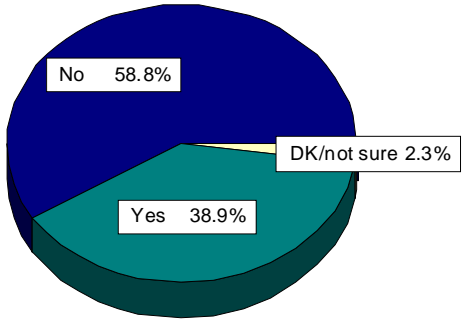
**Attended a library program such as a story hour or lecture (2006)**



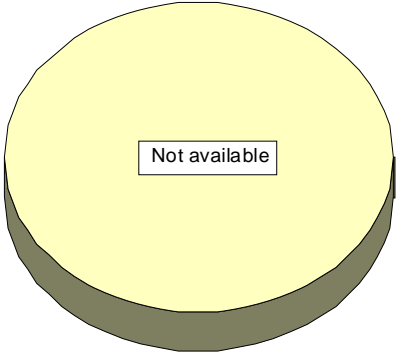
**Attended a library program such as a story hour or lecture (1998)**



**Accessed your local public library's  
resources online (2006)**

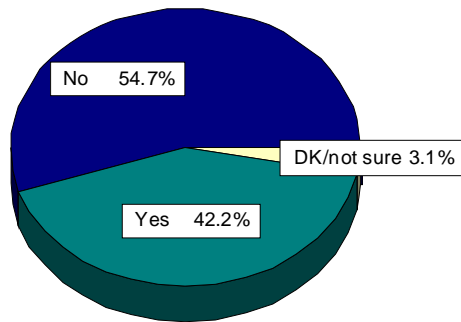


**Similar measure was absent in 1998**

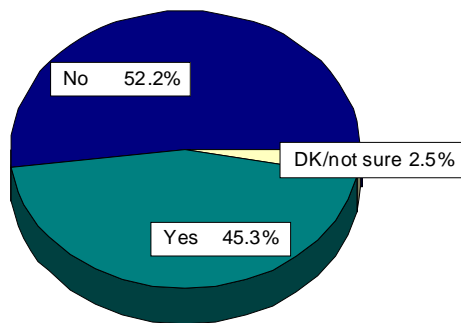




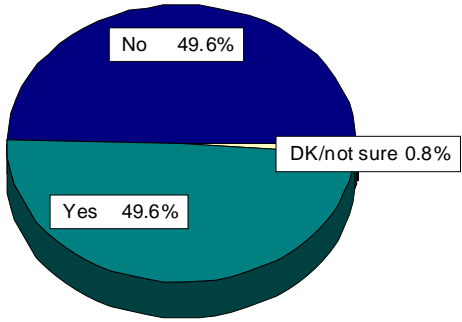
**Used your library to obtain items from another library through Inter-Library (2006)**



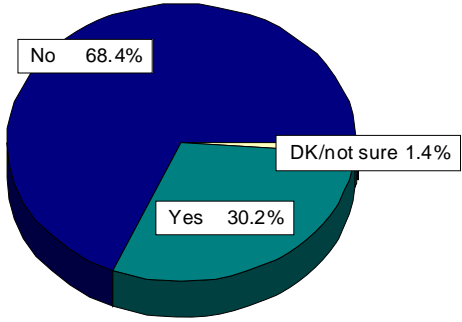
**Use your library to obtain items from another library (1998)**



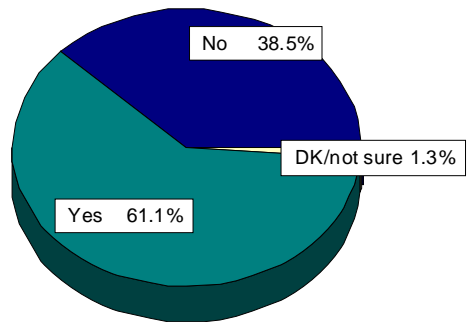
**Checked out CDs, DVDs and video or  
audiotapes (2006)**



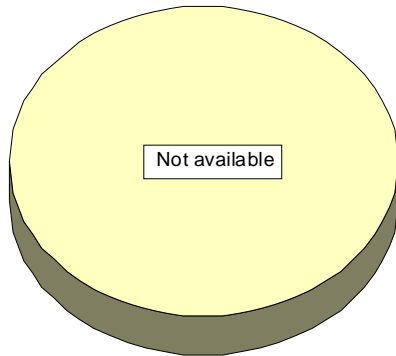
**Checked out CDs and audiotapes  
(1998)**



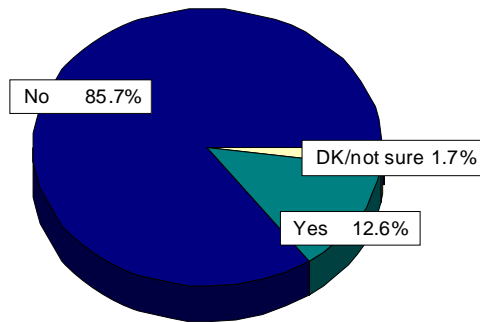
**Used a library database for research or reference (2006)**



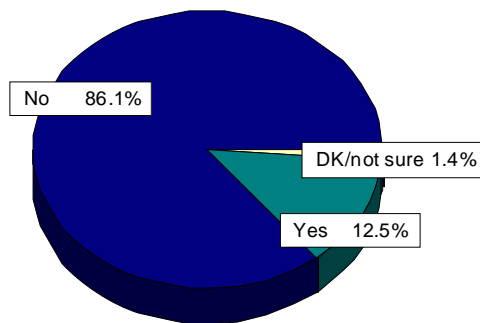
**Similar measure was absent in 1998**



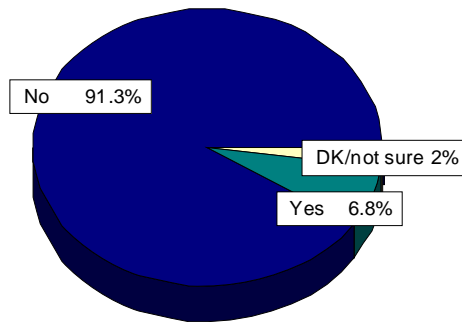
**Borrowed non-English language materials  
such as Spanish, German, etc. (2006)**



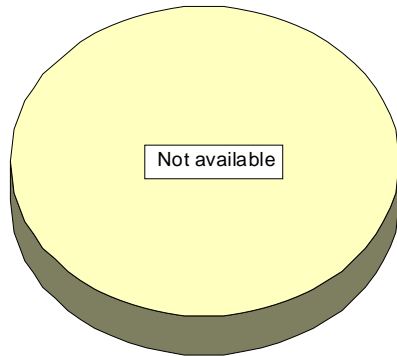
**Borrowed non-English language materials  
(1998)**



**Downloaded e-books, audio-books, or  
MP3 files (2006)**



**Similar measure was absent in 1998**



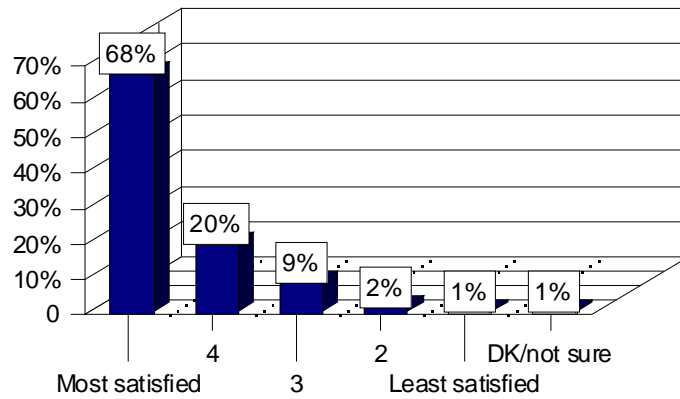
While usage of some of the library services, such as “check out books” (88.3% in 2006 compared to 89.7% in 1998) and “borrow non-English language materials” (12.6% in 2006 versus 12.5% in 1998), remained consistent, more people have “asked a question of the library staff” -- 86.7% versus 82.1% in 1998, “used a computer terminal” -- 63.3% versus 49.3% in 1998, “attended a library program” – 26.6% versus 22.1% in 1998, and “checked out CDs” – 49.6% versus 30.2% in 1998. Reading newspapers or magazines, on the other hand, decreased from 54.6% in 1998 to 47.1% in 2006.

**Evaluation of library services**

To evaluate how users feel about the library services in Missouri, respondents were asked to report level of their satisfaction with a list of features associated with library services. The measures included “location of the library,” “hours open and flexibility,” “the range and variety of items to borrow,” and etc. Majority of the measures were used in the 1998 baseline study.

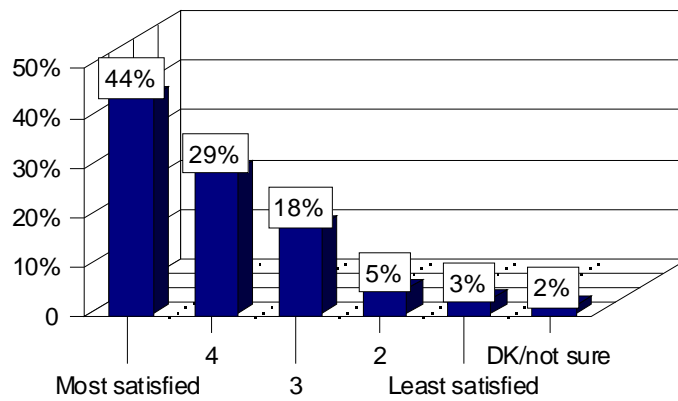
### Satisfaction with location of the library

(n = 903)



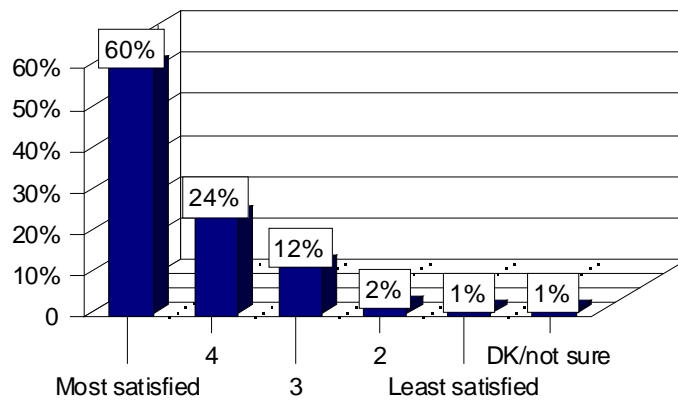
### Hours open and flexibility

(n = 903)

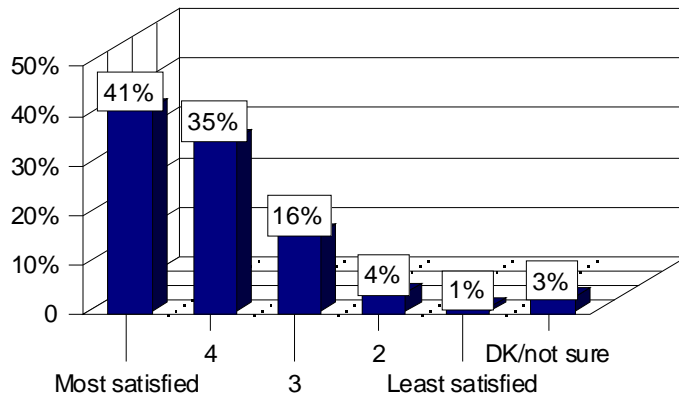


### Library building

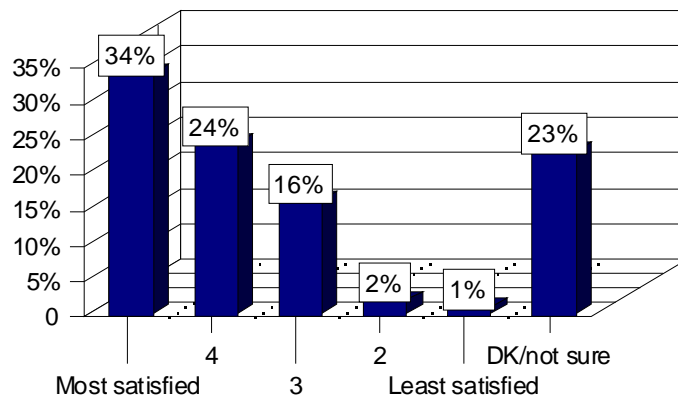
(n = 903)



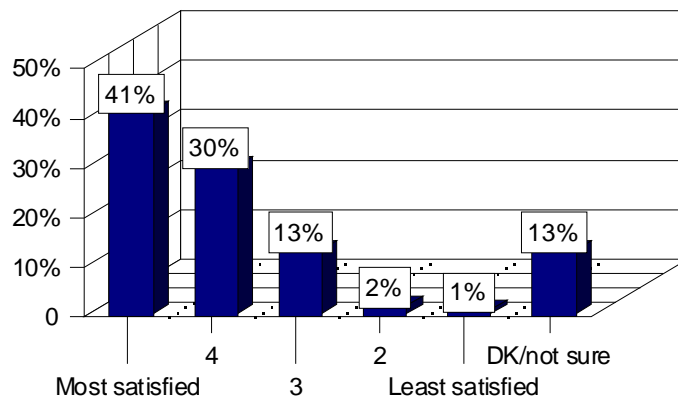
**The range and variety of items to borrow**  
(n = 903)



**Newspapers and magazines available to read**  
(n = 903)

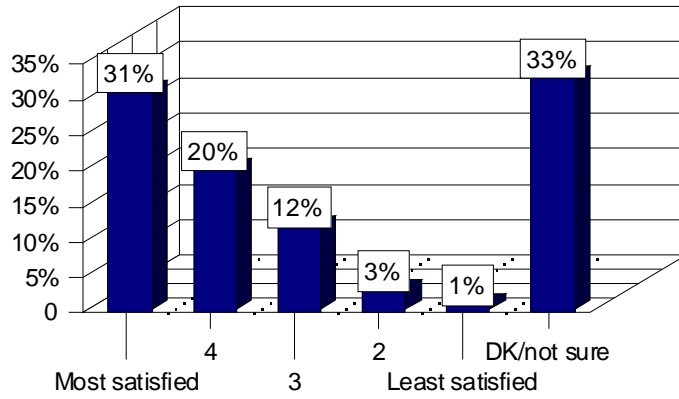


**The reference service**  
(n = 903)



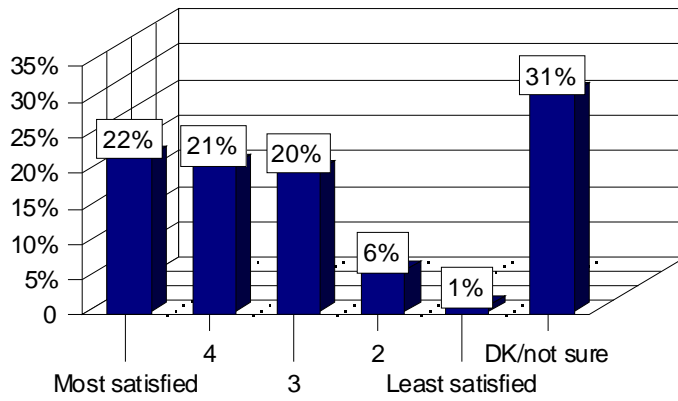
**Programs for children and teens**

(n = 903)



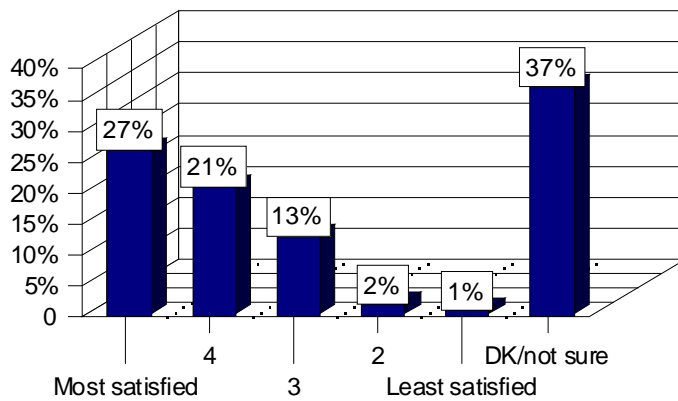
**Programs for adults**

(n = 903)



**Library's website and online services**

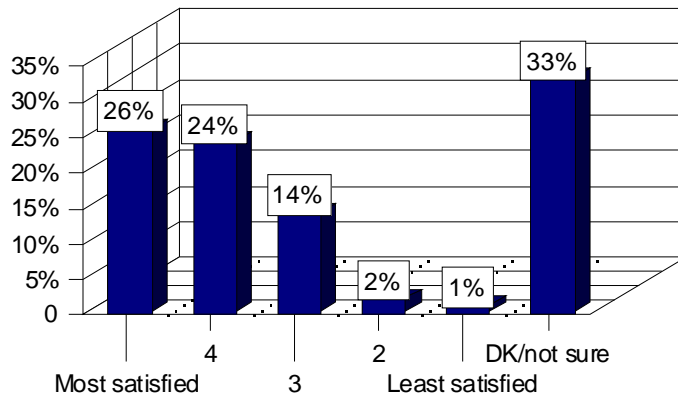
(n = 903)





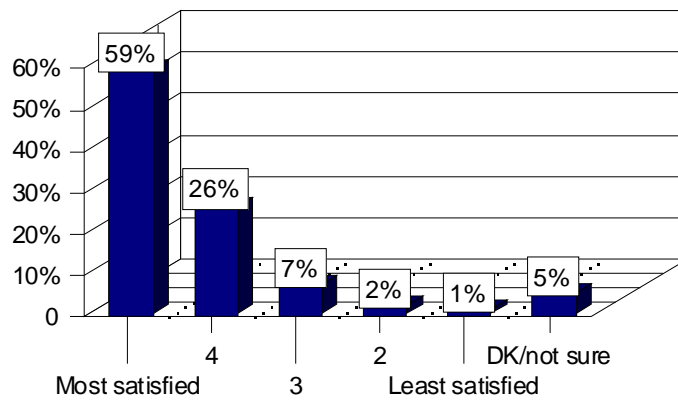
### Internet and other computer services

(n = 903)



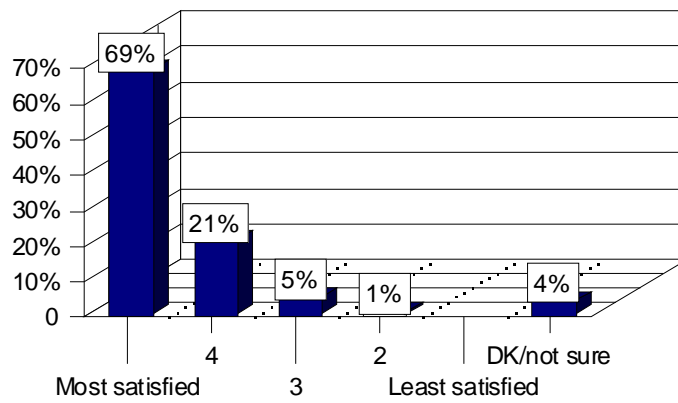
### Assistance in using the library

(n = 903)



### Personal safety

(n = 903)



**TABLE III: Comparative mean scores regarding evaluation of library services in 1998 & 2006**

<b>Question Items</b>	<b>Mean Score (1998)</b>	<b>Mean Score (2006)</b>
1. Location of the library.	4.46	4.54
2. Hours open and flexibility.	4.02	4.09
3. Library building.	4.29	4.41
4. The range and variety of items to borrow.	4.02	4.14
5. Newspapers and magazines available to read.	3.86	4.14
6. The reference service.	3.99	4.24
7. Programs for children and teens.	3.52	4.16
8. Programs for adults.	n.a.	3.82
9. Library's website and online services.	n.a.	4.09
10. Internet and other computer services	4.28	4.10
11. Assistance in using the library	4.54	4.49
12. Personal safety	n.a.	4.64

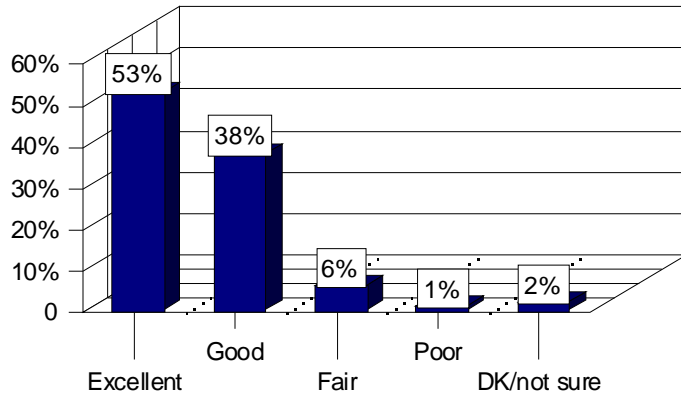
**Notes:**

1. The question items were measured on a 5-point Likert scale ranging from 1 (least satisfied) to 5 (most satisfied).
2. "n.a." indicates that measures of the items were not available in 1998.
3. n = 1,231 in 1998; n = 1,199 in 2006.

**Evaluation of library staff**

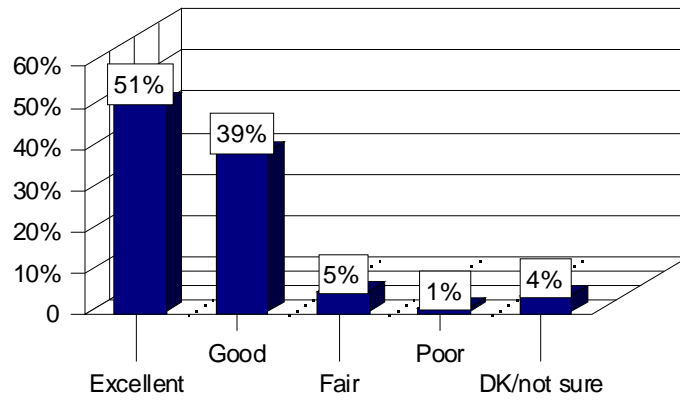
Altogether, four question items were used to evaluate public perception of library staff among the library users. The same four items were used in 1998 as well.

**Attitude of library staff  
(n = 903)**



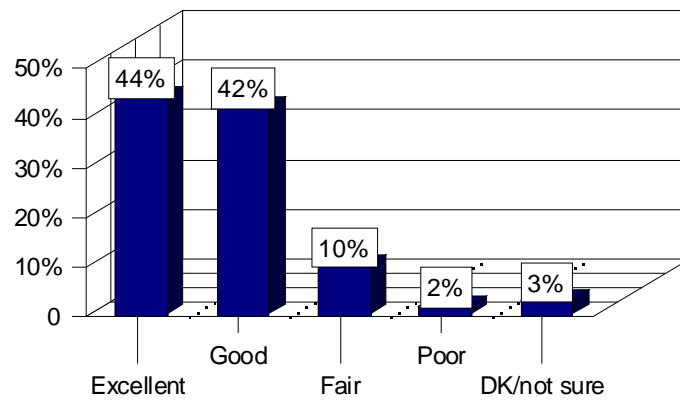
### Knowledge of the library staff

(n = 903)



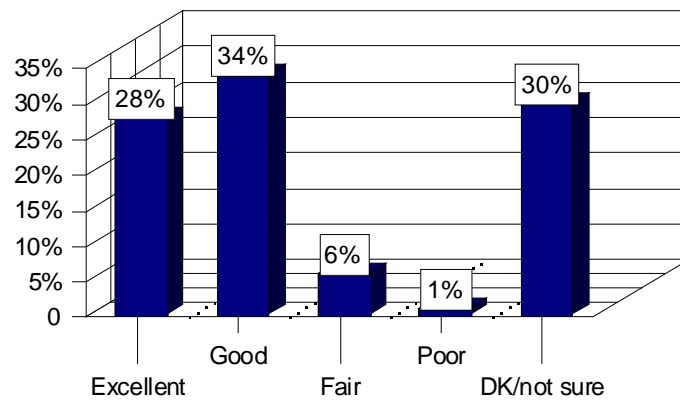
### Availability of the library staff

(n = 903)



### Computer skills of the library staff

(n = 903)



**TABLE IV: Comparative mean scores regarding evaluation of library staff in 1998 & 2006**

Question Items	Mean Score (1998)	Mean Score (2006)
1. Attitude of library staff.	1.64	1.55
2. Knowledge of the library staff.	1.66	1.54
3. Availability of the Library staff.	1.86	1.70
4. Computer skills of the library staff.	1.99	1.71

Notes:

1. The question items were measured on a 4-point Likert scale ranging from 1 (excellent) to 4 (poor).
2. n = 1,231 in 1998; n = 1,199 in 2006.

**Reasons for using and NOT using library services**

Those who did not use a library in the past year were asked why they did not use a library.

**TABLE 3: Main reasons for NOT using a library**

Description of reasons	Percent (%) (1998)	Percent (%) (2006)
I did not need the library	38.3	28.0
I don't read much	4.4	7.2
I get my information elsewhere	12.0	12.2
I didn't have the time	19.1	18.3
Inconvenience	4.9	10.8
Have access to the Internet	n.a.	1.8
Others	14.2	7.2
No particular reason	4.9	11.5
Don't know/Not sure	2.2	3.2

(n = 279)

**TABLE 4A: Most important reason for using a library (n = 1,199)**

Description of reasons	Percent (%) (1998)	Percent (%) (2006)
To obtain reference/information	28.7	19.3
To obtain educational materials	8.0	4.8
To check out popular books	18.4	30.2
For own business	0.5	0.3
To conduct research	16.7	15.3
For school work	3.9	3.8
To use the Internet	0.7	2.3

To read newspapers and magazines	0.7	1.2
To study in a quiet place	0.7	0.3
For leisure or entertainment	7.8	5.1
To get tax forms	0.5	0.5
To attend cultural programs	n.a.	0.4
To attend a literacy class	0.1	n.a.
To use equipment (e.g., word processor or etc.	1.0	0.6
Education/Knowledge	4.2	4.8
Children's books	2.5	2.8
Children's programs	n.a.	0.5
Multimedia materials	0.5	1.8
Free/Cost efficient	0.3	0.8
Attend computer class	n.a.	n.a.
Check email	n.a.	0.1
Others	2.3	3.0
No particular reason	1.5	1.0
Don't know/Not sure	1.1	0.9
Refused	0.1	0.3

**TABLE 4B: Next most important reason for using a library** (*n* = 1,199)

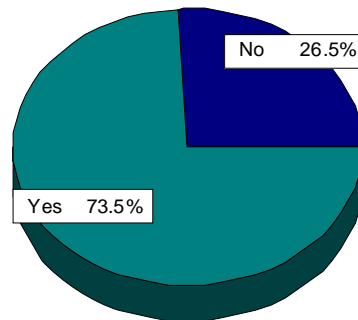
<b>Description of reasons</b>	<b>Percent (%) (1998)</b>	<b>Percent (%) (2006)</b>
To obtain reference/information	14.5	9.6
To obtain educational materials	5.1	5.3
To check out popular books	11.9	12.3
For own business	0.5	0.8
To conduct research	9.9	9.6
For school work	2.3	1.3
To use the Internet	2.6	6.0
To read newspapers and magazines	3.2	2.1
To study in a quiet place	1.4	1.3
For leisure or entertainment	16.0	11.4
To get tax forms	0.4	0.8
To attend cultural programs	0.6	0.5
To attend a literacy class	0.1	n.a.
To use equipment (e.g., word processor or etc.	2.0	1.7
Education/Knowledge	3.3	3.8
Children's books	3.4	2.3
Children's programs	n.a.	1.5
Multimedia materials	3.5	3.6
Free/Cost efficient	0.8	1.8
Attend computer class	n.a.	0.3
Check email	n.a.	0.1
Others	2.3	4.2
No particular reason	14.3	11.8
Don't know/Not sure	1.8	5.8
Refused	n.a.	0.3

**TABLE 4C: Other reasons for using a library**  
**[Only chose checked reported]**

Description of reasons	Percent (%) (1998)	Percent (%) (2006)
To obtain reference/information	n.a.	4.7
To obtain educational materials	n.a.	2.5
To check out popular books	n.a.	1.8
For own business	n.a.	0.2
To conduct research	n.a.	2.8
For school work	n.a.	1.1
To use the Internet	n.a.	2.6
To read newspapers and magazines	n.a.	1.4
To study in a quiet place	n.a.	1.4
For leisure or entertainment	n.a.	4.6
To get tax forms	n.a.	1.4
To attend cultural programs	n.a.	1.0
To attend a literacy class	n.a.	0.1
To use equipment (e.g., word processor or etc.	n.a.	0.7
Education/Knowledge	n.a.	1.9
Children's books	n.a.	1.6
Children's programs	n.a.	2.7
Multimedia materials	n.a.	3.1
Free/Cost efficient	n.a.	1.7
Attend computer class	n.a.	n.a.
Check email	n.a.	n.a.
Others	n.a.	2.1
No particular reason	n.a.	n.a.
Don't know/Not sure	n.a.	n.a.
Refused	n.a.	n.a.

When asked “*In the past year have you purchased books from a bookstore, book club, or from an online book source?*” nearly three-fourth (73.5%) of the respondents answered yes. This finding is very close to the 76.4% reported in the 1998 baseline survey.

**In the past year have you purchased books  
from a bookstore, book club, ...? (n=1,197)**



**TABLE 5: # of hours a week spent on reading books, and etc.**

<b>Number of hours a week</b>	<b>Percent (%) (1998)</b>	<b>Percent (%) (2006)</b>
None	0.6	0.8
Less than 1 hour	3.1	2.8
1 to 10 hours	57.4	59.8
11 to 24 hours	25.8	23.4
25 to 48 hours	9.2	9.5
49 or more hours	1.0	0.8
Don't know/Not sure	2.9	3.6
Refused	0.1	0.1

*(n = 1,199)*

**Primary source of information about local communities**

**TABLE 6: Primary source of information about local communities**

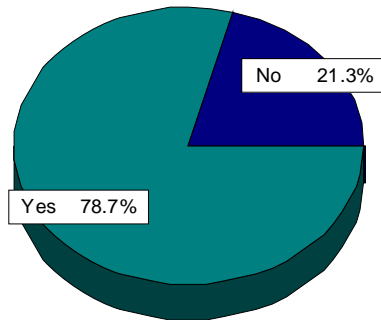
<b>Description of sources of information</b>	<b>Percent (%) (1998)</b>	<b>Percent (%) (2006)</b>
Newspapers	57.4	53.7
Television	13.2	15.6
Radio	4.0	3.7
Magazines	0.5	0.4
Newsletter/Other printed materials	5.6	3.1
Internet	0.6	6.9
Word of mouth	5.0	4.4
Friends/Relatives	1.7	2.1
Library	1.9	1.2
Television and newspaper	2.5	3.7
Others	4.3	2.9
Don't know/Not sure	3.1	2.2
Refused	0.2	0.2

*(n = 1,199)*

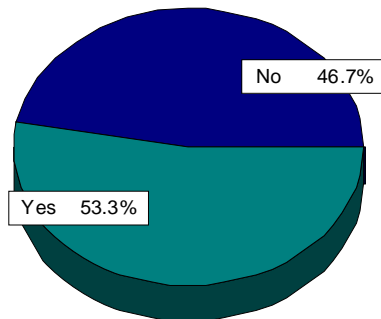


## Use of computers and the Internet

**Do you have at least one working computer at home? (2006)**

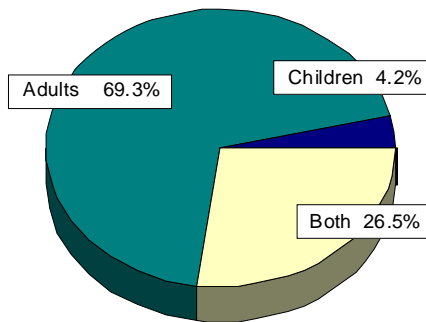


**Do you have at least one working computer at home? (1998)**

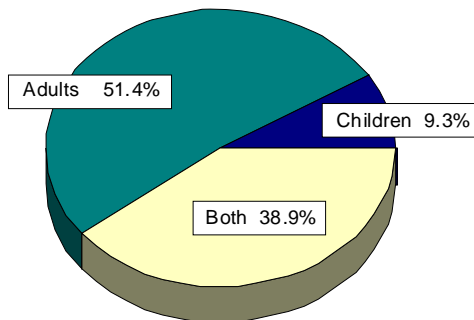


As shown on the previous page, 79% of the people interviewed had at least one working computer at home, a significant increase of about 25% over 53% reported in the 1998 baseline survey.

**Who are the primary users of the computer?  
(2006)**



**Who are the primary users of the computer?  
(1998)**

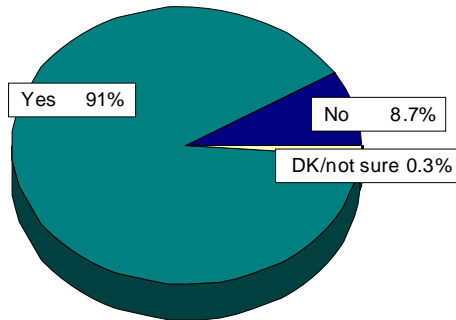


**TABLE 7: # of hours a week spent on using computer at home**

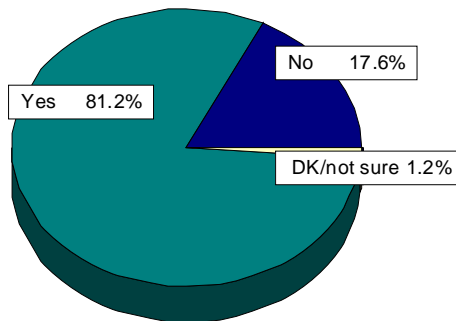
Number of hours using computer at home	Percent (%) (1998)	Percent (%) (2006)
None	2.0	1.9
Less than 1 hour	8.0	7.0
1 to 10 hours	62.0	61.6
11 to 24 hours	18.0	16.8
25 or more hours	8.0	11.1
Don't know/Not sure	2.0	1.7

(n = 1,077)

**Does your home computer have Internet access? (2006)**

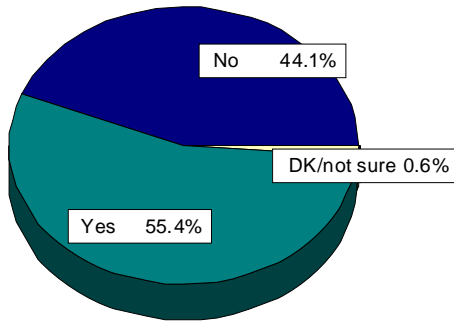


**Does your computer have a modem? (1998)**

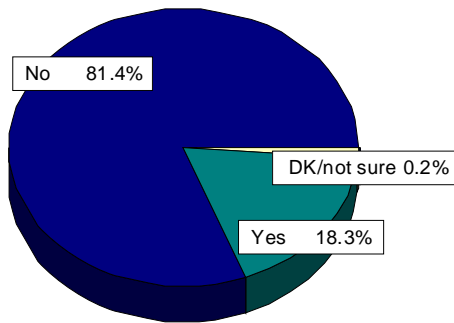


Next, those who had a computer were asked whether they had done the following activities with their computers. Some of the measures of the activities were used in the 1998 baseline survey.

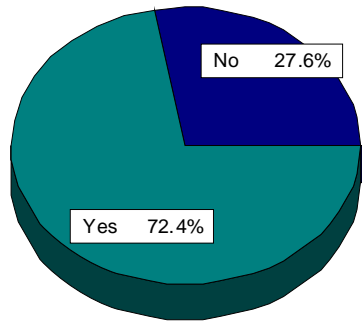
**Banking  
(2006)**



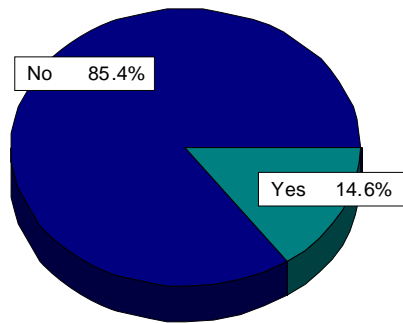
**Banking  
(1998)**



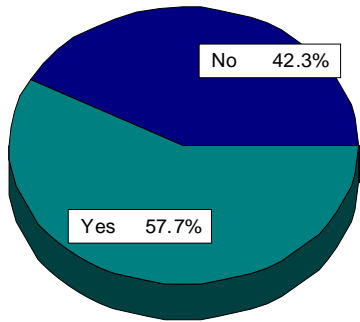
**Online purchasing  
(2006)**



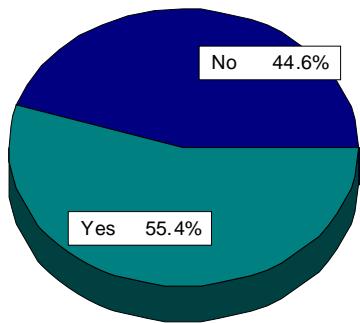
**Order online tickets  
(1998)**



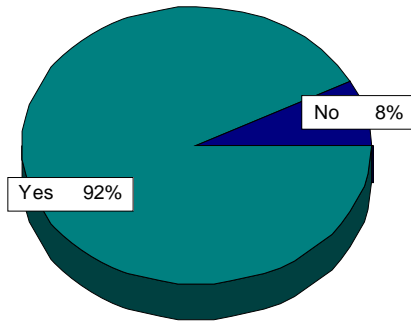
**Read newspapers or magazines  
(2006)**



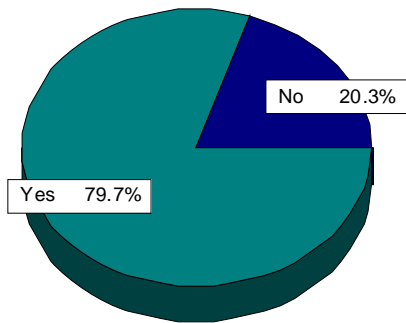
**Read newspapers or magazines  
(1998)**



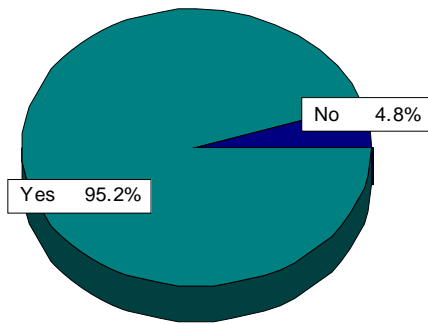
**Communicate with others  
(2006)**



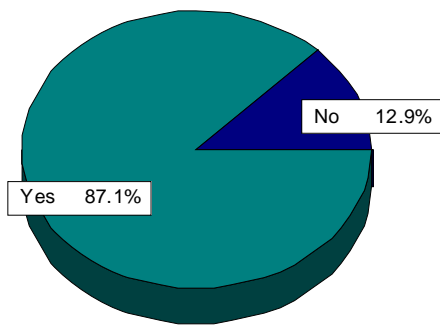
**Communicate with others  
(1998)**



**Research specific information  
(2006)**

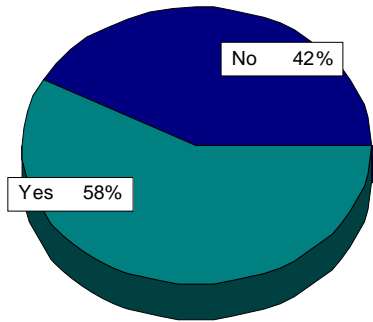


**Research specific information  
(1998)**

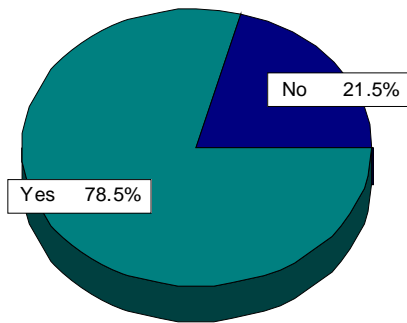




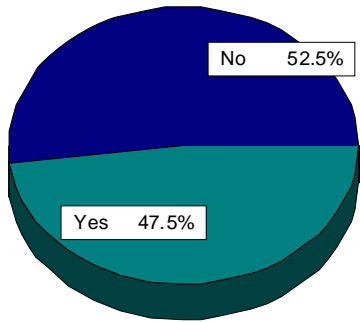
**Play games  
(2006)**



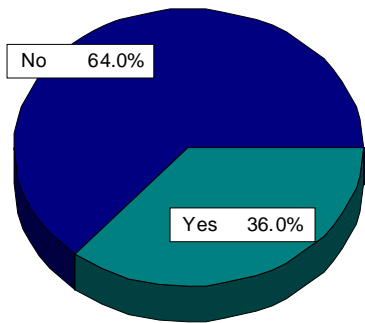
**Play games  
(1998)**



**Search library catalogs or databases  
(2006)**

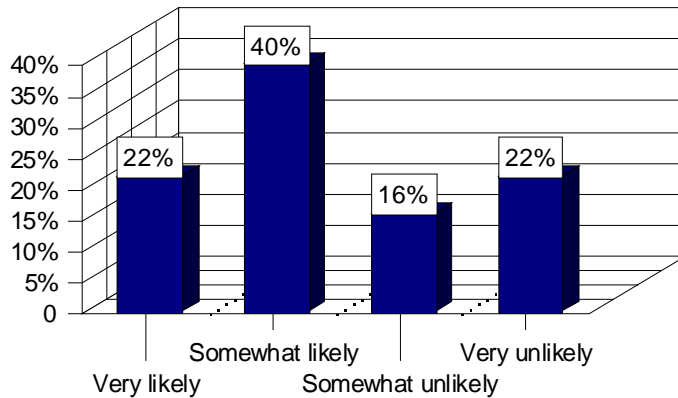


**Search library catalogs  
(1998)**



When asked “*If library services are online in the library nearby where you live, how likely do you think you or a member of your immediate family would use your home computer for the services?*” 22% of the people who did not use computer to search library catalogs or databases said they would very likely, 40% somewhat likely, 16% somewhat unlikely, and 22% very unlikely.

**If library services are online ..., how likely  
do you think you ... would use ...?**

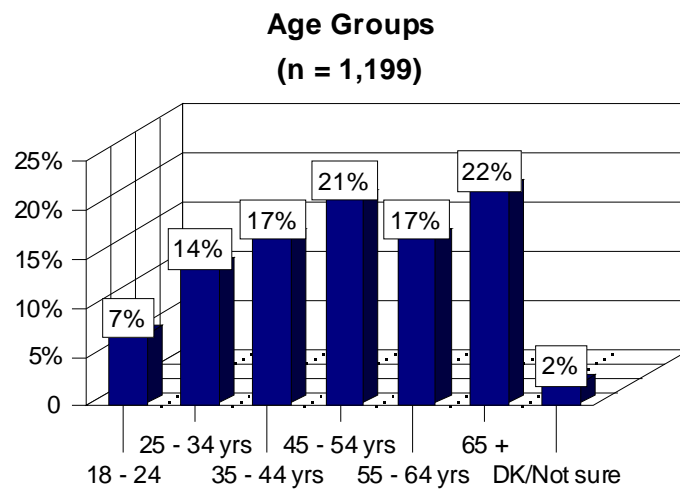


## Demographics

In the end of the survey, demographic information such as age, education, ethnicity, employment status, income, and gender was collected from the respondents. The purpose was to obtain a comprehensive profile of the survey participants for better understanding of the survey results.

### Age

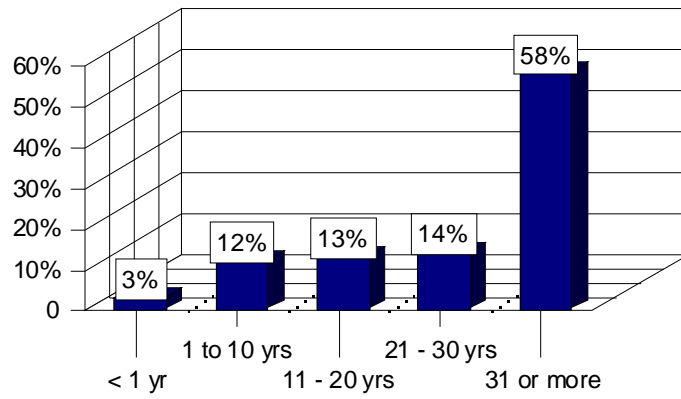
The age groups of the 1,199 respondents are presented below. The average age was 50.1 years, with a standard deviation of 17 years. Their ages ranged from 18 to 95.



### Length of residence in Missouri

On average, the respondents have lived in Missouri for 36.8 years, with a standard deviation of 22.1 years.

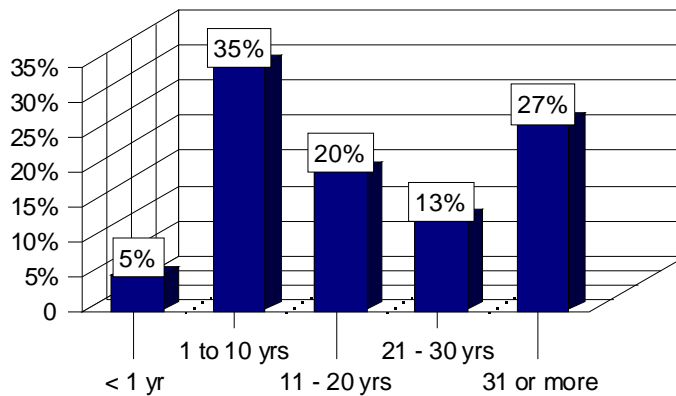
**Length of residence in Missouri  
(n = 1,195)**



### Length of residence in local community

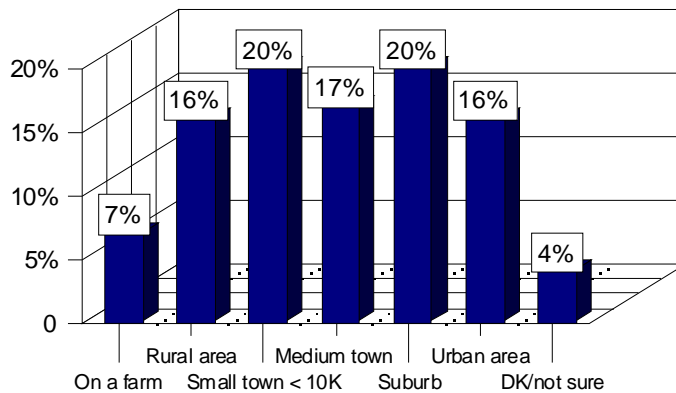
On average, the respondents have lived in their communities for 20.7 years, with a standard deviation of 18.2 years.

**Length of residence in local community**  
(n = 1,196)



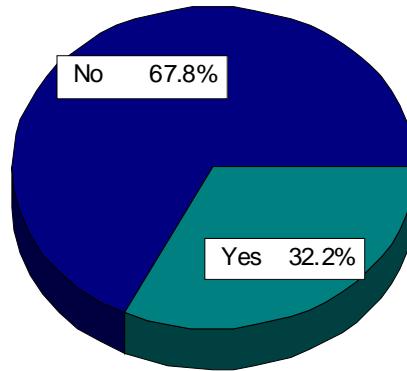
### Location of residence

**Do you live ...?**  
(n = 1,199)



## Having children younger than 18

Do you have children younger than 18  
living in your household? (n=1,199)



## Education

Level of Education

Level of Education	Percent (%)
Less than high school	7.9
High school / GED	24.6
Some university but no degree	23.6
Junior college/2 year degree	7.1
4 year college degree	22.6
Graduate degree or more	13.6
Don't know/Not sure	0.1
Refused	0.5

(n = 1,199)

## Ethnicity

Ethnicity

Categories of ethnicity	Percent (%)
White	85.0
African American	9.2
Latino/Hispanic	1.3
Asian American	1.0
American Indian	1.8
Others	0.3
Don't know/Not sure	0.1
Refused	1.3

(n = 1,199)

## Employment status

**Employment Status**

Description of employment	Percent (%)
Employed full time	45.2
Employed part time	8.5
Self-employed	7.0
Unemployed / out of work	4.0
Student	3.4
Homemaker	3.7
Retired	24.9
Disabled	3.0
Others	0.1
Refused	0.2

(n = 1,199)

## Income

**Annual Household Income**

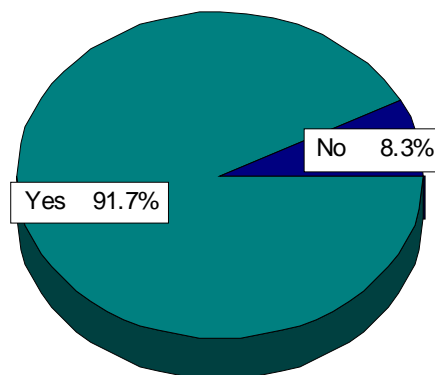
Categories of Income	Percent (%)
Less than \$10,000	6.6
\$10,000 but less than \$25,000	13.8
\$25,000 but less than \$50,000	26.2
\$50,000 but less than \$75,000	16.9
\$75,000 but less than \$100,000	10.2
\$100,000 or more	9.2
Don't know/Not sure	2.9
Refused	14.2

(n = 1,199)

## Registered to vote

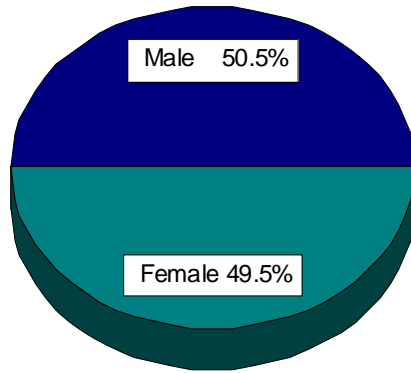
**Are you registered to vote?**

(n=1,198)



**Gender**

**Gender**  
**(n = 1,199)**





## **Appendix 4**

# **On-line Resources Analysis, February 2007**

Initial Phase I Report  
Utilization of Electronic Resources in Missouri

February 2007

Bill Elder

University of Missouri—Columbia  
Office of Social and Economic Data Analysis

## Phase I Report of Utilization of Electronic Resources

This report summarizes the utilization among Missouri users of electronic resources in 2004, 2005 and 2006. A consistent and comparative user database was created for the study. The database is limited to three months in each year and therefore these data are not a comprehensive summary of overall utilization. The purpose of this report is to review the patterns of utilization and change, with a focus on low utilization.

Because utilization is interrelated with user size and connection speed the utilization patterns are described by type of institutional user. Table 1 summarizes the pattern of utilization and Table 2 lists specific users with relatively low utilization, along with key user characteristics.

Based upon the analysis a typology of users is suggested from which to sample a set of low utilization sites for further qualitative analysis aimed at reducing barriers to use at such sites. The analysis suggests that low utilization differs by User Group and that sites for further analysis in phase II should be selected from each of the three groups: DESE, REAL and MERC. However, the threshold for low utilization for DESE and REAL should be 500 or fewer searches, while the threshold for MERC should be 5,000 or fewer searches. Because high utilization is associated with large institutions and high bandwidth, qualitative analysis aimed at understanding barriers to use should begin with a focus on small and medium sized institutions that will have relatively lower bandwidth connections.\* There is variability in the distribution of low utilization sites based on metropolitan or non-metropolitan location. Accordingly, it is recommended that the sample of sites include a selection of Metro and Non-Metro locations. Finally, the pattern of change in utilization appears meaningful, especially where there have been no searches or where the trend is mixed. Accordingly, the selection of low utilization sites should focus on sites with no searches and those with a mixed pattern of use (up one year, but down another). The dimensions include:

- Limited to low utilization sites (under 500 for DESE and REAL under 5,000 for MERC)
- For each user group (MERC, DESE, REAL)
- Among only Small or Medium Size Institutions
- By Metropolitan Status (metro and non-metro)
- For two categories of search trends (none and mixed)

The resulting framework leads to 12 (3 x 2 x 2) analytical categories of users from which to sample representatives for group interviews and site visits. The categories collapse to 10 because there are no MERC sites with “no searches.”

	Trend	Metro		Non-Metro	
		None	Mixed	None	Mixed
<b>DESE</b>		<b>4</b>	<b>23</b>	<b>24</b>	<b>92</b>
<b>REAL</b>		<b>1</b>	<b>7</b>	<b>23</b>	<b>30</b>
<b>MERC</b>		<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>

It is clear that there are substantial interrelationships between user characteristics and utilization (see Table 1). For example, only 70 of the 743 users are MERC institutions.

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\*Our focus is to better understand barriers at low utilization sites. At the same time, it is recognized that strategies for increasing total utilization may seek to maximize use among already high utilization sites.

However, MERC members are overwhelmingly large users with high connection speeds. They accounted for over 72 percent of the 10.4 million searches included in the analytical database. On the other hand, smaller institutions, while accounting for a smaller percent of the searches, nonetheless conducted over 3 million searches and therefore are a significant set of users. Moreover, while large institutions with high connections speeds have a high number of average searches their distributions (coefficient of variation) are relatively less diverse than medium and small institutions.

This analysis provides a descriptive analysis of the utilization of contracted electronic resources available to Missouri Libraries during 2004, 2005 and 2006. The particular focus of this analysis is to identify user characteristics associated with relatively low utilization and declining utilization. The results will inform subsequent qualitative research designed to explain the conditions and practices associated with low utilization and to help formulate recommendations to increase it.

There have been important changes between 2004 and 2007 in the availability of state contracted electronic resources. An assessment of changing utilization patterns requires a focus on a consistently available set of resources whose variations reflect use patterns and not different product availability. During 2004 to 2007 the EbscoHost products were the most consistently available electronic resources under the Missouri state contract. However, an important change was the addition of Ebscohost business information in 2006 and the discontinuation of Gail business resource (BCRC). In order to establish a consistent basis for the comparison of searches, the Gail "BCRC" search counts from 2004 and 2005 were added to the Ebscohost data. Thus, an overall comparative database of search utilization statistics was established. Newsbank utilization has not been included in this analysis because there were significant changes in its availability over this period and the products reflect regional interests. Another report will examine Newsbank utilization for a single year.

Preliminary analysis showed that session and search monthly utilization counts were highly correlated. Accordingly, number of searches was selected as a single measure of utilization for this analysis because it is the most direct measure of utilization.

Demand for on-line electronic resources is seasonal, reflecting the nature of the school year. Such variability in demand could confound a comparative utilization analysis, especially between different types of user institutions. Therefore, search utilization statistics were aggregated for the months of February, March and April over the years 2004, 2005 and 2006. These are months when each type of institutional user was likely to be experiencing full demand for on-line electronic resources. Accordingly, the nearly 10.5 million searches included in this analysis are only a fraction of all the searches conducted in a year under the state contract for electronic resources. The set of searches analyzed are a complete enumeration of searches for a consistent set of resources over a comparable period of time for all state users.

### **Total Utilization**

- A total of 743 institutions conducted over 10.4 million searches.

- The average number of searches was over 14,000 per institution with a relative large standard deviation of 59,892.

### **Utilization by Institution Type**

- DESE represented 69 percent of the institutions and accounted for 19 percent of all searches.
- MERC represented 9.4 percent of the institutions and accounted for 72 percent of all searches.
- REAL represented 17 percent of the institutions and accounted for 8.3 percent of all searches.
- Other types of institutions represented 4 percent of the total and accounted for less than one-half of one percent of all searches.

### **Utilization by Size of Institution**

- Large institutions were 7 percent of the total and accounted for 62 percent of all searches.
- Medium size institutions were 42 percent of the total and accounted for 30 percent of all searches.
- Small size institutions were 51 percent of the total and accounted for 8.3 percent of all searches.

### **Utilization by Connection Speed**

- Institutions with 1.5 mega bits per second (mps) or less connection speeds represented 58 percent of the total and accounted for 13 percent of all searches.
- Institutions with 1.5 to 20 mps connection speeds represented 36 percent of the total and accounted for 28 percent of all searches.
- Institutions with more than 20 mps connection speeds represented 6 percent of the total and accounted for 59 percent of all searches.

## Utilization by Area Type

- Institutions in Metro areas represented a third of the total number of institutions and accounted for 71 percent of the searches.
- Institutions in Non-Metro areas represented two-thirds of all institutions and accounted for 29 percent of the searches.

As the summary above indicates, there are important differences between the REAL, DESE and MERC user communities in their utilization of on-line resources and in their institutional characteristics, especially number of users, size and speed of connection. Accordingly, the next section describes the utilizations patterns of each user group. The category “other” is not described below because it is both relatively small and because it contains very mixed user characteristics.

Appendices are available at the University of Missouri-Columbia, Office of Social and Economic Data Analysis providing detailed tables and listings for user statistics. These include a file of integrated utilizations statistics, an analytical database, cross-tabulations of user characteristics and other descriptive statistics. For copies contact: [elderw@missouri.edu](mailto:elderw@missouri.edu). They are voluminous and therefore not reproduced as part of this report.

## **Utilization by User Type: REAL**

The 127 REAL users (17%) accounted for 860,706 (8.3%) of all searches.

Large REAL users with higher speed connections in Metro Areas account for most searches. Correspondingly, smaller institutions with slower connections in non-metropolitan areas account for a relatively small percent of all searches.

Over 70 of REAL users are located in Non-metropolitan areas. These non-metropolitan REAL users accounted for only five percent of all REAL searches.

Six large REAL users (5% of all REAL users) accounted for 86 percent of all REAL searches (737,049). The 76 small REAL users are 60% of REAL and together accounted for only 14,887 REAL searches (1.8%).

Among REAL users with fewer than 500 searches 89 percent were small institutions, 52 percent have connection speeds of 1.5 or less and 76% were in non-metropolitan areas.

The 127 REAL users 24 (19%) conducted no searches. Over 47% conducted up to 500 searches, 14% conducted 500 to 1,500, 9% conducted between 1,500 and 5,000 and 10% conducted over 5,000 searches.

Among REAL users 17 medium sized and 2 small users conducted 1,500 or more searches. Also, 7 users with 1.5 or less connections speeds and 15 users with less than 20 mps connection speeds conducted 1,500 or more searches.

Of the 103 REAL users that reported any searches, 15 percent had declining numbers of searches for two years; 63 percent had increasing searches in one year but declining in another year; and 22 percent had increasing searches over both year-to-year periods.

Twelve percent of the REAL users with increasing utilization scores were users with relatively few searches. Mixed-trend users accounted for 91 percent of all REAL searches while those with two years of increase accounted for 8 percent of all REAL searches.

Low utilization REAL sites are listed by characteristics in Table 2.

## **Utilization by User Type: DESE**

The 513 DESE users (69%) accounted for 1,976,510 (19%) of all searches.

The 27 (5%) of DESE users that are large institutions accounted for 31 percent of all DESE searches. The 234 Medium sized DESE users (46%) accounted for 56 percent of DESE searches, and the 252 Small sized DESE users (49%) accounted for 13 percent of all DESE searches.

Few (4) large DESE users had less than 5,000 searches. Among medium sized DESE users 18% had fewer than 500 searches while 60% had more than 1,500 searches. Among small sized DESE users 11% had no searches and 49% had fewer than 500. At the same time, about 15 percent of small DESE users had more than 1,500 searches.

There are 320 DESE users (63%) with a 1.5 or less connection speed and 191 DESE users (37%) with connection speeds faster than 1.5mps. About 30 percent of 1.5 percent or slower connection speed users had fewer than 500 searches while less than 2 percent of DESE users with connection speeds over 1.5 had fewer than 500 searches. The higher speed users accounted for 80 percent of all DESE searches.

Nearly 72 percent of DESE users are non-metropolitan and they accounted for 39 percent of all DESE searches—a much higher proportion than among REAL users.

Of the 485 DESE users that reported any searches, 10 percent had declining number of searches for two years; 63 percent had increasing searches in one year but declining in another year; and 27 percent had increasing searches over both year-to-year periods.

The users with mixed search trends accounted for 43 percent of all DESE searches while those with increases over both years accounted for 54 percent of all DESE searches.

Low utilization DESE sites are listed by characteristics in Table 2.



## **Utilization by User Type: MERC**

The 70 MERC users (9.4%) accounted for 7,525,338 (72%) of all searches.

There are 19 large MERC users (27%) accounting for 67% of MERC searches. Medium MERC users were 31% of the group and accounted for 25% of MERC searches while small MERC users were 41% of the group and accounted for 7.4% of all MERC searches.

There were 22 MERC users (31%) with connection speeds of 20 mps or more accounting for 68% of all MERC searches. There were 37 MERC users (53%) with more than 1.5 but less than 20 mps connection speeds accounting for 23% of all searches. There were 11 MERC users (16%) with connection speeds of 1.5 or less accounting for 9% of all MERC searches.

About one-third of MERC users are located in non-metropolitan areas and they accounted for 29% of all MERC searches.

Among the MERC users all but 13 of the 70 institutions completed more than 5,000 searches accounting for nearly all of the MERC searches. Accordingly, while for REAL and DESE users a low utilization threshold of “Less than 500” searches is appropriate, among MERC users a threshold of “less than 5,000” is more appropriate.

Only three MERC users reported declining searches for two years which represents less than one percent of all MERC searches. There were 30 MERC users (43%) that had increasing searches in one year but declining searches in another year representing 32% of all searches. There were 37 MERC users (53%) that had increasing searches over both year-to-year periods representing 67% of all MERC searches.

## **Initial Conclusion**

When utilization is examined in a consistent and comparative database it is clear that there has been a high level of overall utilization – over 10.4 million searches. It is also clear that different user groups account for different concentrations and patterns of utilization. Moreover, it appears that controlling for size and bandwidth a better understanding of factors influencing utilization could arise from additional work focused on Metro and Non-metropolitan users with different multi-year trends. A framework to conduct such an analysis has been recommended.

<b>Table 1: Frequency of Users and Total Searches by User Characteristics</b>							
<b>Total</b>	<b>Frequency</b>	<b>Percent</b>	<b>Searches</b>	<b>Percent</b>	<b>Mean</b>	<b>SD</b>	<b>CV</b>
<b>All Users</b>	743	100.00	10,413,987	100.00	14,016	59,892	427
<b>User Type</b>	<b>Frequency</b>	<b>Percent</b>	<b>Searches</b>	<b>Percent</b>	<b>Mean</b>	<b>SD</b>	<b>CV</b>
<b>DESE</b>	513	69.04	1,976,510	18.98	3,853	8,918	232
<b>MERC</b>	70	9.42	7,525,338	72.26	107,505	161,470	150
<b>OTHER</b>	33	4.44	51,433	0.49	1,559	4,184	269
<b>REAL</b>	127	17.09	860,706	8.26	6,777	33,888	500
<b>Total Searches</b>	<b>Frequency</b>	<b>Percent</b>	<b>Searches</b>	<b>Percent</b>	<b>Mean</b>	<b>SD</b>	<b>CV</b>
<b>0</b>	70	9.42	0	0.00	0	0	0
<b>1 to 500</b>	235	31.63	38,100	0.37	162	139	86
<b>501 to 1500</b>	140	18.84	125,369	1.20	896	300	33
<b>1500 to 5000</b>	124	16.69	352,373	3.38	2,842	1,023	36
<b>Over 5000</b>	174	23.42	9,898,145	95.05	56,886	113,870	200
<b>Size</b>	<b>Frequency</b>	<b>Percent</b>	<b>Searches</b>	<b>Percent</b>	<b>Mean</b>	<b>SD</b>	<b>CV</b>
<b>LARGE</b>	53	7.13	6,430,198	61.75	121,325	176,868	146
<b>MEDIUM</b>	310	41.72	3,122,808	29.99	10,074	33,121	329
<b>SMALL</b>	380	51.14	860,981	8.27	2,266	8,644	381
<b>Connection Speed</b>	<b>Frequency</b>	<b>Percent</b>	<b>Searches</b>	<b>Percent</b>	<b>Mean</b>	<b>SD</b>	<b>CV</b>
<b>1.5 or less</b>	426	58.44	1,322,769	12.72	3,105	26,653	858
<b>1.5 to 20</b>	259	35.53	2,940,312	28.27	11,353	26,011	229
<b>20 or more</b>	44	6.04	6,137,644	59.01	139,491	182,829	131
<b>Area Type</b>	<b>Frequency</b>	<b>Percent</b>	<b>Searches</b>	<b>Percent</b>	<b>Mean</b>	<b>SD</b>	<b>CV</b>
<b>Metro</b>	245	32.97	7,407,019	71.13	30,233	89,695	297
<b>Non-Metro</b>	498	67.03	3,006,968	28.87	6,038	34,815	577

Table 2: Listing of Low Utilization Sites by User Type and Characteristics

Site	User Type	Total Searches	Total Searches Cat.	Speed Cat.	Area Type	Change Score
Atlanta C-3	DESE	0	0	1.5 or less	Non-Metro	
Blackwater R-II	DESE	0	0	1.5 or less	Non-Metro	
Boncl R-X	DESE	0	0	1.5 or less	Non-Metro	
Archie R-V	DESE	0	0	1.5 or less	Metro	
Centerville R-I	DESE	0	0	1.5 or less	Non-Metro	
Golden City R-III	DESE	0	0	1.5 or less	Non-Metro	
Hale R-I	DESE	0	0	1.5 or less	Non-Metro	
Higbee R-VIII	DESE	0	0	1.5 or less	Non-Metro	
Holliday C-2	DESE	0	0	1.5 or less	Non-Metro	
Hudson R-IX	DESE	0	0	1.5 or less	Non-Metro	
Iron Co C-4	DESE	0	0	1.5 or less	Non-Metro	
Leesville R-IX	DESE	0	0	1.5 or less	Non-Metro	
Livingston Co R-III	DESE	0	0	1.5 or less	Non-Metro	
Mirabile C-1	DESE	0	0	1.5 or less	Non-Metro	
Montrose R-XIV	DESE	0	0	1.5 or less	Non-Metro	
Nevada R-V	DESE	0	0	1.5 to 20	Non-Metro	
New York R-IV	DESE	0	0	1.5 or less	Non-Metro	
Northwestern R-I	DESE	0	0	1.5 or less	Non-Metro	
Orrick R-XI	DESE	0	0	1.5 or less	Metro	
Pattonsburg R-II	DESE	0	0	1.5 or less	Non-Metro	
Pettis Co R-V	DESE	0	0	1.5 to 20	Non-Metro	
Ridgeway R-V	DESE	0	0	1.5 or less	Non-Metro	
Roscoe C-1	DESE	0	0	1.5 or less	Non-Metro	
Strasburg C-3	DESE	0	0	1.5 or less	Metro	
Success R-VI	DESE	0	0	1.5 or less	Non-Metro	
Swedeborg R-III	DESE	0	0	1.5 or less	Non-Metro	
Tina-Avalon R-II	DESE	0	0	1.5 or less	Non-Metro	
Wellston	DESE	0	0	1.5 to 20	Metro	
Crawford Co R-II	DESE	1	1 to 500	1.5 to 20	Non-Metro	1
Newburg R-II	DESE	1	1 to 500	1.5 or less	Non-Metro	1
Shawnee R-III	DESE	1	1 to 500	1.5 or less	Non-Metro	1
Belleview R-III	DESE	3	1 to 500	1.5 or less	Non-Metro	1
Buchanan Co R-IV	DESE	3	1 to 500	1.5 or less	Metro	1
Lawson R-XIV	DESE	3	1 to 500	1.5 to 20	Metro	1
Hermitage R-IV	DESE	4	1 to 500	1.5 or less	Non-Metro	1
Howard Co R-II	DESE	4	1 to 500	1.5 or less	Non-Metro	1
Manes R-V	DESE	4	1 to 500	1.5 or less	Non-Metro	1
Avenue City R-IX	DESE	8	1 to 500	1.5 or less	Metro	1
Malta Bend R-V	DESE	8	1 to 500	1.5 or less	Non-Metro	1
Orearville R-IV	DESE	9	1 to 500	1.5 or less	Non-Metro	1
Southwest Livingston Co R-I	DESE	9	1 to 500	1.5 or less	Non-Metro	1
Revere C-3	DESE	10	1 to 500	1.5 or less	Non-Metro	1

Spickard R-II	DESE	10	1 to 500	1.5 or less	Non-Metro	1
Altenburg 48	DESE	11	1 to 500	1.5 or less	Non-Metro	1

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Site	User Type	Total Searches	Total Searches Cat.	Speed Cat.	Area Type	Change Score
Junction Hill C-12	DESE	11	1 to 500	1.5 or less	Non-Metro	1
Lesterville R-IV	DESE	11	1 to 500	1.5 to 20	Non-Metro	2
Wyaconda C-1	DESE	11	1 to 500	1.5 or less	Non-Metro	1
Pemiscot Co R-III	DESE	13	1 to 500	1.5 or less	Non-Metro	1
Scott Co Central R-V	DESE	13	1 to 500	1.5 to 20	Non-Metro	1
Gilliam C-4	DESE	16	1 to 500	1.5 or less	Non-Metro	1
Pettis Co R-XII	DESE	16	1 to 500	1.5 or less	Non-Metro	1
Sunrise R-IX	DESE	16	1 to 500	1.5 or less	Metro	1
Callao C-8	DESE	17	1 to 500	1.5 or less	Non-Metro	2
Senath-Hornersville C-8	DESE	17	1 to 500	1.5 or less	Non-Metro	0
Everton R-III	DESE	20	1 to 500	1.5 or less	Non-Metro	1
Union Star R-II	DESE	20	1 to 500	1.5 or less	Non-Metro	1
Miami R-I	DESE	21	1 to 500	1.5 or less	Non-Metro	1
Dent-Phelps R-III	DESE	22	1 to 500	1.5 or less	Non-Metro	1
Howell Valley R-I	DESE	22	1 to 500	1.5 or less	Non-Metro	0
Spring Bluff R-XV	DESE	23	1 to 500	1.5 or less	Metro	1
Laredo R-VII	DESE	24	1 to 500	1.5 or less	Non-Metro	2
Hardeman R-X	DESE	27	1 to 500	1.5 or less	Non-Metro	1
Ripley Co R-IV	DESE	28	1 to 500	1.5 or less	Non-Metro	1
Shell Knob 78	DESE	29	1 to 500	1.5 or less	Non-Metro	1
Mark Twain R-VIII	DESE	34	1 to 500	1.5 or less	Non-Metro	1
Ripley Co R-III	DESE	36	1 to 500	1.5 or less	Non-Metro	1
Exeter R-VI	DESE	43	1 to 500	1.5 or less	Non-Metro	1
Stoutland R-II	DESE	50	1 to 500	1.5 to 20	Non-Metro	1
Halfway R-III	DESE	52	1 to 500	1.5 or less	Non-Metro	1
Laclede Co R-I	DESE	55	1 to 500	1.5 or less	Non-Metro	2
Pemiscot Co Special School District	DESE	55	1 to 500	1.5 or less	Non-Metro	0
Missouri School for the Deaf	DESE	55	1 to 500	1.5 to 20	Non-Metro	1
Maryville R-II	DESE	59	1 to 500	1.5 to 20	Non-Metro	0
Kirbyville R-VI	DESE	66	1 to 500	1.5 or less	Non-Metro	0
Missouri School for the Blind	DESE	66	1 to 500	1.5 or less	Metro	1
Plainview R-VIII	DESE	67	1 to 500	1.5 or less	Non-Metro	1
Bunker R-III	DESE	68	1 to 500	1.5 or less	Non-Metro	1
Marion Co R-II	DESE	68	1 to 500	1.5 or less	Non-Metro	1
Glenwood R-VIII	DESE	70	1 to 500	1.5 or less	Non-Metro	1
Oak Hill R-I	DESE	70	1 to 500	1.5 or less	Non-Metro	2
Avilla R-13	DESE	71	1 to 500	1.5 or less	Metro	1
Kingston K-14	DESE	71	1 to 500	1.5 to 20	Non-Metro	1
Stet R-XV	DESE	71	1 to 500	1.5 or less	Metro	1
Westview C-6	DESE	71	1 to 500	1.5 or less	Metro	0
West Platte R-II	DESE	73	1 to 500	1.5 or less	Metro	1
Sweet Springs R-VII	DESE	75	1 to 500	1.5 or less	Non-Metro	2

Site	User Type	Total Searches	Total Searches Cat.	Speed Cat.	Area Type	Change Score
Kingston 42	DESE	77	1 to 500	1.5 or less	Non-Metro	1
Cassville R-IV	DESE	78	1 to 500	1.5 or less	Non-Metro	0
Taneyville R-II	DESE	80	1 to 500	1.5 or less	Non-Metro	1
Chadwick R-I	DESE	85	1 to 500	1.5 or less	Metro	1
Iberia R-V	DESE	85	1 to 500	1.5 or less	Non-Metro	1
Brookfield R-III	DESE	88	1 to 500	1.5 to 20	Non-Metro	1
Breckenridge R-I	DESE	91	1 to 500	1.5 or less	Non-Metro	0
Jasper Co R-V	DESE	91	1 to 500	1.5 to 20	Metro	1
Fairview R-XI	DESE	92	1 to 500	1.5 or less	Non-Metro	2
Jefferson Co R-VII	DESE	92	1 to 500	1.5 or less	Metro	1
Northeast Nodaway Co R-V	DESE	95	1 to 500	1.5 or less	Non-Metro	1
Otterville R-VI	DESE	96	1 to 500	1.5 or less	Non-Metro	1
Prairie Home R-V	DESE	96	1 to 500	1.5 or less	Non-Metro	1
Clinton Co R-III	DESE	98	1 to 500	1.5 or less	Metro	1
Tarkio R-I	DESE	101	1 to 500	1.5 or less	Non-Metro	1
Osborn R-O	DESE	103	1 to 500	1.5 or less	Non-Metro	0
Southland C-9	DESE	104	1 to 500	1.5 or less	Non-Metro	2
Clarksburg C-2	DESE	108	1 to 500	1.5 or less	Non-Metro	0
Renick R-V	DESE	109	1 to 500	1.5 or less	Non-Metro	1
La Monte R-IV	DESE	117	1 to 500	1.5 or less	Non-Metro	1
Delta C-7	DESE	124	1 to 500	1.5 or less	Non-Metro	2
Scott City R-I	DESE	127	1 to 500	1.5 or less	Non-Metro	1
Hume R-VIII	DESE	130	1 to 500	1.5 or less	Non-Metro	1
West Nodaway Co R-1	DESE	133	1 to 500	1.5 or less	Non-Metro	1
Dadeville R-II	DESE	135	1 to 500	1.5 or less	Non-Metro	1
Bucklin R-II	DESE	136	1 to 500	1.5 or less	Non-Metro	1
North Shelby	DESE	145	1 to 500	1.5 or less	Non-Metro	1
Clark Co R-I	DESE	148	1 to 500	1.5 or less	Non-Metro	1
Scotland Co R-I	DESE	149	1 to 500	1.5 or less	Non-Metro	1
Lutie R-VI	DESE	153	1 to 500	1.5 or less	Non-Metro	2
Brentwood	DESE	155	1 to 500	1.5 or less	Metro	1
Mountain Grove R-III	DESE	161	1 to 500	1.5 to 20	Non-Metro	1
Newtown-Harris R-III	DESE	162	1 to 500	1.5 or less	Non-Metro	2
Gideon 37	DESE	163	1 to 500	1.5 to 20	Non-Metro	1
Gorin R-III	DESE	163	1 to 500	1.5 or less	Non-Metro	0
Kelso C-7	DESE	174	1 to 500	1.5 or less	Non-Metro	2
Van Buren R-I	DESE	174	1 to 500	1.5 or less	Non-Metro	1
North Mercer Co R-III	DESE	175	1 to 500	1.5 or less	Non-Metro	0
Silex R-I	DESE	181	1 to 500	1.5 to 20	Metro	1
Davis R-XII	DESE	185	1 to 500	1.5 or less	Non-Metro	1
Thayer R-II	DESE	185	1 to 500	1.5 or less	Non-Metro	0
Ballard R-II	DESE	191	1 to 500	1.5 or less	Non-Metro	1
Cole Co R-I	DESE	198	1 to 500	1.5 or less	Non-Metro	0

Site	User Type	Total Searches	Total Searches Cat.	Speed Cat.	Area Type	Change Score
Hollister R-V	DESE	216	1 to 500	1.5 or less	Non-Metro	0
Rock Port R-II	DESE	217	1 to 500	1.5 or less	Non-Metro	2
Wheaton R-III	DESE	228	1 to 500	1.5 or less	Non-Metro	1
Missouri City 56	DESE	231	1 to 500	1.5 or less	Metro	1
Grandview R-II	DESE	233	1 to 500	1.5 or less	Metro	2
Lonedell R-XIV	DESE	236	1 to 500	1.5 or less	Metro	1
Cainsville R-I	DESE	239	1 to 500	1.5 or less	Non-Metro	1
Riverview Gardens	DESE	240	1 to 500	1.5 to 20	Metro	1
Plato R-V	DESE	242	1 to 500	1.5 or less	Non-Metro	1
Holcomb R-III	DESE	243	1 to 500	1.5 or less	Non-Metro	1
Billings R-IV	DESE	253	1 to 500	1.5 or less	Metro	1
Santa Fe R-X	DESE	254	1 to 500	1.5 to 20	Metro	1
Southern Reynolds Co R-II	DESE	256	1 to 500	1.5 or less	Non-Metro	1
Fair Play R-II	DESE	259	1 to 500	1.5 or less	Non-Metro	2
Bismarck R-V	DESE	262	1 to 500	1.5 to 20	Non-Metro	1
West St Francois Co R-IV	DESE	272	1 to 500	1.5 to 20	Non-Metro	1
Norborne R-VIII	DESE	275	1 to 500	1.5 or less	Non-Metro	2
Grundy Co R-V	DESE	276	1 to 500	1.5 or less	Non-Metro	1
Oak Ridge R-VI	DESE	276	1 to 500	1.5 or less	Non-Metro	1
Seneca R-VII	DESE	276	1 to 500	1.5 to 20	Metro	1
Niangua R-V	DESE	278	1 to 500	1.5 or less	Metro	0
Miller Co R-III	DESE	281	1 to 500	1.5 or less	Non-Metro	1
Johnson Co R-VII	DESE	284	1 to 500	1.5 or less	Non-Metro	1
Winston R-VI	DESE	293	1 to 500	1.5 or less	Non-Metro	1
Tri-Co R-VII	DESE	296	1 to 500	1.5 or less	Non-Metro	1
Cole Co R-V	DESE	299	1 to 500	1.5 or less	Non-Metro	2
Laclede Co C-5	DESE	301	1 to 500	1.5 or less	Non-Metro	2
Southwest R-V	DESE	305	1 to 500	1.5 to 20	Non-Metro	2
Macks Creek R-V	DESE	310	1 to 500	1.5 or less	Non-Metro	2
Macon Co R-IV	DESE	314	1 to 500	1.5 or less	Non-Metro	1
Portageville	DESE	318	1 to 500	1.5 to 20	Non-Metro	1
Bell City R-II	DESE	319	1 to 500	1.5 or less	Non-Metro	2
Raymondville R-VII	DESE	320	1 to 500	1.5 or less	Non-Metro	1
Charleston R-I	DESE	324	1 to 500	1.5 to 20	Non-Metro	1
Marquand-Zion R-VI	DESE	326	1 to 500	1.5 or less	Non-Metro	1
Blue Eye R-V	DESE	329	1 to 500	1.5 or less	Non-Metro	0
Craig R-III	DESE	343	1 to 500	1.5 or less	Non-Metro	0
Puxico R-VIII	DESE	349	1 to 500	1.5 or less	Non-Metro	2
Hurley R-I	DESE	350	1 to 500	1.5 or less	Non-Metro	1
East Lynne 40	DESE	365	1 to 500	1.5 or less	Metro	2
Calhoun R-VIII	DESE	366	1 to 500	1.5 or less	Non-Metro	1
Green Forest R-II	DESE	372	1 to 500	1.5 or less	Non-Metro	2
Cooter R-IV	DESE	377	1 to 500	1.5 or less	Non-Metro	1

Site	User Type	Total Searches	Total Searches Cat.	Speed Cat.	Area Type	Change Score
Nodaway-Holt R-VII	DESE	379	1 to 500	1.5 or less	Non-Metro	1
Gasconade C-4	DESE	394	1 to 500	1.5 or less	Non-Metro	2
Zalma R-V	DESE	394	1 to 500	1.5 or less	Non-Metro	1
Bakersfield R-IV	DESE	419	1 to 500	1.5 or less	Non-Metro	1
Knob Noster R-VIII	DESE	420	1 to 500	1.5 or less	Non-Metro	1
Hancock Place	DESE	421	1 to 500	1.5 to 20	Metro	1
Clearwater R-I	DESE	423	1 to 500	1.5 to 20	Non-Metro	1
Miller R-II	DESE	425	1 to 500	1.5 or less	Non-Metro	1
Couch R-I	DESE	426	1 to 500	1.5 or less	Non-Metro	2
Oregon-Howell R-III	DESE	427	1 to 500	1.5 or less	Non-Metro	0
Southern Boone Co R-I	DESE	428	1 to 500	1.5 to 20	Metro	1
South Pemiscot Co R-V	DESE	431	1 to 500	1.5 or less	Non-Metro	2
Risco R-II	DESE	437	1 to 500	1.5 or less	Non-Metro	1
Lockwood R-I	DESE	442	1 to 500	1.5 or less	Non-Metro	1
Gallatin R-V	DESE	451	1 to 500	1.5 or less	Non-Metro	2
Normandy	DESE	453	1 to 500	1.5 to 20	Metro	1
Monroe City R-I	DESE	464	1 to 500	1.5 or less	Non-Metro	0
Richards R-V	DESE	469	1 to 500	1.5 or less	Non-Metro	0
Smithton R-VI	DESE	470	1 to 500	1.5 or less	Non-Metro	1
Sheldon R-VIII	DESE	481	1 to 500	1.5 or less	Non-Metro	1
Bloomfield R-XIV	DESE	500	1 to 500	1.5 to 20	Non-Metro	1
Kansas City Art Institute	MERC	300	1 to 500	1.5 or less	Non-Metro	1
Richland R-IV	OTHER	0	0	1.5 or less	Non-Metro	
Centralia Public Library	OTHER	0	0		Metro	
Missouri Department of Higher Education	OTHER	0	0		Non-Metro	
Department of Elementary & Secondary Education (DESE)	OTHER	0	0		Non-Metro	
TRAIN Texas Co Rural Information Network	OTHER	0	0		Non-Metro	
TACnet Truman Area Community Network	OTHER	0	0		Metro	
Osage Connect Community Information Network	OTHER	0	0		Non-Metro	
ORTRACKM	OTHER	0	0		Non-Metro	
Missouri Lions Eye Research Foundation	OTHER	0	0	1.5 to 20	Metro	
Missouri Office of the Secretary of State	OTHER	0	0		Non-Metro	
SuccessLink	OTHER	0	0	1.5 or less	Non-Metro	
Howard County Library	OTHER	0	0	1.5 or less	Non-Metro	
eMINTS National Center	OTHER	0	0	1.5 or less	Metro	
MOBIUS	OTHER	0	0		Metro	
Missouri Lottery	OTHER	0	0		Non-Metro	



Site	User Type	Total Searches	Total Searches Cat.	Speed Cat.	Area Type	Change Score
University Academy	OTHER	0	0	1.5 to 20	Metro	
University of Missouri - University Physicians Clinics	OTHER	0	0	1.5 to 20	Metro	
Central Ozarks Private Industry Council	OTHER	0	0	1.5 or less	Non-Metro	
Cooperating School District St Louis Development Corporation SLDC	OTHER	1	1 to 500	1.5 or less	Metro	1
University of Missouri - Missouri Telehealth Network	OTHER	6	1 to 500	1.5 or less	Metro	1
Missouri School Boards Association	OTHER	6	1 to 500	20 or more	Metro	1
University of Missouri Health Care	OTHER	12	1 to 500	1.5 to 20	Metro	1
Genesis Charter School Inc	OTHER	16	1 to 500	1.5 to 20	Metro	1
University of Missouri Outreach & Extension	OTHER	22	1 to 500	1.5 or less	Metro	0
Helias Interparish High School	OTHER	95	1 to 500	1.5 to 20	Metro	1
Missouri Library Network Corporation	OTHER	320	1 to 500	1.5 or less	Non-Metro	1
Appleton City Public Library	OTHER	495	1 to 500	1.5 or less	Metro	1
Bloomfield Public Library	REAL	0	0	1.5 or less	Non-Metro	
Bowling Green Free Public Library	REAL	0	0	1.5 or less	Non-Metro	
Canton Public Library	REAL	0	0	1.5 or less	Non-Metro	
Caruthersville Public Library	REAL	0	0	1.5 or less	Non-Metro	
Mercer County Library	REAL	0	0	1.5 or less	Non-Metro	
Monroe City Public Library	REAL	0	0	1.5 or less	Non-Metro	
Mound City Public Library	REAL	0	0	1.5 or less	Non-Metro	
Northeast Missouri Library Service	REAL	0	0	1.5 to 20	Non-Metro	
Oregon Public Library	REAL	0	0	1.5 or less	Non-Metro	
Palmyra Bicentennial Public Library	REAL	0	0	1.5 or less	Non-Metro	
Park Hills Public Library	REAL	0	0	1.5 or less	Non-Metro	
Putnam County Library	REAL	0	0	1.5 or less	Non-Metro	
Puxico Public Library	REAL	0	0	1.5 or less	Non-Metro	
Reynolds County Library	REAL	0	0	1.5 to 20	Non-Metro	
Rich Hill Memorial Library	REAL	0	0	1.5 or less	Non-Metro	
Scotland County Library	REAL	0	0	1.5 or less	Non-Metro	
Sweet Springs Public Library	REAL	0	0	1.5 or less	Non-Metro	
Webb City Public Library	REAL	0	0	1.5 or less	Metro	
Carter County Library	REAL	0	0	1.5 or less	Non-Metro	
Dade County Library	REAL	0	0	1.5 or less	Non-Metro	

Site	User Type	Total Searches	Total Searches Cat.	Speed Cat.	Area Type	Change Score
Moniteau County Library	REAL	0	0	1.5 to 20	Non-Metro	
Steele Public Library	REAL	0	0	1.5 or less	Non-Metro	
Schuyler County Library	REAL	0	0	1.5 or less	Non-Metro	
Hamilton Public Library	REAL	2	1 to 500	1.5 or less	Non-Metro	1
Cameron Public Library	REAL	4	1 to 500	1.5 or less	Metro	1
DeSoto Public Library	REAL	4	1 to 500	1.5 or less	Metro	1
Bonne Terre Memorial Library	REAL	5	1 to 500	1.5 or less	Non-Metro	1
St Clair County Library	REAL	6	1 to 500	1.5 or less	Non-Metro	1
Valley Park Community Library	REAL	12	1 to 500	1.5 or less	Metro	1
Lewis Library of Glasgow	REAL	13	1 to 500	1.5 or less	Non-Metro	1
Carnegie Public Library	REAL	17	1 to 500	1.5 or less	Non-Metro	1
New Madrid County Library	REAL	20	1 to 500	1.5 to 20	Non-Metro	1
Stone County Library	REAL	23	1 to 500	1.5 to 20	Non-Metro	1
Seymour Community Library	REAL	27	1 to 500	1.5 or less	Metro	2
Sullivan County Library	REAL	29	1 to 500	1.5 or less	Non-Metro	1
Cedar County Library	REAL	30	1 to 500	1.5 to 20	Non-Metro	1
McDonald County Library	REAL	31	1 to 500	1.5 to 20	Non-Metro	1
Wellsville Public Library	REAL	33	1 to 500	1.5 or less	Non-Metro	0
Ozark Regional Library	REAL	34	1 to 500	1.5 to 20	Non-Metro	1
Polk County Library	REAL	40	1 to 500	1.5 to 20	Non-Metro	1
Jackson Public Library	REAL	44	1 to 500	1.5 or less	Non-Metro	1
Maryville Public Library	REAL	46	1 to 500	1.5 or less	Non-Metro	1
Ray County Public Library	REAL	58	1 to 500	1.5 or less	Metro	1
Dulany Memorial Library	REAL	61	1 to 500	1.5 or less	Non-Metro	0
Heartland Regional Library System	REAL	66	1 to 500	1.5 to 20	Non-Metro	1
Nevada Public Library	REAL	77	1 to 500	1.5 or less	Non-Metro	0
Gentry County Library	REAL	80	1 to 500	1.5 or less	Non-Metro	1
Douglas County Library	REAL	83	1 to 500	1.5 or less	Non-Metro	1
Hickory County Library	REAL	83	1 to 500	1.5 or less	Non-Metro	1
Adair County Public Library	REAL	91	1 to 500	1.5 or less	Non-Metro	2
Marceline Carnegie Library	REAL	92	1 to 500	1.5 or less	Non-Metro	1
Oregon County Library	REAL	101	1 to 500	1.5 to 20	Non-Metro	2
Salem Public Library	REAL	106	1 to 500	1.5 or less	Non-Metro	2
Keller Public Library	REAL	113	1 to 500	1.5 or less	Non-Metro	0
Atchison County Library	REAL	126	1 to 500	1.5 to 20	Non-Metro	1
Brookfield Public Library	REAL	128	1 to 500	1.5 or less	Non-Metro	1
Wright County Library	REAL	134	1 to 500	1.5 to 20	Non-Metro	2
Morgan County Library	REAL	135	1 to 500	1.5 or less	Non-Metro	1
Robertson Memorial Library	REAL	146	1 to 500	1.5 or less	Metro	2
Montgomery City Public Library	REAL	151	1 to 500	1.5 or less	Non-Metro	0

Site	User Type	Total Searches	Total Searches Cat.	Speed Cat.	Area Type	Change Score
Crystal City Public Library	REAL	156	1 to 500	1.5 or less	Metro	2
Sullivan Public Library	REAL	171	1 to 500	1.5 or less	Metro	0
Sarcoxie Public Library	REAL	176	1 to 500	1.5 or less	Metro	1
Henry County Library	REAL	177	1 to 500	1.5 or less	Non-Metro	0
Bollinger County Library	REAL	183	1 to 500	1.5 to 20	Non-Metro	2
Carrollton Public Library	REAL	187	1 to 500	1.5 or less	Non-Metro	1
Festus Public Library	REAL	196	1 to 500	1.5 or less	Metro	1
Albany Carnegie Public Library	REAL	198	1 to 500	1.5 or less	Non-Metro	2
Pulaski County Library	REAL	198	1 to 500	1.5 to 20	Non-Metro	1
Washington County Library	REAL	209	1 to 500	1.5 or less	Non-Metro	1
Maplewood Public Library	REAL	210	1 to 500	1.5 or less	Metro	1
Dallas County Library	REAL	221	1 to 500	1.5 or less	Non-Metro	1
Macon Public Library	REAL	228	1 to 500	1.5 or less	Non-Metro	0
Doniphan Ripley County Library	REAL	237	1 to 500	1.5 to 20	Non-Metro	1
Rock Hill Public Library	REAL	262	1 to 500	1.5 or less	Metro	0
Mississippi County Library	REAL	272	1 to 500	1.5 to 20	Non-Metro	1
Grundy County Jewett Norris Library	REAL	276	1 to 500	1.5 or less	Non-Metro	1
Piedmont Public Library	REAL	293	1 to 500	1.5 or less	Non-Metro	2
Farmington Public Library	REAL	294	1 to 500	1.5 or less	Non-Metro	1
Carthage Public Library	REAL	348	1 to 500	1.5 or less	Metro	2
North Kansas City Public Library	REAL	370	1 to 500	1.5 or less	Metro	0
Dunklin County Library	REAL	378	1 to 500	1.5 to 20	Non-Metro	2
Sedalia Public Library	REAL	434	1 to 500	1.5 or less	Non-Metro	0

**Appendix 5**

**Computer Lab Survey**

**Subject:** Evaluation for the impact of LSTA-funded computer training lab  
**Importance:** High

Dear library participant,

You are invited to participate in the LSTA five-year evaluation in which the Missouri State Library aims to promote a better understanding of the impact of the LSTA-funded computer training lab.

You were selected as a participant because your library purchased and installed a LSTA funded computer training lab after 2003.

You will find a survey entitled "LSTA 5-Year Evaluation Questionnaire\_ Computer Training Lab" as an attachment. Your evaluation responses are valuable to us. Please spend a few moments to complete the seven questions. The records of this evaluation will be kept private. In any sort of report we publish, we will not include any information that will make it possible to identify your library. The closing date for returns is January 19, 2006.

Thank you in advance for taking the time to complete this questionnaire. If you have any comment or question, please contact with

Diana Very, Library Consultant/LSTA Coordinator  
600 W. Main St. PO Box 387, Jefferson City, MO 65101  
Email: [diana.very@sos.mo.gov](mailto:diana.very@sos.mo.gov) FAX: 573-751-3612

Sincerely,

Guan-Yu Lin  
Research Intern  
Missouri State Library  
600 West Main Street  
Jefferson City, MO 65102

**LSTA 5-Year Evaluation Questionnaire  
For the Impact of LSTA-funded Computer Training Labs  
Missouri State Library**

Library Name:

Survey Completed By:

Date:

Telephone Number:

Email Address: \_\_\_\_\_

The Missouri State Library is required to document the impact of LSTA grants for libraries in its 5 year evaluation. Your responses to this questionnaire will be used to help show the impact of the LSTA funded computer training labs on library service in Missouri.

Please return your survey responses by **January 19, 2006**. Thank you in advance for taking the time to complete this questionnaire.

Please return to: Diana Very, Library Development, Missouri State Library,  
600 W. Main St. PO Box 387 Jefferson City, MO 65101  
Email: [diana.very@sos.mo.gov](mailto:diana.very@sos.mo.gov) FAX: 573-751-3612

1. Year of LSTA computer lab grant award: \_\_\_\_\_.  
If there is more than one computer lab, please give locations.
  - a. Have you purchased additional equipment for the computer lab following the grant period? If so, please list and describe those items.
2. Please tell us how your library used the LSTA funded computer lab for staff training in 2006.
  - a. How many classes have you held for library staff in the computer lab?
  - b. What classes were they?
  - c. How many staff attended the classes?
3. Please tell us how your library used the LSTA funded computer lab for patron training in 2006. Please be as specific as possible.
  - a. How many classes have you held for library patrons in the computer lab?
  - b. What classes were they?
  - c. How many patrons attended those classes?
4. How has the LSTA funded computer lab helped your library make a difference in the quality of library staff training for computer services? Please give specific examples.
5. How has the LSTA funded computer lab helped your library make a difference in the quality of your service to patrons, especially patrons with disabilities and diverse populations? Please give specific examples.
6. Please feel free to add any additional comments below.

**Thank you for your help!**

## Computer Training Lab

32 libraries receiving the surveys and 20 returning the surveys  
Returning Rate: 62.5 %

### 7. Year of LSTA computer lab grant award:

(Brentwood Public Library) 2003.  
(Neosho/Newton County Library) 2003  
(Barton County Library) 2004  
(Cape Girardeau Public Library) 2003.  
(Oregon County library District) 2004  
(McDonald County Library) 2005  
(Jefferson County Library) 2005 &2006  
(Doniphan-Ripley County Library) 2004  
(Texas County Library) 2005  
(Albany Carnegie public Library) 2003  
(Grundy County-Jewett Norris Library) 2003  
(Cedar County library District) 2003.  
(Cass County Public library) 2003  
(University City public Library) 2003  
(Bloomfield Public Library) 2004  
(Web City Public Library) 2004  
(Pulaski County Library) 2003  
(Lebanon-Laclede County Library) 2004  
(Sedalia Public Library) Sept. 1, 2003 – Jan. 31, 2004  
(Springfield-Greene County Library District) July 1, 2003

### **If there is more than one computer lab, please give locations.**

(Jefferson County Library) Arnoid Branch, Windsor Branch, Northwest Branch  
(Doniphan-Ripley County Library) Doniphan and Naylor libraries  
(Springfield-Greene County Library District) This grant funded two computer labs. One of them with 15 lap tops is located at the Library Center; the other with 10 lap tops is used at the Edge Community Technology Center at the Midtown Carnegie Library. The one that is at the Edge is also used on the Library Express, a mobile outreach unit.

### **Have you purchased additional equipment for the computer lab following the grant period? If so, please list and describe those items.**

(Brentwood Public Library) The only additional equipment we have purchased is the ability to make the lab wireless.  
(Neosho/Newton County Library) NO  
(Barton County Library) A second extra long power strip, Presenters cart & Extensions cords  
(Cape Girardeau Public Library) One screen  
(Oregon County library District) NO  
(McDonald County Library) Yes – we purchased 20 retractable mice for the workshops.  
(Jefferson County Library) No.  
(Doniphan-Ripley County Library) We purchased a large print keyboard and several large print instruction manuals.  
(Texas County Library) NO.  
(Albany Carnegie public Library) Yes, we have purchased four additional laptop computers.  
(Grundy County-Jewett Norris Library) NO  
(Cedar County library District) NO  
(Cass County Public library) No  
(University City public Library) No

(Bloomfield Public Library) N/A  
(Web City Public Library) NO  
(Pulaski County Library) No  
(Lebanon-Laclede County Library) We added a projection screen  
(Sedalia Public Library) Regular keyboards for each laptop; a regular mouse for each laptop  
With Basic Computer Classes, it was easier to teach new computer users with standard keyboards and mice, so when they practiced at home, it would be familiar to them.

**8. Please tell us how your library used the LSTA funded computer lab for staff training in 2006.**

**How many classes have you held for library staff in the computer lab?**

(Brentwood Public Library) 10  
(Neosho/Newton County Library) 4  
(Barton County Library) 1  
(Cape Girardeau Public Library) 6  
(Oregon County library District) 2  
(McDonald County Library) We have held two official classes in the lab exclusively for staff. They were encouraged to attend all of the other classes held for the general public.  
(Jefferson County Library) 11  
(Doniphan-Ripley County Library) We have not had formal classes for the staff. Staff has had some self training on the laptops.  
(Texas County Library) 12  
(Albany Carnegie public Library) N/A  
(Grundy County-Jewett Norris Library) 10+  
(Cedar County library District) We used the computer lab for staff one time in 2006  
(Cass County Public library) 29  
(University City public Library) 7  
(Bloomfield Public Library) N/A  
(Web City Public Library) None – We have been operating with only 3 staff persons plus a custodian for nearly 2 years due to a serious budget shortfall, which fortunately has eased with the beginning of the new tax year. It was unnecessary to use the lab for staff training.  
(Pulaski County Library) 3  
(Lebanon-Laclede County Library) 10-12  
(Sedalia Public Library) Library Staff – 3; City Staff – 3; Missouri State Library ELLIS Training – 1 (Note: 10 in total)  
(Springfield-Greene County Library District)

- The computer lab at the Library Center has been used for special training events such as the LIBRIS Design workshop that was funded by an LSTA grant.
- One laptop at the Library Center is set up in a staff conference room for two or three days each quarter for staff to use for tutorials on Microsoft Office and other staff training programs. The 85 staff working at the Library Center then schedule appointments to spend time completing specific training modules for their particular needs.
- Vendors have demonstrated products for staff, instructing them in search strategies, software features, and providing other information that has increased staff expertise.
- The lap tops have been used for presentations at general and branch staff meetings and training sessions, which usually to update reports on planning and development, strategies, services, new staff orientation, and customer service.
- Typically staff technology training at the Edge is conducted in groups in the lab equipped with desk tops; however, the lab computers are sometimes used for overflow or to scheduled time to complete specific tutorials.

**What classes were they?**

(Brentwood Public Library) Staff computer training & Consortium wide computer training



(Neosho/Newton County Library) On Staff Training Days (one each Quarter) we used the lab to facilitate training for Reference Searching and other Computer Skills classes (i.e. a major upgrade to our ILS system in November '06).

(Barton County Library) Training on our Circulation software and Novelist

(Cape Girardeau Public Library) Training for new circulation system

(Oregon County library District) A power point presentation/ Automation training for staff

(McDonald County Library) A power point presentation/ Automation training for staff. They were classes on file management and understanding how to save and retrieve your documents and files, taught by our Network Technician.

(Jefferson County Library) A power point presentation/ Automation training for staff.

Beginning and advanced Microsoft front-page; web development; ftp; ill- procedures, magic searches

(Doniphan-Ripley County Library) N/A

(Texas County Library) Circulation system training, EBSCHost, Newbank, Houston Newspaper Archive

(Albany Carnegie public Library) N/A

(Grundy County-Jewett Norris Library) Internet resources.

(Cedar County library District) It was an all day training session for our new automation system.

(Cass County Public library) A mixture of database and software training, Legislative updates and Morenet classes.

(University City public Library) Hands on training for our ILS and its upgrades; WorldCat; Novelist

(Bloomfield Public Library) N/A

(Web City Public Library) N/A

(Pulaski County Library) Basic classes

(Lebanon-Laclede County Library) Automation training, reference training, specific internet training, general staff training, Readers advisory training.

(Sedalia Public Library) Library Staff (1) Computer Training Lab Orientation; (2) Demo Automation System; and (3) Basic white board training City Staff Classes of Microsoft Excel Training Missouri State Library ELLIS Training for area libraries that have the software

(Springfield-Greene County Library District) See above

### **How many staff attended the classes?**

(Brentwood Public Library) 30

(Neosho/Newton County Library) 10 to 20 each Quarter (Note: 30-60 in total)

(Barton County Library) 13

(Cape Girardeau Public Library) 36

(Oregon County library District) All staff

(McDonald County Library) All of the staff attended.(8)

(Jefferson County Library) 115

(Doniphan-Ripley County Library) N/A

(Texas County Library) 12

(Albany Carnegie public Library) Only have 1.5 FTE staff here. However, we have used these computer multiple times (6 per year, give or take) for staff training through Centra (Morenet training, State library training, MLNC training)

(Grundy County-Jewett Norris Library) All (9).

(Cedar County library District) All or six staff members attended.

(Cass County Public library) Range between 10 and 15.

(University City public Library) 5-15 per session (Note: 35-105 in total)

(Bloomfield Public Library) N/A

(Web City Public Library) N/A

(Pulaski County Library) 8

(Lebanon-Laclede County Library) 10-15

(Sedalia Public Library) 44

(Springfield-Greene County Library District) See above

**9. Please tell us how your library used the LSTA funded computer lab for patron training in 2006. Please be as specific as possible.**

**How many classes have you held for library patrons in the computer lab?**

(Brentwood Public Library) 70+

(Neosho/Newton County Library) Two to Four a classes a week, other than in January, July and August.

(Barton County Library) 39

(Cape Girardeau Public Library) 4

(Oregon County library District) 2

(McDonald County Library) We held 14 workshops in 2006 for the general public and any staff who wished to attend.

(Jefferson County Library) 219

(Doniphan-Ripley County Library) We held 6 series of 5 classes each, 4 at Doniphan and 2 at Naylor for a total of 30 1½ hour classes in 2006.

(Texas County Library) 6

(Albany Carnegie public Library) We hold at least 15-20 computer classes per year for the public utilizing these computers.

(Grundy County-Jewett Norris Library) None

(Cedar County library District) We had 16 classes for patrons.

(Cass County Public library) 143

(University City public Library) 54

(Bloomfield Public Library) 4

(Web City Public Library) 12

(Pulaski County Library) 5

(Lebanon-Laclede County Library) We hold 3 -4 classes weekly that are open to the public.

(Sedalia Public Library) 36

(Springfield-Greene County Library District) The portable lab is regularly used at the Edge for patron training, primarily for self-paced tutorials, usually 3.

**What classes were they?**

(Brentwood Public Library) Various computer classes; software, hardware, web design

(Neosho/Newton County Library) Our list of classes include: Basic Computer, MS Word, MS Excel, MS PowerPoint, Basic Internet; Word Beyond Basics, Using our On-Line Resources, E-mail for Beginners, Computer Q & A (Basically 'How do I do that?').

(Barton County Library) Intro to Microsoft Word, New Camera-Intro to Digital cameras, Advanced MS Word (formatting), Working with Digital Pictures, Advanced MS Word (tables), Advanced Picture Editing with MS Digital Pro, There's a monster in My House, Mouse-ercise, Intro to Hotmail, I don't do Windows!, Intro to the Internet, Internet Research, Hotmail – working with attachments, Internet Safety, & Security Basics for your Computer

(Cape Girardeau Public Library) 3 Beginning Internet Classes and 1 on subscription databases

(Oregon County library District) Basic computer/internet % how to send and receive e mail

(McDonald County Library) Basic internet, Basic Word, CD/DVD downloading, Basic Digital Photography, Photo Editing, Music Downloading.

(Jefferson County Library) Basic internet, basic computer hardware/software, computer maintenance, basic PowerPoint, basic Microsoft publisher, marking brochures with Microsoft word, basic mouse. Keyboard, JCL website instruction, genealogy, using windows xp, managing files and folders, safe surfing, basic PowerPoint for the business user, basic excel for the business user, basic html, marketing your website

(Doniphan-Ripley County Library) Beginning computing—Startup, Internet, Email, Security, Word processing

(Texas County Library) Rural firefighter education classes

(Albany Carnegie public Library) Classes include basic computer use, internet searching, internet safety, Microsoft products (word, excel m PowerPoint etc.)

(Grundy County-Jewett Norris Library)N/A

(Cedar County library District) We repeated these four classes: introduction to computers, introduction to windows XP, introduction to the internet, and introduction to email.

(Cass County Public library) Basic PC, Basic internet, Basic Email, Genealogy classes, classes with NASA, Tax classes (training), tax help (AARP), Missouri State School board Assoc. meeting via V/C, testing for local schools LPN program and PC Q/A class.

(University City public Library) Intro to the computer, Intro to the web, email intro to word, intro to excel, the library catalog, library online databases

(Bloomfield Public Library) basic beginners

(Web City Public Library) Computer Basics. We held two series of classes that lasted six weeks each. They were attended by people who knew very little about using computers, primarily senior citizens. The classes covered using Windows, how to set up email accounts, send attachments, basic word processing and using search engines.

(Pulaski County Library) basic

(Lebanon-Laclede County Library) Basic computer, Basic internet, Power Point, Genealogy and many other training by outside organizations such as the literacy council, local hospital, Lebanon high school and home scholars.

(Sedalia Public Library) 8 Basic Computer Classes; 28 Non-English Speaking Patrons to work with ELLIS Software

(Springfield-Greene County Library District) Learn It! Self-Paced Tutorials for Seniors, Internet Explorer, Word, Access, Excel, Publisher, Outlook, & Mavis Beacon Teaches Typing

#### **How many patrons attended those classes?**

(Brentwood Public Library) 200+

(Neosho/Newton County Library) We had room for up to 8 pupils per class, but usually it averaged 2 to 3 per class. Although we did have several classes that were full (8 students).

(Barton County Library) 167

(Cape Girardeau Public Library) 63

(Oregon County library District) 4/6

(McDonald County Library) In total, over 100 attended.

(Jefferson County Library) 1559

(Doniphan-Ripley County Library) 180

(Texas County Library) 20 each classes. (Note 120 in total)

(Albany Carnegie public Library) Approximately 400 patrons over that three year period. 2004-2005-2006

(Grundy County-Jewett Norris Library) No one to teach and no requests from patrons.

(Cedar County library District) We had 41 people attending those classes.

(Cass County Public library) Ranged between 5 and 40.

(University City public Library) 190

(Bloomfield Public Library) 35

(Web City Public Library) 24

(Pulaski County Library) 10 at each (Note 50 in total)

(Lebanon-Laclede County Library) Approximately 2000.

(Sedalia Public Library) 266

(Springfield-Greene County Library District) Tutorial sessions are scheduled at various times on certain days of the week – there are typically 2 sessions each day on Mondays, Wednesdays and Thursdays at various times. Attendance ranges from 3 to 9 per session.

#### **10. How has the LSTA funded computer lab helped your library make a difference in the quality of library staff training for computer services? Please give specific examples.**

(Brentwood Public Library) Without the LSTA funded computer lab equipment, we would not have been able to afford to purchase that many lap top computers to have the classes. The ability to have the classes for staff away from the front desk is invaluable.

(Neosho/Newton County Library) It has facilitated training library staff unfamiliar to the library procedures and policies and made their inclusion into the workflow much easier. All new staff are trained in the lab on the Libraries ILS program. During Staff training days all staff were given Reference assignments that had to be completed in the lab. It just makes it easier to show several people something using the 'Smart Board' rather than one at a time on their PCs.

(Barton County Library) The computer lab allows us to train multiple staff members at one time. It also allows all staff members to practice a new skill rather than being shown once and hope that they remember how to do it when the need arises. Training has been complete and more effective.

(Cape Girardeau Public Library) It has been very helpful to train several staff members at once – a great time savings and we are able to learn from each other. That was particularly true with training on a new circulation system. In previous years, we have also used the lab to introduce staff to online databases so they are more comfortable recommending them to patrons. It is a huge time savings to conduct these introductions to all staff at the same time.

(Oregon County library District) The computer lab enabled us to have an excellent hands on training sessions with our software vendor.

(McDonald County Library) These classes have not only helped our staff members with their knowledge, but enabled them to assist patrons with their computing questions. Our computer technician has sat down on-on-one with each staff member who had specific needs for training, and used the lab to teach whatever they needed to know. We now have staff members who have much more advanced knowledge of computer skills than they did before the lab.

(Jefferson County Library) It allows us to have a quick set up for any sessions at Arnold and Northwest where there are separate computer labs. (Windsor uses laptops in the meeting room as there was no space for a dedicated computer lab.) There is no more dragging out a laptop and a projector, while trying to get an Internet connection. Most importantly, it allows for all staff to have hands-on training. In the past, staff would have to take notes on training sessions and then try to remember how to perform a function. The hands-on technique helps most staff better remember lessons taught. Several web development training classes were held in the lab. These classes would not have been possible without the lab. Having the classroom setting available made for much more cost effective training. Familiarity with using the SmartBoard in the lab made it so Arnold Branch staff could use the SmartBoard at the northwest Branch while giving staff training presentation during the Staff Development Day.

(Doniphan-Ripley County Library) Everyone is now familiar with laptop computers.

(Texas County Library) The lab computers have made it much easier for us to have hands on computers available for each staff person during monthly staff meetings and training. This hands-on training makes it much easier for staff to learn how to access the wide variety of information that is available through the library. We also have staff which is taking college course on line and we have made the lab computers available to them.

(Albany Carnegie public Library) We are a very small library and would never have been able to send staff to the training/workshops we have taken advantage of utilizing those computers.

(Grundy County-Jewett Norris Library) Yes, we can all get together in the same room.

(Cedar County library District) When we had the automation system training, we used the Smartboard to show how to do things. It made it easier for staff to see and to manipulate the automation system.

(Cass County Public library) We were able to do mass training on new software and databases. Examples: Sirsi, MS office and for a listing of database please go to our website. [www.casscolibrary.org](http://www.casscolibrary.org)

(University City public Library) Staff became more familiar with online databases so that they could help patrons. Staff learned new aspects/modules of the ILS.

(Bloomfield Public Library) N/A

(Web City Public Library) We have not used it for this purpose as yet but intend to do so in the future.

(Pulaski County Library) We were able to have classes for patrons who did not know how to use the computer. Also MOCA has used our computer lab for training twice.

(Lebanon-Laclede County Library) We hold monthly staff meetings that include demonstrations by individual staff members. For example, our Reference Librarian may do a demonstration of a new database or the Circ Manager may give examples of new updates of our automation system. In the past, we either used written examples or had to all crowd around a single computer. Now we can all take part in the real time training. It has been great for the staff morale as well because they get to show off their expertise. We also have been taking advantage of training at other libraries. Obviously, we can't all attend the training. So a couple of employees attend and then come back to make a presentation to the full staff. It is allowing us to stretch our training budget many times over.

(Sedalia Public Library) The Library Staff came together as a group to be oriented in using the Computer Training Lab along with the use of the whiteboard. The Library Staff also were able to view demonstration of automation products in a group setting so that questions could be discussed with the vendors. The City Staff contracted with an Instructor to come into the Computer Training Lab at the library and provide Microsoft Excel training.

(Springfield-Greene County Library District)

- The labs have helped by making training readily accessible for District staff at all levels of expertise. It has enabled novice staff to become more comfortable with software, at the same time allowing those with more experience to complete more advance instruction..
- Staff are more aware of new developments and the potential offered by new database products as a result of demonstrations by vendors.
- Presentations at staff meetings and staff orientation training in topics such as customer service inform staff and instruct them in the Springfield-Greene County Library's standards for providing a high level of service.

**11. How has the LSTA funded computer lab helped your library make a difference in the quality of your service to patrons, especially patrons with disabilities and diverse populations? Please give specific examples.**

(Brentwood Public Library) Without the LSTA grant monies, we would not have been able to purchase the computers for the lab. By having the classes held in a confined area for more concentrated teaching, we have excelled in the type of teaching available locally. Our classes have become well known in the community and fill up in advance.

(Neosho/Newton County Library) After the Library was automated and the computer replaced the Card Catalog, it was necessary to teach a lot of our patrons how to even look up an item on our On-Line Public Access Catalog (OPAC). Others came to us and said I don't have a computer or I just got a computer and I want to know how to use it. These are the patrons who took the classes offered each month in our LAB.

(Barton County Library) We have used our computer lab for general *computer class training*, *teen activities* (game night), *senior citizen outreach* ("There's a monster in my house" training and Medicare Supplemental Insurance help provided by the Area Agency on Aging) , and *community outreach* (Internet Safety Night sponsored by Morenet and Digital Picture Editing sponsored by YATA – Youth Achievement through the Arts.

(Cape Girardeau Public Library) Last year we held 3 Basic Internet training, targeting Senior citizens, in particular. Once patrons are familiar with the basics of internet searches, it is easier for staff to help them navigate the web. In addition, when we are not using the laptops from the lab for training, we allow patrons to use several of them in the Library for their internet searching. This ability has definitely improved our quality of service because it has reduced the number of patrons waiting to use an Internet accessible computer.

(Oregon County library District) The community was very interested in our classes; the email drew the most interest.

(McDonald County Library) Before the computer lab, we could only hold classes for 1-2 people at the public computers, or in the community room where they just watched the screen where I used our one computer in there and a projector. Now our patrons get to have hands-on experience on all of the classes, and each time we offer a new schedule of classes, each one fills up faster and faster. Many of our patrons are elderly who have been "forced" by their children to learn the computer, and many others just have a desire to learn and stay current. We have had younger people attend classes on specific issues that they did not already know about, such as CD burning or Music Downloading.

(Jefferson County Library) Again, the hands-on approach is so much better, especially when dealing with older patrons. Getting them used to use a mouse is a major hurdle.

Comprehension improved for patrons taking computer classes. Staff who have assisted in the class for improved for patrons taking computer classes. Staff who have assisted in the classes for patrons have expressed a now higher level of confidence to help patrons with the questions arising during daily computer use. Several attendees at the classes suffered from physical impairments such as after effects of strokes, low vision, hearing loss and loss of function in the hand. We were able to help them learn computer basic in a supportive classroom setting. We partnered with the local Missouri Career Center to get information about the classes in the hands of job seekers. Many attendees at the classes expressed that they were taking the classes to improve their career options. The lab also allows us to schedule them around other library programming and community event in the meeting rooms at Arnold and Northwest Branches. At the Windsor Branch: Approximately 81% of the attendees were over 50 years of age. The majority of these were retired senior citizen learning new skills. The remainder in the over 50 groups included a large number who were either unemployed or under employed seeking some computer related skills to improve marketability. Approximately 17 % of the attendees were between 20-50 years of age also seeking to improve workplace skills. Approximately 2% of the attendees were under the age of 20 years. This group knew a good deal about computers, but almost always left the classes with enhanced understanding of their everyday activities.

(Doniphan-Ripley County Library) The computer lab has helped tremendously with training people who want to get started with computers but don't know how. We offer individual help to people using our computers when there is someone available but these classes gave us the opportunity to give more concentrated training to people who don't come into the library very often. Most of the classes (held during the day) were attended by seniors or disabled. Our classes are offered free so that there is no barrier to getting started. We have had several people who didn't see well or didn't hear well as well as a number of people who had difficulty using a mouse. We were able to help them use adaptations to function with the computers.

(Texas County Library) We have encouraged the use of the computer lab by handicapped student which had a great deal of difficulty in accessing online classes for college.

(Albany Carnegie public Library) This is a very low-income, rural area and "behind the time" in many ways. Providing Free computer classes to the public has certainly increased the computer library in this area! The mobile lab also allows us to take the laptops to the patron base. A specific example is the HeadStart parents where we go to the HeadStart school and hold programs for parents and children using educational games on the computer.

(Grundy County-Jewett Norris Library) Very little interest here.

(Cedar County library District) We have too few staff to conduct more staff training. We have to close the libraries to have staff training.

(Cass County Public library) We are a very rural community and because of the equipment purchased through the grant we are to connect home school as well as public school children to places like NASA, multiple zoos across the world, and take virtual field trips, assist with overflow online testing needs and research capabilities. The elderly with poor eyesight were able to participate in computer/internet classes because of the projection until and Smart board.

(University City public Library) The Special School District classes in resume preparation, job searching on the internet, email and word were all particularly well received. We have also let Al Hauser from GreatHires. Org ( a MO state office)use the lap equipment to help job seekers. The classes have been particularly well attended by and helpful to the elderly, low income residents and we have a high percentage of African-American attendees.

(Bloomfield Public Library) The basic beginners' class enabled our older patrons to use the internet and also it made them more aware of the services our library offers.

(Web City Public Library) Those patrons who attended the classes have been able to enjoy using our regular computer labs as well as their home computers. They have requested additional classes, several of which are being placed to the programming schedule for 2007. We have not used the training lab specifically for patrons with disabilities, although one of our attendees is in a wheelchair and was able to access the training lab easily.

(Pulaski County Library) It has helped the staff in dealing with patrons and helping them with computers.

(Lebanon-Laclede County Library) We serve a large population of elderly patrons. To my knowledge we are the only location in our area that offers free computers access and training. As a result, we are able to work with patrons who may require special, one-on-one training. For example we are able to work with sight impaired patron through the additional software. We can work with the "first time" computer users in a lab away from the public computers. They feel more comfortable asking questions and receiving more specialized help. It is also an opportunity for couples to get raining together. As a result, the older generation is able to keep up with the changes in technology and still that are a vital part of our community.

(Sedalia Public Library) The computer training lab allowed Sedalia Public Library to offer English as a Second Language Classes on a weekly basis during the school year. Many took advantage of the certified teacher and were instructed on the use of the ELLIS software. Sedalia has a large Hispanic Community and this was a great service that we were able to offer. Another way that the computer training lab has been used at the library is for Basic Computer Classes. Several patrons have taken these classes and there are several on the waiting list for the next round of classes. This had also been a much needed service that the library has provided because we had the computer training lab.

(Springfield-Greene County Library District) The training available at the Edge has enabled many, many people who had little or no experience with computers to become proficient in e-mail, searching for information, keyboarding, and developing a greater comfort level with technology in general. Some have developed proficiencies that have enabled them to seek employment, or to advance in their current jobs. Well trained staff inherently offer better service to patrons, regardless of their specific characteristics. Classes at the Edge that were designed for Hispanics utilized the training area with desktops. The Edge houses the largest collection of ADA hardware and software in the District and staff training is included in the schedule; however, the lap top computers are not used for those classes.

## **12. Please feel free to add any additional comments below.**

(Barton County Library ) Our classes are held one week a month on Tuesday – Thursday. We offer a wide variety of classes during the year. Classes are provided in day and evening class schedules to make it easier for our patrons to attend. We feel the computer lab has been a great service for our patrons and has also been a good community service.

(Cape Girardeau Public Library) We have also used the projector, screen and one laptop to hold monthly Foreign Film showings.

(McDonald County Library) Word is spreading around our country that we are the place to go for computer training, which is wonderful. Last fall, they University of Missouri Extension borrowed eight of our laptops for Watershed Training for the entire 5 th grade class of McDonald County, mostly because our laptops are portable and current. They instructors were extremely grateful to have such wonderful technology available, and I have thrilled to piece to be the one who had it! Thank you so much! You have changed McDonald County library for the better.

(Jefferson County Library) Again, the hands-on approach is so much better, especially when dealing with older patrons. Getting them used to use a mouse is a major hurdle. Comprehension improved for patrons taking computer classes. Staff who have assisted in the class for improved for patrons taking computer classes. Staff who have assisted in the classes for patrons have expressed a now higher level of confidence to help patrons with the questions arising during daily computer use. Several attendees at the classes suffered from physical impairments such as after effects of strokes, low vision, hearing loss and loss of function in the hand. We were able to help them learn computer basic in a supportive classroom setting. We partnered with the local Missouri Career Center to get information about the classes in the hands of job seekers. Many attendees at the classes expressed that they were taking the classes to improve their career options. They lab also allows us to schedule them around other library programming and community event sin the meeting rooms at Arnold and Northwest Branches. At the Windsor Branch: Approximately 81% of the attendees were over 50 years of age. The majority of these were retired senior citizen learning new skills. The remainder in the over 50 groups included a large number who were either unemployed or under employed seeking some computer related skills to improve marketability. Approximately 17 % of the attendees were between 20-50 years of age also seeking to improve workplace skills. Approximately 2% of the attendees were under the age of 20 years. This group knew a good deal about computers, but almost always left the classes with enhanced understanding of their everyday activities.

(Doniphan-Ripley County Library) These computers offer us another way to reach out to people and bring them into the library by helping them with training. We got to introduce our library to a number of new people. Many people were surprised that the classes were free. The classes gave the staff a chance to develop some lessons and get used to teaching in a more formal way.

(Texas County Library) Much of the use of our computer labs have not been for organized classes. We have elementary and high schools students who tutor other students after school who use the computers. We also use the white board for library board meetings this ahs helped expose the board members what is available through the library. We allow use of the lab computers when all the regular public access computers are being used. We are doing outreach in the county to make community groups aware the computer lab.

(Albany Carnegie public Library) That grant allowed this very rural, low –income area to provide these services and level the playing filed for residents in this area.

(Cass County Public library) Over the past 3 years were have created over 400 learning opportunities for patrons and staff, as we grow with our community these numbers will increase. Thanks you for allowing us the opportunity to bring the world to our community. (University City public Library) Although it is probably not “allowed”, we have used a couple of the laptops that were not in use or needed for classes to supplement our staff workstations, using our building wide wireless. This has saved the library the cost of purchasing additional workstations. We would rather use the equipment this way than let it languish (and become increasingly obsolete) in its portable alb between classes and other instructional needs.

(Web City Public Library) We have held two open hours specifically to demonstrate the capabilities of the training lab. One was for the general public and the other was for area businesses. We are trying to make businesses aware that the lab is available to train their staff on new software programs. We also plan several computer classes for the public in 2007. One series will teach people how to download digital photos, create albums, crop them, clean them up, etc. A second series will explain how to protect your computers from viruses, spam filters, phishing filters, etc. Another will teach more advanced work processing and spreadsheets. We will also repeat the beginner classes since we have people interested in those. And we will be offering Internet safety for kids' classes in 2007. We have also been approached by a local home schooling association about using the lab to teach the kids how to use the Internet for research. Within the next two years, our staff should increase in size enough to make practical to use the lab for staff training.

(Lebanon-Laclede County Library) The computer lab grant has opened up so many opportunities for our community. One of our goals with the new library facility was to create sense in the community of the library being a gathering place of opportunities. The availability



of a computer lab has brought into the library many individuals who may or may not have been library users. The possibilities are endless... and our patrons know that. (Sedalia Public Library) The Computer Training Lab has been a great asset to Sedalia Public Library.

(Springfield-Greene County Library District) Public and staff training are only two of the myriad uses for the training labs. Some or all of the computers from the lab at the Library Center were used by the staff and the public 104 times in 2005 and 88 times in 2006 (these were primarily public events). Some of the uses are:

- Girl Scouts and Boy Scouts – training and projects
- Regional Consortium for Education Technology (RCET)
- Genealogy programs
- CLAIM Medicare Training
- Southwest Missouri Office on Aging – Medicare prescription program (major event with the Medicare Bus to sign up seniors)
- ICON Computer Users Group – holds monthly classes for Library customers
- Teen Nights – after hours monthly programs for teens
- Midwest Computer Club
- Rural branches have borrowed the lap tops for Young Adult programming
- IKV Anpu Inc. (Star Track Fan Club)
- Enterprise Rent a Car – staff training
- Southwest Missouri Resource Conservation & Development – 2 ½ day workshops on grant writing, usually 2 times per year.
- MLNC training Sessions
- The Library booth at the Ozarks Empire Fair to demonstrate Library resources

The Computer Lab at the Edge is used primarily for the tutorial training sessions. The Missouri Career regularly refers their clients to Midtown. The computers are also used by staff for programming and training presentations.

## **Appendix 6**

### **Planning and Standards Survey**

**From:** Lin, Guan-Yu  
**Sent:** Thursday, January 04, 2007 2:10 PM  
**Cc:** Very, Diana

**Bcc:** 'librarian@carnegie.lib.mo.us'; 'swj000@mail.connect.more.net';  
'hwn001@mail.connect.more.net'; 'pateg@real.more.net';  
'rriley@christiancounty.lib.mo.us'; 'mphillip@christiancounty.lib.mo.us';  
'dbrlpr@coin.org'; 'mrrl@mrrl.org'; 'hwn000@mail.connect.more.net';  
'nhowland@showme.net'; 'pcarleton@slpl.lib.mo.us'

**Subject:** Evaluation for the Use of LSTA-funded Community Surveys  
**Importance:** High

Dear library participant,

You are invited to participate in the LSTA five-year evaluation in which the Missouri State Library aims to promote a better understanding of survey use in the LSTA programs. You were selected as a participant because your library used community surveys as a tool for the LSTA grant awarded after 2003.

You could find a survey entitled "LSTA 5-Year Evaluation Questionnaire" as an attachment. Your evaluation responses are valuable to us. Please spend a few moments to complete seven questions. The records of this evaluation will be kept private. In any sort of report we publish, we will not include any information that will make it possible to identify your library. The closing date for returns is January 12, 2006.

Thank you in advance for taking the time to complete this questionnaire. If you have any comment or question, please contact with

Diana Very, Library Consultant/LSTA Coordinator  
600 W. Main St. PO Box 387, Jefferson City, MO 65101  
Email: diana.very@sos.mo.gov

Sincerely,

Guan-Yu Lin  
Research Intern  
Missouri State Library  
600 West Main Street  
Jefferson City, MO 65102



4. To what extent have the survey results helped your library make a difference in the quality of your service to patrons?
  
5. To what extent have the survey results helped your library make a difference in the quality of your service to the community?
  
6. Please specify what policy changes your library has made based on the survey results.
  
7. Please specify feedback from the community resulting from the survey.

**Thank you for your help!**

## Community Survey Evaluation

9 Libraries receiving surveys and 5 returning the surveys

Returning Rate: 55.56%

### **8. In which LSTA grant program and which year were you awarded a grant to conduct a survey as means to collect patron and community information?**

(Christian County Library) Planning and Standards Grant Program 2003. Grant Number: 3 LMO3 03PS Christian County Library, 1005 N 4<sup>th</sup> Ave., Ozark, MO 65721

(Riverside Regional Library) 2002 Planning Grant

(Cedar County Library District) Bring in the Expert Grant, 2003

(Barton County Library) 2003 Planning and Standards Grant

(Daniel Boone Regional Library) LSTA Grant Program: Planning and Standards & Project Grant Period: January 1, 2005 – June 30, 2005

### **9. In which way did the survey help you identify the needs of patrons?**

(Christian County Library) We asked those receiving the survey to rank the importance to them of library services and materials, level of convenience and accessibility and means of delivering the service and materials. We also collected demographic data to sort responses by income, education, address, age, and family composition. That helped us know what was most important to which group.

(Riverside Regional Library) The survey was designed to identify why people used or didn't use the library, and to discover the types of information they were seeking.

(Cedar County Library District) We needed a new building in Stockton. We needed to have newer materials as over half of our patrons check out materials.

(Barton County Library) It helped us to see how our patrons viewed the library, and what these patrons felt were the needs of the library. Were we meeting their needs or not? What needs that we were not meeting did we need to address?

(Daniel Boone Regional Library) The survey provided the respondents an opportunity to answer questions requiring a checkmark if the answer applied and also to answer open-ended questions giving them a chance to supply written comments. Since the surveys were customized for each library district and allowed for the respondents to indicate the vicinity in which they lived, it was possible to know the services each area used, the services they would like the library to add and what they felt could be improved.

### **10. In which way did the survey help you identify the needs of community?**

(Christian County Library) The priorities and both met and unmet needs of particular areas were determined by studying the responses of residents in each area.

(Riverside Regional Library) The survey was also designed to help alleviate some of the confusion in the communities we serve as to which library (city or county) they were paying their taxes to, therefore, which library they could use for free. Determining the use or non-use of the library and the types of information they were seeking was also done in order to evaluate the quality and responsiveness of the collection with regard community need.

(Cedar County Library District) We needed to find alternative ways of financing a building than using a tax increase as it is a poor county.

(Barton County Library) The survey kept us from doing a couple things that our trustees felt were real needs of the library that the patrons did not see as a problem or a need. Specifically, the board was pushing to find and develop more parking for patrons. Only 1% of those surveys returned mentioned parking was any sort of an issue. This finding saved us thousands of dollars in land procurement and construction costs, developing something that no one felt was needed. The board was also pushing for the establishment of reading discussion groups, and across all age groups, no one was interested in these. This provided a savings in staff time developing a program that would not fit the interests and/or needs of the community.

(Daniel Boone Regional Library) The survey was mailed to a scientific sampling of residents in each of the three library districts. The sampling reached both library users and potential users which gave us an opportunity to get an overview of community needs. All respondents were asked to checkmark reasons why people may not use the library, designate hours they would visit the library, indicate how they would like to learn about library services, and to write down services the library should offer the community.

**11. To what extent have the survey results helped your library make a difference in the quality of your service to patrons?**

(Christian County Library) Many budgetary decisions since the survey and the focus groups the library sponsored after the survey have been determined by information derived in these public opinion tools.

(Riverside Regional Library) First of all, I think the survey made a lot of people more aware (or aware for the first time) of the types of materials and services we provide...which meant these materials and services began to get more use. We discovered that the majority of people think the public library is important and valuable; even many non-users said so also. After the survey (which went to people of all ages and backgrounds) we have tried harder to target the collections at the different branches to meet the needs that were stated in the survey. We have tried to provide more programs for various age groups.

(Cedar County Library District) We are planning a new building for Stockton. We have weeded, and replaced many of those books. Now our average copyright date is about 1995.

(Barton County Library) The survey validated the things we had been doing and the direction in which we were heading. No major red flags for concerns were raised. The upshot of the survey was that our community likes what is here, likes the library, and wants more of the same – they want more materials, more hours, and more children’s programming. The number one positive trait mentioned in the survey results was the library staff and the service staff provides to the community. This provided a boost to staff morale and gave motivation to keep striving to provide excellent service. The personal touch our staff provides and the willingness to go the extra mile may not be unique to our library, but some of our patrons feel that our people will do more for our patrons more than other (perhaps larger) libraries would do.

(Daniel Boone Regional Library) The survey most importantly provided a baseline for future public queries we will do to assess services and to provide information for the library’s long range plans. The survey identified current library use and trends which the staff will incorporate in the service plan. Since a majority of the respondents (71% to 82%) browsed for library materials and checked out materials in the facility that they visited we can take this into account as we evaluate our services.

**12. To what extent have the survey results helped your library make a difference in the quality of your service to the community?**

(Christian County Library) Extension of hours, provision of book returns and pick-up sites in more populous or more distant communities, and emphasis on remotely accessible subscription databases as well as local information on line have resulted from the answers received. We are also studying the cost of adding and enlarging facilities and operating them so that we can determine a tax rate necessary to provide the actual library services requested in the opinions expressed.

(Riverside Regional Library) It was encouraging to see that most people think the library is important, even people who don’t use it. This helped justify keeping the small branches open and well-maintained. Two branches extended their hours due to the survey comments, and the citizens have openly appreciated this. We tried to get more public relations exposure in the communities through new articles and expansion of our monthly library newsletter, Christmas displays in the parks, booths at local fairs, and more.

(Cedar County Library District) By taking the electronic survey to the people as in grocery stores, banks, etc., we showed a willingness to take library service to them. It also displayed our commitment to technology.

(Barton County Library) The survey did not point out any gaps in service to the community. It re-affirmed the direction we felt like we were headed. It allowed us to see that we were on the right track

already. We looked very seriously at the comments and suggestions just made by one or two people and weighed their suggestions/comments very seriously to see if they had merit though mentioned by just one or two. Some of these suggestions/comments resulted in changes elaborated on in Q6. (Daniel Boone Regional Library) We learned that 73% of the respondents visited a DBRL facility in the past 12 months. The respondents indicated that the two main reasons people don't use the library is they have their own internet access and/or purchase or rent their own materials. Approximately 20% of one library district used another library other than DBRL because they lived too far from a DBRL facility. With information on how people use the library, why they don't use the library, the preferred method to get information about library services can assist us in analyzing current services, knowing what medium to use to relay information about current services and plan for future services.

### **13. Please specify what policy changes your library has made based on the survey results.**

(Christian County Library) We extended library hours, added community pick-up and book return sites, emphasized services available on-line and began wireless internet because of the survey results. We have also opened discussion about possible inter-library cooperation or reciprocal borrowing to meet citizen needs. We also switched priorities for our Friends of the Library funding from materials and equipment to outreach. We simply were not doing a good job of letting people know who we are, what we do and how we serve them. So, most of the FOL funding is now going for business expo and other community outreach registrations, printing and mailing and supplies and materials for public distribution for public education about the library

(Riverside Regional Library) I'm not sure any specific policy changes were made, except the hours stated above, but it gave the Board and staff a better certainty that what we do is acknowledged by the taxpayers as money well spent...a worthwhile endeavor. The Board used...and still make comments referring back to...this survey, especially when doing their annual long-range planning. The Board has requested more public relations activities from the Director. The Board is doing more themselves, like starting deposit collections at a small post office and taking weeded large print books to local nursing homes.

(Cedar County Library District) We pursued other grants to establish a service plan.

(Barton County Library) Rather than "policy" changes, we have made a few changes in services etc. since the survey. Most notable of what we have done is:

- Offered computer classes in a computer lab funded by LSTA
- Created a comfortable reading area with a love seat, two easy chairs, end table and lighting.
- Continued the switch from VHS format to DVD in videos.
- Began the purchase of children's audio books.
- Expanded children's and teen programming.
- Lowered the daily fines on videos and audio books from \$1/day to \$.50/day.

(Daniel Boone Regional Library) We are incorporating the survey findings into DBRL's long-range plans (Financial, Service and Facilities).

### **14. Please specify feedback from the community resulting from the survey.**

(Christian County Library) A major revelation was how truly little residents knew about the library. Most of the new or improved service requests were for things we have offered for years. With no television or radio station in the district and only one little-read and overextended newspaper, getting word out has been more than challenging.

(Riverside Regional Library) Kids wanted more programs for their age groups. Lots of people said "Oh, I didn't know you had that" or "I didn't know you offered that." People told us what they like to read, what subjects or genres they would like to see more of in the library. The feedback was pretty positive overall and a real help in collection and program development.

(Cedar County Library District) The community received the survey in a positive manner. They were pleased that they did not have to come into the library to take the survey. It was also more anonymous than the paper surveys in the past.

(Barton County Library) Though the community does not necessarily realize the changes we made were due to comments from the survey, however, we have had feedback about the changes. The



new seating area is used regularly, and people have commented how nice it looks and how nice it is to have a more “comfy” area to sit and read. The expanded children’s and teen programs, including after school, are well received. Many families use the children’s audio collection and are thankful to be able to have them. They’ve expressed gratitude to know there is a collection of audios they can listen to with their children without having to be concerned about language and/or sexual situations. Many adults access this collection for their own enjoyment as well. Families appreciate the lower audio/DVD fines, yet although daily fines were cut in half, it has not seemed to impact our fine revenues.

(Daniel Boone Regional Library) The company conducting the survey indicated the response rate of 22% (4,334 completed surveys) exceeded their minimum goal. Along with an excellent response rate a significant amount of written comments were gathered and placed in related categories for staff analysis.