

**Mississippi Library Commission**

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

**Prepared for the Institute of Museum and Library Services  
April 2007**

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# Mississippi Library Commission

## LSTA Five-Year Evaluation

### Part I - Introduction & Summary of Impact

Imagining the state of library services in Mississippi without ongoing federal support through the Library Services and Technology Act (LSTA) and its predecessors, the Library Services Act (LSA) and the Library Services and Construction Act (LSCA), is almost impossible.

In Mississippi, federal library funding has been a driving force in shaping the statewide delivery of library services through the following:

- development of countywide and multi-county public library systems;
- creation of a statewide resource sharing network;
- availability of high-speed Internet connectivity in all 241 public libraries;
- statewide access to electronic information databases such as Learn-A-Test;
- use of new technologies in the delivery of library services; and
- education of library personnel

LSTA equalizes library services by ensuring that all Mississippians have equitable access regardless of geographic location or socioeconomic status.

The Mississippi Library Commission strives to ensure the state-administered program incorporates the tenets of LSTA, is easy to understand, and is efficient and equitable. Over the past five years, the agency has revised all grant processes to guarantee fairness, consistency, continuity, and accountability.

Quality library services in Mississippi today depend on commitments at local, state, and federal levels. Without this joint commitment, access to library services would be inconsistent and inequitable.

As with previous federal library programs, LSTA funds in Mississippi move library services forward, ensuring that all Mississippians have access to quality library services for education, economic growth and development, and quality of life.

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

### **GOAL 1: TECHNOLOGY - Enhance use of technology in libraries to improve services and facilitate access to materials and information resources for Mississippians.**

Goal Statement: *While many of the agency's objectives in this area have been accomplished, and a great deal of progress has been made, the very nature of technology requires that work continue in this area.*

#### Target

#### 1. Offer continuing education on technology-related subjects to Mississippi librarians.

##### Strategies/Services/Activities

CE courses were offered on an annual basis through the agency's continuing education program.

(Note: The agency funded a program for public library staff to take high-level intensive technology courses through the MS Department of Information Technology Services (ITS). Beginning January 2007 this program was expanded to include desktop applications. Results will be reported in the 2006 & 2007 SPR.)

#### Outputs

2 courses were offered through the CE program

48 participants attended the courses

11 public libraries sent technology staff to ITS courses

13 technology staff members attended ITS courses

#### Survey Results – Continuing Education - Technology

Training is provided in 5 different areas. Please rate the Continuing Education programs in these areas. This includes sessions at the Librarianship 101, Directors and Children's Conferences. Base your responses on either your experience or your observations of others who have participated.

	Did not Participate	Minimum	Good	Excellent	Response Total
Technology	29%	7%	40%	24%	129

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

#### Outcomes

Do you see a change in the skills, knowledge, abilities, behaviors, attitude, and status or life situation in yourself or other library staff as a result of the Library Commission's continuing education programs?

	None	Some	Yes	Definitely	Response Total
Self	11%	11%	48%	29%	97
Other staff	10%	12%	46%	21%	90

Network Service staff note that as users learned, the nature of help desk questions changed: callers are more sophisticated, use technical terminology when reporting issues, and ask specific questions rather than simply state "it's not working". In addition, while the quantity of help desk calls has increased, scope of the questions has decreased; staff contributes this to a more technically-aware user who can better formulate their question. This results in a better resolution of issues; the caller is educated, comfortable with technology, and can be actively involved in the solution.

## Impact

From public library staff:

- Improved technology skills. Able to assist patrons better.
- I'm more knowledgeable about our public access computers capabilities.
- . . . use the CE workshops as "train-the-trainer" approach. Staff members who attend MLC's CE events are responsible for assisting with training within the library system.
- I feel I can handle certain computer issues when they arise without the help of the computer department.
- Positive attitudes about staff training on technology
- The technology workshops have been great. Without them I would not have the skills necessary to do my job.

## 2. Establish a certification program for professional and para-professional library staff.

Did not implement this target

## 3. Provide consulting assistance.

Strategies/Services/Activities

Technology consulting assistance was provided to public libraries and agency staff.

## Outputs

10,014 consulting hours for public libraries

8,461 consulting hours for agency

285 site visits

## Staff Support Survey – Results

Rate the Library Commission's Staff Support of Statewide Program in the areas where consulting services and/or assistance/support has been sought.

	Did not Participate	Minimum	Good	Excellent	Response Total
Technology	26%	8%	41%	25%	85

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Do you see a change in skills, knowledges, behaviors, attitudes, status, or life situation of yourself, other library staff, or trustees as a result of consulting and assistance/support available through the Library Commission?

	None	Some	Yes	Definitely	Response Total
Self	11%	11%	48%	29%	97
Other staff	10%	12%	46%	21%	90

## Impact

From public library staff:

- I am better able to cope with the changing technologies and needs of the library by calling and requesting help from the Library Commission service. Help is always prompt and the question is resolved.
- Better acceptance of wireless technology as an important service provided by the library.
- Recent changes due to the RFP4000 caused great anxiety . . . . With the information sharing events coordinated by [Network Services staff], we were able to make an informed decision about when to make the move to MPLS. . . . Network Services never failed to provide information, advice and even pressure when needed and I am truly grateful for that support.

## 4. Focus LSTA grants in the area of technology.

Strategies/Services/Activities

Include technology categories in annual LSTA Subgrant Program.

## Outputs

- 3 of 5 subgrant programs contain categories focused on technology
- 55 subgrants awarded under technology goal
- 59 subgrant applications received under technology goal
- 5 out of 5 subgrant programs were/will accept applications with a technology goal

## Subgrant Survey Results

Rate the availability of Subgrant programs in these areas. Base responses on either your experience or your observation of other participants.

	Did not Participate	Minimum	Good	Excellent	Response Total
Technology	33%	4%	36%	26%	96

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Do you see a change in skills, knowledges, behaviors, attitudes, status, or life situation of any of the following persons as a result of LSTA subgrant programs available through the Library Commission?

	None	Some	Yes	Definitely	Response Total
Self	18%	18%	47%	18%	68
Other staff	15%	22%	46%	18%	68
Patrons	13%	24%	46%	18%	68

## Impact

From public library staff:

- The improvements in library automation, public access computing . . . had a positive impact on both staff and patrons. Patron visits steadily increase and positive feedback from patrons has increased. . . . staff put more into their work everyday because, in my opinion, the grants programs allow them to work in better library environments where they can shine. They have access to tools which aid them in helping patrons. There is also an increased sense of pride among staff because they feel supported and valued due to the fact that the state and federal governments recognize libraries as important to the citizens.
- Our Business Manager, as a result of a LSTA grant for a new computer, network printer and software, became very interested in doing publicity related items such as signs and brochures.
- We received a subgrant for new public computers. Our public computer use jumped over 50%, and changed how we operate at all levels.
- Positive improvement in the perception of the library in the community as a "forward-thinking technology institution."
- Our patrons have seen a change in how fast our books are getting out to the patrons.

## 5. Connect public libraries to a statewide telecommunications network.

Strategies/Services/Activities

Provide 24/7 access to a statewide telecommunications network (MissIN2) with protocols in place for network failure and troubleshooting at the agency and local levels.

## Outputs

183 library sites currently on MissIN2 (figure is declining as sites move to new state network offering, MPLS)

## Survey Results

Rate services or programs in which you have participated or have knowledge of.

	No Knowledge	Minimum	Good	Excellent	Response Total
Connecting Public Libraries to a Statewide Telecommunications Network (MissIN2)	29%	8%	35%	28%	78

Term Definitions: No Knowledge - not familiar with program, activity, or service; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Indicate the level of change in the skills, knowledges, behaviors, attitude, status, or life situation as a result of the Library Commission's Technology programs.

	No Opinion	None	Some	Yes	Definitely	Response Total
Self	12%	3%	24%	33%	28%	78
Other staff	17%	5%	21%	41%	41%	78
Patrons	17%	6%	15%	45%	45%	78

## Impact

From public library staff:

- o Providing the MISSIN Network and Internet Access is vital to the continued expansion of [the library system]. These are services that would not be available to the citizens of the service area without the leadership of MLC.
- o We do not participate in the MISSIN network, but it benefits libraries that do.

## 6. Support statewide development of public library web sites and portals that provide convenient access to a broad array of information resources.

Strategies/Services/Activities

Provide hosting services for public library websites, domain maintenance and DNS service; e-mail service for public library staff & agency staff; 24/7 Help Desk

## Outputs

36 websites hosted

\$360 annual savings in public funds per website (bulk vs. per site pricing)

1550+ e-mail accounts maintained

26,625 hours spent on projects originated at the help desk

5,009 help desk requests logged for public library network

3,282 help desk requests logged for agency network

## Survey Results

Rate services or programs in which you have participated or have knowledge of.

	No Knowledge	Minimum	Good	Excellent	Response Total
Support of Statewide Development and Hosting of Public Library Websites and Portals	33%	9%	21%	27%	78
Provision of E-mail for Public Library Staff	8%	1%	45%	46%	78

Term Definitions: No Knowledge - not familiar with program, activity, or service; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

Outcomes

Survey Results Same as Target #5

Impact

From public library staff:

- o Library's web site is difficult to maintain and library staff e-mail access is poor - within the last four months, daily staff e-mail access has been sporadic.

**7. Support libraries in their efforts to make electronic content and information available to their patrons from libraries and homes.**

Strategies/Services/Activities

Provide 24/7 Internet access to websites hosted; provide filtering service for MissIN2 participants to assist libraries to comply with E-rate requirements; provide 24/7 help desk to facilitate access to electronic content and information

Outputs

- 36 websites hosted currently
- 183 library sites using filtering service

Survey Results

Rate services or programs in which you have participated or have knowledge of.

	No Knowledge	Minimum	Good	Excellent	Response Total
Provision of Internet Access	8%	4%	46%	42%	78
Provision of Internet Filtering	13%	8%	44%	36%	78
Provision of 24/7 Help Desk Services	27%	9%	38%	26%	78

Term Definitions: No Knowledge - not familiar with program, activity, or service; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

Outcomes

Survey Results Same as Target #5

Impact

From public library staff:

- o Many of our patrons do not have access to the internet at home. Access at our library meets their needs.
- o Our internet access is dependable and very satisfactory to our staff and patrons. The internet filtering is helpful for the staff and most of the patrons. The staff e-mail service is great.
- o Everyone from patrons on up to the librarian has benefited and learned from having internet access. Many patron have used it to do genealogy research, download tax forms, w-2s, financial aid, and do student research. Staff has learned many new skills in order to assist patrons.
- o Most library users just want to check their email and play games.
- o My staff has all gotten much better at using technology and exploring new materials and websites. The more they explore the more they know and can help the patrons.
- o Wished we didn't filter out the MySpace; handicapping many young people that use it for email. Filtering helps with some but also hinders others looking for research (ex: Atomic bomb term paper)

**8. Provide distance education opportunities for professional and para-professional library staff.**

Strategies/Services/Activities

Provided access to on-line tutorials for managerial and technology courses.



#### Outputs

- 200 on-line sessions were purchased
- 10 library staff signed up for a series of sessions
- 2 library staff completed the series of sessions

#### Outcomes

Not surveyed due to low participation.

#### Impact

Due to low participation, the agency has not provided this type of distance education opportunities since the completion of this program.

#### **9. Provide brokering assistance to public libraries purchasing resource sharing of electronic information resources.**

Did not implement this target. However, statewide access to library management tools for statistics, cataloging, and interlibrary loan were provided. The agency did provide statewide access to L.A.T. and did attempt to negotiate statewide pricing for a genealogy database. Consulting on general purchasing issues is provided to public libraries.

#### **10. Encourage the creation of multi-type library consortia.**

Did not fully implement target. Subgrant calls are open to multi-type library consortia; eight (8) applications were received and subgrants funded. One (1) for a consortia project, one (1) to fund startup cost for joining a local consortia and six (6) for a group automation project not under a consortia for application purposes but acting as one for the overall activities.

### **GOAL 2: LIBRARY DEVELOPMENT - Enhance library services through well-managed and well-operated public library systems.**

State Goal Statement: - *By statute, the Mississippi Library Commission is charged with “establishing, stimulating, increasing, improving, and equalizing library service....” Thus, statewide library development is an ongoing, primary responsibility for the agency. Libraries are fluid institutions, ever evolving to meet changing user and community needs. While there have been many accomplishments and great progress in the area of library development in Mississippi, the ever changing, expanding challenges of this goal remain and will continue to be addressed by the agency.*

#### **Targets**

##### **1. Establish a certification program for professional and para-professional library staff.**

Did not implement this target; however, in anticipation of this program the agency is authorized, through the Mississippi Department of Education, to grant continuing education units (CEU). CEU are offered to all participants in applicable CE programs.

##### **2. Establish and promote a voluntary public library standards program.**

Strategies/Services/Activities

May – August 2006 - meetings with stakeholders including Library Commission staff, public officials, trustees, and public library system directors, and other public library staff

## Outputs

September 2006 - Mississippi Library Commission Board of Commissioners approved the Mississippi Public Library System Accreditation Program which include three (3) levels (A, AA, and AAA). To the extent that the program is tied to the receipt of state aid funding, the program is not voluntary; however, participation in state aid programs is voluntary.

### Accreditation Program Survey Results

Rate the Library Development programs of which you have knowledge.

	No Knowledge	Minimum	Good	Excellent	Response Total
Public Library Standards – Accreditation Program	20%	12%	38%	30%	81

Term Definitions: No Knowledge - not familiar with program, activity, or service; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Was a change observed in skills, knowledges, behaviors, attitude, status, or life situation of yourself, other staff, patrons, or trustees as a result of the Library Commission's Library Development programs?

	None	Some	Yes	Definitely	Response Total
Public Library Standards – Accreditation Program	19%	19%	39%	23%	62

## Impact

### From public library staff

- Process & workshops on accreditation made us look at things in different ways and to examine library practices with a fresh eye.
- The accreditation process involved one of our trustees in developing the accreditation standards. Although very knowledgeable to start with, she developed more understanding after being a part of that procedure. Our other trustees, who will be working with the standards, have a ruler by which to judge the actions of the library and its staff. Their attitude has been very positive toward the implementation of standards.
- Plans are underway to ensure full [AAA] accreditation
- Going through the accreditation retreat with my Board Chair greatly increased her understanding of the standards we are held to and the challenges that libraries face. It also increased my and my staff's awareness of the standards.
- The development of the Accreditation Program has provided an opportunity for the Trustees and staff to evaluate the current level of service and to set goals to meet all of the AAA criteria.
- The Public Library Standards has made me realize as a director that I have been a little lax in some areas. My Board of Trustees and I will need to do some work and update some polices to bring our library system up to the next level.
- Excited about state standards!!
- After attending some meetings regarding accreditation, myself and one staff member are aware of why certain changes are being made within our system.
- We discussed these accreditation standards in several branch staff meetings and brainstormed how we could meet them. It has made us all more aware of the goals we hope to attain.

### 3. Offer continuing education on library management and operations to Mississippi librarians.

#### Strategies/Services/Activities

Courses were offered on an annual basis through the agency's continuing education program for a variety of library management and operational issues; produce catalog of courses was produced and distributed

(Note: The agency will begin a pilot program for online library related courses in the coming fiscal year utilizing 2007 federal funds. Results will be reported in the SPR for 2007.)

## Outputs

- 34 courses were offered
- 41 sessions presented on courses offered
- 1,404 participants in sessions presented
- 4.57 average evaluation rating for all courses on 5.0 scale

Note: Two (2) conference style courses were canceled due to Hurricane Katrina.

## Survey Results

Training is provided in 5 different areas. Please rate the Continuing Education programs in these areas. This includes sessions at the Librarianship 101, Directors, and Children's conferences. Base your responses on either your experience or your observations of others who have participated.

	Did Not Participate	Minimum	Good	Excellent	Response Total
Library Development	37%	5%	33%	25%	129

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Do you see a change in the skills, knowledge, abilities, behaviors, attitude, and status or life situation in yourself or other library staff as a result of the Library Commission's continuing education programs?

	None	Some	Yes	Definitely	Response Total
Self	11%	11%	48%	29%	97
Other staff	10%	12%	46%	21%	90

## Impact

From public library staff:

- Librarianship 101 was very helpful. My partner and I were astounded at the amount of information we were able to assimilate.
- Librarianship 101 has been an excellent chance for other staff to see the broader picture of what it takes to run a library and what a librarian does. . . . encouraged staff who have attended to look at their jobs differently . . . a sense of professionalism even if they are not able to or going to pursue a library degree.
- Branch librarians able to set priorities better for getting work done
- . . . gained good information to help me plan better story times, and to better answer reference questions for patrons, especially with referring them to the MAGNOLIA databases to do research. As for other staff members in our branch, I haven't seen or asked them what extra training may have helped them to a better job. From what I can tell, not all staff members get to participate in workshops and conferences. Only a few get one or two continuing education experiences a year and others don't get any continuing ed. experiences at all.

## 4. Provide training and education to public library trustees regarding their duties and responsibilities.

Strategies/Services/Activities

Develop and provide public library trustee training on an as-needed basis to individual trustees or entire local governing boards; include training as a requirement of new Public Library Accreditation Program; reproduce and provide public library trustee manuals on an as-needed basis to individual trustees or the entire local governing boards

## Outputs

- 8 training sessions
- 40 manuals provided
- 40 trustees received training

## Outcomes

Same as task #3

## Impact

From public library staff:

- Trustees are becoming more aware of the changing scope of library services in Mississippi. They are eager to embrace changes in the delivery of traditional services.
- Trustees have a better understanding of the legal obligations of the public library system.
- Trustee Training made a huge difference in the attitudes of my Library Board members. They became more aware of library laws and their responsibilities.

(Note: Several trustees training sessions resulted in long-term consultation to assist trustees in resolving local issues and follow-up consulting with individual trustees on sensitive legal or confidential issues.)

## 5. Assist public libraries in providing adequate library facilities through identification of funding sources and the provision of information on facilities management and space planning.

### Strategies/Services/Activities

Surveyed public libraries on capital needs; provided information to state and local officials regarding public library capital and facility needs; provided CE courses on space planning; designed and administered public library capital improvement program; assisted public libraries along the MS Gulf Coast recover from Hurricane Katrina by providing information to and arranging tours of affected areas for philanthropic organizations

### Outputs

104 public libraries responding to capital survey

60 applications received in capital subgrant call

14 capital subgrants awarded

2 sessions offered on facility planning

32 participants in sessions on facility planning

32 licenses for facility planning software were distributed at CE sessions

\$1,600,000 funding from MS Legislature for Public Library Capital Improvement

\$2,780,000 funding from the Bill & Melinda Gates Foundation for 5 temporary public libraries on the MS Gulf Coast

\$5,000,000 in funding from the Americans for Libraries Council through the Bush-Clinton Katrina Fund for public libraries in Mississippi and Louisiana affected by Hurricanes Katrina and Rita

\$370,000 available to MS libraries affected by Hurricane Katrina through the Rebuild MS Libraries Fund established by the Friends of MS Libraries

## Survey Results

Rate the Library Development programs of which you have knowledge.

	No Knowledge	Minimum	Good	Excellent	Response Total
Adequate Library Facilities - Identification of fund sources, facility mgt, space planning	40%	17%	32%	11%	81

Term Definitions: No Knowledge - not familiar with program, activity, or service; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

**Outcomes**

Was a change observed in skills, knowledge, behaviors, attitude, status, or life situation of yourself, other staff, patrons, or trustees as a result of the Library Commission's Library Development programs?

	None	Some	Yes	Definitely	Response Total
Adequate Library Facilities - Identification of fund sources, facility mgt, space planning	29%	29%	34%	9%	56

**Impact**

From public library staff

- o Your support of us as we recover from Hurricane Katrina has been absolutely outstanding. You not only helped us yourselves but helped to connect us with outside sources of possible recovery funding. You've changed our realization of what a committed state agency can do.
- o [Executive staff's] leadership and advocacy during the legislative session has been a guiding beacon to all of us who deal with legislators on the local level.

(Note: Rebuild MS Libraries fund serves as a conduit for organizations, individuals and other Friends of Library Chapters throughout the country and world to contribute to MS libraries of all types. Funds have been used for materials, supplies, equipment, and in some cases to pay staffing cost when local revenue fell short in areas affected by Hurricane Katrina.)

**6. Develop a statewide recruitment program for librarians and paraprofessionals.**

Did not implement this target; however, several participants in the Librarianship 101 have decided to pursue a degree in library science.

**7. Provide consulting assistance.**

Strategies/Services/Activities

Provided consulting services for public libraries in all areas of library development and general management

**Outputs**

- 5,400 hours of consulting provided
- 36,974 contacts
- 560 site visits to public libraries
- 240 + public libraries had access to consulting services

Rate the Library Commission's Staff Support of Statewide Program in the areas where consulting services and/or assistance/support has been sought.

	Did Not Participate	Minimum	Good	Excellent	Response Total
Library Development	27%	9%	36%	27%	129

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

**Outcomes**

Do you see a change in the skills, knowledge, abilities, behaviors, attitude, and status or life situation in yourself or other library staff as a result of the Library Commission's consulting and assistance/support programs?

	None	Some	Yes	Definitely	Response Total
Self	16%	21%	43%	19%	67
Other staff	17%	24%	41%	18%	66
Trustees	31%	32%	27%	10%	62

**Impact**

From public library staff

- Our library system had a full staff training day where a consultant came in and talked with us about customer service and patron perceptions. My staff went back to their respective libraries and implemented many of the ideas and plans discussed that day including: uncluttering the library, putting the patron ahead of every other duty, creating signage with positive wording and treating fellow employees as internal customers who deserve the same respect as the patrons.
- Your support of us as we recover from hurricane Katrina has been absolutely outstanding. You not only helped us yourselves but helped to connect us with outside sources of possible recovery funding. You changed our realization of what a committed state agency can do.

**8. Encourage libraries to develop 3- to 5-year long-range plans.**

Strategies/Services/Activities

Provide grant programs for planning; provide consulting services on long-range/strategic planning; provide continuing education session on long-range planning

**Outputs**

- 5 of 5 subgrants calls offered opportunities for planning
- 30 public libraries received grants for long-range/strategic planning
- 30 public libraries completed long-range/strategic plans
- 2 continuing education sessions were held on long-range planning
- 48 participants attended sessions on long-range planning

Rate the Library Development programs of which you have knowledge.

	No Knowledge	Minimum	Good	Excellent	Response Total
Encourage Development of Long-Range Plans	32%	14%	40%	15%	81

Term Definitions: No Knowledge - not familiar with program, activity, or service; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

**Outcomes**

Was a change observed in skills, knowledge, behaviors, attitude, status, or life situation of yourself, other staff, patrons, or trustees as a result of the Library Commission's Library Development programs?

	None	Some	Yes	Definitely	Response Total
Encourage Development of Long-Range Plans	19%	21%	48%	12%	58

**Impact**

From public library staff:

- We talk among ourselves about changes we can and do make for the better. --We evaluate and update our manuals often, based on observations collected in contacts with patrons and each other.
- [Accreditation] standards also aid me in aligning our strategic, short and long range planning goals.
- The Trustees and Administrative staff have actively begun pulling together all of the separate pieces that had been developed in the last five years to form a single cohesive Long-Range Plan.

**9. Focus LSTA grants in the area of library development.**

Strategies/Services/Activities

Provide subgrant opportunities for library development

## Outputs

- 5 of 5 grant calls contained library development categories
- 122 subgrant applications received for library development
- 102 subgrant awards for library development

Rate the availability of Subgrant programs in these areas. Base responses on either your experience or your observation of other participants.

	Did Not Participate	Minimum	Good	Excellent	Response Total
Library Development	32%	14%	40%	15%	81

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Do you see a change in skills, knowledge, behaviors, attitudes, status, or life situation of any of the following persons as a result of LSTA subgrant programs available through the Library Commission?

	None	Some	Yes	Definitely	Response Total
Self	18%	18%	47%	18%	68
Other staff	15%	22%	46%	18%	66
Trustees	13%	24%	46%	18%	62

## Impact

From public library staff

- The LSTA Grant Program has allowed [the library system] to expand the availability of services and add new services for the citizens of the service area. Increased library use means better-educated children, more informed citizens, and communities who know where to go for needed information, enrichment, and entertainment.
- Subgrants for this system have resulted in more skilled, more satisfied employees. This has resulted in the provision of better library services [materials, computer/internet access, etc] to a more satisfied and educated public.
- Patrons were excited and supported our program in a much greater manner than staff expected. --We gained some "Friends" memberships and on-going commitments as a result of some persons' participation. --Staff members who were skeptical about low stats are now more enthusiastic about adding programs.

### 10. Collect and disseminate public library statistics.

Implemented in Goal 4 – Advocacy/ Collect, analyze, and disseminate data about libraries and their programs and services

### 11. Develop a recommended pay scale for public library staff.

Did not implement this target

### 12. Work with academia to ensure graduates have applicable public library course work.

Did not implement this target

## **GOAL 3: INTERLIBRARY COOPERATION - Enhance libraries' efforts to meet an increasing demand for information and library services through resource sharing and partnerships.**

Goal Statement: *In the area of resource sharing, the original goal was surpassed. A statewide interlibrary loan system was created that maximizes access to the state's total library resources by using the latest technology, minimizing the need for staff intervention, and taking advantage of previous investments in technology, training, & standards. While progress has been made in the area of partnerships, the possibilities remain endless.*

## Targets

### 1. Offer an in-state interlibrary loan system to Mississippi libraries.

#### Strategies/Services/Activities

Implemented a new virtual union catalog and interlibrary loan service statewide; automated last eight (8) un-automated public library system so all public libraries can participate in statewide interlibrary loan service

#### Outputs

Received \$500,000 in state bond funding for new virtual union catalog & interlibrary loan system and to automate un-automated libraries

Procured and installed system

Remaining 8 un-automated public library systems have been automated

60,079 materials loaned through the ILL system

44,197 materials borrowed through the ILL system

30 members in the interlibrary loan system (29 public libraries + agency)

#### Survey Results

Rate the Interlibrary Cooperation programs in which you participated or have knowledge of.

	No Knowledge	Minimum	Good	Excellent	Response Total
Statewide ILL Services	17%	2%	27%	54%	84
Library materials borrowed from other libraries	12%	0%	34%	54%	83

Term Definitions: No Knowledge - not familiar with program, activity, or service; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

#### Outcomes

Do you see a change in skills, knowledge, behaviors, attitude, status, or life situation in yourself, other staff, or patrons, as a result of the Library Commission's Interlibrary Cooperation programs?

	None	Some	Yes	Definitely	Response Total
Statewide ILL Services	9%	17%	35%	38%	65

#### Impact

From public library staff:

- o With fewer resources on the coast, ILL has been used more.
- o We have had a significant increase in ILL requests since the institution of VUC and OCLC procedures. [One staff member] has developed enormous knowledge of what VUC and OCLC can do for our system.
- o ILL service is slow to change from the way it has "always been done" [at the local level]
- o . . . the virtual union catalog we have now is great.

### 2. Strengthen the Library Commission resource library that supplements local library collections.

#### Strategies/Services/Activities

Update the collection development policy to address public library needs; purchased materials consistent with collection development policy; provided access to materials not available within the state through Group Access Capabilities (GAC); provided access to databases and online materials



## Outputs

Implemented collection development policy, October 2005  
17,804 materials weeded from collection  
12,601 materials added to primary resource collection  
94,044 - materials usage  
76 - Average number of databases provided  
13,261,442 searches performed on databases provided  
29,031 site visits made to online learning service (Learn-A-Test)  
25,006 tests/courses taken via online learning service (Learn-A-Test)  
60,447 materials borrowed from libraries outside the state through GAC  
\$3,804,534 public funds savings on materials borrowed through GAC access

## Survey Results

Rate the Interlibrary Cooperation programs in which you participated or have knowledge of.

	No Knowledge	Minimum	Good	Excellent	Response Total
Library materials borrowed from the MLC collection	13%	5%	24%	58%	84
Learn-A-Test	19%	13%	25%	43%	84

Term Definitions: No Knowledge - not familiar with program, activity, or service; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Do you see a change in skills, knowledge, behaviors, attitude, status, or life situation in yourself, other staff, or patrons, as a result of the Library Commission's Interlibrary Cooperation programs?

	None	Some	Yes	Definitely	Response Total
Library materials borrowed from the MLC collection	13%	19%	40%	29%	63
Learn-A-Test	19%	17%	32%	32%	63

## Impact

From public library staff:

- o We are able to get help for our patrons that need special books
- o Staff at my branch is offering the service more than in the past as they see the materials coming in for patrons that other staff has worked with. The process seems to really be working smoothly and this encourages the staff to participate more readily.
- o A lot of patrons have been visiting the library lately wanting the GED book or the ACT book and I let them know about the Learn-A-Test that's on the computer.
- o With fewer resources on the coast, Learn-A-Test has been used more...
- o . . . we do not take advantage of Learn-A-Test as much as we could

### 3. Encourage library consortia and cooperatives.

Strategies/Services/Activities

Allow access to subgrant opportunities to library consortia and cooperatives; participate in statewide library collaborative to provide access to on-line databases (MAGNOLIA)

## Outputs

5 of 5 subgrant calls include library consortia and cooperatives as eligible entities  
3 subgrant applications were received  
2 subgrant applications were funded  
48 average number databases provided

13,248,903 searches performed on statewide on-line database  
\$3,359,0240 state funding received for statewide online database

#### Outcomes

Greater community access to total library resources; more efficient use of public resources; less duplication

#### Impact

From public library staff:

- We have had a significant increase in ILL requests since the institution of VUC and OCLC procedures. [A] staff member has developed enormous knowledge of what VUC and OCLC can do for our system.
- The development of cooperative programs between library systems has increased.

### **4. Manage the Mississippi State Document Depository Program.**

#### Strategies/Services/Activities

Serve as the official depository for all public documents produced by state government; distribute state documents to depository libraries throughout the state; maintain public documents in electronic format on agency website; maintain indexed listing of public documents available; provide access to on-line information for state agencies; provide traditional library service to state agency personnel

#### Outputs

763 state documents received, cataloged, and distributed to depository libraries  
7 state agencies provided direct online access to 3 state newspapers  
2,160 instances of reference and research information provided to state agencies  
13 volumes of indexed documents published

#### Outcomes

An archival collection of state agencies publication is maintained to provide access to the written results of state agencies' work and research. This collection provides statewide access to state agency publications through a network of depository libraries. By providing direct access to online newspapers, time necessary for state agency personnel needing information for research/decision making is reduced.

#### Impact

Users have a greater recognition of the role libraries play in the delivery of quality information. Better and relevant information leads to a more information-driven decision making in state government. Historical state government information is documented and available to public.

### **5. Provide consulting assistance.**

#### Strategies/Services/Activities

Provide consulting assistance for interlibrary loan issues; implementation of statewide interlibrary loan service; provide training on ILL and technology standards; work with un-automated public libraries to ensure local systems are compatible with statewide standard for interlibrary loan; provide reference/research services; provide access to Patent and Trademark information and guidance on research to the public

#### Outputs

8 of 8 un-automated libraries automated with compatible statewide standards

4 courses were offered  
 8 sessions presented on courses offered  
 149 participants in sessions presented  
 105,639 reference/research transactions

Rate the Library Commission's Staff Support of Statewide Program in the areas where consulting services and/or assistance/support has been sought.

	No Knowledge	Minimum	Good	Excellent	Response Total
Interlibrary Cooperation	33%	1%	34%	32%	85

Term Definitions: No Knowledge - not familiar with program, activity, or service; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

### Outcomes

Do you see a change in skills, knowledge, behaviors, attitudes, status, or life situation of yourself, other library staff, or trustees as a result of consulting and assistance/support available through the Library Commission?

	None	Some	Yes	Definitely	Response Total
Self	16%	21%	43%	19%	67
Other staff	17%	24%	41%	18%	66
Trustees	31%	32%	27%	10%	62

### Impact

From public library staff:

- o Interlibrary loan made possible by the institution of the VUC and OCLC borrowing and lending privileges have radically enhanced our collections and by extension its holdings.
- o [Library Services staff member] has always been so forthcoming with information that I consider her the absolute best.
- o . . . The training given for these programs [VUC/ILL] gave me the knowledge I needed to use them with ease and confidence.

## 6. Focus LSTA grants in the area of interlibrary cooperation.

Strategies/Services/Activities

Provide subgrant opportunities for interlibrary cooperation

### Outputs

5 of 5 subgrant calls include library consortia and cooperatives as eligible entities  
 8 subgrant applications received for interlibrary cooperation  
 8 subgrant awards for interlibrary cooperation

Rate the availability of Subgrant programs in these areas. Base responses on either your experience or your observation of other participants.

	Did Not Participate	Minimum	Good	Excellent	Response Total
Interlibrary cooperation	46%	5%	31%	18%	96

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Do you see a change in skills, knowledge, behaviors, attitudes, status, or life situation of any of the following persons as a result of LSTA subgrant programs available through the Library Commission?

	None	Some	Yes	Definitely	Response Total
Self	18%	18%	47%	18%	68
Other staff	15%	22%	46%	18%	66
Trustees	13%	24%	46%	18%	62

## Impact

Participation by eight (8) un-automated library systems in the new statewide in-state interlibrary loan system was made possible by LSTA subgrants provided for interlibrary cooperation. While the system and the actual automation were funded with state monies, LSTA subgrants provided consulting services necessary to make the conversion a reality.

From public library staff:

- o Yes, I get more requests for books via inter library loans.
- o The improvements in library automation . . . had a positive impact on both staff and patrons. Patron visits steadily increased and positive feedback from patrons has increased.

## **7. Enhance the Library Commission's web site as a statewide portal for library catalogs, resources, and services.**

### Strategies/Services/Activities

Implement new website for agency; include links to all academic, public, school and special library websites; include links to agency resources, traditional materials and electronic.

### Outputs

May 2005 – new agency website released

150 direct links to library websites

17 types of online resources available via website including: Directory of Libraries; E-Rate; Grants; Reference and ILL Services; On-Line Resources; MS Library Jobs

154,000 + average annual visits to agency website

### Outcomes

Greater visibility for agency and public libraries; improved navigation and organization of website; more expedient distribution of time-sensitive information

### Impact

Users of agency's website have a heightened awareness of and reliance on web resources and links and more immediate access to need information. Simplified website software allows information on website to be created and maintained by any agency staff member instead of a webmaster. The result is quicker access to information and simplified maintenance of website.

## **8. Encourage the adoption and adherence to accepted technical standards.**

### Strategies/Services/Activities

Equipment and/or software purchased with LSTA funds for library automation upgrades or additions required the library catalog to be compliant with technical standards necessary to be a borrower and lender in the statewide interlibrary loan system; require all recipients of

LSTA subgrants for library automation join the statewide interlibrary loan system as a borrower and a lender

#### Outputs

39 public libraries adhere to accepted technical standards (Eleven (11) are either in the process of implementing accepted technical standards or have not informed the agency the process is complete.)

15 subgrants resulted in upgrade to allow for adherence to technical standards

#### Outcomes

By adhering to accepted technical standards to allow participation in the statewide interlibrary loan system library patrons have access to collections of all participating libraries. This increases the library materials available to local patrons immeasurably.

#### Impact

Greater interoperability of systems provides greater access to citizens to public library holdings statewide. Guaranteed portability of library data is a better investment of public funds.

### **9. Encourage local and regional meetings of all types of libraries (i.e., public and school) to discuss common concerns.**

Did not implement target; however, agency conducts annual meetings around the state for public library staff. In a “town meeting” setting the agency provides updates on services and items of interest to the library staff. Also, since moving into the new facility, the agency makes meeting rooms and resources available for meetings of all types. The agency annually participates in the Library and Media Professionals (LAMP) tour which holds regional meetings over a three (3) day tour of the state. Preconference on assistive technology at state library association conference that attracted all types of libraries.

The agency includes statistics for these activities under other goals and targets.

- “Town meetings” are included under Library Development – Offer continuing education on library management and operations to Mississippi librarians.
- Use of agency meeting rooms is included in the Advocacy - Ensure that adequate leadership is provided for the improvement of public library service by supporting participation of state library agency staff in local, state, and national forums.
- LAMP Tour is included in exhibits under Advocacy - Educate library staff and trustees on the needs of children, families and culturally diverse populations

### **GOAL 4: ADVOCACY - Raise Mississippians’ awareness of library services and needs.**

Goal Statement: *The agency made progress on this goal, but substantial work is still needed in this area.*

#### **Targets**

### **1. Provide state-level leadership for the development and improvement of public library service.**

#### Strategies/Services/Activities

Develop continuing education programs; support for relevant statewide professional or support associations (i.e., MS Library Association and Friends of MS Libraries); provide information to state leaders and legislators on public library issues; set technical standards for public library automation; use novelty of “new state library facility” to draw statewide interest to

public library issues; served as point of contact for MS Gulf Coast public libraries in the aftermath of Hurricane Katrina

## Outputs

### Rate programs or services

	Did Not Participate	Minimum	Good	Excellent	Response Total
Leadership Role in Statewide Dev/Imp of Public Library Service	29%	6%	39%	30%	80

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Do you see a change in skills, knowledge, behaviors, attitude, status, or life situation as a result of the Library Commission's Advocacy activities/services?

	No Opinion	None	Some	Yes	Definitely	Response Total
Self	24%	6%	14%	41%	15%	80
Other staff	26%	6%	25%	30%	12%	80
Patrons	31%	12%	24%	24%	9%	80
Trustees	30%	11%	31%	20%	8%	80
Local Gov Officials	30%	22%	30%	12%	5%	80
Legislators	35%	12%	26%	21%	5%	80

## Impact

From public library staff:

- o The support and advocacy provided by MLC is evident in every aspect of our library's functionality. Advice and examples given by MLC staff has allowed me to do my job with confidence and instill confidence in my staff.
- o My staff and I routinely seek advice and help from MLC. They affect what we do everyday. Patrons benefit from statewide programs . . . There's not a good avenue of communication between library trustees and MLC, so that is somewhat limited. Advocacy with officials occurs mainly at the state level. Local officials still have a limited knowledge of the role libraries serve.
- o Our state legislators continue to support Mississippi's libraries.

## 2. Sponsor regular meetings of the public library system directors.

### Strategies/Services/Activities

Schedule quarterly meetings with public library/library system directors; tailor agenda and materials for quarterly meetings based on current issues, needs and trends; send meeting packet to library/library system directors unable to attend meetings

## Outputs

- 20 quarterly meetings have been/will be held
- 38 - average number of libraries/library systems represented at each meeting
- 75 - average number of attendees at each meeting
- 7 - average number of topics covered in each meeting
- 100% of directors not attending the meeting receive meeting packet

## Outcomes

Sharing of information on a formal and informal basis among agency staff and public library staff; information presented has high level impact on public library operations; agency uses meetings to distribute subgrant program materials; library/library system directors unable to

attend meetings have access to information presented at meetings, if necessary agency staff can be contacted for additional information

#### Impact

By sponsoring regular meeting of the public library/library system directors; the agency addresses questions/issues in a group setting so answers are shared by all attending; meets informally with public library staff and discusses problems; gauges impact of proposed programs prior to implementation. At these meetings, public library staffs have the opportunity to network on an informal basis. These meetings are vital in promoting peer & agency leadership and network building at the state level; with regular meetings, the agency's relationship with the directors has become more open and collegial.

### **3. Develop and conduct orientation program for new public library system directors.**

#### Strategies/Services/Activities

Develop resource manual for public library system directors; distribute resource manual to new public library system directors; develop orientation program for new public library system directors; conduct orientation for new public library system directors

#### Outputs

10 topics covered in resource manual (Administration/Governance, Personnel, Financial Management, Facilities, Communications, Technology, Library Records; Library Services – Resource, Programming, & Extension)

114 resource manuals distributed (current and new directors)

14 new director orientations conducted

#### Outcomes

By developing and providing the resource manual, public library directors will have a qualitative source of information not available prior. New directors become more effective sooner in their new jobs. The orientation program includes a tour of the agency and meetings with agency personnel who can provide a service or information to the new director.

#### Impact

New library directors attending the orientation seek assistance from agency staff on a regular basis when faced with unfamiliar or unusual issues.

### **4. Disseminate information of interest and importance to libraries in Mississippi through publications.**

#### Strategies/Services/Activities

Publish and distribute: quarterly newsletter; annual Continuing Education Catalog; annual reports; service brochures; grant resources; information on Hurricane Katrina

#### Outputs

25 quarterly newsletters published

25,000 quarterly newsletters distributed

1,000 - Average number of recipients of newsletter per distribution

5 Continuing Education Catalogs have been/will be published (2008 issue currently in production)

1400 Continuing Education Catalogs distributed to public library directors, public libraries, and agency staff

350 - Average number of recipients of Continuing Education Catalog

5 annual reports have been/will be published  
3,000 annual reports distributed

8 service brochures published  
6,000 service brochures distributed

10 grant manuals, paper and electronic (LSTA, Gates Foundation & Capital Improvement)  
15 grant forms, paper and electronic (LSTA, Gates Foundation & Capital Improvement)

1 DVD produced (effects of Hurricane Katrina on MS Gulf Coast public libraries)  
75 DVDs distributed on the effect of Hurricane Katrina on MS Gulf Coast (50–1 to each public library system, 5 to MLC Board of Commissioners to use in advocacy efforts, 20 to national organizations expressing interest in assisting MS Gulf Coast libraries)

### Outcomes

Recipients of newsletters are informed of agency services and aware of events in the library community; recipients of the Continuing Education catalog are informed on the annual classes scheduled and registration. Recipients of the annual reports are made aware of progress made in ongoing programs and specific projects; recipients of service brochures are made aware of new or long-standing services and given contact information or directions for accessing service; recipients of grant manuals and forms have the information necessary to apply for and administer agency subgrants; MS Gulf Coast libraries have benefited from several national organizations that received the Katrina DVDs, including the Gates Foundation and IMLS; used as a continuing education tool, the DVD had been used to improve disaster preparedness in MS and several states.

### Impact

Communication of services available and resources resulted in enhance relationships greater utilization of services. Assistance, funding, and resources have been provided to MS Gulf Coast libraries as a result of production and distribution of the DVD on the effects of Hurricane Katrina.

### From participants

- The [grant] application process was much more succinct and less time consuming.
- The distribution of the grant guidelines has been improved by the electronic transmission of the information. Filing for reimbursement of funds has been simplified through the electronic transmission of funds.

## **5. Collect, analyze, and disseminate data about libraries and their programs and services.**

### Strategies/Services/Activities

Develop public library annual statistical report requirements; distribute materials regarding reporting requirements; collect annual report data; evaluate data for possible errors; contact public libraries for corrections; publish data; submit data at federal level

(Note: In July of 2006 the agency began a project to move data collection to electronic submission. In addition to collection of the statistics this project will allow public libraries to access and to use state and national public library statistics for comparative purposes. This project began with the collection of the 2006 statistics and is not complete as of this report. Statistics will be reported on the SPR for Federal Year 2006 and 2007.)



## Outputs

- 3 annual public library statistical reports collected
- 2 training sessions held on reporting requirements and methods
- 68 attendees at training sessions
- 3 public library statistical reports have been published

## Outcomes

Aggregate information on Mississippi public libraries is available to aid the agency and others in research for strategic planning, marketing, grants, and statewide programs; public libraries can use information to benchmark against for funding, staffing, and development issues; inclusion of statewide data in the federal report will allow research and benchmarking at a national level as well.

## Impact

The statistical data provided through this program ensures data is available for decision making at the local, state, and national levels. National grant making organizations routinely use such statistical data to implement and direct grant programs for public libraries. Electronic submission allows for timely receipt and dissemination of data.

From public library staff

- o I am pleased with the ease of use of the automated annual report system we used this year. . . . The training given for these programs gave me the knowledge I needed to use them with ease and confidence.

## **6. Ensure that adequate leadership is provided for the improvement of public library service by supporting participation of state library agency staff in local, state, and national forums.**

### Strategies/Services/Activities

Agency staff participated in local, state, and national forums; participated in forums as an agency member; made presentations utilizing Katrina DVD concerning effects of Hurricane Katrina on MS Gulf Coast public libraries; fostered relationships with entities by encouraging use of meeting facilities

## Outputs

- 53 agency staff and board members affiliated with 14 organizations
- 63 meetings/conferences/forums by agency staff attended at least once per year
- 133 meetings held in agency meeting rooms by other entities
- 9 + presentations to local, state, and national audiences on effects of Hurricane Katrina on MS Gulf Coast public libraries and lessons learned

## Outcomes

Agency staff: are current on issues and trends affecting public libraries, anticipate impact of national/state/local trends and issues affecting the delivery of library services, consult/assist local libraries in responding to changes; assume leadership roles at the national and state levels by serving on committees and making presentations; raise awareness of library issues at local, state, and national levels

(Results of presentations on the effects of Hurricane Katrina is not known; offers of aid are directed to the Rebuild MS Libraries Fund or may go directly to the public libraries.)

## Impact

As a result of agency participation in local, state, and national forums, new trends and potential services are viewed from a higher level and the overall statewide impact assessed. The agency can better prepare public libraries for the coming change at the state level and hopefully mitigate problems at the local level.

As a board member of the Friends of Libraries U.S.A. (FOLUSA), a division consultant was instrumental in developing a grass-roots advocacy workshop “Making Our Voices Heard: Citizens Speak Out for Libraries” that FOLUSA conducted on a national level.

The impact of the DVD and presentations on effects of Hurricane Katrina on MS Gulf Coast public libraries may never fully be recognized. However, it has become obvious, through the generosity of organizations and individuals at the state and national level, MS Gulf Coast public libraries will recover from the devastation in which some still languish. An unanticipated result of the DVD and presentations has been a heightened awareness of all libraries and other cultural entities in the need for disaster planning; not only to mitigate the effects on the library but in becoming an early responder in local recovery. In addition, the role of the library as an early responder and as an integral part of recovery has been brought to the attention of government entities and emergency management.

## 7. Conduct training to increase the skill of library staff and trustees in advocacy, marketing, and public relations.

### Strategies/Services/Activities

Develop courses to address advocacy issues; conduct training sessions

### Outputs

5 courses developed

16 sessions held

370 participants attended sessions

Training is provided in 5 different areas. Please rate the Continuing Education programs in these areas. This includes sessions at the Librarianship 101, Directors, and Children’s conferences. Base your responses on either your experience or your observations of others who have participated.

	Did Not Participate	Minimum	Good	Excellent	Response Total
Advocacy	38%	6%	36%	20%	85

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Do you see a change in the skills, knowledges, behaviors, attitude, status or life situation in yourself or other library staff as a result of the Library Commission's Continuing Education programs?

	None	Some	Yes	Definitely	Response Total
Self	16%	21%	43%	19%	67
Other staff	17%	24%	41%	18%	66
Trustees	31%	32%	27%	10%	62

## Impact

From public library staff

- o Staff members realize the importance of the small every day courtesies in dealing with library customers and funding entities. It is recognized that every single one of us is "the library" to the public.
- o I learned skills needed to help my library grow for the future
- o My staff is much more aware of the wide ranging effect that libraries have in communities in our state. There is an appreciation of the fact we work as a group to meet the needs of library customers. There are NO jobs that are not important.

## **8. Develop appropriate materials and tools for library staff to use in promoting libraries and publicizing local library services.**

Strategies/Services/Activities

Provide sample news releases for subgrant programs; provide subgrant funding for purchase of materials for National Library Week

## Outputs

- 5 news releases provided
- 2 subgrants provided to purchase National Library Week materials
- 78,800 materials provided to all types of libraries (posters and bookmarks)

## Outcomes

Public libraries receiving subgrant funds have appropriate language to use in publicizing funding received; libraries have professionally produced materials to distribute to their public and draw attention to available services

## Impact

Citizens are made aware of the programs and services available at their local library.

## **9. Promote the value of libraries to the citizens of Mississippi.**

Strategies/Services/Activities

Continuing education courses on the value of libraries; exhibits; statistics; NLW materials

## Outputs

- 2 continuing education courses
- 175 participants in continuing education courses
- 1 continuing education course on effective use of public library statistics
- 94 participants in course on effective use of public library statistics
- \$0.74 increase in per capita income for public libraries (2002 to 2005)
- 1 project to distribute material to libraries for a internationally recognized exhibit
- 125 books distributed (50 library/library systems in connection with exhibit)
- 31 exhibits in public forums (State Fair, conference for public officials, kids day at mall, etc . . .)
- 78,800 National Library Week promotional materials distributed to public

## Outcomes

Public is made aware of the value of libraries

## Impact

From public library staff

- o Our local government officials have been impressed with our services and have adjusted our budget requests to give us more money.

**10. Develop the Library Commission's web site to increase public awareness of libraries.**

Did not implement target fully; public libraries websites links included on agency website

**11. Educate community leaders and legislators on library issues and the value of libraries.**

Strategies/Services/Activities

Presentations to local leaders and legislators at meetings: one-on-one meetings or provision of information to leaders and legislators

Outputs

25 presentations

50 one-on-one meetings

Outcomes

Better understanding of library funding issues and impact of library services; increased funding for libraries

Impact

Leaders and legislators use their influence to address the local issues, better library service results. Recognition of return on investment in library services by those attending meetings and receiving information.

From public library staff

- o Our local government officials have been impressed with our services and have adjusted our budget requests to give us more money.

**12. Increase assistance and support for libraries to obtain funding (resources) from non-traditional sources, grants, and gifts.**

Strategies/Services/Activities

Research sources of funding and other resources; assist entities wishing to make donations to MS public libraries; publish information to Mississippi libraries (all types – depending on focus of source); serve as fiscal agent and administrator for non-government resources; acquire resources through a private grant programs; provide assistance with E-rate filing process

Outputs

9 - Average number of non-traditional sources found and distributed to libraries each month

985 - Average number of libraries information is distributed to per month

\$2,022,000+ - Funding received for re-granting from non-government sources

153 Subgrants awarded using non-government sources

2 10-seat portable training labs acquired in 2005 through private grant

9 Library systems utilized portable training lab (Examples of use: staff training, local public workshops, additional/replacement computers in the aftermath of Hurricane Katrina)

\$4,057,540 in E-rate discounts received by MS public libraries

84.5% - average E-rate discount for MS public libraries

Agency served as clearing house for individuals and entities offering assistance to public libraries affected by Hurricane Katrina.

## Outcomes

By providing service as fiscal agent and administrator the agency gains access to non-traditional sources that may not have otherwise been available to all public libraries; grantors have one source to direct funding or resources and can rely on the agency to administer the program with the same care as government funds; access to funding not available to individual libraries; heightened awareness among funding entities of library roles and issues.

## Impact

Through grants from non-government sources libraries have improved the kind and amount of technology available for provision of services and for direct patron use. Trust placed by funding entities in the agency shows a respect for the fiscal management skills in the agency. Access to additional funding opportunities is gained as a result of successful grant management/administration.

### **13. Develop a statewide marketing plan.**

Did not implement target

### **14. Assist in development of legislation and funding policy to support library services.**

#### Strategies/Services/Activities

Provided information to legislator; implemented accreditation program for public libraries tied to the receipt of state aid funding; encouraged hiring and retention of skilled public library staff

#### Outputs

\$1,600,000 providing in state bond funding for public library capital improvement

\$500,000 provided in state bond funding to develop a statewide interlibrary loan system (VUC/ILL) and to automate last 8 unautomated public library systems

\$1,988,705 increase in state aid funding (FY 2003 – FY 2008)

4.4% increase in public library staff positions 2002 to 2005 (1999 to 2002 +2.6%)

11.2% decrease in professional public library staff 2002 to 2005 (1999 to 2002 +40.3)

#### Outcomes

8 public libraries received subgrant utilizing state bond funds to aid in addressing construction, renovation and repair, technology, and furniture/equipment needs; public libraries created additional staff positions by utilizing increased state aid funding and local funding for personnel; overall positions increased, however, fewer professional staff remained with the public library (30 professional staff positions were lost along MS Gulf Coast due to Hurricane Katrina)

#### Impact

Public libraries have the physical facilities to serve their communities; community pride in local library; increased state aid for public libraries served as leverage for additional local funding local funding for new positions; without professional library staff, MS public libraries cannot provide the same quality and level of service

### **15. Provide consulting services.**

#### Strategies/Services/Activities

Provided consulting services for public libraries in the area of advocacy

## Outputs

240 + public libraries had access to consulting services

Rate the Library Commission's Staff Support of Statewide Program in the areas where consulting services and/or assistance/support has been sought.

	Did Not Participate	Minimum	Good	Excellent	Response Total
Advocacy and Marketing	38%	6%	36%	20%	85

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Do you see a change in the skills, knowledge, abilities, behaviors, attitude, and status or life situation in yourself or other library staff as a result of the Library Commission's consulting and assistance/support programs?

	None	Some	Yes	Definitely	Response Total
Self	16%	21%	43%	19%	67
Other staff	17%	24%	41%	18%	66
Trustees	31%	32%	27%	10%	62

## Impact

From public library staff

- Our library system had a full staff training day where a consultant came in and talked with us about customer service and patron perceptions. My staff went back to their respective libraries and implemented many of the ideas and plans discussed that day including: uncluttering the library, putting the patron ahead of every other duty, creating signage with positive wording and treating fellow employees as internal customers who deserve the same respect as the patrons.
- Your support of us as we recover from Hurricane Katrina has been absolutely outstanding.

## 16. Focus LSTA grants in the area of advocacy.

Strategies/Services/Activities

Provide subgrant opportunities for advocacy related activities

## Outputs

5 of 5 subgrant calls contained advocacy subgrant opportunities

30 subgrant applications received for advocacy

28 subgrant awards for advocacy

Rate the availability of Subgrant programs in these areas. Base responses on either your experience or your observation of other participants.

	Did Not Participate	Minimum	Good	Excellent	Response Total
Advocacy	49%	5%	34%	11%	96

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

## Outcomes

Do you see a change in skills, knowledge, behaviors, attitudes, status, or life situation of any of the following persons as a result of LSTA subgrant programs available through the Library Commission?

	None	Some	Yes	Definitely	Response Total
Self	18%	18%	47%	18%	68
Other staff	15%	22%	46%	18%	66
Patrons	13%	24%	46%	18%	62

## Impact

From public library staff

- I think that the perception of libraries in Mississippi as important, valuable institutions is improving.
- . . . grant helping to make public more aware of library in the community

## **GOAL 5: SPECIAL POPULATIONS - Meet the library service needs of all Mississippians regardless of personal circumstances so that all Mississippians can achieve their goals as lifelong learners.**

Goal Statement: *Made progress toward this goal; the number of special populations in Mississippi is as diverse as the states population. Work continues in this area.*

## Targets

- 1. Reduce the physical, geographical, age, language, literacy, and cultural barriers faced by library users.**

Strategies/Services/Activities

Provide access to library materials tailored to the blind and physically handicapped; provide summer library programs for children in rural and disadvantaged areas; provide materials of local interest for information and recreational reading to blind and physically handicapped patrons; provide access to blind and physically handicapped patron records and materials via Internet

## Outputs

496,628 materials circulated to blind and physically handicapped patrons

130 digital books circulated (part of a project to determine the challenges of providing this type of media to blind and physically handicapped patrons)

104,250 participants in summer library programs

242 average number of library sites hosting summer library programs

30 volumes of magazines recorded

15 Mississippi books recorded

## Outcomes

Blind and physically handicapped patrons have access to library materials suited to their particular needs

Survey results from annual survey of blind and physically handicapped patrons;  
(Average number of respondents is 522)

Service	Services Rated As	Average %
Ease of contacting agency staff	Very easy, easy	97%
Courtesy of staff	Excellent, Very good, Good	98%
Receipt of assistance or materials requested	Always, Almost always	94%
Completeness and condition of books received	Excellent, Very good, Good	94%
Overall rating of BHPLS services	Excellent, Very good, Good	99%

Materials provided for summer library programs assist local libraries in increasing the reading skills of children in rural and disadvantaged areas.

Survey results for summer library program materials

Materials	Average Rating
Manual	4.3
Other Materials	4.2
Theme	4.7
Overall	4.3

Ratings based on a scale of 1-5 with 1 being "Poor" and 5 being "Excellent".

## Impact

From participants:

- It is wonderful. Dad cannot walk, so he spends his days in his wheelchair. He can't hear well enough to watch TV, so he reads. He could not purchase all that he reads, so your service has provided him with many hours of enjoyment.
- Thanks to MLC and all those wonderful volunteers who give of their time to make my time less lonely and more contented.
- My mother is well pleased with her service. Her quality of life has improved.
- I am physically disabled as well as legally blind. Your service has helped me entertain myself for many hours. For this service I am grateful.
- . . . mother did not read much when she had her sight, but since getting [the] service just loves it.

## 2. Educate library staff and trustees on the needs of children, families and culturally diverse populations.

Strategies/Services/Activities

Use exhibits and presentations as educational opportunities; develop and present continuing education course on technology and resources for serving the disabled

## Outputs

- 16 exhibits in venues related to target groups
- 11 presentations to target groups
- 1 continuing educational course developed and presented
- 14 participants attended the continuing education course

## Outcomes

Attendees are made aware of special population needs



Impact

Increase in LSTA subgrant applications & awards for special population projects

**3. Promote library services to people with disabilities through a public awareness campaign.**

Strategies/Services/Activities

Use exhibits and presentations as educational opportunities

Outputs

55 exhibits in venues related to target groups

34 presentations to target groups

25.4% increase in new patrons added from 2004 to 2006 (1999 to 2004 -2.8%)

Outcomes

Attendees are made aware of available services

Impact

More people with disabilities have access to library services

**4. Promote library services to populations that have not traditionally used the library through a public awareness campaign.**

Strategies/Services/Activities

Use exhibits and presentations as educational opportunities

Outputs

36 exhibits in venues related to target groups

20 presentations to target groups

1,775 new patrons added for blind and physically handicapped services

10.6% average annual increase in number of new patrons for blind and physically handicapped services

10.3% average percentage of eligible patrons added annually

Outcomes

New patrons were added to program because of heightened awareness, attendees take advantage of available services; more individuals now have access to library services and can take advantage of the available services

Impact

There is a greater diversity of users; tolerance and acceptance of differences in community has increased; heightened awareness of library services available throughout the community.

**5. Provide sensitivity training for library staff who works with disabled patrons.**

Strategies/Services/Activities

Use exhibits and presentations as educational opportunities

Outputs

2 exhibits in venues related to target groups

2 presentations to target groups

Outcomes

Attendees are made aware of special population needs

#### Impact

Increase in LSTA subgrant applications and awards for special population projects; library services are more accessible to all

### **6. Increase the responsiveness of libraries to unique community needs in the form of specialized resources and services.**

#### Strategies/Services/Activities

Develop and present a workshop to library staff, trustees, and Friends groups; develop and present a workshop on the unique needs of special populations in relation to library services

#### Outputs

1 workshop presented  
14 participants attended the workshop

#### Outcomes

Extended access to library services by reducing/eliminating barriers; raised awareness of target populations in local communities

#### Impact

Heightened awareness of needs resulted in more LSTA subgrants targeted to special needs patrons increased

### **7. Encourage the establishment of partnerships with local businesses, private organizations, non-profit groups, and public service agencies to meet the needs of special populations.**

#### Strategies/Services/Activities

Assist public libraries in identifying potential partners; support of Friends of MS Libraries and Friends of Handicapped Readers groups; presentations and exhibits with target organizations to draw attention to local library needs; introduce partnerships at the state level to grow partnerships at local level

#### Outputs

8,066 adults volunteered in local libraries for summer library program activities  
\$288 average increase in library system budgets for summer library program  
17 new Friends of the Library groups established since 2004  
20.7% increase in Friends of the Library groups since 2004  
5,593 volunteer hours logged from the Friends of Handicapped Readers

#### Outcomes

Local organizations donate time, funding, and goods/services to summer library program activities; Friends of MS Libraries organizes and supports local Friends groups whose members advocate for local library services.

#### Impact

From public library staff:

- TCI Automotive in Ashland sponsored 2 animal shows
- Our Friends of the Library generously provided matching funds to secure our MAC grant
- Donations were made by local banks, restaurants and retail stores. Friends of the Library supported with circulation duties, recording books read, provided snacks and drinks, and assisted with other program activities.
- The Friends of the Library sponsors our summer reading program. They help pay for most of our expenses. . . and [a teenage drug and alcohol treatment center in the area] partners with us 2 or 3 times a year.

- Each library sent letters to local businesses asking for support either in monetary form, or in supplies and incentives. The response in most locations was great this year.
- The Library Foundation supplied the funding for the program, including supplies and performers. Many of the free programs, such as the local veterinarians and Friends of the Animal Shelter, were provided to us because of connections to the community.
- 10 junior volunteers, coupon donations from Dairy Queen and Bumpers. Grant from the bank for the "Snake Man." The Heritage Club and their junior group, the Dixie Daises, collected money from local businesses, and designed and distributed t-shirts.

**8. Develop cooperative collection development (i.e., foreign language, visually impaired materials, etc.) among libraries.**

Strategies/Services/Activities

Joined consortium of six (6) regional libraries for the blind and physically handicapped to provide digital books; contract for Braille book services; developed cooperative for services regarding older titles produced by the National Library Service, descriptive videos and digital books;

Outputs

- 130 digital books circulated
- 1,695 Braille books circulated to MS patrons through contract service
- 24,566 older titles of books on tape circulated to MS patrons through cooperative
- 1,146 descriptive videos circulated to patrons outside MS

Outcomes

Gained valuable knowledge which will make conversion from analog to digital books easier at state and federal levels; provided Mississippi users with access to newer technologies; greater access to descriptive videos

Impact

Users and staff will have a smoother transition from analog to digital technology. Cooperatives make more effective use of state and federal resources. Participation on a small scale in diverse service delivery methods will provide greater opportunities for future, larger collaborations.

**9. Develop and conduct a summer library program.**

Strategies/Services/Activities

Develop summer library program for public libraries; provide manuals and materials for summer library program for public libraries; present training sessions for summer library program for public libraries; develop summer library program for the blind and physically handicapped

Outputs

*For Public Libraries*

- 3 programs developed and implemented
- 833 manuals distributed
- 938,820 materials distributed for program (bookmarks, stickers, posters, etc . . .)
- 726 public library sites held programs
- 576,205 - average number of library materials circulated per year
- 34,719 - average number of participants per year in annual summer library program

*For Blind and Physically Handicapped*

171 - Average number of library materials circulated per year

30 - Average number of participants per year in annual summer library program

Outcomes

Children introduced to library services in fun, non-threatening way; community-wide involvement in library programs.

Impact

Children's reading skills are maintained over the summer; positive activities available to children and families; greater understanding of library's role in community.

**10. Provide consulting services.**

Strategies/Services/Activities

Provide consulting services for issues regarding special populations; publicize availability of consulting to education, child care, librarians, rehabilitation specialist, and support/peer groups through exhibits and presentations

Outputs

1,162 hours of consulting

136 exhibits/presentations to target groups to publicize consulting service

Rate the Library Commission's Staff Support of Statewide Program in the areas where consulting services and/or assistance/support has been sought.

	Did Not Participate	Minimum	Good	Excellent	Response Total
(Reaching) Special Populations and the Underserved	35%	13%	35%	16%	85

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

Outcomes

Promote an understanding of special population needs resulting in modifications in library services, programs, and facilities to accommodate special populations

Impact

Library services available to all in community; understanding of diversity within community

**11. Focus LSTA grants in the area of library services to special populations.**

Strategies/Services/Activities

Provide subgrant opportunities for special populations

Outputs

5 of 5 subgrant calls were open to applications for special populations

69 subgrant applications received for special populations

66 subgrant awards for special populations

Rate the availability of Subgrant programs in these areas. Base responses on either your experience or your observation of other participants.

	Did Not Participate	Minimum	Good	Excellent	Response Total
(Reaching) Special Populations and the Underserved	46%	11%	<b>28%</b>	<b>15%</b>	96

Term Definitions: Did Not Participate - not involved in a program or project at any level; Minimal - program held; least results; not helpful; Good - expectations reached; average results; helpful; Excellent - expectations exceeded; above average results; very helpful

### Outcomes

Do you see a change in skills, knowledges, behaviors, attitudes, status, or life situation of any of the following persons as a result of LSTA subgrant programs available through the Library Commission?

	None	Some	Yes	Definitely	Response Total
Self	18%	18%	<b>47%</b>	<b>18%</b>	68
Other staff	15%	22%	<b>46%</b>	<b>18%</b>	66
Trustees	13%	24%	<b>46%</b>	<b>18%</b>	62

### Impact

From public library staff;

- o With the LSTA Grants received, the wide variety of available services is no longer a "secret" in the service area. The citizens have learned that "Free library cards offer a wealth of opportunities for all ages."

## Part III – In-depth Evaluation

**Goal - Library Development** – Enhance library service through well-managed and well-operated public libraries.

**Program - Continuing Education** – Library development training and assistance will be available to Mississippi libraries in all areas of library operations and management including, but not limited to searching and reference skills, collection development and management, customer-relations, trustee education, children’s programming, etc.

**Target - Offer continuing education on library management and operations to Mississippi libraries**

### Background

A variation of the Continuing Education Program has been in existence since 1999, implemented through official action on the part of the Board of Commissioners and at the request of representatives of public library directors who saw an unmet need. In 2002, the Continuing Education Advisory Group was established. Members include directors of large and small, single- and multi-county public library systems, public library staff, and agency staff. This group meets annually and on an ad-hoc basis to provide input on agency offerings. In 2004, the agency recognized the need for an intensive multi-day training course on basic library skills. The courses target “front line” library staff either new to the industry or needing a refresher to enhance learned on-the-job skills. To emphasize the basic nature of the courses, the title “Librarianship 101 Institute” was chosen.

Librarianship 101 has been presented each fall for three (3) successive years: 2004, 2005, and 2006. Participants are nominated by their library directors and each nominee must complete an application, which is subject to competitive review prior to inclusion in the class. Class size is limited by design to ensure the individualized attention intended in these sessions. Successful applicants sign a contract of commitment to enroll in the program and have assignments to complete prior to arriving at the training site. Participants spend four (4) days and nights together immersed in lecture-type sessions, hands-on training, and peer learning. Agency staff conducts some of the sessions and some are led by appropriate professionals hired for the course. Agency staff responsible for the Librarianship 101 Institute work directly with the professionals and agency staff to ensure the information and resources are of the highest quality and are applicable to “front line” library staff. The success of this program is evidenced each year by the surveys of participants and their supervisors alike; plans are to further develop and continue this course in the coming years.

### Analysis of Program

Following is an in-depth analysis of this program; the success of the program will first be supported by statistical and narrative data. In addition to the provision of data, the overall impact of the program will be assessed and the impact on individual participants will be reviewed. Finally, components of the program will be listed, assertions made on the success/value of the component and supporting findings documented.

#### *Strategies/Services/Activities*

Develop session topics; plan logistics for course site; source instructors; engage instructors; develop materials and resources for sessions; develop requirements for participants; release call for applicants; receive applications; review applications to select participants; notify successful applicants and send pre-course materials; develop pre-course/post-course test for participants; score test; conduct sessions; survey participants on sessions; survey participants’ supervisors to assess impact of course; evaluate session surveys and supervisor survey

*Outputs – (figures are cumulative for all Institutes conducted)*

- 12-14 session topics per Institute
- 87 applicants
- 85 participants
- 73% - participants' average pre-test score
- 79% - participants' average post-test score

*Outcomes*

- 48 participants rated the sessions excellent (58 responding to survey)
- 58 participants would definitely recommend the Institute to colleagues (58 responding to survey)
- 58 participants stated yes or definitely yes, the curriculum selected for the Institute met expectation and would be helpful in their library (58 responding to survey)
- 48 participants rated the instructors as excellent (58 responding to survey)

Participants exhibited a greater knowledge on session topics after the course was completed. Pre and post course scores, as follows, support this statement.

Topics	2004		2005		2006		Average	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Collection Dev & Management	78%	91%	81%	87%	78%	82%	79%	87%
Fiscal Issues	79%	87%	83%	95%	77%	89%	80%	90%
Future of Libraries	90%	100%	97%	100%	92%	100%	93%	100%
Interlibrary Loan	60%	64%	66%	73%	65%	61%	64%	66%
Library Law	52%	73%	63%	76%	43%	52%	52%	67%
Reference & Customer Service	79%	80%	79%	80%	78%	77%	79%	79%

Participants demonstrated a change in skills, knowledges, and attitudes as related to course topics. Surveys of participant's supervisors, as follows, support this statement. (Note: Numbers of respondents are less than total number of participants; supervisors may send more than one participant. Comments are collective for the supervisor and may not be related to a single participant.)

Survey Questions	
Have you seen any change in the employee's on-the-job performance since the Institute? (Specific knowledge or skills)	Yes – 22 No – 5 Total Respondents - 27
Examples <ul style="list-style-type: none"> <li>▪ Better reference skills, interview techniques</li> <li>▪ Better collection development skills</li> <li>▪ Public speaking</li> <li>▪ Better supervisory skills</li> <li>▪ I have not noticed a change in performance. She did gain more confidence and learned about how [other libraries] do things</li> <li>▪ More focused on patron needs</li> <li>▪ . . . appreciation for the broader work of the library in its service to the public . . .</li> </ul>	
Have you seen any change in other aspects of the employee's performance? (Attitude, influence on other employees, appreciation of other jobs in library)	Yes – 18 No – 4 Total Respondents - 22
Examples <ul style="list-style-type: none"> <li>▪ Increase in confidence</li> <li>▪ Connects with people more</li> <li>▪ Searching for or writing a new grant</li> <li>▪ More professional in attitude and behavior</li> <li>▪ Willing to share in meetings . . . and encourage others</li> </ul>	

<ul style="list-style-type: none"> <li>▪ . . . increased interest in library work on a professional level. . . . derives greater pleasure out of working</li> </ul>	
Have you seen any change in the public library services provided by this employee's unit or library since the Institute?	Yes – 20 No – 4 Total Respondents - 24
Examples <ul style="list-style-type: none"> <li>▪ Unit performing as a team</li> <li>▪ Attitude and expertise have influenced staff</li> <li>▪ Increased outreach programming for children</li> <li>▪ Circulation and general library use has increased in the branch since the Institute</li> <li>▪ Participants program has always been good</li> <li>▪ Better children's programs</li> <li>▪ . . . are doing more/trying more things at their branch</li> <li>▪ Better programming ideas; timesaving tips</li> </ul>	
Since attending the Institute, has the employee sought other opportunities for growth and/or skill development? (Attending other classes or library school, volunteering for committees, asking to take on new responsibility)	Yes – 18 No – 5 Total Respondents – 23
Examples <ul style="list-style-type: none"> <li>▪ Prompted employee to seek library science degree</li> <li>▪ Has become a leader</li> <li>▪ Volunteered to do regional library staff development day</li> <li>▪ Asked to attend other courses</li> <li>▪ Interested in pursuing MLS</li> <li>▪ . . . has started taking courses at community college</li> <li>▪ Attendance at the Institute reaffirmed his decision that the field of librarianship was the right career choice for him. . . . completed his first course in the Information Science graduate program . . .</li> </ul>	
What did you hope the employee would gain by attending the Institute?	Total Respondents - 35
Examples <ul style="list-style-type: none"> <li>▪ Broader, better understanding of field of librarianship, library issues, librarian's task, etc</li> <li>▪ . . . the library is a service-oriented business and that she would serve the public better</li> <li>▪ Encourage them to pursue further education in librarianship</li> <li>▪ Gain new ideas</li> <li>▪ Establish relationships with other librarians</li> <li>▪ Leadership skills</li> </ul>	
In light of what you hoped to accomplish, do you think sending the employee to the Institute was a worthwhile investment for your library system? Rank 1 – 10 with 10 being the highest.	10 – 15 9 – 5 8 – 4 7 – 3 6 – 0 5 – 1 4 – 0 3 – 0 2 – 1 1 – 0 Total Respondents - 29
Examples <ul style="list-style-type: none"> <li>▪ Absolutely. Putting all the courses together helped the participant see the relationship better and where she fits</li> <li>▪ Worthwhile even through the employee has left the library</li> <li>▪ It is a building process</li> <li>▪ Yes, she got a lot out of it</li> <li>▪ This type of training, offered by MLC, is the only library science education my staff has access to. Please don't stop.</li> <li>▪ . . . fulfills specific needs for reference service at one of our branches</li> <li>▪ . . . invaluable for para-professional staff.</li> <li>▪ No, I did not see the change in the employee I has hoped for . . . She did not take advantage of the opportunity the Institute afforded her.</li> </ul>	
What type of feedback did the employee give you regarding the Institute?	Total Respondents - 35



Examples	
<ul style="list-style-type: none"> <li>▪ Enthusiastic, excited, very positive</li> <li>▪ Greater awareness of issues</li> <li>▪ On a monthly basis the participant makes reference to what she learned at the Institute</li> <li>▪ Great experience for her and library system</li> <li>▪ Wonderful. Thought others should go</li> <li>▪ Thanked me for offering them the opportunity . . . how excited they were about public librarianship</li> </ul> <p>Enjoyed meeting others in similar positions; appreciates librarianship at a higher level now; assisted her in making connections between her work and how it affects others</p>	
Are there any other comments you would like to share about the Institute?	Total Respondents - 25
Examples	
<ul style="list-style-type: none"> <li>▪ . . . one of the best programs MLC does</li> <li>▪ Would like to have Librarianship 102</li> <li>▪ Time commitment is difficult for some employees</li> <li>▪ . . . weeds out those who are complacent, shows who is ready to move up.</li> <li>▪ We hope you will continue to offer this institute in the years ahead. It gives para-professional staff members an overall view of the profession and their place in it. Although they can attend individual workshops in such areas as storytelling, combining topics in one “package” gives them a real sense of perspective.</li> </ul>	

### *Overall Impact of the Librarianship 101 Institute*

The impact of the Institute has reached far beyond its original goal of training for para-professional public library staff. One of the results is nine (9) of those 85 staff attending the Institute made a decision to pursue a Master’s Degree in Library Science. In keeping with the national trend, Mississippi is experiencing a decline in professional library staff; having experienced public library staff return to school for their degrees can only increase the likelihood they will continue in the public sector after graduation. The Institute has been credited with assisting these staff in making this life altering decision. Another unexpected result is the continued camaraderie of the Institute alumni; this has led to an e-mail listserv maintained by the agency and available to all graduates of the program and an alumni meeting at the annual state library association conference. Contact with others in similar positions is a reoccurring comment in surveys of participants and supervisors. The agency believes continued support of this network is a worthy endeavor. Overall, the agency has produced a continuing education event that not only reached its goals of training for public library staff but surpassed even our expectations in the response from the participants and the supervisors.

### *Impact on Individual Participants*

Following are some participant’s statements to questions concerning the impact the Institute has made on them.

What have you learned from this event that you can put into immediate or near-future action in your library?

#### *2004 Institute – 21 Respondents*

- Reference, reference, reference! As school starts – websites, referrals are invaluable. Knowing where to look for information relieves a lot of pressure. . . . , organizing an anger management workshop through the YMCA . . . inviting City Hall workers and all of our regional library staff.
- I am getting acquainted with my reference materials. I don’t feel lost when a patron asks for information that I have to look for.
- . . . going a step further in my reference interviews. I don’t stop with sorry we don’t have that book. I continue to listen to what they actually need to see if something else we have may be just as helpful. Now I understand more about weeding . . . I’m not afraid to say this book really is of no benefit . . .
- More efficient ways of dealing with public; more knowledge involving reference; ideas about displays
- I learned the proper way to repair a damaged book so that they will last longer.

#### *2005 Institute – 22 Respondents*

- I am using customer service skills daily.
- How to look behind the question that a patron asks and know what they are asking for.

- . . . throw away computer sign in sheets due to privacy act
- . . . weeding guidelines and may more options for reference questions
- Confidence to do my job.

*2006 Institute – 14 Respondents*

- A LOT. Particularly in the area of public relations and customer service, and also just an increased understanding of the value of what we provide to our communities as librarians.
- Weeding since we are getting ready for automation. I did take home something from all subjects discussed.
- Patrons complaint form
- New research skills
- I feel more competent when I am weeding books, and I can learn more about new reference materials by knowing how to examine them.
- Sharing the new information and notes from the presentations with staff who could use it to enhance there library department.

### Assessment of Data

The Institute increased skills, knowledge, and abilities of participants; some even made changes in their life situations as a direct result of the Institute. This assessment will make statements on various elements of the Institute as supported by the data available for this report and uphold the previous statement.

### *Format of Institute*

An in-residence style program was designed to immerse participants in the materials and provide constant influence for duration of the program. Many attendees can be distracted by the demands of their jobs or their home life during regular training. However, the in-residence style of the program gives many attendees permission to leave the job behind for the week and gives some the security necessary to voice their opinions with their peers. From survey responses of both participants and supervisors, responses indicate the in-residence format of the program is well received although a few find it difficult. This aspect of the program should remain unchanged to maintain the integrity of the program.

### *Curriculum*

The curriculum of basic librarianship skills is both relevant to daily operations and local long-range goals. Both data and responses indicate the current curriculum is on target with what is needed: public library history, MS library law, collection development, customer service, reference interview techniques and sources, future library trends, marketing, etc. The curriculum should be retained and honed for future Institutes.

### *Pre- and Post-Testing*

Participants did not do as well as expected on the post-Institute test. The largest average increase was in Library Law while Reference and Customer Service held steady at the pre-test average. Overall the test does indicate an increase of knowledge in the topics. However, changes are needed to either have the desired impact or better measure the knowledge of the participants. Currently the pre-test is not scored until after the Institute. Administering pre-test and assessing the results prior to the institute would give presenters valuable information on what the general weaknesses were in the group. Also, many of the questions were scored high by all participants on both pre and post test in each Institute. These questions, while measuring basic knowledge, may need to be replaced with more in-depth questions to gain a better picture of the overall needs of the group in relation to the knowledge participants are expected to absorb. With adjustments to the test questions and scoring, value can be added to an already useful assessment tool.

### *Instructors*

Instructors for the Institute have appropriate background for the subject matter and good to excellent presentation skills. Some responses use names of the presenters when referring to what participants learned and are using. Instructors were chosen from agency staff and some instructors were brought in to address particular subjects. Six (6) to seven (7) different instructors are used for each Institute. Participant survey data and responses support appropriateness of the instructor pool.

#### *Supervisors' Surveys*

Supervisor participation in the survey is vital to evaluation of the impact of the Institute. Surveys are conducted a year after attendance at the Institute to give participants time to integrate what they learned into daily tasks or demonstrate new skills. Surveys have been completed for the 2004 and 2005 Institutes with the third scheduled for late summer 2007. The first survey was voluntary and was not completed by all participants' supervisors. The second survey was accomplished by telephone interview with each participant's supervisor. This method provided more input from the supervisors and surveyors were able to ask additional questions when answers were vague or did not provide the information sought. This method will be employed for future surveys of participants' supervisors. Information gained through the supervisor survey provided an objective look at the impact of the Institute. Responses support the assertion that most participants were changed for the better through attendance at the Institute. While one or two supervisors reported little or no change, they attributed this to the staff member, not the Institute. Overall, data provided by supervisors supports continuing and even expanding the Institute and a commitment to identifying appropriate staff to attend. The Institute will continue to improve for all succeeding participants as a direct result of the data and information provided by the participants' supervisors.

## **Part V – Lessons Learned**

### Outcome Based Evaluation

Going into this five year state plan, the agency began using a traditional outcome-based evaluation (OBE) logic model as the basis for statewide and subgrant programs. However, it quickly became apparent that neither agency staff nor public library staff was sufficiently trained. In addition, the agency discovered that statewide programs and services are difficult to evaluate using the typical logic model.

For statewide programs the agency alternatively drew on routine reporting and one-on-one interview techniques to assemble the required information. It should be noted that in statewide programs, a true outcome cannot always be determined due to the disconnect between services delivered through public libraries and the ultimate beneficiary of the service. Also, the true outcome may not occur in time to report in the annual LSTA report. With this in mind, the agency structured statewide measures to be representative of the activities undertaken; in some cases these may be outputs and not associated with an outcome. The next five-year plan will be implemented for statewide programs with this same type model in mind but with more documentation on the expected results and measures.

In the area of federal subgrant programs the agency requires outcome based projects reporting in a simplified format. In redesigning the subgrant application, a simplified model was used; this model requires activities and timelines for completion, a purpose statement on the issue and the proposed solution, outputs expected as a result of the activities, outcomes based on the outputs, and detailed budget information. Besides an example of an outcome-based project in the grant manual, agency consulting staff are available to answer questions. In programs where the outcome is pre-determined by the agency, sections of the application are pre-filled for applicants, leaving no question as to the expected outcome. Most applicants understand this model and have made progress in writing outcome-based projects, which was evidenced by overall increase application scores of 12.42 points.

In both statewide and subgrant programs, the modified outcome-based models have been successful and will be continued into the next five-year plan period with modification for statewide programs and continued refinement of the subgrant application.

### Continuing Education

#### In-Residence Programs

In 2004, the agency made a commitment to annualize some Continuing Education (CE) offerings to guarantee consistency in addressing specific, ongoing needs. The three areas of concentration: basic library skills for para-professionals, management training for directors, and children's/youth services. Two (2) in-residence conferences, Librarianship 101 Institute and the Directors Conference, are held each year, and the Youth Services Conference is held every other year. Success is evidenced by the continued response and the statements from participants in surveys. Half-day and day long courses are still offered in a variety of areas but the concentrated in-residence programs have provided public library staff and public library directors with concentrated educational opportunities.

#### *Online Tutorials*

The agency implemented a program to provide online educational resources to public library staff through Mindleaders. This nationally known service is offered as an educational resource for state employees. Because some rural public libraries are one person operations, closing to attend CE courses is not an option; it is also cost prohibitive to the library to pay for a substitute for the day. These courses were available online to be taken at the staff members and library's convenience. However, it seems convenience was not the issue. After one year the total enrolled was ten (10) and the number of enrolled staff completing a course was two (2). Few responses were received when we asked why public library staff did not participate in the program. One reason

given was when the public library staffs are at work, they do not have a concentrated amount of time to devote to online continuing education. Patrons were the first priority and constant starting/stopping in the course work was ineffective. At present, the agency is piloting a web-based program focused on library-related training with agency staff and will assess its appropriateness for public library staff.

### *Technology Training – Networks*

As technology advances are made in public library operations and services, staff must be trained to manage new and emerging systems. Technology coordinators in public libraries are responsible for the implementation and daily operations of these systems. In many situations the technology coordinator function is an add-on responsibility or becomes part of the library director duties; personnel rarely come into the position with the necessary technical skills. In 2004 the agency instituted a new program utilizing courses already available through the Mississippi Department of Information and Technology Services (ITS) to provide high level network training to those staff in the public libraries responsible for the local and wide area networks. Thirteen (13) public library technology staff have received training through this program. In assessing the low participation rate, time and travel proved to be a deterrent. All courses are held in Jackson, MS, a two (2) to four (4) hour drive for some participants; most courses are three (3) to five (5) days in length. In an effort to boost participation, the agency has opened the program to more general technology. In addition, a new subgrant category has been released, Skills Development, to allow public libraries to seek training sources closer to home.

### *Continuing Education Travel Subgrant Program*

With the inception of the CE program, the agency began the Continuing Education Travel Subgrant Program (CET) to cover the travel costs for public library staff to attend agency-sponsored programs. Funding amounts for travel were based on an allotment for each full time employee. Even with the simplicity of the program, not all public libraries/library systems participated. Hoping to increase participation, the agency expanded the program to allow travel costs for attending not just agency sponsored CE events but any continuing education event applicable to the job duties of public library staff. Still only about half of the public libraries participated and then only filed for half the funds set aside for this program. With the FY 2008 Subgrant program, the agency released the Skills Development category. Geared toward registration and travel costs for continuing education for public library staff and trustees, this category will require a training plan and allow participating libraries to apply throughout the year as needs and opportunities arise. The original CET program remains intact, only the implementation has changed. It is hoped the new program will spur libraries to develop formal training plans and provide funding to address locally identified training.

### *Reaching the Audience*

With responses to the survey released for this evaluation, it became obvious some of the intended audience for CE programs, public library branch staff, were not being reached. Out of one-hundred seventy (170) respondents to the survey, 60% were public library branch staff. Over all the course types offered, on average, 42% of the one-hundred twenty-nine (129) respondents to the question indicated they did not attend. When asked why they did not attend any of the CE courses, responses ranged from, “I didn’t think I needed to” to “I was not given the opportunity.” The agency must assess these responses and find a way to reach branch staff with appropriate CE opportunities while maintaining relationships with directors and administrative staff.

Trustee education remains a goal of the agency. CE programs must be developed to meet the specific needs of library boards. Currently board education is done face-to-face, one board or board member at a time.

### Library Standards

In 2006 the Mississippi Library Commission Board of Commissioners approved a multi-level accreditation program for public library systems. This program addresses the agency’s goal of enhancing library services

through well-managed and well-operated public library systems by establishing and promoting a voluntary public library standards program. Additional information is available on this project under Part II (Library Development section) of this report. To assist public library systems in meeting the accreditation service requirements, the agency provides consulting assistance and Professional Assistance Consulting (PAC) subgrants.

## Administration

### *Federal Funding and Agency Budget*

To facilitate planning for funding needs the agency is moving toward expending federal funds based on state fiscal year instead of on the federal year. This allows for better control of available budget authority and planning of expenditures. This also simplifies reporting for federal programs; the same reports and measures used for the state fiscal year can be used for the federal report.

### *Tracking Federal Funds*

The need for better tracking of funds from the various federal grants was identified by agency staff. The issue was resolved in FY 2005 by utilizing account coding already available in the state accounting system for tracking federal grants expenditures. Implementation of this tracking reduced the time necessary to pull financial information for the state program report (SPR) by three (3) weeks. This process will continue to be refined.

(Note: The State of Mississippi Department of Finance and Administration is currently gathering information to build a new state accounting system. Grant tracking is a part of the system and has been identified as one which is currently lacking in flexibility and reporting options. Agency staff has volunteered to be a part of the review panel for this new system.)

### *Standardize Internal Program Reporting*

Current internal reporting methods for statewide programs must become more standard to facilitate effective reporting. A method was devised but relied heavily on the traditional logic model for outcome-based evaluation (OBE). This method is difficult when applied to statewide programs, as noted in the previous section on Outcome-Based Evaluation. Modified OBE methods of gathering internal information are effective and show activities, outputs, and outcomes of agency programs, but rely on a single point of contact with intimate knowledge of programs and expenditures as well as knowledge of the LSTA plan. The agency must develop a reporting structure that does not rely on a single source.

### *Program Budget Decisions Made by Bureau/Division Heads*

In years past, many program decisions were defined by the budget and fiscal management staff; while effective and expedient from an administrative point of view, the best interest of the program may not have always been served. For the past five years program decisions have been made at the program coordinator level. This process is not short or easy but is very effective. Such an approach requires additional staff to have a working knowledge of the federal programs. Through this change, the agency has learned shifting responsibility for program budgets to those responsible for program operation is not simple. Grant Programs Management staff will continue to train agency staff given authority for program budget decisions.

## Subgrants

### *Change in Subgrant Payment Process*

Standard practice for payment of subgrants was no different than payment for other agency expenses and a variety of submission deadlines for each grant programs existed. In 2003, reorganization of agency grant processes opened a window of opportunity to change to a consistent submission date. This change, implemented in FY 2004, has resulted in a more structured method of payment submissions and better tracking of agency monthly payments and pending obligations. Additionally, changing state requirements concerning electronic payments, the agency began a project to convert all subgrant recipients to electronic payment prior to state deadlines. Over a two year period with several subgrantees piloting the project, the conversion was made.

Subgrant payments now delivered three (3) or more days faster than with traditional paper checks. Consistent communication from the agency to subgrantees about the status of payments has resulted in a favorable response to the changes.

*Subgrant Programs Run on State Fiscal Year*

To ensure agency subgrant programs are consistent with agency budget, subgrant program periods are concurrent with the state’s fiscal year (July-June). This prevents issues of available federal cash vs. agency budget appropriation for subgrant programs. Since implementation, subgrantees have adjusted to the new project periods and the agency has a clearer estimate on the program needs for the budget submission.

*Change in Subgrant Application and Reporting Procedures*

In restructuring management of agency grant programs in 2003, it became clear a change was needed in the subgrant application and reporting process. All aspects of the program were evaluated and changed to meet current needs, and methods and forms were standardized and streamlined. This change coincided with the release of the online version of the annual LSTA SPR. Applications and reporting were structured to gather the information required in the SPR. New application and reporting methods for LSTA were modeled for all subsequent grant programs and OBE was set as a standard. The agency constantly reviews procedures and employs current technology to aid in additional refinement of procedures.

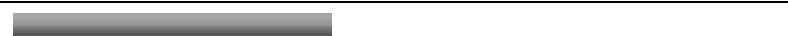

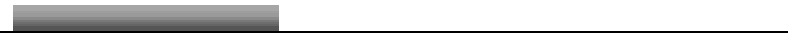

Statements from participants regarding subgrant procedures:

- Easier applications
- Being a new director and a young librarian, I found the processes for applying for the grants to be somewhat less confusing as I worked through them than those proposals that I looked at from the past. Also, the wonderful staff in the Grants department at MLC was always available to answer questions and offer information--and they never made me feel unwelcome or stupid.
- The distribution of the grant guidelines has been improved by the electronic transmission of the information. Filing for reimbursement of funds has been simplified through the electronic transmission of funds.
- The project evaluation is better.
- Grant forms are shorter and more concise and process is more streamlined.
- MLC began sending electronic versions of subgrant forms. This has greatly facilitated the administration of the grants.
- I was so excited that the reimbursement form is now available online with Excel functions.
- Things seem to be a bit more streamlined than they used to be and I think that is a great improvement.

*Improvements in Local Library Service*

By requiring public libraries to develop subgrant projects and compete for funding, the quality of projects and the impact on local library service has been greatly enhanced.

Survey Response

To what extent has federally funded subgrants improved local library service?		Response Percent	Response Total
No Opinion		23.1%	18
None		1.3%	1
A Little		19.2%	15
<b>A Lot</b>		<b>56.4%</b>	<b>44</b>
		Total Responses	78

Statements from participants regarding local library service:

- The LSTA Grant Program has allowed [the library] to expand the availability of service and to add new services for the citizens of [the library’s] service area. Increased library use means better-educated children, more informed citizens, and communities who know where to go for needed information, enrichment, and entertainment. From 2000 to 2005, total circulation for [the library] increased 91.7%, the patron database increased 157.6%, library visits increased 101.2%, and the hours of internet use increased 225.4%. The number of available Children's programs increased 75.8%, while the availability of adult programs increased 250.9%. With the LSTA Grants received, public





libraries and the wide variety of available services is no longer a "secret" in the [the library's] service area. The citizens have learned that "Free library cards offer a wealth of opportunities for all ages."

- We received a subgrant for new public computers. Our public computer use jumped over 50%, and changed how we operate at all levels.
- Children used audio kits to read AR books. After a few kits, some of these children enjoyed reading much more. Now I see them read for pleasure without an audio tape to use.
- Subgrants for this system have resulted in more skilled, more satisfied employees. This has resulted in the provision of better library services [materials, computer/internet access, etc] to a more satisfied and educated public.
- ILLs are up in our system.
- In our library system these grants have made it possible for us to reach more people and distribute more materials and information to those who might not be able to come to the library itself.

### Statewide services

By focusing statewide services in areas of identified need and allowing flexibility within the programs, users noted an overall improvement.

#### Survey Response

To what extent have statewide services improved?		Response Percent	Response Total
No Opinion		21.8%	17
None		1.3%	1
A Little		25.6%	20
<b>A Lot</b>		<b>51.3%</b>	<b>40</b>
Total Responses			78

#### Statements from participants regarding local library service:

- I am pleased with the ease of use of the automated annual report system we used this year. Also the virtual union catalog we have now is great. The training given for these programs gave me the knowledge I needed to use them with ease and confidence.
- Being on the leading edge of the technology curve has helped us a lot. [Staff] has been so pleasant and helpful to work with. I think her leadership of the technology division has been outstanding. [Staff] leadership and advocacy during the legislative session has been a guiding beacon to all of us who deal with legislators on the local level. [Staff] is an extremely valuable resource to us. Her expertise on E-rate has saved our bacon several times during the last five years. [Staff] has always been so forthcoming with information that I consider her the absolute best.
- The development of cooperative programs between library systems has increased.
- There is a lot more available in the past few years than when I started work for the library.
- I see a more balanced approach than what was sometimes noticed in the past. There seems to be a wider outlook from the Commission in helping all the library systems and not just a few.

### *Public Services*

#### Blind and Physically Handicapped Services (BPH) & Library Services (LS)

The move to the new building dramatically raised the visibility of BPH and LS. Policy changes were required to address the more public location and potential users. In addition to outreach services these divisions now have increased foot, email and telephone traffic. Careful planning for the necessary policy/procedure changes, as well as the physical move resulted in a smooth transition.

### *PLATO to Learn-A-Test*

The prior LSTA five-year evaluation reported PLATO as a "testing" program with great potential but technical issues hindering usage. The need for a computer-assisted instructional software program that allowed students to develop basic skills, master a variety of concepts and practice for standardized test was great. An effective solution was realized in FY 2004 when Learn-A-Test replaced PLATO. Without technical issues which plagued PLATO, Learn-A-Test provides a valuable resource which is now utilized by local public



libraries as a patron resource. Evidence of the success of this program is listed in Part II - Interlibrary Cooperation - Strengthen the Library Commission resource library that supplements local library collections.

#### *Statewide Interlibrary Loan System*

In 2003, the agency embarked on a state funded program to acquire and implement a statewide, technology standards-compliant interlibrary loan/booksharing system. As part of the program, all eight (8) unautomated public library systems were eligible for funding to acquire a library automation system that would allow participation in the new statewide system. The agency provided assistance to the public libraries through every phase of library automation including consulting, retrospective conversion, weeding, physical inventory, training, etc. As a result of this project, as of February 2007, all two-hundred forty-one (241) of Mississippi's public libraries are automated and Mississippi truly has a statewide interlibrary loan system.

#### *MissIN2*

In moving to the new facility, the agency carefully planned the second generation Mississippi Information Network (MissIN2). Since the mid 1990's MissIN has provided Internet connectivity to public libraries throughout the state. With Internet connectivity being mission critical to public libraries today, MissIN2 was the agency's first opportunity to rebuild the network from the ground up without completely bringing the network down for an extended period of time. The agency now has a state-of-the-art network for the public libraries that will accommodate the foreseeable future. However, in January 2006, 3 months after MissIN2 went live, the state released a new contract for Internet service that eliminated the state backbone and replaced it with MPLS service. The new architecture does not require public libraries go through the agency to obtain Internet service. The vendor will now provide service and equipment directly. Current plans are to phase out MissIN2 by the end of 2008. In the meantime, the agency continues to provide MissIN2 participants with consulting and technical services and assists libraries in moving to the new MPLS service. Upon completion of the migration to MPLS, the agency will continue to provide public libraries with network services such as web hosting, email, consulting, troubleshooting, etc.

## Part VI - Evaluation Process

The evaluation process of the Mississippi Library Services and Technology Act Plan 2003-2007 involved agency staff, including bureau and division directors, the executive director, and staff responsible for program administration. Narrative and statistical input was sought and received from users of services through an on-line survey released to all public library staff and annual program surveys released to patrons the agency serves directly.

Formal evaluation was conducted over a 3 month period (January 2007-March 2007). The survey of public library staff was released in mid-January and closed the first week in February. Annual surveys coincided with the ending of the agency's fiscal year in June and were conducted each year (FY 2004, 2005, and 2006 are included in this report). Annual reports and other narrative and statistical information were gathered as needed throughout the evaluation period. Information relating to the targets identified in the five year plan were extracted from the reports and included as stated or used in forming a statement for the various targets. This evaluation was conducted by internal staff, primarily the executive director and agency staff responsible for administration of the federal grant, while other agency staff provided resources and information during the evaluation period, as well as administrative support in producing the evaluation.

Because the evaluation was conducted by internal staff, the cost of the evaluation was minimal. The annual reports are a standard annual component of agency operations and were not produced specifically for this evaluation; therefore no cost is assigned to the time or production of these reports. Information gathered from the public library staff was done via email and online survey. The agency views email as a necessary cost of business and subscribes to a survey service on an annual basis to be used for all agency programs. Cost for email is negligible and is not assigned a value. The cost of the survey service is by subscription and is not restricted in the quantity, type, or number of respondents to a survey; therefore no cost is assigned to the survey completed in connection with this evaluation. Supplies and other agency resources used in production of this evaluation include one ream of regular copier/printer paper and copy cost at \$0.02 per page totaling approximately \$15.00. The major expense in producing this evaluation is in the time required of participants and MLC staff.

The time each bureau and division directors expended was calculated at approximately 4.5 hours each. This time includes time spent providing annual reports and statistics, gathering information regarding specific activities and targets, and time spent reviewing various sections of the evaluation applicable to the programs for which they are responsible. The executive director spent seven (7) hours in review of targets and applicable information; composing the introductory statement and lessons learned; general review of the evaluation; and review of the public library survey instrument. Agency staff responsible for administration of the federal grant spent 20 hours preparing the public library staff survey and 164 hours gathering information, reviewing annual and statistical reports, inputting information and formatting the evaluation per the guidelines provided by IMLS, formulating statements based on annual and other reports relating to targets, and final review of the evaluation for submission. Administrative support for production of the evaluation was provided through review for grammar and readability by agency staff independent of the evaluation process; 3 hours was spent in this review.