

Washington State
Library Services and Technology Act
Five-Year Evaluation Report

FFY2003 – 2007



Washington State Library

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I. Introductory Statement and Summary of Impact

Federal Library Services and Technology Act (LSTA) funding from the Institute of Museum and Library Services (IMLS) is crucial to Washington libraries for the development and enhancement of library services. Washington State is one of a handful of states that does not provide direct state aid to libraries. Instead, libraries rely upon a limited variety of local funding mechanisms that are provided in statute to allow for current operations, capital facilities, and new or enhanced services. Because of several citizen initiatives that have placed fiscal constraints on local governments in recent years, most Washington libraries have struggled to maintain the status quo although some notable exceptions exist. The current environment heightens the importance of federal funding.

LSTA funding from IMLS has allowed Washington libraries to provide excellent library programs and services. Capacity has been built through provision of training, consulting, and grants administered by WSL. The use of LSTA funds in Washington has encouraged a cooperative and inclusive atmosphere. For instance, when tribal, public, academic, special, and school librarians gather at the same training, barriers fall, and everyone learns together, not only about the day's topic, but also about each other's needs and dreams. The use of LSTA funds have brought about other impacts both for the libraries and the people of the State. Selected impacts follow:

Advancing library service: The ability of some libraries to serve their customers beyond traditional hours was achieved through participation in the Virtual Reference project, thus providing 24/7 year-round service. General consulting in the areas of governance and Washington library law and technology consulting, including an understanding of the Children's Internet Protection Act (CIPA) supported the work of Washington library staff and trustees. WSL consultants also answered questions from local government staff and citizens about existing library service and the creation of new libraries and library districts. Libraries incorporated community input into their planning through WSL facilitation of the *New Planning for Results*.

Advancing technology in libraries: In the eighties, WSL advanced the state of technology in Washington libraries through provision of fax machines. In the nineties, some Washington libraries received their first computers thanks to State Library-administered federal funds. Today, LSTA will provide the people of Washington with a catalog listing the collections of Washington's libraries. Through its K-20 efforts, 25 public libraries joined the state educational broadband Internet service.

Collaboration: A number of projects have required collaboration including the Connecting Learners to Libraries Initiative which fostered partnerships between school and public libraries, and the One Book grant cycle which required community partnerships.

Communication: Use of electronic communication is knitting our library audience together. With a weekly short digest of grant and training announcements and other news, *WSL Updates*, with its nearly 1,900 subscribers, is now in its third year. Libraries learn about each other

through a summary of library news clippings, and WSL maintains eleven email discussion lists including one for tribal librarians, *Keepers of the Stories*.

Efficiencies: The Statewide Database Licensing Project (SDL) involves 2,370 Washington libraries. Half the cost of the database subscription is covered by LSTA funds. The list value of the ProQuest subscription, if libraries were to individually license the database each year, is more than \$22 million. Local and federal funds pay a mere \$500,000 annually. The SDL project provides staff to “broker” other group buying efforts and learn about new products through the database trials. In addition, SDL has helped to level “the playing field” for the “have-not” libraries by providing affordable, universal statewide access to magazine and newspaper databases. Small and tribal libraries are provided access without charge.

Inclusiveness: WSL purposefully includes the state’s library community in the full process of implementing LSTA. The Library Council of Washington, composed of members representing the library community, address library issues of statewide concern, and advise the State Librarian and the Office of the Secretary of State on these issues and the expenditure of federal funds. Through the Council, members of the library community are invited to suggest ideas for statewide projects. From planning for implementation to evaluation of the use of the federal funds, WSL involves the Washington library community at each step.

Literacy: The Information Literacy, and Community and Technical College Information Literacy projects, and the Open Book and Targeted Competitive grant cycles focused on various aspects of literacy. Early learning projects, discussed below, emphasized the importance of brain research in children aged 0-5 years.

Professional growth: The use of LSTA funds has facilitated professional growth of Washington library staff. In some cases, Washington libraries, strapped by constrained or shrinking budgets, have lacked the means to provide the educational opportunities needed by their employees. Continuing Education grants to individuals and libraries totaled \$302,498, and served 1,858 persons from 2003 to 2006. Direct, free trainings served 6,422 people from 419 libraries. LSTA funds have allowed WSL to respond to a growing request to bring education to the workplace via new technologies so that workers do not have to travel a day’s distance to attend trainings. To do this, WSL partnered with OCLC Web Junction and built relationships with other online training vendors, in addition to offering satellite training. WILL, a biannual conference for library trustees, brought specially targeted speakers and knowledge to this important group.

Serving children: Participation in a nationwide Summer Reading collaborative allows the state’s public and school libraries to serve children, whatever the size of their library. The Early Learning Initiative and Every Child Ready to Read training introduced librarians to brain research, ages 0-5, and its impact on library service. Governor Gregoire has recognized the importance of early learning and as a result has created a new state agency, the Department of Early Learning. The K-12 Initiative focused on training teacher-librarians and other school library personnel to provide them with the skills and tools needed to make a positive impact on student achievement.

Serving the underserved: WSL partnered with OCLC’s WebJunction to provide Spanish Language Outreach training. LSTA supported services to the blind and physically handicapped and to the residents of correctional institutions. The Cultural Diversity Project’s *Talk Tables*, still bring speakers of many languages together to practice English. *Day of the Book/Day of the Child* celebrations, once experiments in outreach to Hispanics, are now commonplace in many libraries.

Sustaining cultural heritage: Preservation taught libraries about assessment, disaster planning, and protection of collections, raising an invisible subject to a matter of local historical pride (even prior to Hurricane Katrina). This project reached out to individuals from libraries, museums, historical societies, and archives. A new initiative, the Digital Repository Project, will bring on-site digitization to small, rural libraries allowing them to share their unique collections with the people of Washington.

The use of LSTA funding in Washington showcased trends and allowed libraries to experiment with new ideas that might otherwise not have been possible. For many participating Washington libraries, federally-funded projects become “a-regular-part-of-our-service” when they continue, are sustained locally, and non-traditional customers become the “regular-customer-we-serve,” thanks to the availability of federal LSTA funds from IMLS.

II. Program Goals and Objectives

From 2003 through 2006, \$12,951,118 in LSTA funds were awarded by IMLS through LSTA State Programs to benefit Washington libraries. Thirty-one different programs and projects were conducted during this time period. Within those programs and projects, 211 competitive and criteria based grants were awarded worth \$1,343,528. Another \$407,884 was awarded to support the continuing education and information technology continuing education activities of 2,035 persons. More than 6,400 individuals from libraries in all but one county participated in LSTA-funded training programs. More than 510 contracts were issued to assist in various phases of program and project implementation including, but not limited to, the grant awards noted above and contracts for conducting training workshops.

In fall 2006, a survey was designed and conducted to evaluate the effectiveness of specific LSTA-funded programs by asking WSL community to rate and comment on them. WSL selected ten programs to evaluate and the survey was built around these programs. Survey design and pre-testing took place during summer 2006. The survey asked respondents to rate their degree of agreement with a statement on program effectiveness. A four point rating scale was used: Strongly Agree, Agree, Disagree, and Strongly Disagree. Respondents also could choose "Don't Know" if they did not have knowledge to rate the program.

The survey intent was not necessarily to gain a representative group of respondents (which was desirable) but to solicit widely for input from the Washington library community on LSTA-funded programs administered by WSL. It is likely that most of the 370 survey respondents had either participated in an LSTA-funded program or were knowledgeable about one or more of them.

The results of the LSTA Five-Year Evaluation survey (Table 1) showed that respondents generally agreed that these LSTA programs were effective in achieving their goals. The Statewide Database Licensing (SDL) and Continuing Education (CE) programs were seen as the most effective efforts while the Outreach Training ones were rated least effective. However, even in the latter programs at least 75% of those respondents rating chose agree or strongly agree as to program effectiveness. Those four programs were also the ones that had the highest visibility and largest number of respondents rating them. There was moderate awareness of two others projects, the Washington Preservation Initiative and the Virtual Reference Project, with knowledge of the remaining four projects, Collaborative Summer Reading Program, Cultural Diversity Initiative, K-12 Library Initiative, and Connecting Learners to Libraries, concentrated in a few specific library types.

The 370 respondents came from all types of libraries and from all areas of the state. They included library directors, managers and department heads, librarians and media specialists, library technicians and assistants, and specialist positions. In general, there were no substantial differences in program ratings by region, type of library, or position.

Table 1
Overall Responses (370 total respondents)

| Program (number of respondents rating program) | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean (4.0 Scale) | (Don't Know) |
|--|----------------|-------|----------|-------------------|------------------|--------------|
| Statewide Database Licensing (308) | 75.5% | 21.6% | 0.3% | 2.6% | 3.70 | 16.2% |
| Preservation Initiative Grants (204) | 46.6% | 49.5% | 2.9% | 1.0% | 3.42 | 44.3% |
| Virtual Reference Project (201) | 34.5% | 55.7% | 7.9% | 2.0% | 3.23 | 45.1% |
| Outreach Initiative Promotion (285) | 27.5% | 58.2% | 11.8% | 2.4% | 3.11 | 22.4% |
| Outreach Initiative Progress (265) | 24.3% | 60.1% | 14.2% | 1.5% | 3.07 | 27.6% |
| Collaborative Summer Reading (167) | 46.8% | 43.9% | 8.2% | 1.2% | 3.36 | 53.8% |
| Cultural Diversity Initiative (135) | 32.8% | 60.6% | 4.4% | 2.2% | 3.24 | 63.0% |
| K-12 Library Initiative (138) | 57.1% | 36.4% | 3.6% | 2.9% | 3.48 | 62.2% |
| Connecting Learners to Libraries (181) | 49.2% | 45.4% | 2.7% | 2.7% | 3.41 | 50.5% |
| Continuing Education Grants (280) | 66.8% | 29.7% | 1.1% | 2.5% | 3.61 | 23.5% |

The full survey analysis may be found in Appendix 1 and includes respondent breakdowns by geographic region, library type, and position within the library. Comments provided by respondents were also analyzed and categorized. These are also found within the full survey analysis.

The remainder of this chapter provides an overall report of results in achieving the goals and objectives found within the Washington State LSTA Five-Year Plan, FFY2003 – 2007. The overall report for each goal indicates our progress toward achievement of the goal and each objective, reviews progress in achieving stated outputs and outcomes, contains a discussion of strategies and activities used to work toward the goal and objectives, and finally, provides a short statement of impact on the results of having undertaken the activities.

Goal 1: Access to Resources

Washingtonians will have increased physical and remote electronic access to traditional and digital library resources and services in all areas of the state.

Progress towards goal

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

➤ *Describe the outputs and outcomes associated with this goal*

Output Target (from the WSL 2003-2007 LSTA Five-Year Plan)

Over the period October 2002 through September 2004, increase the usage of databases offered through the Statewide Database Licensing Program by 10%.

Actual number of database searches [not visits] per year:

| July 01 – June 02 | July 03 – June 04 | July 04 – June 05 |
|-------------------|-------------------|-------------------|
| 3,149,302 | 3,779,083 | 3,808,285 |

- 629,781 more searches were made in fiscal year 2005 than 2002, an increase of 16.6%

Outcome Target

In focus groups conducted in September 2004, 75% of Washingtonians using SDL databases remotely from their home or business indicate that they increased their ability to find information that addresses their particular needs.

The planned 2004 focus groups were not convened.

In focus groups for library staff conducted in spring 2003, librarians from various library types commented that since the ProQuest databases were available statewide in all types of libraries, once students learned how to use the databases, they had at least one resource that could be used throughout their education and beyond. The ProQuest databases are available in the library at the high school, at two-year colleges, and in four-year colleges and universities. The databases are available in public libraries. It is a resource available to a vast majority of library users whether they live in a major metropolitan area like Seattle, or in a small rural community like Colfax.

As one librarian indicated, "... And these people come back. You know, once you've trained them and shown what is available and how easy it is and granted you do have to know how to do it yourself first ... you can find ...literally just about anything if you want to expand it that far. ...it really has been useful as far as information literacy training for our patrons. Our statistics, circulations statistics have gone up probably 7 per cent a year since we've added these and I think what (probably not the only reason but) it is one of the reasons people are coming back because they know they can find information in our library."

➤ *Describe the strategies and activities used to address the objectives.*

Objective

Expand and sustain physical and remote electronic access to traditional library resources and services.

Progress towards objective

- Surpassed the objective
- Met this objective
- Made progress towards this objective
- Did not work toward this objective

Strategy

Develop and implement plans for the preservation of unique local and state materials.

Activities

Preservation

The Washington Preservation Initiative (WPI) was launched in 2003 to help libraries safeguard Washington's cultural heritage. Specifically, the initiative preserves historical library collections in all formats, to give citizens access to collections and help library staff develop preservation expertise. An advisory group of representatives from public, academic and special libraries began work in 2003 to work with the WPI manager to organize and prioritize activities. Approximately \$580,000 in LSTA funds were expended from 2003 – 2005. An additional \$100,000 in LSTA funding was allotted for 2007. These funds supported a variety of preservation efforts, including:

- An assessment survey of current library preservation needs in Washington State, April 2004.
- Training workshops (34 workshops with 841 registrants).
- Six grant cycles completed: three competitive grant cycles for local preservation projects (31 grants awarded); two grant cycles to conduct needs assessments (8 grants awarded); one grant cycle for monitoring of library environmental conditions (4 grants awarded).
- A post-project survey and report.

Early in the project, a survey was conducted that consisted of a mail survey and a targeted series of telephone interviews. A report, prepared under contract by Tom Claeson, Education and Planning Manager, Digital Collections and Metadata Services (OCLC), now of PALINET, presented findings related to each part of the proposed project and a discussion of possible applications of the results. The report provided the basis for determining training activities and grant guidelines.

The WPI offered a variety of practical and technical training classes from 2003-2006 that were received with great enthusiasm. In total 841 persons attended the training during this time period. Several experts were procured to teach the classes. The trainings included topics such as basic book repair, environment and preservation principles, fundraising for preservation and conservation, preservation and conservation of photographs, preservation of architectural drawings and blueprints, preservation management of machine-based audiovisual media, addressing issues of mold, and disaster planning.

WPI awarded 43 grants totaling \$454,821 for preserving historical library collections in all formats in 2003, 2004, and 2005. An additional Preservation grant cycle was allocated \$100,000 to begin during spring 2007. An additional five to seven awards from the 2007 grant cycle are anticipated.

Preservation grants assisted Washington State libraries of all types and sizes in preserving collections of materials with significant historical or cultural value, thus assuring long-term access to these collections. Examples of the types of projects undertaken with Preservation grant funding included a preservation assessment of a rare book collection in preparation for applying for other more substantial grant funding to conduct the actual preservation work, de-acidification of books and other materials, microfilming runs of historic newspapers to provide both preservation and access to these rich resources, duplication and replacement of fragile deteriorating silver nitrate negatives with newer, more stable, and less dangerous film bases, and collaborating with other institutions to preserve movies and other moving image materials.

The WPI Assessment grant cycles provided limited consulting services for a preservation needs assessment of the library. The purpose of the assessment was to broadly identify potential threats to the longevity of the library's collection, to identify the extent of preservation problems and areas of acute need, and to develop recommendations that the library would follow in instituting a basic program of preservation.

The WPI Environmental Monitoring grant cycle assisted in broadly identifying potential environmental threats to the longevity of a library's collection, provided reportable measurements of environmental conditions within the collection, and offered advice and recommendations to the library's management and staff to address areas of concern.

A post-project survey using telephone interviews in late September 2006 confirmed the success of WPI in raising knowledge of and interest in preservation issues among all types of Washington libraries. "The level of satisfaction with the program is extremely high, and the impact of the program has been high as well. However, there are still a number of preservation topics and concerns which need to be focused on in the future..."

Strategy

Develop best practices for school library staff, enhance student information literacy, train library staff, and build partnerships between public and school libraries.

Activities

Connecting Learners to Libraries

The Connecting Learners to Libraries Initiative (CLL) sought to improve students' ability to effectively locate, evaluate, and use information to become independent life-long learners. The project encouraged collaborative efforts among libraries, learners, and schools through information literacy activities, opportunities, and demonstration projects. A Steering Committee that represented school, public, and academic libraries worked with WSL staff to establish priorities and direction for project activities.

The project's goals are to:

1. Increase awareness in public library and school communities of K-12 students' information literacy behaviors.
2. Improve public libraries staff's knowledge of Washington State Essential Academic Learning Requirements (EALRs), especially as assessed in the Washington Assessment of Student Learning (WASL), and research models as they relate to K-12 students' information literacy skills.
3. Improve school communities' knowledge of public library programs and services as they relate to K-12 students' information literacy skills.
4. Provide funding for collaborative projects between public libraries and schools focused on improving students' information literacy skills.

CLL was a multi-year project that began in 2003. Major activities included:

- A report on research and survey findings related to the learning needs for Washington librarians.
- A free online workshop that introduced skills necessary for successful partnering between schools and public libraries.
- Mini-grants up to \$2,000 to form public library and school collaborative partnerships that focused on enhancing students' information and research skills.
- Two, two-day Outcomes Based Evaluation Retreats for grantees.

Research

The research report, "Training Curriculum for *Connecting Learners to Libraries*: Review of Recent Research and Survey Findings," was prepared by Dr. Matthew Saxton, University of Washington Information School in September 2004. The report identified six learning needs for public and school library staff who wished to form collaborative partnerships. The needs identified were:

1. Librarians need to learn how to communicate across institutional cultures and establish a formal plan for communication.
2. Librarians need to learn a process for establishing common vision and goals for research skills across both school libraries and public libraries.
3. Public librarians and school library staff members need to become familiar with each other's work environments.
4. Librarians need to learn how to identify local community groups that can provide an opportunity to reach students and emphasize research skills.
5. Librarians need to learn how to identify the digital resources (e.g., electronic databases) available to both school and public libraries and work to identify common access structures across resources.
6. Librarians need to learn how to apply outcomes based assessment techniques to continuous evaluation of research skills learning.

The identified learning needs formed the basis for the development of the workshop curriculum, retreats, and grant guidelines.

Online Workshop

The Connecting Learners to Libraries Project offered a free online workshop to all library and school staff in Washington State during the periods that grant applications were open in spring 2005 and 2006.

All staff members involved with CLL grants were strongly encouraged to review modules of the workshop most relevant to their needs. Reviewing the workshop assisted individuals in all aspects of the CLL grant process, including:

- Finding a school or public library partner in their community
- Collaborating with their partner
- Successfully planning and implementing their CLL grant project
- Improving their instruction skills
- Enhancing students' information and research skills
- Providing you with information about issues and activities related to schools and libraries

Additionally, the online workshop contained a grant writing tutorial that was designed to assist local library staff in applying for any grant.

Two hundred fifty-nine (259) requests for access to the online workshop were received, and 157 learners used the online materials.

Grants

In 2005 and 2006, CLL offered mini-grants up to \$2,000 to public library and school collaborative partnerships that focused on enhancing students' information and research skills.

Fifty (50) grants totaling \$98,182 were awarded in 2005. Forty-two (42) grants totaling \$81,168 were awarded in 2006.

Survey

Employing OBE models, CLL measured the success its activities had as agents for change. CLL conducted several pre- and post-surveys designed to measure changes in the behaviors, skills and knowledge of library staff who have participated in its activities, especially the mini-grants and

the OBE retreats.

Survey to measure changes in sub-grantees

One objective of the project was to increase librarians’ knowledge of educational standards and their knowledge of each others’ libraries in terms of resources and services. A pre- and post-test model was utilized to obtain a “before and after” assessment of librarians’ level of awareness of a number of items to determine if familiarity increased or decreased. The pre-test captured observations for all participants (n=133) at the time they applied for the grant. The post-test, administered one year later, captured observations from almost half the participants (n=51) towards the conclusion of their grant project. The Percent Increase (last column in the following table) indicates a consistent pattern of knowledge increase among participants.

Increase in Knowledge among Sub-Grant Recipients

| Percent indicating “Somewhat Familiar” or “Highly Familiar” with the following items: | Pre-test (n=133) | Post-test (n=51) | Percent Increase |
|--|-------------------------|-------------------------|-------------------------|
| Culminating Project requirements | 61% | 84% | +23% |
| WASL (Washington Assessment of Student Learning) | 79% | 90% | +11% |
| EALRs (Essential Academic Learning Requirements) | 59% | 72% | +13% |
| GLEs (Grade Level Expectations) | 57% | 65% | +8% |
| Research models (e.g., Big6, Follet, Pitts/Stripling) | 58% | 69% | +11% |
| Databases at partner's library | 55% | 88% | +33% |
| Collections at partner's library | 51% | 80% | +29% |
| Programs or services at partner's library | 50% | 78% | +28% |

Survey to gather feedback about the mini-grants

The practice of awarding a large number (50 in 2005 and 42 in 2006) of mini-grants to support LSTA sub-grantee projects was unusual for Washington State. This use of mini-grants provided a rare opportunity to gather users’ attitudes and opinions about mini-grants. In May 2006, mini-grant awardees were surveyed to gather feedback and observations from the initiative’s target audience (public and school librarians). Highlights of the survey include:

- Of the grant recipients, the majority of respondents indicated that the amount of the mini-grant was satisfactory. Almost 80% of those who applied responded that \$2,000 was sufficient to accomplish their program objectives, and almost two-thirds indicated that they would not expand their project if more funds had been available to them this year. However, one-third did express an interest in scaling up their project if more money were available.
- Two-thirds of survey respondents indicated that they had reapplied for 2006, and almost all (90%) indicated they would be interested in applying for future mini-grants.
- One of the primary goals of the Connecting Learners to Libraries initiative was also to stimulate communication and increase collaboration between schools and public libraries. While this survey did not explicitly address the question of whether such collaboration was successful, respondents did share some positive observations regarding their collaborative experiences.
- Overall, the mini-grant process was well received by both those who did and those who did not apply. The biggest obstacle for those who did not apply in 2005, as well as for those who applied last year but not this year, was time to work on the project. Eighty-eight percent (88%) of those who did apply say they would like a third mini-grant cycle.

Retreat

The CLL Project funded a two-day retreat on Outcomes Based Evaluation (OBE) at a conference facility in Leavenworth, Washington in November 2005. Sixty (60) school and public librarians attended. Each attendee received a binder that included PowerPoint slide information, sample outcomes and indicators, logic models, grant project information, marketing handouts, and related materials. The retreat provided a variety of training activities that introduced tools and methods for evaluating outcomes resulting from grant projects.

Participants completed a questionnaire that evaluated their knowledge of OBE before and after the event, and also the usefulness of the training. A summary of evaluation results follows.

| On a scale of 1 (low) to 5 (high) | Before | After | % Increase |
|--|---------------|--------------|-------------------|
| 1. Rate your knowledge of: | | | |
| a. The importance of OBE | 2.28 | 4.62 | 102% |
| b. The various elements of a Logic Model | 1.66 | 4.30 | 159% |
| c. Ideas for using OBE in your Connecting Learners to Libraries grant projects | 2.00 | 4.72 | 136% |
| d. How to create data collection tools to measure your grant project's success | 2.14 | 4.38 | 105% |

| On a scale of 1 (not helpful) to 5 (very helpful) | Average Response |
|--|-------------------------|
| 2. How helpful were the information and/or resources you received in this session? | 4.48 |
| 3. How likely is it that you will use this information and/or resources? | 4.33 |

K-12 Initiative

The K-12 School Library Initiative was designed to improve curriculum development, collaboration, technology resources, leadership, advocacy, and evaluation. The initiative also provided the tools and systems for collecting and using data related to school library programs. The information collected laid the foundation for program advocacy and provided a focus for goal setting and decision-making at building, district, community, and state levels.

Beginning in fall 2002, Dr. Betty Marcoux, University of Washington Information School, developed a training curriculum under a consultant contract with WSL. Additional expertise was provided by the K-12 Initiative Steering Committee members and other Washington school library experts. The work included a pre-training evaluation, development of a curriculum for trainers and a toolkit, training the trainers, development of post-training evaluation instruments, and a final project analysis.

Web Site

The K-12 Library Initiative Web site [<http://www.k12library.info/>] was implemented in summer 2003 to provide a variety of resources that supported project goals. From December 2005 through July 2006 (the only period for which usage statistics are available), the site averaged 2,436 visitors per month. The site includes information such as:

- Links to assessment rubrics
- Links to online discussion lists (e.g., aaslforum, lm net, ili-l)
- An extensive selection of sample forms, charts, 10-week memos, and annual reports
- Recommended readings on advocacy, academic achievement, censorship, copyright, future studies, information literacy, and related topics

- Evaluations for each year's K-12 workshops and for the overall initiative

Surveys

A survey was distributed in September 2003 to 378 school principals (identified by the 2003 workshop participants) to determine their understanding of the roles and responsibilities that they identified as part of the school library professional's work. One hundred thirty-five (135) principals responded (37%), and the same survey was mailed to them in May 2004. In the second survey, 82 of 135 principals (61%) replied.

The results indicated that there was an overall increase in the understanding of school library professional roles by principals during the first year of training (between the first and second survey):

- All four roles (reading advocate, information manager, information specialist, instructional partner) were perceived as important.
- Reading advocacy was the most understood role of the professional in the school library.
- As an Information Manager, the school library professional role was perceived primarily as managing the library collection.
- As an Information Specialist, the role of the professional in the school library was perceived primarily as integrating instructional technologies over curriculum development or evaluation.
- As an Instructional Partner, the school library professional was perceived as a teacher, but not at the same level as the role of managing the collection or integrating instructional technologies.

These surveys resulted in recommendations that informed the K-12 Initiative training:

- Continue the training and stress the program advocacy component.
- Work at the site level to develop a more unified sense of the potential for the school library program to each principal.
- Stress the potential benefit of the school library professional in developing curriculum and evaluating student progress.
- Work to continue making the school library program integral to the school's agenda and curriculum.
- Develop ways to enhance the connections and communication between school library professionals, their administrations, with state mandates.
- Develop ways to enhance the connections of the school agenda with the school library, the curriculum issues with life-long learning concerns, process with product in terms of educational value.

Strategy

Encourage libraries to collaborate with community organizations to more effectively provide access to information. Increase partnerships and the degree of community involvement.

Activities

Cultural Diversity Initiative

Following a 2002 grant cycle and two years of training workshops, the Cultural Diversity Initiative utilized \$239,600 in LSTA funds in 2003 to assist libraries in developing effective programs to serve multi-ethnic populations. This was the fourth year for the initiative, an unusual

extension of the standard three-year pattern for such projects. The extension was a direct response to the need expressed by the library community for continued diversity funding. Grant programs emphasized effective needs assessment, community partnerships and the development of outreach programs. The goals of the Diversity Initiative were:

- To empower library boards and staff to reach out to diverse populations;
- To increase the skill of library staff in working effectively with diverse populations;
- To increase library programs and services to diverse communities in local areas.

In order to accomplish these goals, libraries were proactive in forming partnerships with community organizations. The need for a culturally diverse staff to facilitate such collaborations and provide many of these services was recognized, and libraries were encouraged to recruit staff from diverse ethnic backgrounds.

In response to the announcement of the grant cycle, 24 applications were received. Six grants were awarded. Five were awarded at or near the maximum individual award of \$50,000. The projects which grew out of these awards included: building Spanish language collections; offering English language practice and self-study instruction, children's activities, and cultural and informational programming to help eliminate language barriers and provide information and entertainment relevant to non-English speakers; enhancing a library's bilingual outreach program and supporting partnerships with a variety of community agencies that serve Spanish-speaking children and adults; helping Hispanic and Korean residents discover the library as a tool to overcome barriers to success; implementing the Las Bibliotecas Para Todos (Libraries Are for Everyone) program to greatly enhance staff skills, increase programs and services, increase volunteers, and strengthen the collection in four key branch libraries; and implementing "Centered on Citizenship", a pilot program to provide citizenship application training to refugees and immigrants.

Early Learning Initiative

The Early Learning Initiative was designed to educate public library staff about emerging brain research in children from birth through pre-school age. It advanced programs for young children and their caregivers and encouraged partnerships between libraries and other community groups with similar services.

Numerous informational presentations were made to a variety of organizations, including the Governor's Office Outreach/Literacy Committee, the 2003 Washington Library Association Conference, and the 2003 Library Leadership and Information Literacy Institute. Staff from state libraries of Washington, Florida, Maryland and Oregon co-presented "Rocking the Cradle: Politics, Policies and Partnerships for Early Learning and Literacy" at the 2004 Public Library Association conference in Seattle.

In 2003, the video series, "I Am Your Child," was sent to each Washington public library outlet. Public libraries received sets in both English and Spanish while tribal libraries received sets in English. Video collections (6 videos) in both languages were also presented to the county health departments in the state. Titles included: The First Years Last Forever, Quality Child Care, Ready to Learn, Discipline, Safe from the Start, and Your Healthy Baby.

Read to Your Baby booklets were available in six languages: English, Spanish, Russian, Chinese, Japanese and Korean. The original booklet was developed by the Pierce County Library System (PCLS) Youth Services Department as a part of a demonstration grant. Over 334,000 booklets

have been distributed to libraries, health clinics, community centers and other locations across the state.

A Yakima Public Library staff member took 15-20 minute story breaks to public waiting rooms, a place where families and young children spend a lot of time waiting. Reaching families in partner agencies proved to be an excellent way to introduce them to library services and the importance of early literacy. To facilitate this service, the library partnered with Yakima Neighborhood Health Services, Yakima Valley Farm Workers Clinic and Washington State Department of Social and Health Services (DSHS) Community Services Offices.

The King County Library System offered multilingual storytimes at selected Head Start/ECEAP centers and community libraries. Children's literature was purchased in seven languages, library staff was trained in cultural sensitivity and awareness, and interpreters were trained on library catalog usage and story time interpretation. Multilingual storytimes grew from seven story times in 2000 to 183 in Spanish, 14 in Russian, and 25 in Chinese by September 2002. Circulation of English as a Second Language (ESL) materials also increased dramatically.

Whitman County purchased a van which was emblazoned with the logo, Ignite Your Child's Mind, to provide mobile early learning programs, information, resources and services. Targeting parents and caregivers of babies and toddlers in the 13 rural libraries it serves, it became a public relations tool in the form of a traveling billboard. Eighteen community partners collaborated with the library in this project for a phenomenal 63% match. The van provides service in an isolated rural area with town populations ranging from 300 to 850, covering 2,159 square miles.

Every Child Ready to Read @ Your Library

The success of the Early Learning Initiative (see previous entry) leveraged a private local grant from the Paul G. Allen Family Foundation. WSL received \$250,000 in September 2005 for an early literacy project that provided 31 training sessions for the Every Child Ready to Read @ Your Library in multiple locations statewide for librarians and their community partners. The project also included a matching community grant component for libraries to design or expand an early literacy activity or program. Funds were raised in the community and matched every one dollar raised locally with two dollars from the Allen Foundation. Libraries planned and implemented the grant with a community partner serving the zero to five populations.

The LSTA funded salary for the project manager was used as an in-kind match to secure the grant.

One Book Grants

A grant cycle is currently being offered (spring 2007) to assist libraries in initiating or enhancing One Book projects in their community. A One Book project is when the library organizes an effort in which their community reads one book. The goals of this grant cycle are to:

- Encourage reading in communities across the state.
- Increase the visibility of libraries within their communities.
- Expand partnerships between libraries and local organizations, bookstores, businesses, schools and other community groups.
- Increase the skill of library staff in implementing One Book efforts.
- Increase the number of libraries in Washington State conducting One Book efforts.

Overall funding to support this grant cycle is \$170,000. Twenty-four or more awards are anticipated.

Strategy

Provide a statewide portal for access to library catalogs and services.

Activities

Group Services – Statewide Catalog

WSL is implementing a Washington Group Services contract with OCLC for the libraries of Washington. The Library Council of Washington has approved the plan, and has recommended the use of limited LSTA funds to subsidize incentives for startup costs, plus funding to assist smaller, poorly funded libraries. While the Washington Group Services project is not a resource sharing project, it does provide a foundation for future resource sharing ventures should this be the desire of the Washington library community.

➤ *Briefly assess the overall impact of this objective in the delivery of library services.*

WSL worked to expand and sustain physical and remote electronic access to traditional library resources and services using a variety of methods.

These included preservation of materials, development of best practices, encouraging partnerships between different types of libraries and between libraries and community organizations, provision of a wide variety of training on relevant subjects, and working to develop shared resources.

Projects such as the Washington Preservation Initiative assisted Washington libraries in preserving collections for future generation. The project determined the status of preservation activities within the state, created greater awareness of the need for preservation, increased staff knowledge and expertise in a variety of preservation subject areas, and provided grants for the actual preservation of materials. All of these activities have resulted in greater protection of Washington's cultural heritage and greater access to either the source documents or copies of that material using techniques such as preservation photocopying and microfilming.

Projects such as Connecting Learners to Libraries and the K-12 Initiative worked to enhance student information literacy, train library staff, build partnerships between public and school libraries, and develop best practices for school library staff.

Projects such as the Cultural Diversity Initiative, Early Learning Initiative, Every Child Ready to Read @ Your Library, and One Book Grants encouraged libraries to collaborate with community organizations to more effectively provide access to information. These projects also worked to increase partnerships and the degree of community involvement.

Projects currently under development, such as Group Services, i.e., the development of a statewide catalog, will work to provide a statewide portal for access to library catalogs and services for all citizens of Washington.

All of these projects work to address different aspects involved in expanding and sustaining physical and remote electronic access to traditional library resources and services.

Objective

Expand and sustain physical and remote electronic access to digital library resources and services.

Progress towards objective:

- Surpassed the objective
- Met this objective
- Made progress towards this objective
- Did not work toward this objective

Strategy

Expand and sustain the use of statewide licensed databases such as those licensed through the Statewide Database Licensing project.

Activities

Statewide Database Licensing – ProQuest & Brokering

Libraries throughout Washington State regard Statewide Database Licensing (SDL) as one of the most valued and effective LSTA-funded projects. The SDL project coordinates the efforts of nearly 2,000 libraries to purchase a statewide license for online, full-text, periodical and newspaper databases, and facilitates group purchases of other electronic resources. SDL provides a basic database package to every library in the state, including those too small or poorly funded to be able to purchase it with local funds. For libraries that are better-funded, SDL frees financial resources to procure materials or services that otherwise would have been unaffordable.

Cost savings for libraries are two-fold:

1. The project pays for 50% of the database contract with LSTA money. As a consequence, libraries saved \$500,000 each year from 2003-2005 (half of the annual \$1,000,000 contract). Beginning in July 2005, market forces and competition resulted in the vendor lowering the price of the contract by half, to \$500,000, saving libraries \$250,000 (after the SDL contribution).
2. By negotiating on behalf of the entire state, SDL generates a significant cost saving each year. In 2006, this cost saving was estimated to be \$22 million each year over the cost of all libraries subscribing individually. SDL provides a successful and compelling model for group purchasing. Libraries cooperating on a statewide basis have a major impact on the ability to provide high-quality resources to patrons while saving money.

The benefits to Washington citizens are significant. Offering a common database product through school, public, and academic libraries means that students can carry learning and research methods all through their years of education. It also means that in any library used by an individual, a consistent, familiar resource is available. The learning curve for both library staff members and the general public is lessened when a uniform database product is accessible on library computers and Web sites.

In 2006, libraries participating in SDL included:

- 21 Four-year academics
- 35 Community and technical colleges
- 67 Public libraries

- 25 Medical libraries
- 23 Tribal libraries
- Approximately 2,200 K-12 libraries

Database Trials

SDL hosts an annual two-month free trial of a variety of databases. The purpose of the trials is to introduce new products or significant upgrades to existing products. The site offers library staff members a practical way to test and compare products without having to request trial accounts from vendors. At the beginning of each year, a call for product suggestions is widely distributed via online discussion groups, reaching a significant number of interested users. In addition, SDL staff members add any products that come to their attention in library literature, at conferences or from vendor contacts. A wide array of vendors and products are provided, from specialized financial, history, and science resources to general periodical databases. SDL invites vendors to participate, designs a Web page, and publicizes the trial period.

Individuals are encouraged to test products and then submit notes and reviews to SDL via a comment form. SDL staff members forward comments to vendors as appropriate (negatively critical comments are submitted anonymously).

The trials are very popular. In 2003, trials were discontinued and the library community was vocal about their value, resulting in a reinstatement of the service. From 2004 to 2006, an average 18 vendors participated in the trials.

Group Purchases

The most important role of SDL is brokering group purchases for libraries in Washington State, resulting in significant cost savings.

With guidance from the SDL steering committee, the project uses LTSA funds to underwrite an expensive license to ProQuest, a full-text magazine and newspaper databases. Initiated in 1998, this project pays one half the annual costs. Libraries' local funds pay the rest. Local library shares are determined by the statewide advisory committee. The basic database package includes:

- Access to six Washington daily newspapers, five national newspapers, and 4,425 magazines, of which over 3,200 are available in full-text.
- Customized database packages for different audiences including eLibrary and eLibrary Elementary for the K-12 audience as well as packages designed for public library audiences and academic research purposes.
- Remote access from homes or businesses.

In addition, SDL negotiates additional group purchases on behalf of libraries for which no LSTA funding is provided. These include:

- Two group purchases of Thomson Gale products, one for public and a smaller one for two-year and private academic libraries
- Books24/7, a collection of electronic information technology ebook titles, available to both academic and public libraries
- Reference USA, a detailed directory of more than 11 million American businesses, available to all libraries

In 2006, SDL purchased a one-year license for the EBSCO Automotive Repair Reference Center for twenty small libraries. The project negotiated the lowest price ever offered by the vendor for

a total cost of \$4,000. WSL used LSTA funds to underwrite the first year's cost for these libraries.

SDL has also brokered group purchases with two vendors that provide motion picture licensing products that allow public performances to occur within public libraries.

Database Usage

With minor fluctuations, use of the ProQuest database has steadily increased during the years that WSL has provided a subsidized license for the product.

Actual number of database searches [not visits] per year:

| July 01 – June 02 | July 03 – June - 04 | July 04 – June 05 |
|--------------------------|----------------------------|--------------------------|
| 3,149,302 | 3,779,083 | 3,808,285 |

- 629,781 more searches were made in fiscal year 2005 than 2002, an increase of 16.6%

Training

The SDL Web site provides links to online vendor training classes on a continuing basis. In addition, WSL staff members coordinate with vendors for onsite training at locations around the state. Between 2003 and 2006, 1,033 registered for one of six different database trainings either on-line or onsite.

World Languages

The SDL model of collaborative purchasing gives WSL staff members expertise that is relevant to concerns about World Language materials. As a result, several libraries requested that SDL facilitate meetings to discuss issues and concerns with World Language collections.

Representatives from four large public libraries in Puget Sound met with SDL staff three times in 2005 and 2006. Issues being explored include:

- Cataloging cost issues
- Acquisitions and selection
- Resource sharing
- Marketing collections
- Sources / vendors
- Cooperative funding

SDL will continue to facilitate meetings and further a proposal for LSTA funding of cooperative World Language activities.

Strategy

Develop and implement cooperative digital reference service across all types of libraries, including training, best practices, marketing, and promotion.

Activities

Virtual Reference Services

The most significant contribution of the Statewide Virtual Reference Project (VRS) to libraries in Washington was the collaborative structure that it established. In a state where jurisdictional and geographic boundaries discouraged collaboration, VRS demonstrated that the convergence of technology and economics made library cooperation a very attractive idea. Libraries of all types participated in partnered grant projects, shared applications and networks, cooperative

agreements, training programs, and support meetings. Representatives from a cross-section of Washington libraries served on advisory committees. VRS served as a model for collaboration for other library services.

Grant cycles encouraged pilot projects that explored varied aspects of virtual reference service, such as testing software applications, developing marketing plans, and establishing expert referral service. VRS provided numerous opportunities via several formats for grant libraries to share information and experiences. Training, marketing, and evaluation programs and materials were developed and widely used to support professionalism and increase use. The VRS project took a grass-roots approach rather than a state-level implementation, resulting in a high level of local acceptance. All of these activities built trust among and between libraries, leading to quality service to the citizens across the state. Virtual reference service is now offered by libraries in 20 counties, serving 63.6% of Washington's population from the Pacific Ocean to the Idaho border.

Finally, the training program developed by VRS was converted to a self-paced online tutorial that is hosted and maintained by the Reference and User Services Association (RUSA), a division of the American Library Association. It is available at no cost for the use of libraries and individuals across the U.S.

Strategy

Develop and implement technology-based resources and services, such as digital imaging, enhanced Web access, and infrastructure development.

Activities

Information Technology Services

Technology services were available to qualifying libraries. WSL staff members provided consulting assistance in the selection of hardware, software, and services; troubleshooting library networks and computers; and training staff to better use technical equipment and resources. These services were offered both remotely and onsite.

Consulting services were also offered to assist libraries with the E-Rate program.

The goals for the consulting service included:

- Evaluating local need and demand for technology
- Determining the effectiveness of current technology
- Acquiring data to make business decisions
- Developing long-range technology plans
- Deciding which technologies best meet a library's needs

The technology consultants offered troubleshooting assistance to libraries having problems with computer hardware and software, networking equipment and infrastructure. WSL was especially pleased to offer extensive experience and in-depth knowledge in working with the hardware and software granted by the Bill & Melinda Gates Foundation.

WSL provided free hosting of certain online services (Web sites, email) to public libraries.

Primarily aimed at small and medium size libraries, the goals for these WSL services were to:

- Help libraries to expand their Internet service offerings
- Determine how and when to establish an Internet site, based on operational knowledge of equipment, connections, and technical support that will be needed

A free filtering service was available to libraries connected to the K-20 Educational network.

A number of trainings were offered related to information technology. These included:

- Wireless in Libraries (a day-long, face-to-face class)
- Promoting Libraries with Web 2.0 (a day-long, face-to-face class)
- Ten short two-hour online classes about new technologies (Blogging, RSS, Library 2.0 and Advanced CSS)

Information Technology Continuing Education Grants

WSL created Information Technology Continuing Education (IT CE) grants to provide up-to-date, high-level training for the library community. Library Services and Technology Act (LSTA) funds offset 50 percent of registration fees for the technical training of library and IT support staff. Eligibility for IT CE grants was limited to staff members of LSTA-eligible libraries and IT staff who directly support these libraries a minimum of 10 hours per week. No individual may exceed a total of \$1,500 in grants and grants to the staff of any library system may not exceed a combined total of \$3,000.

Technical training was limited to specific technical classes and other specialized courses not normally available to the library IT community. Initiative funds were focused on building basic IT competence and providing training opportunities.

Between 2003 and 2005, 145 persons received technical IT training. \$105,716 was expended to support this activity at an average cost of \$730 per individual. In 2006 and in 2007, \$30,000 was budgeted to support this activity in each year.

K-20

WSL staff coordinated the connection of public libraries to the K-20 Educational Network, a high speed data network serving educational institutions throughout Washington State. On October 25, 2001, the K-20 Governing Board voted to allow public libraries to join the K-20 network. The addition of libraries was partially subsidized by money obtained from a US West (Qwest) court settlement. This money was available to the library portion of K-20 for a period of years following the governing board decision. All public libraries in Washington were eligible to join. Sharing this resource meant substantial cost savings for participants while allowing the state to build a strong telecommunications infrastructure.

The first step in connecting to the K-20 Network was contacting the information technology consultants at WSL. An on-site visit was scheduled to discuss the benefits and steps that needed to be followed in completing the process. At that time, a request to add a circuit was completed. Since 2003, four libraries have been added and two dropped out, for a total 25 Washington libraries participating in K-20. LSTA funding for this project totaled \$70,585 in 2003.

Statewide Digital Repository

A large number of small libraries in Washington are in possession of unique, irreplaceable documents highlighting the history of their communities. In the majority of these instances, those institutions lack staffing, expertise, and resources to make these treasures widely available to the public, school, and research communities.

This project established a statewide digital repository, providing infrastructure to both digitize and serve these treasures to a widespread audience. To accomplish this, focus was shifted from

funding repetitive projects at individual institutions to a collaborative model utilizing a centralized infrastructure and staff. While training was provided to participants on the selection of historically significant collections for inclusion in the repository, actual digitization relied on traveling staff and equipment provided by WSL. Collaborative efforts were encouraged between local public libraries and strategic partners such as historical societies, museums, and schools.

It was envisioned that resources included in this repository would be employed directly by remote access users for the purpose of research (personal, academic and school related), utilized by the originating libraries for Web sites and displays, and re-purposed by the public schools for curriculum units.

Major activities included:

- Developing a statewide digital repository model serving the small / rural library community. This included the ability to serve digital representations of both full-text documents and images;
- Cooperative projects between local public libraries and strategic partners such as schools, historical societies and museums;
- Providing training on the selection of historically significant materials for digitization;
- Providing trained staff through WSL to oversee the selection and digitization process. Traveling staff were employed for the digitization process, providing uniformity of product. This also addressed lack of local staffing, expertise, funding and infrastructure to support such an undertaking;
- Making accessible to a large audience unique documents and images relevant to Washington's history; and
- Exploring opportunities to utilize existing infrastructure to support long term "dark storage" of scanned items.

WebJunction

WebJunction (WJ) is a cooperative of library staff sharing and using online resources that enables the identification of appropriate technologies for application to daily work. It began in 2002 when the Bill & Melinda Gates Foundation awarded the Online Computer Library Center (OCLC) a three-year grant to build a portal for public libraries and other organizations that provide public access to online information as a sustainability effort relating to its U.S. Libraries initiative. In the fall of 2003, WSL agreed to serve as a pilot state for the development of an integrated, customized WJ service for library staff within Washington. The purpose of the pilot was to determine how WSL could collaborate with WJ to successfully enhance and expand services and better support library development, public access computing, and training in the state. The WJ-Washington pilot project ran from June 2004 – May 2005.

In June 2004, the evaluation, co-branding, content management, and co-marketing components of the service were initiated. Content specific to Washington focused on policies, training, grants, and services from WSL. The "policies" section is especially relevant, since it contains a large number of public library policy and planning documents, plus the Washington Public Library Trustee Manual. Both public and private message boards are also offered through WJ-Washington.

The annual contract fee covers WJ-Washington content and site support, plus access to a catalog of courses for staff members of Washington libraries at no cost. Courses are offered for either one or two units; 600 units are available annually to Washington libraries.

Under a contract with WSL, Seattle Public Library staff members developed “Search Strategies and Starting Points,” a self-paced online tutorial on using the Internet for library reference service providers. This course has been offered since mid-2005 and is an excellent example of the kind of online continuing education activity that is much appreciated by library staff.

In 2006, WJ also offered WSL the opportunity to participate in their “Learning Partner Beta Program.” Participation included extensive training to WSL staff members who support maintenance and content development, as well as. This included six months of access to LiveMeeting software and a telephone account for instruction or conferencing use to be used with LiveMeeting and a copy of the course authoring software Articulate Presenter.

WSL staff members have also participated in the creation of content for the national WJ portal, contributing articles on library policies and library-related technology. WSL staff members have also participated as subject-matter experts in WJ’s monthly online seminars.

As of June 2006, WJ-Washington had 979 online registrations, the largest of any WJ partner state. Nine hundred sixty-seven course units had been used since the May 2003 launch of WJ-Washington.

The use of WJ-Washington is gradually increasing. While the site still falls short of the potential for delivering both continuing education activities and Washington-related library resources, it is recognized as a relevant and valued portal. The WJ community concept encourages cooperation and increases trust and understanding among staff members from all types of Washington libraries, both within Washington State and amongst the larger, national community of library employees.

➤ *Briefly assess the overall impact of this objective in the delivery of library services.*

WSL worked to expand and sustain physical and remote electronic access to digital library resources and services using a variety of methods.

These methods included procurement of a common statewide database and the brokering of other databases for groups of libraries, working to build a statewide network for virtual reference service, providing consulting and training to build capacity in library staff to use and maintain technology based resources and services.

Projects such as Statewide Database Licensing, i.e., the brokering of ProQuest and other databases, assisted Washington libraries in procuring licenses to these rich information resources at considerable savings. The Statewide Database Licensing project has worked to expand and sustain the use of statewide licensed databases.

Projects such as Virtual Reference Services have worked to develop and implement cooperative digital reference service across all types of libraries using a grassroots approach to development and sustainability.

Projects such as Information Technology Services, Information Technology Continuing Education Grants, K-20, Statewide Digital Repository, and WebJunction develop and implement technology-based resources and services for the benefit of Washington libraries and their staff.

Objective

Support the development of library resources and services in unserved and underserved areas of the state.

Progress towards objective

- Surpassed the objective
- Met this objective
- Made progress towards this objective
- Did not work toward this objective

Strategy

Develop and implement strategies for addressing the needs of small libraries.

Activities

ARSL Grants

In 2006, a group of eight Washington librarians and trustees sponsored by WSL attended the Association of Rural and Small Libraries conference in Dayton, Ohio.

This was the second consecutive year that WSL has been able to sponsor librarians and trustees to this conference specifically focused on service in rural and small libraries and on library outreach. In 2005, six Washington librarians and trustees were able to attend.

Attendance at this conference allowed these librarians to learn new techniques, enhance skills, and network with their colleagues from across the nation.

CE Grants

From 2003 through the date of this report in 2007, \$302,498 in LSTA funds were awarded for Continuing Education (CE) grants to individuals, library staff and libraries. During the period 2003 through 2005, up to half of CE expenses were reimbursed—a maximum of \$500 per person, per event and \$1000 per institution, per event. During the period 2006 through 2007, up to half of CE expenses were reimbursed—a maximum of \$750 per person, per event and \$1,500 per institution, per event. 1,858 persons benefited from these grants.

CE grants supported direct, relevant training opportunities in response to specific requests.

Examples of continuing education events that were supported in 2003 and 2004 include:

- A workshop for children's services staff entitled "Baby Rhyming Time: Language, Libraries and Little Ones"
- Attendance at the 2004 Public Library Association Conference in Seattle
- "Book Blitz I" introductory cataloging training
- A "Ready Readers" early literacy program
- Attendance at state conferences for Washington Library Association, Washington Library Media Association, and Washington Association of Library Employees
- A "Managing Challenge Change and Stress" staff training workshop
- Participation in a "Bringing Boys and Books Together" workshop
- Participation in a four-day state-sponsored workshop on Supervision Essentials

Consulting

Library Development staff researched questions, provided orientation, educated, advised, and consulted with directors and trustees of small-to-mid size libraries and tribal libraries on library services, governance, and legal issues in order to build greater local capacity. Staff also advised and consulted with citizens, government officials and agencies, and various advocacy groups within unserved areas of Washington State regarding library development and service issues. Services offered to library staff included gathering and distributing information and statistics about libraries, site visits, meeting facilitation, researching library issues, and conducting educational workshops.

- Researched and answered questions regarding governance, development, and practice in libraries for library directors, library staff, library trustees, citizens, government officials, and reporters
- Developed and presented workshops for public library trustees as requested
- Staff made site visits on various topics
- Gathered, edited, and reported Washington public library statistics and the Washington library directory
- Facilitated planning sessions for Orcas Island Library District, San Juan Island Library District, and the Puyallup Public Library
- In 2003, satellite programs were hosted by an average of 10 sites per program and were viewed by at least 313 people
- In 2003, funding for LIBRIS Design training was also supplemented with LSTA money

Customer Service Survey

A statewide Customer Satisfaction Survey (CSS) of staff, managers, and trustees in Washington State libraries was distributed on the Web and in paper copy in April 2003. The sample included 3,955 names from four sources: email messages sent to 2117 selected staff and managers at public, academic and special libraries, 1561 postcards sent to every school librarian or media specialist, 367 print questionnaires sent to all public library trustees, and 24 print questionnaires to all tribal libraries.

The goals of the survey were to:

1. Assess customer awareness of services the WSL Library Development program provided
2. Conduct an assessment of customers' needs
3. Measure satisfaction with Library Development services and service delivery
4. Ascertain where service improvement was needed
5. Draw comparisons with the 2000 WSL Survey of Libraries
6. Set a benchmark for future surveys

Five hundred eighty-eight questionnaires were returned for a response rate of 15%. The breakdown by library type was 23% academic, 31% public, 31% school, 11% special, and 2% tribal. Geographically, 30% came from eastern Washington, 25% from Puget Sound, and 41% from western Washington outside Puget Sound. Overall, satisfaction with WSL services was extremely high. Key points related to the goals were:

- Awareness
Satisfaction with WSL services was high among respondents who expressed an opinion (95% stated they were either very or somewhat satisfied with services). However, 48.6% selected "no opinion or don't know." A major thread in open-ended responses was the

lack of awareness of the scope of services offered by WSL, indicating the need for better and more timely communication about them. In direct response to this awareness gap, we developed WSL Updates, a weekly electronic news service that currently boasts over 1800 subscribers statewide.

- Assessment

Leading areas of need were identified for grants, computers and other library technology, consulting and facilitation services, and training opportunities.

- Improvement

Leading areas of general need included:

- Better communication about WSL services
- Site visits from WSL staff
- Personal relationship with WSL staff
- More grants and services for school and academic libraries
- More support for rural and small public libraries
- Expanded WSL services
- WSL collaboration with the Washington Library Media Association (school libraries)

LCW Small Library Committee

A small library committee was formed to identify the critical issues facing small Washington public, school and tribal libraries.

The committee concluded that vision is often clouded by the limited dollars available. Political and fiscal conservatism hampers the ability to raise funding levels and there is reluctance to tax at the highest possible rate because of this conservatism. This leads to lower levels of funding per capita when compared to larger districts. Part of this is also because of a smaller tax base which results from a lack of a large commercial and industrial presence in the community. Schools in these communities are often dependent on maintenance levies, so funding for school libraries lacks stability.

In many small libraries, there is a dependence on Friends and volunteers for funds and labor. Geographic isolation makes it difficult to collaborate with others and the desire for political independence sometimes precludes joining larger library systems or consortia.

It is difficult for small libraries to provide a wide range of viable, sustainable services. Often these libraries are a 1-2 person operation with little or no support from the larger institution, whether that institution is a city, a school or an educational service district (ESD), or a tribe. This makes it difficult or impossible to absorb and sustain new initiatives. That often leads to a focus on traditional library services.

The committee examined the constraints that must be addressed to effectively address the critical issues found with operating small libraries. The committee also examined the opportunities to leverage resources, take advantage of relationships established through projects like the Statewide Database Licensing project, and forge political alliances in order to address these issues. The committee worked to identify others who we can learn from who have already grappled with some or all of the issues and identified where we go from here.

Findings

The small library committee offered the following ideas to begin addressing the needs of small libraries:

- Start with low-key cooperative efforts
- Think locally, but act globally to implement
- Use consortia such that small libraries don't give up their independence (network first, district later)
- Provide incentives for all parties and keep the number of requirements to a minimum
- Provide trustee and friends education delivered in the most convenient location possible, via videoconferences, on-site training, Washington library friends, foundations, trustees, and advocates (wlffta) events, and the workshop in library leadership (will) conference so these stakeholders can be more involved in forging alliances
- WSL staff need to continue the practice of general, independent consulting because being out there visiting libraries is the best way to truly understand needs
- A strong philosophical leadership at the state level needs to be maintained to promote cooperation and collaboration, as it is typically better than going it alone

Rural Library Initiative

WSL participated in Web Junction's Rural Library Sustainability program which is funded through the Bill and Melinda Gates Foundation. Staff support was funded through LSTA. This program involved training library staff and trustees from small, rural libraries. Project training kicked off in February with five Rural Library Retreats in late February and March. These 2-day events were a time for rural library staff to come together in small groups of 10-50 people per site.

The WebJunction curriculum offered seven different topic areas for attendees to choose from: library connections, technology connections, upgrade and maintenance, staff and patron training, funding, outreach, and advocacy. Retreats were held on the Olympic Peninsula, in Northwest Washington and in three locations in Central and Eastern Washington.

The Rural Library Sustainability Project is a nationwide multi-year project designed to provide small and rural library staff with resources and strategies to address the unique challenges they face in providing library services to their communities.

SDL – ProQuest & Auto Repair Database

An EBSCO's Automotive Repair Reference Center subscription was purchased for 20 small libraries in Washington. These libraries received the database free for one year. A second year of the database was available for a very reasonable subscription price. Online training for small libraries on EBSCO's Automotive Repair database was provided.

Small Libraries Automation Group

WSL worked on a small grant pilot project that automated the collections of 5 small libraries by implementing the OpenBook Library System. The four pilot public libraries serve a population base of 8,890 persons. The fifth library is a rural K-12 school with 165 students. The grant would allow any of the five pilot libraries to expand on their initial automation implementations and allow other small libraries to automate for the first time.

This grant allowed small libraries to obtain the software and/or hardware necessary to implement automated circulation, cataloging, inter-library loan and acquisition systems within their library. It also provided online public access to the collections and resources within their libraries.

Grant recipients attended training sessions on collection development and weeding policies as well as technical and public service policies.

More than 20 public libraries in Washington State are not yet fully automated because of a lack of funding, technical support, or the ability to implement an automated library system. Most tribal libraries and many school libraries are also not yet automated.

Without automation, resource sharing, i.e., accessing neighboring collections and interlibrary loan activities, is difficult and in many cases impossible. Routine technical service functions such as cataloging, acquisitions; collection development and weeding are cumbersome and time-consuming, and often neglected altogether. Public service functions such as circulation and reference are also inhibited without automation. Lastly, remote access to the collections is not possible.

➤ *Briefly assess the overall impact of this objective in the delivery of library services*

The primary focus of this objective centered on addressing the needs of small libraries. Many of the activities conducted had impact on libraries of all sizes and libraries of all types.

In order to provide effective and efficient service to the library community, and specifically to small libraries, an understanding of the needs of the library must be developed. This requires opportunities for input and feedback, whether that is in planning for the future, developing plans for implementation of programs and projects, or reviewing the effectiveness of activities undertaken. To this end, WSL conducted a statewide survey and held focus groups in the development of the LSTA Five-Year Plan 2003–2007.

On an annual basis, the Library Council of Washington (LCW), the committee who advises on the use of LSTA funding, asks the Washington library community to submit ideas for the use of LSTA funds. LCW then prioritizes those ideas based on the LSTA Plan, Council priorities for the year and principles for service. Ideas are incorporated into the WSL Library development workplan for the year based on the availability of resources (funding and staffing workload). The Library Council occasionally forms subcommittees to discuss issues of interest and obtain additional input from the library community. An example of this was the use of LCW Small Library Committee.

Another avenue for input is WSL's Customer Service Survey. This survey has been conducted on average every three years since the mid-90's. The survey solicits feedback on the effectiveness and value of various programs, and asks respondents to comment on future needs.

WSL provides access to expertise through both consulting and training. WSL staff consult with a variety of libraries on issues of concern to those libraries. WSL provides opportunities for structured and unstructured training and networking. Examples are ARSL Grants, CE Grants, the Rural Library Initiative, and the Workshop in Library Leadership conference.

WSL provided access to resources through the Statewide Database Program and the ProQuest databases & EBSCO Auto Repair Database. WSL also develops pilots programs to test their effectiveness. One such project was the Small Libraries Automation Group (SLAG).

Through these methods, WSL has used LSTA funding to build capacity within many small libraries within Washington State.

Goal 2: Awareness of Libraries

Washingtonians will have increased awareness of the library resources and services that are available to them.

Objective

Support the efforts of libraries to increase public awareness of the library resources and services available to them in their local community.

Progress towards goal

- Surpassed the objective
- Met this objective
- Made progress towards this objective
- Did not work toward this objective

➤ *Describe the outputs and outcomes associated with this objective/target.*

Output Target (from the WSL 2003-2007 LSTA Five-Year Plan):

By 2005, public libraries will experience a 5% increase in registered borrowers per capita.

Although the target of a 5% increase in registered borrowers from 2002 to 2005 was not met, there was a reasonable increase of 3%. Actual percentage of registered borrowers per capita was:

| 2002 | 2003 | 2004 | 2005 |
|------|------|------|------|
| .61 | .58 | .62 | .64 |

Outcome Target

In a telephone survey conducted in 2005, Washingtonians will increase their ability to recognize major services offered by their local libraries by 5%.

While there is no information available that directly relates to the outcome target, several surveys provide some information. Targeted to households with children eighteen or younger living at home, two hundred telephone interviews were conducted in 2004 and 2005. The question was asked: *Imagine that someone was totally unfamiliar with what a library is and does—they'd never heard of it. How would you describe the library to them?* From 2004 to 2005, there was an increase of 44% to 52% in the number of people who answered that it was a place to get/borrow books and an increase of 15% to 18% in those who answered that it was place to learn or a place for education and knowledge.

➤ *Describe the strategies and activities used to address the objectives.*

Strategy

Promote library use and access to information, raise visibility and awareness of all types of libraries, facilitate collaboration, coordinate the marketing efforts of statewide initiatives, and develop best practices—building on WSL Information Literacy Project and its initial assessment document.

Activities

Statewide Library Outreach Training Initiative

From 2003–2007, WSL funded a range of training, grants, and tools to help library staff expand their ability to reach out to their local un-served and underserved communities and to increase their public’s knowledge of local library services and resources through a Statewide Library Outreach Training Initiative. Working with the project coordinator, the Outreach Training Advisory Committee—representing all types of libraries and library marketing professionals--established goals and priorities, provided expertise and guidance for the project, and evaluated progress.

Since its beginning, the project has funded \$1,504,428 for activities, training, and materials designed to help libraries.

The Outreach Training Initiative coordinated several major efforts:

- A baseline awareness and usage survey to identify library customers’ perceptions and visitation patterns in Washington State, and a survey to identify needs and perceptions of library staff was conducted.
- Partnership, advocacy, marketing and media training workshops for local library staff members were developed and presented by Metropolitan Group, a communication and resource management firm under contract with WSL.
- Based on information presented at the training workshops, online and print toolkits were developed offering tools and tips to help libraries reach out to community partners and develop successful community partnerships and media relationships.
- Materials for libraries to use in increasing local knowledge of local library services were available.
- Grants were awarded for on-site training and follow-up consulting with Metropolitan Group to facilitate the development of local library outreach plans.

Surveys

In June 2004 and June 2005, random telephone interviews were conducted with Washington State residents by GA Creative. The target audience was households with children to age eighteen living at home. The purpose was to identify existing attitudes, perceptions and usage of libraries in Washington. The 2005 findings (205 participants) were compared with the 2004 baseline results (201 participants) to determine shifts in the measures and attitudes of the public.

Key Findings

1. The majority of measures remained consistent from 2004 to 2005 (see selected measures below).
2. There was a notable increase in the perception of the library as a “place to borrow books” from 2004 to 2005 (up from 44% to 52%), which corresponded with a significant decline in the more functional description of “building/place full of books” (down from 34% to 16%). This was a positive shift to a more benefit-oriented brand perception.
3. The ability to search for library materials via the computer is one of the most highly valued services (4.3 average rating on a one-top-five scale). Yet, even though 96% of interview participants had Internet capability, only 64% access the library online. This indicated an opportunity to increase library usage via online access.

Since Washingtonians did not see themselves as very knowledgeable about the services that libraries offer, the conclusion from these findings was that it is important to continue educating them about library offerings and benefits.

Best Practices

Using King County Library System's eAnswer service and the University of Washington's Q&A Live virtual reference service, a model promotional program was collaboratively developed that provided guidelines for a sustained promotional effort for the digital reference services.

Strategy

Develop a coordinated marketing program to communicate with all types of libraries and other stakeholders the services, training, grants, and initiatives provided through federal LSTA funds.

Activities

Outreach communication

From June 2004 through May 2005, GA Creative implemented an outreach effort to promote local library resources and services in the context of helping individuals reach their goals and to portray libraries as relevant to individuals and communities. The tagline for the campaign was "Explore. Discover. Experience the Libraries of Washington State." The effort included the development and delivery of materials, media relations, and a toolkit of resources and how-to information.

To communicate strategies, tips, and examples of model outreach programs, WSL, with the assistance of a consulting firm, has distributed quarterly newsletters to staff in all types of libraries.

Virtual Reference promotion

Guidelines for promoting virtual reference developed through the joint King County Library – University of Washington virtual reference LSTA-funded grant project were shared with library staff across the state in a video broadcast to three sites.

Statewide Database Licensing program communication

The need for better communication was a common theme in focus groups held in 2003 on the Statewide Database Licensing (SDL) program. One method of addressing this concern has been WALIBSDL, an electronic distribution list maintained by WSL, which is used as a venue for distributing SDL announcements along with information on database products, special offers, free trials, and other materials relevant to library staff involved with electronic resources. The list has over 200 subscribers. SDL staff post an average of 2-5 messages a week to the list. Subscribers frequently express their appreciation for the service.

WSL Updates

During this period WSL instituted and widely promoted an electronic newsletter which the Library distributes weekly with bi-weekly and special editions when necessary to the library community. It includes brief articles about WSL's LSTA-funded initiatives, training, grants, and activities, as well as news of other grants and information of interest to libraries in the state. Over 1,900 library staff members are subscribers. It features a searchable archive.

Clippings

A summation of news clippings about local libraries from all Washington State newspapers is shared electronically with any interested Washington library staff or trustees. A recent announcement about [Clippings](#) in our [WSL Updates](#) has brought the list of subscribers to 148, with forwardings to others within library systems. It features a searchable archive.

Strategy

Develop and conduct training to increase the skill of library staff/trustees in advocacy, marketing, and public relations.

Activities

Training

To provide staff members from all types of libraries with a strong understanding of partnership development, marketing, advocacy, and media relations, the Statewide Outreach Training Initiative sponsored four series of eight-hour workshops across the state in 2005, 2006, and 2007. These were presented by the staff of Metropolitan Group, a communication and resource management firm with extensive experience in working with a wide range of libraries.

Each participant in each of the four series of workshops received a notebook of resources, with a printout of the power-point presentation and all supporting materials, developed specifically for the workshop topic.

| Workshop | Year | # Locations | # Registrants |
|--|-------------|--------------------|----------------------|
| Effective Marketing for Libraries | 2005, 2006 | 17 | 425 |
| Getting to YES! Advocating for Your Library | 2006 | 4 | 75 |
| Stories That Stick: Getting Your Tales Told in the Media | 2005, 2006 | 2 | 31 |
| Partnerships That Work: Building Relationships to Advance Your Library | 2007 | 4 | 88 |

A total of 619 library staff across the state received training on developing partnerships, marketing, media relationships, and advocacy. This represents 68% of the public libraries, 40% of the academic libraries, and 3% of the school libraries in the state.

Questionnaires were completed at the end of each workshop session. Results included the following:

How well do you now understand?: (scaled from low=1 to 5=high)

| Effective Marketing Training | Response Average |
|--|-------------------------|
| Basic terms relating to public relations and marketing | 4.11 |
| The value of integrated approaches | 4.16 |
| Planning principles, including goal setting | 4.36 |
| The individual's role in marketing | 4.21 |
| Advocacy Training | |
| Why advocacy is important | 4.72 |
| The value in achieving your goals | 4.61 |
| Media Training | |
| How to work with the media? | 4.67 |
| How to be a media resource? | 4.38 |
| Partnership training | |
| (No data yet, still conducting training) | |

Teleconferences

WSL offered access for library staff across the state to a College of DuPage teleconference “Library Marketing;” 68 staff attended.

Teacher Librarian training

Marketing and advocacy were keystones in the training provided through the K-12 Library Initiative. The training used practicing teacher librarians as trainers in a program to help library media library programs ensure that students are effective users of ideas and information. Twenty four trainers provided 50 workshops at 21 sites reaching 783 people. Each participant received a training manual which included curriculum information, suggestions on collaboration with classroom teachers on alignment of assignments to meet state standards, templates for student surveys, class room teacher collaboration worksheets, and newsletters.

Strategy

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

Activities

Materials

Professionally designed bookmarks and posters were available to libraries throughout Washington, highlighting the theme “*Discover. Explore. Experience.* Libraries of Washington State.” Three different images were used in order to focus on specific audiences and their needs, such as elementary school children, adult patrons, and college students.

Ten new images were offered in 2006 to reach additional audiences, including three Spanish language posters and bookmarks. All of these materials were designed to help libraries reach out to their un-served and underserved populations and show the wealth of local services available from the library. WSL provided an online form for libraries to order materials directly from the Washington Department of Printing, including the ability to order items customized with local library information.

Wrist bracelets embossed with the Web site address for the searchable directory of libraries in Washington State were available to help non-users find their nearest library both electronically and physically.

Outreach Web Site and Toolkit

Resources were provided through the WSL Web site to help local libraries reach out to community partners, work with the media, and increase awareness of services and programs for underserved audiences. Grant opportunities, materials, training toolkits, links to research, and information about training workshops are posted on the Library Outreach Training Initiative site. The power-point presentations, background information, resources, and worksheets from each of the four series of training workshops are posted to the site. See: www.libraries.wa.gov/outreach.

Summer Reading materials

Beginning in 2004, WSL provided summer reading manuals and PSAs to all tribal and public libraries in Washington as a result of the library's membership in the Collaborative Summer Library Program (CSLP). Distribution has increased to include Washington Talking Book and Braille Library and numerous bases of the United States armed services.

Strategy

Establish a statewide Website as a means of increasing public awareness of libraries, and to connect them to their local libraries.

Activities

Statewide Library Outreach Initiative

A statewide Web site was developed for the general public to use to connect to libraries across the state as a part of the Statewide Library Outreach Initiative. The site allows the public to search for all types of libraries by city, county, and type of library. It directly connects the public electronically to the Web site of their selected library. See: www.libraries.wa.gov

Strategy

Support library efforts to create capacity to provide outreach services. Such services are an important way to address community needs, create valuable partnerships between the library and other community organizations, and increase community awareness of the value of the library.

Activities

Outreach Grants

Grants were awarded in 2006 to provide professional onsite training to individual libraries to develop their own local outreach plans through the Statewide Library Outreach Training Initiative. The consultant provides advice, direction, and guidance on what to include in the plan

and what strategies are most successful. Libraries were expected to write a plan for their library and implement actions identified in it. Depending on the library's needs, the plan could be a general one or a plan for a specific service, program, or issue. The emphasis is on low or no-cost solutions. Consulting services are provided by Metropolitan Group.

Twelve grants were awarded for a one-day session on developing a general plan, and eight grants for a half-day session on a specific program, service, or issue were awarded. Awards were made to libraries of every size and type, including large and small public, community college, private university, special, and school. Follow-up consulting services via telephone were also offered.

Partnership training

"Partnerships that Work: Building Relationships to Advance Your Library" was developed specifically to meet the need of encouraging and teaching library staff how to develop and sustain effective partnership in their local communities. It has been offered four times across the state. Over 118 people from 37 libraries have attended the workshops.

Developing partnerships at the state level

A subcommittee of the Outreach Training Project is meeting with Metropolitan Group to identify appropriate partners at the state and regional level for further development.

Diversity Grants

The Cultural Diversity Initiative funded \$175,859 in grants to six libraries in 2003 for effective needs assessment, community partnerships and the development of outreach programs to multi-ethnic populations.

One Book Grants

WSL is providing \$170,000 to libraries in grants to start or enhance their One Book One Community projects. To qualify for funding, the libraries were required to have at least one community partner in addition to their local Friends and foundation groups.

Attendance at Association of Rural and Small Libraries conferences

For the last two years, WSL has provided funding for 14 library staff from small libraries to attend the national conference of the Association of Rural and Small Libraries and the Association of Bookmobile and Outreach Services. In most cases, it was the first time any of these staff members had attended a state or national conference. It has been so successful in increasing the skill and capacity of the staff to provide outreach and develop community partnerships that WSL is looking at making it an annual expenditure.

➤ *Impact: Briefly assess the overall impact of this objective in the delivery of library services.*

As a result of WSL's supporting the efforts of libraries to increase public awareness of their library services and resources, library staff across the state have changed their perspective and approach to developing and providing services. Many library staff now reach out to the community for feedback on their services and build in methods to promote new and expanded services. Libraries have increased skill in planning services that directly meet the needs of their customers. Libraries increasingly survey their communities for their needs and increasingly include community representatives in planning their services. Libraries are increasingly collaborating with local organizations in events and programs. With training, the library

community has increased its skill and knowledge in marketing, advocacy, media relationships, and development of partnerships. Recognizing the importance of community relations, there has been a 50% increase in the number of professional library community relations staff in public libraries in the state over the last five years.

In responding to questions on the value and impact of the onsite training grants offered as a part of the Statewide Library Outreach Training Initiative in 2006, 94% of grant recipients *strongly* agreed or agreed that the grants would help them **improve their outreach**. 94% of grant recipients *strongly* agreed or agreed that the grants would help them **provide better service to their customers**.

Over 600 library staff were trained in the areas of marketing, advocacy, outreach, partnership and development. Many of the attendees stated that this was some of the best and **most needed training that they had received**. Over 500 teacher-librarians received training in how to be strong advocates for the library programs. This training **received extremely high marks** from the school library community and was credited with **greatly enhancing their service**.

In a survey conducted by WSL in 2005, **69%** of library staff who attended the Effective Marketing training said they had **put into practice some of the principles from the workshop**. 82% said that the workshop was **very useful or useful**. A survey asking about the impact of the three additional training series (media relationships, advocacy, and developing partnerships) will be conducted in June 2007.

Goal 3: Expansion of Services

Washington libraries will provide enhanced and expanded library services, resources, and programs to all segments of their communities.

Progress towards goal

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

➤ *Describe the outputs and outcomes associated with this objective/target.*

Output Target (from the WSL 2003-2007 LSTA Five-Year Plan)

By 2005, the number of libraries reporting that they offer programs/services/resources for diverse populations will increase by 10%.

No information related to this target was gathered.

Outcome Target

In focus groups conducted in 2004, 25% of library staff receiving diversity training will have applied the knowledge they learned as they work with their community's diverse populations.

No focus groups were convened.

➤ *Describe the strategies and activities used to address the objectives.*

Objective

Washington libraries will provide enhanced and expanded library services, resources, and programs to all segments of their communities.

Progress towards objective

- Surpassed the objective
- Met this objective
- Made progress towards this objective
- Did not work toward this objective

Strategy

Encourage collaboration between libraries and family literacy organizations, provide training to library staff, and identify best practices.

Activities

One Book Grants

This 2007 grant cycle was established to assist libraries in initiating or enhancing One Book projects in their communities. A One Book project is when the library organizes an effort in which their community reads one book together at the same time. The grant projects could be city-wide, county-wide or institution-wide.

Grant guidelines emphasized building partnerships with other organizations in the community and, where appropriate, working with other libraries. In order to apply, libraries were required to have at least one community partner. It was strongly encouraged that libraries involve more than the local Friends group as the community partner or partners.

It was highly recommended, for libraries that had not implemented a One Book project, that at least one staff member attend the training, “Partnerships that Work: Building relationships to advance your library.” Overall funding to support this grant cycle was \$170,000. The grant cycle had a limit of \$7,000 per application. It was anticipated that 24 or more applications would be received. Public libraries, academic libraries, school libraries, and tribal libraries were eligible to apply for this grant cycle. The application deadline was postmarked or received by April 6, 2007.

Targeted Competitive Grants

\$100,000 was set aside for the 2007 Targeted Competitive Grants grant cycle. Individual grants were capped at \$10,000 each and library systems could submit only one application. The scope of the grant cycle focused on two priorities of the Library Council of Washington: 1) Access to information; and 2) Literacy. Definition of the priorities was left loose deliberately to encourage flexibility and creativity in project proposals. Literacy could include all aspects relating to reading and the use of information. The grant cycle had not closed at the time of the preparation of this report.

Strategy

Continue training and model programs to assess needs and enhance services to children ages 0–5 and their families.

Activities

Consulting/Technical Assistance related to Washington Learns

Youth Services consultant, Martha Shinnars, participated in Governor Christine Gregoire's Early Learning Initiative including collaborating with a task force composed of staff of public libraries. The task force focused on how public libraries could interface with the Governor's Early Learning Initiative and creation of a Department of Early Learning. In December 2006, State Librarian, Jan Walsh, attended the Governor's Early Learning Summit.

WSL staff responded to a draft of the report to the Washington Legislature by the Governor's Washington Learns Steering Committee. The purpose of the response was to show how Washington libraries can participate in the development of a world-class, learner focused Washington system of education. The response is available at:
<http://www.secstate.wa.gov/library/news/ResponsetoPublicDraft.pdf>.

Early Learning

The Early Learning Initiative was designed to educate public library staff about emerging brain research in children from birth through pre-school age. It advanced programs for young children and their caregivers and encouraged partnerships between libraries and other community groups with similar services.

Numerous informational presentations were made to a variety of organizations, including the Governor's Office Outreach/Literacy Committee, the 2003 Washington Library Association Conference, and the 2003 Library Leadership and Information Literacy Institute. Staff from state libraries of Washington, Florida, Maryland and Oregon co-presented "Rocking the Cradle: Politics, Policies and Partnerships for Early Learning and Literacy" at the 2004 Public Library Association conference in Seattle.

In 2003, the video series, *I Am Your Child*, was sent to each Washington public library outlet. Public libraries received sets in English and Spanish. Tribal libraries received sets in English. The six-video collection in both languages was also presented to the county health departments in the state. Titles included: *The First Years Last Forever*, *Quality Child Care*, *Ready to Learn*, *Discipline*, *Safe from the Start*, and *Your Healthy Baby*.

Read to Your Baby booklets were available in six languages: English, Spanish, Russian, Chinese, Japanese and Korean. The original booklet was developed by the Pierce County Library System Youth Services Department as a part of a demonstration grant. Over 334,000 booklets were distributed to libraries, health clinics, community centers and other locations across the state.

Every Child Ready to Read @ Your Library

The success of the Early Learning Initiative leveraged a private local grant from the Paul G. Allen Family Foundation. WSL received \$250,000 in September 2005 for an early literacy project that provided 31 Every Child Ready to Read @ Your Library training sessions in multiple locations statewide for librarians and their community partners. The project also included a matching community grant component for libraries to design or expand an early literacy activity or program. Funds were raised in the community and every one dollar raised locally was matched with two dollars from the Allen Foundation. Libraries planned and implemented the grant with a community partner that served the zero to five populations.

The LSTA-funded salary for the project manager was used as an in-kind match to secure the grant.

Summer Reading

Since 2004, WSL has been part of a national consortium to provide children with summer reading program materials through their public libraries. The Collaborative Summer Library Program (CSLP) is a grassroots consortium of states working together to bring reading programs to communities at the lowest cost possible for public libraries.

Many libraries offer a “read to me” component of summer reading which encourages reading aloud to all ages beginning with babies. Summer programming often provides lap sit, toddler time and preschool story times, in addition to a more generic family story time. Libraries use the summer reading program as an opportunity to get the message out to parents and child care providers that it’s never too early to begin reading to a child.

Summer Reading Collaborative manuals were distributed to public and tribal libraries for the 2004, 2005, 2006, and 2007 summer programs which included a CD-ROM with customizable graphics. The program’s incentive materials are available for purchase by each library.

By combining resources and working with a commercial vendor to produce materials designed exclusively for CSLP members, public libraries in Washington can purchase posters, reading logs, bookmarks, certificates, and a variety of reading incentives at significant savings.

Strategy

Develop cooperative collections, including practices for the acquisition and lending of specialized collections such as foreign language materials and materials for the visually impaired.

Activities

Spanish Language Outreach

Spanish-speakers are especially affected by the gap between those who have access to technology and those who do not; the need for computer training in Spanish and for access to public computers and information on the Internet are some of the more important issues in the Spanish speaking community today. As the numbers of Spanish-speakers in Washington communities increase, all types of community organizations, including libraries, are faced with the challenge of how to meet the needs of this population.

Washington library staff needed assistance in developing collections for Spanish-speakers. Most had little or no formal experience in this kind of work, or often, with working with this population, which is the fastest growing in the state. In addition to training mentioned previously, the 2006 Spanish Language Outreach Program focused on tools and knowledge to assist Washington library staff, including the development of the “Guide for Developing Collections for Spanish Speakers” that was made available online at WebJunction.

Trainers Betty Marcoux and Mercedes Cordova-Hakim attended the Guadalajara Book Festival to develop best practices in the acquisition of Spanish language materials for libraries. The Collection Development Guide included a section on Resources—an annotated list with contact information for state and federal agencies and organizations who provide resources and services for working with Spanish-speakers. This served to bring together all the resource information in

a place where local library staff could use it and form partnerships with larger agencies serving Spanish-speaking populations for collaboration when appropriate. The Collection Development Guide was developed on a wiki allowing the greater community of libraries serving Spanish-speakers, within Washington State and beyond, to hold the responsibility of maintaining and updating the Guide after the initial version was completed. This made for a very cost effective solution. In addition, Betty Marcoux authored an article for WebJunction on how librarians could get the most out of visiting the Guadalajara Book Fair and they will present a Webinar for WebJunction on this same topic.

World Language materials

The Statewide Database Licensing Project staff facilitated meetings of regional public library representatives exploring cooperative purchasing and cataloging of World Language materials.

Washington Talking Book and Braille Library

WSL operates the Washington Talking Book and Braille Library (WTBBL) under a contract with Seattle Public Library. Primary funding for WTBBL is from the state legislature. From 2003-2007, \$1,640,000 in LSTA funds supported WTBBL to provide books and magazines in a variety of formats to the visually impaired.

Group Services

In 2007 WSL will implement OCLC Group Services. Group Services will provide Washington libraries with 1) unlimited cataloging; 2) unlimited interlibrary loan; 3) unlimited WorldCat, OCLC's database of the holdings of libraries worldwide; and 4) a Washington Statewide Group Catalog. Through WorldCat and the Washington Statewide Group Catalog, the people of Washington will have access to library materials in many languages and formats. The coupling of interlibrary loan with the Washington Statewide Group Catalog will make it possible for the people of Washington to borrow materials from libraries statewide regardless of whether they reside.

➤ Briefly assess the overall impact of this objective in the delivery of library services

Washington libraries are better equipped to serve their communities through a deeper understanding of literacy. Literacy is one of the three highest priorities for the Library Council of Washington. The 2007 Targeted Competitive Grants will allow libraries to pilot literacy projects in the broad definition of the term encompassing the ability to read and the ability to use information. \$100,000 has been dedicated to this grant cycle that also includes "information access." A \$10,000 ceiling has been placed on individual grants.

Washington libraries are better equipped to serve their communities through a deeper understanding of emerging brain research in children from birth through pre-school age. An example of how the Early Learning project has reached the people of Washington is through the distribution of 334,000 *Read to Your Baby* booklets, available in six languages: English, Spanish, Russian, Chinese, Japanese and Korean. Booklets have been distributed through libraries, health clinics, community centers and other locations across the state.

Two examples of Early Learning project grants follow:

1. The King County Library System offered multilingual story times at selected Head Start/ECEAP centers and community libraries. Children's literature was purchased in seven languages, library staff was trained in cultural sensitivity and awareness, and interpreters were trained on library catalog usage and story time interpretation. Multilingual story times grew from seven story times in 2000 to 183 in Spanish, 14 in Russian, and 25 in Chinese by September 2002. Circulation of ESL materials also increased dramatically.
2. Whitman County purchased a van which was emblazoned with the logo, "Ignite Your Child's Mind," to provide mobile early learning programs, information, resources and services. Targeting parents and caregivers of babies and toddlers in the 13 rural libraries it serves, it became a public relations tool in the form of a traveling billboard. Eighteen community partners collaborated with the library in this project for a phenomenal 63% match. The van provides service in an isolated rural area with town populations ranging from 300 to 850, covering 2,159 square miles.

The success of the Early Learning project leveraged \$250,000 in a private foundation grant enabling WSL to provide Every Child Ready to Read training. LSTA funds supported the work of the project manager. In 2006, 443 individuals received training through 21 sites. Participants came not only from libraries but organizations such as Head Start, ECAP, daycare facilities, Even Start, Washington State Migrant Council, and the South Sound Reading Foundation. In addition to library staff, participants included parent educators, speech and language specialists, and child care providers. The 2007 project partners with the Washington State Migrant Council. Three trainings are targeted with 105 seats already taken. Participants will include staff from 26 migrant centers, who, among other services, provide day care for children. A partnership with the Office of the Superintendent of Public Instruction will provide 7 trainings aimed at the Native American population including day care providers; libraries serving Native Americans; school librarians from school districts with a high percentage of Native American students; and mental health and public health providers.

Washington libraries are better equipped to serve their communities through learning about meeting the needs of non-traditional user communities. Following a 2002 grant cycle and two years of training workshops, the Cultural Diversity Initiative utilized \$239,600 in LSTA funds in 2003 to assist libraries in developing effective programs to serve multi-ethnic populations. Grants emphasized effective needs assessment, community partnerships and the development of outreach programs to multi-ethnic populations. Examples of projects included Fort Vancouver Regional Library offering "Everyday English @ Your Library." The project provided English language practice and self-study instruction, children's activities, and cultural and informational programming to help eliminate language barriers and provide information and entertainment relevant to non-English speakers. A King County Library System project, "Centered on Citizenship," provided citizenship application training to refugees and immigrants.

One hundred fifty-eight individuals participated in the 2006 Spanish Language Outreach Training, a partnership between WSL and OCLC WebJunction.

Washington libraries are better equipped to serve their communities through the provision of collections for individuals who traditionally have difficulty using libraries. From 2003–2007,

\$1,640,000 in LSTA funds supported the Washington Talking Book and Braille Library (WTBBL) to provide books and magazines in a variety of formats to the visually impaired. WTBBL lists their number of borrowers as 16,198.

In addition, WSL has statutory responsibility for the provision of library services to state supported residential institutions and currently manages and operates branch libraries in ten Department of Corrections (DOC) facilities and two Department of Social and Health Services (DSHS) facilities. Between 2003 and 2006, \$348,898 in LSTA funds was allotted to purchase materials for DOC branch library collections to reinforce institution treatment programs and education, with particular emphasis placed on resources for successful transition back into our communities. The DOC branches serve approximately 13,000 residents.

Objective

Enhance library programs to serve underserved populations and develop best practices to address issues surrounding the provision of these services. Issues to be addressed include, but are not limited to, those of functional literacy and collections. Increase library staff knowledge and comfort in working with these populations.

Progress towards objective

- Surpassed the objective
- Met this objective
- Made progress towards this objective
- Did not work toward this objective

Strategy

Enhance library programs to serve diverse populations, and develop best practices to address this issue of diversity. Increase library staff knowledge and comfort in working with diverse populations.

Activities

Every Child Ready to Read

As described previously, the 2007 ECRR will target individuals that work with diverse populations, specifically Native American and migrant children by partnering with the Office of the Superintendent of Public Instruction (7 trainings) and the Washington State Migrant Council (3 trainings, 105 seats).

Cultural Diversity Initiative

Following two years of grant cycles and training workshops, the Cultural Diversity Initiative utilized \$239,626 in LSTA funds in 2003 to assist libraries in developing effective programs to serve multi-ethnic populations. This was the fourth year for the initiative, an unusual extension of the standard three-year pattern for such projects. The extension was a direct response to the need expressed by the library community for continued diversity funding. Grant programs emphasized effective needs assessment, community partnerships and the development of outreach programs. The goals of the Diversity Initiative were:

- To empower library boards and staff to reach out to diverse populations
- To increase the skill of library staff in working effectively with diverse populations
- To increase library programs and services to diverse communities in local areas

To accomplish these goals, libraries were proactive in forming partnerships with community organizations. The need for a culturally diverse staff to facilitate such collaborations and provide many of these services was recognized, and libraries were encouraged to recruit staff from diverse ethnic backgrounds.

Examples of Cultural Diversity Initiative sub-grants:

- Burlington Public Library used LSTA funds to begin building their Spanish language collection by purchasing periodical subscriptions, and children's and adult materials.
- In response to findings of a needs assessment conducted over the past year, Fort Vancouver Regional Library established “Everyday English @ Your Library” to offer English language practice and self-study instruction, children's activities, and cultural and informational programming. The purpose of the project was to help eliminate language barriers and provide information and entertainment relevant to non-English speakers.
- The North Central Regional Library enhanced its bilingual outreach program through partnerships with a variety of agencies (including Washington State Migrant Council and Family Services of Grant County) serving Spanish-speaking children and adults. They expanded their Spanish language collection, provided an outreach vehicle and mobile computer catalog, and increased the supply of programming aids.

Spanish Language Outreach

As previously referenced, WSL implemented WebJunction’s Spanish Language Outreach program in 2006. Nine workshops were held statewide. Representatives from local community agencies which served Spanish-speakers were invited to participate in the workshops alongside Washington library outreach staff so that existing outreach efforts and partnerships could be linked. Following the training, library staff put together workshops and activities in their communities, based on a menu of options, encouraging local Spanish-speakers to use the library and the public access computers in them.

Training

WSL offers extensive training opportunities for library staff statewide. Training is offered in person, online, and via satellite. Classes are delivered by WSL staff members, contract trainers, state agencies, and other expert sources. Through its relationship with the Bibliographic Center for Research (BCR), WSL licenses College of DuPage Library teleconferences which are broadcast to sites around the state. College of DuPage teleconferences were presented on a wide range of topics, such as, “Serving Immigrant Populations.”

Strategy

Ensure support for the needs of institutional residents and staff.

Activities

Institutional Libraries

WSL has statutory responsibility for the provision of library services to state supported residential institutions, and currently manages and operates branch libraries in ten Department of Corrections (DOC) facilities and two Department of Social and Health Services (DSHS) facilities. Between 2003 and 2006, \$348,898 in LSTA funds was allotted to purchase materials for DOC branch library collections to reinforce institution treatment programs and education,

with particular emphasis placed on resources for successful transition back into our communities.

Strategy

Ensure support for the needs of blind and physically handicapped residents of Washington State.

Activities

Washington Talking Book and Braille Library

As discussed previously, WSL contracts with Seattle Public Library to provide services to blind and visually impaired individuals statewide through the Washington Talking Book and Braille Library (WTTBL). In addition to legislated state funding, LSTA funds are used to provide WTTBL staffing, equipment, and materials in a variety of formats. \$328,000 of LSTA funds have been provided annually.

➤ *Briefly assess the overall impact of this objective in the delivery of library services*

The 2007 Every Child Ready to Read project will target training for individuals who work with children of underserved populations, Native Americans, and migrants. By partnering with the Washington State Migrant Council, 105 individuals will attend three trainings. Library staff from three area libraries will tell participants about library services available to these children. A partnership with the Office of the Superintendent of Public Instruction will provide seven trainings aimed at individuals who work with Native American children. Registration has not taken place at the time of this writing. Libraries are better equipped to serve Spanish-speaking populations thanks to a partnership with OCLC Web Junction in which 158 individuals participated in nine trainings throughout the state in 2006.

Six Washington libraries are better equipped to serve the underserved because of \$239,600 in LSTA funds in 2003 to assist libraries in developing effective programs to serve multi-ethnic populations. The grant cycle emphasized effective needs assessment, community partnerships and the development of outreach programs to multi-ethnic populations.

Two underserved populations, the visually impaired and the residents of Washington prisons and mental hospitals, are better served because of LSTA funds. From 2003–2007, \$1,640,000 in LSTA funds supported the Washington Talking Book and Braille Library (WTBLL) to provide books and magazines in a variety of formats. WTBLL lists their number of borrowers as 16,198. Between 2003 and 2006, \$348,898 in LSTA funds was allotted to purchase materials for Department of Corrections (DOC) branch libraries to reinforce institution treatment programs and education, with particular emphasis placed on resources for successful transition back into our communities. DOC branches serve approximately 13,000 residents.

Objective

Consult with citizens, government officials, and library staff on the development of library services especially as they relate to underserved and unserved areas of the state.

Progress towards objective

- Surpassed the objective
- Met this objective
- Made progress towards this objective
- Did not work toward this objective

Strategy

Provide technical assistance to libraries to assist them to better provide the highest quality service possible to their customers.

Activities

Consulting

Library Development staff research questions, provide orientation, educate, advise, and consult with directors and trustees of small-to-mid size libraries and tribal libraries on library services, governance, and legal issues to build greater local capacity. Staff also advise and consult with citizens, government officials and agencies, and various advocacy groups within un-served areas of Washington State regarding library development and service issues. Services offered to library staff include gathering and distribution of information and statistics about libraries, site visits, meeting facilitation, researching library issues, and conducting educational workshops.

IT Consulting

Consulting services are offered to assist public libraries with the federal E-Rate program including: exploring options for participation, guidance in completing paperwork related to E-Rate, assisting libraries to understand how the Children's Internet Protection Act (CIPA) may apply to them, and technology plan approval.

WSL offers assistance to libraries attempting to make technology related decisions. The goals for this consulting service include assisting libraries to: evaluate local need and demand for technology, determine the effectiveness of current technology, acquire data to make business decisions, develop long-range technology plans, and decide which technologies best meet their needs.

The technology consultants offer assistance to libraries having problems with computer hardware and software, and network equipment and design. WSL is especially pleased to offer extensive experience and in-depth knowledge in working with the hardware and software granted by the Bill & Melinda Gates Foundation.

Since 2003, four public libraries were added to the K-20 Educational Telecommunications Network and two left the K-20 Network. A total of 25 library systems receive high-speed Internet access through the K-20 Network.

Web site hosting is provided for three small libraries.

A free filtering service is available to libraries connected to the K-20 Educational network. At this time nine libraries use this service.

Currently, 23 online discussion lists are supported for the distribution of timely information on issues affecting and activities of interest to Washington libraries.

New Planning for Results

Beginning in 2005, WSL Library Development staff have facilitated community meetings for public libraries as part of the Public Library Association's New Planning for Results. Planning sessions have been facilitated for Orcas Island Library District, San Juan Island Library District, and the Puyallup Public Library. Staff has done preliminary work with Yakima Valley Regional Library and a tentative arrangement has been made to facilitate community meetings for Lopez Island Library District.

Technical training

Through its extensive training offerings, WSL has offered Washington library staff training in a broad array of topics. Online technical training has been offered via WSL's relationships with WebJunction, Amigos, BCR, and Solinet. Public Access Computing training was provided to public libraries through a Bill and Melinda Gates Foundation Grant. Example of recent online training include: Wireless in Libraries; Promoting Libraries with Web 2.0; and classes on blogging, RSS, Library 2.0, and Advanced CSS (cascade style sheets).

Since the fall of 2003, Washington State Library has been a community partner with OCLC's WebJunction. The partnership allows Washington library staff to take courses on a wide range of topics without charge, such as:

- Microsoft Office applications
- Management skills
- Networking
- Grant writing
- Copyright
- Web searching
- Library privacy and confidentiality

Workshop in Library Leadership

Every other year since 1986, WSL has offered the Workshop in Library Leadership (WILL), a two-day conference designed to enhance the skills of public library trustees. WSL sponsors the workshop with assistance from an advisory group of trustees, members of the Washington Library Friends, Foundations, Trustees, and Advocates (WLFFTA) association, and library staff from across the state. LSTA funds are used for a variety of workshops and programs that are presented by experts from Washington State and beyond.

Ninety-five public library trustees and directors attended the three-day 2003 WILL Conference in Yakima; in 2005, WILL drew 83 attendees in Olympia. Conference programs increased trustee skills in areas such as planning, budgeting, advocacy, creating policy, and current issues.

➤ *Briefly assess the overall impact of this objective in the delivery of library services.*

Through the use of LSTA funds, WSL staff have been involved with efforts to bring library service to the unserved, e.g., in Columbia County (successful, 1250 population served), Skagit County (unsuccessful), and Yale (Cowlitz County, successful, 2400 population served). As mentioned previously, the underserved have benefited from the use of LSTA funds to build collections in the prison libraries and the Washington Talking Book and Braille Library.

While the K-20 project is not limited to public libraries of any particular size, those living within the service areas of small and rural libraries have benefited from the use of LSTA funds to connect libraries to the state's educational (K-20) broadband network. Twenty-five libraries serving populations of 1525 to 439,417 participate in the program. All told, the K-20 network provides high speed broadband to Washington libraries serving a total population of 1,266,232 or roughly one-fifth of the state's population.

Goal 4: Increasing Service Capacity

Through consulting, training, and collaboration, Washington libraries will have an increased capacity to effectively serve customers.

Progress towards goal:

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

➤ *Describe the outputs and outcomes associated with this objective/target.*

Output Target (from the WSL 2003-2007 LSTA Five-Year Plan)

During the period October 1, 2002 and September 30, 2005, 2,500 participants will attend LSTA sponsored workshops and training.

Actual number of training participants during the period: 3,654 unique individuals from 418 libraries attended LSTA sponsored workshops and training (146% of the original target).

Outcome Target

By 2005, 75% of LSTA sponsored training participants will have applied the additional knowledge and skills they learned in the training to provide customer service.

No information was gathered that related to this outcome, although the Statewide Virtual Reference Project training program reported that 93% of participants responding to a follow-up questionnaire indicated that skills learned in training were being used on the job.

➤ *Describe the strategies and activities used to address the objectives.*

Objective

Provide training in areas identified in the needs assessment – including technology, children's and family services, information literacy, use of electronic services, customer service, assessment, outreach to diverse communities, advocacy, marketing, and preservation of materials.

Progress towards objective

- Surpassed the objective
- Met this objective
- Made progress towards this objective
- Did not work toward this objective

Strategy

Use a baseline and follow-up assessment to ensure that training provided through LSTA funds is relevant to the library community needs. The training needs assessment may be combined with other assessment processes supporting general assessment of the Washington library community, development of the statewide plan, or implementation of specific initiatives.

The baseline envisioned in the 2003-2007 LSTA Plan was not implemented. However, some assessment of training needs was accomplished as indicated below.

Activities

2003 Customer Service Survey

A statewide Customer Satisfaction Survey (CSS) of staff, managers, and trustees in Washington libraries was distributed on the Web and in paper copy in April 2003. Respondents were given a three-week period in which to reply. The sample included 3,955 persons derived from four sources: email messages sent to 2,117 selected staff and managers at public, academic and special libraries; 1,561 postcards sent to every school librarian or media specialist; 367 print questionnaires sent to all public library trustees; and 24 print questionnaires sent to all tribal libraries. Flyers announcing the survey were distributed at the WSL booth and presentation at the 2003 Washington Library Association Conference.

The goals of the survey were to:

- Assess customer awareness of services the WSL Library Development program provided
- Conduct an assessment of customers' needs
- Measure satisfaction with Library Development services and service delivery
- Ascertain where service improvement was needed
- Draw comparisons with the 2000 WSL Survey of Libraries
- Set a benchmark for future surveys

Five hundred eighty-eight questionnaires were returned for a response rate of 15%. The breakdown by library type was 23% academic, 31% public, 31% school, 11% special, and 2% tribal. Geographically, 30% came from eastern Washington, 25% from Puget Sound, and 41% from western Washington outside Puget Sound. Overall, satisfaction with WSL services was extremely high.

Leading areas of need were identified for grants, computers and other library technology, consulting and facilitation services, and training opportunities. In addition to the overall high level of satisfaction, respondents ranked training opportunities highest in importance of Library Development services followed by grant opportunities, technology assistance, and general consulting and facilitation services. Open-ended responses cited training opportunities second most valuable among services/resources only preceded by the Statewide Database Licensing Project.

2003 Statewide Database Licensing Project Focus Groups

Fifty-nine representatives met in six focus groups in May and June 2003. Each event dealt with a different type of library: four-year academic, two-year academic, large public, small public, special, and K-12. The questions related to the role of the Statewide Database Licensing Project (SDL) in negotiating licenses, database usage, the impact of funding changes, other possible SDL services, and the benefits of the project. The discussions were wide-ranging and candid. Among the requests of participants was that SDL staff develop a structured training curriculum for all library groups and plan to make training more accessible by making it available online and also in either DVD or CD-ROM formats.

2007 Training Assessment

WSL Training Coordinator is collaborating with the Continuing Education Chair of the Washington Library Association to conduct a statewide training and continuing education needs assessment. The needs assessment will guide future planning by both the Association and WSL.

Strategy

Provide opportunities for library staff to obtain the training needed to provide more effective library service within their communities, including information literacy, use of electronic services, customer service, assessment, advocacy, marketing, and preservation of materials.

Activities

Continuing Education

As a result of the 2003 Customer Service Survey a great deal of emphasis has been placed on continuing education and training. From 2003 through the date of this report in 2007, \$302,498 in LSTA funds were awarded for Continuing Education (CE) grants to individuals, library staff and libraries. During the period 2003 through 2005, up to half of CE expenses were reimbursed—a maximum of \$500 per person, per event and \$1,000 per institution, per event. During the period 2006 through 2007, up to half of CE expenses were reimbursed—a maximum of \$750 per person, per event and \$1,500 per institution, per event. From 2003–2007, 1,858 persons benefited from these grants.

CE grants support direct, relevant training opportunities in response to specific requests. Examples of continuing education events that were supported in 2003 and 2004 include:

- A workshop for children’s services staff entitled “Baby Rhyming Time: Language, Libraries and Little Ones”
- Attendance at the 2004 Public Library Association Conference in Seattle
- “Book Blitz I” introductory cataloging training
- A “Ready Readers” early literacy program

- Attendance at state conferences for Washington Library Association, Washington Library Media Association, and Washington Association of Library Employees
- A “Managing Challenge Change and Stress” staff training workshop
- Participation in a “Bringing Boys and Books Together” workshop
- Participation in a four-day state-sponsored workshop on Supervision Essentials

Information Technology Continuing Education Grants

WSL created Information Technology Continuing Education (IT CE) grants to provide up-to-date, high-level training for the library community. LTA funds offset 50 percent of registration fees for the technical training of library and IT support staff. Eligibility for IT CE grants is limited to staff members of LSTA-eligible libraries and IT staff who directly support these libraries a minimum of 10 hours per week. No individual may exceed a total of \$1,500 in grants; grants to staff of any library system may not exceed a combined total of \$3,000.

Technical training is limited to specific technical classes and other specialized courses not normally available to the library IT community. Initiative funds are focused on building basic IT competence and providing training opportunities.

Between 2003 and 2005, 145 persons received technical IT training. \$105,716 was expended to support this activity at an average cost of \$730 per individual. In 2006 and 2007, \$30,000 was budgeted to support this activity in each of the years.

Training

WSL offers extensive training opportunities for library staff statewide. The training program also certifies the professional credentials of librarians, as mandated by state law.

Training is offered in person, online, and via satellite. Classes are delivered by WSL staff members, contract trainers, state agencies, and other expert sources. Online registration is available on the WSL training Web pages. In addition, the Web site links to institutions, associations, and other organizations that offer relevant training. These include the OCLC Western Service Center training schedule, the University of Washington Information School calendar of events, and courses offered by the Bibliographic Center for Research (BCR) and WebJunction.

Through an annual statewide subscription to WebJunction, Washington librarians are eligible for free online training on such topics as Using the Internet, Managing Public Access Computers, Basic Computing, Computer Applications, Sustainability, Advocacy, & Outreach. WSL also partnered with OCLC WebJunction and the Bill and Melinda Gates Foundation to offer Spanish Language Outreach training in 2006 and Rural Sustainability training in 2007.

Through BCR, WSL licenses College of DuPage Library teleconferences which are broadcast to sites around the state. College of DuPage teleconferences were presented on a wide range of topics, including:

- Dealing with Difficult People
- Library Marketing
- Preparing for the Future of Virtual Reference
- Serving Immigrant Populations
- Web Filtering: Policies, Software, Staff Training and CIPA
- Google and Your Patrons

Many training opportunities were offered in conjunction with statewide projects. Examples of statewide projects that included training were Connecting Learners to Libraries, Cultural Diversity, K-12, One Book, Statewide Database Licensing, Statewide Library Outreach, Statewide Virtual Reference, and Washington Preservation Initiative. The training program developed by VRS was converted to a self-paced online tutorial that is hosted and maintained by the Reference and User Services Association (RUSA), a division of the American Library Association. It is available at no cost for the use of libraries and individuals across the U.S.

Training was also provided in topic areas such as the Children's Internet Protection Act (CIPA) and, for library trustees, through the biennial Workshop in Library Leadership (WILL).

Recent information technology trainings paid for and organized by WSL included a day-long class on Cascading Style Sheets offered in three locations in March of 2006; a day-long class on wireless networking offered in four locations in October of 2006; and a day-long class on Web 2.0, which was also offered in four locations in October of 2006. In the case of the wireless and Web 2.0 classes, WSL staff also participated in the teaching and curriculum development. Tentative arrangements are underway to sponsor a two-day workshop on Web usability and Web design in May of 2007. WSL staff also arranged, marketed and taught a half-day E-rate workshop in the fall of 2005 at five locations around the state.

In 2005, WSL began organizing and teaching online classes, beginning with a legal resources class in fall of 2005. Online classes offered in 2006 included a class on genealogy reference and ten short technology seminars.

Information Literacy

LSTA funding has made it possible for Washington's Community and Technical Colleges to infuse information literacy into their campuses. In 2005, 80 college librarians and staff representing 28 of the 34 Community and Technical Colleges participated in a Washington Regional Immersion workshop. As a result, attendees develop action plans which are posted on the project Web site at <http://informationliteracywactc.pbwiki.com/ActionPlans>. Currently, the two-year colleges serve nearly 500,000 students each year. This is equal to 60 percent of all students enrolled in public higher education.

Connecting Learners to Libraries offered a training retreat on Outcomes Based Evaluation to its mini-grant recipients. Over 100 school and public librarians attended in 2005 and 2006. The project also provided an online workshop in which 157 participants took part.

Strategy

Provide Continuing Education (CE) grants to increase knowledge and skills among all library staff. Actively promote the CE Grant program increasing library awareness of this resource to meet staff development needs.

Activities

Continuing Education Grants

As stated above, Continuing Education Grants (CE) provide opportunities for Washington library staff to take advantage of professional growth opportunities through grants that reimburse 50% of eligible expenses. Grants are also available to libraries. CE grant opportunities were promoted through both WSL Updates, a weekly digest that reaches nearly 1900 subscribers, WSL-

administered and library association listservs, the WSL “Services” flyer, a WSL Continuing Education Web site, by word-of-mouth, and other means. The highly successful program grew from 160 individual and institutional grants reimbursed in 2003 to 352 grants reimbursed in 2006.

Information Technology Continuing Education Grants

Information Technology Continuing Education (ITCE) grants to provide up-to-date, high-level training for the library community has been promoted in similar fashion as the CE grants.

➤ *Briefly assess the overall impact of this objective in the delivery of library services*

By focusing LSTA funds on training, both within statewide projects and more generally, and on continuing education and information technology continuing education grants, Washington library staff and Washington libraries have been able to attain the training and professional growth needed to serve the whole of their communities. Attendance at trainings of all types for the timeframe October 2002 through August 2006 was 6,244 or roughly 1,561 individuals per year. For the timeframe 2003 through the time of the preparation of this report (March 2007), 1,858 individuals received CE grants either independently or through their library’s grant. (These are not “unique individuals;” each time an individual attended a training or received a grant it was counted separately.)

Objective

Provide general consulting and education to libraries on general library services, children’s services, technology, planning, legal/governance issues, and other emerging issues.

Progress towards objective

- Surpassed the objective
- Met this objective
- Made progress towards this objective
- Did not work toward this objective

Strategy

Provide resources for libraries such as consulting, Web information, and informational databases.

Activities

Consulting

Library Development staff research questions, provide orientation, educate, advise, and consult with directors and trustees of small-to-mid size libraries and tribal libraries on library services, governance, and legal issues in order to build greater local capacity. Staff also advise and consult with citizens, government officials and agencies, and various advocacy groups within unserved areas of Washington State regarding library development and service issues. Services offered to library staff include gathering and distribution of information and statistics about libraries, site visits, meeting facilitation, researching library issues, and conducting educational workshops.

IT Consulting

Consulting services are offered to assist public libraries with the federal E-Rate program including: exploring options for participation; guidance in completing paperwork related to E-

Rate; assisting libraries to understand how the Children's Internet Protection Act (CIPA) may apply to them; and technology plan approval.

WSL offers assistance to libraries attempting to make technology related decisions. The goals for this consulting service include assisting libraries to: evaluate local need and demand for technology, determine the effectiveness of current technology, acquire data to make business decisions, develop long-range technology plans, and decide which technologies best meet their needs.

The technology consultants offer assistance to libraries having problems with computer hardware and software, and network equipment and design. WSL is especially pleased to offer extensive experience and in-depth knowledge in working with the hardware and software granted by the Bill & Melinda Gates Foundation.

Since 2003, four public libraries were added to the K-20 Educational Telecommunications Network and two left the K-20 Network. A total of 25 library systems receive high-speed Internet access through the K-20 Network.

Web site hosting is provided for three small libraries.

A free filtering service is available to libraries connected to the K-20 Educational network. At this time, nine libraries use this service.

Web information

The WSL Library Development program maintains a "Services to Libraries" Web site on the agency server at <http://www.secstate.wa.gov/library/libraries>. Major sections include: statewide projects and initiatives, training and certification, grants information, development of libraries, and additional services. The latter section includes publications. Among the publications available are *Washington Public Library Statistics*, *Directory of Washington Libraries*, *Public Library Trustee Manual*, and the annual Legislative District Fact Sheets. A searchable directory of Washington libraries is available at <http://libraries.wa.gov>. Talks are underway with agency Web staff to create a portal for Washington libraries.

In the fall of 2003, WSL agreed to serve as a pilot state for the development of an integrated, customized WebJunction service for library staff within Washington. The purpose of the pilot was to determine how WSL could collaborate with WebJunction to successfully enhance and expand services and better support library development, public access computing, and training in the state. The WebJunction-Washington pilot project ran from June 2004 – May 2005.

In June 2004, the evaluation, co-branding, content management, and co-marketing components of the service were initiated. Content specific to Washington focused on policies, training, grants, and services from WSL. The "policies" section is especially relevant, since it contains a large number of public library policy and planning documents, plus the *Washington Public Library Trustee Manual*. Both public and private message boards are also offered through WebJunction -Washington.

The \$30,000 annual contract fee covers WebJunction-Washington content and site support, plus access to a catalog of courses for staff members of Washington libraries at no cost. Courses are offered for either one or two units; 600 units are available annually to Washington libraries.

Informational Databases

LSTA funds subsidize 50% of the cost of the ProQuest license through the Statewide Database Licensing project. The remaining 50% is paid for by local libraries.

In 2006, SDL purchased a one-year license for the EBSCO Automotive Repair Reference Center for 20 small libraries. The project negotiated the lowest price ever offered by the vendor for a total cost of \$4,000. WSL used LSTA funds to underwrite the first year's cost for these libraries.

Strategy

Adopt cooperative technical standards, provide a forum to discuss and resolve common technical issues, and evaluate new technologies that benefit libraries.

Activities

Information Technology Services

Technology services are available to qualifying libraries. WSL staff members provide assistance in the selection of hardware, software, and services; troubleshooting library networks and computers; and training staff to better use technical equipment and resources. These services are offered both remotely and on site.

WSL offers assistance to libraries making technology related decisions. The goals for this consulting service include assisting libraries to:

- Evaluate local need and demand for technology
- Determine the effectiveness of current technology
- Acquire data to make business decisions
- Develop long-range technology plans
- Decide which technologies best meet their needs

The technology consultants offer troubleshooting assistance to libraries having problems with computer hardware and software, networking equipment and infrastructure. The Library is especially pleased to offer extensive experience and in-depth knowledge in working with the hardware and software granted by the Bill & Melinda Gates Foundation.

WebJunction

Washington State Library's participation as a community partner in WebJunction affords Washington library staff access to technical standards and a forum in which technical issues are discussed and resolved.

➤ Briefly assess the overall impact of this objective in the delivery of library services

LSTA funds have supported WSL Library Development staff to manage a comprehensive program of statewide projects, including training and sub-grants; and to act as specialists providing Washington libraries and the people they serve with assistance in the areas of library governance, Washington law, library planning, and technology. The staff includes specialists in school and youth services; small, rural and tribal libraries; E-rate and the Children's Internet Protection Act (CIPA); digital reference; group purchasing; collection and interpretation of library data; and using Outcomes-Based Evaluation. Specialists also manage statewide projects or other smaller projects.

Objective

Promote collaboration and the use of consortia.

Progress towards objective

- Surpassed the objective
- Met this objective
- Made progress towards this objective
- Did not work toward this objective

Strategy

Coordinate collections and services among libraries in a local area or region including heritage organizations and archives.

Activities

Classroom Based Assessments

This 2007 project will study, in its first year, how public libraries can assist school and school libraries in meeting the state-mandated Classroom Based Assessment (CBA) requirements for social studies. The CBA require students to use primary and secondary sources.

Digital Repository

This project, newly underway, will establish a digital repository to provide the infrastructure to both digitize and make available unique, historical “treasures” in small and rural public libraries and schools. The project will provide training to participants on the selection of historically significant materials for inclusion in the repository. WSL staff will digitize documents onsite. The project will encourage collaborative efforts between local public libraries and strategic, community partners such as historical societies, museums, and schools.

Digitization of the Seattle Times

State Library staff members are coordinating the efforts of staff of libraries and other cultural institutions to digitize the early, out-of-copyright issues of the Seattle Times. The Seattle Times, is of current and historical significance to libraries and cultural institutions statewide.

National Digital Newspaper Project

A small amount of planning funds has been dedicated to assisting Washington libraries in participating in the National Digital Newspaper Project (NDNP).

Statewide Health Information Outreach

The University of Washington Health Sciences Library is developing a statewide program to provide health information to consumers, librarians, and health professionals. This project involves identification of funding sources, the development of a statewide network for providing health information, and will further the ability to refer questions via the creation of collaborations or consortiums of participating organizations and institutions committed to this endeavor.

Statewide Virtual Reference Service

The most significant contribution of the Statewide Virtual Reference Project (VRS) to libraries in Washington was the collaborative structure that it established. In a state where jurisdictional and geographic boundaries discouraged collaboration, VRS demonstrated that the convergence of technology and economics made library cooperation a very attractive idea. Libraries of all types participated in partnered grant projects, shared applications and networks, cooperative agreements, training programs, and support meetings. Representatives from a cross-section of Washington libraries served on advisory committees. VRS serves as a model for collaboration for other library services.

Grant cycles encouraged pilot projects that explored varied aspects of virtual reference service, such as testing software applications, developing marketing plans, and establishing expert referral service. VRS provided numerous opportunities via several formats for grant libraries to share information and experiences. Training, marketing, and evaluation programs and materials were developed and widely used to support professionalism and increase use. The VRS project took a grass-roots approach rather than a state-level implementation, resulting in a high level of local acceptance. All of these activities built trust among and between libraries, leading to quality service to the citizens across the state. As of September 2006, virtual reference service was offered by libraries in 20 counties, serving 63.6% of Washington's population from the Pacific Ocean to the Idaho border.

Strategy

Expand consortia and cooperative purchasing among libraries, including e-books.

Activities

Statewide Database Licensing

Libraries throughout Washington State regard Statewide Database Licensing (SDL) as one of the most valued and effective LSTA-funded projects. The SDL project coordinates the efforts of nearly 2,000 libraries to purchase a statewide license for online, full-text, periodical and newspaper databases and facilitates group purchases of other electronic resources. SDL provides a basic database package to every library in the state, including those too small or poorly funded to be able to purchase it with local funds. For libraries that are better-funded, SDL frees financial resources to procure materials or services that otherwise would have been unaffordable.

Cost-savings for libraries are two-fold:

- The project pays for 50% of the database contract with LSTA money. As a consequence, libraries saved \$500,000 each year from 2003-2005 (half of the annual \$1,000,000 contract). Beginning in July 2005, market forces and competition resulted in the vendor lowering the price of the contract by half, to \$500,000, saving libraries \$250,000 (after the SDL contribution).
- By negotiating on behalf of the entire state, SDL generates a significant cost saving each year. In 2006, this cost saving was estimated to be \$22 million each year over all libraries subscribing individually. The cost per library undoubtedly would be considerably higher for individual purchases. SDL provides a successful and compelling model for group

purchasing. Libraries cooperating on a statewide basis have a major impact on the ability to provide high-quality resources to patrons while saving money.

The benefits to Washington citizens are significant. Offering a common database product through school, public, and academic libraries means that students can carry learning and research methods all through their years of education. It also means that in any library used by an individual, a consistent, familiar resource is available. The learning curve for both library staff members and the general public is lessened when a uniform database product is accessible on library computers and Web sites.

In 2006, libraries participating in SDL included:

- 21 Four-year academics
- 35 Community and technical colleges
- 67 Public Libraries
- 25 Medical Libraries
- 23 Tribal libraries
- Approximately 2,200 K-12 libraries

The SDL Project hosts an annual two-month free trial of a variety of databases. The purpose of the trials is to introduce new products or significant upgrades to existing products. The site offers library staff members a practical way to test and compare products without having to request trial accounts from vendors. The trials are very popular. In 2003, trials were discontinued and the library community was vocal about their value, resulting in a reinstatement of the service. From 2004 to 2006, an average 18 vendors participated in the trials.

Another important role of SDL is brokering group purchases for libraries in Washington State, resulting in significant cost savings. No LSTA funding is provided for these contracts. Currently, these contracts include:

- Two group purchases of Thomson Gale products, one for public and a smaller one for two-year and private academic libraries
- Books24/7, a collection of electronic information technology ebook titles, available to both academic and public libraries
- Reference USA, a detailed directory of more than 11 million American businesses, available to all libraries

In 2006, SDL purchased a one-year license for the EBSCO Automotive Repair Reference Center for 20 small libraries. The project negotiated the lowest price ever offered by the vendor for a total cost of \$4,000. WSL used LSTA funds to underwrite the first year's cost for these libraries.

SDL arranged group purchases at substantial discounts with two vendors that provide motion picture public performance site licenses to public libraries. Seventy-two library buildings from 23 library systems purchased the first license; 55 library buildings from 10 library systems purchased the second less expensive license; and 18 sites purchased licenses from both companies, making a total of 109 buildings licensed, or one third of the public library buildings statewide.

World Languages

The SDL model of collaborative purchasing gives WSL staff members expertise that is relevant to concerns about World Language materials. As a result, several libraries requested that SDL facilitate meetings to discuss issues and concerns with World Language collections.

Representatives from four large public libraries in Puget Sound met with SDL staff three times in 2005 and 2006. Issues explored included:

- Cataloging cost issues
- Acquisitions and selection
- Resource sharing
- Marketing collections
- Sources / vendors
- Cooperative funding

WPLC!

SDL staff members attend and participate in meetings of the Washington Libraries Cooperative buying consortium.

Strategy

Use K-20 to pull libraries into a consortium through training.

Activities

No progress was made toward this activity.

Strategy

Work with small libraries to develop a consortia with other libraries that will improve or increase services to customers.

Activities

No progress was made toward this activity. However, through the Small Libraries Automation Grants project, four small public libraries received integrated library systems that could serve as a foundation for a consortium. The 2007 Washington Group Services project, while not a resource sharing project, will provide technology and services that could underlie the building of a resource sharing consortium that would benefit small libraries.

Strategy

Include collaboration as a criteria for allocating federal funds to libraries.

Activities

Several grant cycles have required or encouraged partnerships as criteria for eligibility. Among these were:

Cultural Diversity Initiative

The Cultural Diversity Initiative grant programs emphasized effective needs assessment, community partnerships and the development of outreach programs. The goals of the Diversity Initiative were:

- To empower library boards and staff to reach out to diverse populations;
- To increase the skill of library staff in working effectively with diverse populations;
- To increase library programs and services to diverse communities in local areas.

In order to accomplish these goals, libraries were proactive in forming partnerships with community organizations. The need for a culturally diverse staff to facilitate such collaborations

and provide many of these services was recognized, and libraries were encouraged to recruit staff from diverse ethnic backgrounds.

Statewide Virtual Reference Project

The Statewide Virtual Reference Project awarded \$356,244 in two grant cycles in 2003 and 2004 to 13 partnered pilot projects that developed best practices, methods and standards for creating cooperative virtual reference services in Washington State libraries.

Connecting Learners to Libraries

In 2005, the Connecting Learners to Libraries project funded \$100,000 in mini-grants to public library and school collaborative partnerships that focused on enhancing students' information and research skills. In 2006, the Connecting Learners to Libraries project funded \$80,000 in mini-grants.

One Book

The purpose of the 2007 One Book grant cycle is to assist libraries in initiating or enhancing One Book projects in their communities. A One Book project is when the library organizes an effort in which their community reads one book together at the same time. These can be city-wide, county-wide or institution-wide. Applicants were required to emphasize building partnerships with other organizations in the community and, where appropriate, working with other libraries. "A Partnerships that Work: Building Relationships to Advance Your Library" training was highly recommended.

Every Child Ready to Read

While largely funded through a Paul G. Allen Family Foundation grant, the Every Child Ready to Read 2007 grant cycle required libraries to develop partnerships within their local communities.

Strategy

Develop a consortia model that can offer all types of services among libraries concentrating on small libraries first.

Activities

No progress was made toward this activity. However, both the Statewide Database Licensing project and the Statewide Virtual Reference Service project mentioned previously serve as models for particular types of services.

Strategy

Improve collaboration between school librarians and classroom teachers, promote highly skilled and knowledgeable staff, make use of information literacy techniques, optimize use of educational resources including SDL databases, and better market school library services.

Activities

K-12 Library Initiative

The K-12 School Library Initiative was designed to improve curriculum development, collaboration, technology resources, leadership, advocacy, and evaluation. The initiative also

provided the tools and systems for collecting and using data related to school library programs. The information collected laid the foundation for program advocacy and provided a focus for goal setting and decision making at building, district, community, and state levels.

Beginning in fall 2002, Dr. Betty Marcoux, University of Washington Information School, developed a training curriculum under a consultant contract with WSL. Additional expertise was provided by K-12 Initiative Steering Committee members and other Washington school library experts. The work included a pre-training evaluation, development of a curriculum for trainers and a toolkit, training the trainers, development of post-training evaluation instruments, and a final project analysis. K-12 Project activities were received enthusiastically by the Washington school library community.

The K-12 Library Initiative Web site was implemented in summer 2003 to provide a variety of resources that supported project goals. The site includes information such as:

- The history and funding of the initiative
- Links to assessment rubrics
- Links to online discussion lists (e.g., aaslforum, lm net, ili-l)
- An extensive selection of sample forms, charts, 10-week memos, and annual reports
- Recommended readings on advocacy, academic achievement, censorship, copyright, future studies, information literacy, and related topics
- Evaluations for each year's K-12 workshops and for the overall initiative

A survey was distributed in September 2003 to 378 school principals to determine their understanding of the roles and responsibilities that they identified as part of the school library professional's work. One hundred thirty-five principals responded (37%). The same survey was mailed to them in May 2004. In the second survey, 82 of 135 principals (61%) replied. The results indicated that there was an overall increase in the understanding of school library professional roles by principals during the first year of training (between the first and second survey):

- All four roles (reading advocate, information manager, information specialist, instructional partner) were perceived as important.
- Reading advocacy was the most understood role of the professional in the school library.
- As an Information Manager, the school library professional role was perceived primarily as managing the library collection.
- As an Information Specialist, the role of the professional in the school library was perceived primarily as integrating instructional technologies over curriculum development or evaluation.
- As an Instructional Partner, the school library professional was perceived as a teacher, but not at the same level as the role of managing the collection or integrating instructional technologies.

These surveys resulted in recommendations that informed the K-12 Initiative training:

- Continue the training and stress the program advocacy component.
- Work at the site level to develop a more unified sense of the potential for the school library program to each principal.
- Stress the potential benefit of the school library professional in developing curriculum and evaluating student progress.
- Work to continue making the school library program integral to the school's agenda and curriculum.

- Develop ways to enhance the connections and communication between school library professionals, their administrations, with state mandates.
- Develop ways to enhance the connections of the school agenda with the school library, the curriculum issues with life-long learning concerns, process with product in terms of educational value.

School library professionals participated in two-day “Train the Trainer” workshops in 2003, 2004 and 2005, as well as a video conference at their local educational school districts in June 2003. Pairs of trainers then delivered workshops to school library staff members. Attendees received clock hour credit for their participation. At each workshop, participants received a comprehensive curriculum manual.

Between April 2003 and August 2005, 24 trainers presented 50 K-12 Library Initiative workshops at 21 different sites around the state (all two-day events). During this timeframe, the K-12 Project trained a total 783 people or 53% of the total school library positions based on Washington Superintendent of Public Instruction records. Washington State has 296 school districts, of which 165 sent representatives to the workshops. This is 56% of all districts and 89% of the districts that report having library positions. Furthermore, representatives from some districts without library positions participated.

➤ *Briefly assess the overall impact of this objective in the delivery of library services*

Washington State has few library consortia. The State does not have regional library systems. However, LSTA-funded projects such as the Statewide Database Licensing, Virtual Reference Service, Summer Reading Collaborative, World Languages, and the Digitization of the Early Seattle Times have facilitated collaboration among libraries.

While not a true consortia, group purchases through the Statewide Database Licensing project and currently through Virtual Reference Service project encourage collaboration. Grant cycles have required or encouraged partnerships. While not a resource sharing project in its present configuration, the implementation of Washington Group Services lays the foundation for future resource sharing should that be the desire of the Washington library community.

Relationship to LSTA Goal

The VRS Project supports three Washington LSTA Five-Year Plan goals:

- Washingtonians will have increased physical and remote electronic access to traditional and digital library resources and services in all areas of the state.
- Washington libraries will provide enhanced and expanded library services, resources, and programs to all segments of their communities.
- Through consulting, training, and collaboration, Washington libraries will have an increased capacity to effectively serve customers.

VRS also addresses LSTA goals:

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

The Washington LSTA Five-Year Plan identified the need for access to library resources:

- Washington citizens desire more efficient, easy to use, and up-to-date resources and services, especially online resources. All people should have equitable access to library resources/services throughout Washington State.
- Rural and geographically isolated areas of the state still do not have equitable access to library services and resources. This is particularly true in the area of electronic resources and the knowledge of how to use them. Library staff and the public are asking for quicker, easier sources of information to be available remotely. In addition, there are still some areas of the state that have no access to library service.

[NOTE: Work with VRS began in earnest in spring 2002, after the last LSTA Five-Year Evaluation Report was submitted. In order to demonstrate progress over time, this assessment provides information about grant projects and related activities that were initiated in 2002 and for which funding was expended through the end of Federal Fiscal Year 2006.]

The project tagline, established at the first steering committee meeting, describes the goal: "Combining the power of libraries, librarians, and technology to help all Washingtonians get information wherever they are."

The VRS Project coordinator and steering committee were responsible for oversight of all activities, including:

- Annual inventories of reference services in Washington libraries
- Focus groups
- Grant award cycles
- Videoconferences
- Training
- "Wally," a regional Librarians' Internet Index Web portal
- Marketing
- Evaluation
- Virtual Reference Summit

Six *ad hoc* subcommittees provided guidance in specialized areas: grants, software, collaboration, marketing, training and best practices, and assessment. A member of the steering committee served as a representative in each of these groups. Overall, project activities were notable for their inclusiveness and reach.

Total Project Cost per FFY

| | |
|--------------|----------------------|
| 2002-2003 | \$350,754 |
| 2003-2004 | \$268,430 |
| 2004-2005 | \$142,472 |
| 2005-2006 | \$ 21,000 (budgeted) |
| TOTAL | \$782,656 |

Inventories

The inventory provided a snapshot of reference services across the state. The format was a postcard survey mailed to all academic, public and special libraries annually from 2002-2005. In 2002 and 2005, nearly 2400 K-12 institutions also received the mailing. Each inventory mailing included a letter introducing the project and purpose of the survey in addition to a pre-addressed and prepaid postcard printed with a checklist of items. The first inventory established a baseline for comparison through project years. In 2002, postcards were returned from 61% of academic, public, and special libraries; 31% of school libraries. The percentage of responding libraries offering each reference service is noted in Table 1.

| Library Type (total #) | Responses | % Walk-in Service at desk | % Phone Service | % Email Service | % Public Internet Access | % Online Chat Service | % Providing Web Page |
|------------------------|-----------|---------------------------|-----------------|-----------------|--------------------------|-----------------------|----------------------|
| Academic (70) | 50 | 100 | 98 | 84 | 98 | 0 | 86 |
| Public (65) | 60 | 100 | 95 | 68 | 100 | 2 | 62 |
| Special (230) | 112 | 89 | 87 | 66 | 46 | 6 | 29 |
| School (2366) | 744 | 89 | 30 | 28 | 84 | 0 | 26 |

In terms of VRS, the most important finding was that more than 50% of responding Washington libraries with Web pages also offered email reference—the beginning of digital service. The inventory established that Washington was well-positioned to explore virtual reference.

| Library Type (total #) | Responses | % Walk-in Service at desk | % Phone Service | % Email Service | % Public Internet Access | % Online Chat Service | % Providing Web Page |
|------------------------|-----------|---------------------------|-----------------|-----------------|--------------------------|-----------------------|----------------------|
| Academic (71) | 47 | 100 | 100 | 98 | 96 | 19 | 96 |
| Public (67) | 49 | 98 | 96 | 80 | 98 | 20 | 78 |
| Special (240) | 114 | 75 | 82 | 77 | 61 | 6 | 45 |
| School (2365) | 815 | 80 | 40 | 39 | 79 | 6 | 41 |

K-12 libraries saw the most significant change between 2002 and 2005. Email reference service grew from 28% of school libraries to 39% in 2005; schools offering Web pages increased by 15% during the four-year period.

Focus Groups

The project steering committee recommended focus groups be conducted to elicit ideas from Washingtonians about information needs and ways in which they could be met, including online solutions. Four focus groups were facilitated by a contract consultant in February–March 2002. Participants were adult students, retired adults, Spanish-speaking adults and teens. The teen group was conducted via an online chat room. Thirty-eight individuals participated in the sessions. Key points made in every session had implications for virtual reference service:

- “I didn’t know the library could help with that.”
- We are a 24 hour – 7 day a week society
- Yellow Pages work – library classifications are confusing
- Libraries need to advertise and market
- We want library signs and labels that are simple and clear
- We have mentality of fast food – it needs to be quick

Like the initial inventory, the focus group results supported the concept of live, online reference service to Washingtonians by libraries across the state.

Grant Awards

The grants subcommittee designed the application guidelines and form following steering committee suggestions. A number of pilot project possibilities were identified for research, including software testing, collaborative service (including multi-type), peripheral testing for voice and image delivery, homework help service, multilingual support, staff training, and more. The application included a partnership question, which weighted awards to favor cooperative projects. The maximum award in both cycles was \$30,000; awards totaled \$356,244. Eleven public, eleven academic, four special, and five school libraries participated in the award projects.

First round, 2002

All grant awards were made to partnered projects. Sixteen libraries in nine counties participated.

King County Library System (\$30,000)

Using King County Library System's eAnswer service and the University of Washington's Q&A Live virtual reference service, a model promotional program was collaboratively developed that provided guidelines for a sustained promotional effort for their digital reference services. This had several components, including the formulation of age and media appropriate messages; guidelines for naming and defining a digital reference service; creating a graphic image and standards for its usage; developing an advertising and promotional campaign; and designing evaluation and training criteria.

Seattle Public Library (\$30,000)

A consortium of Seattle Public Library, King County Law Library, and the University of Washington Health Sciences Library provided reference services via email and interactive chat. The project offered triaged legal and medical reference to the general public and general reference assistance to customers of the law and health libraries. A significant marketing

component was included. A descriptive analysis of reference service activity, user satisfaction surveys (including reaction to marketing tools), analysis of transcripts, and a peer review process were implemented.

Skagit Valley College (\$29,628)

Skagit Valley College and Grays Harbor College implemented a shared virtual reference service in support of the Washington State Virtual Campus in which they were pilot colleges. They developed best practices for serving Distance Education students by testing software, establishing procedures and training librarians.

Spokane Falls Community College Library (\$30,000)

SFCC Library, along with Spokane Community College, Pend Oreille, Stevens and Whitman County Library Districts, formed a consortium to provide virtual reference desk service. The service offers 24 hour/7 day per week access to reference help as part of the national 24/7 Collaborative Reference consortium.

Tacoma Community College (\$30,000)

This project tested the ability of both Tacoma Community College and Highline Community College to effectively serve students enrolled in distance education courses at each of the two colleges. The project identified skills needed by distance learners in virtual reference and information literacy, established an effective model for faculty/librarian collaboration for online courses, developed online tools and techniques for patron self-help, and educated faculty about the needs of distance learners.

Washington State University Vancouver (\$29,900)

Remote access to library resources and services was improved in Clark County. Using 24/7 Reference software, librarians at Washington State University Vancouver and Clark College delivered real-time reference and instruction assistance to off-campus patrons and developed online help guides to further enhance instructional support.

Whitman County Library (\$26,716)

Pend Oreille County, Stevens County and Whitman County Library Districts developed a complete marketing campaign to promote usage of the virtual reference service provided under the Spokane Falls Community College grant. This included promotional materials, community presentations, radio and billboard advertising, and special events.

Second Round, 2003

Seattle Public Library (\$30,000)

The Seattle Virtual Libraries Consortium of Seattle Public Library, King County Law Library, and the University of Washington Health Sciences Library became the Sound Libraries Information Consortium with the inclusion of the Washington State Law Library and the Elisabeth C. Miller Horticultural Library. The consortium provides general and specialized reference services to patrons of the Puget Sound region and beyond via a shared email and online chat-based system. This grant expanded the strong partnership and service mission established by the original consortium.

North Olympic Library System (\$20,000)

North Olympic Library System, Jefferson County Library, Port Townsend Library, and Peninsula College Library collaborated on a shared digital reference service. The service offered cooperative email to 90,000 residents in two rural counties. Patrons additionally benefited from the libraries' access to a global network of information professionals through the QuestionPoint cooperative reference service.

Skagit Valley College (\$30,000)

Skagit Valley College and Grays Harbor College continued collaborating to provide virtual reference service to distance education students and traditional students that access library services and resources online. The service expanded to reach five area high schools in Anacortes, Sedro-Woolley, LaConner, Mount Vernon, and Aberdeen, supporting the information needs and skills of students from secondary through college classes.

Spokane Falls Community College (\$30,000)

The Eastern Washington Virtual Reference Consortium (ASK US 24/7) established in 2002 expanded the shared live, online reference service by adding Pullman (Neill) Public Library, Asotin County Rural Library District and North Central Regional Library to the original membership of Spokane Falls Community College, Spokane Community College, Pend Oreille County Library, Stevens County Rural Library District, and Whitman County Rural Library. With the additional partners, ASK US 24/7 provided remote reference service to patrons in ten counties on a 24-hour per day, 7-day per week schedule.

Whitman County Rural Library (\$23,050)

With the increased service area of the Eastern Washington Virtual Reference Consortium, Whitman County Rural Library, Pullman (Neill) Public Library, and Asotin County Rural Library developed and delivered a marketing and promotional campaign that built on previous successful experience to ensure awareness and increase use of the virtual reference service.

Washington State University Vancouver (Partial funding - \$16,950)

The libraries of Washington State University Vancouver and Washington State University Pullman implemented a shared virtual reference service to provide equitable reference and instruction to all students, especially those enrolled in the Distance Degree Program. By marketing the combined service to all library patrons and specifically targeting distance learners, awareness of the service was increased.

Videoconferences

Three videoconferences were offered across the state between February and November 2002.

- On February 1, 2002, an informational program was broadcast to four sites to provide an introduction to and overview of virtual reference as well as grant guideline details. They were attended by 48 participants from 34 libraries.
- On September 17, 2002, representatives from grant pilot project libraries reported on their experiences from sites in Spokane and Olympia. Thirty-two participants represented 23 libraries.
- On November 26, 2002, the marketing guidelines developed by the joint King County Library and University of Washington grant project were shared in a broadcast to three

sites. The guidelines were practical, broadly applicable to both public and academic institutions, and easy to use. With much of the current grant period left for marketing activities, this videoconference offered immediately useful information for all projects. Forty-two participants represented 29 libraries.

All of these videoconferences offered timely, relevant information. By bringing representatives from all types of libraries together, the first event led directly to three partnered grant proposals that subsequently were funded.

Cost

Videoconferencing services were provided by the Washington Department of Information Services at total cost of \$3,343.74, an average cost per attendee of \$26.96.

Training

Summary

The project's "Anytime, Anywhere Answers" program now is nationally recognized as the benchmark for virtual reference (VR) training. Between October 2002 and June 2005, nearly 150 staff members from all sizes and types of Washington libraries participated in five-week training classes designed to introduce and improve the essential knowledge, skills, and aptitudes needed to provide high quality chat reference service. All training materials were available on a Web site hosted by Seattle Public Library. In spring 2005, the program began delivery in Montana. Two related half-day workshops were developed: one to introduce VR concepts to library staff members and another to provide essential information for administrators considering the implementation of VR service. Activities and materials developed for the curriculum were modified for use in the Virtual Evaluation Toolkit, a collection of instruments that assess a range of service aspects. All of these products are available online and have been used extensively by libraries around the U.S, as well as abroad. During the last year of the VRS Project, the curriculum was converted to a new self-paced online tutorial which is now hosted by the RUSA.

The most important indicators of the program's success lie in evaluations completed by class participants and trainers. Their observations were used during the three years of curriculum delivery to modify and improve classes. In the final analysis, they report that benefits from skills learned spilled well beyond the arena of chat reference into the greater world of library customer service.

Classes

The "Anytime, Anywhere Answers" training curriculum was developed in 2002 under a contract between the VRS Project and Seattle Public Library.* The initial "Train the Trainer" class took place in Seattle on October 10-11, 2002. Eight trainers and four observers participated. The first classes began in November at Seattle and Spokane locations. Each class was facilitated by a pair of trainers, and the last class ended in June 2005. Sixteen classes were offered in seven Puget Sound and two eastern Washington library computer labs. Each class lasted five to six weeks, beginning with an all-day in-person orientation and followed by a combination of self-paced and

* Mary Ross and Daria Cal were the principal developers, assisted by University of Washington graduate student Emily Keller.

group activities. In addition, a group of eleven trainers and learners gathered in Wenatchee at the 2004 Washington Library Association annual conference to discuss the effects of training and ways to improve it.

On March 3–4, 2005, a “Train the Trainer” class was held in Billings, Montana. Eight librarians participated and then completed the five-week class as learners prior to delivering the training to several classes in the summer.

Participants

One hundred forty-five staff members from 37 libraries participated in classes. Another half-dozen managers attended the orientation day only. Trainers were recruited from Seattle Public Library, the University of Washington, and Washington State University.

| Learner Demographics | Number |
|---|------------------|
| <i>Geographic:</i> Western Washington / Eastern Washington / Canada | 106 / 36 / 3 |
| <i>Library Type:</i> Academic / Public / Special / K-12 | 70 / 44 / 26 / 5 |
| <i>Education Level:</i> M.L.S / iSchool student / non-M.L.S. | 115 / 12 / 18 |
| <i>Library Size (staff):</i> Large / Medium / Small | 71 / 40 / 34 |
| <i>Setting:</i> Metropolitan / Rural / Suburban or mixed | 85 / 29 / 31 |

Cost

| | |
|--|--------------------|
| Training curriculum | \$20,037.75 |
| Trainer fees | 28,212.50 |
| Miscellaneous (supplies, refreshments) | \$619.58 |
| Total | \$48,869.83 |
| Cost per class participant (\$48,869.83 ÷ 145) | \$337.03 |

Activities

Learners participated in the following online activities with encouragement and assistance from trainers:

- Instant Messaging (IM) practice
- Online chat meetings with trainers and classmates
- Secret Patron exercises (using role-playing scenarios in real chat sessions)
- Virtual Field trips (evaluating library Web sites)
- Transcript review
- Checking Out the Competition (online fee-based information services)
- Policy and Procedure review (examining library policies posted online)
- Posting observations to online class discussion lists

Tools

Tools were developed to aid learners in completing activities and assignments (all available on the training Web site), including guidelines for transcript evaluation; checklists for chat sessions, policies and procedures, and Web site visits; practice questions; tip sheets; and grids of live links to libraries offering digital reference services.

In addition, Web-based tools were available to assist trainers: an orientation day agenda, syllabus, group activities, scenarios for “secret patron” exercises, and tip sheets.

Assessments & Evaluations

Several tools were used to establish participants' skill levels before and after training, and also to evaluate their class experiences. On orientation day, each learner completed an "Internet Reference Competencies" and "Windows Multitasking Competencies" as a self-assessment of personal abilities (neither of these were collected). In addition, individuals filled out the "Initial Skills Assessment: Competencies for Virtual Reference" questionnaire. These forms were sent to the project coordinator. A follow-up electronic version of this form was sent to learners three months after completing each class; several questions were added that provided information about their use of learned skills on the job. In addition, participants were asked to complete an "Evaluation of Training" at the end of each class.

Evaluation of Training: Ratings for the extent to which class training goals and learner objectives were met, plus open text comments.

An average rating is listed for each statement. 5 = high confidence, 0 = low confidence

Goals for training – were they met?

| | |
|---|-----|
| The content was logical, organized and presented clearly on the Web pages and in the handouts. | 4.4 |
| The readings, activities and assignments facilitated the acquisition of skills for virtual reference. | 4.3 |
| The training emphasized exploration, discovery and reflection on key concepts in virtual reference. | 4.7 |
| The trainers were supportive and responsive to individual learning needs. | 4.8 |
| Overall, my rating of this training is: | 4.5 |

Objectives for learners – were they met? After the training, I am able to:

| | |
|---|-----|
| Identify current awareness resources for virtual reference. | 4.1 |
| Conduct an effective reference interview using chat. | 3.7 |
| Identify the policies and procedures needed for a new virtual reference service. | 4.3 |
| Use virtual reference transcripts as tools for service improvement. | 4.1 |
| Introduce information literacy skills to patrons in virtual reference transactions. | 3.7 |

Selected comments:

1. In this training, what was most beneficial to you?
 - "Actual visiting and using current VR sites."
 - "Interacting with other participants and sharing insights, experiences & ideas."
 - "I found the Secret Patron exercise to be most enlightening!"
 - "Opportunity to take the 35,000 ft. view"

2. What areas do you think could be improved?
 - "Had problems pacing myself but that was due to my job workload."
 - "It might be helpful to practice VR with each other."
 - "I thought it was really tough having 12 people discuss a topic via chat."

3. Any additional comments and suggestions?
 - "Really appreciated the support and professionalism of [the trainers]."
 - "It was a great course. Thanks for letting us take part!"
 - "Create an ongoing forum online and F2F through meetings/conferences to explore VRS issues in Washington/Oregon."

Follow-up Skills Assessment: responses to additional questions about on the job experience in using learned skills (percentage of responses to each question/category). This assessment reported training outcomes.

| | | | | | |
|---|------------|--------|--------|------|-----------|
| 1. Are you using the skills taught in the training on the job? | YES 93% | | | | NO 7% |
| If YES, please check your estimate of the percentage of the skills that you are using: | 10-25% | 25-50% | 50-75% | 100% | |
| | 7% | 25% | 54% | 14% | |
| 2. Do you have indications from your customers that your approach to offering virtual reference service improved as a result of the training? | YES 43% | | | | NO 57% |

The most common improvements noted were:

- “communicate effectively throughout a virtual reference transaction”
- “provide more relevant and/or accurate information”
- “use chat format confidently”

| | | |
|---|------------|-----------|
| 3. Do supervisors and/or colleagues indicate that your library benefited from your participation in the training? | YES 69% | NO 21% |
|---|------------|-----------|

The most common benefits noted were

- “skills shared with colleagues”
- “improved procedures or policies”

Workshops

At the suggestion of the VRS Steering Committee, two additional introductory workshops—“Virtual 101” and “Going Virtual”—were developed. Eight of these workshops were delivered at five locations (including the annual Washington Association of Library Employees conference and pre-conferences at the annual Washington Library Association) in 2004–2005. Workshop materials were posted to the training Web site and have been used by numerous other libraries in Washington and beyond. Workshop evaluations indicated a uniformly high level of satisfaction with both the content and trainers. The most significant comment from a workshop participant was made by a librarian from a small city library:

“I came thinking it [virtual reference] would never work for us and left knowing it can!”

Virtual 101

The audience for this workshop was made up of library staff members who were unfamiliar with virtual reference service. It was intended to familiarize them with basic concepts in areas such as the chat environment, experience in Washington, collaboration, software, marketing and current awareness. “Virtual 101” workshops included:

| Date / Location | # Participants |
|---|----------------|
| March 2004 / Kennewick Branch Library, Mid-Columbia Library System | 29 |
| August 2004 / Washington Library Association Conference, Wenatchee | 15 |
| October 2004 / Washington Association of Library Employees Conference, Ocean Shores | 35 |
| February 2005 / Cobimet Conference, Puerto Rico | 25 |

Going Virtual

The audience for this workshop was made up of managers and librarians who anticipated implementing a virtual reference service in the near future. It was intended to offer the basic concepts noted in “Virtual 101,” plus additional information on planning, budgeting, staffing, and vendor selection. “Going Virtual” workshops included:

| Date / Location | # Participants |
|--|----------------|
| May 2004 / Seattle, SAIL libraries | 21 |
| May 2004 / Kennewick Branch Library, Mid-Columbia Library System | 25 |
| May 2004 / Bellevue Library, King County Library System | 41 |
| August 2004 / Washington Library Association Conference. Wenatchee | 17 |

Workshop Cost

| | |
|---|--------------------|
| Training curriculum | \$10,879.00 |
| Trainer fees | 800.00 |
| Total | \$11,679.00 |
| Cost per workshop participant (\$11,679 ÷208) | \$56.15 |

- Note that no trainer fees were paid for conference presentations.

Final Survey Results

Two surveys were distributed in 2005. The first, based on University of Washington Catalyst software, was sent to all class participants for whom email addresses were still available (113). Fifty responses (44%) were received. The second, which used SurveyMonkey software, was distributed to all trainers. All eight trainers (100%) completed this questionnaire. Results are reported below.

Learners:

The percentage of responses to each question and categories is listed.

| | | | | | |
|---|------------|--------|--------|------|-----------|
| 1. Were the skills taught in the Anytime, Anywhere Answers class applicable beyond chat reference service? | YES 92% | | | | NO 8% |
| 2. Are you using the skills taught in the Anytime, Anywhere Answers class on the job? | YES 92% | | | | NO 8% |
| 3. If you answered YES to question 2, please check your estimate of the percentage of the skills that you are using: | 10-25% | 25-50% | 50-75% | 100% | |
| | 32% | 30% | 14% | 18% | |
| 4. Do you have indications from your customers that your approach to offering reference service improved as a result of the training? | YES 44% | | | | NO 56% |
| 5. If you answered YES to Question 4, how has your approach to offering reference service improved? Check all that apply: | | | | | |
| a. Communicate more effectively throughout chat reference transactions | | | | | 18% |
| b. I provide a wider range of resources, both online and print | | | | | 16% |
| c. I provide more relevant and/or accurate information | | | | | 4% |
| d. I use the chat format more confidently | | | | | 20% |
| e. I provide better guidance in searching and evaluation | | | | | 16% |
| f. I more consistently ensure customers receive needed information | | | | | 20% |

| | | |
|---|------------|-----------|
| 6. Do supervisors and/or colleagues indicate that your library benefited from your participation in the training? | YES 50% | NO 50% |
| 7. If you answered YES to Question 6, how has your library benefited? Check all that apply: | | |
| a. Greater customer satisfaction | | 18% |
| b. Skills from training shared with colleagues | | 16% |
| c. More effective reference service | | 22% |
| d. Improved policies and/or procedures | | 6% |
| e. Improved Web page interface | | 6% |

- How did the training affect you personally (i.e., your customer service skills, attitude toward chat reference, etc.)? Examples of open text responses include:
 - “I don’t normally use chat, and the training made me use it on a regular basis. Now I feel more comfortable helping patrons who use chat...”
 - “More confidence in my negotiation skills to get to the crux of their need...”
 - “I think it opened my eyes to the larger picture of chat reference. Also, I benefited from ‘talking’ with other librarians using chat....”
- Please add any comments or suggestions, especially those that might help us convert the training to a self-paced tutorial (i.e., without trainers or fellow learners). Examples of responses include:
 - “Make sure there is lots of repetition – some of things we learned we use infrequently and it’s hard to remember what to do....”
 - “One of my favorite parts of the training was having a chance to practice with chat software as both a librarian and a patron. I think it’s important to keep that component in training.”
 - “If you could integrate sample questions – a program that is responsive and gives relevant responses as the person practices, that would be beneficial.”

Trainers:

All eight trainers completed their questionnaire, although all individuals did not answer all questions. Results:

| | | |
|--|------------------|---------|
| 1. Do you apply your experience as a trainer on the job? | All answered YES | |
| 2. If your answer to number 1 was “yes,” please indicate ways in which you use your experience. | | |
| a. My job includes training others. | | 7 |
| b. I am a chat service provider. | | 4 |
| c. It improved my critical thinking skills. | | 4 |
| d. It improved my customer service skills. | | 6 |
| e. Was the 5-6 week time limit for completing all parts of the curriculum appropriate? | YES 7 | NO 1 |
| 3. In your opinion, which self-paced online training activities were most effective (more than one answer can be checked)? | | |
| a. Secret Patron | | 8 |
| b. Virtual Field Trips | | 7 |
| c. Transcript Review | | 6 |
| d. Checking out the Competition | | 3 |
| e. Policy and Procedure Review | | 3 |

| | |
|--|---|
| 4. From the trainer's point of view, what aspect of Anytime, Anywhere Answers was the most work-intensive? | |
| a. F2F Orientation Day | 2 |
| b. Listserv monitoring/answering | 5 |
| 5. What part(s) of the training curriculum were rewarding? (check all that apply) | |
| a. Planning and coordinating classes. | 4 |
| b. Working with training partner. | 7 |
| c. Exploring chat reference with class participants. | 8 |

1. What part(s) of the curriculum need improvement or modification? Please share ideas about methods, resources, activities, or other aspects that might be integrated into a self-paced tutorial. Examples of answers include:
 - “I think the competencies were very confusing to all of us. Too many pieces of paper to complete and never remembering what to send in....”
 - “Include a voluntary ‘practice chat’ exercise – many people who had not yet done chat were very nervous and wanted to practice in a safe and feed-backing way.”
 - “Policy and procedure...could focus on smaller parts—more of a scavenger hunt for finding...specific topics within.”

Other Training Results

“Anytime, Anywhere Answers” has been the topic for several programs presented at national and state conferences. These include Virtual Reference Desk Conferences 2003, 2004 and 2005, Washington Library Association 2003 and 2004, Cobimet Virtual Reference Symposium (Puerto Rico) 2005, and American Library Association 2003 and 2005.

External organizations including QuestionPoint (OCLC), WebJunction, L-Net (Oregon’s statewide virtual reference service), DREI (Digital Reference Education Initiative), and others linked to the curriculum Web site.

A group of learners from City University took their experiences back to their work site in the form of an all-staff day workshop in spring 2003.

The success of the training program led to a Steering Committee recommendation that the project develop a Web-based version for ongoing use after LSTA funding for VRS ended in September 2006. The project contracted with the Seattle Public Library to convert “Anytime, Anywhere Answers” to a self-paced online tutorial. Following extensive field-testing and review, “Virtual Reference Adventure: Choose Your Own Experience” was completed in May 2006. The Reference and User Services Association (RUSA) hosted the tutorial on an American Library Association (ALA) server as the result of a formal, no-cost agreement with WSL. An ALA/RUSA committee maintains the site to ensure that content is accurate and up to date. The tutorial is available for use by libraries and individuals without fee or membership requirements.

The curriculum development fee was \$23,814. Calculating the cost per user is not possible, given that it is freely accessible on the Internet. However, high use is anticipated given the planned promotion on the RUSA Web site and the reputation of the Anytime, Anywhere Answers curriculum.

“Wally,” a Regional Librarians’ Internet Index Web Portal

Following several months of cooperative development, the VRS Project began a partnership with Librarians’ Index to the Internet (LII, lii.org) in October 2002. A regional version of lii.org was established to provide authoritative, well organized, Web-based resources featuring Washington State content. The portal, wa.lii.org, offered an excellent start page for chat sessions. It included all of the records in the parent LII database, plus Washington-related ones added by contributors recruited from Washington libraries. Libraries supported LII contributor activities as paid work time, since the customized state portal benefited all. Five-week online training classes for contributors were provided by LII staff as part of the annual subscription cost. Participants agreed to contribute 25 records to the lii.org database over a one-year period. During the first two years of the partnership, 29 Washington librarians were trained in the identification, evaluation, and description of Web resources. In addition to training, the annual fee for wa.lii.org provided site hosting, branding and design, maintenance, cataloging and weeding services for 500 added resources, theme collections (e.g., “California and Washington Wine”), and a weekly email newsletter mailing.

In October 2005, LII became Librarians’ Internet Index, and the separate Washington portal was converted to a regional section on the lii.org Web site. This change was part of a complete LII site redesign. Training for local contributors also was eliminated, and the addition of new Washington resources was completed by LII staff members and a University of Washington Information School intern. The wa.lii.org newsletter emailing ceased, and its content was added to the lii.org newsletter. As of March 31, 2006, the Washington collection in LII totaled 1941 (live, retired, rejected and in process) resources. Over 1,800 live resources are organized under 35 topic headings. This accounts for about 10% of 18,273 total lii.org resources.

Separate usage statistics for the wa.lii.org portal could not be separated from those of the parent lii.org site. In 2003, an online survey of 100 librarians was completed to determine how LII was being used. The following key roles were identified:

- As a tool for remaining current on newly-discovered, high interest Web sites
- As an easy-to-use portal for the public
- As a valuable adjunct for virtual reference
- As an educational tool for demonstrating high-quality Web sites
- As a collection development tool for local pathfinders

More general online user surveys were completed in November 2004 and March 2006. The 2004 survey was distributed to Washington users, and 560 from all types of libraries responded. On balance, respondents were very positive about wa.lii.org, although awareness was significantly lower than that of the parent site, lii.org. Findings included:

- 66% of respondents had heard of wa.lii.org
- 83% were unfamiliar with the wa.lii.org newsletter
- 79% cited high interest in general Washington resources; 74% in Washington current events resources
- 42% were unaware of theme collections

The survey results indicated a significant need for increased marketing efforts, as well as the need to establish relevance rankings to search results so that Washington-related resources topped lists.

The 2006 survey was distributed to lii.org users. Of more than 6000 responses, 2% indicated Washington residence. Overall, responses were very positive about LII, endorsing the Web site, newsletter and featured collections. From January – March 2006, site hits totaled 32,000,000 (up 6% from the preceding quarter).

The Washington subscription was not renewed for 2007.

Cost

Annual subscription fees (note that the fee for 2004–2005 was paid with state rather than LSTA funding):

| | |
|-----------|----------|
| 2002-2003 | \$20,000 |
| 2003-2004 | \$30,000 |
| 2005-2006 | \$30,000 |

Marketing of VRS

In addition to providing online access to the Marketing Guidelines (see the 2002 King County Library System and University of Washington grant project and Videoconference sections), Steering Committee members discussed ways in which the project could help Washington libraries raise awareness of VR services. In fall 2003, they recommended that the project contract with skilled librarian spokespersons to provide informational presentations to lay audiences (e.g., Parent-Teacher Associations, Scout organizations, civic groups, faculty units). A contract consultant designed a template for presentation coordination, logistics, equipment, and related needs. These presentations would be coordinated with local libraries to highlight the benefits of chat reference service and also demonstrate the local VR application. The project coordinator designed a PowerPoint presentation with variations customized for specific audiences (such as students or business people). Six “library ambassadors” were recruited and trained in January 2004.

The availability of the library ambassador service, which was free to any Washington library, was widely announced via online discussion lists. Steering Committee members and individual ambassadors were encouraged to contact their own and other libraries to promote the idea. In spite of these efforts, only two requests were received between February and September 30, 2004, when the ambassador contracts expired. One presentation was made to 22 Rotary Club members and another to eight law faculty members.

However, the ambassadors did provide a significant service. Homeschool groups were identified as a logical audience for the presentations. The project sponsored an exhibit booth at the annual Washington Homeschool Organization (WHO) convention at the Western Washington Fairgrounds in June, and the August WHO curriculum exhibit in Spokane, as well as a ninety-minute class introducing VR at the convention. An estimated 400+ visitors stopped at the booth during the two-day June convention and 53 participated in the class. About 150 homeschool parents stopped at the booth at the Spokane WHO exhibition. The response to demonstrations was very positive, generating many useful questions. Although there was little awareness of VR service among attendees prior to these events, there was a high level of appreciation for its quality, availability, and applicability for homeschool use.

Eighty-three individuals attended presentations, including the convention workshop, and approximately 550 visited exhibit booths, increasing the awareness of VR services for some 633 Washingtonians.

Cost

| | |
|------------------------------------|-------------------|
| Ambassador template fee | \$1,125.00 |
| Ambassador presentation fees | 2,650.00 |
| Ambassador travel reimbursements | 308.50 |
| WHO convention and exhibition fees | 1,219.00 |
| Total | \$5,302.50 |

Evaluation

Following the development of training and marketing activities, the Steering Committee agreed that libraries offering VR needed evaluation procedures and methods. The Needs Assessment Subcommittee was given the task of developing a methodology that could be used by grant project libraries, since the second grant cycle would end in September 2004. *VET: the Virtual Evaluation Toolkit* was the product of seven subcommittee meetings and test evaluations at three libraries (Skagit Valley College, King County Library System, and King County Law Library). Subcommittee members collected, sorted, and assessed relevant information. The tools were adapted from "Anytime, Anywhere Answers" curriculum exercises, existing methods in use at subcommittee member libraries, and a variety of online and print resources. The project coordinator compiled and edited the documents, and two "Anytime Anywhere Answers" trainers were contracted to perform the test evaluations.

The VET manual is organized in three levels, based on resources (staff, time, funds, etc.) needed to put the tools into practice. Libraries are encouraged to use whatever tools or combination of them that is appropriate to the local situation. Test evaluations implemented Level I tools, and then met with staff members at each of the libraries.

The evaluators presented their final reports on test sites in July 2004. Significant findings included:

- Evaluators not associated with the test sites (as employees or patrons) are very important to an objective assessment.
- If a series of evaluations will be made, each should be completed before initiating another in order to avoid scheduling problems.
- Online authentication requirements must be identified prior to beginning virtual activities so that evaluator anonymity can be ensured.

A number of modifications were made to VET as a result of the evaluator reports.

The test evaluation reports were incorporated into the VET manual, which was published on the project Web site. An announcement of its availability was widely distributed, and a program outlining its content and use was presented at the 2004 Virtual Reference Desk Conference.

Three months after completing the test site evaluations, a questionnaire was sent to each of the participating libraries to elicit comments on the process and the reports. All underscored the value of the evaluations and two indicated service modifications were made in response to evaluator observations.

Cost

| | |
|-------------------------------------|-------------------|
| Evaluator fees | \$2,000.00 |
| <u>Mailing and copying expenses</u> | <u>89.97</u> |
| Total | \$2,089.97 |

The Virtual Reference Summit

With continued expansion of VR services throughout the state, Steering Committee members were concerned about sustainability issues. They proposed a “Virtual Reference Summit” at which representatives from Washington libraries would discuss the future of VRS. The goal of the event was to generate ideas for replacing the LSTA-funded project with a mechanism that would provide continuing coordination and support in areas such as training, marketing, evaluation, vendor relations, and related concerns

Representatives from all Washington libraries involved in grant projects, QPWA, or others offering chat service were invited, as well as VR coordinators from surrounding states and British Columbia. A questionnaire was emailed to all invitees to determine awareness of project activities and potential barriers to continuing collaborative chat service. Twenty-nine responses were received. VRS had high visibility in this group. The biggest challenge to ongoing participation in VR by respondents’ libraries was lack of stable funding (11 responses). Comments included:

- “...the biggest hurdle for most any public school library is lack of trained staff and an infrastructure that would support VR implementation.”
- “While funding might be a problem, the real challenge is juggling a number of user services with limited staffing. Staff aren’t resistant, but they’re very stretched. And collaborations add the burden of trying to get to know other libraries while keeping up with one’s own.”

On February 9, 2005, 60 representatives from 29 libraries met at Seattle Public Library for an all-day forum. This began with presentations on prospects for the future, the potential and challenges of collaboration, and an overview of VRS activities to date. Afternoon breakout sessions discussed six topics in depth: marketing, training, evaluation, collaboration, technology, and the role of WSL. The summit ended with a summary discussion of participants’ ideas about and priorities for the future. Recommendations included:

- A survey of Washington libraries to determine interest in and support for continuing service and coordinated support.
- The critical need for a coordinator position at WSL to provide leadership.
- A transitional state-level council that includes representatives from multi-type libraries and multiple regions.
- Collaboration is essential to success.
- High quality training must be provided on a continuing basis.

Evaluation forms indicated that the event was successful on several levels:

- It increased knowledge and understanding of both the project and participating libraries.
- Meeting representatives of libraries currently delivering VR and hearing about their experiences was invaluable.
- Participants felt that the event succeeded in its goal of developing proposals for the future.
- Steering Committee members expressed great satisfaction with recommendations and the enthusiasm for collaboration.

The post-summit survey was widely distributed to all event attendees and online discussion lists in March 2005. Responses were received from 20 public, ten academic, and three special

libraries including eight offering chat service and 23 providing email reference. The results showed wide interest and support for VRS:

- 27 stated that chat service was “somewhat” or “very” important
- 28 were willing to contribute funding for a coordinator position
- The most important support activities were identified as training (24) and marketing (20)

Respondents offered many comments and concerns:

- “For us it's taking on something new when we already have staff stretched in handling current projects. Another one is the issue of the differences between public and academic, and how well it would work to combine the two types of clientele.”
- “Virtual Reference seems like an obvious "collaborative" service. Our experience with the Ask Us 24/7 group and 24/7 Reference have been positive. The flexibility offered by both groups has allowed our service to flourish.”
- “I think our students would use the service, but this institution does not have a lot to contribute in terms of time or money. The system may not be able to support many such participants.”
- “Without a coordinator in place, I'm concerned that there will not be an individual or entity charged with providing vision for the development and enhancement of this service.”

The Summit itself, plus the pre- and post-event surveys, provided invaluable information for use as the foundation for Steering Committee planning for the best course for VRS and methods to support libraries offering collaborative chat reference service.

Final Transcript Analysis – Patron Experiences in Chat Sessions

From 15–21 May 2006, libraries providing chat reference service were asked to review up to 50 transcripts of completed sessions. Each transcript was analyzed for indicators of service quality as expressed by user comments and behaviors during the session, using a checklist of relevant issues and actions. This checklist was based on materials used in the “Anytime, Anywhere Answers” training, procedures used at the University of Washington, and also the peer review process developed at Seattle Public Library. Evaluators were also asked to include noteworthy negative or positive comments made by customers.

Eleven of 21 (five public, three academic, and three special) libraries responded to the request. They reviewed a total of 399 transcripts of sessions conducted by local staff members and also by staff from other libraries participating in cooperative coverage. Complete results are provided in the table below.

| NUMBER OF USER EXPERIENCE REPORTS IN TRANSCRIPTS | | | | | |
|---|--|------------|-------------|-------------|--------------|
| | ISSUE | PUB | ACAD | SPEC | TOTAL |
| 1 | User compliments (e.g., the service, the librarian, the resources, etc.) | 4 | 11 | 15 | 30 |
| 2 | User criticisms (e.g., the service, the librarians, the resources, timeliness, etc.) | 2 | 2 | 2 | 6 |
| 3 | User thanks the chat provider | 118 | 135* | 33 | 286 |
| 4 | User resolutions (mentions/discusses questions, problems, or needs fully answered or resolved) | 5 | 10 | 9 | 24 |
| 5 | User notes time or effort saved | | 2 | 9 | 11 |
| 6 | Chat provider remained attentive throughout the interaction | 144 | 136* | 36 | 316 |

| | | | | | |
|----|---|----|----|----|-----|
| 7 | Chat provider invited the user to ask additional questions | 57 | 47 | 28 | 132 |
| 8 | Chat provider was absent or inattentive in the interaction | 10 | 7 | 1 | 18 |
| 9 | Chat provider failed to invite added questions or return to the service for more help | 43 | 60 | 6 | 109 |
| 10 | Technical problems (e.g., connection or software) reported | 69 | 16 | 5 | 90 |
| 11 | User expresses positive judgment of chat provider's skills | 6 | 1 | 10 | 17 |
| 12 | Other comments reflecting user satisfaction with the service | 5 | 6 | 9 | 20 |
| 13 | Other comments reflecting user dissatisfaction with the service | 1 | 2 | 1 | 4 |

Note that issues 6, 7, 8, and 9 were chat provider behaviors that evaluators judged on the basis of transcript content. Overall, the 673 positive behaviors and comments (issues 1 through 7) were more than double the 309 negatives (8 through 13). At the same time, the analysis identified definite service inconsistencies, particularly the frequent failure to ask whether the customer had more questions and invite him or her to return. These are important considerations that should be addressed through training, policies, and/or the use of scripted messages. There are also technical concerns that public libraries in particular will need to address, either locally or with vendors.

User comments from chat session transcripts included the following:

- **Public Libraries**
 - "I am from TURKEY I am waiting your reply then, thank you."
 - "Thanks a lot, that was quite an abundance of information."
- **Academic Libraries**
 - "Your library reference and research service is a marvel. Thank you very much."
 - "now I've gotta go get this thing done in the next two hours...wanna write it for me? ☺ seriously, you've been a great help. Thanks and have a good day."
- **Special Libraries**
 - "What a time saver! Keep up the good work. And the transcript WOW I didn't know I didn't need to take notes!"
 - "Very impressive...I now see the website. – thanks so much for your help."

A report of the evaluation results was shared with all Washington libraries providing chat service and also posted to the project Web site.

Finally, a verbatim comment from the 2003 Customer Satisfaction Survey indicated the interest in VRS: "Give more guidance and examples of projects that can be funded, specifically for Virtual Reference grants."

IV. Progress of Library Initiatives and Services

Implementation of Outcomes Based Evaluation

As its first effort to implement Outcomes Based Evaluation (OBE) into WSL’s LSTA program, the Library Development program sponsored a basic OBE training on December 16-17, 2003. Approximately 40 persons attended representing 22 different library organizations from across the state. Participants included WSL Library Development staff; WSL management; members of the Library Council of Washington; advisory committee members supporting LSTA funded statewide initiatives; and local librarians managing LSTA funded sub-grants. Claudia Horn, Performance Results, Inc. was the trainer; Michelle Farrell, IMLS program officer, also attended. WSL staff had worked with IMLS’s Karen Motylewski to design the training. As an outgrowth of the training, the Connecting Learners with Libraries project incorporated the OBE evaluation technique into its implementation.

As a follow-up to the basic OBE training, six WSL Library Development staff attended an advanced training, sponsored by IMLS, in Washington, D.C. WSL staff were Karen Forsyth, Karen Goettling, Elizabeth Iaukea, Rhona Klein, Jeff Martin, and Rand Simmons.

A subsequent effort to infuse OBE into the LSTA program was to designate the Connecting Learners to Libraries (CLL) project an OBE project. The project manager was Rhona Klein.

The CLL project’s overarching goal was to initiate and share cooperative public library and school information literacy projects that were aimed at increasing students’ information literacy skills, i.e., students’ ability to locate, evaluate, and use information.

The CLL project’s advisory committee decided at the onset of its planning that it would infuse OBE into all aspects of its organization and activities, and evaluate the project’s success in meeting its goals according to an OBE model.

The project identified 4 major outcomes and data sources listed in Table 1 below:

| Outcome | Data Source |
|---|--|
| Public Library and K-12 staffs increase level of collaboration | Pre- and post-tests (i.e., surveys) both statewide and of grantees |
| Public Library and K-12 grantees demonstrate awareness of each others’ services and resources | Pre- and post-surveys of grantees before participating in an OBE workshop and after completion of their grants |
| Public Library and K-12 grantees demonstrate awareness of education issues that affect student achievement | Pre- and post-surveys of grantees before participating in an OBE workshop and after completion of their grants |
| Public Library and K-12 grantees increase their information literacy skills (as measured by knowledge of research models) | Pre- and post-surveys of grantees before participating in an OBE workshop and after completion of their grants |

The CLL project’s advisory committee formed an OBE subcommittee whose charge was to develop a logic model for the project and oversee all of CLL’s OBE efforts and activities (see Table 2). Members of the OBE subcommittee completed the basic OBE training previously described.

The OBE subcommittee worked closely with consultants hired to provide OBE training to CLL sub-grantees at a fall 2005 one and on-half day retreat. The main goal of the OBE retreat was to provide sub-grantees with the tools necessary to measure and report the success of their projects. In addition to the workshop training, retreat participants received notebooks containing resources designed to assist them with their OBE work. (The notebook can be viewed at <http://www.secstate.wa.gov/quicklinks/CLL-OBE>.) By the conclusion of the retreat training, participants had created a draft evaluation plan for their projects. Over 100 sub-grantees participated in the two years of OBE training. Additionally, the 2006 sub-grantees were required to: 1) develop a logic model for evaluating their projects; and 2) report their projects' success in an OBE format.

Another tool the CLL project developed was an online workshop which was made available to all library staff around the state to help them improve their skills and knowledge in several areas. This workshop included a chapter on OBE.

Throughout the CLL project's development, it has been conducting pre- and post-tests and surveys of sub-grantees to measure the project's success in meeting its goals as established in its logic model. As of this writing (February 2007), CLL still has one final post-test to conduct that will provide data on how sub-grantees benefited from their participation in the project, and in what ways their skills, knowledge and behaviors have changed.

| Table 2 | | | | | |
|--|--|--------------------------------------|------------------------------------|--------------------------------------|-----------------------|
| | Indicators | Applied to | Data source | Data interval | Goal or Target |
| Outcome 1 | | | | | |
| Public Library & K-12 staff increase level of collaboration | Percent/number of public libraries & schools that communicate at least MONTHLY about student issues | Public libraries & schools statewide | OSPI & Connecting Libraries survey | Pre-survey: 2004 Post-survey:2007 | 80% |
| | Percent/number of schools that have links to public library Website | Grant participants | Website | One year | 50% |
| | Percent/number of public libraries that have links to school Website | Grant recipients | Website | One year | 50% |
| | Percent/number of schools that direct reference questions to public libraries | Grant recipients | Survey | Survey | 75% |
| Outcome 2 | | | | | |
| Public Library & K-12 staff demonstrate awareness of each others' services and resources | Percent/number of public library staff who are aware of their local schools' databases | Grant recipient | Pre- and Post-project surveys | One Year | 90% |
| | Percent/number of K-12 staff who are aware of their public library's databases | | | | 75% |
| | Percent/number of K-12 staff who are aware of their public library's collections that support student research | | | | 90% |
| | Percent/number of K-12 staff who are aware of programming at the public library that support student research | | | | 90% |
| | Percent/number of public library staff who are aware of how their collections and programming support student research | | | | 60% |

Table 2 (cont.)

| | Indicators | Applied to | Data source | Data interval | Goal or Target |
|---|---|------------------------------------|-------------------------------|----------------------|-----------------------|
| Outcome 3 | | | | | |
| Public Library & K-12 staff demonstrate awareness of education issues that affect student achievement | Number/Percent of public library staff who indicate they are somewhat or highly familiar with <ul style="list-style-type: none"> • Culminating Project requirements • WASL scores • Essential Academic Learning Requirements (EALR) • Grade Level Equivalents (GLE) | Grant recipients | Pre- and Post-project surveys | One Year | 75% |
| | Number/Percent of K-12 staff who indicate they are somewhat or highly familiar with <ul style="list-style-type: none"> • Culminating Project requirements • WASL scores • Essential Academic Learning Requirements (EALR) • Grade Level Equivalents (GLE) | | | | 90% |
| Outcome 4 | | | | | |
| Public Library & K-12 staff demonstrate awareness of research models | Number/Percent of public library staff who can identify the research model used in their local schools. | Grant recipients | Pre- and Post-project surveys | One Year | 50% |
| | Number/Percent of K-12 staff who can identify the research model used in their school | | | | 90% |
| | Number/Percent of public library staff who can identify at least 3 components common to multiple research models | | | | 40% |
| | Number/Percent of K-12 staff who can identify at least 3 components common to multiple research models | | | | 75% |
| Outcome 5 | | | | | |
| Retreat participant demonstrate an increased understanding of OBE | | Grant recipients attending retreat | Retreat Evaluation | End of Retreat | 100% |

The tests and surveys the CLL project has conducted and analyzed to date offer the following data on project outcomes:

| Table 3 | | | |
|---|-----------------|------------------|-----------------|
| Outcome: K-12 & public library staff increase their awareness of each other's services and resources | | | |
| Percent of staff indicating they were "highly familiar" or "somewhat familiar" with the following items: | Type of Library | Before the Grant | After the Grant |
| • Partner library's databases | Public | 51% | 74% |
| | School | 75% | 100% |
| • Partner's collections | Public | 35% | 77% |
| | School | 71% | 84% |
| • Partner's programming | Public | 30% | 78% |
| | School | 71% | 79% |
| Average improvement for public library staff | | | 38% |
| Average improvement for school library staff | | | 24% |
| Average improvement overall | | | 27% |
| Outcome: K-12 & public library staff increase their awareness of standards for student achievement | | | |
| Percent of staff indicating they were "highly familiar" or "somewhat familiar" with the following items: | Type of Library | Before the Grant | After the Grant |
| • Culminating Project requirements | Public | 51% | 75% |
| | School | 75% | 100% |
| • Washington Assessment of Student Learning (WASL) | Public | 67% | 90% |
| | School | 90% | 97% |
| • Essential Academic Learning Requirements (EALRs) | Public | 32% | 63% |
| | School | 89% | 91% |
| • Grade Level Expectations (GLE) | Public | 32% | 47% |
| | School | 87% | 95% |
| Average improvement for public library staff | | | 23% |
| Average improvement for school library staff | | | 11% |
| Average improvement overall | | | 17% |
| Outcome: K-12 & public library staff increase their awareness of information literacy skills | | | |
| Percent of staff indicating they were "highly familiar" or "somewhat familiar" with the research model used in the local schools. | Type of Library | Before the Grant | After the Grant |
| | Public | 41% | 53% |
| | School | 77% | 95% |
| Average improvement for public library staff | | | 12% |
| Average improvement for school library staff | | | 18% |
| Average improvement overall | | | 15% |

Information Literacy in Washington Community and Technical Colleges

The Information Literacy in Washington Community and Technical Colleges project also incorporated OBE into its implementation.

The purpose of the project was to create interdisciplinary teams of librarians and faculty from Washington two-year community and technical colleges who collaboratively developed and implemented programs utilizing information literacy as both a lifelong skill and an instructional strategy. Participants attended an ACRL Immersion program with the goal of strengthening information literacy pedagogies and librarian's teaching. Assessments demonstrating the relationship between information literacy and student success were implemented. The project provided resources that enabled librarians to acquire the skills necessary to transform teaching by integrating information literacy throughout the curriculum.

Outcomes, assessment, and criteria for the project are listed in Table 4.

| Table 4 | | |
|---|--|--|
| Outcome | Assessment | Criteria |
| Authentically assess student's IL within courses to determine student ability in the context of a course or program, as well as determine specific contributions of the library to overall student success. | Spreadsheet for each college indicating distribution of assessments by academic department. | 75% of colleges will incorporate authentic assessments. 25% of colleges will incorporate authentic assessments in at least three academic and professional/technical departments. |
| | Pretests of student knowledge of IL concepts before library instruction in selective classes where authentic assessments will be administered; improvement rubric will be distributed to discipline faculty. | Student performance will improve from pretest to learning assessments by 40%; discipline faculty will indicate student papers and projects demonstrate improvement by at least two points on a five-point rubric as compared to classes where library instruction was not incorporated. |
| Increase the level of knowledge and ability of library faculty and directors in five key instructional areas (teaching/pedagogy, learning styles, management/leadership, assessment, and IL) in order to effectively teach in and manage excellent IL programs. | Pre- and post-assessments of IL programs using ACRL Best Practices as the rubric. | 20% increase in program implementation effectiveness in 50% of the colleges between beginning and end of four-year grant cycle. |
| | Curriculum design evaluation by Immersion workshop leaders. | 90% of design plans and work projects will receive at least a three on a five-point rubric; 75% will receive at least a four. |
| | Library faculty self assessments. | 75% of library faculty participating in the Immersion workshop will indicate at least a one point improvement on a five-point rubric on their own ability, confidence, and understanding of the five key areas of the Immersion curriculum; 50% will indicate a two-point change. |
| Educate faculty teaching in the disciplines about IL as both skill and pedagogy in order to establish IL and resource-based learning as creative, successful and viable instructional strategies and to transform teaching within many of classrooms. | Survey of participant faculty use of resource-based-learning, knowledge of IL, use of IL and use of integrated assessments. | 75% of participating faculty will incorporate resource-based learning or inquiry-based learning as a pedagogical strategy; 75% of participating faculty will indicate an increased understanding of IL; 35% of participating faculty will incorporate integrated assessment of IL into courses; 35% of faculty will indicate resource-based-learning improves student classroom experience, enhances learning and adds creativity to their teaching. |
| Collaboratively design plans for implementing IL on each of our 34 campuses in order to be strategic rather than tactical in our development of IL programs. | Spreadsheet of implementation and plan development. | 25 colleges will develop a plan and 15 will implement 15% of the plan by year four. • Develop data collection and reporting instruments that focus on student learning and retention in threshold courses in order to assist directors in measuring the library's contributions to student achievement. |
| | Spreadsheet of instruments; survey of library directors. | 75% of library directors will indicate the instruments developed are effective in documenting the instructional and student success and retention dimensions of the library to administrators. |

V. Lessons Learned and Future Directions

The process for identifying lessons learned and recommending future directions followed three steps. First, WSL staff members were consulted individually to elicit information related to their projects and activities. The resulting comments provided the basis for a group discussion. The Library Council of Washington produced another list during a brainstorming session at a quarterly meeting. All of these observations were compiled, edited, and amplified. The final list includes a wide range of considerations that affect both WSL and the Washington library community.

Communication

This is a theme that overarches and permeates all LSTA efforts at WSL. 2003 Statewide Database Licensing (SDL) focus groups repeatedly cited the need for more information, delivered sooner. This was reiterated by many comments in the 2003 Customer Satisfaction Survey, and is heard constantly from colleagues around the state.

- *Lessons learned:* There is no “silver bullet” that effectively distributes information to the library community. Individuals and groups respond to different methods, and a combination of approaches is necessary. These approaches include online discussion lists, email announcements, ground mail, telephone calls, Web site postings, and staff presentations.

Getting information to front-line library staff continues to be difficult. No single cost-effective method or tool has been identified that consistently reaches specialists (e.g., staff members involved in or responsible for specific areas such as reference, children’s services, collection development, automation, or cataloging).

- *Progress:* Regular attendance at the Library Media Directors Council (LMDC) and Public Library Directors meetings by WSL staff offers increased opportunities to share information about LSTA services and activities.

WSL Updates is a great success. This digest of announcements is emailed weekly to a wide audience. Online registration for the list is available on the WSL Web site and nearly 1,900 individuals are now subscribed. Published continuously since May 2004, each mailing offers four to six short descriptions of upcoming training workshops, grant opportunities, conferences, surveys, events, and related information. The timeliness of announcements and the format of headlines followed by content make it easy for the receiver to determine whether articles are relevant to personal needs.

The Clippings digest of library news appearing in Washington publications is widely distributed and commended as a source of information. Both Clippings and WSL Updates include a searchable archive.

- *Recommendation:* Continue to repeat messages in both familiar and new channels. There are always individuals needing information who have not received it.
- *Recommendation:* Identify other organization meetings for attendance by WSL staff, such as the Washington Library Media Association (WLMA) Board, CLAMS (College Librarians and Media Specialists), and Special Libraries Association – Pacific Northwest.

- *Recommendation:* Determine methods for assessing who is reading WSL Updates, implement an evaluation, and explore ways to increase readership based upon the results.
- *Recommendation:* Explore the use of new communication mechanisms, such as online blogs, wikis, podcasts, and RSS. Web conferencing and telephone conference calls should be used as appropriate to deliver information to groups.
- *Recommendation:* Cross-seed information from one instrument to another. Examples: offer instructions on subscribing to Clippings or discussion lists in WSL Updates, and share information between Updates and WebJunction.

Administration

Administrative procedures and policies continue to evolve in response to changing issues, technology, and priorities.

- *Lessons learned:* It is critical to understand and respect the evolution of projects over time. There is a tendency for staff to underestimate the time needed to complete activities. Statewide projects take much longer to get underway than is expected at the time of the original proposal. It also takes longer than anticipated to significantly influence and improve library services, policies, and procedures.

An unresolved difficulty in managing projects is what to do at the end of a project. Given present staffing structure and caps on FTEs, the project manager will either leave the agency or go on to manage another assignment. Although there is continued interest in the field, there may be no one to provide continued consulting or manage the project Web site.

- *Progress:* Projects increasingly build on what is learned from one type of training to another, within a project, and across projects. This is an effective approach, since the learning process works best when it is shared and spread over time.

The timing for implementation of projects has also evolved. The typical three-year cycle for project implementation has changed. Formation of advisory committees and planning with the committee for implementation now takes much of the first year of a project. The second, third, and sometimes the fourth year of a project provide opportunities to conduct trainings and other workshops along with running grant cycles. The final year of a limited number of projects is currently devoted to project wrap-up, evaluation, and reporting on lessons learned and best practices. More projects need to adopt this approach to project completion.

- *Recommendation:* Continue to explore methods for increasing project flexibility and ensuring timeliness. Review past projects to determine where extra time was needed and apply what is learned to future undertakings, making project timelines adaptable when possible.
- *Recommendation:* Clear messages and simple procedures are crucial for continued success. LCW should increase outreach to constituents to ensure understanding of issues that relate to community needs and ways in which LSTA serves them.
- *Recommendation:* Use caution when pursuing funding additional to that received through the LSTA State Programs grant. Pursuing funding can be labor intensive and time consuming.

Sustainability

The typical three-year project timeline is not always sufficient to complete envisioned goals. Projects cannot simply terminate with the expectation that the services will continue to be supported or replicated by libraries without guidance. Financial, political, and technological situations change in ways that mean initiatives may be responding to “yesterday’s needs.”

- *Lessons Learned:* Successful projects in which multiple libraries cooperate across the state are robust and gain adherents under continued WSL coordination. Sharing best practices from these projects is an important part of ensuring that services continue smoothly beyond the end of LSTA funding. Staffing limitations (FTE caps) at WSL have made it difficult to continue and initiate new projects.

Moving projects funded through LSTA to state funding has proven difficult. The political and economic climate of Washington has been such that the legislature is not willing to fund projects they perceive as “successfully” underwritten by federal and/or local funds, e.g., the Statewide Database Licensing project.

- *Progress:* The role of WSL in negotiating contracts and brokering fees through Statewide Database Licensing is critical to the ongoing cost-effective and balanced use of federal funds for Washington libraries and their customers. In 2004–2005, the outcome of the RFP process was a 50% reduction in price of the annual contract (from \$1 million to \$500,000).

Database trials are offered each spring, allowing libraries to test and compare new products.

Strong advisory committees with representation from a wide range of libraries contribute toward sustainability by keeping constituents updated and reporting their concerns to WSL staff. This information is used to make certain that project activities and procedures are relevant, beneficial, and consistent for all participants.

The conversion of the VRS training curriculum to a self-paced online tutorial hosted by RUSA (Reference and User Services Association division of the American Library Association) is a good example of sustaining program benefits beyond the end of a project. This transfers long-term responsibility for maintaining the tutorial to a large, expert organization while guaranteeing free access for all libraries and individuals that wish to use it.

- *Recommendation:* Consider other areas in which WSL could negotiate agreements or broker purchasing beyond database licensing, such as cataloging, acquisition of world language materials, virtual reference cooperative services, and filtering software. However, the feasibility of the workload for current staff, given limits on positions, must be considered. In addition, the database trial model could be used for filtering software and other products.

Marketing & Awareness of LSTA-Funded Activities

There is marked improvement in the awareness of WSL efforts in library development across Washington, but much remains to be accomplished.

- *Lessons learned:* The visibility and, therefore, the effectiveness of WSL is greatly enhanced through increased staff site visits, presentations, conference exhibits, training opportunities and other personal interactions with libraries and staff members across Washington.

Many marketing materials developed for promoting awareness of LSTA-funded services and resources need information in context so that library staff better understand how to use them effectively. Some materials require specialized skills and/or equipment for use. As a consequence, small libraries or those without dedicated staff may not be trained or equipped to take advantage of items provided by WSL. The online Toolkit provided by the Outreach Training Initiative in 2005 is a case in point. The print materials, radio ads and guides provided were under-used, largely due to the expertise required to employ them productively.

The implementation of the Washington WebJunction site was promoted prematurely. To prevent disappointment in a new service, marketing should be delayed until it offers substantial, useful content.

- *Progress:* The legislative fact sheets developed and distributed for the past four years are useful far beyond the original purpose, which was to provide information to legislators on LSTA funding for each district in the state. Legislators certainly see them as a personal tool and request them. Fact sheets also are important to libraries, which use them to provide details on the significance of LSTA to trustees, staff, community leaders, and customers. Congressional district fact sheets are an important informational tool that emphasizes the importance of federal LSTA funding to the people of Washington.
- *Recommendation:* Prior to distributing materials, introduce them at workshops, conference presentations, conference exhibits, and other events. Provide background information on the WSL Web site.
- *Recommendation:* Ensure that materials intended for local use are provided in a format that is readily accessible and easily customized.

Training

The 2003 Customer Satisfaction Survey ranked training high on the list of services offered to Washington libraries through LSTA funding. Nonetheless, survey comments and suggestions indicate that there is room for improvement. The need to build library capacity for providing improved customer service is unlimited.

- *Lessons learned:* Topical training is amplified when linked to grant project awards, offering an opportunity for libraries to apply what is learned in the training to their activities and services.

The timing of training opportunities is critical. When training precedes the implementation and use of an application or service by a lengthy period of time, much of

what was learned is lost. Training is most effective when offered in the context of current activities.

Offering workshops in multiple locations across the state is responsive to local needs, reaching staff members in many more libraries, and reducing travel time and expenses. There is increased good will for WSL as a result.

Using peers as trainers is highly beneficial, as proven by both the K-12 Library Initiative and Cooperative Virtual Reference Project. Training participants respond well to colleagues who are engaged in similar job duties. Peer trainers bring added knowledge, skills, and abilities from their workplaces that augment the curriculum.

General library programs that center on staff requirements and activities are not appropriate for trustees, as evidenced by evaluations from the 2003 WILL (Workshop in Library Leadership) conference. Trustees want training that pertains to their responsibilities and interests.

Giving local library staff specialized skills enables them to act efficiently and independently.

- *Progress:* The Statewide Library Outreach Training Initiative made training an eligibility requirement for grant awards, enhancing the skills needed by library staff in order to implement a project successfully.

The 2005 WILL Conference focused on practical programming for library board members, such as budgeting, planning, legislative issues, the Open Meetings Act, the Public Disclosure Commission, and advocacy.

More project training opportunities, as well as increased WebJunction tutorials and the use of interactive training from Amigos, are being offered online. This is cost-effective for both WSL and local library staff members, reducing travel time and expenses. In some cases, the use of online training can suffice for the need to hold multiple trainings statewide. Training that would previously have been offered at a day-long, face-to-face workshop, for instance, can now be spread over several weeks, meeting an hour at a time each week with time between sessions for self study and practice. This format has been shown to provide a more effective learning experience for learners.

The Statewide Library Outreach Training Initiative offered media relations training, which was appreciated for its focus and immediate usefulness.

VRS training began with an in-person orientation followed by five weeks of online activities. This blended-learning approach was an effective delivery method for providing in-depth training to distance learners.

IT CE training reduces the cost of very expensive technology training, especially for small libraries.

CE grants provide individual libraries and library staff assistance with funding to attend workshops and conferences, and to hire trainers for their staff. This makes it possible for libraries to decide on their own what training and CE will provide the most benefit to them and their libraries. This funding is especially appreciated when applied to national conferences where costs are especially high.

- *Recommendation:* Offer training after determining that it has immediate application, and include suggested experience levels for participants in announcements.
- *Recommendation:* Use blogs, wikis, and other online formats to provide awareness-raising sessions, then follow up to determine whether there is an interest in or real need for training in that area.
- *Recommendation:* Implement a needs assessment prior to providing training in new topical areas to determine whether it is practical and appropriate.
- *Recommendation:* When training is spread over more than one session, provide meaningful activities for participants to complete between the dates. Example: At the end of a session, participants write planned activities on a postcard that is mailed to them prior to the next session.
- *Recommendation:* Break training into individual components that can be easily and meaningfully used at the local level.
- *Recommendation:* Schedule training carefully to ensure that it is cost-effective from the library staff perspective. In order for it to be cost-effective (whether a fee is charged or not), it must take participants' travel time and expenses into account.
- *Recommendation:* Continue successful training to ensure that new staff members benefit and that former participants stay up-to-date.

Collaboration

Libraries in Washington State have a strong tradition of independence, but the converging effects of technology and funding encourage cooperation. Sharing resources, staffing, and systems offers cost benefits and strengthens services.

- *Lesson learned:* Partnered grants build relationships among libraries, staff members, and communities.

Multi-type workshops that bring public/academic/school library staff members together promote cooperation, camaraderie, and problem-solving, as well as an awareness of shared concerns.

Working with other government agencies, such as the Office of the Superintendent for Public Instruction and the Governor's Office, increases the effectiveness of WSL efforts, and also develops awareness of and respect for Washington libraries.

- *Progress:* Many grant applications are written to encourage partnerships, both with other libraries and non-library organizations. This is accomplished either through weighting to favor partnered projects or as an eligibility requirement.

The Connecting Learners to Libraries project's primary goal is to encourage cooperation between public and school libraries to increase students' information literacy skills.

- *Recommendation:* While partnerships should be encouraged, requiring too many partnerships during years in which there are a number of grant cycles may limit the number of grants for which some libraries can apply. Smaller libraries, with limited staffing, may also be limited in the number of partnerships they can develop and sustain.

VI. The Evaluation Process

Work on evaluation of the 2003–2007 LSTA Five-Year Plan began in February 2006. The lead WSL staff member from February through September 2006 was Buff Hirko, Statewide Virtual Reference Project Coordinator at WSL. Work was coordinated and reviewed by Rand Simmons, Library Development Program Manager, Jeff Martin, LSTA Administrator, and Karen Goettling, Assistant Program Manager.

All Library Development staff, and the staff of other subrecipient libraries, contributed information for the development of this report. WSL staff members responsible for LSTA projects and programs were interviewed individually, and the group discussed progress and lessons learned during the evaluation period. A similar discussion was held with members of the Library Council of Washington. Notes from these meetings were combined with an extensive collection of documents to prepare this report. Records included annual LSTA Washington State Program Report Summaries, the 2003–2007 Washington State Library Services and Technology Act Five-Year Plan, the 2003 Customer Satisfaction Survey results, a variety of project and budget reports, training databases, statistical compilations, project Web sites, and related files. The first draft of the report was prepared between May and September 2006.

In September 2006, a Washington LSTA 5-Year Evaluation survey was electronically distributed to staff members at libraries of all types throughout the state. WSL contracted with Steve Hiller, Director of Assessment and Planning with the University of Washington Libraries, to provide expertise and guidance with the survey as well as the evaluation report. The characteristics of the 370 survey respondents may be seen in Appendix 1, LSTA Five-Year Evaluation Survey. They represent a broad cross-section within the Washington library community when viewed by geographic location, by library type, and by position.

During the period October 2006 through March 2007, a major revision to the first draft was completed to more closely align with IMLS formatting guidance and the WSL LSTA Five-Year Plan. Approval for submission of the revised draft was given in late March 2007.

Numerous hours have been dedicated by staff for completion of the evaluation report. The value of this time is likely in excess of \$21,000. A single contract was issued for assistance in conducting the LSTA Five-Year Evaluation Survey and in analyzing the 370 responses. This contract was issued for \$4,800.

Appendix 1. LSTA Five-Year Evaluation Survey Analysis

Analysis of the LSTA Five-Year Evaluation Survey was developed by Steve Hiller, Director of Assessment and Planning with the University of Washington Libraries under contract to WSL.

Introduction and Methodology

This survey was designed to evaluate the effectiveness of specific LSTA funded programs by asking WSL community to rate and comment on them. WSL selected ten programs to evaluate and the survey was built around these programs. Survey design and pretesting took place during summer 2006. The survey asked respondents to rate their degree of agreement with a statement on program effectiveness. A four point rating scale was used – Strongly Agree, Agree, Disagree, and Strongly Disagree. Respondents also could choose “Don’t Know” if they did not have knowledge to rate the program. The survey instrument follows in appendix 2.

An invitation to take the Web-based survey was sent the week of September 11 to a number of address lists covering Washington libraries and librarians/media specialists. A reminder notice was sent September 21 along with a notice in the WSL Updates that week and the following week. The survey intent was not necessarily to gain a representative group of respondents (which was desirable) but to solicit widely for input from the Washington library community on LSTA funded programs administered by WSL. It is likely that most of the 370 survey respondents had either participated in an LSTA funded program or were knowledgeable about one or more of them.

Overall Ratings and Program Awareness

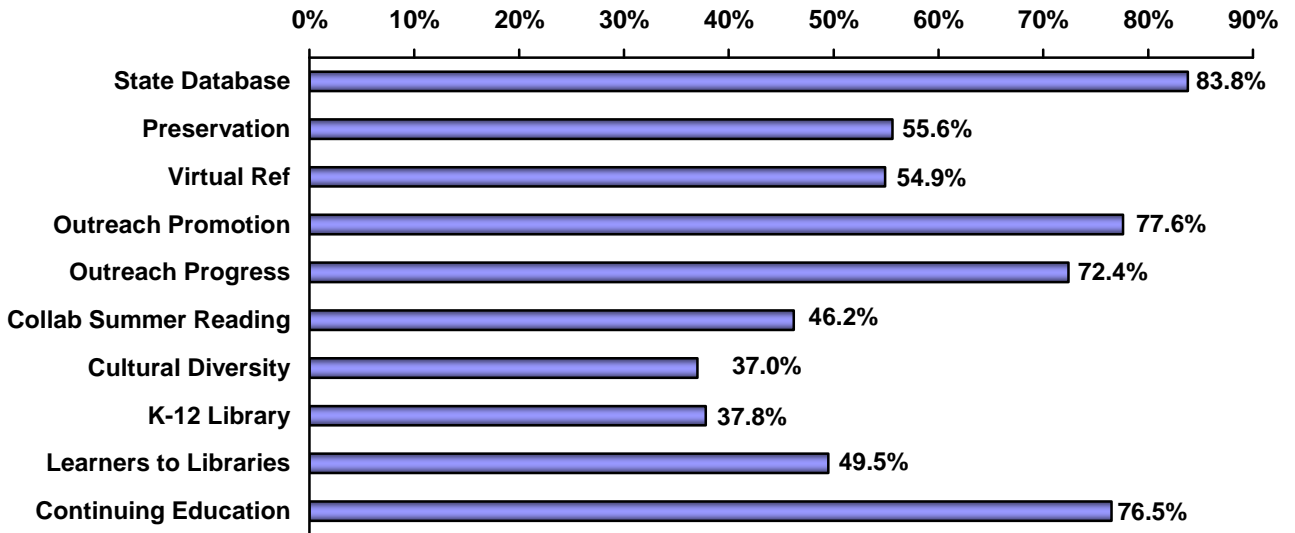
The results of the LSTA Five-Year Evaluation survey (Table 1) showed that respondents generally agreed that these LSTA programs were effective in achieving their goals. The Statewide Database Licensing and Continuing Education programs were seen as the most effective efforts while the outreach ones were rated least effective. However, even in the latter programs at least 75% of those respondents rating chose agree or strongly agree as to program effectiveness. Those four programs were also the ones that had the highest visibility and largest number of respondents rating them (Chart 1). There was moderate awareness of two others (Preservation Initiative Grants, and Virtual Reference Project), with knowledge of the remaining four (Collaborative Summer Reading Program, Cultural Diversity Initiative, K-12 Library Initiative, and Connecting Learners to Libraries) concentrated in a few specific library types.

The 370 respondents came from all types of libraries and from all areas of the state. They included library directors, managers and department heads, librarians and media specialists, library technicians and assistants, and specialist positions. In general, there were no substantial differences in program ratings by region, type of library, or position.

Table 1
Overall Responses (370 total respondents)

| Program (number of respondents rating program) | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean (4.0 Scale) | (Don't Know) |
|--|----------------|-------|----------|-------------------|------------------|--------------|
| Statewide Database Licensing (308) | 75.5% | 21.6% | 0.3% | 2.6% | 3.70 | 16.2% |
| Preservation Initiative Grants (204) | 46.6% | 49.5% | 2.9% | 1.0% | 3.42 | 44.3% |
| Virtual Reference Project (201) | 34.5% | 55.7% | 7.9% | 2.0% | 3.23 | 45.1% |
| Outreach Initiative Promotion (285) | 27.5% | 58.2% | 11.8% | 2.4% | 3.11 | 22.4% |
| Outreach Initiative Progress (265) | 24.3% | 60.1% | 14.2% | 1.5% | 3.07 | 27.6% |
| Collaborative Summer Reading (167) | 46.8% | 43.9% | 8.2% | 1.2% | 3.36 | 53.8% |
| Cultural Diversity Initiative (135) | 32.8% | 60.6% | 4.4% | 2.2% | 3.24 | 63.0% |
| K-12 Library Initiative (138) | 57.1% | 36.4% | 3.6% | 2.9% | 3.48 | 62.2% |
| Connecting Learners to Libraries (181) | 49.2% | 45.4% | 2.7% | 2.7% | 3.41 | 50.5% |
| Continuing Education Grants (280) | 66.8% | 29.7% | 1.1% | 2.5% | 3.61 | 23.5% |

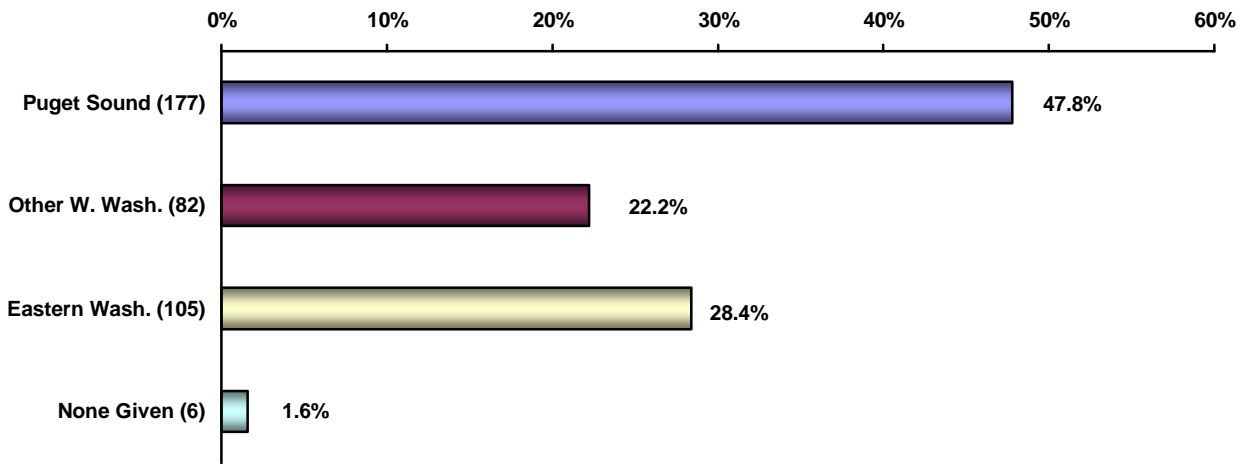
Chart 1. Program Awareness (% rating program)



Respondents and Results by Region

Respondents were asked to choose the region they worked in: Puget Sound (counties of King, Kitsap, Pierce and Snohomish), other Western Washington, and Eastern Washington (east of the Cascades). As Chart 2 shows, nearly half the respondents were from Puget Sound area with the remainder split between the two other regions.

Chart 2. Respondents by Region



There were no major differences in program rating by region as shown in Table 2. This was especially true for the programs with the highest visibility – Statewide Database Licensing, Continuing Education, and outreach training initiative promotion and progress.

Table 2
Mean Effectiveness Scores by Region
 (Scale of 1 Strongly Disagree to 4 Strongly Agree)

| | Puget Sound (177) | Other W. Wash. (82) | Eastern Wash. (105) | Overall Mean | Don't Know |
|--------------------------------------|-------------------|---------------------|---------------------|--------------|------------|
| Statewide Database Licensing | 3.68 | 3.77 | 3.67 | 3.70 | 16.2% |
| Preservation Initiative Grants | 3.47 | 3.40 | 3.35 | 3.42 | 44.3% |
| Virtual Reference Project | 3.28 | 3.11 | 3.22 | 3.23 | 45.1% |
| Outreach Initiative Promotion | 3.13 | 2.97 | 3.18 | 3.11 | 22.4% |
| Outreach Initiative Progress | 3.10 | 2.98 | 3.10 | 3.07 | 27.6% |
| Collaborative Summer Reading Program | 3.29 | 3.27 | 3.56 | 3.36 | 53.8% |
| Cultural Diversity Initiative | 3.26 | 3.24 | 3.23 | 3.24 | 63.0% |
| K-12 Library Initiative | 3.49 | 3.32 | 3.61 | 3.48 | 62.2% |
| Connecting Learners to Libraries | 3.40 | 3.37 | 3.45 | 3.41 | 50.5% |
| Continuing Education Grants | 3.63 | 3.57 | 3.62 | 3.61 | 23.5% |

Respondents and Results by Library Type

Respondents came from diverse types of libraries as seen in Chart 3. While it is difficult to determine how representative these are to the overall library community population, the number of respondents by library type is sufficient for comparative analysis purposes. Once again, as Table 3 shows, ratings did not vary substantially by library with the Statewide Database Licensing and Continuing Education rated highest in each library type. K-12 libraries also rated the K-12 Library initiative as very effective. However, those respondents in small public libraries (less than 100,000 population) tended to have somewhat lower ratings than those from other libraries, including large public libraries (more than 100,000). The geographic distribution of responses by library type generally did not vary substantially except in the case of 4 year academic libraries (lower in other Western Washington) and in small public libraries (lower in Puget Sound, higher in other Western Washington).

Chart 3. Respondents by Library Type

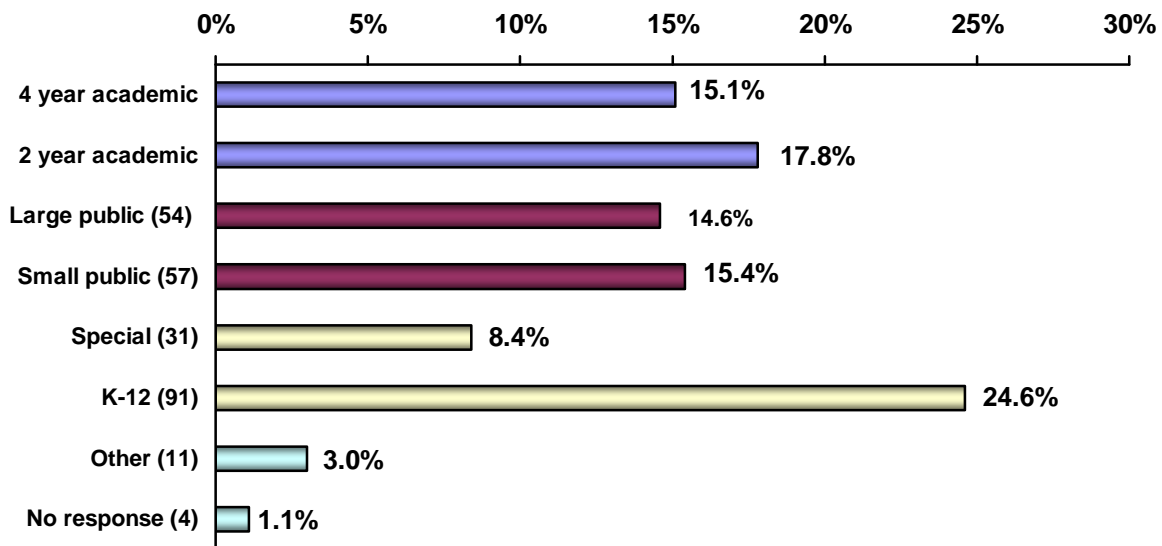


Table 3
Mean Effectiveness Scores by Library Type
 (Scale of 1 Strongly Disagree to 4 Strongly Agree)

| | 4-year academic | 2-year academic | Large public | Small public | Special | K-12 | Mean | Don't Know |
|----------------------------------|-----------------|-----------------|--------------|--------------|---------|------|------|------------|
| Statewide Database Licensing | 3.84 | 3.79 | 3.89 | 3.56 | 3.70 | 3.56 | 3.70 | 16.2% |
| Preservation Initiative Grants | 3.47 | 3.50 | 3.45 | 3.24 | 3.50 | 3.33 | 3.42 | 44.3% |
| Virtual Reference Project | 3.18 | 3.36 | 3.27 | 3.00 | 3.31 | 3.24 | 3.23 | 45.1% |
| Outreach Initiative Promotion | 3.18 | 3.09 | 3.11 | 2.88 | 3.15 | 3.23 | 3.11 | 22.4% |
| Outreach Initiative Progress | 3.13 | 3.13 | 3.00 | 2.88 | 3.17 | 3.17 | 3.07 | 27.6% |
| Collab Summer Reading Progr | 3.23 | 3.13* | 3.56 | 3.33 | 3.33* | 3.30 | 3.36 | 53.8% |
| Cultural Diversity Initiative | 3.30 | 3.18 | 3.45 | 3.20 | 3.50* | 3.03 | 3.24 | 63.0% |
| K-12 Library Initiative | 3.38* | 3.33* | 3.35 | 3.17 | 3.17* | 3.58 | 3.48 | 62.2% |
| Connecting Learners to Libraries | 3.27 | 3.35 | 3.56 | 3.31 | 3.29* | 3.42 | 3.41 | 50.5% |
| Continuing Education Grants | 3.57 | 3.66 | 3.72 | 3.47 | 3.75 | 3.57 | 3.61 | 23.5% |

*Less than 10 respondents

Respondents and Results by Position

More than half of the respondents were librarians or school media specialists followed by directors and department heads (Chart 4). Once again, there was little variation in program ratings by position (Table 4) except in the statewide database licensing which was rated lower by library technicians/assistants and other. In general, library directors and administrators tended to have somewhat higher ratings than those in other positions. There were some meaningful differences in positions by library type: 91% of the respondents from K-12 were librarians/media specialists and 42% of respondents from small public libraries were directors. Thus, one-third of library directors came from small public libraries and 44% of librarians/media specialists were associated with K-12 libraries. As would be expected department heads were concentrated in large public and four-year academic libraries.

Chart 4. Respondents by Position

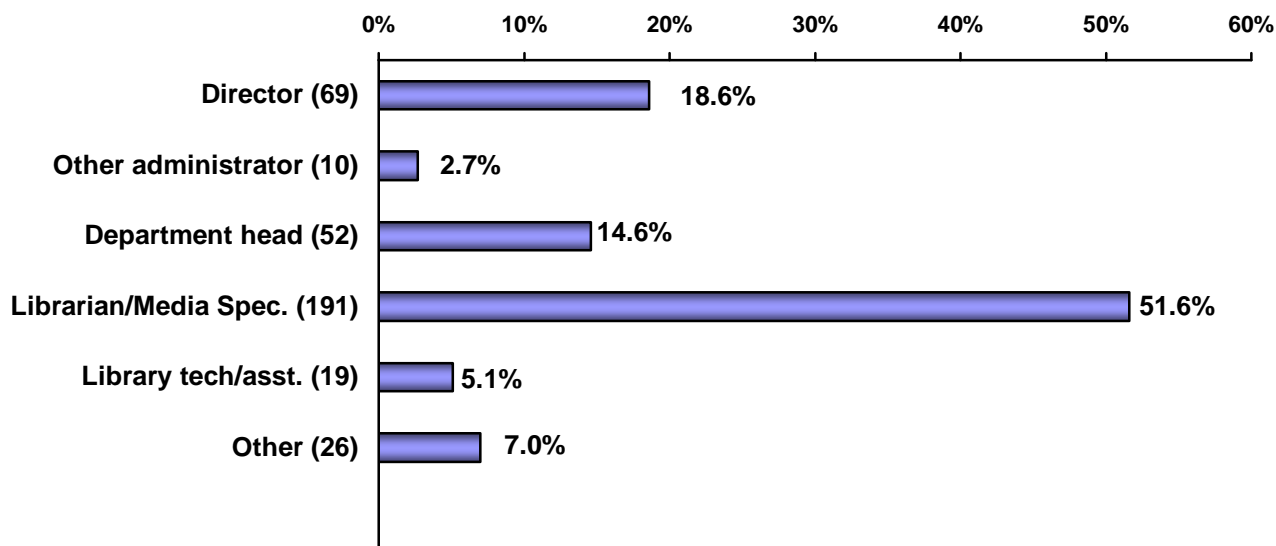


Table 4
Mean Effectiveness Scores by Position
 (Scale of 1 Strongly Disagree to 4 Strongly Agree)

| | Director | Other Admin | Manager Dept Hd | Librarian MediaSp | Library Asst. | Other | Mean | Don't Know |
|--------------------------------|----------|-------------|-----------------|-------------------|---------------|-------|------|------------|
| Statewide Database Licensing | 3.82 | 4.00* | 3.70 | 3.69 | 3.50 | 3.23 | 3.70 | 16.2% |
| Preservation Initiative Grants | 3.52 | 3.50* | 3.34 | 3.34 | 3.44* | 3.67 | 3.42 | 44.3% |
| Virtual Reference Project | 3.33 | 2.75* | 3.14 | 3.17 | 3.38* | 3.56* | 3.23 | 45.1% |
| Outreach Initiative Promotion | 3.08 | 3.25* | 3.07 | 3.09 | 3.29 | 3.21 | 3.11 | 22.4% |
| Outreach Initiative Progress | 3.05 | 3.13* | 2.95 | 3.06 | 3.33 | 3.36 | 3.07 | 27.6% |
| Collab Summer Reading Prog | 3.55 | 3.33* | 3.34 | 3.22 | 3.67* | 3.45 | 3.36 | 53.8% |
| Cultural Diversity Initiative | 3.39 | 3.50* | 3.45 | 3.08 | 3.30 | 3.29* | 3.24 | 63.0% |
| K-12 Library Initiative | 3.38 | 3.40* | 3.17 | 3.53 | 3.63* | 3.50* | 3.48 | 62.2% |
| Connecting Learners to Libs | 3.50 | 3.20* | 3.38 | 3.40 | 3.38* | 3.45 | 3.41 | 50.5% |
| Continuing Education Grants | 3.69 | 3.89* | 3.63 | 3.55 | 3.47 | 3.69 | 3.61 | 23.5% |

* Less than 10 respondents

Comments

One hundred fifty-nine surveys (43% of 370 surveys submitted) contained comments related to LSTA-funded programs. These comments were categorized by program, if possible, and subcategorized if they were negative or general in nature. There were a total of 219 categorized comments as some surveys mentioned more than one category. Comments were overwhelmingly positive, although some categories, outreach and virtual reference had more negative than positive comments. The latter were ones that also had the lowest effectiveness ratings.

Table 5
Survey Comments by Category

| | % surveys with comments | # comments | Positive | Neutral | Negative |
|----------------------------------|-------------------------|------------|----------|---------|----------|
| Statewide Database Licensing | 27.0% | 43 | 39 | 3 | 1 |
| Preservation Initiative Grants | 16.4% | 26 | 26 | 0 | 0 |
| Virtual Reference Project | 3.1% | 5 | 1 | 0 | 4 |
| Outreach | 13.8% | 22 | 9 | 1 | 12 |
| Summer Reading Program | 1.9% | 3 | 3 | 0 | 0 |
| Cultural Diversity Initiative | 5.7% | 9 | 8 | 1 | 0 |
| K-12 Library Initiative | 9.4% | 15 | 13 | 0 | 2 |
| Connecting Learners to Libraries | 8.2% | 13 | 11 | 0 | 2 |
| Continuing Education Grants | 19.5% | 31 | 31 | 0 | 0 |
| Information Literacy | 8.8% | 14 | 14 | 0 | 0 |
| General observations | 18.9% | 30 | 12 | 10 | 8 |
| Unspecified Training | 3.1% | 5 | 5 | 0 | 0 |
| Other | 1.9% | 3 | 3 | 0 | 0 |

When comments were arranged by type of library, some differences emerged. While comments on Continuing Education and Statewide Database Licensing were well represented in each library type, other comments about specific programs tended to cluster among a few library types. It is interesting to note that one program that was not on the list of ten, information literacy immersion for community colleges, received a large number of comments from those in 2-year colleges. Table 6 shows the composition of comments by library type and the percentage of surveys in each library type that had comments. The percentage of surveys with comments did not show much variation between library types or by region.

Table 6
Comments by Library Types

| | 4 year academic | | 2 year academic | | Large public | | Small public | | Special | | K-12 | |
|-----------------------------------|-----------------|-------------|-----------------|-------------|--------------|-------------|--------------|-------------|---------|------|-----------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Statewide Database Licensing | 4 | 17.4 | 13 | 43.3 | 6 | 28.6 | 9 | 33.3 | 1 | 8.3 | 8 | 21.1 |
| Preservation Initiative Grants | 9 | 39.1 | 6 | 20.0 | 1 | 4.8 | 3 | 11.1 | 3 | 25.0 | 1 | 2.6 |
| Virtual Reference Project | 1 | 4.3 | 1 | 3.3 | | | 2 | 7.4 | 1 | 8.3 | | |
| Outreach | 3 | 13.0 | 4 | 13.3 | 2 | 9.5 | 5 | 18.5 | 2 | 16.7 | 6 | 15.8 |
| Summer Reading Program | | | | | | | 3 | 11.1 | | | | |
| Cultural Diversity Initiative | | | 3 | 10.0 | 2 | 9.5 | 4 | 14.8 | | | | |
| K-12 Library Initiative | | | | | | | 2 | 7.4 | | | 12 | 31.6 |
| Connecting Learners to Libraries | 1 | 4.3 | | | 3 | 14.3 | 2 | 7.4 | | | 7 | 18.4 |
| Continuing Education Grants | 4 | 17.4 | 3 | 10.0 | 6 | 28.6 | 5 | 18.5 | 3 | 25.0 | 10 | 26.3 |
| Information Literacy | 1 | 4.3 | 13 | 43.3 | | | | | | | | |
| General Observations | 4 | 17.4 | 3 | 10.0 | 5 | 23.8 | 5 | 18.5 | 3 | 25.0 | 7 | 18.4 |
| Other (inc. unspecified training) | | | 1 | 3.3 | 1 | 4.8 | 1 | 3.7 | 1 | 8.3 | 4 | 10.5 |
| Surveys with comments | 23 | 41.1 | 30 | 45.5 | 21 | 38.9 | 27 | 47.4 | 12 | 38.7 | 38 | 41.8 |

Conclusion

Survey results showed that those respondents who rated the ten programs agreed that they were effective. At least 70% of respondents were able to rate these programs: Statewide Database Licensing, Continuing Education Grants, the Outreach Training Initiative promotion and

progress. The degree of effectiveness ranged from very high for the Statewide Database Licensing Program and Continuing Education Grants with the highest negatives for the Outreach Training Initiatives, where 14% to 16% did not agree that these programs were effective. Comments tended to support the ratings given to program effectiveness. A number of comments also mentioned the need to better publicize these LSTA-funded programs.

Appendix 2. Washington LSTA Five-Year Evaluation Survey Form

WSL uses LSTA funding to support a variety of library development programs and projects. These are described in detail on our Web site at <http://www.secstate.wa.gov/library/libraries/>. We are evaluating progress made toward the goals of our 5-Year Plan, which are listed below. Under each goal, please indicate your level of agreement with the statements made on supporting projects. If you are not familiar with the project, please select "Don't know".

Goal 1: Washingtonians will have increased physical and remote electronic access to traditional and digital library resources and services in all areas of the state.

1A. The Statewide Database Licensing (SDL) Project has been effective in expanding access to electronic library resources for Washington citizens.

Strongly disagree Disagree Agree Strongly agree Don't know

1B. Washington Preservation Initiative grants increased public access to local/state history and cultural collections.

Strongly disagree Disagree Agree Strongly agree Don't know

1C. The Statewide Virtual Reference Project developed successful cooperative digital reference services.

Strongly disagree Disagree Agree Strongly agree Don't know

Goal 2: Washingtonians will have increased awareness of the library resources and services that are available to them.

2A. The Statewide Outreach Training Initiative provided effective promotional materials and tools for publicizing local services.

Strongly disagree Disagree Agree Strongly agree Don't know

2B. The Statewide Outreach Training Initiative offered an effective program for raising the visibility and awareness of libraries throughout Washington.

Strongly disagree Disagree Agree Strongly agree Don't know

Goal 3: Washington libraries will provide enhanced and expanded library services, resources, and programs to all segments of their communities.

3A. The Collaborative Summer Reading Program (CLSP) successfully supported library activities with effective resources such as the CLSP materials and the Reading Book Blog Pilot Project.

Strongly disagree Disagree Agree Strongly agree Don't know

3B. The Cultural Diversity Initiative grants increased the ability of libraries to serve diverse ethnic populations through new or enhanced services.

Strongly disagree Disagree Agree Strongly agree Don't know

Goal 4: Through consulting, training, and collaboration, Washington libraries will have an increased capacity to effectively serve customers.

4A. The K-12 Library Initiative offered training that increased the ability of teacher librarians to make a positive impact on student achievement.

Strongly disagree Disagree Agree Strongly agree Don't know

4B. Connecting Learners to Libraries grants and workshops encouraged collaborative efforts among libraries, learners, and schools that have improved students' abilities to effectively locate and use information.

Strongly disagree Disagree Agree Strongly agree Don't know

4C. Continuing Education (CE) grants have increased knowledge and skills among library staff.

Strongly disagree Disagree Agree Strongly agree Don't know

We appreciate any additional observations about WSL's LSTA projects and activities

5A. Please comment on any of the projects mentioned above.

5B. Please comment on any other LSTA-funded projects or activities during the evaluation period (2003-2007).

We value your comments about other services WSL could provide.

6A. In what other or additional ways could WSL help libraries meet community needs?

6B. What other consulting, training and/or facilitation services could WSL offer?

6C. What new or continuing services to Washington libraries should be funded through LSTA in the next 5 years?

7A. What is your position?

- | | |
|--|--|
| <input type="checkbox"/> Director | <input type="checkbox"/> Library technician or assistant |
| <input type="checkbox"/> Other administrator | <input type="checkbox"/> Trustee |
| <input type="checkbox"/> Manager or department head | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Librarian or Library Media Specialist | |

7B. In what type of library do you work?

- | | |
|---|---|
| <input type="checkbox"/> 4-year academic | <input type="checkbox"/> special |
| <input type="checkbox"/> 2-year academic | <input type="checkbox"/> K-12 |
| <input type="checkbox"/> public serving over 100,000 | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> public serving under 100,000 | |

7C. In what Washington region do you work?

- Puget Sound (King, Pierce, Kitsap and Snohomish counties)
- Western Washington outside Puget Sound
- Eastern Washington

THANK YOU FOR COMPLETING THE SURVEY