



Library Services and Technology Act (LSTA)
Five-Year (2003 – 2007)
Evaluation Performance Report



Submitted By:

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SUMMARY OF BACKGROUND AND PROCEDURES

The State of Kansas Library Five-Year Plan for use of Library Services and Technology Act (LSTA) funds runs from 2003 – 2007 with a final report to the funding agency in February 2007. The LSTA Five-Year State Plan 2003-2007 served as the framework for the evaluation, determining the extent to which the identified goals and objectives have been met. The results from the evaluation will be integrated into the State Library's strategic planning process and used as the summative report to the funding agency.

The evaluation will consist of two main components, an overall examination of the progress made on the Five-Year State Plan, and an in-depth look at the Kansas Library Card. The overall evaluation illustrates how LSTA funded projects met the needs and addressed the goals identified in the Kansas plan. The in-depth evaluation documents the projects' accomplishments and successes, impact that the statewide and local LSTA projects have on the people they serve, and lessons learned by grant recipients and the State Library in implementation of the initiatives.

The evaluation methodology consists of a variety of data-gathering techniques and complies with all Institute of Museum and Library Services (IMLS) requirements. Document review, online surveys, and select interview responses were used to collect data.

SUMMARY OF KEY RESULTS (Goal 1)

Goal 1: All libraries in Kansas shall be able to access enhanced online information.

Output Target: The number of Internet-using public libraries will increase from 293 in FY 2002 to 310 in FY 2007.

Surpassed the Goal: The number of Internet-using public libraries increased from 293 (90.2%) to 322 (99.1%).

Output Target: The number of database services offered online will increase from four in FY 2002 to five in FY 2007.

Surpassed the Goal: The seven databases include FirstSearch, InfoTrac, SIRS Discoverer™, Heritage Quest Online, Literature Resource Center, Custom Newspapers©, and Worldbook™.

Output Target: By 2007, the number of libraries using KICNET, the interlibrary loan component of the Kansas Library Catalog, will increase from 320 to 350.

Surpassed the Goal: Libraries using KICNET increased at a rate of 10 new libraries per year from 310 in 2002 to 341 in 2005. It is projected that in 2007 there will be 360 libraries using KICNET.

Outcome Target: *Blue Skyways* will include new features recommended by the Reference Networking Committee and other advisory groups, and the website will regularly be updated.

Met this Goal: The Older Kansans Information Forum website, public library statistics, Trustee Topics site, Kansas Library Catalog, KANAnswer, links to agencies, community web-pages, Homework Kansas and the Kansas Library Directory were added to *Blue Skyways*.

Outcome Target: Competitive technology grants will implement, maintain and enhance online access technology in 10% of libraries in Kansas. Libraries receiving competitive grants will provide outcome based evaluation to communicate the value of their projects.

Made progress toward this goal: 9.1% of libraries enhanced online access to technology and served over 450,000 persons. Awards totaled \$314, 405 serving primarily single libraries. Most were applied to adult and rural populations. Many awards focused on initiating or enhancing Internet access for patrons, especially those who would have no such access otherwise. Common applications of LSTA technology funds were automating library collections, and networking these collections between libraries so patrons would have access to more library materials as well as training library staff and patrons in various computer and library research skills.

SUMMARY OF KEY RESULTS (Goal 1 Continued)

Goal 1: All libraries in Kansas shall be able to access enhanced online information.

Outcome Target: By 2007, 75% of respondents to the user satisfaction survey will say that the databases provided statewide are “useful” or “very useful”.

Met this Goal: The Kansas Library Card Survey was administered by the State Library from 2002 - 2003. The majority of respondents (83%) indicated the databases were “useful” or “very useful”.

Outcome Target: Biannually, in 2003 and 2005 the KIC Council will seat a focus group to measure the quality of the KLC and interlibrary loan services. This group will not only communicate its determinations statewide but also use the results for recommendations for additional services, updates and database maintenance and administration.

Met this Goal: A focus group was held in 2003. In 2005, the KIC Council analyzed quantitative and focus group data regarding the Kansas Library Catalog and interlibrary loan services.

SUMMARY OF KEY RESULTS (Goal 2)

Goal 2: Library personnel will be offered up-to-date continuing education and be trained in implementation and use of the technology.

Output Target: 150 library staff will graduate from the KPLACE Institute by the end of 2007.

Surpassed the Goal: During the 2002 – 2005 period Kansas Progressive Librarians Achieving Continuing Education (KPLACE) graduated 115 students which represent about 28 of 30 students in each cohort graduating. KPLACE should graduate 171 students by 2007.

Output Target: Between 2002 and 2007, 40 technology grants will be awarded for technology training projects.

Surpassed the Goal: A total of 43 technology training grants were awarded. Most grants supported the KPLACE project and the Institute for Continuous Education (ICE).

Output Target: Consulting and training will be supported by at least two online web pages on *Blue Skyways* and three print publications by the Local Library Development Division of the State Library.

Surpassed the Goal: Online web pages included Trustee Topics, KLTA Online, KLTA Online Internet Tutorial (public library trustee tutorial), Intellectual Freedom (online manual for librarian and trustee training), and Kansas Public Library Standards. Print publications that were also made available online included Trustee Topics, Compensation Guidelines for Kansans: Public Library Directors, Marketing the Small Library, and Youth Services Guidelines (revised 2004).

Outcome Target: At least 75% of continuing education participants will demonstrate at least 75% of key skills and knowledge of course content by the conclusion of each offering.

Surpassed the Goal: Each year for the period 2002 - 2005 over 1000 library personnel received training and demonstrated that they attained at least 75% of key skills and knowledge in the area of training.

Outcome Target: By December 2004 and December 2006, 30% of Kansas library users surveyed will indicate they consider assistance they have received at the library is “useful” or “very useful,” and 75% of Kansas library users surveyed will report they trust library information as accurate.

Did not work toward this goal: Due to resignation of State Librarian and new administration no surveys were completed. Instead, a continuing education summit was held in summer 2005. From the summit five continuing education task forces were created, resulting in the 2006 Core Competencies for Kansas Public Library Directors.

SUMMARY OF KEY RESULTS (Goal 3)

Goal 3: Library services to underserved special populations will be enhanced.

Output Target: The number of active readers of the Kansas Talking Books service will increase by 10% and the number of Braille readers will increase by 10%.

Made progress toward this goal: The number of Talking Books readers decreased from 2002 to 2005 (-6.1%). However, when comparing the number of Braille readers from 2002 to 2005, there was an overall 11.4% increase.

Output Target: The number of literacy programs with which the state literacy coordinator works will be maintained or increased.

Met this Goal: The number of literacy projects increased from 2002 to 2003 and remained constant for the remainder of the period. Due to lack of progress in this area and changes in administration and mission at the State Library of Kansas the adult literacy services were removed and the state literacy coordinator became the special projects director with the mission to promote reading in both children and adults.

Output Target: In each year from 2003 to 2007, 20 special population grant projects will be conducted.

Made progress toward this goal: The goal was met in each year except 2005. Most grants were awarded to public libraries.

Output Target: Attendance at children's programs will increase by at least 10% by 2007, and the summer reading program will be offered annually through a multi-state cooperative.

Met this Goal: The number attending Children's Programs increased from 573,045 in 2002 to 744,372 in 2005 representing a 30% increase. The number of participating libraries increased each year from 2002 to 2004, but stabilized in 2005.

Outcome Target: Users at the six subregional Talking Books libraries will receive prompt service 80% of the time.

Met this Goal: A survey conducted by the State Library of Kansas to all active patrons revealed that more than 80% of users at the subregional Talking Books libraries reported receiving prompt service.

Outcome Target: Literacy students' finishing programs at literacy centers will answer "yes" to 80% of the questions on the literacy learner survey in 2002 and 2005.

Did not work toward this goal: The changes in the State Library of Kansas mission and administration resulted in a change of focus for the literacy program. Surveys were not administered at literacy centers.

Outcome Target: Competitive grants for underserved special populations will implement, administer, and evaluate library services to those having difficulty using a library. Libraries receiving competitive grants will provide outcome based evaluations to communicate the value of their projects.

Met this Goal: A total of 80 projects were funded by LSTA from 2002 through 2005 with 78 submitting an outcome based evaluation report. The award total was \$198,732 and a total of 340,870 Kansans were served during the 2002 – 2005 period. Most of the projects increased special collections and developed programming to increase library use. Grants reported outputs and outcomes of their projects that ranged from dramatic improvements in circulation to a printed and online anthology of essays, stories, and poetry by local teens. The most frequently reported results were increased/improved collection for target population (79.5%) and increased circulation to target population (66.7%).

Outcome Target: 25% of attendees completing random in-library surveys in 2004 and 35% completing a parallel survey in 2006 will rate their satisfaction with children's programs as "high" or "very high".

Did not work toward this goal: Due to changes in administration at the State Library of Kansas, duties of staff, and LSTA projects, no surveys were conducted.

SUMMARY OF KEY RESULTS (Goal 3 Continued)

Goal 3: Library services to underserved special populations will be enhanced.

Outcome Target: Outcome based evaluation training will be provided to subgrantees.

Met this Goal: Respectively from 2002 to 2005 there were 4, 3, 2, and 0 trainings provided. The number of persons attending the trainings ranged from 70 in 2002 to 24 in 2004. Audience type included officials from public libraries as well as system consultants. The topics covered at the trainings included grant writing, statistics, qualitative measures, and outcomes-based evaluation.

SUMMARY OF KEY RESULTS (Goal 4)

Goal 4: Research and development will be supported to aid the planning of library service to all Kansans.

Output Target: The Kansas Library Network Board (KLNB) will develop and implement at least two new resource sharing initiatives by 2006.

Surpassed the Goal: KLNB implemented more than two new resource sharing initiatives, examples include: netLibrary and e-books, Kansas Digital Library and Digitization projects, Kanguard, and Online Programming for All Libraries.

Output Target: The random library survey will illustrate that 35% of users will rate customer satisfaction with the Kansas Library Card as “high” or “very high”.

Surpassed the Goal: The Kansas Library Card survey was administered by the State Library from 2002 - 2003. The majority of respondents (84%) rated their satisfaction with the Kansas Library Card as “high” or “very high”.

SUPPORTING DOCUMENTATION

Appendix A: Kansas Library Card Survey

Appendix B: E-mail for Online Kansas Library Card Survey

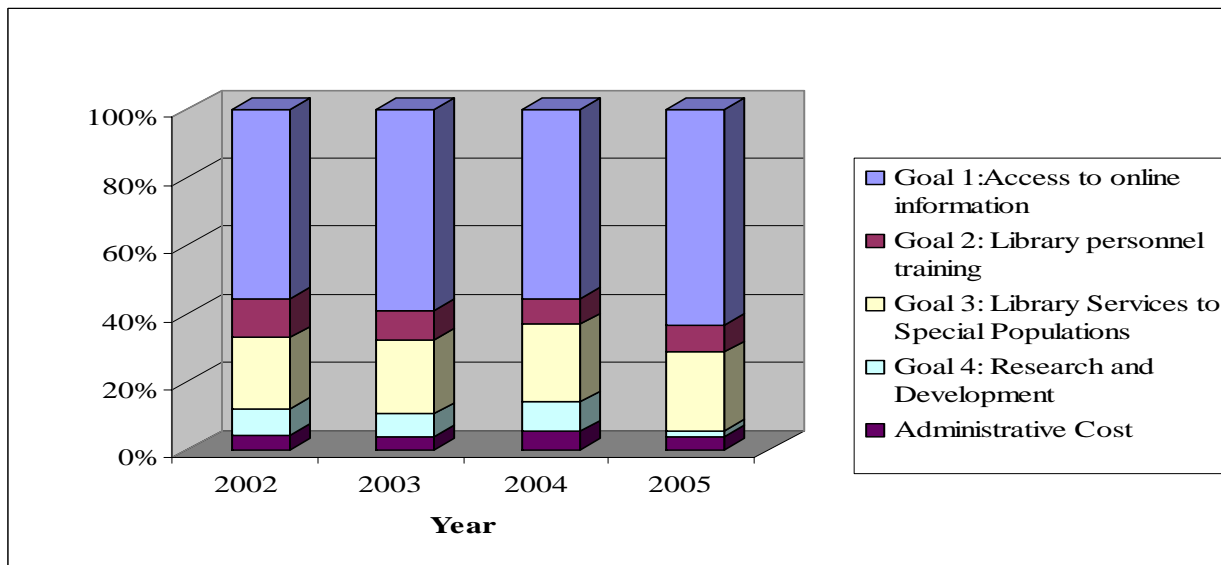
Summary of Impact of Institute of Museum and Library Services (IMLS) Funds to Support State Library Services

The work begun during the 1998-2002 Library Services and Technology Act (LSTA) funding cycle served as the foundation for the Kansas 2003-2007 Five-Year State Plan. To gain additional input, a statewide series of town hall meetings were conducted by the Kansas State Library to study the needs of library patrons and staff. The needs were consolidated into four goals for the 2003-2007 Five-Year State Plan stated below.

- Goal 1: All libraries in Kansas shall be able to *access enhanced online information*, resource sharing, and interlibrary loan.
- Goal 2: Library personnel will be offered up-to-date continuing education and be trained in implementation and use of the technology.
- Goal 3: Library services to underserved *special populations* will be *enhanced*.
- Goal 4: *Research and development* will be supported to aid the planning of library service to all Kansans.

Kansas received approximately \$1.6 million dollars each year during the 2002-2005 period to assist in the attainment of these goals. Figure 1 displays the percent of LSTA funds expended for each goal. More than half the funds expended each year, ranging from 55% - 60%, were used for Goal 1: *Access to enhanced online information*. All Kansas residents benefited from these endeavors. Accomplishments include: all public libraries, except three, now have Internet access; additional databases are available for all Kansans; the number of libraries using interlibrary loan has increased; features such as Trustee Topics, Kansas Library Catalog, and KANAnswer (real-time reference to reference questions) were added to the State of Kansas Library website; and almost 10% of Kansas libraries enhanced online access through competitive technology grants that improved Internet access, automated collections, and provided training to patrons and staff.

Figure 1: Percent of LSTA Funds Expended by Goal (2002-2005).



Over the four year period, approximately 9% of LSTA funds were used to provide training for library staff, volunteers, and trustees as addressed in Goal 2. Each year 20% of LSTA funds were expended for Goal 3: *Enhance Special Populations initiatives*. Funded Goal 3 projects served more than 350,000 Kansans. Most of the projects increased collections for special populations (partially-sighted/hearing impaired seniors, young adults, English Language Learners, incarcerated) and developed programming to increase library use. One Goal 3 initiative, Library Service to Older Kansans, has been discontinued because there was little statewide progress made and there were changes in programs at the State Library of Kansas. Funds expended for Goal 4: *Research and Development* ranged from 6% - 8% during the 2002-2004 period and dropped to 1.6% during 2005. As part of Goal 4 the Kansas Library Network Board implemented the following new resource sharing initiatives: netLibrary and e-books; Kansas Digital Library and Digitization projects; Kanguard, a content filter provided statewide at no cost to participating libraries; Online Programming for All Libraries; and transforming the Kansas Library Card into the primary access for Kansans to remotely access digital resources such as research databases, audio-books, music, digital collections, and tutoring for K-12 homework. Over the four year period administrative costs accounted for an average of 4.4% of LSTA funds.

Figure 2 illustrates the percentage of LSTA grants awarded and Figure 3 illustrates the amount of funds administered by type of library for the period 2002-2005. There were no significant differences in the percentage of grants or funds awarded by library type from year to year so an average for the period is reported. Public libraries (39%) and State Library Administrative Agencies (SLAA) (28%) received the largest percentage of LSTA grants over the 2002-2005 period. The majority of LSTA funds were awarded to SLAA projects (72%) for database subscriptions, regional Talking Book distribution, statewide Kansas Library Catalog automation, Internet filtering, summer reading programs, library literacy projects, and website upgrades and maintenance. All these initiatives span the state of Kansas to provide citizens improved library resources and services.

Figure 2: Percent of Grants Awarded by Library Type (2002-2005).

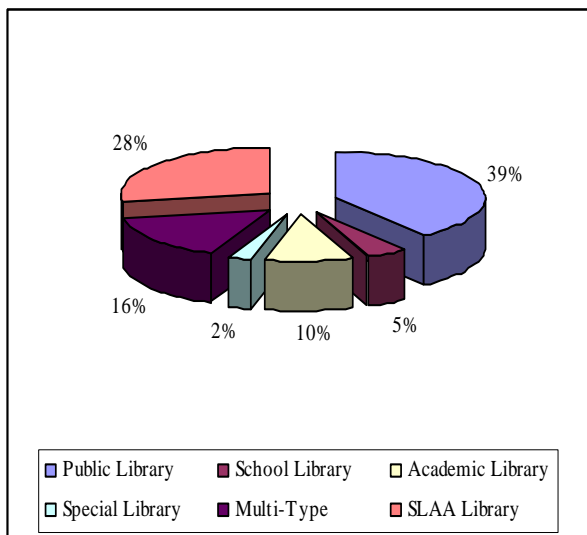
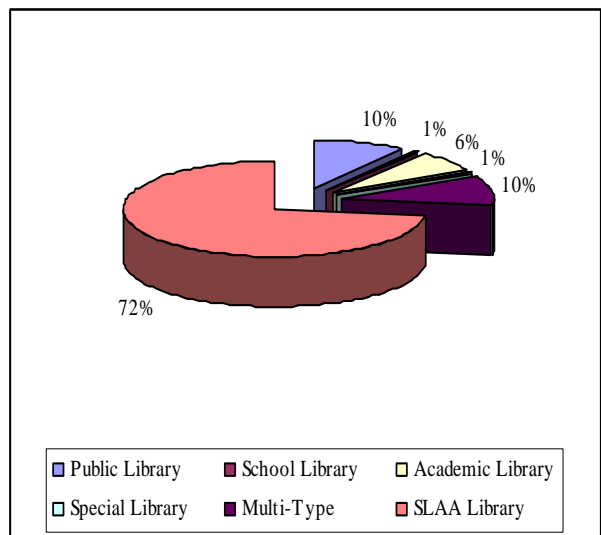


Figure 3: Percent of Funds Administered By Library Type (2002-2005).



**Overall Report of Results in Achieving Goals and Objectives
Based on Five-Year Plan**

This section provides the progress made, data sources used and evidence collected for each goal output or outcome listed in the 2003-2007 Five-Year State Plan.

Goal 1: All libraries in Kansas shall be able to access enhanced online information, resource sharing, and interlibrary loan.

Output Target: The number of Internet-using public libraries will increase from 293 in FY 2002 to 310 in FY 2007.

Progress toward goal:

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

Data Source(s): Statistics from regional library systems and public library statistics reported by LSTA Coordinator for the State Library of Kansas.

Over the four years covered in this report, the number of Internet-using public libraries has increased from 293 (90.2%) to 322 (99.1%) as shown in Table 1. Internet-using is defined as the library being able to connect to the Internet via dial-up, broadband, satellite, or other means of Internet connection. Only three public libraries remain without Internet access.

Table 1: Number and Percent of Internet Using Public Libraries.

Category	Fiscal Year	
	2002	2005
Number of Internet Using Public Libraries	293	322
Percent of Public Libraries Using Internet ¹	90.2%	99.1%

¹The number of public libraries during the period was 325. This value was provided by the LSTA Coordinator for the State Library of Kansas.

Goal 1: All libraries in Kansas shall be able to access enhanced online information, resource sharing, and interlibrary loan.

Output Target: The number of database services offered online will increase from four in FY 2002 to five in FY 2007.

Progress toward goal:

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

Data Source(s): Kansas Library Network Board minutes; Report of the Reference Networking Committee in the Kansas Libraries Newsletter on file with the LSTA Coordinator for the State Library of Kansas.

In 2002 the databases FirstSearch, InfoTrac, SIRS Discoverer™, and GaleGroup were provided to library patrons. Prior to the commencement of Kan-ed in 2003, Groves Online Dictionaries of art and music, Novelist, and EBSCO Search Premier were added, and the database *Ancestry.com* was explored. The launch of Kan-ed made available Heritage Quest Online, Literature Resource, ProQuest Nursing Journals, Worldbook™, and Gale Custom Newspapers©, therefore Groves Online Dictionaries were discontinued and Novelist and Ancestry.com were no longer needed.

The aforementioned databases provide the following information:

- Access to a wealth of databases, many of them providing full text articles and images from scholarly and popular journals, newspapers, encyclopedias, and government documents. (FirstSearch, InfoTrac, SIRS Discoverer™, GaleGroup, EBSCO Search Premier, Worldbook™)
- Assistance in connecting readers with books. By entering a title, author, series, or plot element, users are able to find an extensive listing of suggested titles, information about authors and their works, current journal articles, and additional resources. (Literature Resource)
- Access to genealogical data. (Heritage Quest Online)
- Access to thousands of current health related periodicals and newspapers. (Pro-Quest)

All online databases mentioned continue to be available free of charge on the State Library website (<http://www.kslc.org/databases.jsp#ebooks>). Patrons may access the databases at public, academic, and school libraries. Remote access to the databases is provided to all Kansans through their Kansas Library Card.

Goal 1: All libraries in Kansas shall be able to access enhanced online information, resource sharing, and interlibrary loan.

Output Target: By 2007, the number of libraries using KICNET, the interlibrary loan component of the Kansas Library Catalog, will increase from 320 to 350.

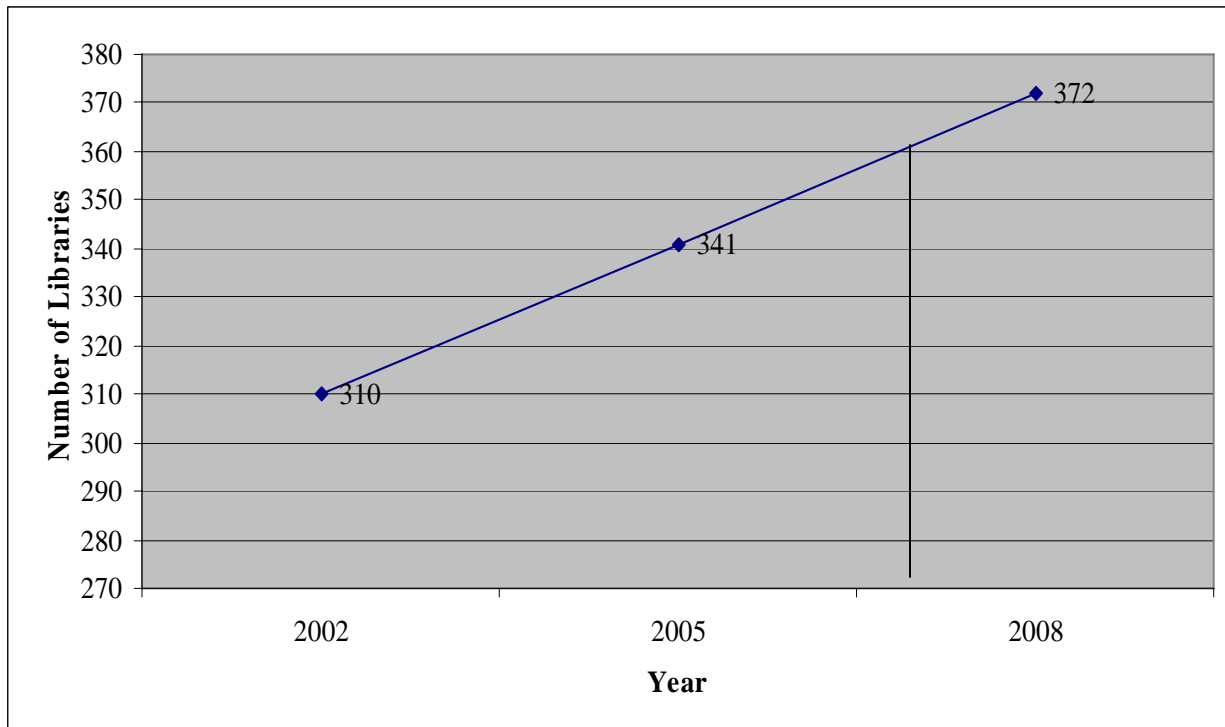
Progress toward goal:

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

Data Source(s): KICNET user database housed at the State Library of Kansas; 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting.

All libraries with computers and Internet connections have access to the Kansas Library Catalog. KICNET is the interlibrary loan component of the Kansas Library Catalog. The number of libraries using KICNET has increased from 310 in 2002 to 341 in 2005. This represents a rate of approximately 10 new libraries using KICNET each year. If usage continues to grow at this rate, it is expected that in 2007 there will be approximately 360 libraries using KICNET as indicated in Figure 4.

Figure 4: Number of Libraries Using KICNET.



The number of items borrowed and loaned using the KICNET system has steadily increased over the 2002 - 2005 period (see Table 2). There has been a 31.7% increase in borrowing and 25.3% increase in items loaned using KICNET during the period from 2002 to 2005.

Table 2: Number of Borrowed and Loaned Items on KICNET (2002-2005).

Type of Transaction	Fiscal Year			
	2002	2003	2004 ¹	2005
Number Borrowed	308,076	366,716	370,000	405,647
Number Loaned	321,170	326,781	325,000	402,289

¹Values in Annual Report were estimated.

Budgeting problems that existed because of sudden, unexpected increases in costs from the provider of KICNET have been addressed by a new 5-year contract negotiated in 2004 that “holds the line” of expenses for a five year period.

Goal 1: All libraries in Kansas shall be able to access enhanced online information, resource sharing, and interlibrary loan.

Outcome Target: *Blue Skyways* will include new features recommended by the Reference Networking Committee and other advisory groups, and the website will regularly be updated.

Progress toward goal:

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

Data Source(s): 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting.

During the time from 2002 to the present many new features have been added to *Blue Skyways*, the following bullets summarize the major changes and additions made.

- To increase library staff awareness of resources, organizations, agencies, and other information referral services available in Kansas, the Older Kansans Information Forum website was placed on *Blue Skyways*.
- In 2005 *Blue Skyways* became the sole source of public library statistics.
- During 2003 the “Trustee Topics” site, containing articles specifically written for public library trustees, was added by the Library Development Division of the State Library.
- *Blue Skyways* supports the Kansas Library Catalog (KLC), the electronic statewide catalog of library materials with its interlibrary loan module. In 2004, about 62% of requests for these services were through the *Blue Skyways* site.

- KANAnswer, a virtual reference project providing real-time answers to reference questions, was used by 23 libraries in 2005. User surveys completed in 2004 indicated most users felt KANAnswer was easy to use.
- Links to library and non-library organizations and agencies throughout Kansas have been added to *Blue Skyways*.
- Community information web-pages were updated and improved to make local information and resources at libraries available worldwide electronically.
- Homework Kansas, a virtual reference service that links elementary, middle and high school students with tutors across the country who can meet the needs of Kansas' student patrons, was launched in the fall of 2006.
- In 2002, the Kansas Library Directory database was placed online.

Goal 1: All libraries in Kansas shall be able to access enhanced online information, resource sharing and interlibrary loan.

Outcome Target: Competitive technology grants will implement, maintain and enhance online access technology in 10% of libraries in Kansas. Libraries receiving competitive grants will provide outcome based evaluation to communicate the value of their projects.

Progress toward goal:

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

Data Source(s): 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting.

Summary of Grants and Funding

Ninety-seven competitive technology grants were awarded during the period 2002 – 2005 with 95 awardees providing written summaries of the outcomes based evaluation of their project. Table 3 below summarizes the number of awards, LSTA funds expended, and the number of persons served by these projects each year.

Table 3: Number of LSTA Awards, Funds Expended, and Persons Served by Competitive Technology Grants (2002-2005).

Grants and Funding	Fiscal Year			
	2002 ¹	2003	2004	2005
Number of Technology Grants Awarded	35	23	17	20
LSTA Funds Expended	\$101,312	\$78,966	\$64,127	\$70,000
Number of Persons Served	101,986	111,043	115,792	122,670 ²

¹Information is currently unavailable for two libraries receiving awards, so they are not included in this column.

²One library did not indicate the number of individuals served, so this number may be lower than the actual number served.

The goal that *competitive technology grants will implement, maintain, and enhance online access technology in 10% of libraries* was nearly met. Over the four year period 9.1% of libraries across the state improved online access as a result of technology grant funding. Table 4 illustrates, when disaggregated by type of library, academic and public libraries did reach this goal. Note that some libraries were not included in the counts because they did not explicitly describe online access; instead, they discussed technologies related to sharing information or that could eventually facilitate online access (e.g., Rotating Van, converting microfilm to CDs).

Table 4: Number of Libraries, by Type, with Enhanced Online Access (2002-2005).

Enhanced Access	Type of Library					
	Academic	Public	School	Multi-type	Special/Other	Total
Number of Libraries with Enhanced Online Access ¹	11	46	7	84	0 ²	148
Total Number of Libraries in the State ³	57	325	1223	1626 ⁴ (in 7 regional systems)	14	1626
Percentage of Libraries with Enhanced Online Access	19.3%	14.2%	0.6%	5.2%	0.0%	9.1%

¹Institutions receiving more than one grant during the 2002-2005 period were counted once. Some awardees used funds at multiple sites. The numbers of sites are included. Note that while some awardees made it clear they applied the grant in multiple libraries; the actual number of sites was not always provided so this number may be an under estimate.

²No values were reported.

³Values were calculated from listings on *Blue Skyways* and the Kansas Department of Education Directory. The value for public libraries was provided by LSTA Coordinator for the State Library of Kansas.

⁴Multi-type libraries are represented by regional service centers that serve all libraries in their region. The value is comprised of 57 academic, 325 public, 1223 school, and 14 special /other and 7 regional systems statewide.

Summary of Audience Served

The numbers in the cells in Table 5 on the next page represent the number of technology grant awardees serving each type of audience, and the percentage of technology grants this represents from the total number of grants reported each year. The percentage in each column may exceed 100% because a grant may have served a variety of populations. For each year, the most common purpose appears in boldface.

The largest audience served by the technology grants across all four years was the adult population. Rural communities also were served quite extensively across the four years. An emphasis was placed on library staff and volunteers in 2002 and 2003; and with the exception of 2004, children were an important audience served by technology grant funding.

Table 5: Number and Percent of Competitive Technology Grants by Audiences Served (2002-2005).

Audience Served	Fiscal Year			
	2002 ¹ N=35	2003 N=23	2004 N=17	2005 N=20
Statewide Public	0 (0.0%)	1 (4.3%)	1 (5.9%)	1 (5.0%)
Rural Populations	20 (57.1%)	10 (43.5%)	9 (52.9%)	11 (55.0%)
Urban Populations	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (10.0%)
Individuals with Special Needs	0 (0.0%)	1 (4.3%)	0 (0.0%)	0 (0.0%)
Seniors	0 (0.0%)	2 (8.7%)	0 (0.0%)	0 (0.0%)
Adults	27 (77.1%)	16 (69.6%)	9 (52.9%)	13 (65.0%)
Young Adults and Teens	10 (28.6%)	6 (26.1%)	5 (29.4%)	6 (30.0%)
Children	18 (51.4%)	3 (13.0%)	6 (35.3%)	9 (45.0%)
Pre-School Children	0 (0.0%)	0 (0.0%)	1 (5.9%)	0 (0.0%)
Library Staff and Volunteers	15 (42.9%)	9 (39.1%)	3 (17.6%)	4 (20.0%)
Public Library Trustees	0 (0.0%)	0 (0.0%)	1 (5.9%)	1 (5.0%)

¹Information is currently unavailable for two libraries receiving awards in 2002, so they are not included in this column.

Summary of Project Scale

Note that in Table 6 shown on the next page, percentages may exceed 100% for a column if an awardee reported a statewide scope as well as a partnership. Further, one awardee may have indicated a partnership with multiple entities (e.g., a higher education library partnering with a public library as well as a K-12 library), so the specific types of partnerships may exceed the total number of grantees indicating partnerships.

The clear majority of technology grants awarded between 2002 and 2005 were directed at single libraries, school districts, or library systems. A smaller percentage of grants were applied to partnerships, and three awards made during this period were directed at statewide change.

Table 6: Number and Percent of Competitive Technology Grants by Project Scale (2002-2005).

Project Scale	Fiscal Year			
	2002 ¹ N=35	2003 N=23	2004 N=17	2005 N=20
Statewide	1 (2.9%)	0 (0.0%)	1 (5.9%)	1 (5.0%)
Partnership	2 (5.7%)	3 (13.0%)	1 (5.9%)	3 (15.0%)
Public Libraries	1 (2.9%)	3 (13.0%)	0 (0.0%)	1 (5.0%)
Public and K-12 Libraries	1 (2.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Public and Higher Education Libraries	0 (0.0%)	0 (0.0%)	1 (5.9%)	1 (5.0%)
K-12 and Higher Education Libraries	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (5.0%)
One Library, District, or System	32 (91.4%)	20 (87.0%)	15 (88.2%)	18 (90.0%)

¹Information is currently unavailable for two libraries receiving awards in 2002, so they are not included in this column.

Summary of Project Purpose and Activities/Methods

The Project Purpose category has been incorporated into the Project Activities/Methods table (Table 7 shown on next page) due to extreme redundancy in reporting between these categories. Note that some awardees reported more than one project purpose, so the total number of purposes exceeds the number of awardees. Some project purposes were included as a means to another project purpose (e.g., The ultimate goal of a project may have been catalog automation, which required the purchase of computer hardware. Because the purchase of new computers would likely benefit the library in ways beyond automation, it was reasonable to include this as a separate category). For each year, the most common purpose appears in boldface. Percentage is the total percentage of awardees reporting a particular purpose, rather than the percentage of total purposes reported in a year, so it may exceed 100% within a column.

The most common project purposes were to acquire computer hardware (which in many cases was necessary in order to accomplish other library goals) and to enhance Internet access. Earlier projects focused more on initiating or enhancing Internet access, while automating library collections and providing shared resources became the focus of awardees in later years.

Table 7: Number and Percent of Competitive Technology Grants by Purpose or Activity/Method (2002-2005).

Purpose or Activity/Method	Fiscal Year			
	2002 ¹ N=35	2003 N=23	2004 N=17	2005 N=20
Acquire Computer Hardware	10 (28.6%)	13 (56.5%)	12 (70.6%)	12 (60.0%)
Initiate, Enhance, or Expand Internet Access	19 (54.3%)	10 (43.5%)	7 (41.2%)	3 (15.0%)
Acquire Computer Software (e.g., Cataloging, Resource Sharing, Anti-Virus)	6 (17.1%)	4 (17.4%)	7 (41.2%)	10 (50.0%)
Facilitate Training of Library Staff, Volunteers, and/or Patrons in Library Services and Computer Skills	6 (17.1%)	3 (13.0%)	10 (58.8%)	6 (30.0%)
Develop or Update a Website	2 (5.7%)	1 (4.3%)	3 (17.6%)	4 (20.0%)
Facilitate Library Catalog Automation and/or Shared Resources Among Libraries	0 (0.0%)	1 (4.3%)	5 (29.4%)	8 (40.0%)
Acquire Other Specialized Equipment (e.g., Inventory Tools, MP3 Players for Audio Books)	0 (0.0%)	4 (17.4%)	0 (0.0%)	2 (10.0%)

¹Information is currently unavailable for two libraries receiving awards in 2002, so they are not included in this column.

Summary of Project Outputs and Outcomes

The Project Outputs category has been incorporated into the Project Outcomes table (Table 8 shown on next page) due to extreme redundancy in reporting between these categories. Note that some awardees reported more than one project output or outcome, so the total number of outputs exceeds the number of awardees. For each year, the most common outcome appears in boldface. Percentage is the total percentage of awardees reporting a particular outcome, rather than the percentage of total outcomes reported in a year, so it may exceed 100% within a column.

Awardees used a variety of methods to determine project outputs and outcomes. These included interviews, surveys, focus groups, and log books. The most common outcomes across all four years were an increase in Internet use and established automated library collections, frequently that could be networked with other libraries' collections. Several libraries each year used funds to train patrons and/or staff in basic computer use or library research skills. The fact that patrons have shorter wait times was noted as a significant development for several awardees, largely because the library computers may provide the only Internet access to library patrons in small towns and fewer patrons than before leave the library before their needs are addressed.

Table 8: Number and Percent of Competitive Technology Grants by Project Output or Outcome (2002-2005).

Output or Outcome	Fiscal Year			
	2002 ¹ N=35	2003 N=23	2004 N=17	2005 N=20
Increase in Internet Use by Patrons	15 (42.9%)	7 (30.4%)	7 (41.2%)	3 (15.0%)
Library Collection Was Automated/Shared Resources Between Libraries Made Available	3 (8.6%)	8 (34.8%)	4 (23.5%)	8 (40.0%)
Increase in Patron Use of General Library Services Other than Training (e.g., Demand for More Library Hours, Increased Use of Reference Tools)	8 (22.9%)	2 (8.7%)	7 (41.2%)	5 (25.0%)
Increase in Use of Computers for General Purposes	5 (14.3%)	3 (13.0%)	5 (29.4%)	2 (10.0%)
Patron Training (e.g., Library Use Skills, Computer Skills)	4 (11.4%)	4 (17.4%)	6 (35.3%)	6 (30.0%)
Staff Training (e.g., General Computer Use, Automation Tools, Webpage Design)	5 (14.3%)	2 (8.7%)	4 (23.5%)	2 (10.0%)
Patrons Generally Use and Appreciate Tools Made Available by Grant	6 (17.1%)	6 (26.1%)	0 (0.0%)	1 (5.0%)
Staff Use New Equipment in Their Jobs and Provide Better Services to Patrons	7 (20.0%)	3 (13.0%)	1 (5.9%)	0 (0.0%)
Website Has Been Updated and/or Patrons Access Website More Frequently	3 (8.6%)	2 (8.7%)	0 (0.0%)	4 (20.0%)
Reduced Wait Time for Computer Use by Patrons	3 (8.6%)	1 (4.3%)	1 (5.9%)	1 (5.0%)
Improved Internet Safety	2 (5.7%)	0 (0.0%)	0 (0.0%)	1 (5.0%)

¹Information is currently unavailable for two libraries receiving awards in 2002, so they are not included in this column.

Other Results and Anecdotal Information

There was some redundancy between the *other results* and *anecdotal information* reported, so these categories have been combined. Due to the idiosyncratic nature of the other results and anecdotal information described by grant recipients, the results are described below by year in narrative format rather than in a table.

2002

One common unanticipated result for 2002 grant recipients was the impact the improved Internet access has had on the library and the surrounding community. For example, several awardees indicated they had not anticipated that the Internet would be so heavily accessed. In addition,

several respondents indicated the Internet access provided by the library was the only access available to residents of the rural communities they serve. One grant recipient wrote:

“There being no other Internet resources in this extreme northwest Kansas county with a population of 7,000, the potential for bringing Internet and database use to the rural population of the county is great and sorely needed, and the response has been good.”

Another theme among 2002 grant recipients was the fact that the initial grant funding has inspired library staff to seek additional funds and/or projects to pursue after seeing the impact current technology has had. Similarly, respondents indicated that although they applied for funding for one specific purpose, they have found multiple uses for the equipment and skills acquired as a result of LSTA funding. For example, awardees reported that computers purchased for general patron use have been utilized for such diverse tasks as providing additional equipment for staff training workshops and training students how to design webpages. Finally, some awardees reported ways in which the grant has saved them money and/or time due to the efficiency of the new technology they acquired.

A final common theme was that library patrons and staff have responded favorably to the technology and skills that have been shared as a result of LSTA funding. One awardee reported:

“Community response has been positive, even with the Mennonite community, which is traditionally skeptical of content technology.”

2003

One common theme emerging from the comments of 2003 grant awardees was that library staff members have learned important lessons regarding the new technology they have received. For example, library staff at a college learned to coordinate with campus IT personnel before taking on a new project, and the staff at a public library learned that patrons are not receptive to an alternative to the Windows operating program. Another common lesson was that it is important not to underestimate the interest patrons have in learning new technology, or the extent to which a project can grow once it is initiated. One library director commented:

“We learned from the evaluation that we underestimated the interest and usage this program would create in our library from our patrons... We realize that we need to be constantly thinking of our patrons and their needs and to be listening for suggestions to help our patrons, community, and library.”

Several other awardees commented that patrons have greatly appreciated the improvements made possible through grant funding. For example, college students noted their library, with its new wireless Internet access, was current in terms of technology (and as a result of the new technology, the college needed to draft its first open access policy). Patrons at a community library who participated in training sessions have shared their positive experience with others, which has attracted patrons from other libraries. Libraries that automated their collections as a result of receiving funding have found that patrons appreciate this change; and one library that

emphasized improving access for disabled patrons has found it has accomplished its goal to the appreciation of those who benefited from this change.

Similarly, library staffs have enjoyed the improvements made possible by the grants. For example, the staff at one library has found they can now host larger training sessions for patrons. In addition, one awardee commented on the benefits of new equipment:

“This is a great, easy way to do our inventory. It doesn't take nearly as much time as the way we did it originally, which took normally several days with all the interruptions. All libraries should have an in-hand scanner.”

Similarly, another grant recipient noted how important the funding has been to the functioning of a small, rural library:

“Having this Internet accessible computer at the Circulation Desk has been like having an extra reference librarian on staff.”

Finally, several grant recipients noted they planned to purchase additional equipment because the funding they received has shown this will be a good investment.

2004

As in other years, 2004 technology grant recipients indicated patrons and the general community have shown a greater interest in library offerings as a result of the funding they received. Some libraries received publicity as a result of their award, while others have noted positive patron comments. Still others indicated different groups of patrons are visiting the library and taking advantage of a variety of library resources. One library that instituted a laptop loan program (which has been especially beneficial for low-income community members) wrote:

“Our patrons are really impressed that our library would have such materials to be loaned throughout our community.”

Another theme emerging from 2004 grant recipient comments was that the technology enhancements have been worthwhile, even when they required more work than originally anticipated. One library that participates in a resource sharing program as a result of receiving funding found that the improved access to materials beyond the single library has been wonderful, and that:

“Automation has greatly improved all aspects of library purpose and function.”

Another library that applied grant funds to automate their collection indicated that this was a smart investment:

“The on-going costs are similar to what we would have spent on a stand-alone automation system, but provide a greater level of service and efficiency.”

While most respondents found that the extra effort they expended to make effective use of the grant funding they received, several noted the new technology created more problems than solutions. For example, one recipient did not anticipate a need for additional technological staff, and found that patrons did not appreciate the new automated catalog instituted as a result of the grant. Two librarians felt young patrons were using the computers for playing games and not research, although one of these librarians noted this problem was addressed by drafting a new Acceptable Use Policy.

Finally, although several awardees felt the grants were not beneficial, the majority were grateful for the funds they received. Recipients noted:

“Approval of this grant was an exciting step forward in library service.”

“We are so appreciative of what this LSTA grant was able to provide for our small town library. It would have taken us many years to provide these things if not for this grant.”

2005

Consistent with responses from awardees in previous years, 2005 grant recipients found that patrons are excited about the changes in their libraries resulting from the funding, and about what these changes represent for their communities. Many positive responses were directed at new automation systems. One librarian wrote:

“Small and rural should not be synonymous with inexperienced and unexposed to technological information gathering tools. This was the guiding principle of this grant project, and patrons are pleased with the new automation system.”

Similarly, several other grant recipients indicated the new technology they received has helped their staff members perform work functions more efficiently. For example, librarians can train more patrons on computer and library skills at one time with new projection systems, and they have found it easier to categorize book topics. In addition to saving time, one library found that after converting bulky materials to a digital format, there is more space available in the library.

As grant recipients in other years noted, receiving the technology grant caused some libraries to reconsider strategies that had been in effect. For example, some librarians altered their training materials and sessions to better meet the needs of patrons attending classes. Others found it was necessary to advertise the new services they offer. Still others experienced technical glitches, but most overcame these to provide strong services.

In general, 2005 grant recipients were grateful for the funds they received, even those who experienced some difficulties. While libraries individually benefited from the grant funds they received, one awardee noted that such grants can be beneficial to the library profession as a whole:

“LSTA technology grants are an excellent way of piloting new projects and experimenting with new solutions to library service problems and issues.”

Overall Summary

In general, LSTA technology grant recipients between 2002 and 2005 enjoyed a variety of benefits resulting from applying the funds they received. Most of these awards served single libraries, and most were applied to adult, rural populations. Many awards focused on initiating or enhancing Internet access for patrons, especially those who would have no such access otherwise. Another common application of LSTA technology funds was in automating library collections, and networking these collections between libraries so patrons would have access to more library materials. Another major focus of funding was in training library staff and patrons in various computer and library research skills.

Almost all award recipients described only positive experiences resulting from their application of technology funding, and those who described difficulties generally found more benefits than drawbacks. Finally, many librarians described an increase in patrons using a wide variety of library resources as a result of the new technology available, regardless of whether that was the major project goal. In other words, patrons may have visited the library in order to access high speed Internet (which by itself was described as a vital resource by many recipients) or to attend a training session, but in the process they became aware of other services available at the library and began to use them.

Goal 1: All libraries in Kansas shall be able to access enhanced online information, resource sharing and interlibrary loan.

Outcome Target: By 2007, 75% of respondents to the user satisfaction survey will say that the databases provided statewide are “useful” or “very useful”.

Progress toward goal:

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

Data Source(s): Report from Executive Director to Kansas Library Network Board; March 11, 2005 Kan-ed Status Report.

The State Library developed and distributed two surveys to library patrons, one in reference to the online databases and the other the Kansas Library Card. Both surveys were voluntary electronic surveys attached to online logins. The databases survey was developed and administered by the State Library’s Reference Networking Committee. The Kansas Library Card survey was administered from 2002 - 2003. The majority of respondents (83%) indicated the databases were “useful” or “very useful”.

Results from another database survey, sponsored by Kan-ed, administered to K-12, higher education and public libraries in Fall 2004 indicated most public library patrons access the databases using Blue Skyways or direct access. Overall, patrons who access the Kan-ed

sponsored databases find them useful. Public library patrons tend to find the information available through Heritage Quest Online most useful, especially the complete U.S. Federal Census, 1790 - 1930. Higher education patrons most frequently access Gale Literature Resource, Custom Newspapers©, and ProQuest Nursing Journals; and K-12 patrons most frequently access Worldbook™ Online.

Goal 1: All libraries in Kansas shall be able to access enhanced online information, resource sharing, and interlibrary loan.

Outcome Target: Biannually, in 2003 and 2005 the KIC Council will seat a focus group to measure the quality of the KLC and interlibrary loan services. This group will not only communicate its determinations statewide but also use the results for recommendations for additional services, updates and database maintenance and administration.

Progress toward goal:

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

Data Source(s): KIC Council Representative; 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting.

The KIC Council held focus group meetings in 2002 and 2003 to measure the quantity and quality of Kansas Library Catalog and interlibrary loan services. After the 2003 focus group, a Kansas Library Catalog (KCL) survey was developed and made available online to all libraries and library users in Kansas through a contract with the Auto-Graphics Company. Survey topics included the Public Access Catalog (PAC), the Interlibrary Loan (ILL) module, and the Cataloging//Holdings Maintenance (CAT) module. There is no record of the responses to this online survey.

In the fall of 2004, the survey was distributed and 31 copies were completed and returned to the State Library. The KIC Council then decided this was not the direction it wanted to go, and nothing more was done using the survey or information gathered from the survey.

In 2005, the KIC Council analyzed quantitative and focus group data regarding the Kansas Library Catalog and interlibrary loan services.

Both in 2003 and 2005 the Council encouraged bibliographic access through the Kansas Library Catalog and KICNET, the integrated interlibrary loan system be maintained, improved, and enhanced.

Goal 2: Library personnel will be offered up-to-date continuing education and be trained in implementation and use of the technology.

Output Target: 150 library staff will graduate from the KPLACE Institute by the end of 2007.

Progress toward goal:

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

Data Source(s): KPLACE Registration and participant evaluations collected by KPLACE Coordinator.

Kansas Progressive Librarians Achieving Continuing Education (KPLACE) is a collaborative effort between the State Library of Kansas, School of Library and Information Management (SLIM) and seven regional libraries to provide training for library personnel who do not have graduate library degrees. The training is delivered in one week sessions consisting of eight courses each. Students complete one week of training annually for three years. Below is a summary of the information presented in these sessions.

KPLACE I: Basic library skills

KPLACE II: Personnel management, dealing with public library boards, budgeting and library law

KPLACE III: Technology, online skills, personal development planning, and current and future trends

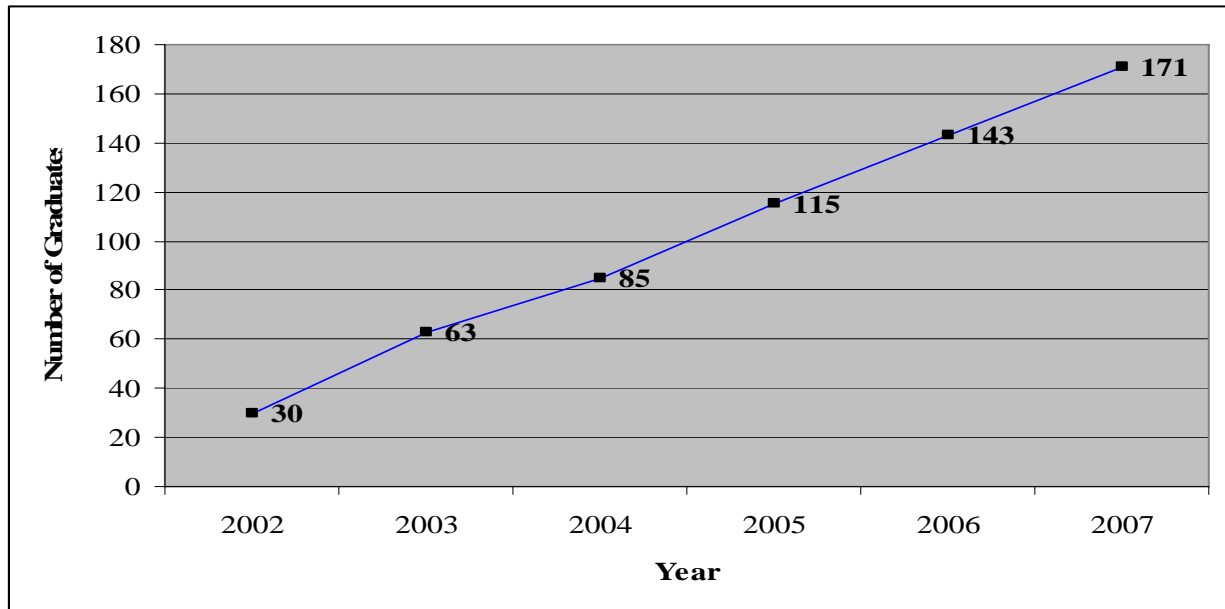
KPLACE IV: Optional one-day topical seminar

Two new presentations, *Professional Development: Effective Skills for Library Administration* and *Population Trends in Kansas and What They Mean*, were added to the KPLACE program in 2003.

The KPLACE institute will end in 2007, after 18 years and 16 graduating classes. It will be replaced by smaller, more focused, more flexible programs that will meet the needs of modern, technologically savvy librarians. The last KPLACE I was offered in 2005 and the last KPLACE II was offered in 2006 resulting in the last KPLACE III being offered in 2007.

During the 2002 – 2005 period KPLACE has graduated 115 students which represent about 28 of 30 students in each cohort graduating. If this rate continues, as illustrated in Figure 5 on the next page, KPLACE should graduate 171 students by 2007 which surpasses the goal set of 150 graduates.

Figure 5: Number of KPLACE Graduates (2002 – 2007).



Over the period 60 – 80% of KPLACE participants have rated the training received as “good” or “very good”. Questionnaires completed by participants in 2003 and 2004 indicated that 87.0% and 88.0%, respectively, felt the training they received at KPLACE could be put to good use. Comments made during exit interviews indicate students felt they were better prepared to provide library service as a result of their KPLACE training. Students noted:

“I wish everyone could have heard this workshop. Toni’s workshop is a great example of the wonderful workshops that KPLACE has brought to us.”

“It was very interesting with lots of different angles to look at. It was a very good week. I absorbed a lot, was taught a lot, will use a lot.”

The Summer Institute for Library Specialists has also provided training for library personnel over the 2002 - 2005 period. As shown in Table 9, the program has graduated 438 participants out of 440 for a 99.5% graduation rate over the past four years.

Table 9: Number of Summer Institute for Library Specialists Participants and Graduates (2002-2005).

Summer Institute for Library Specialists	Fiscal Year				Total
	2002	2003	2004	2005	
Number of Participants	90	120	130	100	440
Number of Graduates	90	120	128	100	438
Graduation Percent	100.0%	100.0%	98.5%	100.0%	99.5%

Goal 2: Library personnel will be offered up-to-date continuing education and be trained in implementation and use of the technology.

Output Target: Between 2002 and 2007, 40 technology grants will be awarded for technology training projects.

Progress toward goal:

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

Data Source(s): Records from LSTA Coordinator for the State Library of Kansas; 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting.

A total of 43 technology training grants were awarded during the period 2002 - 2005 as shown in Table 10 below. Both LSTA funds expended and numbers of persons served each year have declined over the period.

Table 10: Summary of Number of Grants Funded, Funds Expended, and Persons Served by Technology Training Projects (2002-2005).

Grants and Funding	Fiscal Year			
	2002	2003	2004	2005
Number of Technology Training Grants Awarded	10	13	10	10
LSTA Funds Expended	\$160,394	\$127,652	\$123,097	\$89,917
Number of Persons Served ¹	17,470	20,917	6,539	8,239

¹Values represent non-duplicated count. Only one set of values is included for all six of the KPLACE projects.

Table 11 on the next page summarizes the number and percentage of projects funded each year by type of project. Each year six of the awarded projects supported the Kansas Progressive Librarians Achieving Continuing Education (KPLACE) project and one supported the Institute for Continuous Education (ICE). The Center for the Book and Local Library Development Project were supported in earlier years but not in 2005. The Library Statistics Project has been supported since 2003.

Table 11: Number and Percent of Technology Training Projects by Type of Project (2002-2005).

Type of Projects	Fiscal Year			
	2002 N=10	2003 N=13	2004 N=10	2005 N=10
Kansas Progressive Librarians Achieving Continuing Education (KPLACE)	6 (60.0%)	6 (46.2%)	6 (60.0%)	6 (60.0%)
Institute for Continuous Education (ICE)	1 (10.0%)	1 (7.7%)	1 (10.0%)	1 (10.0%)
Center for the Book	1 (10.0%)	1 (7.7%)	0 (0.0%)	0 (0.0%)
Local Library Development	1 (10.0%)	1 (7.7%)	1 (10.0%)	0 (0.0%)
Kansas Library Association – Continuing Education	1 (10.0%)	1 (7.7%)	0 (0.0%)	1 (10.0%)
Library Statistics Project	0 (0.0%)	1 (7.7%)	1 (10.0%)	2 (20.0%)
Other	0 (0.0%)	2 (15.4%)	1 (10.0%)	0 (0.0%)

Goal 2: Library personnel will be offered up-to-date continuing education and be trained in implementation and use of the technology.

Output Target: Consulting and training will be supported by at least two online web pages on *Blue Skyways* and three print publications by the Local Library Development Division of the State Library.

Progress toward goal:

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

Data Source(s): Records from Director of Local Library Development Division and LSTA Coordinator for the State Library of Kansas; Local Library Development Division web page on *Blue Skyways*.

The Local Library Development Division of the State Library provides consulting services, support, and training for library staff, trustees, and volunteers across the state. Numerous online references and access to printed materials are available on the *Blue Skyways* website (<http://www.skyways.org/KSL/development/libdev.html>).

The following bullets summarize the major online and print materials developed over the 2002 - 2005 period to support consulting and training for the Local Library Development Division.

- Online web pages
 - Trustee Topics
 - Kansas Library Trustee Association (KLTA) Online Internet Tutorial (public library trustee tutorial)
 - Intellectual Freedom Online Manual for Librarian and Trustee Training
 - Kansas Public Library Standards
- Print publications that were also made available online
 - Trustee Topics
 - Compensation Guidelines for Kansans: Public Library Directors
 - Marketing the Small Library
 - Youth Services Guidelines (revised 2004)

Goal 2: Library personnel will be offered up-to-date continuing education and be trained in implementation and use of the technology.

Outcome Target: At least 75% of continuing education participants will demonstrate at least 75% of key skills and knowledge of course content by the conclusion of each offering.

Progress toward goal:

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

Data Source(s): Records from Director of Local Library Development Division and LSTA Coordinator for the State Library of Kansas.

Continuing education for library personnel is sponsored by the entities listed below.

- KPLACE Institute
- Kansas Library Association
- Kansas Association of School Libraries
- Kansas Summer Institute for School Library Media Specialists
- Friends of Kansas Libraries
- Kansas Center for the Book
- Kansas Consultants for Youth
- Kansas Library Trustee Association

Each year for the period 2002 - 2005 over 1000 library personnel received training and demonstrated that they attained at least 75% of key skills and knowledge in the area of training. The values in Table 12 on the next page represent the number of participants involved in the training, and the number and percent of participants demonstrating at least 75% skill and knowledge attainment as a result of training.

Table 12: Number of Participants Attending Training and Demonstrating Skills and Knowledge Attainment (2002-2005).

Skill and Knowledge Attainment	Fiscal Year			
	2002	2003	2004	2005
Number of Participants Attending Training	1163	1218	1175	1313
Number of Participants Demonstrating at least 75% of Skills and Knowledge	1163	1218	1175	1313
Percent of Participants Demonstrating at least 75% of Skills and Knowledge	100.0%	100.0%	100.0%	100.0%

Goal 2: Library personnel will be offered up-to-date continuing education and be trained in implementation and use of the technology.

Outcome Target: By December 2004 and December 2006, 30% of Kansas library users surveyed will indicate they consider assistance they have received at the library is “useful” or “very useful,” and 75% of Kansas library users surveyed will report they trust library information as accurate.

Progress toward goal:

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

Data Source(s): KPLACE Coordinator.

Evidence:

Due to resignation of State Librarian and new administration, no surveys were completed. Instead, a continuing education summit was held in summer 2005. From the summit five continuing education task forces were created, resulting in the 2006 Core Competencies for Kansas Public Library Directors.

Goal 3: Library services to underserved special populations will be enhanced.

Output Target: The number of active readers of the Kansas Talking Books service will increase by 10%, and the number of Braille readers will increase by 10%.

Progress toward goal:

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

Data Source(s): Records provided by Director of Talking Books; 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting.

Patrons in Kansas that are unable to use standard print due to a visual, physical or reading disability have access to books and magazines through Kansas Talking Books services and Braille materials. Materials are delivered to patrons free of charge through the mail. Materials are used by individual patrons and by institutions such as schools, nursing homes, Hospice, Senior Centers, and hospitals.

The State Library of Kansas Talking Books Service, through a collaborative effort with the National Library Service (NLS), provides resources, consolation, playback equipment and support services to six subregional sites in Kansas that support patrons with this service on a regional basis.

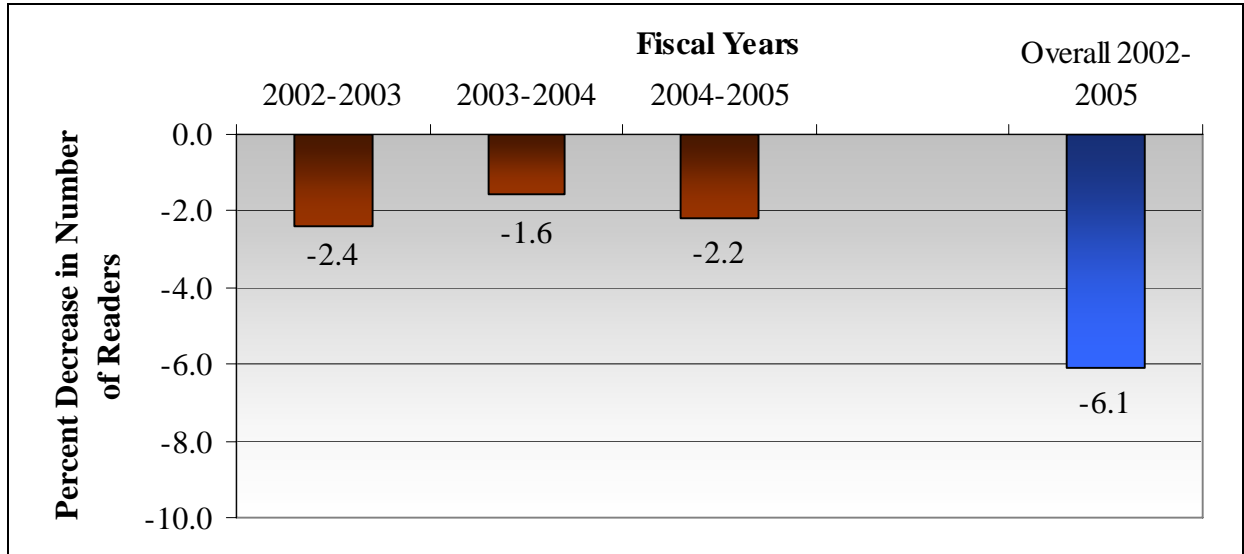
Kansas Talking Books

The first part of the goal for this program was not met (*number of active readers of the Kansas Talking Books service will increase by 10%*). There was actually a *decrease* each year in the number of readers in the Talking Books program as shown in Table 13. Figure 6 on the next page illustrates there was an overall *decrease*, when comparing the number of Talking Books readers from 2002 to 2005 (- 6.1%).

Table 13: Number of Readers of Kansas Talking Books (2002-2005).

Fiscal Year			
2002	2003	2004	2005
7494	7313	7197	7039

Figure 6: Percent Decrease by Fiscal Year in Number of Readers in Talking Books Program.



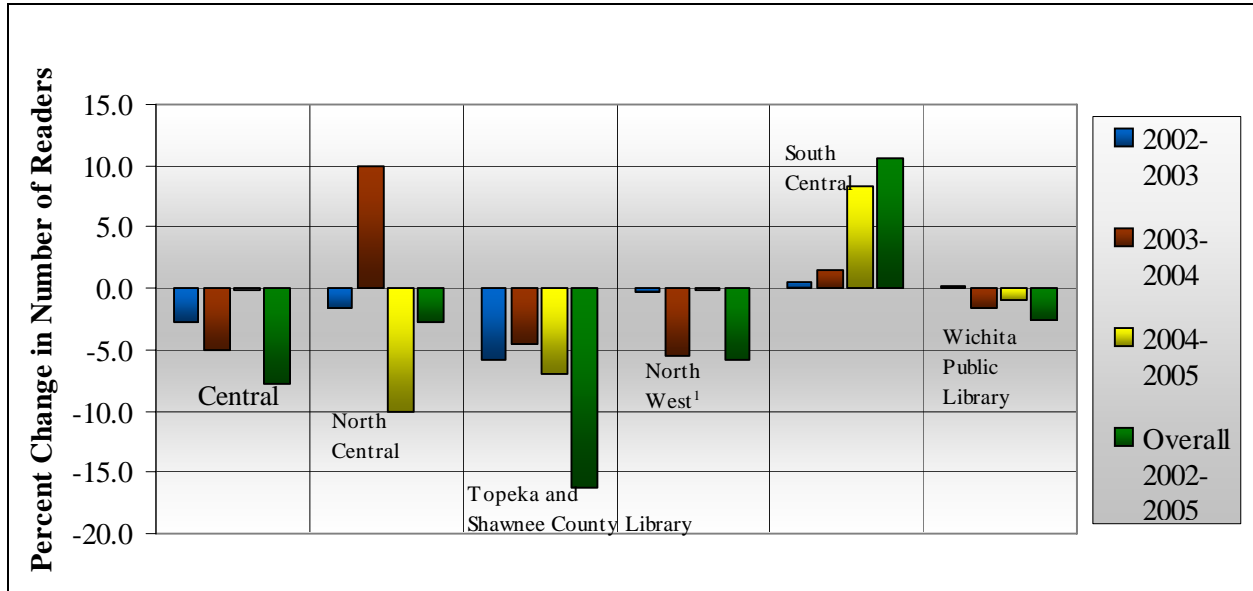
When examining results by region (see Table 14 below), from 2002 to 2005, five regions showed a *decrease* in the number of readers in the Talking Books program. The largest decrease, when comparing fiscal year 2002 to 2005 occurred in the North East region (see Figure 7 on next page). South Central was the only region to show a steady increase each year from 2002 to 2005 (10.5%). This illustrates that the goal of the program was *only* met in the South Central region.

Table 14: Number of Readers in Talking Books Program by Region (2002-2005).

Region	Fiscal Year			
	2002	2003	2004	2005
Central	729	709	673	672
North Central	869	855	940	845
Topeka and Shawnee County Library	2682	2525	2412	2245
North West ¹	714	712	673	672
South Central	902	906	920	997
Wichita Public Library	1604	1606	1579	1563

¹Numbers for the South West region were included in the North West region.

Figure 7: Percent Change by Fiscal Year and Region for Talking Book Program (2002-2005).



¹Numbers for the South West region were included in the North West region.

Braille Readers

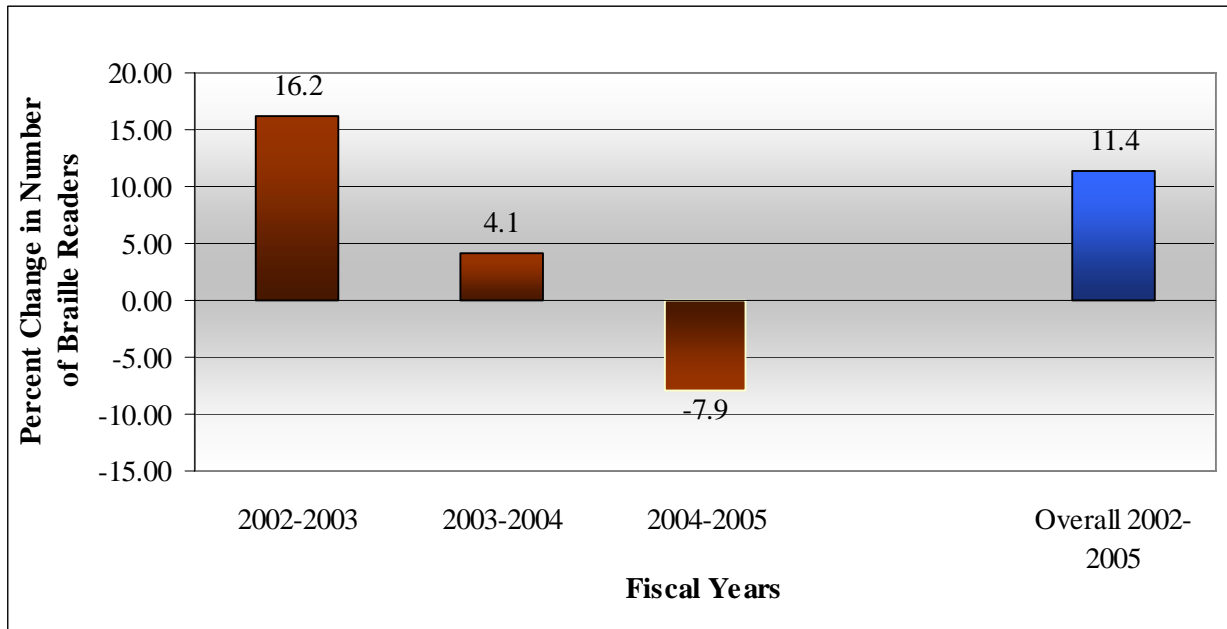
The results displayed in the Table 15 below and Figure 8 on the next page indicate that the second overall goal for this program was met. There was an overall increase, when comparing the number of Braille readers from 2002 to 2005 (11.4%). However, there was an almost 8.0% *decrease* in number of Braille readers from 2004 - 2005. This decrease is likely explained by the fact that Webraille was introduced in 2004. This service allows patrons to access books and magazines online through the National Library Service (NLS). Thus, this access reduced the need for direct Braille subscriptions through the regional systems. In 2004, an extensive database cleanup was performed to eliminate patrons no longer using the service.

Programs such as Talking Books and Webraille increase the accessibility for patrons that may, otherwise, not enjoy the same advantages of those experienced by the rest of the library patrons. Another outcome of this collaborative effort was to increase library staff awareness of resources, organizations, agencies, and other information referral services available in Kansas.

Table 15: Number of Braille Readers (2002-2005).

Fiscal Year			
2002	2003	2004	2005
105	122	127	117

Figure 8: Percent Change in Number of Braille Readers (2002-2005).



Goal 3: Library services to underserved special populations will be enhanced.

Output Target: The number of literacy programs with which the state literacy coordinator works will be maintained or increased.

Progress toward goal:

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

Data Source(s): Records provided by State Literacy Coordinator; 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting.

During the period 2002 – 2004 the charge of the Library Literacy Project was for the state literacy coordinator to provide consulting, training, and liaison work with public libraries and regional library systems on adult reading, volunteer development, and organizational and board development for public libraries. As shown in Table 16 on next page, the number of literacy projects increased from 2002 to 2003 and remained constant for the remainder of the period. The same trend existed for the number of workshops presented. Workshops increased from 25 in 2002 to 28 in 2003 but remained the same from 2003 to 2004 and were discontinued in 2005.

Table 16: Number of Literacy Projects and Workshops Provided by State Literacy Coordinator (2002-2005).

Library Literacy Project	Fiscal Year			
	2002	2003	2004	2005
Literacy Projects	122	135	135	135
Workshops	25	28	28	Discontinued

Due to lack of progress in this area and changes in administration and mission at the State Library of Kansas the adult literacy services were removed and the state literacy coordinator became the special projects director with the mission to promote reading in both children and adults. Two new literacy endeavors were conducted in 2005. The “Kansas Read to Preschoolers” initiative allowed over 23,000 children to have the book, *No Matter What*, read to them by the author Debi Gliori. Programs, games, activities, blogs, a website, crafts and other events accompanied the program. The second new endeavor focuses on adult literacy. “Kansas Reads...The Learning Tree” by Gordon Parks will be the first adult ‘one book/one state’ reading and discussion initiative launched in Kansas which began in January of 2007.

Goal 3: Library services to underserved special populations will be enhanced.

Output Target: In each year from 2003 through 2007, 20 special population grant projects will be conducted.

Progress toward goal:

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

Data Source(s): 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting.

Table 17 on next page summarizes the number of grants, LSTA funds awarded, LSTA funds expended and number of persons served by special population grants for each year. In years 2002 and 2003 the goal was met. The goal was also met in 2004 with 20 projects awarded; however, one project was not completed and did not submit a report summary. Only 18 grants were awarded in 2005 with one project not completed and unable to submit a report.

Table 17: Number of Special Population Grants Funded, LSTA Funds Awarded, LSTA Funds Expended, and Number of Persons Served by Projects (2002-2005).

Grants and Funding	Fiscal Year			
	2002	2003	2004	2005
Number of Grants Awarded	22	20	20	18
LSTA Funds Awarded	\$48,732	\$50,000	\$50,000	\$50,000
LSTA Funds Expended	\$48,732	\$51,500	\$50,400	\$50,000
Number of Persons Served	15,669	29,763	281,772 ¹	13,452 ¹

¹One project was not completed so no values were reported for number of people served.

Special population grants were awarded to all types of libraries over the four year period. Table 18 displays the number and percent of each type of library that received funding for each year from 2002 to 2005. For each year the type of library receiving the most awarded projects appears in boldface. More than 60% of the special population grants granted each year were awarded to public libraries.

Table 18: Number and Percent of Special Populations Grants by Type of Library (2002-2005).

Types of Libraries	Fiscal Year			
	2002 <i>N=22</i>	2003 <i>N=20</i>	2004 <i>N=20</i>	2005 <i>N=18</i>
Academic	1 (4.5%)	0 (0.0%)	1 (5.0%)	2 (11.1%)
Multi-type	2 (9.1%)	1 (5.0%)	3 (15.0%)	2 (11.1%)
Public	15 (68.2%)	14 (70.0%)	13 (65.0%)	14 (77.8%)
School (K-12)	2 (9.1%)	4 (20.0%)	2 (10.0%)	0 (0.0%)
Special/Other	2 (9.1%)	1 (5.0%)	1 (5.0%)	0 (0.0%)

Goal 3: Library services to underserved special populations will be enhanced.

Output Target: Attendance at children’s programs will increase by at least 10% by 2007, and the summer reading program will be offered annually through a multi-state cooperative.

Progress toward goal:

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

Data Source(s): Records provided by Local Library Development Officer; 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting.

This Outcome Target was addressed, through a coordinated effort, by the State Library of Kansas and the Children’s Services Forum, a statewide group of regional system and urban children’s library consultants. The collaboration resulted in the statewide children’s summer reading program using the multi-state cooperative’s materials and promotions. It also sponsored statewide training programs on marketing young adult services and some special training on graphic novels as reader incentives.

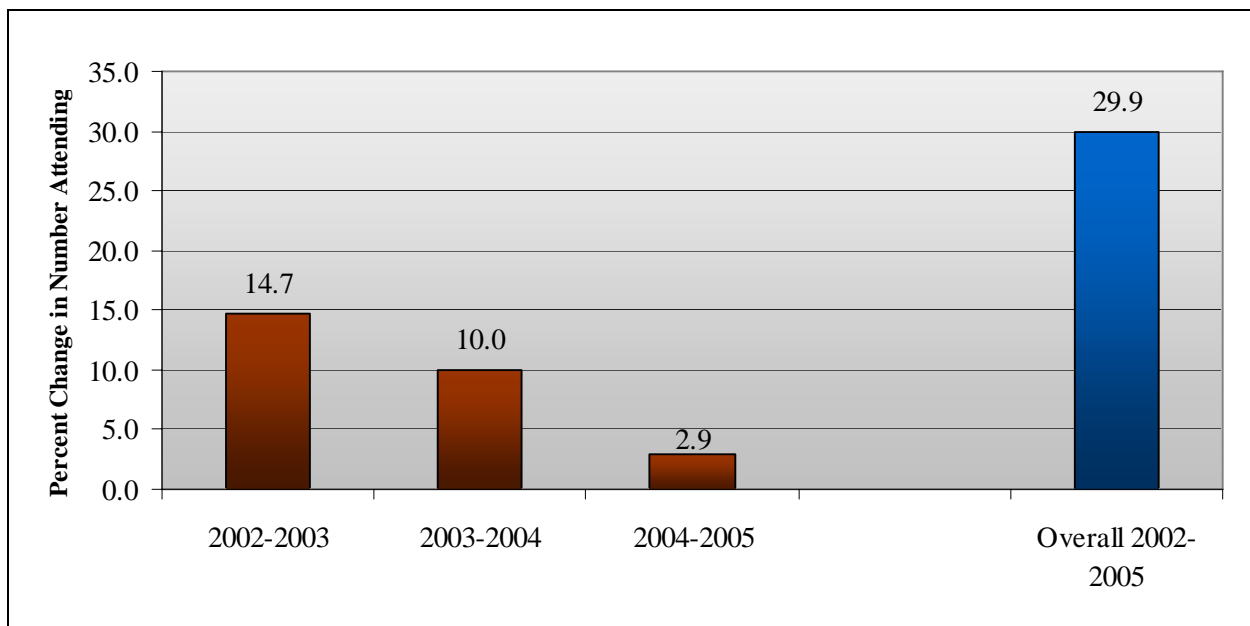
Children’s Programs

The number attending Children’s Programs, as shown in Table 19, has increased from 573,045 in 2002 to 744,372 in 2005. The current results indicate that the number attending children’s programming has increased by almost 30% when comparing those attending in 2002 to those attending in 2005. However, as shown in Figure 9, the results also reveal that the percent of increase, in the number attending, has been declining since 2002-2003. There was an average 9% increase in attendance over the four year period as cited in the Annual Report submitted to the Institute of Museum and Library Services for LSTA reporting.

Table 19: Number of Participants Attending Children’s Programs (2002-2005).

Fiscal Year			
2002	2003	2004	2005
573,045	657,466	723,164	744,372

Figure 9: Percent Change by Fiscal Year in Number Attending Children’s Programming (2002-2005).



Summer Reading Program

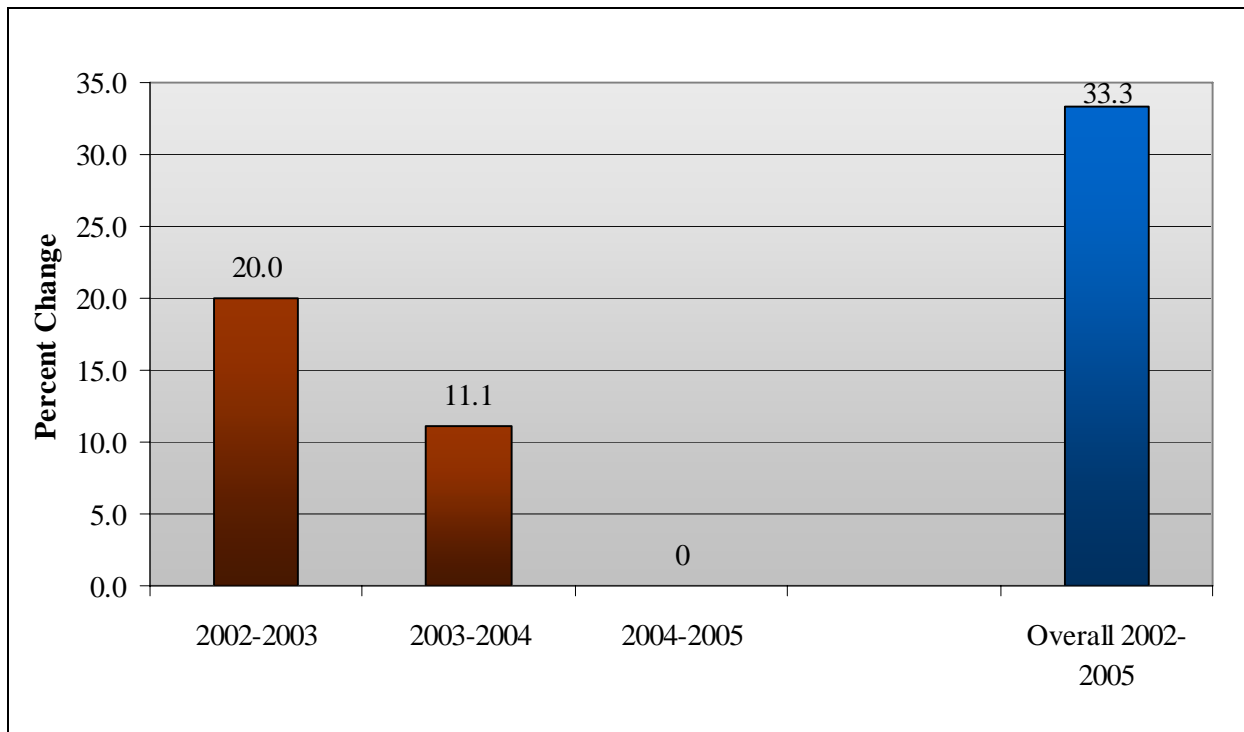
The results for the second part of the goal of this Outcome Target (*summer reading program will be offered annually through a multi-state cooperative*) indicate the number of participating libraries increased each year from 2002 to 2004, but stabilized in 2005 (see Table 20 below). Figure 10 reveals the same pattern as seen with attendance for children’s programs in that the percent of increase for the period 2002 - 2005 is about 30% but the percentage of increased participation each year is declining.

Each year there was approximately a 7% increase in attendance at summer reading programs.

Table 20: Number of Libraries Participating in Children's Programs (2002-2005).

Fiscal Year			
2002	2003	2004	2005
150	180	200	200

Figure 10: Percent Change by Fiscal Year in Number of Libraries Participating in Children’s Programs (2002-2005).



Goal 3: Library services to underserved special populations will be enhanced.

Outcome Target: Users at the six subregional Talking books libraries will receive prompt service 80% of the time.

Progress toward goal:

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

Data Source(s): Records from Director of Talking Books.

A survey conducted by the State Library of Kansas to all active patrons revealed, as shown in Table 21, that more than 80% of users at the subregional Talking Books libraries reported receiving prompt service.

Table 21: Percent of Patrons at Subregional Talking Books Libraries Indicating They Received Prompt Service (2002-2005).

Fiscal Year			
2002	2003	2004	2005
83.0%	82.5%	82.5%	Not Administered

Goal 3: Library services to underserved special populations will be enhanced.

Outcome Target: Literacy students' finishing programs at literacy centers will answer "yes" to 80% of the questions on the literacy learner survey in 2002 and 2005.

Progress toward goal:

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

Data Source(s): Records from State Literacy Coordinator and LSTA Coordinator for the State Library of Kansas.

The changes in the State Library of Kansas mission and administration resulted in a change of focus for the literacy program. Surveys were not administered at literacy centers.

Goal 3: Library services to underserved special populations will be enhanced.

Outcome Target: Competitive grants for underserved special populations will implement, administer, and evaluate library services to those having difficulty using a library. Libraries receiving competitive grants will provide outcome based evaluations to communicate the value of their projects.

Progress toward goal:

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

Data Source(s): 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting.

Summary of Grants and Funding

Table 22 shows the number of special populations grants awarded during 2002, 2003, 2004, and 2005. A total of 80 awards were made, with 78 projects submitting a summary of the project. Grant awardees reported 340,870 persons were served as a result of these project’s activities.

Table 22: Number of Special Population Grants Awarded, LSTA Funds Awarded, LSTA Funds Expended, and Number of Persons Served by Projects (2002-2005).

Grants and Funding	Fiscal Year			
	2002	2003	2004 ¹	2005 ¹
Number of Grants Awarded	22	20	19	17
LSTA Funds Awarded	\$48,732	\$50,000	\$50,000	\$50,000
LSTA Funds Expended	\$48,732	\$51,500	\$50,400	\$50,000
Number of Persons Served	15,669	29,763	282,191	13,247

¹Information is currently unavailable for one library that received an award during the fiscal year, so that information is not included in this column.

Summary of Audience Served

The numbers in the cells in Table 23 on the next page represent the number of special population grant awardees serving each type of audience. The table also displays the percentage of special population grants this represents from the total number of grants reported each year. Projects could list as many target audiences as they felt were applicable to their project goals. For example, a parenting center within a library might target adults, preschool children, and rural limited-English speaking populations. Therefore, the percentage in each column may exceed 100% because a grant may have served a variety of populations. For each year, the most common audience appears in boldface.

Target audiences for the project services varied greatly across funding years. In 2002 and 2004, projects listed adults as the primary audience served. Young adults and teens were the most frequent audience in 2003; and in 2005, the most frequently listed audiences were people with special needs, seniors, and rural populations.

Table 23: Number and Percent of Special Population Grants by Audiences Served (2002-2005).

Audiences Served	Fiscal Year			
	2002 N=22	2003 N=20	2004 ¹ N=19	2005 ¹ N=17
People with Special Needs	3 (13.6%)	5 (25.0%)	5 (26.3%)	6 (35.3%)
Seniors (Aging)	6 (27.3%)	6 (30.0%)	8 (42.1%)	6 (35.3%)
Adults	14 (63.6%)	4 (20.0%)	8 (42.1%)	4 (23.5%)
Young Adults and Teens	7 (31.8%)	8 (40.0%)	2 (10.5%)	4 (23.5%)
Children	7 (31.8%)	6 (30.0%)	5 (26.3%)	5 (29.4%)
Non/Limited English Speaking Persons	6 (27.3%)	6 (30.0%)	2 (10.5%)	1 (5.9%)
Library Staff and Volunteers	0 (0.0%)	0 (0.0%)	1 (5.3%)	1 (5.9%)
Rural Populations	3 (13.6%)	4 (20.0%)	7 (36.8%)	6 (35.3%)
Institutionalized Populations/Corrections	4 (18.2%)	2 (10.0%)	1 (5.3%)	1 (5.9%)
Preschool Children	4 (18.2%)	1 (5.0%)	2 (10.5%)	1 (5.9%)
Urban Populations	0 (0.0%)	1 (5.0%)	0 (0.0%)	0 (0.0%)
Institutionalized Populations/Developmentally Disabled	0 (0.0%)	0 (0.0%)	1 (5.3%)	1 (5.9%)

¹Information is currently unavailable for one library that received an award during the fiscal year, so that information is not included in this column.

Summary of Project Scale

Table 24 on the next page shows the numbers and percentages of project scale types for each funding year. Each project is categorized by only one project scale type (Statewide; Partnership; One Library, District, or System). The majority of projects were one-library projects, with partnerships being the second most frequent project scale. One project during the 2002 – 2005 period had a statewide scale.

Table 24: Number and Percent of Special Population Grants by Project Scale (2002-2005).

Project Scale	Fiscal Year			
	2002 N=22	2003 N=20	2004 ¹ N=19	2005 ¹ N=17
Statewide	0 (0.0%)	0 (0.0%)	1 (5.3%)	0 (0.0%)
Partnership	6 (27.3%)	4 (20.0%)	4 (21.1%)	3 (17.6%)
Public Libraries	0 (0.0%)	1 (5.0%)	3 (15.8%)	1 (5.9%)
Public and K-12 Libraries	2 (9.1%)	1 (5.0%)	0 (0.0%)	1 (5.9%)
Public and Higher Education Libraries	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
K-12 and Higher Education Libraries	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Public Library and Corrections Agencies	2 (9.1%)	1 (5.0%)	0 (0.0%)	0 (0.0%)
Public Library and Nursing Homes/Assisted Living Organizations/Area Agency on Aging	1 (4.5%)	1 (5.0%)	1 (5.3%)	0 (0.0%)
Public Library, Extension and Other Organizations	1 (4.5%)	0 (0.0%)	0 (0.0%)	1 (5.9%)
One Library, District or System	16 (72.7%)	16 (80.0%)	14 (73.7%)	14 (82.4%)

¹Information is currently unavailable for one library that received an award during the fiscal year, so that information is not included in this column.

Summary of Primary Services

The number and percentage of projects for each of 13 types of LSTA primary services for each funding year are shown in Table 25 on the next page. Most projects listed more than one primary service, thus the numbers each year add up to more than the total number of projects funded for the year (i.e., percents may sum to more than 100%). For each year, the most common primary service appears in boldface.

In 2002, all projects considered their primary services to be continuing education. Most of the projects in 2003 listed their primary services as continuing education, but in the next two years, the primary services diversified to 10 types of services each year. In 2004 and 2005, outreach services were the most common. It should be noted after 2002 IMLS broadened the categories for reporting 'primary services'.

Table 25: Number and Percent of Special Population Grants by Primary Services (2002-2005).

Primary Service	Fiscal Year			
	2002 N=22	2003 N=20	2004 ¹ N=19	2005 ¹ N=17
Continuing Education for the Public	22 (100.0%)	18 (90.0%)	5 (26.3%)	0 (0.0%)
Software and Equipment	0 (0.0%)	0 (0.0%)	5 (26.3%)	2 (11.8%)
Information Access and Services	0 (0.0%)	0 (0.0%)	5 (26.3%)	1 (5.9%)
Outreach Services	0 (0.0%)	0 (0.0%)	8 (42.1%)	5 (29.4%)
Education Related Services to Children and Teens	0 (0.0%)	0 (0.0%)	5 (26.3%)	4 (23.5%)
Literacy Programs	0 (0.0%)	0 (0.0%)	1 (5.3%)	2 (11.8%)
Institutional Library Services	0 (0.0%)	0 (0.0%)	2 (10.5%)	1 (5.9%)
Cultural Heritage Programs	0 (0.0%)	2 (10.0%)	1 (5.3%)	2 (11.8%)
Staff Development	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (5.9%)
Economic Development	0 (0.0%)	2 (10.0%)	1 (5.3%)	1 (5.9%)
Inter-generational Programming	0 (0.0%)	0 (0.0%)	4 (21.1%)	3 (17.7%)
Technology Infrastructure	0 (0.0%)	0 (0.0%)	1 (5.3%)	2 (11.8%)
Mobile Services	0 (0.0%)	0 (0.0%)	1 (5.3%)	0 (0.0%)

¹Information is currently unavailable for one library that received an award during the fiscal year, so that information is not included in this column.

Summary of Project Purpose and Activities/Methods

The Project Purpose and Project Activities/Methods categories have been incorporated into Table 26 on the next page due to extreme redundancy in reporting between these categories. Projects oftentimes reported more than one purpose or activity. For example, a project might purchase large print type books and deliver them to nursing homes, assisted living housing, and public housing that serve disabled and elderly persons. Although many projects had very specific and unique purposes, all projects were grouped in general categories for ease in summarizing their activities. For each year, the most common purposes appear in boldface.

Each year showed a diverse array of project purposes and activities. The most frequent purpose for the entire four years of funding was the purchase of materials for seniors and others with hearing and vision impairments. Materials for English Language Learners (ELL), special interest materials, programming for young adults, and corrections populations were the second most common project purposes.

Table 26: Number and Percent of Special Population Grants by Project Purpose and Activity Method (2002-2005).

Purpose or Activity/Method	Fiscal Year			
	2002 N=22	2003 N=20	2004 ¹ N=19	2005 ¹ N=17
Bookmobile / Delivery of Library Materials	1 (4.5%)	0 (0.0%)	2 (10.5%)	1 (5.9%)
Special Interest Materials for Corrections Populations	4 (18.2%)	2 (10.0%)	0 (0.0%)	0 (0.0%)
English Language Learners (ELL) Materials for Children and Adults	4 (18.2%)	5 (25.0%)	2 (10.5%)	2 (11.8%)
Infant and Toddler Services/After-School	1 (4.5%)	1 (5.0%)	0 (0.0%)	3 (17.6%)
Materials for Partially Sighted/Hearing Impaired Seniors	5 (22.7%)	5 (25.0%)	10 (52.6%)	7 (41.2%)
Center Within Library (e.g. Parenting)	1 (4.5%)	0 (0.0%)	1 (5.3%)	0 (0.0%)
Materials for At-Risk or Special Education Students	3 (13.6%)	1 (5.0%)	1 (5.3%)	2 (11.8%)
Technology Access	2 (9.0%)	0 (0.0%)	2 (10.5%)	5 (29.4%)
Special Interest Materials –Young Adults	1 (4.5%)	7 (35.0%)	2 (10.5%)	4 (23.5%)
Special Interest Materials – Adults (e.g. Unemployed, Caregivers)	1 (4.5%)	2 (10.0%)	0 (0.0%)	0 (0.0%)
Workshops/Special Events (e.g. Job Search, Visiting Author)	1 (4.5%)	0 (0.0%)	3 (15.8%)	2 (11.8%)
Training/Resources for Librarians	0 (0.0%)	0 (0.0%)	2 (10.5%)	0 (0.0%)

¹Information is currently unavailable for one library that received an award during the fiscal year, so that information is not included in this column.

Summary of Evaluation Methods

A variety of formal and informal evaluation methods were used by projects to demonstrate the results of their activities. As shown in Table 27 on the next page, almost all projects utilized more than one type of evaluation. For each year, the most frequently used evaluation methods appear in boldface. The most common measures used were library materials circulation numbers and library materials collections and inventory.

Table 27: Number and Percent of Special Population Grants by Evaluation Method (2002-2005).

Evaluation Methods	Fiscal Year			
	2002 N=22	2003 N=20	2004 ¹ N=19	2005 ¹ N=17
Adaptive/Special Equipment Inventory	0 (0.0%)	0 (0.0%)	1 (5.3%)	2 (11.8%)
Attendance at Special Events	4 (18.2%)	2 (10.0%)	5 (26.3%)	4 (23.5%)
Daily Log of Activities	2 (9.0%)	0 (0.0%)	0 (0.0%)	1 (5.9%)
Library Materials Circulation Numbers	15 (68.2%)	20 (100.0%)	15 (78.9%)	6 (35.3%)
Materials Collections/Inventory	14 (63.6%)	20 (100.0%)	13 (68.4%)	14 (82.4%)
Patron Survey/Questionnaire	7 (31.8%)	6 (30.0%)	2 (10.5%)	0 (0.0%)
Solicited Patron Comments	8 (36.4%)	6 (30.0%)	0 (0.0%)	0 (0.0%)
Staff Survey	2 (9.0%)	0 (0.0%)	2 (10.5%)	1 (5.9%)
Structured Interviews/Focus Groups	2 (9.0%)	1 (5.0%)	4 (21.1%)	2 (11.8%)
Structured Observations	1 (4.5%)	0 (0.0%)	1 (5.3%)	1 (5.9%)
Student Progress	1 (4.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

¹Information is currently unavailable for one library that received an award during the fiscal year, so that information is not included in this column.

Summary of Outputs and Outcomes

The Project Output category and Project Outcome categories have been incorporated into Table 28 on the next page due to extreme redundancy in reporting between these categories. Note that some awardees reported more than one project output or outcomes, so the total number of outputs exceeds the number of awardees. For each year, the most common outcomes appear in boldface. Percentage is the total percentage of awardees reporting a particular outcome, rather than the percentage of total outcomes reported in a year, so it may exceed 100% within a column.

All projects described several types of successful results in their reports. Increased circulation to a target population and increased or improved collections for a target population were the most commonly reported outputs and outcomes of the projects. In 2002, improved familiarity with library and services was also frequently reported as a result from the projects.

Table 28: Number and Percent of Special Population Grants by Outputs and Outcomes (2002-2005).

Outputs and Outcomes	Fiscal Year			
	2002 N=22	2003 N=20	2004 ¹ N=19	2005 ¹ N=17
Continuation of Program with Improvements	7 (31.8%)	3 (15.0%)	3 (15.8%)	2 (11.8%)
Improved Attendance at Library Activities	7 (31.8%)	3 (15.0%)	5 (26.3%)	3 (17.6%)
Improved Library Capacity for Technology	8 (36.4%)	2 (10.0%)	4 (21.1%)	3 (17.6%)
Improved Familiarity with Library and Services	12 (54.5%)	6 (30.0%)	3 (15.8%)	4 (23.5%)
Increased Circulation to Target Population	13 (59.1%)	20 (100.0%)	13 (68.4%)	6 (35.3%)
Increased/Improved Collection for Target Population	15 (68.2%)	20 (100.0%)	13 (68.4%)	14 (82.4%)
Increased Local Collaboration	6 (27.3%)	6 (30.0%)	3 (15.8%)	7 (41.2%)
Increased Use of Library Materials	9 (40.1%)	13 (65.0%)	6 (31.6%)	7 (41.2%)
New Skills Learned by Patrons	5 (22.7%)	2 (10.0%)	3 (15.8%)	2 (11.8%)
Positive Comments from Patrons	10 (45.5%)	13 (65.0%)	6 (31.6%)	10 (58.9%)
Student Progress	0 (0.0%)	1 (5.0%)	1 (5.3%)	0 (0.0%)

¹Information is currently unavailable for one library that received an award during the fiscal year, so that information is not included in this column.

Summary of Other Results and Anecdotal Information

There was some redundancy between the other results and anecdotal information reported, so these categories have been combined. Due to the distinctive characteristics of the *other results* and *anecdotal information* described by grant recipients, the results are described below by year in narrative format rather than in a table.

2002

The majority of the 22 grants in 2002 served adults, and the services offered by all grants were for the purpose of continuing education for the public. 2002 led the other years on grants involving partnerships, with several libraries partnering with corrections, extension, and senior citizens agencies/organizations. Eleven types of activities were listed. Leading activities were: special interest materials for corrections populations, ELL materials for children and adults, and

materials for partially-sighted/hearing-impaired seniors. Ten types of Outputs and Outcomes were listed as results of the 2002 projects, with all projects using at least one type of evaluation method. Three of these output/outcomes (improved familiarity with library and services, increased circulation to target population, increased/improved collection for target population) were listed as results for over 50% of the projects.

Several projects reported that the impact of their activities reached more patrons than they had expected. For example, materials purchased for school children with special needs were also used by other children and by pre-school children when they came with their families to the library. Interesting informal partnerships developed from many of the project activities. For example, a rural school district provided a bus to deliver books to students in the summer. This project also used volunteers and local book drives to provide this service for minimal cost, and were able to give free books (933 total) to all who visited Books on the Bus (BOB). The local school district collaborated with a public library to develop and print an online teen magazine that successfully brought teenagers into the library. The district purchased software and printed the resulting anthology. This project creatively used an Advisory Group of teens to spearhead and evaluate the project.

Several projects reported increased community participation and continuation of the funded project. For example, parents served by the “Born to Read” infant and toddler program volunteered to plan and lead future story sessions. A project to provide computers and classes for children and adults used an interpreter of Spanish to encourage Spanish-speakers to come to the classes. Subsequently, classes were held in Spanish. Another project used funds to purchase materials in Spanish, develop Spanish library cards, and provide a Spanish on-line catalog. This successful program led to employing a Spanish-speaking staff member and to *“lay[ing] the groundwork for building more Spanish collections and services”*.

2003

Young adults and teens was the major category of those served by the 2003 projects. Most of the services were for the purpose of continuing education for the public, with several programs offering economic development services or cultural heritage programs. Of the seven types of activities listed, materials for partially-sighted/hearing-impaired seniors and ELL materials also were the most frequently reported in 2003. Eleven types of Project Outputs and Project Outcomes were reported for 2003. Increased circulation to target population and increased/improved collection for target population were reported by 100% of the projects. Increased use of library materials and positive comments from patrons were reported by over 65% of the projects.

Successful informal collaborations were part of several 2003 projects. One library worked with the school district to create developmentally appropriate pre-K kits of materials in both Spanish and English. These kits for parents to use were available through the district’s Parent Center as well as the library. A couple of projects that collaborated with corrections purchased books specifically for the Accelerated Reader (AR) program. Teachers were very positive about the impact of the specific books on the progress of the students in the AR program. One project reported improved reading scores as a result of the collaborative efforts.

Several projects focused creatively on drawing more community young adults and teens into the library. One of these projects used a teen focus group to decide what materials to purchase that would appeal to teens. This project documented an amazing 80% increase in circulation in teen materials and “*revitalized the library’s teen services*”. Several teen-focused projects reported that community members felt there was not a comfortable, safe, and “*cool*” place for teenagers to “*hang out*” when they weren’t in school. Several projects which targeted youth by purchasing DVD’s, graphic novels, and e-books found that their new inventory was in high demand via interlibrary loan.

Other projects reported that their activities brought more and different patrons into the library. One project focused on ELL materials designed to appeal to teens and adults. This project, and several others who purchased ELL materials, reported that more non-English speaking families were coming to the library to look at materials, even if they didn’t check them out. When ELL purchases focused on children, parents would bring their children, stay and sit in the chairs, and look at magazines or non-print materials.

Several 2003 projects focused on seniors. One library that purchased large print books received a letter from a 90-year old patron who had given up reading because she could not read the print. She said that the new collection made it possible for her to read again. A small rural library purchased books on cassette and rotated the collection to area nursing homes and a retirement apartment complex. One nursing home staff said, “*Oh, they just can’t wait for you to come with a new group of titles! They keep asking ‘Is she coming today? Do you know what titles we will get?’*”

2004

The primary recipients of services for the 19 projects in 2004 were listed as adults and seniors. Rural populations were the third highest category. Outreach services was the primary type of service provided, with four or five projects offering continuing education for the public, software and equipment, information access and services, education related services to children and teens, and inter-generational programming. In 2004, there were nine types of activities conducted by the grants, with over 50% providing materials for partially-sighted/hearing impaired seniors. Eleven types of Project Outputs and Project Outcomes were also reported in 2004, with over 50% of the projects reporting increased circulation to target population and increased/improved collection for target population.

Several 2004 projects provided workshops, training, or information to patrons or staff from other libraries. One library system, for example, provided professional development for public libraries regarding age 0 – 3 years programming. In addition to 26 people from public libraries in the region, staff from a child development center and Parents as Teachers attended the workshop. Another project conducted in-library or in-home training in the use of audio technology so that seniors could use the newly purchased books on tape. A third project disseminated information about community resources for caregivers of seniors and people with special needs. Seven libraries and one Area Agency of Aging participated in this endeavor that received an award for their work.

Other projects in 2004 demonstrated creative use of collaborations to provide services to their communities and their patrons. One library system worked with a community college to promote job skills for unemployed or underemployed members of the community. Another library collaborated with the Special Needs office at a community college to set up a universally-designed workstation for individuals with special needs. And, similar to projects in previous years, several 2004 projects purchased materials for seniors (mostly large print books) and delivered them on a rotating basis to nursing homes and the senior housing development (Housing and Urban Development). The report mentioned that this service was especially appreciated during the icy winter.

2005

People with special needs, seniors, and rural populations were the major recipients of services in 2005. Services ranged across 11 of the 13 categories, with outreach services leading the list. Eight types of activities were conducted by the 2005 projects, with the most common being materials for partially sighted-hearing impaired seniors. Ten types of Project Outputs and Project Outcomes were reported for the 2005 projects, with over 50.0% reporting increased/improved collection for target population and positive comments from patrons.

As in 2004, the majority of 2005 projects served seniors and provided large print books, audio books, and Talking Books. Several of these were somewhat different than those of previous years. For example, unique elements included a survey to seniors to assess their interests and reading preferences.

Several projects wanted to bring more people into their libraries, with a focus especially on teens, low-ability readers, and ELL populations. One library used LSTA funds to purchase a video license and over a hundred movies. Subsequently, after-school movie programs, teacher-shown movies in classrooms, and movies that can be checked out has broadened the use of the library in this small rural community, and has provided an important service to families. Another project purchased Spanish-language books and translated signs and the library card application into Spanish. The library staff discovered that although non-English-speaking patrons were hesitant to apply for a card (SSN required) or check out materials, they came to the library and used the materials.

Projects involving community partnerships included a program with books and other materials that serve children in area day care centers; a project that provides accessible Internet services and a computer-based card catalog at the Senior Center; and a project with Resource Center for Independent Living and others to provide adaptive computer equipment and software for persons with disabilities.

Overall Summary

A total of 80 projects were funded by LSTA from 2002 through 2005 with 78 submitting an outcome based evaluation report. The award total was \$198,732 and a total of 340,870 Kansans were served during the 2002 – 2005 period. As most of the projects increased special collections

and developed programming to increase library use, the total served because of these funds is potentially much greater than the numbers reported in project reports.

Grant activities ranged from setting up a Parent Center in a public library to providing Talking Books for patrons around the state. The primary purpose or activity of the 78 projects was grouped into 12 categories. The most common activities, in order of frequency, were: materials for partially-sighted/hearing impaired seniors (34.6%); special interest materials for young adults (17.9%); ELL materials for children and adults (16.7%); and technology access (11.5%).

Grants reported outputs and outcomes of their projects that ranged from dramatic improvements in circulation to a printed and on-line anthology of essays, stories, and poetry by local teens. Reported outcomes were grouped into 11 categories. The most frequently reported results were increased/improved collection for target population (79.5%) and increased circulation to target population (66.7%).

Projects demonstrate creative community collaborations and innovative activities to meet their purposes. They were able to use volunteers, community resources, and other small grants to increase the capacity of their systems to provide the services they planned for their patrons. Many of the grants that supported special events or projects (such as a visiting author program and a senior horticulture therapy program) report that those special projects will continue, with community support and with recommended changes.

Goal 3: Library services to underserved special populations will be enhanced.

Outcome Target: 25% of attendees completing random in-library surveys in 2004 and 35% completing a parallel survey in 2006 will rate their satisfaction with children's programs as "high" or "very high".

Progress toward goal:

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

Data Source(s): Records from LSTA Coordinator for the State Library of Kansas.

The Outcome Target was not addressed. Due to changes in administration at the State Library of Kansas, duties of staff, and LSTA projects, *no* surveys were conducted.

Goal 3: Library services to underserved special populations will be enhanced.

Outcome Target: Outcome based evaluation training will be provided to subgrantees.

Progress toward goal:

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

Data Source(s): Records provided by LSTA Coordinator for the State Library of Kansas.

This target was achieved by providing training sessions to interested subgrantees.

The results indicate that the goal was partially met between the years of 2002 to 2004, but was not met in 2005; no trainings were provided in that year. Respectively from 2002 to 2005, there were 4, 3, 2, and 0 trainings provided. The number of persons attending the trainings ranged from 70 in 2002 to 24 in 2004. Audience type included officials from public libraries as well as system consultants. The topics covered at the trainings included grant writing, statistics, qualitative measures, and outcomes-based evaluation.

This training was developed to increase understanding by participants of the components of grant writing they needed in order to obtain funding for their special services programs. The training was also initiated to give them a better understanding of how outcomes for their programs would be assessed in order to determine if the implementation was successful. Having a larger population of library officials that are knowledgeable of the grant writing process should lead to a greater success in obtaining funding for future program efforts.

Goal 4: Research and development will be supported to aid the planning of library service to all Kansans.

Output Target: The Kansas Library Network Board (KLNB) will develop and implement at least two new resource sharing initiatives by 2006.

Progress toward goal:

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

Data Source(s): Records from LSTA Coordinator for the State Library of Kansas; 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting; State Library Newsletters.

The goals of the Kansas Library Network Board (KLNB) are to 1) assist local libraries in developing to their fullest capacity to serve their respective communities; 2) lead libraries in effective implementation and utilization of information technologies; 3) facilitate delivery of information resources to all residents of the state; and 4) advance networking projects that reflect service responsibilities of library workers. The KLNB uses federal funds to explore library technology, connectivity, resource sharing services, offering research, demonstration projects, and training for the statewide library. The makeup of the KLNB staff is a nine-member governor-appointed panel.

The KLNB promotes new initiatives on the *Blue Skyways* website, through the Kansas Library Newsletter and at librarian based conferences such as the Tri-Conference of the Kansas Library Association (KLA), the Kansas Association of School Libraries (KASL), and the Kansas Association of Education and Communication Technologies (KAECT).

A summary of the major resource sharing initiatives implemented during the 2002 - 2005 period are described below.

netLibrary and e-books

In 2002, the KLNB approved a project to acquire e-books from the Bibliographical Center for Research (BCR) for the Kansas State Library electronic collection. The federal LSTA funds were used to maintain access to 8,000 – 9,000 book titles and make them available through the State Library of Kansas to library patrons across the state. During 2002 and 2003, a total of 4,537 users accessed e-books from the Kansas State Library electronic collection while during 2003 and 2004, about 4,000 users accessed e-books from the Kansas State Library electronic collection. Audio books and music were added to the Kansas netLibrary. Kansans use their Kansas Library Card to access these resources directly from the State Library of Kansas website. (<http://kansas.lib.overdrive.com>)

Kansas Digital Library and Digitization Projects

Kansas Digital Library (KDL) is a cooperative partnership among the state's archives, museums, historical societies, and libraries to use digital technologies to expand awareness and availability of their collections for a worldwide audience, focusing on materials that are uniquely Kansan or unique to Kansas. From the KDL page on the State Library of Kansas website (<http://kansas.lib.overdrive.com>) links are provided to the digital collections for Kansas State Research and Extension Publications, Kansas Wildflowers, Territorial Kansas, Western Trails, and Digital Kansas Maps.

Outcomes for the KDL included expanding the amount of information about Kansas made available on the Web with databases on community arts and cultural expressions in 2003 and scholarly research about Kansas in 2004. In 2004, the KLNB offered grants to digitize materials relevant to Kansas Western Trails.

Kanguard

Kanguard started in February 2002 as a service provided by Northeast Kansas Library System (NEKLS) to its members. The requirements of the Children’s Internet Protection Act (CIPA), as well as local community interest in a safer Internet environment in libraries, created a need for an affordable and flexible Internet content filtering solution for Kansas libraries. Kanguard provides a flexible and powerful content filter that is provided statewide at no cost to participating libraries. In 2005, the Kanguard served 160 participants statewide ranging from small rural community libraries to an urban library system serving a population over 350,000. The Kanguard service has resulted in interest from other states and discussion forums regarding the relative effectiveness of open source filtering solutions over commercial and proprietary alternatives.

Online Programming for All Libraries (OPAL)

OPAL is an international collaborative effort by libraries of all types to provide web-based programs and training for library users and staff members. The activities are held live in online rooms where participants can interact via voice-over-IP, text chatting, and synchronized browsing. Since 2005, hundreds of Kansas librarians have participated in discussions using OPAL. The exposure has encouraged librarians to network with one another and expands their perspective of library service.

Goal 4: Research and development will be supported to aid the planning of library service to all Kansans.

Output Target: The random library survey will illustrate that 35% of users will rate customer satisfaction with the Kansas Library Card as “high” or “very high”.

Progress toward goal:

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

Data Source(s): Records provided by LSTA Coordinator for the State Library of Kansas; 2002 – 2005 Annual Reports submitted to Institute of Museum and Library Services for LSTA reporting; State Library Newsletters.

The Kansas Library Card provides Kansans access to high quality electronic information and research resources from any computer with access to the Internet. The card is available at participating public libraries and school media centers throughout the state.

The State Library developed and distributed two surveys to library patrons, one in reference to the online databases and the other the Kansas Library Card. Both surveys were voluntary electronic surveys attached to online logins. The Kansas Library Card survey was administered from 2002 - 2003. The majority of respondents (84%) rated their satisfaction with the Kansas Library Card as “high” or “very high”.

Students found the opportunity to access databases from home rather than school to be useful. Patrons who are serious researchers seek out the card more than casual users. Regular users, such as those who log in five or more times per card, reported high satisfaction with the Kansas Library Card.

Results of In-Depth Evaluation

Background

Established in 1983, the Kansas Library Card (KSLC) was intended to serve as a library patron identification to facilitate interlibrary loan of physical materials among libraries in Kansas. However, usage of the card was small. In 2001 the Kansas Library Network Board initiated a project to revive the Kansas Library Card to promote electronic resource sharing. Now Kansas library patrons have remote access to online databases by using the PIN number provided to them. Currently Kansas residents may access the following research databases using the Kansas Library Card:

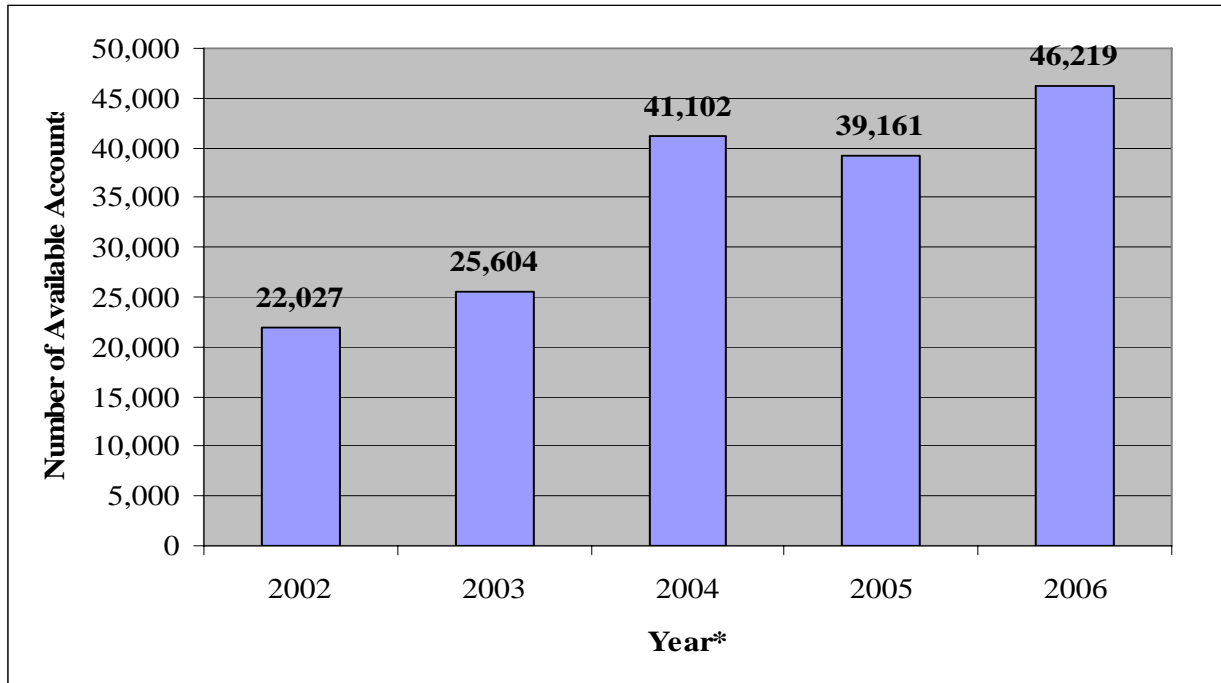
- Custom Newspapers©
- FirstSearch
- Heritage Quest Online
- InfoTrac
- Literature Resource Center
- NetLibrary e-books
- OverDrive Audio Books and Music
- Proquest Nursing Journals
- SIRS Discoverer™ Deluxe (for grades K-12)
- Worldbook™

LSTA funds are used to promote the KSLC. The seven Regional Library systems distribute the cards to libraries within their region. The individual public, school, and academic libraries handle the distribution to patrons in their service areas. State of Kansas Library staff report the KSLC is promoted at marketing sessions offered in conference, convention, consortium, and individual library settings. Statewide organizations such as the Kansas Library Association (KLA) and the Kansas Association of School Libraries (KASL) also promote the KSLC.

The State Library of Kansas staff gathered KSLC account and login information during the evaluation period. The number of available KSLC accounts increased from 22,027 in September 2002 to 46,219 in September 2006, as shown in Figure 11 on the next page, resulting in a 109% increase in the number of available KSLC accounts over the period. In 2006, the estimated population in Kansas was 2,764,075. This indicates approximately 1.7% of Kansans possess KSLC accounts.

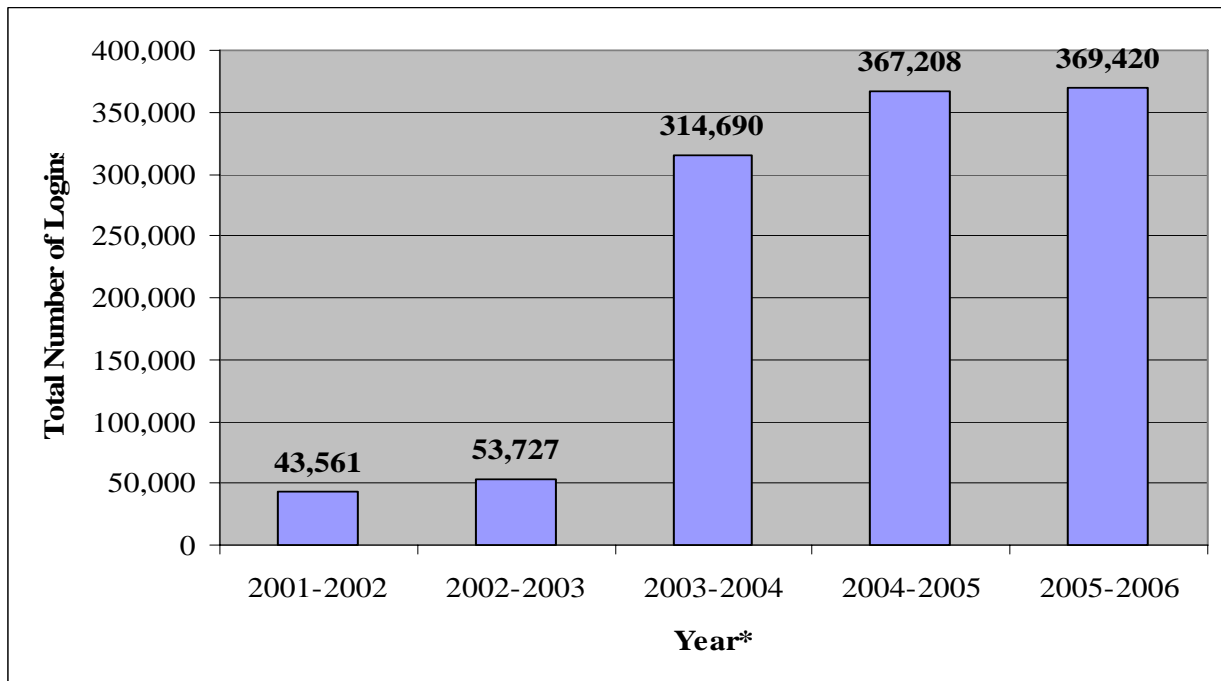
The number of logins to access the State Library of Kansas online resources using the Kansas Library Card also increased over the 2002-2006 period. There were 43,561 logins from September 2001 to September 2002 and 369,420 logins between September 2005 and September 2006 (see Figure 12 on next page). This represents over a 748% increase in the number of logins to access the State Library of Kansas online resources over the 2002-2006 period.

Figure 11: Number of Available Kansas Library Card Accounts (2002-2006).



*The number of available accounts represents the total number of accounts available in September of each year (total created accounts minus expired accounts).

Figure 12: Total Number of Logins Using the Kansas Library Card (2002-2006).



*The number of logins is based on values from September to September of each period.

The State Library of Kansas staff also gathered feedback from KSLC users over the 2002-2006 period. As reported in LSTA Annual Reports, the staff found casual users do not seek out the card; however, serious researchers – especially serious students tend to seek out the card. State of Kansas Library staff report during the 2002-2005 period, students from secondary schools, college and university levels found the Kansas Library Card useful to access databases from home. Other users included small business owners especially those with home offices, health care providers, caregivers for aging and/or disabled, home schoolers, and patrons seeking reference information. Regular users logging in five or more times per card informally reported high satisfaction with the Kansas Library Card.

KSLC services were expanded to include, Homework Kansas, a free online tutoring service through Tutor.com. Also, Kansas residents are provided access to thousands of digital resources such as audio-books and music. LSTA funds were expended on the predicted need for additional cards to be distributed.

Further Study

As part of the LSTA Five-Year State Evaluation, State of Kansas Library staff wanted to investigate the impact and use of the KSLC. The LSTA Kansas Library Card Survey was created to obtain information from Kansas librarians about the impact and use of the KSLC. Specifically, data were gathered with respect to KSLC promotion, training, usage, satisfaction, and potential improvements. It was determined that feedback should be obtained from a sample representing all librarians in Kansas. Therefore, Regional Library systems were contacted for participation.

Methodology

The Office of Educational Innovation and Evaluation (OEIE) collaborated with Roy Bird, LSTA Coordinator for the State Library of Kansas, to design and administer an online survey (Appendix A). OEIE prepared an e-mail which contained an explanation, solicitation for participation, statement of confidentiality, and link to the online survey. This e-mail is presented in Appendix B. The online survey system was made available on November 10th, 2006 and closed on December 8th, 2006.

The LSTA Kansas Library Card Survey was offered to all participating Regional Library Systems. Two regional directors declined full participation in the online survey citing the presence of other survey research or the supposition that their library directors would be unable to answer the survey questions. As a result, a small sample of library directors from these two regions were called and asked to participate by either completing the survey over the phone with the interviewer or by receiving the online survey via e-mail. The library directors who completed the phone survey were interviewed with the interviewer recording the responses in the same online survey format during the same timeframe as the standard online survey. The directors who received the e-mail received an e-mail similar to the one previously discussed that is presented in Appendix B. The remaining five regional library systems distributed the survey to their members. With the exception of one region, the questions and ordering were identical.

Analyses

Most questions in the survey allowed open-ended responses. As a result, the data were first coded by theme and then the number of responses that fit into each theme were counted. Respondents may have provided more than one response to each open-ended question. Frequencies and percentage of responses are presented for those questions. Frequencies represent the number of times the theme was stated. The percent is based on the number of respondents that responded to the question, not the total number of responses; therefore, percentages may sum to more than 100%. The number of respondents is provided in parentheses after each question. Closed-ended responses did not need to be coded and those questions are summarized with a frequency and percent report.

Results

There were 282 libraries that responded to the survey representing a sample from 1,082 (values obtained from *Blue Skyways*) regional library members. That is, 26% of all regional member libraries completed the survey. Ninety-eight percent (98.2%) of respondents indicated the type of library they represent. The largest percentage of responses was obtained from public libraries (66.4%). Table 29 summarizes the number and percent of survey respondents by type of library.

Table 29: Number and Percent of Survey Respondents by Library Type.

What is your library type? (N=277)				
Academic	Multi-type	Public	School	Special/Other
18 (6.5%)*	3 (1.1%)	184 (66.4%)	65 (23.5%)	7 (2.5%)

*The percentage was calculated by taking the number of responses for each library type and dividing by 277.

Two hundred of the 282 (70.9%) respondents answered the question requesting them to list the most effective ways the KSLC has been promoted in their library (Table 30 and Table 31 on next page). According to the library directors sampled, the KSLC had been promoted most effectively by librarians personally offering the card and describing features and benefits; followed by teaming up with schools and community professionals; signage such as flyers, banners, and bulletin boards; print, radio, and television advertisements; patron word-of-mouth, and presentations and demonstrations. Homework Kansas and Technology (web links and e-mails) were also listed as effective KSLC promotions. Other effective, but less reported methods of promotion were based-on specific service promotions such as audio-books, research databases, and genealogy.

Table 30: Number and Percent of Survey Responses Indicating the Three Most Effective Ways the Kansas Library Card has Been Promoted In Libraries.

What are the <u>three</u> most effective ways that the Kansas Library Card has been promoted in your library? (N=200)					
Librarians	Team-up with Professionals	Signage	Advertising/ Newspaper	Patron Word-of-Mouth	Presentations
68 (34.0%)	67 (33.5%)	62 (31.0%)	61 (30.5%)	52 (26.0%)	34 (17.0%)

Table 31: Number and Percent of Survey Responses Indicating the Three Most Effective Ways the Kansas Library Card has Been Promoted In Libraries.

What are the <u>three</u> most effective ways that the Kansas Library Card has been promoted in your library? (N=200)					
Homework Kansas	Technology	Overdrive Features	Databases	Genealogy/ Census	Other
30 (15.0%)	23 (11.5%)	18 (9.0%)	13 (6.5%)	8 (4.0%)	9 (4.5%)

Six of the seven regions (N=256) asked respondents to list the most effective training they experienced for utilizing or promoting the KSLC (Table 32). Forty percent (40.2%) of survey respondents replied. The most effective trainings on the promotion and usage of the KSLC were those provided by the regional system. Other effective, but less reported methods of promotions were: informal local library training, self-training, one-on-one training, and on-line or e-mail training. Some library directors named a particular workshop or type of training. There were no trends found in those responses and were coded as ‘other’.

Table 32: Number and Percent of Survey Responses Indicating the Three Most Effective Trainings Experienced for Promoting the Kansas Library Card.

What are the <u>three</u> most effective trainings you have experienced for utilizing and promoting the Kansas Library Card? (N=103)					
Regional/ System	Informal at Library	Self	One-on-one	On-line e-mail	Other*
47 (45.6%)	17 (16.5%)	17 (16.5%)	12 (11.7%)	12 (11.7%)	22 (21.4%)

*Other includes a variety of specific workshops listed.

Library directors were asked, “Approximately what percent of patrons in your library use the Kansas Library Card?” The mean percentage reported was 14% with a median percentage of 10%.

Slightly more than one third of library directors (38.3%) indicated the frequency at which patrons use their KSLC (Table 33). Of the library directors responding, the majority 93 (86%), indicated that their patrons use the KSLC at least a few times a month. Therefore, the 10 to 14% of patrons who own the card do use the card regularly.

Table 33: Number and Percent of Survey Responses Indicating Frequency of Use of the Kansas Library Card.

How often do patrons report using their Kansas Library Card? (N=108)			
Frequently*	Occasionally	Seldom	Rarely
8 (7.4%)	51 (47.2%)	34 (31.5%)	15 (13.9%)

*Frequently = more than 10 times a week; Occasionally = less than 10 times a week; Seldom = a few times a month; Rarely = a few times a year.

There were 64.9% of survey respondents that provided reasons for why patrons obtain the KSLC (Table 34). The reasons librarians cited that patrons decide to obtain a KSLC are summarized below. As can be seen, patrons tend to seek out a KSLC for a particular feature or purpose, instead of obtaining a card for the collection of services.

Table 34: Number and Percent of Survey Responses Indicating Reasons Patrons Obtained a Kansas Library Card.

What reasons are cited by patrons for obtaining a Kansas Library Card? (N= 183)					
School Work	Research Databases	Genealogy	Overdrive Features	ILL	Other
97 (53.0%)	87 (47.5%)	66 (36.1%)	43 (23.5%)	7 (3.8%)	28* (15.3%)

*Other includes peer or parent pressure and responses that indicated services not available such as being able to check out books from other libraries.

Less than half (43.3%) the library directors indicated reasons why patrons do not use the KSLC. For those responding the reasons for why patrons refuse to get a KSLC are summarized below (Table 35).

Table 35: Number and Percent of Survey Responses Indicating Reasons Why Patrons Do Not Have a Kansas Library Card.

What reasons do patrons cite for not having a Kansas Library Card? (N=122)				
Unaware	No Need	Home PC/WEB unavailable	Hassle	Other*
54 (44.3%)	47 (38.5%)	32 (26.2%)	23 (18.9%)	17 (13.94%)

*Other includes wanting library to look up things for them, a lack of support or understanding of the KSLC, and not being a resident of the state of Kansas.

There were 57.4% of library directors who provided a list of services they observed patron using or had heard patrons reference (Table 36). The services used by KSLC patrons are varied; however, the services most frequently accessed are database searching and services that assist with homework. Genealogy is a subset of the databases but since it was specifically listed by many library directors the category was not combined with the database category.

Table 36: Number and Percent of Survey Responses Indicating Types of Services Accessed by Patrons While Using the Kansas Library Card.

What types of services do patrons access using their Kansas Library Card? (N=162)						
Databases	Homework	Genealogy	Overdrive Features	Periodicals	Health Related	Other*
82 (50.6%)	69 (42.6%)	57 (35.2%)	41 (25.3%)	15 (9.3%)	13 (8.0%)	16 (9.9%)

*Other includes dictionaries, thesaurus and generic reference tools.

Over 60% of survey respondents rated their satisfaction with the KSLC (Table 37). Of those responding, the majority (78%) of library directors indicated that librarians were either satisfied or extremely satisfied with KSLC.

Table 37: Number and Percent of Survey Responses Rating Satisfaction of Librarians Using the Kansas Library Card.

How satisfied are librarians with the Kansas Library Card? (N=173)				
Extremely Satisfied	Satisfied	Neutral	Dissatisfied	Extremely Dissatisfied
63 (36.4%)	72 (41.6%)	22 (12.7%)	10 (5.8%)	6 (3.5%)

Similar satisfaction patterns were found for library director perceptions regarding patrons, with the majority (81%) stating patrons were either extremely satisfied or satisfied. About half (53.5%) of survey participants responded to this question (Table 38).

Table 38: Number and Percent of Survey Responses Rating Patron Satisfaction With the Kansas Library Card.

How satisfied are patrons with the Kansas Library Card? (N=151)				
Extremely Satisfied	Satisfied	Neutral	Dissatisfied	Extremely Dissatisfied
31 (20.5%)	86 (57.0%)	25 (16.6%)	5 (3.3%)	4 (2.6%)

Survey respondents were asked, “*What impact has the Kansas Library Card made on patrons and librarians in your library? [Please provide specific examples.]*” Most library directors shared examples that the KSLC has provided additional resources, many of which could not otherwise be afforded, others indicated that the KSLC has increased awareness of the wealth of quality information that the State Library System has assembled. Selected quotes (edited for brevity and spelling) are presented:

“A big impact, especially with our distance education students. It has also opened up databases that we would not have had otherwise. It is also perfect for our non-traditional students who have a life besides school.” --SE

“I feel confident starting students out on this site for a variety of their needs. It is a library that extends beyond our school's walls. I love that there are many aspects of this site that parents and students can both use easily and trust.” --SE

“Librarians can get the patrons started and then they can finish up or continue researching in the comfort of their own home. KLC serves as a gateway to resources for Special Ed students and after school program participants.” --SC

“It has given us access to articles for patrons needing them for classes that were in magazines/journals not available in the library that in the past may have taken time to get using Interlibrary Loan. Patrons also find it extremely helpful because they can access it at home or at school. Patrons that are audio listeners love to be able to use Overdrive.” --NW

“I am able to do safe, reliable, age appropriate online research with my students using the databases provided by the Kansas Library Network and Kan-Ed. Middle school kids have utilized the Kansas Library Card to get help with their homework after the school is closed for the day. Patrons have been able to read excerpts from books they later borrowed through ILL.” --NE

“I have a patron who is blind and disabled. Her only means of activity is to listen to audio books. Her caregiver is in the process of learning to download books for her to a portable device so that she can have a wider access to more books. The librarians have used it for reference questions and have suggested it to patrons for at home use.” --NE

“Students with papers due on Monday are tickled to discover they can use online resources to write them on Sunday nights! Genealogists, especially those with limited funds, like having the census and other resources available without a personal subscription. Truckers and others that travel and listen to audio books sometimes feel they have 'listened to everything you have'. They now have another option.” --C

“I am always pushing the Kansas State Library Card because I have used it and have found a lot of things that I couldn't find. I would have to join a group and this card gives me free access to the Kansas Databases. I can sit here in the library and look at census papers from another state. When I find the right person, I get excited. When I get excited

about finding my family and talking about them, my patrons get excited and want to do the same census records have been used to trace family roots children have come in to do their school work with the aid of a tutor.” –C

“The library card has really helped a lot of our patrons with their school work. No one can afford to have all the magazines & materials they need to help them, so the library card has been a Godsend to most of them. Also we have several patrons that download audio books & music for their enjoyment. They could not afford to buy all this music & books.” --NC

“Librarians like it as a tool, and they really like the feeling of having something good to offer the technology savvy public. I think patrons are often pleasantly surprised to discover that the library offers sophisticated online services.” –NC

The barriers to the usefulness of the KSLC were also investigated. There was a wide range of responses and themes; however, three major themes emerged, namely the renewal process, patron awareness, and patron computer and research skill level. Specifically, it was suggested that the membership period be lengthened and that patrons should be notified (such as by mail) of the when, how, and why of the renewal process. Regarding awareness it was suggested that librarians be more active in their promotion of the KSLC and that more promotional materials (signage cited most frequently) be sent from the state to the local libraries. Finally, it was suggested that patron fear of technology or confusion about research processes limit the effectiveness of the KSLC. In order to overcome this skill barrier it was suggested that libraries team-up with local school districts, and hold monthly training events at libraries.

Participants were asked to provide suggestions to improve the KSLC. In addition to the suggestions already discussed in the paragraph above, two additional themes of responses emerged from the analyses. Specifically, there were suggestions concerning improving the user-friendliness of the KSLC web site by adding a simple search dialog and trying to connect the various databases via a master search (similar to the Google format). The second suggestion theme offered regarded expanding the materials available and to provide information that would appeal to a wider variety of patrons such as vehicle repair materials, more mainstream magazines, and organized community information.

Library directors were asked to indicate if they had additional information concerning the impact of the KSLC on libraries. Only a few responses were provided. One suggested that the State Library IT department may have information regarding patron usage and access. One director from SC indicated a source that may have information on the number of students who use Homework Kansas in an after school program.

Conclusions

Overall, the results of the Kansas Library Card Survey were both promising and enlightening. It appears that the KSLC has had a positive impact on libraries throughout the state. Although it was estimated by library directors that only 10% to 14% of patrons own a KSLC, it appears that those that do use the KSLC use it regularly. The KSLC has impacted libraries by providing

additional resources, many of which could not otherwise be afforded, and by increasing awareness of the wealth of quality information that the State Library System has assembled.

Future efforts should concentrate on further promoting the Kansas Library Card, emphasizing the importance of teaming-up with local schools, and community agencies and the importance of librarian promotion. Lack of awareness by patrons appears to be the largest challenge inhibiting the use of the KSLC. One LSTA council member conducted a focus group in which she asked community members if they had a KSLC. None of the participants had heard of the card. She used the opportunity to share information about the services available through the KSLC. Several focus group members applied for the card.

This report is a preliminary analysis of the impact that the KSLC has had on Kansans. The Kansas Library Card Survey and this report were created as a starting point. Given the data presented here, future research regarding the KSLC should be fruitful.

Lessons Learned

- During the next Five-Year Evaluation cycle develop a system to collect data using an “evidence gathering template” for each goal output/outcome that lists the specific types of data that should be gathered to provide direct evidence for the goal output/outcome. The “evidence gathering template” would also include timelines and types of instruments used for data collection. Data collected should be compiled from multiple stakeholders, analyzed, and reviewed annually. An annual summary of progress should be included for each goal output/outcome and shared with the LSTA Council.
- Much of the patron level data reported included only the percent responding to a particular question or questions on a survey without providing the context to the data collection. Future summaries of data collected should include the time period the instrument was administered, how the instrument was administered, response rates, and a description of audience.
- Some projects that were funded multiple years reported changes from the previous year. Reporting should be expanded to include all previous years of data collection and analyses to determine cumulative, as well as yearly, trends.
- Summary grant reports submitted to the IMLS Annual Report, primarily by competitive grant recipients, tended to provide numbers of materials, general statements, or anecdotal comments as evidence regarding the impact of the initiative on the intended audience. User or patron level data to ascertain perceptions, effectiveness, benefits, quality of service should be collected, analyzed, and reviewed annually where appropriate.
- Annual reports submitted by grant recipients contained the same evidence listed in each section of the report. It appears grant recipients were unsure which information was “output” and which information was “outcome” so they wrote the same information multiple times.
- The majority of funds were expended by the SLAA for projects that serve a large number of Kansans. Care should be taken to ensure all libraries have the capacity to use these services. If not, some funding may need to be appropriated for individual libraries.
- The data collected for the evaluation of the Kansas Library Card provides a general understanding of the usage, benefits, and impact of this endeavor. User level data should be gathered, such as placing a survey link on the KSLC log-in page. In addition, means to promote the KSLC should be further explored.

Description of Evaluation Process

The State Library of Kansas contracted with the Office of Educational Innovation & Evaluation (OEIE) in September 2006 to conduct the 2003-2007 Five-Year State Plan Evaluation. OEIE served as external evaluators. The evaluation methodology consisted of a document review of materials, on-line surveys and interviews with selected library personnel. Documents reviewed included materials from the State Library of Kansas website, LSTA annual reports submitted to IMLS, and data requested by the evaluator from State Library of Kansas staff. Surveys and interviews were conducted to obtain impact information about the Kansas Library Card, the initiative reported in depth earlier in the report. Results of the evaluation were shared with the LSTA Council on February 12, 2007 prior to submission to IMLS.

APPENDICES

APPENDIX A

Kansas Library Card
Survey Instrument

Kansas Library Card Survey

Survey Description:

The Regional Library System and the State Library are in the process of gathering information about the Kansas Library Card. Your input is essential to determine the impact of the Kansas Library Card in our library region and the state. This information will be used to improve Kansas Library Card services and will also be included in the Library Services and Technology Act (LSTA) 5-year State Plan Evaluation Report to the Institute of Museum and Library Services, the federal agency through which the state receives LSTA funds.

Opening Instructions:

Thank you for deciding to participate in this survey. We value your honest responses.

The survey should take approximately 10 minutes to complete. All the information is confidential. The purpose is to look at general patterns that emerge from all responses rather than individual responses.

Please reply to each question based on your **observations and interactions with patrons** in your library.

Your responses should be based on your **professional expertise** and may reflect **estimated usage and satisfaction rates**.

If you want a copy of your responses for your records, please print each page before proceeding to the next page.

Hint: Maximize your screen to improve readability.

Page 1

Please select one response.

Question 1

What is your library type?

- Academic
- Multi-type
- Public
- School
- SLAA
- Special
- Other:



Page 2

Please answer each question based on your **observations and experiences** as a librarian. If a question does not apply please type NA, for not applicable.

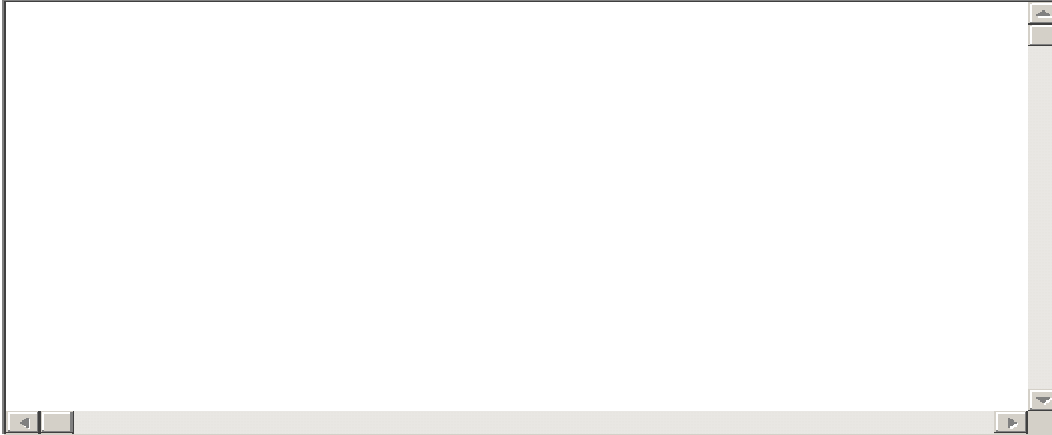
Question 2

What are the three most effective ways that the Kansas Library Card has been promoted in your library?

(maximum of 2000 characters)

Question 3

What are the three most effective **trainings** you have experienced for utilizing and promoting the Kansas Library Card?



(maximum of 2000 characters)

Page 3

Please answer each question based on your **observations and experiences** as a librarian. If a question does not apply please type NA, for not applicable.

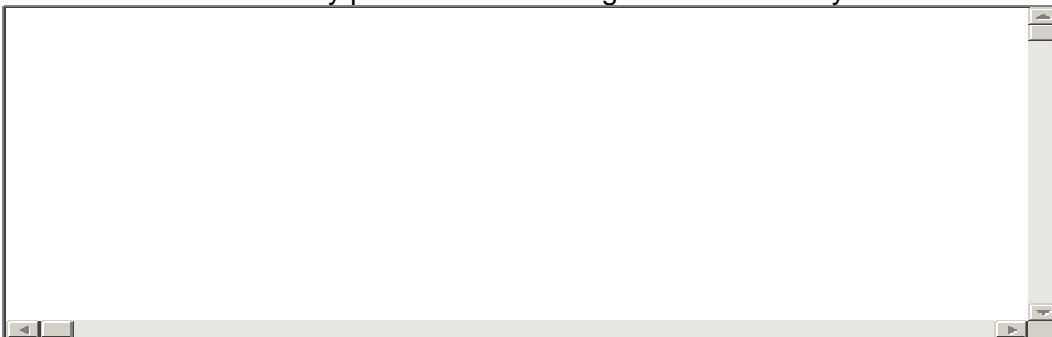
Question 4

Approximately what percent of patrons in your library use the Kansas Library Card? _____%

(maximum of 25 characters)

Question 5

What reasons are cited by patrons for obtaining a Kansas Library Card?



(maximum of 2000 characters)

Question 6

What reasons do patrons cite for **not** having a Kansas Library Card?



(maximum of 2000 characters)

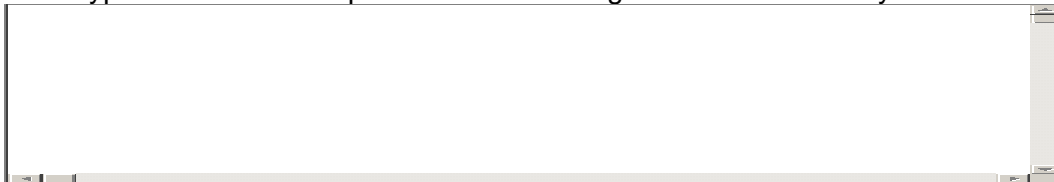
Question 7

- 1 - Frequently (more than 10 times a week)
2 - Occasionally (less than 10 times a week) | 3 - Seldom (a few times a month)
4 - Rarely (a few times a year) | 5 - Not enough information to respond.

	1	2	3	4	5
7.1 How often do patrons report using their Kansas Library Card?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 8

What types of services do patrons access using their Kansas Library Card?



(maximum of 2000 characters)

Question 9

What types of services offered by the Kansas Library Cards do patrons use least frequently?



(maximum of 2000 characters)

Page 4

Please answer each question based on your **observations and experiences** as a librarian. If a question does not apply please type or select NA, for not applicable.

Question 10

1 - Extremely Dissatisfied | 2 - Dissatisfied | 3 - Neutral
4 - Satisfied | 5 - Extremely Satisfied
6 - I don't know | 7 - Not Applicable

	1	2	3	4	5	6	7
10.1 How satisfied are librarians with the Kansas Library Card?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.2 How satisfied are patrons with the Kansas Library Card?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 11

What comments have you heard from patrons and librarians about the Kansas Library Card?

(maximum of 2000 characters)

Page 5

Please answer each question based on your **observations and experiences** as a librarian. If a question does not apply please type NA, for not applicable.

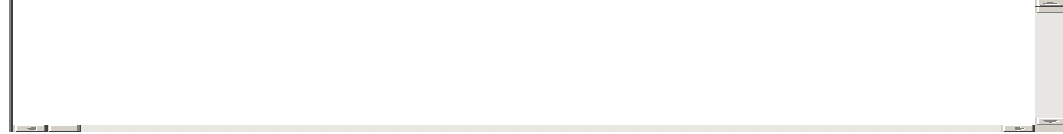
Question 12

What impact has the Kansas Library Card made on patrons and librarians in your library?
[Please provide specific examples.]

(maximum of 2000 characters)

Question 13

What are some barriers to the usefulness of the Kansas Library Card?

A large, empty rectangular text input field with a vertical scrollbar on the right side, intended for the user's response to Question 13.

(maximum of 2000 characters)

Question 14

What changes would you suggest to improve the Kansas Library Card?

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(maximum of 2000 characters)

Page 6

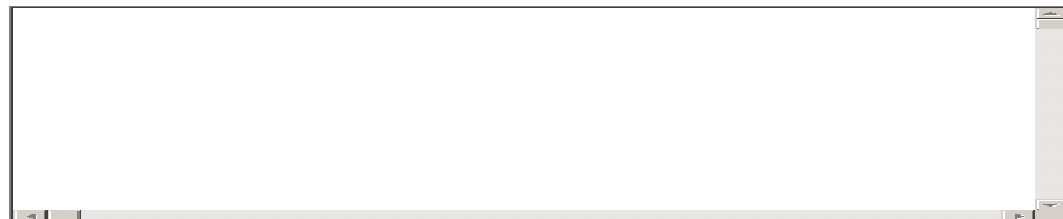
Please answer each question based on your **observations and experiences** as a librarian. If a question does not apply please type NA, for not applicable.

Question 15

Data is important to all evaluations. If your library has additional data regarding the Kansas Library Card that you would be willing to share please provide the following:

1) The description of data 2) Contact person 3) Additional notes regarding data.

For example: 1) we have surveys that were given to patrons asking them about their experiences using the Kansas Library Card, among others. 2) Your office could receive copies of the surveys from my supervisor, Mrs. Jenkins (785) 123-4567 or at Jenkins@email.com. 3) These data may also be available online.

A large, empty rectangular text input field with a vertical scrollbar on the right side, intended for the user's response to Question 15.

(maximum of 2000 characters)

Closing Message

Thank you for your input.

Your feedback is critical in understanding the impact of the Kansas Library Card in your library, region and state.

APPENDIX B

E-mail for Online Kansas
Library Card Survey

Subject line: Request your feedback regarding the Kansas Library Card

Hello,

The Central Regional Library System is requesting you complete an online survey because **your input is essential** to determine the impact of the Kansas Library Card Services. Your feedback will be used to improve Kansas Library Card services and will also be included in the Library Services and Technology Act (LSTA) 5-year State Plan Evaluation Report to the Institute of Museum and Library Services, the federal agency through which the state receives LSTA funds.

We encourage you to participate in an online survey that takes approximately 10 minutes to complete.

Access the online survey by clicking on the link below.

<https://surveys.ksu.edu/TS?offeringId=60158>

We appreciate your feedback by **Monday November 27th, 2006.**

Your voluntary responses to this survey are anonymous and there is no obligation to participate. You will never be personally identified with this information.

The Office of Educational Innovation and Evaluation (OEIE) is administering this survey on behalf of the State Library and regional system. Please feel free to e-mail them at oeie@ksu.edu if you have any trouble accessing the survey link or questions regarding the survey.

THANK YOU FOR PARTICIPATING IN THIS IMPORTANT PROJECT.

Best Regards,

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Great Bend, Kansas 67530-4090
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crippel@ckls.org