_Institute of Museum and Library Services State Programs

Library Services and Technology Act

Evaluation Report
2003 - 2005

Minnesota

Submitted by

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I. Introductory Statement and Summary of Impact of IMLS funds to Support State Library Services

In the current cycle of the Library Services and Technology Act (LSTA) program the Minnesota State Library Agency refined and narrowed its focus of service in the *LSTA Five-Year Plan, 2003 – 2007* document based on the recommendations of the Institute of Museum and Library Services. The current plan focused on a limited number of needs and goals. The narrower focus allowed the MN State Library Agency and the library community to strengthen programs and services to specific special needs population groups, strengthen connections and access to the Minnesota Library Information Network (MnLINK); expand a statewide virtual library, provide continuing education for both library staff and library end users and promote better library planning.

Projects funded under the current plan brought demonstrable results and significant progress toward meeting goals as well as the federal purposes. LSTA funds enhanced or expanded programs to seniors, new immigrant populations, people with disabilities, Children 0-17 living in poverty and library technology services and staff training. Federal funds leveraged local resources and produced innovations and progress for libraries that would not otherwise have occurred. A significant change in this five-year plan opened LSTA funds to all types of libraries in Minnesota; public, school, academic and special, that met federal and state criteria. The lessons learned will help to enhance future efforts and result in continued improvements to libraries and benefits to end users of library services and programs.

The information and data reviewed for this report supports the conclusion that the Library Services and Technology Act (LSTA) grants had a strong impact and positive outcomes for both statewide and local and regional needs. The funds encumbered and expended in federal fiscal years 2003 to 2006 advanced the federal purposes and Minnesota's goals in significant and resourceful ways. Minnesota's program needs and goals during the evaluation period were:

Goal 1A –Target Programming for Seniors: Provide underserved seniors ages 55+ with targeted library services that improve their quality of life.

Goal 1B–Target Programming for Individuals with Limited English Proficiency: Reduce barriers that inhibit individuals who do not speak English as their primary language from making full use of library services, build programs targeted towards these individuals, and promote joint participation in library programs by individuals from varied cultural/ethnic/racial backgrounds.

Goal 1C – Target Programming to Individuals with Disabilities: Individuals with disabilities will have access to quality library services designed to meet their individual needs.

Goal 1D – Target Programming to Children Living in Poverty (0-17): Improve reading skills and ongoing information literacy of children ages 0-17 living in poverty by delivering targeted library resources and services.

Goal 2A – Technology and Infrastructure: Support statewide initiatives and services that build the capacity of Minnesota's libraries to serve their patrons.

Goal 2B – Professional Development and Training: Support statewide professional develop-ment and training initiatives and services that build the capacity of Minnesota's libraries and their staff to serve their patrons.

Goal 2C – Strategic Planning: Conduct an assessment in each region of the state to determine end-user needs of all Minnesotans to inform individual strategic planning processes and statewide planning for libraries.

The three highlighted projects include examples of statewide, regional, and local library benefits from efforts of the first three years of LSTA during the second five-year cycle. They include a study of the inter-library delivery system protocols and funding, a critical evaluation of the Minnesota Voluntary Certification

Program for Minnesota library staff, and Electronic Library for Minnesota (ELM) statewide database network funding streams.

The principal need for improvement in the next five-year grant cycle is the collection of more meaningful outcomes data. Some efforts were made in this last five-year cycle of LSTA. Minnesota has instituted an additional final report requirement for grantees sponsoring program related projects. Awards approved in FFY2005 will be required to submit an outcome based evaluation of their project if the main focus was program oriented rather then service. All program oriented projects will be required to submit an outcome based evaluation one year after the final end of grant year project report was filed. The first submissions will be received in August 2007. For State Library Services, the state library agency, will require more emphasis on evaluation planning and follow-through – from the review of applications to monitoring and final project reporting. The full extent of benefits can only be determined with better information about outcomes and end-user benefits from the projects.

Goal # 1A: Target Programming for Seniors

Provide underserved seniors ages 55+ with targeted library services that improve their quality of life.

Objectives/Targets # 1-4:

1. Conduct needs assessments for the target population.

2. Support efforts specific to community needs to bring traditional library services to underserved seniors, or underserved seniors to the library through bookmobile service; transportation assistance; on site-programs in facilities such as nursing homes, congregate dining, retirement communities, public housing, etc.; mobile technology labs; technology skills and other training; etc.

3. Create and support model programs including information and programming in areas such as employment, social services, retirement/pension, care giving, health care, long-term care, taxes, legal system, etc. in partnership with other community organizations and agencies that provide services needed by seniors.

4. Promote library services available to seniors, including services offered by the Minnesota Library for the Blind and Physically Handicapped; develop and implement marketing plans to include promoting services to organizations that serve seniors, to seniors themselves, to caregivers that have an interest in senior services, etc.

Progress towards goal:

O Surpassed the goal

O Met this goal

X Made progress towards this goal

O Did not work towards this goal

Between 2003 and 2005 seven projects were funded and annual reports filed providing underserved seniors ages 55+ with targeted library services that improve their quality of life. In 2006 no projects were awarded in Goal 1A. Over the three year period 2% of LSTA funds provided were used in this Goal category.

Objective #1: In 2003 **The Southeast Library System**, headquartered in Rochester, Minnesota conducted a needs assessment analyzing the needs of seniors to use technology to access library resources. SELS carried out the needs assessment, Senior Techies Part I, from March 1, 2004 to February 28, 2005. During that time SELS contracted with Minnesota consulting firms; The Milestone Group, to collect data through a survey, and Robert H. Rohlf Associates, to conduct an environmental scan of model programs for providing technology assistance to senior citizens. Based on the survey and assessment findings a plan was developed to implement Senior Techies Part II implementing services and programs to assist seniors in meeting their technology needs.

Objective #2: Two projects were conducted by Regional Public Library Systems in 2003 and 2005 and one by a local public library in 2004 under the guidelines of Objective # 2.

In 2003 **Lake Agassiz Regional Library System**, Moorhead, Minnesota, headquarters of a seven county public library system, established an outreach program promoting existing library resources to seniors throughout the region by making library services more accessible through 3 pilot test sites (library links) established in communities without public libraries or public library access through a combination of community volunteers & library technology. The project established the framework for an ongoing

volunteer program in the region's 13 branch libraries that would provide more services to seniors but also use more seniors as volunteers.

The project improved the lives of seniors as well as other citizens in the target areas, by increasing their awareness of and their access to expanded library services. The project encouraged professional librarians to become more confident about using volunteers to perform library services, and more proactive in reaching out to seniors, increased the number of volunteers working with seniors, and also increased the number of volunteers drawn from the ranks of seniors.

The **Viking Library System,** headquartered in Fergus Falls, Minnesota with six member counties provides bookmobile service as a means to meet the information needs of senior citizens throughout its region. In 2005 Viking was awarded an LSTA grant for partial cost of the bookmobile replacement program to provide ongoing bookmobile services to those patrons in the VLS region who are unable to use public libraries. Senior citizens comprise more than 50% of all current users of the VLS bookmobile. The new bookmobile allowed for improved program design to better meet the information needs of the senior citizen seeking both print and online services.

In 2004 the **Cloquet Public Library** established a portable wireless surfing lab to educate senior citizens, in the Cloquet area, on how to use computers. Senior citizens demonstrated a desire and need for training in the use of computers in order to use the library's catalog, the internet and in word processing. Senior citizen volunteers were used to help with the classes. Different approaches were tried in teaching the classes. Classes were designed to meet four times, once a week for one month. After assessment of the frequency of classes, it was decided to try classes twice a week for a period of two weeks. Students were encouraged to check out the laptops to practice lessons. Classes were advertised through the local newspaper and community education newsletters and through word-of-mouth recommendations from students. Classes filled to capacity with little advertising. At the end of the grant project the classes continued to fill and to satisfy the unmet information needs that still exist in the community.

Objective #3: The Winsted Branch Library of the **Pioneerland Library System** in 2003 implemented the only project under Objective #3. The Winsted Senior Outreach Reading program was intended to bring the level of Winsted's collection up to the "Essential" level of service for senior citizens as set by "Standards for Minnesota Public Libraries" as well as the Collection Development guidelines of the Pioneerland Library System. The project has benefited the seniors of Winsted and the surrounding area by the addition of large-print books and audios, as well as the volunteer delivery system. The Winsted library is accessible to them, and they are delighted to be part of the library community once more. The usage of the public library by local seniors increased from 15% to 25-30% in just one year. It is expected to continue to rise when the enhanced regional delivery system is fully implemented.

Objective #4: The St. Paul Public Library in 2003 and the Southeast Library System in 2005 implemented projects under Objective #4.

The **St. Paul Public Library** (SPPL) project coordinated the outreach and marketing of services provided to seniors by SPPL. These ranged from a large print collection to monthly blood pressure checks, and from monthly book talks led by a retired University of Minnesota professor to computer classes offered three times a month at one branch. The first goal of this project focused on communications, to bring existing services of SPPL to the senior community. The second goal of the project enhanced and expanded services to seniors at the two branches located in Saint Paul neighborhoods with the greatest senior populations. Project outputs: Creation of "Getting the most from your library" guide, "Creation of Senior Spotlight" catalog, and creation of a structure for ongoing computer class offerings at SPPL with over 30 computer classes, 6 topic based programs offered, and 6 recreation based. 96% of senior citizen survey respondents indicated they felt more comfortable with computers because of taking the class/classes and found the library to be a safe environment.

In Senior Techies: Part 2, **<u>Southeast Library System</u>** partnered with 14 member libraries and their community partners to develop and deliver computer training programs for senior citizens. 270 senior citizens attended at least one of the five classes offered at 14 libraries. Total attendance at all classes: 1047. Average age of the attendees was 78. Approximately 90% were women. Several of the librarians reported that the classes brought new faces into the library. The project increased use by seniors of the libraries' computers; many class members came to the library in-between classes to practice. The raised awareness translated into at least one library getting new computer workstations. The mayor attended the class and experienced the slow response of the library's old computers and has become an advocate for upgraded equipment. The librarian recently placed an order for two new computers. Another library reported broader awareness of the need for a new, more spacious library. The crowded conditions for the class and the limited number of public workstations brought several comments from class participants, some of whom had not been proponents of a new library.

Goal # 1B – Target Programming for Individuals with Limited English Proficiency

Reduce barriers that inhibit individuals who do not speak English as their primary language from making full use of library services, build programs targeted towards these individuals, and promote joint participation in library programs by individuals from varied cultural/ethnic/racial backgrounds.

Objectives/Targets # 1-3:

1. Conduct needs assessments; develop, implement and evaluate programs to serve individuals with limited English proficiency with priority given to programs that build partnerships between libraries and community agencies that serve this population. Programs include building collections for non-English speaking individuals of all ages, developing services to increase the ability of patrons to speak English, multicultural training for staff, training for staff on programming for non-English speaking individuals, outreach programs, technology-driven programming, development of family literacy programs, recruitment of cultural/ethnic/racially diverse staff, etc.

2. Implement strategies to help all library patrons learn about the cultural needs, expectations and customs of minority and immigrant populations to increase awareness and contribute a sense of shared community; conduct programs serving all library customers that encourage integration and simultaneous participation in library services. Strategies include multicultural programs highlighting community diversity; multilingual story times; special displays; featured multicultural author series; etc.

3. Promote library services available to individuals who do not speak English as a primary language; develop and implement marketing plans; including promoting services to organizations that serve this population, to non-English speaking individuals themselves, etc.

Progress towards goal:

O   Surpassed the goal

O   Met this goal

X Made progress towards this goal

O   Did not work towards this goal

Between 2003 and 2005 3% of the LSTA funds were used in this goal category and ten projects were funded and final reports filed providing enhanced, expanded or new services and programs to New Americans with reduced barriers that inhibit individuals who do not speak English as their primary language from making full use of library services, build programs targeted towards these individuals, and promote joint participation in library programs by individuals from varied cultural/ethnic/racial backgrounds. In 2006 two new projects are currently in place providing new or enhanced services and programs to the Hispanic communities in Black Duck (rural northern Minnesota) and St. Paul. 2006 funded LSTA project final reports are not due until August 2007.

Objective #1: Between **2003 and 2005** four public libraries and one regional public library system built on the premise of Goal 1B New Americans; Objective #1 to improve and enhance library services and programs to new Americans who come from varied cultural/ethnic/racial backgrounds.

Austin Public Library located in the southern portion of the state has a growing Hispanic population base primarily due to jobs available through the Hormel Company and area agribusiness. In 2003 Austin began the project with the idea that it would be a better use of time and money to begin by buying some of the materials users wanted based on previous experience and seeing how they were received, rather than

undertaking an extensive survey. The library ran an eight page ad in the biweekly Spanish language shopper advertising the library's hours, and highlighting different areas of the growing collection. It was immediately apparent that non-print formats were in the highest demand. In a separate effort from this grant, Austin Public Library cooperated with Rochester Public Library to allow their staff person to do $3,000 worth of Spanish-language book purchasing at the Guadalajara Book Fair in November 2003. Circulation of the special collection skyrocketed. In October 2003, the library circulated 186 items in the foreign language collections. October 2004 circulation was 755. Circulation of this collection steadily increased month by month. By contrast, total circulation increased only 2% during the project period.

Use by Hispanic customers in general continues to grow. Although the library does not keep ethnicity statistics, based on observation during afternoons and early evenings about half of the completely-booked public computers are being used by Hispanics. Minority teens have discovered that the library is a place to spend time. Austin Public Library added Spanish speaking staff to the circulation staff. The library now has Spanish speakers available to the public every evening and every weekend. This was not part of the grant, but as library use by Hispanics increased, it became essential. The grant has been an enormous benefit to the library providing improves communication and a more welcoming face to new users.

Nobles County Library is located in the far southwest corner of Minnesota. In 2000, Nobles County experienced an influx of Spanish-speakers who came seeking employment at the Swift and Company packing plant in Worthington. Spanish-speakers comprise 10% of Nobles County's 20,832 residents age 5 and over. Between Nov. 3, 2003 and May 31, 2004, a needs assessment of the target group was conducted. The library, 21st Century Committee Learning Center, School District 518, Community Connectors, and Nobles County Integration Collaborative distributed the form to the target population. Children also took forms home for their parents.

- 156 members (94.5%) of the target group of 165 adults responded.

- It was learned that 94.6% (148) of the respondents indicated they live in the City of Worthington. 45% (60) of 136 visited the library weekly, while half that number visited monthly.

- 92% of 134 found the staff helpful and welcoming.

- 25% (95) indicated they use the library to borrow books, 17% (63) videos, and 13% (48) to borrow materials to learn English.

- 41% (52) indicated they were not able to find enough materials [at the start of the project] to help them learn English. 25% (33) could not find what they wanted (due to checkouts or shortage of materials); while 13% (17) did not feel they knew how to find materials in the library.

- Library tours in Spanish were organized and designed to welcome these patrons and show them where to find materials in English and Spanish. 39 people took advantage of the tour.

Project Outcomes:

1. 50% of the target population (62-82 people) will have their needs effectively met for access to resources for learning English.

78 (93%) responded that there were sufficient materials to help them learn English. Previously 45% indicated there were.

2. 50% of the target group (62-82 people) indicated their awareness of Library's services & resources.

At the end of the project, 62 people were aware of library services & resources.

52 (84%) were aware prior to coming into the library; 10 were not, but learned from internal signage and contact with staff.

When asked where they heard about the resources, 13 (40%) of the 33 respondents to this question indicated TV; 11, friends or relatives. Fewer indicated radio and other outlets. TV and word-of-mouth were the most effective advertising sources.

3. 50% of the target group (62-82 people) will indicate they use the library's resources as a result of this project.

77 (91%) of the 84 respondents indicated they are using the library because of the project.

Previously, 41% of the respondents to the Needs Assessment were using the library to learn English but couldn't find enough materials.

Presently 49 members of the target group found materials; a combined 73 borrow adult and/or children's books in Spanish. 35 borrow children's books in English. 37 use the computer. 25 used the copier and 17 came for the story hour. 7 said they couldn't find items in the library, and 2 indicated they don't use the library.

The fear of not being able to find what they want was not as strong as in the beginning of the project when 17 indicated they didn't know how to find things.

4. 50% of the target population (62-82 people), including the clients of the partner agencies serving limited English proficient Spanish speakers, will indicate the Library staff has an increased ability to understand & better fulfill their requests.

83 (99%) of 84 respondents indicated the staff is welcoming & helpful. Previously, 79% of the respondents did.

St. Paul Public Library sought to improve its service to individuals with limited English proficiency. As the community changes, so does the role of an effective library. SPPL is committed to working closely with underserved communities in order to learn what their needs are and how best to meet those needs through programs and raising awareness of library resources. LSTA funds were sought in 2003 to conduct a community needs assessment in a manner in which the community was a true partner and stakeholder in the outcome. The overarching goal of the needs assessment project was to systematically gather information from limited English proficiency communities and other underserved communities that could be used to shape the plans, strategies and actions of the Library over the next decade to best serve the entire community. Seven focus groups were held with the following groups of people:

- Russian speakers
- Hmong
- American Indians
- Somali and other East Africans
- Chicano and Latinos
- African Americans
- In addition, 70 library staff participated in an online survey.
- Forty-two community members representing various agencies serving the target audiences participated in an online survey.
- Finally, 117 teens participated in an online survey.

The purpose of the 2003 **Viking Library System** needs assessment project was to document, for future public library LSTA grant applicants, the number of people in the targeted population, the languages they spoke and the agencies currently working with them to serve their needs.

With the construction of the new Central Library well underway in 2005, the **Minneapolis Public Library** applied for and received an LSTA grant to engage new immigrant community members andservice providers in a planning process to ensure that the services, programs and resources being added to the New Americans Center (NAC) at the Central Library would meet the needs of the customers that would be using the space. 13 focus groups were conducted, with a total of 242 new immigrants participating.

• A focus group with 20 faculty members and instructors of the Lincoln Adult Education Center was conducted.

• 2 focus groups with a total of 10 Minneapolis Public Library staff with a strong interest in the New Americans Center, English language acquisition and/or international experiences were conducted.

• 40 individual interviews with community leaders and representatives of organizations that serve new immigrants were conducted.

• A needs assessment report compiling the results of the focus group sessions, with suggestions for next steps was written by the Program Analyst.

• Over 10 new computer software programs, including Rosetta Stone, Side by Side, and Typing Tutor were purchased and added to the computers in the New Americans Center and the Franklin Learning Center.

• Over 300 new books, CDs, videos and audio tapes were purchased and added to the collection at the Central Library and the Franklin Learning Center.

Focus group participants were invited to attend conversation circles, community programs and tours in the New Americans Center.

• A database of community service providers was developed to allow better marketing and information sharing of the resources and materials available at the Minneapolis Public Library to serve new immigrants.

• The staff in the New Americans Center conducted over 25 tours of the NAC, including over 300 students from the Lehmann Adult Education Center, introducing them to the collection, resources, and programs at the Minneapolis Public Library for new immigrants.

• A working group was formed to evaluate the recommendations made as a result of the Needs Assessment. A three year plan is being developed by March 2007 for services to new immigrants and presented to the Library Board.

Objective #2 In 2004 three projects addressed the multicultural issue by providing materials and programs to address growing cultural variety within their communities.

In 2004 **Austin Public Library** was awarded an LSTA grant to develop and use a curriculum for basic computer instruction for Spanish speakers. The project was also to build capacity to continue with providing classes by training existing staff. The project was to provide 150-200 students with an average of 4 hours of computer instruction each. The project was terminated in May 2005 after it became obvious that the library was not going to achieve their goals, even with significant modifications to the project. 30 exclusively Spanish speaking Austin residents with no prior computer experience are able to effectively search the Internet, find Spanish language resources online, do limited word processing, and send and receive email and attachments using web based email. Some of the students also learned advanced Internet searching techniques and how to manipulate and store images, and transfer files.

In 2004 **Great River Regional Library** was awarded an LSTA grant to bring libraries and English Language Learners together. Two pilot project libraries were selected – Long Prairie and St. Cloud. Grant funds were used to acquire computers with English language practice software (Rosetta Stone) and English

language materials in book and non-print formats. Developing relationships with community partners in the project was an important aspect of its success. Tutors from local school district Adult Basic Education programs assisted in providing tutorials as part of the program. Publicity was developed by GRRL's marketing department and distributed throughout the target communities. Specific staff was assigned to publicize the project by speaking to local groups of non-English speaking residents. Approximately 125 people were served by this project in the two target communities.

The project's goals were to

1) To increase the number of Spanish and Somali speaking library customers utilizing all library services in the pilot project communities

2) To provide needed English language learning opportunities in two pilot project locations

3) To enhance the perception of the public library as a welcoming place for non-English speaking members of our communities

4) To provide library services to members of our pilot project communities who are not already public library users

The target population in St. Cloud and Long Prairie was determined to be 3,659 based on the 2000 census. The number of project participants over the course of the year was 125 people or 3.4% of the target population. Project efficacy was determined by surveying participants. Surveys measured the impact of these services on new library users. Anticipated outcomes would include at least 50% of the participants utilizing the available programs would report that the library provided a valuable service. 83% of survey respondents indicated that the library did provide useful services to them. Another predicted outcome was that over 50% of the participants would report that they perceive the library as a welcoming community place. 100% of the survey respondents indicated that they found the library welcoming. Many of the survey respondents also asked that the library be open additional hours so that the software programs would be available more frequently. This also indicated the importance of this service to the new Americans in the pilot project communities.

Southeastern Libraries Cooperating is an eleven county public library regional system headquartered in Rochester Minnesota. The Dodge County member public libraries has an increasing Spanish population. This **2004** LSTA grant provided resources for bilingual activities to enhance literacy and cross-cultural understanding of children who use either English or Spanish as their primary language. Twelve resource kits were developed which provide a theme a month and, ultimately, allow for one year of programming. Kits were created by the staff of the three Dodge County libraries. Twelve bilingual story times with 114 participants attended the story time sessions.

Dodge County libraries have noted an increase in library usage by their respective Spanish-speaking communities. The West Concord Public Library has reported that at least three Latino families are now using the library regularly. Children are participating in the summer reading program, and family members have gotten library cards. Overall Latino usage of the library in Dodge Center has also increased. The Dodge Center Public Library reported that for the first time, they have Latino children participating in their summer reading program. They have a craft hour weekly for children 7 and up, and now have had at least three Latino children participate every week. While the number of participants was limited during the grant period, it must be noted that these are small, rural communities, Dodge Center (2,385) and West Concord (832). The third library was unable to implement the program due to staff changes.

Objective #3 Between **2003 and 2005** four projects were implemented by Minnesota public libraries to help promote and publicize programs and services for New Americans and the community at large. Two of the projects (Austin Public Library and Nobles County Library) also addressed Goal 1B Objective 1 and their narratives are listed above. In **2006** two new projects are currently in place providing new or

enhanced services and programs to the Hispanic communities in Black Duck (rural northern Minnesota) and St. Paul. To date no program report has been filed on the 2006 projects.

In 2004 **Rochester Public Library** created a promotional film entitled *Welcome to Your Library*. This is a fast paced and visually stimulating film which includes elements of Somali humor and highlights resources available to new immigrants including English language learning materials, citizenship resources, and programs for young children and teens.

- It informs immigrants on how to use the library to stay connected to their homeland via native language materials and the Internet.

- The film communicates behavior expectations for library use, such as proper identification for obtaining a library card; the need to return   materials when they are due; appropriate behavior and noise levels while using the library; and the need for adult supervision for children.

- Warsame Shirwa, well known Somali television talent, hosts this entertaining and informative Somali language film. Famous Somali musician, Hibo Nuur provided background music.

- A generic version was produced which communicates about general library service nationwide. Local versions describe special library services available at the three libraries (Rochester, Minneapolis, and Owatonna) that collaborated to produce the film.

- The film was shown at the 3rd Annual Somali Women's Night on September 4, 2005, in Rochester, MN. Approximately 300 women attended the event. On September 27, 2005 Minneapolis Public Library's Library Links! Coordinator, and Hennepin County Library's Somali Outreach Liaison, brought the film to the East African Women's Group that meets in the Cedar Riverside apartment complex. After an informal discussion in Somali, and after viewing the video, all 17 women applied for library cards, and urged the coordinator of the program to procure a van so they can visit the library every week.

- The film is distributed to agencies and organizations providing assistance to new immigrants in the collaborating libraries' communities including; Catholic Charities, Intercultural Mutual Assistance Association, Olmsted County Social Services and Somali markets, mosques, restaurants and schools.

The **2005** project goal was to increase engagement of the St. Paul Hmong, Somali, and Latino populations in accessing the services, materials, programs, and collections of the **Saint Paul Public Library**. Based on knowledge gained in a previous LSTA Needs Assessment project, community members were employed as part-time liaisons. Throughout the project period, liaisons scheduled community meetings with adults and teens. A media campaign included 51 radio spots, 8 newspaper features, and advertisements with the Hmong, Somali, and Latino media detailing available services and programs through the library. The project enabled 794 people with limited English proficiency from the Hmong, Somali & Spanish speaking communities to directly access library resources in new ways. 100% of survey respondents indicated that there needs were met at the library.

Goal # 1C – Target Programming to Individuals with Disabilities

Individuals with disabilities have access to quality library services designed to meet their individual needs.

Objectives/Targets # 1-4:

1. Conduct needs assessments; develop, implement and evaluate programs to serve individuals with disabilities. Priority given to programs that build partnerships between libraries and community agencies that serves this population. Programs focus on the acquisition of products, services and training to assist customers with disabilities in their use of library services; including purchase of assistive devices/equipment/software, staff training on these products, specialized signage, document conversion, sign language interpreting, purchase of captioned videos, purchase of alternative print formats, etc.

2. Provide staff training on identification of disabilities (including "hidden" disabilities) that inhibit patrons from taking full advantage of library services, possible accommodations, and ways of providing assistance.

3. Facilitate and promote the adoption of ADA web-compliant web pages for libraries.

4. Promote library services available for individuals with disabilities; develop and implement marketing plans; promoting services to organizations that serve this population, to individuals with disabilities and their caregivers, etc.

Progress towards goal:

O   Surpassed the goal

O   Met this goal

X   Made progress towards this goal

O   Did not work towards this goal

Over 13.5% of the LSTA funds awarded to Minnesota from Federal Fiscal Years 2003 through 2006 covered projects to enhance, expand or improve services the Minnesotans with disabilities. The majority of projects funded under Goal # 1C – Target Programming to Individuals with Disabilities, have been statewide initiatives implemented through the Minnesota State Library Agency in conjunction with the **Minnesota Library for the Blind and Physically Handicapped** (MLBPH). These projects expanded or enhanced services and programs to individuals with disabilities throughout the state of Minnesota. Projects included access to NEWSLINE, Play-Away Talking Book Devices, and direct customer service options for statewide users of (MLBPH).

The purpose of the Newsline project is to provide access to the NFB-Newsline telephone-based newspaper reading service to all Minnesotans who are unable to read the printed page because of a visual or physical disability. LSTA funds were used to establish a customer base and provide statistical data to promote funding the service through the Minnesota Public Utilities Commission, Telecommunications Access Program Fund. **Based on user data collected during LSTA funded trial the Minnesota Legislature did approve funding of the Newsline service for State Fiscal Year 2006 - 2010**.

In 2005 the Minnesota Library for the Blind and Physically Handicapped submitted a proposal to add Play-Away Talking Book Devices to their collection. To date, 250 titles with over 300 copies have been added to the collection. Within just a few short months the collection is in full circulation and additional copies or new titles are being added through gift funds.

Since 2003 the MLBPH has received LSTA funds to support their customer service program The MLBPH established criteria for implementing enhanced customer service programs and testable marketing and promotion tools to further the mission of the library. The MLBPH in cooperation with the Minnesota Regional Public Library Systems, the Multitype Library Cooperation Systems and State Services for the Blind expands the services and materials of the special library. The MLBPH director leads this initiative. The MN Library for the Blind and Physically Handicapped through the direct service staff have begun the process of planning and implementing steps to further the MLBPH mission to the special needs communities highlighted in the Minnesota LSTA Plan. Marketing, promotion and direct customer service initiatives are the primary focus of the project. In the period from July 1, 2005 to June 30, 2006 (State Fiscal Year 2006), MLBPH experienced a 15% increase in the number of active readers. An active reader is someone who borrowed an item (book or magazine) from the library. During this same period of time circulation increased by 8%.

In 2003 **Lake Agassiz Regional Library** conducted a needs assessment under Goal 1C Objective #1. The purpose of the Access for All project was to determine the information needs of individuals with disabilities living within the seven counties of the Lake Agassiz Regional Library in Northwest Minnesota. LARL's 13 branch libraries serve 133,290 residents. The need for this project was identified after examining the 2000 Census data, indicating that seven counties of LARL have approximately 23,000 disabled residents over the age of five. In addition to the disabled residents, 15.6% of the residents in these counties are over the age of 65. This needs assessment is a baseline for creating and implementing a plan of action to guide LARL in enhancing library services for individuals with disabilities in the LARL service area. The Access for All project report provided data on information needs and guidance on how to improve library services for individuals with disabilities. In addition, the report included disability-related community resources to assist LARL with the goal of improving services to an underserved population.

The Access for All report included:
- Definition of the label "individual with disability"
- The census of individuals with disabilities in the LARL service area by age, county, and city
- An accessibility survey of each LARL library
- Recommendations for accommodations from individuals with disabilities, program providers who specialize in disability issues, and the ALA Accessibility Basics for Librarians tutorial series
- Contact information for 27 key program providers who serve individuals with disabilities in the LARL service area
- Survey results from 120 individuals with disabilities
- Discussion group results from 95 individuals with disabilities
- Survey results from 18 program providers
- Interview results from 20 program providers

An additional three projects are currently under way using federal 2006 LSTA funds. Projects to date have not filed a mid year or final report. One project looks at building an ADA compliant regional library system community website to improve access to information, online resources and the regional library catalog. Another project, in St. Paul Public Library, looks at enhancing access to technology for people with disabilities. The third project seeks to add downloadable audio books for member libraries of the Traverse des Sioux Library System, located in south central Minnesota, to the regional catalog thus making further improvements for service to people with disabilities to include senior citizens who might have difficulty getting to a local public library.

Goal # 1D – Target Programming to Children Living in Poverty (0-17)

Improve reading skills and ongoing information literacy of children ages 0-17 living in poverty by delivering targeted library resources and services.

Objectives/Targets # 1-6

1. Conduct needs assessments for the target population.

2. Develop model partnerships to encourage early reading and ongoing information literacy; including partnerships between all types of libraries, partnerships between schools, libraries, and community organizations, etc.

3. Expand the statewide summer reading program including special outreach to children living in poverty, assisting schools in developing programming in connection with the summer reading program, etc.

4. Conduct targeted pre-teen and teen outreach programs to increase their use and understanding of library resources. These programs include staff training on developmental levels of youth; book clubs; working with schools and other agencies that serve at-risk youth to develop after school and other programs such as "Homework Helpers," etc.

5. Develop early reading initiatives reaching children ages 0-5 and their families and caregivers; initiatives include staff training on developmental levels of children; working with state agencies to assist day care providers in providing early reading experiences; family story hours; bilingual book collections; collaboration with medical providers to emphasize early reading; etc.

6. Promote library services available for children ages 0-17; develop and implement marketing plans; including promoting services to: organizations that serve this population, families, child care providers, grandparents, the general community, etc.

Progress towards goal:

O Surpassed the goal

O Met this goal

X Made progress towards this goal

O Did not work towards this goal

Enhancing, expanding or developing new programs for children 0-17 has had the biggest impact in the Goal 1 category. Between 2003 and 2005 eleven projects were implemented to develop or enhance Homework Helper Programs, expand reading to teens that have had difficulty with the written word, and promote literacy issues from preschool through high school. While Goal 1D has had the most projects implemented it has happened with an average of only 6% of the total LSTA dollars available to Minnesota from Federal Fiscal Years 2003 through 2006.

Objective 1: Conduct needs assessments for the target population

Three projects in 2003 were funded to conduct assessments on specific programs geared to children 0-17. **St. Paul Public Library** and **Minneapolis Public Library** assessed homework Helper center usage, availability and need.

In 1992, **Minneapolis Public Library** became one of the first libraries in the country to introduce an after school "Homework Helper" program. The program was conceived to provide youth with access to positive adult role models, help youth set goals, address academic needs, and connect youth with the library in enduring ways. Eleven years later it continues to thrive but, despite their record of achievement, there have been major population and environmental changes that have occurred since 1992. Collectively, these structural changes demand an analysis of existing services. By continuing to modify the service model, engage new partners, and improve existing evaluation strategies, the library will be able to continue to offer Minneapolis students a highly-valued and accomplished homework assistance initiative.

Project outputs included:
- 29 page "Creating a Vision for the Future: Homework Helper Needs Assessment Report" that significantly assists the Homework Helper Program in setting new program goals and objectives for a three year plan.
- Library Card Survey and Homework Helper Library Card Application templates that evaluate number of students obtaining and/or using a library card and library services as a result of Homework Helper.
- Model for an outreach plan implemented in Spring 2005 that targets high school students at 2 schools in Science and Math classes.
- 22 completed surveys from public libraries nationwide,
- 105 completed surveys from community based organizations in Minneapolis,
- 153 student surveys were completed,
- 63 participants attended the 2004 MLA presentation on homework assistance programs,
- 27 people attended the Queens/New York Public Library presentation on Homework Helper,
- Drafted Homework Helper operating plan for 2006-2009.

St. Paul Public Library in 2003 requested LSTA funds to conduct a needs assessment of their homework Helper program and its impact on students within the library service area. The homework centers at Lexington, Riverview, and Sun Ray Branch Libraries were the target sites. These three Homework Center sites were open throughout the 2003-2004 academic year. The Lexington Homework Center was used predominantly by students aged 9 through 19, with age's 13 through 17 most highly represented. The Riverview Center was used most highly by students aged seven and eight. The Sun Ray Center was used most by students in fifth through ninth grades, with eighth grade being most represented. The Rice Street location was added based on the success of the other locations

Day's homework centers were open:
- Lexington 159
- Sun Ray 159
- River View 60
- Rice Street 98

Hours of volunteer tutor assistance provided:
- Lexington 883
- Sun Ray 442
- Riverview 147
- Rice Street 906

The baseline study helped identify who uses the Homework Centers and why they choose to come to the Centers. Less than half the students reported English as the primary language spoken at home. There is a broad range of ethnicity found in the Homework Center student population with students speaking many languages at home: Somali, Spanish, Hmong, Oromo, Ethiopian & Vietnamese.

- 7266 Students use the HC frequently,

- 22% attend every day

- 23% come at least three times a week

- 27% attend once or twice a week.

Respondents could give more than one reason for using the HC.

- 90% stated they come to do homework

- 32% said they prepare for tests at the HC

- 35% said they came because "no one could help me at home."

Students were asked about the level of help needed with academic subjects. They indicated needing help in all of the basic subjects, with math and English being the primary subjects.

When asked about how helpful the resources were at the HC,

- 91% of students said the tutors were very helpful or were considered "ok."

- 100% value access to computers (42% of students said they use a computer at home);

- 98% value access to school supplies

- 87% value access to books at the library

Making friends who share your interests is a strong indicator of building self-esteem.

48% of the students said they had made new friends while at the HC. This reinforces attendance at the Centers and help students build social skills.

98% of students in the baseline study indicated that coming to the HC helped them in school, with 61% saying that it has helped them "a lot."

When asked how it has helped, their responses were:

- Improved my grades (69%),

- My attendance at school is better (21%),

- I like school more (38%),

- I turn in my homework more often than before (61%),

- I complete my homework more often than before (64%),

- I ask my teacher for help (25%),

- Other reasons it has helped (13%).

Metronet, the Twin Cities Multicounty Multitype Library System, conducted a statewide School Media Center Census with its six multitype library system partners using FFY 2003 LSTA funds. 974 media centers started the census. 861 completed it (completed the 7 most critical questions); 113 partially completed the census. 390 forms were blank. 3500 copies of the final report and Executive Summary plus brochure outlining results were printed and distributed to superintendents, district coordinators, principals, and media specialists as well as selected others including Department of Education staff, and Legislators.

Executive Summary recommendations:
- Increase state and local spending on resources to update all school library media program collections – average copyright date 1985. Collections should meet the standard of current; that is, an average copyright of ten years old or newer. (Continue to work on)

- All schools must provide a high quality, professionally-staffed library media program to insure Minnesota students have access to the information they need and the training to use it. (not a state requirement)
- The Minnesota Department of Education must demonstrate its commitment to school library programs and recognize their impact on student literacy and achievement. MDE can demonstrate support by hiring school library development specialists to provide technical assistance and support to media specialists and administrators as they develop effective library media programs. (Department has not implemented)
- The Minnesota State Legislature and the Minnesota Department of Education (MDE) must continue to fund the Electronic Library of Minnesota (ELM) so all Minnesotans have access to thorough, accurate information for their academic, business and personal use. (MDE funding increased from $400,000 annually to $900,000 annually in 2004. Currently seeking additional state increase.)
- The State of Minnesota should adopt quantitative and qualitative standards for school library media programs to insure that all students have high quality school library media programs. (Minnesota Educational Media Organization-MEMO is working on standards to submit to MDE.
- Library media specialists and their supporters must develop education programs for various audiences to help increase understanding of what school media programs do for students. (MEMO has developed standards and competencies)
- The Minnesota Department of Education should continue data collection and analysis on school library media programs to provide on-going measurement of media programs and impact on student achievement. (State Library Services, the MN SLAA is implementing data collection as of 2007.)

Objective 2: **FFY2004** funds were incorporated to expand literacy skills to pre-kindergarten students in the **Minneapolis Independent School District #1** and the **Osseo Independent School District # 279** and establish a new reading program READ Aloud to Dogs in the Arrowhead Library System in Northeast Minnesota. Programs developed model partnerships to encourage early reading and ongoing information literacy; including partnerships between all types of libraries, partnerships between schools, libraries and community organizations.

The Minneapolis and Osseo School Districts worked closely with the Minneapolis Public Library and the Hennepin County Library-Brookdale Branch to provide pre-literacy skills for four/five year old children getting ready to start Kindergarten in the fall. The eight week session included class room skills, school media center and public library story time and additional pre-school programming. Sixty students and their families participated in the program with 85% improving their reading level and comprehension skills during the session. This two-year project verified students maintained their literacy skills over the summer due to their participation.

Arrowhead Library System, Northeast Minnesota, in 2004 was awarded funds to conduct the following project Read Aloud: Dog Days@Your Library. Children in Minnesota improved their reading skills and gained self-confidence and self-esteem by reading aloud to certified therapy and registered R.E.A.D.® dogs.

R.E.A.D.® (Reading Education Assistance Dogs®) is an international literacy program launched in 1999 by Intermountain Therapy Animals. Through this LSTA federal grant, Minnesota has become an official R.E.A.D.® state member. Funding was used to train dogs to be certified therapy dogs, register dog teams with R.E.A.D.®, train children's librarians and dog owners about R.E.A.D.®, print posters to post in the library alerting patrons there is a dog in the library/school, printing bookmarks and certificates for the children, and purchase books for each child participating in the program.

68 children at 9 public libraries/schools participated in the program. 9 dog teams helped children increase their reading skills and self confidence when reading aloud. The Eveleth Public Library had 3 programs

with 3 different dog teams; Silver Bay Public Library and School had 2 dog teams for 1 program; Cloquet Public Library had 3 dog teams for 2 programs. As a result of "Read Aloud: Dog Days at your Library," children look forward to reading aloud in class; they've come to the public library to check out books weekly; and participate in summer and winter reading programs.

Ben, a kindergartner, had no interest in books, and the dog owner had to struggle to get him to describe the pictures in a picture book at his first session. Since reading to Eureka (the dog), he has been to the public library weekly. He said he is reading to his pet dog every day. Jacob, a second grader, did not like to read and had a hard time with reading. After reading to Eureka and receiving a book, he went back to school and read the book to the whole class. His teacher was so impressed!

Ten public libraries participated in the reading to dogs' pilot project. Children's Librarians worked with the schools to recommend children on free or reduced lunch who read below grade level. Each librarian selected picture books and easy readers for the children to read to the pet partner. Each child was given a book each week to keep. The dog "paw-autographed" each book.

Objective 3: The Metropolitan Library Service Agency (MELSA), Regional Public Library System for the Twin Cities metro area administered the project in partnership with the other eleven regional public library systems in Minnesota. The project goal was to expand the statewide summer reading program including special outreach to children living in poverty and assisting schools in developing programming in connection with the summer reading program.

Approximately 14,000 children participated in the 2004 Minnesota Summer Library Program because of this project. Though a 7% increase in participants was experienced, it fell short of the 20,000 new readers the program team had hoped to reach. 400 partnerships between libraries and other agencies serving children were created due to the project.

On the surface the program could be viewed as unsuccessful due to lack of full participation by community partners. The barriers that kept them away in the past were not intended to be overcome by this project. Their response though was overwhelmingly positive with 97.7% indicating a desire to participate in the program if offered again. This indicates that the program was successful in its goal to form strong partnerships between libraries and other local agencies serving children.

Objective 4: Conduct targeted pre-teen and teen outreach programs to increase their use and understanding of library resources. These programs include staff training on developmental levels of youth; book clubs; working with schools and other agencies that serve at-risk youth to develop after school and other programs such as "Homework Helpers," etc.

Austin High School, Austin, MN in FFY2003 was the recipient of a federal LSTA grant in the amount of $30,000. Our project, *Teen Outreach for Young Adult Readers*, was geared at providing increased access to the library, more materials, and structured programming to increase reading among teens.

More books - Students have the opportunity to select from many new materials at the AHS Library Media Center. Of the total grant funds, $19,000 was allocated for purchase of materials. This included books, books on tape, and large print books – all of which targeted the reluctant reader. Many of the titles purchased were high/low reading materials. A better selection and wider range of reading levels helped increase the number of students who read and enjoy it. Since the AHS Library is a member of SELCO, these materials are available to library patrons throughout the region, not just AHS students.

Open Thursday Nights – As part of the grant project the school library was open Thursday nights from 5:00-9:00 PM. A vast majority of students' surveyed last school year replied that the reasons they don't read are a lack of good reading choices at their reading level and lack of time to come to the library. There are wonderful resources in the schools, and it makes good fiscal sense to open the doors in the evenings and

better utilize the facility. Qualified adult staff ran the library during the evening hours. This person had the knowledge to help students make good book selections; help them with homework, and to supervise the room. Although the full 5:00 – 9:00 p.m. hours would not be maintained after the grant ended, the school did extend the hours beyond the school day and maintain support of the program.

Special Programs - We had special programs throughout the year during Thursday Library Nights. Some nights featured a craft, a guest author, a guest writer, musical guests, poetry readings, or a variety of things. For the kickoff on November 20th, we were treated to pizza and the guitar music of local musician Jesse Smith. Of course, there was time for studying too. The schedule for 11/20 - 6:30 pizza, 7:30 Jesse. Students also had the opportunity to bring along their guitars and play along.

A variety of structured activities were planned throughout the year, such as book discussion groups and a Junior Great Book session. These took take place at various times. Later in the year, the library sponsored an author visit.

Objective 5: Develop early reading initiatives reaching children ages 0-5 and their families and caregivers; initiatives include staff training on developmental levels of children; working with state agencies to assist day care providers in providing early reading experiences; family story hours; bilingual book collections; collaboration with medical providers to emphasize early reading; etc.

Northwest Regional Library provides daycare providers with story time kits containing literacy materials to reach children who normally cannot visit the public library or are read to at home. Each kit contains books, suggested activities and a toy. The activities are designed to reinforce the skills/ideas introduced in the story while the toy encourages young children to "act-out" the story on their own. Board books were also placed in each kit for the toddlers in daycare.

Seventy kits were produced and divided into seven rotating collections for each branch of the Northwest Regional Library. They rotate quarterly. Duplicate activity sheets were produced for each kit to replace lost items once the kits circulate. Kits were advertised by (1) mailing a personal letter to each daycare provider in the NWRL geographic area; (2) newspaper article and (3) newspaper advertisements. NWRL is serving approximately 500 children in forty seven daycare facilities with 70 kits.

Minnesota Library Association (MLA) - The Children's and Young People's Section of the MLA developed this training initiative, Fun and Facts of Early Literacy: Communicating with Parents Through Story times, to provide public library staff across the state with a baseline knowledge of early literacy research and the skills to better serve their communities. Training sessions were held through out the state from September 2005 through April 2006. The curriculum used was based on the Every Child Ready to Read @ Your Library research done by the National Institute of Child Health and Human Development and the Public Library Association created the Preschool Literacy Initiative, and the Association for Library Services to Children. Saroj Ghoting, an Every Child endorsed trainer, conducted all of the training sessions. 340 of library staff and 52 of their community partners attended training sessions and each region developed and implemented at least one pilot project to expand what was covered in training.

The output goals for this project and final results are as follows:
a. 360- 440 public library staff members will participate in training sessions statewide.
   The project fell slightly short of this goal with 340 public library staff members attending the trainings.
b. A minimum of 6 regions will conduct pilot projects.
   This goal was exceeded. All 12 public library regions conducted pilot projects. Some were able to
   accomplish more than one with the funds available for a total of 20 projects statewide.
c. A minimum of 30 community partners will attend workshops statewide.
   The project exceeded this goal. 52 community partners attended the training sessions statewide.

Objective 6: Promote library services available for children ages 0-17; develop and implement marketing plans; including promoting services to: organizations that serve this population, families, child care providers, grandparents, the general community, etc.

The Lake Agassiz Regional Library was awarded the only project in this category in FFY2003. Through the "Reaching Out For Reading Success" grant project, Lake Agassiz was able to promote library services to children and families living in poverty throughout the seven-county service area. This was accomplished by working to develop strong partnerships with other organizations that serve children and families living in poverty throughout the region. Each of the targeted organizations was provided with information about the importance of early literacy and reading, as well as the services and materials that are available to them through the regional library system. The LARL services that were highlighted during the presentation include: Discover Your Library Children's Story Time Kits; weekly preschool Story Time sessions; the Summer Library Program for preschoolers, school-aged children, and teens; and other materials that are available to support childhood literacy including board books, easy readers, books on tape, and educational videos.

A total of 212 agency staff members at 59 organizations and 256 child care providers and clients received early literacy training and information about LARL services and materials through this grant project. In addition, 4366 early literacy kits were distributed throughout the LARL region to children and families living in poverty.

Pre-Survey Results indicated the following:
·70.1% indicated that they were aware of the services and materials provided by LARL.
·86.7% felt that the services that LARL provides to children and families met or exceeded their needs.
·92.6% planned to utilize LARL's services in the future.
·97.9% would refer a friend, family member or acquaintance to LARL.

Post-Survey Results indicated the following:
·100% indicated that they were aware of the services and materials provided by LARL.
·99.2% of caregivers and staff at organizations indicated that the services LARL provides to help children read and enjoy reading either meet or exceed their expectations.
·97.6% planned to utilize LARL's services in the future.
·100% indicated that they would refer a friend, family member or acquaintance to LARL.

Goal # 2A Technology and Infrastructure

Support statewide initiatives and services that build the capacity of Minnesota's libraries to serve their patrons.

Objectives/Targets # 1-7

1. Determine the unmet needs for interlibrary loan and delivery and reference services throughout the state and create a plan for meeting and fully funding those needs without Federal funding by 2006.

2. Continue to support the costs of physical and electronic delivery and sharing of resources within regions, among different types of libraries and among libraries in different regional systems; fully fund these needs without Federal funding by 2006.

3. Identify the technical support and linking implementation costs for the remaining unlinked libraries to join MnLINK and assist systems and consortia with these costs.

4. Support libraries in digitizing unique local resources and provide access to this information thorough state and regional portals.

5. Research the need to expand Minnesota's electronic database program to include additional databases for children; ensure appropriate databases are added if need is documented; Timeline: 2003-2004.

6. Negotiate and support payment of database licensing fees.

7. Investigate, test, implement and develop a plan for funding emerging technologies that will support innovative library programs and services and expand/update the current infrastructure.

Progress towards goal:

O Surpassed the goal

O Met this goal

X Made progress towards this goal

O Did not work towards this goal

An estimated 65% of the LSTA funds provided between Federal Fiscal Years 2003 and 2005 enhanced, expanded or improved the library services and technology issues at the local regional and state level. Approximately 56% of the funds available in Federal Fiscal Year 2006 have been awarded to meet needs within this goal category. The majority of the funds covered statewide initiatives for delivery, interlibrary loan services and connection to MnLINK, the Minnesota virtual library network.

Objectives 1-2

1. Determine the unmet needs for interlibrary loan and delivery and reference services throughout the state and create a plan for meeting and fully funding those needs without Federal funding by 2006.

2. Continue to support the costs of physical and electronic delivery and sharing of resources within regions, among different types of libraries and among libraries in different regional systems; fully fund these needs without Federal funding by 2006.

State Library Services, a Division of the Minnesota Department of Education commissioned a major study on Interlibrary delivery beginning in the late fall of 2003 with a final report filed in October 2004 entitled "Resource Sharing Among Minnesota Libraries: Inter-library Delivery Services, Structure, Costs and Current/Future Funding". The report was conducted and authored by Management Analysis and Development, a Division of the Minnesota Department of Administration. Further detail included in
III. Results of In-Depth Evaluations

Objective 3: Identify the technical support and linking implementation costs for the remaining unlinked libraries to join MnLINK and assist systems and consortia with these costs.

The **Minnesota Library Information Network (MnLINK)** is a statewide virtual library that electronically links Minnesota libraries. The project was funded with an appropriation of $12 million from the Minnesota State Legislature and a standing annual gateway appropriation of $400,000. LSTA dollars assist regional systems and library consortia in adding school, academic and special libraries into their networks assisting in statewide access and reciprocal borrowing based on data listed in the network.

In 2003 **Southeast Library System** – Multitype Library System in conjunction with Southeastern Libraries Cooperating – Regional Public Library System was awarded funds to enable three libraries to become members within the Southeastern Libraries Cooperative (SELCO) Online Libraries – two school library media centers and one public library. The grant project helped all three libraries to provide better library service for citizens and students in small towns in rural southeastern Minnesota. All 3 libraries, Houston Public Library, LeRoy-Ostrander School, and Plainview High School, have limited funding to buy materials. They could not afford the start-up costs to join the regional library ILS. Through the grant funds they were able to join their holdings with the rest of the libraries in southeastern Minnesota on the SELCO ILS and across the state through MnLINK, thus multiplying the materials available to their borrowers.

Collections were added for all 3 libraries. Tables with numbers of items for each library are available.
LeRoy-Ostrander School: Total items - 10,744
Plainview High School: Total items - 12,357
Houston Public Library: Total items - 17,370

One of the most valued benefits of participation in the SELCO library automation consortium is participation in resource sharing (according to surveys taken of members). Enabling LeRoy-Ostrander School, Plainview High School, and Houston Public Library to expand their patrons' and students' access to materials is a goal of this grant. The following chart illustrates the number of items loaned and borrowed for the first year of these libraries' participation as Online Libraries.

Lending & borrowing, 9/1/04 to 10/1/05

	Items Loaned	Items Borrowed
Houston Public Library	209	238
LeRoy-Ostrander Schools	118	955
Plainview High School	100	43

The **Southeast Library System** sponsored project with Winona County Historical Society in 2003 implemented Web Indexing for the Society and provided for the library to become an Online Library on the SELCO Integrated Library System. Since the SELCO catalog is part of the statewide MnLINK network, the library at Winona County Historical Society (WCHS) is also available through MnLINK to all of the Minnesota citizens who have an interest in Winona County and the surrounding area. 7,959 items were cataloged during the grant period.

Six of **Kitchigami Regional Library System's** 9 branch libraries provided mission critical public services through 19 dumb terminals. These terminals supported public materials circulation, email and interlibrary loans in Bemidji, Brainerd, Park Rapids, Pine River, Cass Lake and Walker. Their ability to provide access to Minnesota's resource-sharing network through MnLINK was severely constrained. Basic library services were compromised due to the planned 2004 implementation of a new integrated library system, KitchiCat, which required PCs at all workstations for public functions. This grant helped serve the public better, allowed access to MnLINK and established the foundation for future service by replacing 13 dumb terminals in Bemidji, Brainerd, Park Rapids and Pine River and supported a training program for all employees for enhanced windows skills.

The **Arrowhead Library System in FFY2004** coordinated a regional automation project which benefited over 40 public, school and special libraries. The purpose of this project was to reduce the number of duplicate catalog records which had crept into the regional catalog since its inception in 1996. Several parties were involved in the project including technical staff at the Arrowhead Library System, Dynix—the regional system's automation vendor, and LTI—a Pennsylvania company specializing in database cleanup projects, including duplicate record resolution. In January, the regional database was extracted and sent to LTI, which analyzed and identified duplicate records that would be merged later in the project. The database was returned to Dynix in February. After a review of the duplicate records by the ALS Technical Services Librarian, Dynix completed the project in March by running a utility that merged the records identified by LTI. A total of 15,200 records were eliminated through this process. The elimination of duplicate records makes it much easier and more efficient for patrons and library staff to search the regional catalog. Since the system serves as a gateway to MnLink, there is an extended benefit to users beyond our region who search the state catalog.

The purpose of this **Viking Library System in FFY2005** project increased the capacity of the VLS Horizon central site server for simultaneous users. Four new servers were installed and the current bibliographic and patron databases were transferred. An immediate, noticeable improvement was reported by remote site libraries and subsequent tests on the MnLINK system showed marked improvement in response time. All projected outputs have been achieved. Eleven connections to member libraries are running at better than adequate response time; the wireless bookmobile connections are running everywhere connectivity is available; all tested MnLINK connections are running at better than adequate response time; there have been no demonstrated limits on MnLINK connections.

Objective 4: Support libraries in digitizing unique local resources and provide access to this information thorough state and regional portals.

State Library Services in conjunction with the Minnesota Digital Library Coalition has supported statewide digitization projects since 2002. Under the current LSTA Plan federal funds have been instrumental in assisting the program The Minnesota Digital Library Coalition has, at a fundamental level, achieved its primary goal with two related projects:
"Minnesota Reflections" (http://reflections.mndigital.org), providing access to 5,347 historic photographs, & "Minnesota Maps Online" (http://www.digital.mnhs.org/cdm4/about.php), providing access to 3,589 original plat maps & 5 historic atlases of Minnesota (1 statewide & 4 selected counties).

The activities described below established a new digital collection of photographic images, drawn from the collections of more than 50 cultural heritage institutions around the state, and supported the establishment of a new collection of cartographic resources. In addition, the MDLC undertook a study of educational use of primary resources and the Internet and included recommendations for future activities to integrate digital resources into school curriculum.

For the purposes of phase I of the "Minnesota Reflections" project, the MDLC adopted the following selection criteria:
1) Continuous tone images (e.g., photographs (positive or negatives), postcards, line drawings, etc.);
2) images produced prior to 1909 or representing locations or people prior to 1909;
3) images representing the wide diversity of peoples, lifestyles, industries, activities, and geographic regions in Minnesota;
4) unique images (that is, not available in already existing, publicly accessible databases)

The Minnesota Digital Library Coalition was awarded an LSTA grant in FFY2005 to expand upon the digitization of photographic and graphic images; to expand the digitization initiative to include textual documents, including letters, diaries, pamphlets and books; and to develop prototype curricular tools to promote the use of digital resources in the K-12 community. Under this grant the MDL more than doubled the number of digitized photographs available through Minnesota Reflections to 10,169 images and added 3,369 "pages" from 242 documents. In addition, the MDL contracted with Sandbox Studios to create a demonstration curriculum unit on Minnesota Immigration; this resulted in a downloadable PowerPoint presentation and an online interactive presentation using Pachyderm, a new application for creating online presentation and exhibitions developed by the New Media Consortium under an IMLS grant. While the target population for Minnesota Reflections is every resident of Minnesota, some 29,000 unique individuals accessed the collection online during its first year; use was directly affected by an article in the Minneapolis StarTribune in April 2006. Minnesota Reflections was recognized by the American Association for State & Local History with an Award of Merit at its 2006 annual conference.

The Minnesota Digital Library Coalition has received funding in 2006 to continue adding material to the collection providing access to additional photographs, maps, posters and small print documents that would otherwise be unavailable.

Objective 5: Research the need to expand Minnesota's electronic database program to include additional databases for children; ensure appropriate databases are added if need is documented. **No submissions received in this goal/objective category**.

Objective 6: Negotiate and support payment of database licensing fees. Detail included in **IV. Progress in showing results of library initiatives or services.**

 Objective 7: Investigate, test, implement and develop a plan for funding emerging technologies that will support innovative library programs and services and expand/update the current infrastructure.

A 2005 **Southeast Library System** project developed curriculum materials to incorporate resources from the Electronic Library for Minnesota (ELM) and Southeastern Libraries Cooperating (SELCO) databases into school curriculum units at all grade levels. The lessons teach the research and library skills students need to support the Minnesota Academic Standards. The project includes research pathfinders to help students, teachers, and parents find appropriate resources for school projects. The materials are available in a database on the SELCO server with public Internet access for all K-12 schools and public libraries that wish to support K-12 students. The database is searchable by subject area, grade level, databases used in the lesson, and by lesson plan or pathfinder. The Web site includes links to additional resources of use to teachers, students, and parents. There are 135 lesson plans in the database http://www.selco.lib.mn.us/ resources/k-12 resources/ lsta curriculum/ and more will be added as they are developed by media specialists and teachers.

The purpose of this **East Central Regional Library** project funded in 2005 was to allow library users to wireless access the Library's catalog, MnLINK and the Internet without using one of the Libraries' heavily used public computer workstations in seven small branches. This was accomplished by allowing users with

laptop computers and other portable devices to log on to the library's telecommunications network with these devices. ECRL had seven branches with equipment that had already been installed with local funds and seven that did not have the service. The grant funded an additional six wireless networks. The six branches in the project had a total of 50 unique users the first month (September) and about that same number in October and November. The number of unique users is estimated at 100 for the three month period and will be at least 500 for these branches for the first complete year. Branch staff also indicated that some of these unique users came to the Library every day. The Mora Librarian stated that one of her daily users was a doctor waiting for an overseas assignment who used the services daily for the month of October. We have also seen mobile service people and travelers parked outside of our library branches early in the morning, checking their email for assignments and news from home.

Another **East Central** project funded in 2005 was to improve and upgrade the Library's online catalog and inventory software and hardware. This was to be accomplished by contracting with a vendor (SirsiDynix), transferring their database to a new hardware and software platform and training staff to use the new system. The hardware for the project was installed in June and the software in July. Implementation began by shutting down the entire Library system from August 6 until August 11. The first branches came up on the (very flawed) Horizon 8.0 product on Friday, August 11 and all of the branches were operating on some level by Saturday, August 12. During the course of implementation it was discovered that the software was not fully functional and not being sold to other libraries. Many basic functions did not work when they went live. "We were actually a "Beta" test site. The vendor admitted that we were the largest library that they had implemented, and that they did not have a great deal of experience with the strong inter-relationships with branches found in ECRL. The vendor was using the Library to develop these functions for further sales. When we found how little functionality there actually was for the software, we notified the company that we would not make any additional payments on the contract. The project vendor failed to provide a suitable upgrade but the lessons learned will assist us in choosing a replacement for Horizon 8.0."

The purpose of this **Viking Library System** project was to provide an online connection for the system bookmobile users and staff. Access to the Internet is used by patrons and staff for reference purposes & access to the Horizon ILS is used by staff for searching, circulation and placing holds. A live connection supports better MnLINK service by the VLS Bookmobile as holds are checked and pulled more frequently as well as flagged at check in. Viking Library System had previously tested both cellular phone and satellite systems without success. The digital cell network installed as part of this project has worked smoothly. Connections are steady and correct transactions are being recorded on the system. Bookmobile users are able to look up materials online, giving them the same access found in the regional public library buildings. Holds are placed on the bookmobile and materials are delivered the next time it stops. Pulling holds at check in has allowed the bookmobile to become a more fully participating MnLINK site. Without a real-time connection holds were requested after the books had gone out again. Now they are pulled immediately and held for delivery to another library.

WebJunction, an online community where library staff meet to share ideas, solve problems and take online courses. Through this collaborative project WebJunction Minnesota becomes part of the WebJunction online community. This is a partnership of **Minnesota State Library Services**, a Division of the Minnesota Department of Education, MINITEX Library Information Network & Metronet, and a MN Multitype Library Cooperation System. Minnesota library staff can find all the resources available at the main WebJunction website, plus local content of special interest to the Minnesota library community. It provides each partner with tools to localize content, community forums, learning opportunities and much more. Minnesota library staff can register at no cost to take online courses and join discussions, or go straight to content specific to Minnesota. For WebJunction members across all communities, the program provides additional resources that can be leveraged at the local level. MINITEX Reference and ELM staff, in conjunction with the Minnesota State Library Services staff, provides appropriate training opportunities for local library staff and publicize WebJunction throughout Minnesota. The WebJunction Minnesota Planning

Committee (Minnesota, Department of Education State Library Services Division; Metronet, a MN Multitype Library Cooperation System; & MINITEX; with MDE State Library Services representative as Committee Lead) provide leadership & cooperation in designing the WebJunction Minnesota portion of the project.

Registered Users:
- WJ Registered Users from Minnesota Prior to WJMN (2003-8/31/2006): 247
- After WJMN(9/1/2006-9/30/2006): 541
- Increase: 219%

Narrative: WJMN launched 9/10/2006.

Prior to launch of WebJunction Minnesota, i.e. between 2003 through August 2006, 247 Minnesotans had registered with WebJunction, a web-based service that started in 2003. Promotion of WJMN in August and September 2006 (via emails and conference events) resulted in registration of an additional 294 members, across all library types. As of 9/30/2006, there were 541 registered WJMN users. Registered users more than doubled.

State Library Services worked with the Minnesota Department of Education's Information Technology Division to develop an interactive on-line library directory. The interactive on-line directory provides librarians and the general public with the ability to locate Minnesota libraries by type, location and special collection. Each library listing available through the on-line directory provides the individual in charge of the library, the library name, address, phone number and URL, which is a live link. The directory includes a function which creates an Excel file of retrieved library information that may be used to create mailing labels. The interactive on-line directory replaces a public library print directory that was updated quarterly and an on-line Minnesota library directory previously maintained on a commercial server in Massachusetts at an annual cost of $280 by seven multi-county multitype regional library agencies. Because a vendor server was used, the annual cost would have increased due to inflationary costs. Individual libraries have the responsibility of updating their respective entries. The on-line directory increased library listings by 22% compared with the online directory maintained by the multitype library agencies (1,782 listings versus the 1,822). The database, available for internal use, has more information about the individual libraries, including specialty areas. The state library agency consequently communicates more effectively andefficiently when only a specific type of library would need to be contacted.

The MINITEX Annual Program funded by **State Library Services** supports a multi-faceted statewide Reference Services program that provided reference referral to all types of libraries throughout Minnesota and provided on-site and Web-based training on the statewide Electronic Library for Minnesota (ELM) and other reference topics. ELM is licensed by MINITEX (with funding from the Minnesota Office of Higher Education and the Minnesota Department of Education for MINITEX and State Library Services respectively) on behalf of Minnesota libraries and school media centers.

REFERENCE REFERRAL With LSTA funding, MINITEX Reference Services served all types of libraries in Minnesota. The total number of reference referrals from all types of Minnesota libraries to MINITEX Reference Services was 376 in FY06, July 1, 2005 – June 30, 2006. We responded to 270 public library reference referrals and 106 questions from Minnesota academic and special libraries and others. The majority of the latter are virtual reference referrals from patrons. One of the goals of MINITEX Reference Services is to serve Minnesota library patrons regardless of location or referral mechanism. Patrons are provided with information on their local libraries as well as provided answers to their specific questions. Responses to the reference referrals are far more than just specific answers to questions. As a teaching tool, each response detailed search strategies and resources used to research the question. The referring librarians appreciated this level of response; it assured them of the effort taken to answer their patrons' questions & served as a learning tool about the resources accessed. Most responses included photocopies, printouts of searches, printouts of Web pages, and books. The numbers of loans & photocopies have dropped as the numbers of Web print outs & full-text articles have risen.

In addition to ELM training, Reference Services staff offered other reference professional development opportunities. Workshop and conference topics included pod casting, Google, library marketing and more. In FY06, Reference Services presented or coordinated 16 reference-related workshops or training sessions for 203 attendees.

Goal # 2B Professional Development and Training

Support statewide professional development and training initiatives and services that build the capacity of Minnesota's libraries and their staff to serve their patrons.

Objectives/Targets # 1-5

1. Educate the Minnesota library community about new changes in LSTA guidelines.

2. Conduct ongoing training to assist applicants in utilizing LSTA funds for the greatest positive impact on underserved end-users.

3. Conduct an assessment of Minnesota's current library workforce and future needs; develop and implement a plan to encourage individuals to become professional librarians.

4. Continue to promote and expand participation in the Voluntary Certification Program.

5. Conduct a study to determine the prioritized training needs of library staff and trustees throughout the state including topics such as: needs assessment, program development, outcome-based evaluation, serving diverse populations, grant proposal writing, marketing/promoting libraries, advocacy, etc. Provide continuing education (including distance education) in the areas identified as priorities.

Progress towards goal:

O Surpassed the goal

O Met this goal

X Made progress towards this goal

O Did not work towards this goal

Annually during the current Five-Year Plan, 2003-2007 State Library Services has held LSTA Grant Writing Workshops throughout Minnesota. Grant Administration Workshops help clarify the process for administering a project once it has been awarded and grantee begins implementation. Participation is mandated every Summer. Annually the complete LSTA grant process is reviewed through the Minnesota State Library Advisory Council. The Grant Timeline is updated every spring. The grant application process is revised as needed and brought before the Advisory Council for approval every summer. Opening LSTA Grant Announcement is forwarded to the library community every November.LSTA grant information and support materials are posted on the state library agency website.The LSTA Grant Coordinator/ Administrator works with the State Librarian to meet annual requirements of **Goal 2B: Objectives 1 & 2.**

Objective 3: Conduct an assessment of Minnesota's current library workforce and future needs; develop and implement a plan to encourage individuals to become professional librarians.

Leadership Tapestry: The 1st MLA Leadership Institute. To begin the process of developing the next generation of leaders for Minnesota libraries. A committee of eight librarians, representing academic and public libraries planned a leadership institute. A program coordinator was hired to facilitate the year long development process. A three day institute was planned. Participants applied to participate and were chosen by a committee. The goal was to have representation from all types of libraries and different positions. The

program included speakers from different types of libraries, targeted readings, and activities on self awareness and development. All participants were required to stay together in a retreat house and meal functions were designed to promote networking. Each participant was assigned a volunteer who would serve as their mentor for two years. A reception was held to introduce participants to their mentors and other library community leaders. The Institute will be held every two years with the new leaders from the previous program planning the next Institute with one continuing committee member from the previous year. Other participants are expected to present a program on their experience at the annual conference.

Number of participants: 23 new leaders. 25 participants were accepted. However two, a married couple had to drop at the last minute when the wife gave birth early.

At the first six month "reunion" of the participants, each new leader gave an update of their leadership development. All but one noted progress on their development plans. One of the participants ran for office with the Minnesota Library Association. Others have become more active in their home libraries. One received a raise and another felt more comfortable with public speaking and was pushing herself to improve this skill even more.

This is a joint program funded by the Minnesota Library Association., Minneosta Library Foundation, and State Library Services with LSTA funds. Support by these groups allowed the committee to keep fees modest so participation would be accessible to both large and small institutions.

The **State Library** hopes to further investigate an assessment of Minnesota's current library workforce and future needs; develop and implement a plan to encourage individuals to become professional librarians. Further details on that study are included in **III. Results of In-Depth Evaluations.**

Objective 4: Continue to promote and expand participation in the Voluntary Certification Program.

State Library Services through an annual contract with the Regional Public Library Systems provided funds to conduct annual workshops meeting the competency requirements for graduation in the Minnesota Voluntary Certification Program. The LSTA funds also provide upkeep and maintenance for two databases held in the Arrowhead Library System that list all participants and their progress towards meeting certification requirements and detail all workshops, conferences, web related classes that can be taken to meet the 50 competency requirements and 60 hours of class involvement.

The MN Voluntary Certification Participants Database is a central location of all the Certification Participants enrolled in the program and all the graduates. It is housed on its own server. Participants who are officially enrolled in the program can find out what workshops they have attended for MN Voluntary Certification. Homework Readers can verify if a participant attended a specific workshop. This is the official record of the MN Voluntary Certification Program.

FFY2003: 146 students are listed in the database. It is up-to-date. 2 new presenters were added to the database. 1 new program was added.

FFY2004:
- 159 participants,
- 68 graduates
- 128 homework readers
- 108 instructors
- 24 registered administrators
- 156 approved programs

- Two programs were approved for MN Voluntary Certification by the Certification Oversight Committee: On October 27, 2004, the Urban Libraries Program was approved. On February 17, 2005, the online program offered by ALA/RUSA on the Reference Interview was approved.
- Four people graduated from MN Voluntary Certification between October, 2004 and September, 2005. They were recognized at Minnesota Library Association Conference. Seven library staff have recently enrolled in certification.

Details regarding a statewide study on Voluntary Certification entitled "*Critical Evaluation of the Minnesota Voluntary Certification Program*" are included in **III. <u>Results of In-Depth Evaluations.</u>**

The study met some of the requirements of **Objective 5:** Conduct a study to determine the prioritized training needs of library staff and trustees throughout the state including topics such as: needs assessment, program development, outcome-based evaluation, serving diverse populations, grant proposal writing, marketing/promoting libraries and advocacy. Provide continuing education (including distance education) in the areas identified as priorities.

Goal # 2C Strategic Planning

The landscape of Minnesota is dramatically changing due to shifts in population across the state. It is important that the libraries across the state understand the demographics in their areas, and the needs of all the varied populations they serve. Through analysis of the needs of served and underserved residents across the state, libraries will continue to provide quality services to their communities.

Objective/Target # 1

1. Conduct an assessment in each region of the state to determine end-user needs of all Minnesotans to inform individual strategic planning processes and statewide planning for libraries.

Progress towards goal:

O   Surpassed the goal

O   Met this goal

X   Made progress towards this goal

O   Did not work towards this goal

To date only one project falls within this category. The Pioneerland Library System in cooperation with the Plum Creek Library System and the Southwest Area Multicounty Multitype Interlibrary Exchange (SMILE). The project was awarded in FFY2006 and is an open project which has not filed a report to date. Project ends June 30, 2006.

"The Resource-sharing Study between PLS, PCLS, and SAMMIE" is a joint project undertaken by three library agencies in southwestern Minnesota to counter chronic and long-term financial distress affecting the organizations' operations and services. The partners in this project are Pioneerland Library System, Plum Creek Library System, and Southwest Area Multicounty Multitype Interlibrary Exchange. The same serious issue faces all three organizations – the ever-widening gap between the escalating costs of increased service-delivery loads and static and/or decreasing funding levels.

Pioneerland Library System (PLS) is a consolidated regional library system in West Central Minnesota with 32 member libraries located in nine counties (Big Stone, Chippewa, Kandiyohi, Lac qui Parle, McLeod, Meeker, Renville, Swift, and Yellow Medicine). PLS is governed by a board composed of 35 members appointed by member cities and counties, including city and county officials as well as members of the public and library users. As a consolidated library system, PLS holds legal authority and responsibility for the operations of its member libraries, budgeting, and personnel/staffing.

Plum Creek Library System (PCLS) in Southwestern Minnesota is a federation of 26 libraries located in nine counties (Cottonwood, Jackson, Lincoln, Lyon, Murray, Nobles, Pipestone, Redwood, and Rock). As a federated system, PCLS offers advisory and consulting services to its affiliates; however, local communities control and administer individual libraries (e.g., local funding, local library board governance, material selection and collection development).

Southwest Area Multicounty Multitype Interlibrary Exchange (SAMMIE) is a state-funded consortium representing all types of libraries (special, school, academic, and public). It offers advisory and consulting services to its 214 members in the same 18-county area covered by PLS and PCLS. Both regional library systems are members of SAMMIE; both also offer leadership and guidance to its operations through citizen representation on the SAMMIE governing board.

In addition to ongoing board participation and in response to ongoing and severe budget and funding crises, representatives from PLS, PCLS, and SAMMIE have met five times since late Summer 2005 to explore opportunities for collaboration, partnership, and sharing of resources between the three systems. The range of discussions has included everything from sharing services (administrative, automation, central office/facility, delivery), staff or facilities/satellite office(s), to offering services to educational units (MnSCU and K-12 schools) or even merging the three systems to pool ever-decreasing and disappearing state and federal dollars. Garrison L. Hale (PLS Board of Trustees Chair, MN State Library Planning Task Force Chair, and MN State Library Advisory Council Member) has moderated these meetings. In late 2005, the governing boards of all three systems signed a statement of cooperation pledging each system to support the systems' mutual collaboration, partnership, and resource sharing.

III. Results of In-Depth Evaluations

Describe methods and findings of an in-depth evaluation of at least one goal /objective/ program/project that used IMLS funds. If possible, this initiative should be one that produced a significant advance in library service in the state.

Goal # 2A Technology and Infrastructure

Support statewide initiatives and services that build the capacity of Minnesota's libraries to serve their patrons.

Objectives/Targets

1. Determine the unmet needs for interlibrary loan and delivery and reference services throughout the state and create a plan for meeting and fully funding those needs without Federal funding by 2006.

2. Continue to support the costs of physical and electronic delivery and sharing of resources within regions, among different types of libraries and among libraries in different regional systems; fully fund these needs without Federal funding by 2006.

Project Objective. "Resource Sharing Among Minnesota Libraries: Inter-Library Delivery Services, Structure, Costs and Current/Future Funding" addresses the two LSTA Goal/Objective statements above by focusing on the structure, operations and funding of library physical delivery (excluding bookmobile). The project report describes in detail the current statewide physical delivery infrastructure and operations. The purpose of this project is to document the Minnesota Inter-library delivery systems that would be affected by the actions occurring with respect to federal LSTA funding and to review and evaluate options for addressing the potential shortfall of needed funds for delivery services.

The report describes the current delivery infrastructure and operations, funding, potential efficiencies, and future funding scenarios or options, with emphasis on the major system components ("backbone" network and regional systems). The emphasis of the effort was to identify and evaluate options for delivery funding and other potential actions to ameliorate the effects of the phase out of LSTA funding for ongoing regional delivery services. Potential delivery efficiencies and service improvements and "unmet needs" for the services were examined.

Project Method. Through exchanges of information with the principal stakeholders, descriptive, statistical and cost data for delivery in the state was gathered and evaluated. The information gathering was promoted through individual and group interviews, group discussions and exchanges of ideas at six regional public library meetings (Mt. Iron, Rochester, Mankato, St. Paul, Detroit Lakes and St. Cloud). The participation of stakeholders at the policy level and the operational level for inter-library delivery was actively sought.

A dedicated project website was established for information exchange and discussion among project participants. More than 150 members of the library community from all library regions were subscribed to the website and considered to be primary project participants. Additional information exchanges were maintained via e-mail, phone, and fax during the project.

Project results:

Conclusions

1. Individual libraries cannot possibly meet all of the information needs of people in their communities with only the resources in their buildings. The Internet's resources, although vast, do not replace other resources available at libraries. The existing investment in library resources has the greatest return when efficient and cost-effective exchange takes place. Interlibrary loan (ILL) and delivery – the mechanisms for library *resource sharing* and the physical movement of library materials between libraries to meet the needs of library users – are core library services. Although they receive relatively little attention outside the library community, the complex systems through which library materials are shared among Minnesota (and out-of-state) libraries represents critical infrastructure for the provision of quality library services.

2. Technology – especially in connection with the Internet – has vastly increased the amount of information available electronically in a distributed environment that now includes most businesses and homes. It seems clear that, although electronic access to information continues to increase dramatically, the paper and other physical formats of information (books, articles, video and audio media, and others) are in no danger of going out of use. To meet the needs of library users for these kinds of materials, the physical movement of library collection materials will continue on a large scale for the foreseeable future.

3. New technology-enabled library tools becoming available to Minnesota library users (through MnLINK) will enable *unmediated requests* for materials statewide (that is, online requests without library staff assistance or intervention). This would likely translate to greater resource sharing and higher volumes of movements of library materials.

4. As a necessary component of interlibrary resource sharing, *delivery* is widely recognized within the library community as a top funding priority.

5. All of Minnesota's federal LSTA delivery grants require state or local matching funds. In sum, paying for library delivery services is a joint effort involving funding from local, state, and federal sources.

6. Essential components of Minnesota's existing infrastructure for interlibrary delivery are funded in part by federal LSTA grants – the MINITEX "backbone" delivery network and the regional library systems-sponsored intraregional delivery networks. LSTA funding is consequential enough that its sudden and complete or substantial loss would impair the delivery network.

7. LSTA funding that is potentially at risk *with respect to delivery services* is estimated at about $201,800 for the *interregional* backbone network of Minnesota delivery *and* $300,000 (at the current level of support) for *intraregional* delivery.

8. Among the future scenarios following significant loss of federal funding and no offset are these: With a less strong backbone network, interregional resource sharing service levels would be reduced, and compensating efforts would be attempted on a regional or sub-regional level. In any scenario of reduced delivery funding, the better-funded library systems in more densely populated regions would fare better. Increased reliance on US Postal delivery or individual package delivery would result in higher overall system costs and higher local costs. There are such examples in other states. If state funding does not offset, the costs now paid with federal funds for delivery would likely devolve to local responsibility and/or delivery services would be significantly cut back. The cutbacks would have a much stronger effect on regions with greater delivery distances between libraries (thus higher costs per item or delivery stop) and fewer resources to devote to delivery services.

9. Other states' interlibrary physical delivery practices are instructive. It is noteworthy that practices vary considerably. In a number of states, state-level funding eliminates the need for local funding. In other states, the state-level funding covers a baseline level of services, such as one or two deliveries per week, often based on the volume of items moved, and other funding adds services if regional or local libraries so choose and can pay for it. The "backbone" network design, like Minnesota's, is not uncommon among states that provide state-level funding. Generally, higher levels of state funding accompany greater state level authority and statewide integration of services.

10. A two- or three-year scenario of phased federal funding drop-off would promote a more orderly transition to state and local funding. The situation at this time of significant federal LSTA funds reduction requires either alternative funding commitments at the state and/or local levels or initiation of planning for significant delivery service cutbacks.

11. The current configuration of delivery services does not clearly place responsibility for coordinating the planning, organization, and implementation of more integration and end-to-end delivery solutions. MINITEX, which provides the state "backbone" delivery network, provides the "glue" for the interregional delivery system and some end-to-end solutions with "last mile grants." Based on information received in this study, MINITEX provides reliable service with a high level of customer satisfaction. The MINITEX infrastructure and staff expertise and experience position it to play a greater role in developing further delivery solutions, working with its stakeholders. It would be important to make best use of the considerable experience and expertise of interlibrary loan and delivery staff members in the regional systems and libraries around the state.

12. Most delivery services are established and operated within each library system (coinciding with the funding sources) based on local needs, and then coordinated among systems. This coordination continues to work well, but the components are frequently changing and the efficiency of state delivery as a whole is probably improvable. The data needed to examine efficiencies of delivery activities are incomplete and not uniform among systems. Improvements in data uniformity would promote greater efficiencies locally and on a larger scale. These efforts by the cooperating systems would be likely to reduce overall system costs and provide greater flexibility in adapting efficiently, equitably, and judiciously to changes in funding levels.

Recommendations

The recommendations are addressed to state and regional library leadership and others whose actions can influence future inter-library delivery funding. Detailed background can be found in the attached report.

1. Seek state-level funding to replace LSTA grant funds for delivery. However, also plan for contingencies including developing local funding sources, cost reduction and streamlining, nongovernmental funding as a stopgap, and additional revenue-generation.

2. Encourage electronic delivery and develop guidelines for MnLINK unmediated requests.

3. Generate awareness and create support for interlibrary loan and delivery among library users and encourage their advocacy.

4. Develop contingency plans for reduced delivery services, bringing together MINITEX, regional libraries, advisory groups with relevant experience, and, if needed, couriers.

5. Explore additional cooperative arrangements and promote further system-level planning to streamline and integrate overall delivery, including more end-to-end delivery solutions.

6. Consider alternative strategies for governance of the delivery function if needed to support better long-term alternative funding strategies and greater efficiencies (with attention to statewide and local needs).

7. Develop better delivery data for decision-making.

8. Consider whether and where additional fees, charge-backs, and other cost-sharing arrangements for delivery would be appropriate.

9. Develop a long-term strategy for delivery to school libraries– the principal "unmet need" according to people who participated in this study. This should include ensuring good use of electronic access and delivery.

10. Consider the implications for libraries of new online resources and information-seeker practices to reduce delivery costs.

11. Develop additional capabilities to make best use of commercial courier delivery services.

State Library Services working through the Minnesota State Library Advisory Council recommended: 1) working with library delivery partners to establish protocol to seek state-level funding to replace LSTA grant funds for delivery. However, also plan for contingencies including developing local funding sources, cost reduction and streamlining, nongovernmental funding as a stopgap, and additional revenue-generation; 2) the library community must generate awareness and create support for interlibrary loan and delivery among library users and encourage their advocacy; and 3) Explore additional cooperative arrangements and promote further system-level planning to streamline and integrate overall delivery, including more end-to-end delivery solutions.

Distribution of Library Services & Technology Act Federal Funds – Regional Delivery

System	FY 1998[1]	FY 1999[2]	FY 2000*[3]	FY 2001*[4]	FY 2002*[5]	FY 2003*[6]	FY 2004*[6]	FY 2005*[6]
ALS	154,620(7.c)	157,717(7.c)	77,901 (1.b)	79,085(4b.b)	$40,000 (4b.b)	$30,000	$22,000	$15,000
ECRL	37,743 (1.b) 30,000 (3.b)	45,508(1.b) 20,000 (1.b)	31,837 (3.e)	31,156(4b.b)	$40,000 (4b.b)	$30,000	$15,400	$15,000
GRRL	30,000 (3.b) 98,000 (7.c)	28,000 (3.b) 101,713(7.c)	66,055 (1.b)	50,496(4b.b)	$40,000 (4b.b)	$30,000	$22,000	$15,000
KLS	13,069 (3.b) 48,160 (4.b)	14,323 (3.b) 47,605 (4.b)	30,803 (1.b)	34,660(4b.b)	$40,000 (4b.b)	$30,000	$22,000	$15,000
LARL	49,974 (1.b)	69,512 (1.b) 3,062 (3.c)	24,000 (1.b) 10,114 (1.c)	38,497(4b.b)	$40,000 (4b.b)	$29,411	$22,000	$15,000
MELSA	420,113(1.b)	83,633 (1.c) 331,500(3.b)	210,201 (1.b)	160,200(4b.b)		$30,000	$22,000	$15,000
NWRL	1,754 (1.c) 7,300 (3.b) 25,925 (7.c)	4,884 (3.b) 30,742 (4.b)	17,937 (1.b)	24,363(4b.b)	$35,658 (4b.b)	$12,510	$17,600	$14,000

[1] Systems submitted applications on any activity in Minnesota's *Plan* for use of LSTA-formula driven.

[2] Systems submitted applications on any activity in Minnesota's *Plan* for use of LSTA-formula driven.

[3] Systems submitted applications on any of 12 designated priority activities in Minnesota's *Plan* for use of LSTA-competitive.

[4].Systems submitted applications related to Goal 4b Activity B in Minnesota's Plan for use of LSTA-competitive.

[5].Systems submitted applications related to Goal 4b Activity B in Minnesota's Plan for use of LSTA-competitive.

[6].Systems submitted applications related to Goal 2A Program 2 in Minnesota's State Plan for use of LSTA, FFY2003-FFY2007-delivery allocation- Local delivery projects end by FFY2006.

PLS	15,074 (1.b) 52,000 (7.c)	49,529(1.b) 11,000 (7.c)	31,079 (1.b)	49,977(4b.b)	$40,000 (4b.b)	$30,000	$22,000	$15,000
PCLS	41,397 (1.b)	29,196 (1.b) 12,000 (1.c)	30,616 (1.b)	42,768(4b.b)	$40,000 (4b.b)	$30,000	$22,000	$15,000
SELCO	53,984 (1.b) 97,340 (3.b)	70,516 (1.b) 78,760 (3.b)	73,991 (3.b)	61,179(4b.b)	$39,390 (4b.b)	$30,000	$22,000	$15,000
TDS	67,504 (1.b)	66,935 (1.b)	35,253 (1.b)	49,526(4b.b)		$30,000	$25,000	$15,000
VLS	42,680 (1.b)	41,835 (1.b)	20,213 (1.b)	28,093(4b.b)	$38,470 (4b.b)	$30,000	$22,000	$15,000
Totals	**$1,302,000**	**$1,298,000**	**$650,000**	**$650,000**	**$393,518**	**$341,921**	**$256,000**	**$179,000**

Lessons learned. Wide input from the library community at several steps in the process and through several different data-gathering modes was very informative but filled with concern and frustration. A broader range of funding sources need to be tapped to meet growing delivery costs. New types of measures and performance will be needed for the changing inter-library delivery system − well beyond the traditional mode of vans, trucks and bookmobiles.

Goal # 2B Professional Development and Training

Support statewide professional development and training initiatives and services that build the capacity of Minnesota's libraries and their staff to serve their patrons.

4   Continue to promote and expand participation in the Voluntary Certification Program.

5   Conduct a study to determine the prioritized training needs of library staff and trustees throughout the state including topics such as: needs assessment, program development, outcome-based evaluation, serving diverse populations, grant proposal writing, marketing/promoting libraries, advocacy, etc. Provide continuing education (including distance education) in the areas identified as priorities.

Project Objective." An Evaluation of the Minnesota Voluntary Certification Program" conducted by Nancy Bolt and Jody Howard of Nancy Bolt and Associates, Denver, Colorado. Request for Proposals from the Minnesota State Library Services of the Minnesota Department of Education indicated the purpose of the project in this way:

The Department of Education, Division of State Library Services and School Technology, is requesting proposals to conduct a critical evaluation of the Minnesota Voluntary Certification Program for Library Employees.

The program began as a pilot project in 1997 funded through the federal Library Services and Technology Act Grant program. An evaluation of the pilot project was done in 1999. Voluntary Certification intended to improve library service in Minnesota by encouraging library employees to acquire, maintain and develop their knowledge and skills. It was designed to address competencies needed by those working in public libraries. This critical evaluation will analyze the merit or significant impact the program has had on the Minnesota library community and establish criteria for improvements and/or change. The Voluntary Certification Program is in its eighth year as an ongoing program specifically for non-Mastered Library Science staff.

Project Methods. Nancy Bolt of *Nancy Bolt and Associates* (NB&A) teamed with Jody K. Howard of *Creative Information Solutions for Library Organizations* (CISFLO) to conduct the critical evaluation. The consultants worked with Dr. Keith Curry Lance and Nicole Steffen from *RSL Research Group* to conduct the electronic survey.

The methodology used included the following:

- In-depth interviews with MVCP leadership in preparation for the evaluation
- An online survey of:
    - Graduates and current participants in the MVCP program
    - Managers of libraries who may or may not have had employees in the MVCP program or who may or may not have participated in the program themselves
    - Employees who had participated in a CE workshop but chose not to enroll in the MVCP program
- 11 focus groups with:
    - Participants in the MVCP program
    - Managers of employees in the MVCP program
    - The MVCP Steering Committee composed of representatives from Regional Libraries
    - The MVCP Oversight Committee that makes policy decisions about the program
- Interviews with all Regional and Multitype Library Directors
- Interviews with selected others including:
    - Bill DeJohn from Minitex

- o Debby Willms from St. Paul Public Library
- o Tom Eland from the Minnesota Community and Technical College (MCTC)
- o Suzanne Mahmoodi, former CE coordinator at State Library Services

Focus group participants were told that consensus on the interview questions was not required so that the consultants could record a variety of opinions. Participants in the focus groups indicated satisfaction with the process used by saying they felt free to share their thoughts and were pleased that State Library Services cared enough to ask their opinion.

Several individuals who were invited to participate in a focus group chose instead to submit written answers to the focus group and individual interview questions. These were also considered in the preparation of the report. Overall, the consultants were struck by a remarkable degree of agreement on the key issues being studied during the evaluation. A copy of the focus group and interview questions is located in Appendix A.

The consultants are concerned by the small number of participants in the focus groups. However, the discussion was lively in all groups and there was a great deal of consistency in what was said. The recommendations included in this report are based on the input received in the focus groups, the interviews, the other data gathered, as well as the consultants' own experience.

Project results: The consultants believe that Minnesota should be commended for the philosophy and dedication that supports the Minnesota Voluntary Certification Program (MVCP). Of the six programs reviewed as part of this project, MVCP seems to be the most sophisticated and conceptually based certification program for library support staff.

The features that merit this recognition are:
- Development of competencies.
- Approval of workshops based on competencies.
- Need for work on multiple competencies to become certified.
- Requirement of rigorous homework.
- Feedback to participants on homework.

This report contains information from an online survey, focus groups, and individual interviews to determine the status of the program, concerns from participants and administrators associated with the program, the effectiveness of the program, and the value of the program to the libraries, staff, and library users in the state of Minnesota.

The original vision of the MVCP is supported today as when it was first developed in the 1990s. The need for continuing education in the state of Minnesota is a necessity to provide services to the residents of the state. The MVCP is an integral part of this continuing education.

Participants in the multiple data gathering activities were asked in several ways about the value and benefit of the MVCP. They were asked if they were satisfied with it; what the benefits were to the participants and to the library (and by extension to the public served by the library); and what the strengths were of the program. The online surveys showed that both managers and MVCP participants felt that the program prepared library support staff to serve the public better and to serve them with more confidence. It showed that both managers and participants themselves (particularly graduates) were very satisfied with the program. Other strengths of the current program mentioned were building confidence in participants, the competencies, and the quality of the workshops and presenters.

However, definite changes should be implemented in order to provide the training necessary for library support staff. After collecting the data from the electronic survey, focus groups, and through individual interviews, the consultants offer 19 recommendations. They are summarized below.

The report includes recommendations for:

- The vision for the MVCP program
- Coordination of Continuing Education (CE) in Minnesota through the Continuing Library, Information, and Media Education (CLIME) Committee or a similar group
- Three scenarios concerning the continuation of MVCP
- Commitment to MVCP through funding and inclusion in strategic plans and standards
- Development of a program of tangible rewards
- Audience for MVCP (public libraries)
- Recommendations for improvement of the current MVCP program in the areas of:
  - Homework
  - Curriculum
  - Policies
  - Competency revision
  - Workshop review
  - Online courses
  - Website update
  - Career renewal
  - Assessment
- Credibility and marketing of MVCP

Project Outcomes:
- Report was submitted as final Draft in early January 2007.
- Reviewed, discussed and approved by the RFP Committee to move forward to the MN State Library Advisory Council.
- MN State Library Advisory Council approved report at their February 2007 meeting with the following report's recommendations as the primary focus...

Recommendation 3: The consultants recommend that one of the following scenarios be implemented. The consultants recommend implementing Scenario 1 and offer two other scenarios for alternative consideration:

Scenario 1: Minnesota State Library Services should assume primary responsibility for the MVCP and make changes recommended in this report.

Recommendation 2: Reinstitute the CLIME Committee with representatives from library organizations offering Continuing Education (CE) to provide overall coordination for CE and support for MVCP.

- State Library Advisory Council requested State Library Services bring back a mission statement and membership requirements for the April Council meeting
- February 2007 State Library Services calls for a meeting to review and update the Minnesota Voluntary certification Competencies. Meeting to be held on June 6, 2007.
- The RFP Committee to meet on June 3, 2007 to review and update the CLIME Committee roles, mission and membership.
- State Library Services calls for a Continuing Education Summit, May 31, 2007 to bring forth the report and begin open dialogue regarding direction and implementation of the Minnesota Voluntary Certification Program.

IV. **Progress in showing results of library initiatives or services.**

To date Minnesota has not implemented Outcome measurements. We are in the process of requiring funded program projects to submit outcomes for awards given in State Fiscal Year 2006 from LSTA FFY2005. State of Minnesota fiscal year calendar is July 1 through June 30 of each year. All grantees that sponsored a program grant are required to submit a final report one year after the grant was completed. The first outcome reports will not be filed until late this summer.

In State Fiscal Years 2004 and 2005 State Library Services used LSTA dollars to help fund the Electronic Library of Minnesota (ELM). The purpose of this statewide project was to license and promote access to ProQuest's *Newsstand Complete* and Gale's *Consulta* and *¡Informe!* Databases, from July 1, 2003 – June 30, 2005, for all libraries and school media centers registered for Electronic Library for Minnesota (ELM). Existing state funds had been provided by the Minnesota Higher Education Services Office (HESO) and MN Department of Education. In State Fiscal Year 2004 the Higher Education allocation was cut leaving a large funding gap and availability of necessary database access not only to the academic community but to many public schools and public libraries. LSTA funding was provided with the understanding that the library community would gather data to present to the Minnesota State Legislature to increase support for ELM through the Department of Education, State Library Services Division by State Fiscal Year 2006.

State Fiscal Year 2004:	$400,000.00 State	$628,000.00	LSTA
State Fiscal Year 2005:	$400,000.00 State	$638,540.00	LSTA
State Fiscal Year 2006:	$900,000.00 State	$ 0.00	LSTA

State Library Services, the Minnesota Department of Education and MINITEX (HESO), Minnesota Library Association, Minnesota Educational Media Organization, and libraries and school media centers throughout Minnesota worked to obtain Legislative support and ongoing appropriations for these resources for State Fiscal Year 2006. The resulting appropriation to the Minnesota Department of Education, State Library Services Division increased from $400,000 annually to $900,000.00 annually. Although this appropriation was less than needed to renew all 3 database resources with additional funding from MINITEX the library community was able to keep access to ProQuest's *Newsstand Complete* and Gale's *!Informe!* Gale's *Consulta* was not renewed based on statistical usage data.

Citations given as testimony to the MN State Legislature by several members of the library community are listed below. The following testimony helped to document the value and need for additional state funds to keep the majority of the database services available through Electronic Library for Minnesota.

Electronic Library for Minnesota (ELM) Feedback

INSTITUTION	**Southland ISD 500**	**CITY**	**Adams**
INST. TYPE	**K-12**	**PHONE**	**507-582-3568**

FEEDBACK: ELM is very important to Southland because our students use the resource for research purposes. Our staff also used ELM for Graduate Studies. We have a number of teachers returning to college for administrative degrees. Please continue to fund this valuable resource. Thank you very much.

INSTITUTION	**Aitkin Jr-Sr. High School**	**CITY**	**Aitkin**
		PHONE	**218-927-2115 ext. 207**
INST. TYPE	**K-12**		

FEEDBACK: One of the first things I did when I became a media specialist was attend an ELM training session. The school I was in was experiencing severe financial difficulties and had to cut online databases out of its budget, but we were able to offer students access to a large volume of quality information through

InfoTrac and ProQuest. Where would we have been without ELM? I have since moved to a new school district and we are able to provide a variety of online databases; yet the ELM databases are basic to our information media program. I use ELM databases at home and teach students, staff, and parents to use them at home as well. Whenever I talk to students, parents, and the public, I tell them that they need to thank their legislatures for recognizing the need for this invaluable service to the extent that they have allocated funds to make it possible.

INSTITUTION	**Jefferson High School**	CITY	**Alexandria**
INST. TYPE	**K-12**	PHONE	**320-762-0612**

FEEDBACK: The media center never closes for the Jefferson Senior High School students in Alexandria, Minnesota thanks to ELM/MINITEX electronic resources. The media center's home page provides links to EBSCO, ProQuest, and Gale/InfoTrac periodical and reference databases, as well as netLibrary's electronic books. Our students, just as the students in the smallest and largest districts in this state, have immediate, continuous access to millions of dollars worth of our nation's best periodicals, reference works, and books. The availability of these resources equalizes the educational opportunities for every student in this state regardless of geographic, social or economic factors. In my judgment, the dollars spent on this program are among the most productive spent in the state's entire educational funding effort. I strongly urge continued support and growth for this valuable service!

INSTITUTION	**Voyager Elementary School**	CITY	**Alexandria**
		PHONE	**320-762-5437**
INST. TYPE	**K-12**		

FEEDBACK: In a time when money is short and storage space is at a premium, ELM has offered our school resources that we would not be able to afford or keep on hand. It gives us access to current professional information and assists us in gathering reliable information to use in our lessons. All students have access when they need it whether they are in school or at home and it also serves the families of our students for their information needs. This is a valuable resource!

INSTITUTION	**Austin High School**	CITY	**Austin**
INST. TYPE	**K-12**	PHONE	**507-433-0471**

FEEDBACK: At Austin High School, we steer students away from general internet searches and toward quality online information. This would not be possible if it weren't for the state supported ELM databases. Our site budget would not support the subscription cost to any of these databases. Because of the support from the legislature, our students and their families have access to quality information 24/7. It enhances their learning, provides personal enjoyment, and is an absolutely critical piece of quality research. Whether it is a science class comparing current research on diseases or a sociology class looking for information on criminal cases - we can always find the information we need in ELM.

INSTITUTION	**Riverland Community College**	CITY	**Austin**
		PHONE	**507-433-0533**
INST. TYPE	**Academic**		

FEEDBACK: This is not a story about a specific incidence but thought I would share some of the comments I hear from students and staff when they understand how and why we use a set of databases like ELM.

"I looked hours on the Internet and could not find anything, I wish I would have known about this sooner."

"If I could just get those PDF files to work on my home computer, things would be great."

"Whenever the nursing instructors give an assignment, I always check the health database before coming to the library for a paper copy. Many times I can just print it off at home."

"This is so easy, everyone should know about this."

Although I used quotation marks, these are not direct quotes but rather the gist of the comments I often hear. Students at Riverland appreciate the resources they find in the ELM databases, but this message concerns the citation information that is available. Our students, probably like students everywhere, are often confused about citing the information they use. The help screens on the ELM databases are very valuable as a resource that they can quickly access to see MLA or APA information.

INSTITUTION	West Central Area Secondary	CITY	Barrett
		PHONE	
INST. TYPE	K-12		

FEEDBACK: The Minnesota State Legislature and the Department of Education must maintain the funding for the Electronic Library for Minnesota. It is by far the most economic, comprehensive, and current reference collection for the diverse research use by patrons in elementary, middle school, high school, college, and public library systems. With the continual increase in the cost of maintaining current hard copy resources, the availability of the ELM databases becomes more valuable. The 2004 School Library Media Program Census conducted by METRONET supports public schools are losing ground on the per pupil spending for books in our public school media centers. I am sure that these results could also echo what is happening in other library systems also.

Our 7-12 school uses the Infotrac Student Edition, the Discovery Collection, the EBSCO newspaper database, and the ProQuest newspaper resources on a regular basis. Some of the specific areas that require its use include the Current Problems class which uses the newspapers every day, the Civil War Project, Ethnic Studies, Decades of the Twentieth Century Project, many persuasion papers and speeches, the diseases and dysfunctions of the human body systems one-pagers, and many other assignments in all subject areas. It is the first place our students will look and my first recommendation in all research is to use ELM resources. Besides its access on all the school computers, the remote access capability offers those resources to the students when the media center is not open. The email function also allows students to do the searching here in school and the sorting later in their own homes. Funding the ELM databases is one of the best uses of our taxpayers' money. It must be continued.

INSTITUTION	Belle Plaine High School	CITY	Belle Plaine
		PHONE	952-873-2403 ext. 506
INST. TYPE	K-12		

FEEDBACK: We recently started a new knitting and crocheting club at our school, Knit-Wits. Students used ELM to research other knitting clubs, to come up with a name, and to get ideas for where to donate completed articles. Students found a host of articles talking about the resurgence of knitting among teenagers across the country. Students found out boys are as likely to be knitting as girls. The students have created scores of snowboarding hats, scarves, and blankets for the homeless. ELM proved that it is cool to learn a new skill and share what you have learned with others.

Our personal finance class decided to research entrepreneurship possibilities. On ELM they found articles about successful start up companies and lots of information about marketing, business plans, and the demographics of success. One of our students went on to start his own boat repair business as a way to finance college. He did all of his research using information he found on ELM, even a suggestion to contact SCORE, counselors to small businesses, a free service for startups.

INSTITUTION	Blooming Prairie Public Schools	CITY	Blooming Prairie
		PHONE	507-583-4426
INST. TYPE	K-12		

FEEDBACK: For a school the size of Blooming Prairie, (850 students), a resource like ELM is like gold to us. I steer students to the Gale databases everyday, many times a day. I work with teachers, often gathering just the information we need from Discovering Collection with its great reference books. Health and Wellness databases are used so often, it is not possible for us to survive without such sources. Why not just use the Web? The depth and credibility of the ELM resources for schools far exceeds information students find on the web. The web is the supplement; ELM is the core of our research. I am working with

teachers to convince them to require ELM resources for their assignments. Once the teacher is convinced of the wealth of ELM information, they are more than happy to comply. No advertising, pop up boxes, false returns etc. happen with the use of ProQuest and the Gale databases, and this saves valuable on task time. As the media specialist in this district, I cannot thank the state enough for funding this. It is truly a commitment to education of our population and credible information strengthens our democracy. Thank you and please consider this program a top priority. Many months we hit over 2,000 searches in the high school alone. How else would our students have an opportunity to read from thousands of newspapers, journals, and current reference materials? ELM is our lifeline to the world.

INSTITUTION	**Blooming Prairie High School**	**CITY**	**Blooming Prairie**
		PHONE	**507-583-4426**
INST. TYPE	**K-12**		

FEEDBACK: There is not a day that goes by in our Junior/Senior High School Media Center that we don't use Infotrac, Ebsco or SIRS (we purchase this one) articles to find information or to clear up MISINFORMATION and unsourced material garnered from web pages. Students are very naïve and open to web page misinformation. They are not sophisticated enough to check who is writing or designing a web page (studies back this up). They are more in need of credible information than ever before since they are exposed to so much information. This is a vital source to a free and open society. I shudder to think of where public schools would be without ELM since we have no budget to buy the extensive print collection to replace even a tiny fraction of ELM. This is the best service ever offered to public schools and libraries. It is a worthwhile use of taxpayer money. I can't imagine working here without ELM; I appreciate it and encourage students to use it daily. Last month our students did over 2,000 searches on just Infotrac. We have many units of study built around these databases.

INSTITUTION	**Parkside Elementary School**	**CITY**	**Buffalo**
		PHONE	**763-682-8524**
INST. TYPE	**K-12**		

FEEDBACK: The Contemporary Authors database has been particularly useful to me as I've designed lessons in my library media center about different authors and genres. The hardcover volumes of these materials cost hundreds of dollars and were often out of date shortly after they were published. Now I have timely materials at my fingertips at no cost to my media center. The ELM saves media centers thousands of dollars annually in subscription and reference material costs.

INSTITUTION	**Eagle Ridge Junior High School**	**CITY**	**Burnsville**
		PHONE	
INST. TYPE	**K-12**		

FEEDBACK: Health classes in grades 7 and 8 at Eagle Ridge Junior High in District 191 used ELM to find newspaper articles relating to drug use and diseases as part of the Health curriculum.

INSTITUTION	**Chisholm High School**	**CITY**	**Chisholm, MN**
INST. TYPE	**K-12**	**PHONE**	**218-254-5727**

FEEDBACK: ELM is a marvelous teaching tool in these difficult days of shrinking library budgets and staffs! Our high school serves students in grades 7-12. ELM provides our students and staff with diverse, age-appropriate research tools that are well respected, current, and convenient. My library could never afford these programs, if I had to subscribe to them as a single user. Thanks to ELM, students are more willing to do research, and the quality of their work has improved.

INSTITUTION	**Cleveland Public School**	**CITY**	**Cleveland**
		PHONE	**507-931-5953**
INST. TYPE	**K-12**		

FEEDBACK: ELM has opened up the whole world of research to our students. A small, rural school, we have a very limited budget and could not begin to purchase the resources available to our students through ELM. Sincere thanks to the legislature for allowing us to have this wonderful resource.

ELM has been extremely valuable to our students. We are a small, K-12 school and with the budget cuts we've experienced, we do not have the money to offer much to our students by way of research resources. ELM has opened the world of research to them. The availability of periodicals goes way beyond what we have ever been able to offer our students on our own. Thank you for giving our students all the resources ELM offers.

INSTITUTION	**Cloquet Senior High School**	**CITY**	**Cloquet**
		PHONE	**218-879-3393**
INST. TYPE	**K-12**		

FEEDBACK: With shrinking budgets, the ELM databases are a necessity for our media center. Had this not come along, we would no longer to be able to subscribe to a database with the depth necessary for high school students to perform research. Although I miss the inclusion of the health specific database, the professional collection is a great addition for teachers working on advanced degrees. Another nice aspect is knowing that the same databases are available in each and every library across the state so you don't have to learn the semantics of searching different databases.

INSTITUTION	**ROCORI High School**	**CITY**	**Cold Spring**
INST. TYPE	**K-12**	**PHONE**	**320-685-4919**

FEEDBACK: In so many ways ELM is an integral part of our curriculum in several content areas. We would NOT be able to provide the quality of information to students without the ELM resources and depend upon it greatly. In ROCORI High School the ELM resources are introduced in ninth grade classes and highlighted in grades 10-12. Students utilize the online databases as the primary source of print information when teachers require "non-Internet" resources. Our 10th grade biography unit requires ten sources. Many students purchase their own biography of a person who is currently popular and seldom found in any print reference material we own. Without ELM's InfoTrac collection, these students would not be able to find sufficient resources. They would have to pick a more classic than contemporary person to read about for their biography. The variety of ELM's offerings also helps us to show students how magazines and newspapers are cited differently than the reference books.   Please continue to support K-12 education with the funding of ELM!

INSTITUTION	**ROCORI Middle School**	**CITY**	**Cold Spring**
INST. TYPE	**K-12**	**PHONE**	**320-685-3296**

FEEDBACK: Since we have had access to the ELM database, our 7th grade project for History Day and our 8th grade project for Values and Choices has become so much easier. We have made use of the historical aspect for the wide variety of History Day topics. The variety of information available for the Values and Choices project has come in so handy because it is impossible for me to keep current with all of the health-related information. (I currently do not have a link on my library homepage, so I have made use of the high school's link and Great River Regional Library's homepage.)

INSTITUTION	**CSB/SJU**	**CITY**	**Collegeville**
INST. TYPE	**Academic**	**PHONE**	**320-363-3207**

FEEDBACK：Our Management Department students and faculty do a lot of group work. They are thrilled with the Folders in Business Search Premier. Beyond using personal folders, they have created "group folders" with shared passwords that make it much easier for them to share among student groups, and with faculty moderators.

INSTITUTION	**Cook School**	**CITY**	**Cook**
INST. TYPE	**K-12**	**PHONE**	**218-666-5221 ext. 3321**

FEEDBACK: I teach and review with the high school students how to use ELM when they are starting a research project. With the elementary students, they learn how to use it in the fall when we are doing library skills packets. The students prefer using a computer to find information rather than a Reader's Guide to Periodical Literature. I still teach that resource, but it isn't used much. Students that have lost their Internet privileges need to rely on the Reader's Guide for Research when the do not have access to a computer.

Anderson		INST. TYPE	K-12
INSTITUTION	Coon Rapids High	CITY	Coon Rapids
School		PHONE	763-506-7105

FEEDBACK: The Opposing Viewpoints from Gale is probably the most-used resource that we have. Classes such as Youth Issues, Debate, and Speech use it extensively. The 9th grade US Government classes all do a project that requires students to research an issue and write a solution applicable to the situation. Opposing Viewpoints is invaluable to them. Students also appreciate being able to access the resource from home.

INSTITUTION	Lake Agassiz Regional	CITY	Crookston
Library, Crookston Branch		PHONE	218-281-4522
INST. TYPE	Public		

FEEDBACK: I have come to take many of the ELM databases for granted, but when I consider working without them I realize how important they have become. I don't know how we would function without Reference Center Gold when it comes to helping our patrons find magazine articles. I have often referred patrons looking for health information to the Health and Wellness Resource Center. And I make regular use of Contemporary Authors as both a public librarian and school media specialist. My 6th grade students are required to research important juvenile authors each year - this is made so much easier using Contemporary Authors database.

INSTITUTION	Northern Lights Library	CITY	Detroit Lakes
Network		PHONE	218-847-2825
INST. TYPE	Public		

FEEDBACK: My daughter, while a student at the University of Minnesota, found the ELM resources of tremendous value while she was studying abroad. The ability to access the resources needed for her academic work, regardless of where she was, allowed her to graduate with honors and to continue her scholarly work in the field of international relations. Thank you for making ELM available to all Minnesotans - wherever they are.

| INSTITUTION | Edina High School | CITY | Edina |
| INST. TYPE | K-12 | PHONE | 952-848-3800 |

FEEDBACK: At Edina High School, we've been fortunate to have time to train all of our licensed staff (teachers and others) how to use the databases provided by ELM. This past fall (and this will happen again next year—hooray!), teachers were introduced to the resources in ELM. They explored the different databases and learned about the various features. Most importantly, they learned how to incorporate these databases into their classroom assignments. Now, when students need information they don't perform searches for random information found by search engines on the Internet, rather they head straight to the resources of ELM and search for quality information and make informed decisions from the information found there. Thank you to the Minnesota State Legislature for their continued funding of this tremendous resource. We could never afford access on our own! Without the financial support of the state legislature, our school would not be able to have access to so many online resources. A couple of stories to share:

1--Students in our Current Events class are charged with reading the news from around the world. Each week, they must find a newsworthy article from a reputable newspaper, one for every continent. ProQuest makes this assignment much easier! We have instructed students how to search by publication title and now, they can find newspapers from China, Brazil and Germany with a click of their mouse. Best of all, they

are learning about the importance of using a databases to find good and reputable information versus surfing the web.

2--A number of our teachers are enrolled in graduate school classes. Gale's Professional Collection makes it much easier to find the latest research in the education world. It's a delight to have this sort of information at our fingertips and to be able to find it in the comfort of our classrooms and school libraries. When the governor talks about "highly qualified teachers", he can rest assured that this database makes it easy for teachers to get access to research to infuse into their classrooms, helping them to be the best teachers they can.

INSTITUTION	West Central Area	CITY	Elbow Lake
School		PHONE	320-528-2650
INST. TYPE	K-12		

FEEDBACK: The state-supplied ELM databases are some of the best resources our students have available. This is where they begin their research in our media center. We could not get along without them.

INSTITUTION	Fairmont Jr./Sr. High	CITY	Fairmont
School		PHONE	507-235-4107
INST. TYPE	K-12		

FEEDBACK: The ELM access is vital to the success of students and staff at Fairmont Jr./Sr. High School. Speech students use it, science students use it, and students writing essays for International Baccalaureate use it. The reading teacher is happy with the various reading levels it accommodates. It offers reliable information and is accessible from home as well as school. We could not afford to purchase this access on a local level. Having it supplied by the state allows me to use library dollars to meet some other vital need.

INSTITUTION	Farmington Public	CITY	Farmington
Schools		PHONE	
INST. TYPE	K-12		

FEEDBACK: I am the Media Specialist in grades 6 and 7 building. For the 6th graders, I show them the InfoTrac Junior and Discovering Collection databases.

For the 7th graders, I work with them for several days prior to beginning their research papers by going more into depth with the ELM databases and also the EBSCO databases.
Our ESL Spanish students and their teachers are familiar with the Spanish databases on ELM.
When working with History Day students, I always make sure that they have used both ELM and EBSCO for their research.

INSTITUTION	Fergus Falls Public	CITY	Fergus Falls
Library		PHONE	218-739-9387
INST. TYPE	Public		

FEEDBACK: During a time when budget cuts have meant fewer periodicals on our subscription list and fewer NEW topical non-fictions, the ELM has been absolutely invaluable for students and adults looking for current, up to the minute information. Beleaguered as Minnesota's public libraries are, having the ELM is a fantastic resource to work with, and we -customers and staff alike - appreciate it very, very much.

INSTITUTION	Fergus Falls Public	CITY	Fergus Falls
Library		PHONE	218-739-9387
INST. TYPE	Public		

FEEDBACK: During the last week in February 2005 a nontraditional student [female, late 30's or early 40's] came to the reference desk and said she had to write an essay on a medical topic and needed information from medical journals and periodicals. She was taking a class from our community college. When I stated that the college library did have those materials there, she replied that she did not want to use the library there, as she didn't want to feel stupid 'out there'. She obtained a new library card and on our computers I

showed her what was available through ELM and we did a quick search to show her how to select and use the databases. When I realized that she had good computer skills and Internet at home. I then showed her how the articles could be sent to her e-mail or she could do the search from home. I left her to work. As she was leaving she walking past my desk, smiled and gave me the thumbs-up, she was going home to collect the articles she had e-mailed. She felt sure that she now had plenty of information for her essay.

| INSTITUTION | East Central Secondary | CITY | Finlayson |
| INST. TYPE | K-12 | PHONE | 320-245-2216 |

FEEDBACK: This is my second year as a media specialist. Last year was the first chance that I had to use the ELM resources with my students. East Central is a small district and budgets are tight. ELM enables my students to expand their research to reliable sources outside our four walls. ELM provides databases that we can't afford. These databases are used by faculty and students. Our AP English students rely heavily on the databases. Our ninth grade speech classes also use the ELM resources quite frequently.

INSTITUTION	Frazee Elementary	CITY	Frazee
School		PHONE	218-334-3951
INST. TYPE	K-12		

FEEDBACK: A preschool teacher came in to my office looking very frustrated. "Can you help me find a professional journal article? I have been looking on the Internet for hours and I can't find anything." I had about 2 minutes before my next class came in. I told her about the ELM resources and gave her a very quick lesson before I had to leave. Later that day, I received an email full of praise. She was able to find her journal article within 15 minutes and was so thankful for my help. ELM resources made our library media center services look very good. Thank you!

| INSTITUTION | Fulda High School | CITY | Fulda |
| INST. TYPE | K-12 | PHONE | 507-425-2516 |

FEEDBACK: We have been using the Abridged Readers' Guide and we still do. However, we do not subscribe to all the 60+ magazines in the "Guide" and then the students become very frustrated because I do not have the article they need. Thank you ELM for providing InfoTrac. The articles are at the student's fingertips and they are from 1,000+ magazines. We could not afford a single subscription to InfoTrac. ELM is one of the best things that have come to schools in a long time. I also like ProQuest but I have a harder time getting the students to use it. I would hate to go back before ELM. THANKS from our students and myself here in Fulda.

Each year our 7th grade writes their first real research paper. The subject that they all had to use was WW II &/or the Holocaust. We have a good selection of books on that subject but not enough material for everyone. Using Infotrac & ProQuest, something that most schools cannot afford, the students were able to find huge amounts of material. With our very limited budget, our students have access to good, sound information that would not be possible otherwise! As you know, the students of MN are at or near the top in all the various ways that they are judged. The ELM plays a very important role in the achievement of the students of MN. Please keep up your support of the ELM and all other Library funding.

INSTITUTION	Kittson Central High	CITY	Hallock
School		PHONE	218-843-3682 ext. 235
INST. TYPE	K-12		

FEEDBACK: After familiarizing myself with the new configuration of the ELM databases, I introduced the 9th grade health classes to them. After instruction in getting basic information from the Infotrac Discovering database, students used this source to access definitions of diseases and related words to be used as search terms in the Infotrac Student database. Using these two sources, most students were able to find sufficient specific information to make a presentation to their class. Later when these same students came in from science class, they were able, with a quick review of search techniques, to locate information about numerous types of energy-production (oil, wind, solar, etc.)

I do not and could not provide up-to-date and in-depth books on these topics. It would be cost-prohibitive. Also, our teachers like to tie in to current events, such as the tsunami, and I cannot anticipate their needs.

The database is current, easy to use once students have received instruction and have simple tutorials available, and provides a wide range of information for students to choose from.

The juniors and seniors use the EBSCO database more than Infotrac, since the scope and sophistication of the materials is greater. This also necessitates more instruction to create more detailed searches and to evaluate the usefulness of the results of searches.

Through a MINITEX publication, I have recently learned how to help the students look for critical reviews of literature, which is what the seniors will need within the next two weeks. Finding literary criticism has always been difficult for us, but now we have a ready source through the ELM resources.

The students of Kittson Central benefit dramatically from access to ELM. Considering our isolated situation 60 miles from any major city (Thief River Falls, Crookston, Grand Forks) with their limited resources, we would be indeed "left behind" without ELM.

| INSTITUTION | Fillmore Central | CITY | Harmony |
| INST. TYPE | K-12 | PHONE | |

FEEDBACK: We access ELM resources through the iResearch page that SELCO provides. It is a valuable resource that we could never afford to replace as a school district. Students with a public library card also have easy access at home.

INSTITUTION	Harmony Public	CITY	Harmony
Library		PHONE	507-886-8133
INST. TYPE	Public		

FEEDBACK: We use the Electronic Library for Minnesota as one of our sources to obtain information for our patrons, for information on cataloging our materials, and many more.

| INSTITUTION | Public School | CITY | Henning |
| INST. TYPE | K-12 | PHONE | 218-583-29 |

FEEDBACK: Our school depends on ELM for much needed resource information. We are a small school and the budget is tight. Our students use this site everyday. I am in the library and my budget is small and I cannot afford the books I would like to get let alone cover expenses for some of these web sites. We need ELM.

INSTITUTION	Janesville-Waldorf-	CITY	Janesville
Pemberton Schools		PHONE	507-234-518
INST. TYPE	K-12		

FEEDBACK: Our 3-12 students use ELM databases for almost every project imaginable. Currently the primary school is involved in preparations for their "Interest Fair," which encompasses many unique (and therefore hard to research) topics. InfoTrac has been used by every student in the third grade to great success. In the high school, the students taking World History recently used InfoTrac and ProQuest for Cold War research projects. The eighth grade Life Science students do virus and disease reports that rely heavily on the on-line databases because our print collection is woefully inadequate. Finally, our extra-curricular Speech team uses the databases to research for their various categories. We couldn't function without Minitex's help!

| INSTITUTION | Lakeville High School | CITY | Lakeville |
| INST. TYPE | K-12 | PHONE | |

FEEDBACK: My name is Andy Charrier and I coach debate at Lakeville High School. (I'm on this email list because I'm also the Director of Technology at a charter school in Minneapolis that uses all of the ELM-provided resources.)

In my role as debate coach, our students use services like Lexis-Nexis and now JSTOR frequently. But, I pretty much always have them start their research EBSCO Academic. It provides us with such easy access to journals such as Foreign Policy, Foreign Affairs, National Interests, and World Policy Journal. What is especially nice is that students can email them for later reading and will save them to their G-mail accounts for full-text searching -- high school debate is very competitive (much more than the average person would think) and having access to high-quality journals is what feeds our base of knowledge. EBSCO Academic is an essential tool for us.

INSTITUTION	**McGuire Junior High School**	**CITY**	**Lakeville**
		PHONE	**952-469-6263**
INST. TYPE	**K-12**		

FEEDBACK: As I write, I am looking at about 60 seventh grade students working on a collaborative English/Science project. At least 45 of them are using the ELM databases to research their projects. Most useful to them right now is Infotrac. As their research continues, I suspect they will branch into the other databases. The value of these databases is immeasurable, and in these days of shrinking school district budgets, I am thankful and grateful that our students have these research tools available. I know it would be impossible for us to subscribe to all of these without help from outside the district.

INSTITUTION	**LeSueur-Henderson High School**	**CITY**	**Le Sueur**
		PHONE	**507-665-3305**
INST. TYPE	**K-12**		

FEEDBACK: Research at our 7-12 school has never been as barrier-free and blind-to-economic-status as it is now. That's a direct result of the ELM access to online databases provided over the last few years. Were that access to be taken away at this point, our students and staff would expect our local district to fund a replacement. An impossibility given that we are again looking at substantial budget cuts for 05-06, just as we have for the last several years! The only way for us to assure equal access to information throughout the state, to students in large or small districts, is to continue the statewide funding of online resources.

INSTITUTION	**Long Prairie-Grey Eagle Public Schools**	**CITY**	**Long Prairie-Grey Eagle**
		PHONE	
INST. TYPE	**K-12**		

FEEDBACK: We have two libraries in District 2753 that are making excellent use of the ELM Databases; a 9-12 and a K-8 Media Center. Whenever a high school class begins a new research project, I have the teacher bring their students into our Media Lab, which is equipped with a multi-media projector connected to the Internet. Prior to the presentation, I take samplings from the databases, which I feel will best serve the students need on a particular project and then share the information with them. I remind them that search results from the Internet are only valuable if they can verify the validity of the information and that the ELM Databases is the place to start because of its reliability. With a limited budget, it is essential that I am able to provide these resources without the considerable expense of purchasing databases. I tell the students that these wonderful resources are available to us because of the funding provided from our state legislature. The Long Prairie-Grey Eagle Public Schools appreciate your continued support for this wonderful resource.

INSTITUTION	**Margaret Welch Memorial Library**	**CITY**	**Longville**
		PHONE	**218-363-2710**
INST. TYPE	**Public**		

FEEDBACK: Each Spring there is a surge of high school students seeking recent and current resources of controversial social subjects such as "capital punishment" or "abortion rights." Having ELM at our fingertips helps them locate needed info and sources to do the necessary research and thinking required to formulate an opinion and present it for school projects. Articles can be printed out right at the library or even e-mailed

home to their personal computer. Such service! Thank-you. Education is power. ELM provides education to all library patrons.

INSTITUTION	**Mahnomen Branch of**	**CITY**		**Mahnomen**
Lake Agassiz Regional Library		**PHONE**		
INST. TYPE	**Public**			

FEEDBACK: My patrons are always astounded when they ask for assistance in requesting a book. Most are computer-savvy and have already searched the LARL on-line catalog. But I access WorldCat, and not only am I usually successful in finding a copy to request, I can (and do) tell them exactly how many libraries in the world have the item. This never fails to bring on a dropped jaw and eyes wide open. Without this ELM resource I would not be able to provide my Mahnomen patrons with the items they desire.

INSTITUTION	**Marshall High School**	**CITY**	**Marshall**
Library		**PHONE**	**507-537-6935**
INST. TYPE	**K-12**		

FEEDBACK: With all of the budget cuts happening in Minnesota schools, ELM offers a wide assortment of resources that I wouldn't have otherwise. I use ELM in almost every subject area. I have science classes that use ProQuest to find current science related articles. I have English classes that use the Discovering Collection and the Junior Reference Collection when working on reports. I would not be able to do my job if I did not have access to ELM.

INSTITUTION	**Melrose Area High**	**CITY**	**Melrose**
School		**PHONE**	**320-256-4224**
INST. TYPE	**K-12**		

FEEDBACK: At Melrose Area High School, we have been promoting ELM databases with many classes. The Psychology students' research projects this past semester were the "best ever" according to the teacher. Students were encouraged to use EBSCOhost, ProQuest Newsstand Complete, and the Infotrac Collections at an introductory session to their research project. The FACS teacher was very pleased that students could find food poisoning articles quickly in ProQuest Newsstand Complete. The Health and Wellness Resource Center that was available last year in Infotrac Collections has been missed this year by the Health class in their research. They did use the available ELM resources very effectively to complete their assignment. Students throughout the school at different levels and in different subject areas are finding helpful resources in ELM.

The teachers, too, have benefited greatly from the resources available in ELM. We have a cohort of teachers who have been working on their master's degree over the past two years. They were pleasantly surprised to find that EBSCOhost has scholarly material available to them full-text. The Professional Collection in Infotrac Collections also has been very useful. Teachers as well as students are glad to have access to these ELM databases.

INSTITUTION	**Menahga High School**	**CITY**	**Menahga**
Media Center		**PHONE**	**218-564-4141**
INST. TYPE	**K-12**		

FEEDBACK: We have just gotten on the ELM bandwagon this year and are slowly introducing our staff and students to this dependable and accurate research tool. Our students have been able to access excellent and up-to-date geography and biographical references using the Discovering Collection and have found magazine articles on nearly every topic imaginable to aid in writing reports. We, like many public school libraries, have very limited resources. The research possibilities ELM brings to the students and staff of our small rural school could never be duplicated with the very limited budget guidelines we have to follow. ELM is without question, one of the best tools available for Minnesota public school students to come along in recent history. We look forward to library staff, as well as other teaching and paraprofessional staff, becoming ELM experts throughout the rest of this year and next year. It has become one of our goals to

have our students use this resource first when researching online because we know we can depend on the accurate content found within the ELM family of products.

INSTITUTION	**Allina**	**CITY**	**Minneapolis**
INST. TYPE	**Other**	**PHONE**	**612-863-4312**

FEEDBACK: I do ILL for Allina at the Abbott-Northwestern site and use the ELM resources every day. Because of the availability of full text articles on ELM I'm able to "WOW" my patrons with high quality copies in a matter of minutes rather than waiting for less than perfect copies that may take up to a week to arrive.

INSTITUTION	**Allina Hospitals and Clinics**	**CITY**	**Minneapolis**
		PHONE	**612-863-9060**
INST. TYPE	**Other**		

FEEDBACK: I have been very happy to find indexed and in full text articles from Harvard Business Review for the leadership of our health system. Both clinical and administrative leaders request articles from this title, which is indexed in Academic Search Premier. It's very useful to look there and find what I need.

INSTITUTION	**Allina Library Services**	**CITY**	**Minneapolis**
INST. TYPE	**Other**	**PHONE**	**612-863-4312**

FEEDBACK: A day, not even an hour, goes by when I don't link up to ELM for a full-text article for one of my patrons here at Abbott. It has saved so much time and I really appreciate the access through you. I hope we can continue to use it.

INSTITUTION	**Institute of Production and Recording**	**CITY**	**Minneapolis**
		PHONE	**612-436-5460**
INST. TYPE	**Academic**		

FEEDBACK: As a small tech institute with a highly focused curriculum, our school could never have provided our general ed students the broad resource support they need without ELM. Thanks to the databases offered -- particularly Ebscohost and ProQuest, I have the means to teach proper research techniques and general Information Literacy to our students, as well. ELM is allowing our students to branch out into other interests, all the while supporting their core assignments with mainstream music industry news and scholarship. It's been vital to the growth and legitimacy of our library. In fact, we are undergoing a curriculum revision to make classes more writing intensive. This step may not have happened without ELM. Minnesota will receive residents that are very good at written analysis as a direct result.

INSTITUTION	**De LaSalle High School**	**CITY**	**Minneapolis**
INST. TYPE	**K-12**	**PHONE**	**612-676-7616**

FEEDBACK: The ELM databases make it possible for students at De LaSalle High School to expand their knowledge base and enhance their studies. The library was in an advanced state of neglect when I took the job here two years ago.   The collection was very out of date and of minimal use.   Through grants and donations I have been rebuilding the collection; but it will take years to get the monographs to a point where they are a strong support for our curriculum.   The ELM databases are a wonderful resource that helps flesh out the library research tools. One of the best things about these resources is the scope and coverage. It is a tool I can use with lower level students to learn a basic knowledge as well as a strong resource for those approaching a college level project. The ELM resources make it possible for faculty at our school to prepare students for the online research component of required college level skills. Thank you for bringing them to citizens of Minnesota.

INSTITUTION	**Minneapolis Public Schools**	**CITY**	**Minneapolis**
		PHONE	**612-668-2031**
INST. TYPE	**K-12**		

FEEDBACK: We have used the ELM site for research on states, mammals, and various other topics in putting together our end of the year research papers. Very helpful site with excellent information.

INSTITUTION	**Minneapolis Public Schools**	**CITY**	**Minneapolis**
		PHONE	
INST. TYPE	**K-12**		

FEEDBACK: As coordinator of MPS Online and integrally involved in building online courses for Minneapolis high school students, we have lessons in each of our courses that teach students how to research. For those lessons we use the ELM databases. The databases themselves have an information literacy tutorial built into them, as well as a "how to research" component.

Having access to magazine and newspaper resources electronically are essential to providing a 21st century education in Minnesota. In addition to using these resources with students in the online program, every time I do in-services, workshops, and conference presentations I share the ELM database resource availability with teachers. In each instance I credit the state for being forward thinking and providing this very basic resource to our students and library patrons.

The state has provided this resource to education and libraries for a number of years now and it would be a mistake to consider this unappreciated or taken for granted. In fact, this past year as I have paid for and used Unitedstreaming (an online database of 40,000 educational video clips) and have received wide appreciation and clamoring desire for access to this resource, I think how in Minneapolis I can't afford to give every school access (I have provided it to 8 schools) and how this could be the next state provided resource for P-20.

Removing access to ELM databases will bring Minnesota schools to a grinding halt in exercising digital age literacy skills, which includes the most important skill of information literacy. Without ELM students' information sources will be considerably limited.

INSTITUTION	**PM High School**	**CITY**	**Minneapolis**
INST. TYPE	**K-12**	**PHONE**	**612-668-1087**

FEEDBACK: We are a MPS alternative high school program and we value electronic resources highly! The ELM resources provide many of our students with their first and only experience of life beyond Yahoo! Few have learned to research with print resources, and many flounder around in the cyber sea looking for content. I can recall a student last fall being pleased and amazed at finding quality articles in respected journals addressing two different sides of a controversy. From this kind of experience, it's also a much easier step to move over to a library.

INSTITUTION	**RN Barr Library, MN Dept of Health**	**CITY**	**Minneapolis**
		PHONE	**612-676-5090**
INST. TYPE	**Governmental**		

FEEDBACK: Having access to the Wall Street Journal, New York Times, Washington Post, and LA Times have been invaluable. Often, our patrons need articles immediately for issues that arise during the legislative session, and having online access makes it possible for use to deliver!

In addition, Expanded Academic Index and ArticleFirst give us the only real access to the social sciences literature that we have. In a field as diverse as public health, it is crucial to have this literature searchable, not to mention having full text access to so many articles!

INSTITUTION	**Southwest High School**	**CITY**	**Minneapolis**
INST. TYPE	**K-12**	**PHONE**	**668-3039**

FEEDBACK: We use the Consulta Database extensively with out ELL Population.   The access to these Spanish Language materials is invaluable to our World Language students as well as our ELL population.

INSTITUTION	Tanglen Elementary	CITY	Minnetonka
School		PHONE	952-988-4908
INST. TYPE	K-12		

FEEDBACK: Our media center web page has a Student Links section with links for curriculum related websites for teachers and students. I wanted that page to look like a library shelf for reference so students weren't just clicking on Google and doing a blind search of the entire Internet. I also wanted it to make sense for teachers so they could refer students to the correct websites.

We reorganized the links to include student reference databases at the top and included our paid subscriptions and the most used ELM resources. When our district no longer subscribed to ProQuest this year, I found out at the TIES conference that we had access to ProQuest through ELM and immediately added the link.

Student in 5th and 6th grade at our school are required to write biographies and persuasive papers and the ELM databases have been a wonderful resource for them. The ELM resources allow them to access the most current information even though we cannot afford to pay for subscriptions to these databases or the many periodicals and newspapers that are accessed through ELM.

When students were researching whales this fall, I told them about a whale story that appeared on a news report on TV the night before my lesson. As I was demonstrating the use of ProQuest, the first article listed in the newspapers was the story about the whale from the day before! That's timely information, thanks to ELM! ☺

INSTITUTION	Montevideo Public	CITY	Montevideo
School		PHONE	320-269-6431
INST. TYPE	K-12		

FEEDBACK: We have put 'Links" on our Montevideo School Website, and students have learned to use Gale Resources (and more recently, ProQuest) from school and home.   We have customized our passwords and publicized the information in our District Newsletter, so that the community has access to InfoTrac, ProQuest, and ELM.   This has been a wonderful, wonderful, wonderful addition to our rural community's access to research resources!! Please continue to provide this valued and appreciated 'gift' to all of Minnesota! Thank you.

INSTITUTION	Concordia College	CITY	Moorhead
INST. TYPE	Academic	PHONE	218-299-3904

FEEDBACK: We use the EBSCO Academic Search Premier as a primary electronic database for our first year students. Our students love the easy to use interface and prolific full-text results and librarians and teaching faculty love the quality information students are finding for their papers.

INSTITUTION	Concordia and	CITY	Moorhead
Moorhead Public Library		PHONE	218-299-3235
INST. TYPE	Academic		

FEEDBACK: At Concordia we use the ELM databases on a regular basis to in teaching and research from freshmen research papers, upper class history papers to business students searching for marketing information on a business. These resources are vital! Once a student has learned how to use these resources and since these resources are available across the state, upon graduation these same students will use these quality information resources to access information needed in Minnesota communities throughout the state. For example:

I also work at Moorhead Public Library. I recently had a request for help finding out about financial audits. (The person knew about the ELM databases but was not sure how to use them.) I quickly found the needed information and taught the person how to access this from their home computer with a public library card.

Another question I recently had from a patron was on how to make a Congressional Inquiry. This question was difficult to find with our current ELM resources. I used other resources that were not within ELM. It would be nice to expand the ELM resources to include some basic legal resources that would be available across the state of Minnesota.

INSTITUTION	**Lake Agassiz Regional Library**	**CITY**	**Moorhead**
		PHONE	**218-233-7594**
INST. TYPE	**Public**		

FEEDBACK: Our local per capita support of $13.18 doesn't stretch very far when you consider that also has to include the cost of personnel to operate thirteen branch libraries. The Electronic Library of Minnesota (ELM) not only stretches our small budget, it also maximizes tax dollars and gives citizens in small rural communities 24/7 access to periodicals, e-books, and reference databases which would not be possible otherwise. By providing state dollars for ELM, Minnesota provides a wealth of information to citizens of all ages - at home, school, work, or in their local library.

INSTITUTION	**Lake Agassiz Regional Library**	**CITY**	**Moorhead**
		PHONE	**218-233-7594**
INST. TYPE	**Public**		

FEEDBACK: An elderly lady and her daughter were sitting at a computer, doing research online. The computer was close to the Reference Desk so I could both see and hear parts of their conversation. They were looking for some medical condition, and the older lady would sort of cry and talk despairingly at times. After they looked for more than an hour, I decided to intervene and tell them that they might find our Health and Wellness Database Online, through ELM, of assistance. They went looking for the illness in it and were thrilled with the information they found on the topic.

INSTITUTION	**Minnesota State University Moorhead**	**CITY**	**Moorhead**
		PHONE	**218-477-2348**
INST. TYPE	**Academic**		

FEEDBACK: I create a new web page for every instructional session I do, and the Ebsco databases Academic Search and Master File are ALWAYS included and demonstrated as well as the Gale Professional Collection. These databases have been widely used by students in the biology, nursing, athletic training, psychology, etc. courses I do instruction for.

INSTITUTION	**Trailview Elementary**	**CITY**	**Mora**
INST. TYPE	**K-12**	**PHONE**	

FEEDBACK: I am the media person that is responsible for grades 4-6 at Trailview in Mora, Minnesota. I am writing this in regards to continuing the financial support of the ELM databases. The ELM databases provide our students with a resource that we would not be able to afford or match on our own. Our periodical budget has been decreased over the years due to "financial cutbacks" in our district. The ELM databases allow our students to have access to periodicals and resources that we cannot afford to have in our school. Yet, they can access them via the Internet.

Students use these databases for recreational reading. They also use them for research. Accessing the ELM databases is a skill we teach in grade 4-6 and is utilized by students in grades 7-12.

The ELM databases allow our students the opportunity to access resources that are current and up-to-date. It would be a shame and a disappointment to our students if we could not access the ELM databases. The ELM databases provide our students with a resource that we could not provide on our own.

INSTITUTION	**Mountain Lake Public**	**CITY**	**Mountain Lake**
School		**PHONE**	**507-427-2325**
INST. TYPE	**K-12**		

FEEDBACK: We have come to depend upon the ELM databases for research projects in our K-12 school. The students have used the Gale databases for finding information for history projects and senior research papers. The 7th graders found information about another country and compared that country with the United States. The science teacher has used them for finding articles for discussion on the topics of "genetically altered organisms" and "disaster survival stories." Her classes also did research on volcanoes using the Junior Reference Collection. The students only want to do research electronically...so I don't know what we would do without ELM!

INSTITUTION	**Arrowhead Library**	**CITY**	**Mt. Iron**
System		**PHONE**	**218-741-3840**
INST. TYPE	**Public**		

FEEDBACK: An 8th grade student needed to write a report on Georgia, the country that used to be a part of Russia. She needed information on a variety of topics including the culture and pets. After surfing the Web for 3 hours, she still had not found the information she needed. Her Mother asked her if she had her library card, and she did. They went to the Arrowhead Library System Website and using the magazines and newspapers link, she found the information she needed very quickly in ELM in the Gale, Junior Reference Collection. Her Mother was sorry she had waited 3 hours to see if her daughter needed help!

INSTITUTION	**Nevis Public School**	**CITY**	**Nevis**
INST. TYPE	**K-12**	**PHONE**	**218-652-3500 ext. 153**

FEEDBACK: It's no secret that the current cutbacks in educational funding affect the resources available to students. In our area, students could be especially affected, since we are a very small district and a rural one, which means that many students can't easily make their way to alternate providers such as their public library. The presence of the ELM resources, however, really levels the playing field for our students. Its gives them access to the same articles that students in large urban districts have. The older students really appreciate being able to learn how to use some of the same databases that they will use when they move on to higher education. Students who have Internet access at home appreciate the opportunity to use those resources while working on their homework. I think that the statewide support of these resources indicates Minnesota's commitment to all their students, whatever their individual location or economic status might be. Thanks for helping our students be successful!

INSTITUTION	**Highview Middle**	**CITY**	**New Brighton**
School		**PHONE**	**651-633-8144**
INST. TYPE	**K-12**		

FEEDBACK: The InfoTrac databases have been as valuable as ever. I can safely say they have superseded our print resources as the most popular source of magazine articles. The importance of this resource is compounded, I believe, when this is considered in light of the budget for our LMC. This year the budget was cut by 22%. When considering the amount of play our resources receive when making budgetary decisions, I am considering allowing all print periodical subscriptions to expire. This seems like drastic measure, but the use does not justify the expense. The remote access to InfoTrac is invaluable. Because we can offer that feature to our students, they can more easily understand our request that they limit their printing of articles. The email feature also helps with this.

INSTITUTION	**Irondale High School**	**CITY**	**New Brighton**
INST. TYPE	**K-12**	**PHONE**	**651-786-5200**

FEEDBACK: This year there were five teachers at our high school who received their master's degrees. Their success was largely due to the availability of the Gale Group resources provided by MINITEX. Teachers love to use the resource in their own professional development because of the "Expanded Academic" module; they can quickly find factual, specific information to assist them in teaching or learning.

One of the 10th grade teachers, Bill St. Martin, has his student read a biography of a noteworthy individual. The students are also required to do further research on the person they choose and the "Discovering Collection" has proven to be quite valuable for biographical information.

Students would simply not have the same high quality of education we've come to expect in Minnesota without this vital resource.

INSTITUTION	Cathedral High School	CITY	New Ulm
INST. TYPE	K-12	PHONE	507-354-4511

FEEDBACK: Our students in junior high use ELM for research, especially for the history day projects. I promote it among the teachers for their use and for the students. I especially like the Pro Quest newspapers in Spanish for our language program. It is a wonderful resource!

INSTITUTION	New Ulm Middle	CITY	New Ulm
School #81		PHONE	507-369-8512
INST. TYPE	K-12		

FEEDBACK: Please continue funding the ELM project. The resources available through ELM are wonderful. There is something for all ages. The best part is the accuracy and accountability of the information. One way we use ELM at our school is to teach students about reliable Internet sites. Another great features is that it doesn't matter how big or small your school is, or how rich or poor your students are, they all have access to this information. They can access it at school or at their local public library. It gives all students throughout the state a balanced playing field. I would be lost without it! Thank you!

INSTITUTION	Scott County Library	CITY	New Prague
System		PHONE	952-758-2391
INST. TYPE	Public		

FEEDBACK: I have used the ELM databases many times myself for college. I needed many professional health journal articles for various assignments. I was able to get everything online, so I did not have to make extra trips to the college campus to find the information. Working full time and going to school, I really was grateful to be able to find professional journal articles with full text on ELM.

INSTITUTION	Northfield Public	CITY	Northfield
Library		PHONE	
INST. TYPE	Public		

FEEDBACK: A patron, a retired college teacher not much interested in technology, visited our library recently on a hunt for a journal article. (I don't remember which journal - sorry). Of course, he asked the question the way people usually do, "Do you have such-and-such a journal?" I replied that we did not. His face fell and he started to turn away. I quickly said, "But it could possibly be online. Let me check." I quickly did a publication search for the article he wanted, found the article and printed it out. When I handed it to him (less than a minute later), he said, "This is it? The whole article? That fast?" I said, "Absolutely. Compliments of the State of Minnesota. Isn't it fabulous?" He said, "It certainly is" and walked away with a happy smile.

While this scenario is specific, it is by no means unique. We often get that "wow" sort of response when we print out or email a needed article. Patrons are impressed and grateful at the access that we have. I do not think we could operate our library without ELM. It is one of the, if not THE, best-leveraged, most efficient state-funded project, providing equal access to information across the state of Minnesota - in people's schools, libraries, and homes. Thanks to the legislature and to all those at MINITEX and around the state who have made this happen.

INSTITUTION	Southwest Star	CITY	Okabena
Concept School Library		PHONE	507-853-4507
INST. TYPE	K-12		

FEEDBACK: I do not know what we would do without the ELM resources and the wealth of information they provide. Our small school library considers these databases etc. as a priceless source that we use so many times for research in almost every class. We are so very fortunate that we have this option available to us. "Thankful" is the word that sums up our feelings for this "gold mine of information" that is available to us.

INSTITUTION	Osseo Senior High	CITY	Osseo
INST. TYPE	K-12	PHONE	763-391-8664

FEEDBACK: We will have delivered two workshops to senior high teachers in our district about the databases. For these workshops we have developed six sample lessons that incorporate use of the databases. The six demonstration lessons can be modified to be used in different curricular areas. Teachers are then given time to create their own lessons using the databases. We have had very positive reviews from the workshop participants and we would be happy to share the sample lessons if you would like to see them, but this box does not allow for attaching them.

INSTITUTION	Owatonna High School	CITY	Owatonna
INST. TYPE	K-12	PHONE	507-444-8897

FEEDBACK: A recent poll of adults showed that only 1 in 6 could accurately distinguish between paid advertising and legitimate information that is retrieved from a search engine. My own experience shows that high school students do a little better than this but the best way to guarantee good search results is to use an accurate database and a search engine designed for research. ELM provided this resource for students. Thank you for making it available. I look forward to use it with my students for years to come.

INSTITUTION	Pillsbury Baptist Bible	CITY	Owatonna
College		PHONE	507-451-2710 ext. 232
INST. TYPE	Academic		

FEEDBACK: The ELM resources are appreciated by faculty and students. Accessing information remotely from the dorm or home keeps students actively learning and researching 24/7. NetLibrary, EbscoHost, InfoTrac, ProQuest NewsStand, and FirstSearch all play vital roles in our ability to supply information for our students and faculty. Thank you.

INSTITUTION	Perham Dent Public	CITY	Perham
Schools		PHONE	
INST. TYPE	K-12		

FEEDBACK: We in Perham Public Schools would not be able to be on the same "playing field" as more affluent schools in the state if we did not have equal access to the online databases provided through ELM. Because of equal access, and because of the credible information sources we find via the ELM databases, we need not take a back seat to anyone when it comes to doing quality educational research.

INSTITUTION	Pierz High School	CITY	Pierz
INST. TYPE	K-12	PHONE	320-468-6458

FEEDBACK: We use the ELM resources daily in our school research. When our health classes are researching, with the ELM Health Reference Center, our students find it much simpler to find info to fit their needs. Because we have a 7-12 school, the break down of the resources makes it more appropriate for the different levels. As a smaller school, we could not offer our students this amount of authentic information.

INSTITUTION	Pine Technical College	CITY	Pine City
INST. TYPE	Academic	PHONE	320-629-5169

FEEDBACK: The ELM resources, accessible to our students and faculty members either on campus or at home via our library's home page, are undoubtedly the critical core of our various electronic information resources and services. This information vehicle is usually the "first stop" when library staff members are assisting library users in satisfying course work and research informational needs. As a librarian with experience in using ELM resources both in a public library and academic library environment, I cannot emphasize enough the importance and value of this vital and heavily used state provided service.

INSTITUTION	**Pipestone Area**	**CITY**	**Pipestone**
Schools		**PHONE**	**507-825-5861**
INST. TYPE	**K-12**		

FEEDBACK: 3rd Graders – Info for endangered animal unit; 4th Graders – Info for different reports and computerized magazine database; 5th Graders – Info for ABC books; MS/HS – Info for reports.

Our sophomores are in right now doing their research papers and have used ELM resources extensively. 3rd graders are using it right now so when they do their unit on endangered animals this spring they will be familiar with how to use the database and will use it for information for their report.

INSTITUTION	**Princeton High School**	**CITY**	**Princeton**
INST. TYPE	**K-12**	**PHONE**	

FEEDBACK: I am the High School Media Specialist at Princeton High School. It is important for you to know how extremely useful the ELM system is to our students at Princeton. I work with grades 9-12 and emphasize the simplicity and speed of the research on ELM with the students. Way too often our students think that the World Wide Web is "the" answer to all their research, and they have been delighted to discover how important this collection of CD-ROMS can be to their research process. ELM has helped in numerous ways to foster an understanding of the utilization of factual, accurate information sources for the students, and the staff as well. We are most grateful for this valuable resource system.

INSTITUTION	**Red Wing High School**	**CITY**	**Red Wing**
INST. TYPE	**K-12**	**PHONE**	**651-385-4654**

FEEDBACK: The Electronic Library is the greatest research source for our high school students. I encourage and promote its use each day of school. I write emails, put notices in our daily bulletin and television screens as reminders for staff and students what is available. It is so much better that letting students just "surf" for information!!

INSTITUTION	**John Marshall Senior**	**CITY**	**Rochester, MN**
High School		**PHONE**	**507-634-4063**
INST. TYPE	**K-12**		

FEEDBACK: The students at John Marshall High School use the InfoTrac Databases provided by ELM for a variety of classes and research projects each day of the school year. These databases are so outstanding and reliable that many teachers require students to use InfoTrac rather than the Internet. As the school Media Specialist I have made the decision to cut back on magazine and journal subscriptions and use the saved portion of the media center's budget for other library materials. If the Gale Databases were discontinued we would not have enough current magazines and journals for our students who require current information for research projects. The Gale Databases are user friendly and can be used by students with a variety of computer skills and reading levels. It would be a huge loss to our students and staff if these databases were discontinued.

INSTITUTION	**Kellogg Middle School**	**CITY**	**Rochester**
INST. TYPE	**K-12**	**PHONE**	**507-285-8715**

FEEDBACK: I just want to say how thankful Kellogg Middle School In Rochester is to have the ELM available to our students. In this age of finding verifiable and reliable information on the Internet it is so nice to have a source students can go to and know they are getting accurate information. We are finding so

many inaccuracies on the Internet when doing a Google search that it is extremely important to be able to back your facts with a reliable source. Please keep the funding for ELM strong.

INSTITUTION	Rochester Public	CITY	Rochester
Library		PHONE	507-285-8002
INST. TYPE	Public		

FEEDBACK: When a patron emailed that they were contemplating a move to Minnesota and wanted to know if Rochester would be a good place to live, they were extremely grateful for the speedy response we could give them by using ELM to send them full-text articles from Money Magazine and Forbes when Rochester was ranked in the top "best places to live."

INSTITUTION	Rochester Public	CITY	Rochester
Library		PHONE	507-285-8026
INST. TYPE	Public		

FEEDBACK: I don't really have one story, per se; but as a reference librarian who's been in the business for 20 years, I've watched electronic resources evolve over time (and observed the public's response to them). While I doubt that they will ever completely replace hard-copy sources—nor would I want same—we would sorely miss not having them. Regarding specifically the NetLibrary & eBook -eContent collections, I sense an overall increased comfort level among users for accessing such resources. Even older users are asking more questions about eBooks, and seem more willing to register and sample some than before (and they're even accessing them from home!). I think that many patrons are (like their librarians helpers) amazed at the plethora of resources that may be accessed. As to the "ELM" sponsorship aspect of these various databases—though I'm sure that few members of the general public know or care where their information comes from, I'm also certain that they, like us, share a certain pride that Minnesota cares enough about educational opportunities for all persons so as to make such resources widely available. Thanks!

INSTITUTION	Concordia Academy	CITY	Roseville
INST. TYPE	K-12	PHONE	651-484-8429 ext. 138

FEEDBACK: Our school is a Lutheran high school. We, like everyone else, feel the impact of tight budgets. Our students use the ELM databases extensively for Health, Literature, English and just about every other subject as well. The usage soars when the students are preparing their thesis papers as sophomores. Our teachers are impressed with the quality of the information and the scope of the resources.

INSTITUTION	St. Augustine & St.	CITY	St. Cloud
Mary's Cathedral Elementary School		PHONE	320-529-3213
INST. TYPE	K-12		

FEEDBACK: Our sixth graders are introduced to some of the ELM databases. I do mini-search sessions with them using some of the materials I received during in-services. The sixth graders are able to use the ELM databases to research facts for their research papers. More importantly, they learn about online databases. They also begin to learn to determine whether a source is valid and valuable. Thank you for the opportunity and the support.

INSTITUTION	Tech High School	CITY	St. Cloud
INST. TYPE	K-12	PHONE	320-252-2231 Ext. 3045

FEEDBACK: The Electronic Databases of Minnesota are a vital part of our reference resources. In the past few years the St. Cloud Public Schools have cut over 12 million dollars to our educational programs. In the past we had subscriptions to several online databases, however with virtually no local funding we are at the mercy of the state. Our students and staff are now dependent on these credible research tools. Please fund these resources for our students and staff. Thank you for all your past support

INSTITUTION	St. James High School	CITY	St. James
INST. TYPE	K-12	PHONE	507-375-3381

FEEDBACK: Our students depend on the ELM resources. If we didn't have them, there would be a huge hole in our collection. Our students use them to research and complete assignments in their English classes, American History classes, American Government classes, health classes, and science classes. Our ESL students use Informe! and Consulta. We would not have these resources if they were not provided through state funding. Quality information accessed via the Internet needs to be available to our students. It is very important that our students be provided with databases that are dependable, reliable sources of information for research. The professional collection has been useful to our staff, most recently providing research information on block scheduling.

INSTITUTION	**Allina Library Services**	CITY	**St. Paul**
- United Hospital		**PHONE**	**651-241-8721**
INST. TYPE	**Other**		

FEEDBACK: One of our cancer pathologists asked the library to subscribe to a journal, which costs over $3,000 per year. We found it in Ebsco Academic Premier. A genetic counselor needed articles before meeting with a patient. We were able to fill some of her requests from Ebsco Academic Premier. A psychologist at a rural hospital, which uses our library services, requested articles on treatment for a patient case. We filled some of the articles from Ebsco Academic Premier. I have found articles for pharmacists in northwestern Minnesota and for in-hospital staff training in southwestern Minnesota. I have had great results with Ebsco Academic Premier supplementing our library resources to support patient care at a pediatric specialty hospital for cerebral palsy, brain trauma, autism and mental retardation. My personal experience is that some of these journal titles are no longer available through the University of Minnesota Bio-Medical Library because subscriptions were cancelled or replaced by e-subscriptions, which publishers will not license to copy for interlibrary loan. Many of these clinical journals (from anesthesia to mental health to European journals) are not available from any library in Minnesota and I would either return the request unfilled or go to Docline libraries outside of Minnesota. And finally many of these same titles, which have prohibitive copyright fees without ELM, have no copyright fees with ELM.

INSTITUTION	**Central High School**	CITY	**St. Paul**
INST. TYPE	**K-12**	**PHONE**	**651-632-6000 ext. 5411**

FEEDBACK: Every class is given instruction and reinforced all year to use the databases instead of going to search engines as a first line of research. The information is golden! Our school district has made access difficult, at times, because the links are so imbedded through so many layers of pages. The patron must dig at the databases via several cluttered pages. Consequently, patrons often give up and go back to their stand-by of using a search engine. When they persevere, they see the merit of tired and true factual information in a database vs. opinions flying in a search engine.

Please convey to the powerful people that control our use of databases that our students depend on them to succeed in their learning endeavors. As a Media Specialist, I have spent many teaching moments showing students how "user friendly" the databases are to them in accessing information that is reliable and factual instead of hopping on a search engine. My heart skipped a beat this past summer when the funding was cut for various databases that we have all taught our school communities to use at school and home. Infotrac, for one, was an invaluable source of periodicals pertinent to any subject a student wished to pursue. I write an article every year for our school newspaper so parents know what a great source the databases are for students and the ease of use. I must admit, it is bogged down a bit this year with different passwords for each reference source (EBSCO, Grolier, Gale Group, SIRS, Ethnic Newswatch, and Atomic Learning all have different usernames and passwords). Please continue to fund them, as schools NEED them to access information for student success. Books in print will never go out of style, but databases play a vital role in our lifelong learning goal. COME AND SEE OUR SCHOOL IN ACTION ANYTIME YOU WISH. Thank you.

INSTITUTION	**Concordia University**	CITY	**St. Paul**
INST. TYPE	**Academic**	**PHONE**	**651-641-8241**

FEEDBACK: Resource scarcity combined with escalating costs translates to educational institutions struggling to deliver quality education. The ELM databases provide the opportunity for all students, K – 12

and higher education students regardless of the wealth of the individual school district or college, to have access to quality resources. It is critical that all students recognize that not everything is on the web, and not everything on the web is credible.

The ELM databases provide resources for all ages, elementary students through adult learners. Concordia has both traditional students just looking forward to beginning their careers as well as strong adult degree completion and masters programs. Many of the adult students receive promotions while they are in the program, or shortly after completion of the program. There are also always a few that prepare their business plans during their studies. The resources available via the ELM databases are indispensable for these students as they work to complete their degrees. Many of them go on to start their own businesses. Since they often do their research after the children are in bed, the 24/7 availability of the ELM online resources enable them to complete their assignments while juggling jobs and family. Their ability to further their education would be severely handicapped were it not for the ELM databases. These resources are building a better-educated citizenry and a stronger Minnesota.

Concordia also conducted workshops for a Lutheran elementary school, a Lutheran high school, and a St Paul charter school. The ELM databases were also presented to a symposium of Lutheran school principals. Teachers and principals alike were amazed and excited at the wealth of resources available to them and their students and were excited to learn that these resources were available to them. These are resources that they could never begin to hope to be able to afford on their own.

INSTITUTION	**Department of Transportation**	**CITY**	**St. Paul**
		PHONE	**651-296-7702**
INST. TYPE	**Government**		

FEEDBACK: I don't have stories regarding specific customers, but I can tell you about how I routinely use ELM to server our clientele. I routinely use ELM to search WorldCat to identify libraries that hold specific items that are not in our collection. I routinely use ELM to search for full text journal articles from the EBSCO files like Academic Search Premier and MasterFile Premier which allows me to provide our customers with the full text articles which meet their information needs. I can then email the articles directly to our clients. I routinely use ELM to search the ProQuest Newstand for articles in the Star Tribune and other national newspapers. I can then email the articles directly to our clients. I routinely use ELM to search the catalogs of Twin Cities area libraries to identify where our customers might quickly obtain the material they need.

INSTITUTION	**Fire/EMS/Safety Center Library**	**CITY**	**St. Paul**
		PHONE	**651-649-5415**
INST. TYPE	**Academic**		

FEEDBACK: Legislators: Did you ever stop to consider that your support of the Electronic Library of Minnesota (ELM) would help your local firefighters and emergency medical personnel serve you better? Firefighter and EMT students, instructors, and practitioners who use the Fire/EMS/Safety Center Library are thrilled when we point out to them that they can get full text articles from Fire Engineering, Emergency Medicine, Fire Chief, Fire Safety Engineering, and Fire Management Today through the EBSCO ELM databases.   Students who are writing papers for the online Fire Service Administration and Managing Fire Service Personnel classes also benefit from the general management and leadership articles available full-text in the ELM databases.

INSTITUTION	**Macalester College**	**CITY**	**St. Paul**
INST. TYPE	**Academic**	**PHONE**	**651-696-6208**

FEEDBACK: Thank you for the ELM resources! We are so appreciative of the tremendous value they bring to our patrons. In addition, we are able to apply the funds that we would have spent on the databases included in ELM towards additional research tools of importance to our users. With the help of ELM, we are able to increase the breadth and depth of research materials that we can offer to the students and faculty at our small institution. Again, thank you!!

| **INSTITUTION** | **Macalester College** | **CITY** | **St. Paul** |
| **INST. TYPE** | **Academic** | **PHONE** | **651-696-6347** |

FEEDBACK: Earlier this spring, I had the opportunity to work with 16 International Baccalaureate (IB) Students in the St. Paul Public Schools IB Program. One component of the program gets the students into an academic library setting in order to assist them with a lengthy research project. As I began my instruction, it became clear right away that nearly all of them were familiar with the Expanded Academic database search interface, having been exposed to it in their respective high schools through the ELM Program. This fact increased the level of our interaction, allowing us to cover more ground and get into some more advanced resources. Bottom line, I believe it is valuable as it provides "common experience" of sorts to all Minnesotans—often giving them a leg up on students from other states that I end up working with at Macalester.

INSTITUTION	**MN Dept. of**	**CITY**	**St. Paul**
Employment & Economic Development		**PHONE**	**651-296-8902**
INST. TYPE	**Government**		

FEEDBACK

1. Located information for a MN businessperson on company sick leave policies. He felt that some of his employees were abusing his policies and he wanted information on how other companies deal with this issue.

2. Found information for a MN company on international market research on the cosmetics market in Japan.

3. Helped a MN company with information on steel alternatives, such as carbon fiber composites or high-density foam.

4. Helped a MN businessperson with information on teenager spending habits.

5. Found information for a MN state agency manager on employer surveys on their workforce needs.

6. Found information for a MN state government employee on the six-sigma process.

7. Located articles from the Star Tribune on MN employers' need for soft skills training for a state government employee.

8. Found information for a state government manager on how the temporary jobs industry is changing.

| **INSTITUTION** | **Northwestern College** | **CITY** | **St. Paul** |
| **INST. TYPE** | **Academic** | **PHONE** | **651-631-5384** |

FEEDBACK: Our student and faculty use ELM every day. The primary uses are in the Ebsco databases for research on every topic under the sun. Our use of ELM has encouraged us to expand our services through linking and new product. ELM gave us the fiscal resources to be able to do that.

INSTITUTION	**St. Paul Academy and**	**CITY**	**St. Paul**
Summit School		**PHONE**	**651-696-1304**
INST. TYPE	**K-12**		

FEEDBACK: At the end of the semester, students in 10th grade biology class each chose an ecological issue, preferably with a Minnesota connection, to research and present to their classmates. They found the ProQuest Newsstand Complete Database a goldmine because it allowed them access to older articles from the Minneapolis Star Tribune. They were surprised to find that the Minneapolis Star Tribune newspaper site itself would not allow them into its archives without establishing an account, which led to interesting conversations about the difference between free Internet sites and password protected databases.

INSTITUTION	**United Hospital**	**CITY**		**St. Paul**
INST. TYPE	**Other**	**PHONE**		**651-241-8726**

FEEDBACK: We received call from the secretary to the president of the hospital. The president needed an article from the Wall Street Journal - an article he had to read before a meeting that afternoon with the board. The Library has a subscription to WSJ but only keep the current month. Thanks to ELM we were not only able to quickly locate the article with the sketchy information he was able to provide, but also to e-mail him a full text copy well in advance of his meeting.

INSTITUTION	**Pine Meadow**	**CITY**	**Sartell**
Elementary School		**PHONE**	
INST. TYPE	**K-12**		

FEEDBACK: (I'm writing this from the perspective of my previous job in Park Rapids – I now live in Sartell. 'Hope that's okay!) I remember my high school experiences - doing research and finding articles in the Reader's Guide that I could use - and then having to wait days for them to be delivered to our school, if they even ever were! I always found that experience to be frustrating, and was not looking forward to ever having to teach it to students. I taught in an elementary school for 23 years - but had 5 - 8th grade media added to my elementary media duties the last two years. Imagine my pleasure at discovering the ELM resources!! Not only could students do easy keyword searches and find current periodical references, they also often had the benefit of being able to read and print the article in full text immediately: no waiting for days to see if the article would be delivered to our school! In addition, students could do their research from their home or community library's networked computers. I constantly referred them to the ELM databases and constantly reminded them that this was provided to them by our state. Living in Northern Minnesota we often find access to materials difficult: not so with the ELM databases. They offer as much access to greater Minnesota as to those located in the metro area! The ELM databases provide a service that is necessary, appreciated and non-discriminative. Thank you!

INSTITUTION	**Sartell High School**	**CITY**	**Sartell**
INST. TYPE	**K-12**	**PHONE**	**320-656-3701 ext. 523**

FEEDBACK: The Sartell-St. Stephen school district finally has an active web site this year and I was so excited to be able to create a web page for our high school library, which of course has links to the ELM databases. Having these databases available to all students in the state is a great equalizer, I think. And I know that Sartell High School students benefit greatly from an easily accessible resource that meets their needs for good, solid, and reliable information. I sincerely hope that these resources remain available to our students for a long, long time.

INSTITUTION	**Sauk Rapids-Rice High**	**CITY**	**Sauk Rapids**
School		**PHONE**	**320-258-1625**
INST. TYPE	**K-12**		

FEEDBACK: ELM is the most significant item that the legislature provides that is equitable to all schools, libraries, and universities. We use the ELM databases in all curricular areas and have become dependent on its availability. Researching information has taken a high priority in our curriculum. In this new age of educational access, the ability to get valid information quickly allows the users more time to process the information and has improved the products that they produce.

INSTITUTION	**Minnesota School of**	**CITY**	**Shakopee**
Business		**PHONE**	**945-516-7016**
INST. TYPE	**Academic**		

FEEDBACK: We just opened our campus and library in October 2004. We could not adequately serve our students without the EBSCOhost and Infotrac databases from ELM. I make sure I show students how to use them effectively during library instruction sessions.

INSTITUTION	**Island Lake Elementary**	**CITY**	**Shoreview**
INST. TYPE	**K-12**	**PHONE**	**651-639-6131**

FEEDBACK: We used KidsInfoBits a lot this year. Our 3rd graders used it for researching information for their animal reports and 4th grade used it for their state reports. It was especially useful for beginning researchers. Without this they would waste many hours searching for appropriate materials. We love INFOBITS!

INSTITUTION	**Snail Lake Elementary**	**CITY**	**Shoreview**
School		**PHONE**	**651-483-6725**
INST. TYPE	**K-12**		

FEEDBACK: Students at my school used ELM in several ways this year. Third graders used the Contemporary Authors database when researching favorite authors and illustrators; they created PowerPoint presentations about their chosen people. Fourth graders used various databases to locate information about topics relating to events form the day they were born. Many students used the ELM databases to locate answers to the weekly Trivia Tuesday questions. With a very limited budget, the many information sources provide our on-line link to resources we cannot afford to get by subscription.

INSTITUTION	**Kingsland Middle and**	**CITY**	**Spring Valley and Wykoff**
High Schools		**PHONE**	**352-2731**
INST. TYPE	**K-12**		

FEEDBACK: The ELM databases are essential to student success at Kingsland. As budgets are cut and cut again, there are very few resources available, especially on current topics, for student to use. ELM resources are used in many subjects, although we GREATLY miss the health and contemporary author's databases. I use the professional collection to provide in-house staff development since there is no budget for that either. Thank you for your continued funding.

INSTITUTION	**Stewartville**	**CITY**	**Stewartville**
Middle/High School		**PHONE**	**507-533-1652**
INST. TYPE	**K-12**		

FEEDBACK: We are a small district and cannot afford quality electronic databases on our own. Without ELM, it's only books and the Internet for us. Both these formats are limited in meeting our informational needs. If the Internet is the only electronic resource offered to students, the result is much wasted search time and missed opportunities for gleaning quality, valid, safe information. Our 6th graders use ELM extensively to research their MN History Fair Projects. Truth be told, they would be lost without it. At the high school level, ELM is used across the curriculum. I get a lot of very positive feedback from teachers on the final products of ELM-based research. An honors English teacher has required her students to use at least 3 ELM sources for their semester research paper. This is becoming more the norm as I introduce teachers and students to this immeasurably valuable resource.

INSTITUTION	**Stewartville Public**	**CITY**	**Stewartville**
Library		**PHONE**	**507-533-4902**
INST. TYPE	**Public**		

FEEDBACK: We are a small public library and with cuts in our funding for the past three years we have been very limited in buying periodicals and newspapers. The ELM databases have been very useful for our high school and college students when they are doing research. Other library patrons who are looking for information on various topics have also benefited from the ELM Databases. Our library staff uses the OCLC WorldCat for cataloging books. This is one of the most useful tools for us. We would have a very difficult time cataloging if we did not have this resource. Increased funding of these databases is vital for the public libraries to continue to offer the information the public wants and needs.

INSTITUTION	**Challenger Elementary**	CITY	**Thief River Falls**
School		PHONE	**218-681-2345**
INST. TYPE	**K-12**		

FEEDBACK: 3rd, 4th, and 5th grade students work on research reports at Challenger Elementary. I am the Media Specialist here, and I have the students use Kid Infobits, Kid Edition, and Student Edition for their research. The students love the articles, pictures, and charts that are available to them with the click of the mouse. I am thankful that I have such a large database for students to use, and I don't have to worry that they will accidentally click onto an inappropriate web page. The Media Specialist at Franklin Middle School appreciates the 6[th]graders familiarity with ELM as 6th graders have numerous research projects. ELM is a useful resource!

INSTITUTION	**RTR High School**	CITY	**Tyler**
INST. TYPE	**K-12**	PHONE	**507-247-5911**

FEEDBACK: We are a small school in southwest Minnesota and the InfoTrac from GaleGroup and ProQuest has been a lifesaver. Students are required here to do research with the small library budget I am not able to maintain a current nonfiction section that would meet the needs of our students. The magazine articles from InfoTrac give them information that has accuracy and is not riddled with advertisements. The students use the contemporary authors for a yearly project and the health resources are also used for two different projects throughout the year.

This next year we will be trying the e-books for the first time. The titles of those books blew my mind. How could a library serving only 200 high school students possibly afford such resources? Your services really level the playing field when it comes to library resources available to out-state small school and metro large schools. There would be absolutely no way we could compete without these resources. Thank you so much for allotting monies for this information bank. My lectures always give credit to the legislature and I explain to the students that this is tax dollars working for them.

INSTITUTION	**Holy Family Catholic**	CITY	**Victoria**
High School		PHONE	**952-443-4659**
INST. TYPE	**K-12**		

FEEDBACK: I have taught the various English, History, Health, and Social Science classes about the ELM databases throughout the school year when they had research projects. The students and teachers were very excited to know that they could get access to the databases from home too. The kids are always amazed at how much information they find. One story in particular sticks out in my memory. A student was getting increasingly frustrated looking for information on the Internet when I suggested that he try the ELM databases. As I guided him with his search, he was blown away at how much we found that was related to his topic (sorry the specific topic escapes me now). As he scanned through the articles, he said, "Ms. Sharkey, you ROCK!" In my opinion, that is one of the best compliments one could receive from a sophomore in high school. Because the students are able to find relevant and reliable information quickly, they use it more and more. Honestly, we don't know what we would do without it! Thanks for your continued support – and the kids thank you too!

INSTITUTION	**Mesabi Range College**	CITY	**Virginia, MN**
INST. TYPE	**Academic**	PHONE	**218-749-7778**

FEEDBACK: As are other small community colleges that face dwindling financial resources, we are unable to purchase access to these databases with the budget allocated for library needs. The cost to our institution to purchase these databases on our own would be well over $18,000. Not only do our budgets not allow this type of purchase but such access would not be cost effective. Our patrons (students on site, as well as distance and online learners) have access to these databases, seven days a week, twenty-four hours a day, on or off campus. This is especially important to our Technical campus students who are several miles away not able to come to the main campus library to do research. ELM gives our Technical

campus students the same study and library research opportunities that the students on our transfer campus receive.

INSTITUTION	**Wadena-Deer Creek**	CITY	**Wadena**
High School		PHONE	**218-632-2150 ext. 115**
INST. TYPE	**K-12**		

FEEDBACK: I am a media specialist in a 7-12 grade building. One junior high teacher was having his students read biographies. Not only did the students need to report on the person the biography was about, but the student was expected to come up with information on the AUTHOR OF THE BIOGRAPHY as well. Info Trac—Contemporary Authors Database to the rescue! Some of these poor kids had picked out obscure, older books and couldn't find anything about the authors doing a regular search on the net. But when I showed a few the Contemporary Authors Database, it didn't take long to catch on! Imagine little Johnny's surprise when he read a 1965 book on Leonard DaVinci, but was STILL able to find the author, Jay Williams, in the database. They needed to find out when the author was born, other works by the author, and other general information. It was incredible! The information they needed was all right there! The students were thrilled because it was easy to use, the teacher was happy because his class was getting the information he wanted them to have, and I was excited to show the database to them. What a win win situation!

"I've gone to heaven!" That's the comment I received when I asked a fellow teacher about his recent discovery of the EBSCO databases. He had come in to the media center earlier that week asking if I (school media specialist) could help him find more professional journal articles on the subject "homework completion" for work on his master's program.

INSTITUTION	**Parkview/Centerpoint**	CITY	**White Bear Lake**
Elementary		PHONE	**651-653-2751**
INST. TYPE	**K-12**		

FEEDBACK: Our district had Beth Staats out for an in-service on the features of ELM. We are in the process of setting up accounts and between Beth and Karen Docherty we have received excellent and friendly help in achieving this goal. I am looking forward to next week when I in-service teachers in my building. It will be useful particularly for our third grade students who are just beginning their animal reports and 2/3rd graders who are studying rocks and minerals. Thanks so much.

INSTITUTION	**White Bear Lake Public**	CITY	**White Bear Lake**
Schools		PHONE	
INST. TYPE	**K-12**		

FEEDBACK: We just had a demonstration on using the ELM sources. There were 9 elementary media specialists, 1 middle school media specialist and 3 REACH teachers from the elementary who work with the Gifted and Talented Students. We were all impressed with the databases we can use with our students. The elementary media department is looking forward to integrating these databases into our curriculum.

INSTITUTION	**Willmar High School**	CITY	**Willmar**
INST. TYPE	**K-12**	PHONE	**320-231-8341**

FEEDBACK: What I discovered about the ELM databases is that it covers our basic research needs concerning newspapers and periodicals. This allowed us to take our existing online research budget and add depth and breadth to it by subscribing to databases that would otherwise be out of our reach. For example, ProQuest historical New York Times. Now our students can research historical events as they happened back in 1851…just imagine! Thank you ELM and MINITEX!

One of the biggest battles we are fighting as educators is getting our students off Google and other search engines when researching. Websites found using Google (and other commercial search engines) present at least three big problems: 1) validity (who published this website anyway); 2) number of hits (in the millions); and 3) commercial pop-ups and other advertisement.

What ELM helps us do is provide students with information for their research projects using the Internet without having to Google. These resources are subscription resources that can be accessed on the net 24/7 from any Internet location, which means that students can now have access from home as well as any networked computer at school. Thank you for ELM and thank you MINITEX for helping us access and use ELM. Job well done!

INSTITUTION	**Valley Crossing**	CITY	**Woodbury**
Community School		PHONE	**651-702-5751**
INST. TYPE	**K-12**		

FEEDBACK: I distributed ELM stickers and bookmarks at Meet the Teacher night on the eve of the school year, letting parents know what a great resource ELM is for the whole family. We also added a link to our school web site to facilitate access for families.

INSTITUTION	**Zumbrota-Mazeppa**	CITY	**Zumbrota**
Elementary School		PHONE	**507-732-7848**
INST. TYPE	**K-12**		

FEEDBACK: We depend on those resources and the online product we subscribe to. We have no budget for software or curriculum materials in our elementary lab. The lab is part of the prep time schedule in our building and we are expected to be doing something 'educational' with the students and yet have no money. We use the ELM resources and our online encyclopedias to create curriculum that will tie in with what is going on in the classroom and support the standards.

V. **Lessons Learned**

Projects awarded in the first three years of Minnesota's experience with LSTA in the current Five-Year Plan show significant progress toward goals and demonstrated notable accomplishments in most major goal areas and the federal purposes. The projects contributed to progress toward longer-term state goals. LSTA funds have leveraged local resources and produced innovations and progress for all types of libraries that would not otherwise have occurred. One of our biggest achievements was opening the competitive grant portion of the LSTA program to all types of libraries in Minnesota (school, public, academic and special) that met state and federal requirements and guidelines. A more oppen process, not restricting applications to any particular areas or dollar amounts resulted in more diverse and creative applications across all goals.

The Minnesota Competitive and Statewide Initiative Grant Programs application tools were streamlined allowing for a better fit into the IMLS annual report process. The Grant Review process was revised following IMLS reviewer guidelines. Applicants submit a Letter of Intent application similar to a letter of introduction letting the State Library Services know where they may be seeking to use LSTA grant funds in the current grant round. This process enhanced the planning local grantees provides before submitting a final application and provided for stronger full application requests.

1. **Clarity of goal areas and activities**. The goal statements in the current Minnesota Five-Year Plan were revised once to fully develop and strengthen Goal 2 with the intention that the revision would better reflect both the Federal Purposes and the evolving sense of how best to meet Minnesota's libraries needs. In the end, the goal areas and activities were often too restrictive, narrow, or limited for the library community. A streamlined series of statements that captures the range of needs would have made basic objectives clearer for both potential sub grantees and state library agency staff. The current five-year cycle did allow for fewer activity areas where no grants were made and thus the appearance of no progress toward those goals or activities.

2. **Administration generally**. The Minnesota Competitive and Statewide Initiative Grant Programs application tools were streamlined allowing for a better fit into the IMLS annual report process. The Grant Review process was revised following IMLS reviewer guidelines. Applicants submit a Letter of Intent application similar to a letter of introduction letting the State Library Services know where they may be seeking to use LSTA grant funds in the current grant round. This process enhanced the planning local grantees provides before submitting a final application and provided for stronger full application requests.

3. **Sub grantees' project evaluations**. The evaluation methodologies currently employed for competitive and statewide initiative projects have been fully developed to better meet the needs of the IMLS and the annual federal final report process.

   Minnesota State Library Services and the State Library Advisory Council has deliberated over the outcome based evaluation process for several years. In State fiscal Year 2006 State Library Services implemented a new final report process. Grants awarded through Federal Fiscal Year 2005 funds and beyond will be required to submit outcomes based evaluation on program related projects. This final report will be due one year after the project ended allowing grantees time to gather outcome based responses from their end users. The first reports will be due August 1, 2007.

State Library Services will continue to streamline and improve the competitive and statewide initiative grant programs assuring that the application process and review and reporting processes are in sync. The new five-year plan must address statewide initiatives as a separate goal with targeted activities. Existing new goal categories must meet the broader state population audience. Designated populations living in poverty or tied to a specific special needs group does not necessarily assume people who lack direct library and information services will be included. End users who have direct barriers to service whether geographical, socio- economic, and ethnicity or technological must be addressed.

VI. Brief description of evaluation process

Principal State Library Services staff involved in the evaluation process included Suzanne Miller, State Librarian, and Jym Wroblewski, LSTA Coordinator. Also participating through group discussions were members of the Minnesota Library Advisory Council and grant award recipients. Outside evaluators included Mark Scipioni, Management Consultant from the Management Analysis Division, Minnesota Department of Administration for the statewide delivery study, *Resource Sharing among Minnesota Libraries* and Nancy Bolt, Consultant with Nancy Bolt and Associates and Jody Howard, Creative Information Solutions for Library Organization for the statewide critical evaluation of the Minnesota Voluntary Certification. Testimony responses from all types of libraries and library personnel regarding the request for additional state funding for Electronic Library for Minnesota (ELM) the statewide database service.

The majority of the report was pulled together by Jym Wroblewski using in-house electronic resources, e-mail, conference calls and Advisory Council meetings.

Agency staff performed these functions for the evaluation:

- Developed narrative content regarding the development and implementation of LSTA for the current five-year plan based on documentation and interviews with state agency staff, Advisory Council members, and grantees;
- Developed a summary of overall impacts of the program, tied in the special evaluations (statewide delivery and MN Voluntary certification Program) and comments regarding state funded database service
- Evaluated the individual projects, the overall program, and the processes employed; and
- Developed conclusions and recommendations for use in the upcoming Five-Year Plan for LSTA grants.

The consultants/evaluators performed these functions:

- Conducted the analysis and evaluation of individual special projects (statewide delivery and MN Voluntary Certification) based on available records, surveys, focus groups and interviews with grantees participants and library staff for each of the two highlighted projects;
- Reviewed the results of the surveys and discussion groups conducted for the two special projects and compiled the results, and filed a written report approved by the State Library Advisory Council;

State Library Service staff began pulling together data back in spring of 2006
Delivery Study Final report filed with State Library Services in October 2004
Minnesota Voluntary Certification Program Report filed with State Library Services on December 31, 2006

Jym Wroblewski spent an average of 400 hours pulling together data, reports and special projects for the five-year evaluation. **$16,400.00**

Cost of the Delivery Study produced by Management Analysis and Development **$83,206.00**

Cost of the MN Voluntary Certification Program Evaluation **$47,000.00**

An Evaluation of the

Minnesota Voluntary Certification Program

Submitted by
Nancy Bolt, NB&A
Jody K. Howard, CISFLO

December 31, 2006

An Evaluation of the

Minnesota Voluntary Certification Program

Prepared for:

The Minnesota State Library Services
Minnesota Department of Education
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December 31, 2003

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Appendices

The consultants believe that Minnesota should be commended for the philosophy and dedication that supports the Minnesota Voluntary Certification Program (MVCP). Of the six programs reviewed as part of this project, MVCP seems to be the most sophisticated and conceptually based certification program for library support staff.

The features that merit this recognition are:
- Development of competencies.
- Approval of workshops based on competencies.
- Need for work on multiple competencies to become certified.
- Requirement of rigorous homework.
- Feedback to participants on homework.

This report contains information from an online survey, focus groups, and individual interviews to determine the status of the program, concerns from participants and administrators associated with the program, the effectiveness of the program, and the value of the program to the libraries, staff, and library users in the state of Minnesota.

The original vision of the MVCP is supported today as when it was first developed in the 1990s. The need for continuing education in the state of Minnesota is a necessity to provide services to the residents of the state. The MVCP is an integral part of this continuing education.

Participants in the multiple data gathering activities were asked in several ways about the value and benefit of the MVCP. They were asked if they were satisfied with it; what the benefits were to the participants and to the library (and by extension to the public served by the library); and what the strengths were of the program. The online surveys showed that both managers and MVCP participants felt that the program prepared library support staff to serve the public better and to serve them with more confidence. It showed that both managers and participants themselves (particularly graduates) were very satisfied with the program. Other strengths of the current program mentioned were building confidence in participants, the competencies, and the quality of the workshops and presenters.

However, definite changes should be implemented in order to provide the training necessary for library support staff. After collecting the data from the electronic survey, focus groups, and through individual interviews, the consultants offer 19 recommendations. They are summarized below.

The report includes recommendations for:

- The vision for the MVCP program
- Coordination of Continuing Education (CE) in Minnesota through the Continuing Library, Information, and Media Education (CLIME) Committee or a similar group
- Three scenarios concerning the continuation of MVCP

- Commitment to MVCP through funding and inclusion in strategic plans and standards
- Development of a program of tangible rewards
- Audience for MVCP (public libraries)
- Recommendations for improvement of the current MVCP program in the areas of:
  o Homework
  o Curriculum
  o Policies
  o Competency revision
  o Workshop review
  o Online courses
  o Website update
  o Career renewal
  o Assessment
- Credibility and marketing of MVCP

Recommendation 1: Keep the current vision for the Minnesota Voluntary Certification Program.

All of the focus groups and most of those interviewed made statements that showed basic agreement with the current vision. An additional comment was often made that the purpose was to provide consistent library service across the state.

Recommendation 2: Reinstitute the CLIME Committee with representatives from library organizations offering Continuing Education (CE) to provide overall coordination for CE and support for MVCP.

There are multiple organizations planning and delivering continuing education in Minnesota. When the CLIME Committee was in existence, different types of libraries and different library organizations were represented on the Committee. This provided the opportunity to share information, coordinate CE events, collaborate on planning of large and small CE activities, and schedule CE events to avoid conflict of dates. A committee such as CLIME is still needed and should be reappointed.

Recommendation 3: The consultants recommend that one of the following scenarios be implemented. The consultants recommend implementing Scenario 1 and offer two other scenarios for alternative consideration:

Scenario 1:   Minnesota State Library Services should assume primary responsibility for the MVCP and make changes recommended in this report.
Scenario 2:   Replace MVCP with a requirement for all non-MLS who work in libraries to take *What is Library Service?*
Scenario 3:   Continue MVCP as it currently is operated with no changes.

One issue explored in all of the focus groups and interviews was who should be the official sponsor of MVCP.   Although the question was phrased in different ways, the overwhelming conclusion was that the State Library Services (SLS) should assume responsibility for the

administration of MVCP, either directly or through a management contract with another agency. The administration should cover all the aspects of managing the MVCP program including marketing, curriculum design, competency revision, data keeping, student tracking, etc. The actual delivery of workshops could be done by the SLS or could be contracted out to a Regional System or some other entity.

If SLS does not wish to make the commitment to MVCP, two other scenarios are offered. One would institute a minimal continuing education requirement to all public library support staff by requiring an Introduction to Library Service course (an updated and renamed "*What is Library Service*"). The third scenario would be to allow the MVCP to continue as it is currently implemented, knowing that while much of it is valid and successful; flaws in the program will undoubtedly reduce participation over the years.

Recommendations 4 and 5 ask SLS to commit to funding of MVCP at a level that will make it successful and to include the MVCP in the new statewide Strategic Plan being written and in the new Public Library Standards.

The consultants asked each focus group how they would recommend MVCP being funded. All said the administration of the program should be funded at the state level, either by state or federal funds. Continuing education workshops can be funded by LSTA grants for Round Robin activities or by individual library organizations. One indicator of priority would be to include continuing education and the MVCP in the new Strategic Plan being written and to continue inclusion of the MVCP in the revision of the Public Library Standards.

Recommendation 6: Develop a program to encourage more tangible rewards for MVCP participants.

One of the significant barriers to participation in the program is the lack of tangible rewards. It was hoped at the beginning of the program that graduates would receive either pay raises or promotions as a result of graduation from the program. This has not happened. Local libraries and both consolidated and federated systems should work to develop a program to encourage tangible rewards in cooperation with SLS.

Recommendation 7: The Certification program should remain only for **public library support staff** until changes in the program are considered successful and then a decision can be made whether to develop specific competencies for academic or school library support staff.

There has been discussion over the years of expanding the MVCP to include academic and school librarians. Attempts to do so have not been successful. The current competencies and workshops are heavily oriented toward public librarians and this should remain the audience at the current time.

Recommendations 8 through 17 deal with ways to improve the current MVCP program to make it more successful.

A major barrier to participation in the program is the perceived amount of homework. The current organization of homework assignments discourages prompt attention to homework and timely feedback on its adequacy. There are no guidelines or rubrics to gauge the amount of homework that is acceptable for each assignment. **Recommendation 8** makes suggestions for how the **homework assignments** might be revised to be less of a barrier to participation. **Recommendation 9** calls for the **design of a curriculum** that will allow MVCP participants to complete the certification program in a timely fashion. **Recommendation 10** calls for consistency in MVCP **administrative policies** as they currently seem to be based on personal circumstances and are not consistent.

During the focus groups and interviews, the fact that the MVCP is competency-based and the competencies themselves were praised highly. However, there was also a suggestion that after five years, it was time to review the competencies. **Recommendation 11** asks that the **competencies be revised** with special attention to youth services, management and technology.

A major complaint by CE providers was the perceived slowness of getting workshops approved. A similar complaint was made by MVCP participants who were taking a workshop on their own to meet a competency. **Recommendation 12** calls for a revision in the **workshop review process** so that a decision can be made within a short period of time.   Along these same lines, there was increased interest in **online courses** and **Recommendation 13** asks for more attention be paid to this delivery mechanism.

The MVCP website has much information that is valuable but also much information that is no longer correct or timely. **Recommendation 14** calls for a complete **review and revision of the website** and a plan for it to be kept up-to-date by one person with the knowledge and authority to do so.

Much time was spent in developing a Career Renewal program that has not been marketed or implemented. **Recommendation 15** asks that the **Career Renewal** program not be implemented and that its combination with MVCP be considered when that program is reviewed. As mentioned above, there is high praise for the MVCP competencies and **Recommendation 16** would keep the requirement that MVCP participants have to prove **mastery in all of the competencies**. **Recommendation 17** calls for a continuation of the current method of **assessing student work through homework**. No other assessment method was suggested that gained any support.

The last two recommendations deal with the **credibility of the program (Recommendation 18)** and with the development of a comprehensive **marketing program** (**Recommendation 19).** The program should be marketed to both potential participants and to library directors and managers, Boards of Trustees, friends of the library, city officials and the public at large.

Summary of Recommendations

Recommendation 1: Keep the current vision for the Minnesota Voluntary Certification Program.

Recommendation 2: Reinstitute the CLIME Committee with representatives from library organizations offering Continuing Education (CE) to provide overall coordination for CE and support for MVCP.

Recommendation 3: The consultants recommend that one of the following scenarios be implemented. The consultants recommend implementing Scenario 1 and offer two other scenarios for alternative consideration.

Scenario 1:   Minnesota State Library Services should assume primary responsibility for the MVCP and make changes recommended in this report.
Scenario 2:   Replace MVCP with a requirement for all non-MLS who work in libraries to take *What is Library Service?*
Scenario 3:   Continue MVCP as it currently is operated with no changes

Recommendation 4: Assuming Scenario 1, SLS should commit to funding MVCP at a level to make it successful.

Recommendation 5: Include MVCP in the new Strategic Plan and the revision of the Public Library Standards.

Recommendation 6: Develop a program to encourage more tangible rewards. Federated systems should encourage member libraries to provide a tangible reward and should offer such benefits to their own staff. Consolidated staff should initiate such tangible rewards in their own libraries.

Recommendation 7: Continuing education in general should be expanded to other types of libraries through a coordinated program and the CLIME Committee. The Certification program should remain only for public library support staff until changes in the program are considered successful and then a decision can be made whether to develop specific competencies for academic or school library support staff.

Recommendation 8: Take a close look at homework and other certification requirements. Consider requiring homework to be submitted electronically within a certain period of taking a workshop. Approve the homework (or ask for more information) and then consider the homework for that workshop complete and do not require it to be submitted again.   Give specific instructions and benchmarks on what constitutes acceptable homework. At the end of the certification process, ask participants to submit only a journal (if that is kept), the competency worksheets and the final project.

Recommendation 9: The CLIME Committee should work with CE providers to design a curriculum that will allow MVCP participants to complete the certification program in three years or less. This schedule should be posted on the MVCP website and publicized to current and potential MVCP participants.

Recommendation 10: Establish consistency in MVCP policies and have the program administrator responsible for answering all questions.

Recommendation 11: Appoint a committee to revise the competencies with special attention to youth services, management and technology.

Recommendation 12: A process for quick review of workshops should be put in place. If State Library Services administers the program or if the administration stays the same, one person should be designated to review and approve all workshop applications in a timely fashion.

Recommendation 13: More online courses and ITV should be approved for certification credit. People at a distance from in-person workshops should be encouraged to take courses online.

Recommendation 14: Include management of the website in the overall administration of the program with funds allocated for complete review and updating. The actual home of the webpage could be at the State Library Services or at another site overseen by SLS.

Recommendation 15: Abandon Career Renewal until the MVCP is on solid footing. Clarify what recertification means and offer paths toward recertification if it is deemed necessary.

Recommendation 16: Keep the requirement for workshops or demonstration of mastery in all the competencies in order to be certified.

Recommendation 17: Keep the assessment process basically the same with the changes suggested under homework.

Recommendation 18: Increase the perceived value of the MVCP to increase its acceptance in more libraries and regions.

Recommendation 19: Develop a comprehensive program to market MVCP and to recognize graduates of MVCP.

The Request for Proposals from the Minnesota State Library Services of the Minnesota Department of Education indicated the purpose of the project in this way:

> *The Department of Education, Division of State Library Services and School Technology, is requesting proposals to conduct a critical evaluation of the Minnesota Voluntary Certification Program for Library Employees.*

> *The program began as a pilot project in 1997 funded through the federal Library Services and Technology Act Grant program. An evaluation of the pilot project was done in 1999. Voluntary Certification intended to improve library service in Minnesota by encouraging library employees to acquire, maintain and develop their knowledge and skills. It was designed to address competencies needed by those working in public libraries. This critical evaluation will analyze the merit or significant impact the program has had on the Minnesota library community and establish criteria for improvements and/or change. The Voluntary Certification Program is in its eighth year as an ongoing program specifically for non-Mastered Library Science staff.*

Nancy Bolt of *Nancy Bolt and Associates* (NB&A) teamed with Jody K. Howard of *Creative Information Solutions for Library Organizations* (CISFLO) to conduct the critical evaluation. The consultants worked with Dr. Keith Curry Lance and Nicole Steffen from *RSL Research Group* to conduct the electronic survey.

The methodology used included the following:

- In-depth interviews with MVCP leadership in preparation for the evaluation
- An online survey of:
  - Graduates and current participants in the MVCP program
  - Managers of libraries who may or may not have had employees in the MVCP program or who may or may not have participated in the program themselves
  - Employees who had participated in a CE workshop but chose not to enroll in the MVCP program
- 11 focus groups with:
  - Participants in the MVCP program
  - Managers of employees in the MVCP program
  - The MVCP Steering Committee composed of representatives from Regional Libraries
  - The MVCP Oversight Committee that makes policy decisions about the program
- Interviews with all Regional and Multitype Library Directors
- Interviews with selected others including:
  - Bill DeJohn from Minitex
  - Debby Willms from St. Paul Public Library
  - Tom Eland from the Minnesota Community and Technical College (MCTC)
  - Suzanne Mahmoodi, former CE coordinator at State Library Services

Focus group participants were told that consensus on the interview questions was not required so that the consultants could record a variety of opinions. Participants in the focus groups indicated satisfaction with the process used by saying they felt free to share their thoughts and were pleased that State Library Services cared enough to ask their opinion.

Several individuals who were invited to participate in a focus group chose instead to submit written answers to the focus group and individual interview questions. These were also considered in the preparation of the report. Overall, the consultants were struck by a remarkable degree of agreement on the key issues being studied during the evaluation. A copy of the focus group and interview questions is located in Appendix A.

The consultants are concerned by the small number of participants in the focus groups. However, the discussion was lively in all groups and there was a great deal of consistency in what was said. The recommendations included in this report are based on the input received in the focus groups, the interviews, the other data gathered, as well as the consultants' own experience.

The consultants wish to thank the staff at State Library Services for its logistical support during the period of the evaluation. We would like to thank Rebecca Patton for providing a multitude of information about the history and current implementation of the program and for her help in distributing the electronic surveys. We would also like to thank the sites that hosted focus groups for their assistance and refreshments: North Branch Public Library, Arrowhead Library System in Mt. Iron, St. Cloud Public Library, Willmar Public Library, and SELCO/SELS in Rochester. Finally, we would like to thank the Regional Library System directors and staff who facilitated the meeting arrangements.

The library community in the state of Minnesota has had a long history of commitment to continuing education. The following events are significant in the development of the MVCP.

In 1986, the Continuing Library, Information, and Media Education (CLIME) Committee sponsored an educational forum to determine the educational and training needs of library personnel. One catalyst for this was the notification of the closing of the University of Minnesota's ALA accredited masters and doctoral programs to occur in February 1987. One strategy which resulted from this forum was the development of an integrated library education program for the state. The CLIME Committee committed to developing this integrated program: Learning and Teaching through Integrated Continued Education (LATTICE). The CLIME Committee continued work on LATTICE and developed a number of sections through 1988. Work was discontinued on this program to develop and emphasize a statewide voluntary certification program.

The CLIME Committee and the Minnesota Library Association's (MLA) Continuing Education Committee worked on a statewide continuing education needs assessment which was completed in 1990. This needs assessment consisted of group interviews with 262 public, academic and special library employees. The results of this assessment illustrated the need for continuing education, the lack of coordination of continuing education efforts, and the need for recognition of staff who kept their skills current.

In 1991, the Policies Review Task Force of the Minnesota Board of Education prepared a document entitled, *The Resolution on Training and Certification*. In response to this resolution MLA's CE Committee began looking at certification in other states. MLA found that many certification programs were intended for public library employees on a voluntary or mandatory basis; the programs may or may not be covered by state statute; there are grades or ranks based on education and/or experience; renewal certification may be required; and that the programs were mainly for MLS employees. This information was then shared with the Minnesota library community to gain input about what type of program should be developed for the library workers in Minnesota.

In December 1993, the Office of Library Development approved the creation of a pilot certification program for public library workers in Minnesota. The Council of Regional Public Library Directors and MLA supported this pilot program by the end of 1994.

In 1994, a Certification Task Force was convened with the charge of determining the structure, finances, content, and evaluation of a certification program. Competencies were developed in the areas of philosophy of library service, management, public services, technical services and technology. These competencies were tested and evaluated against the previously developed curriculum which was part of the LATTICE program. The structure of the program consisted of 60 contact hours offered through a variety of delivery formats ranging from face to face workshops to videotapes and teleconferencing where available and appropriate. Evaluation criteria were developed for each of the six stated goals of the program.

In 1996 the two-day mandatory, *What is Library Service?,* commonly known as "Day 1" and "Day 2," was ready for delivery and was presented in January 1997. After the initial evaluation, specific changes in the administration of the program were implemented. The Arrowhead Public Library System assumed the communications and printing responsibilities and the Great River Regional and Pioneerland Library Systems committed to developing and maintaining a participant database. During 1997, 257 participants attended "Day 1" of the *What is Library Service?* and 107 returned for the second day and registered for the complete MVCP program. The pilot program was near completion and the interim report was prepared in June 1999.

The interim report made basic recommendations which CLIME and the MVCP Steering Committee scheduled for implementation during 2000. Based upon this evaluation and the proposed recommendations, State Library Services and the Steering Committee implemented MVCP as a permanent program in the state of Minnesota.

State Library Services and the MVCP Steering Committee were partners in the implementation of the certification program under the leadership of Suzanne Mahmoodi. When major budget cuts occurred at State Library Services, implementation of MVCP moved to the Regional Systems, led by Arrowhead Library System (ALS) and staff member Rebecca Patton. Round Robin workshops were funded by the State Library; Arrowhead continued the administration of the program with little compensation.

Today MVCP is still administered by the Arrowhead Library System with financial support from State Library System for Round Robin workshops. ALS applies for this funding every year. Data on participants is kept at ALS, as is the website. The Steering Committee made up of representatives from the Regional Systems meets periodically as does the Oversight Committee which considers policy issues when they arise. The CLIME Committee seems to have been disbanded.

Participants

Table 1 identifies the number of participants and graduates in the MVCP program. Approximately equal numbers of participants have graduated and have dropped out of the MVCP Program since 1997. Those still in the program today are presumably working towards certification. However, we saw no indication that these enrollees are being regularly tracked. Rebecca Patton provided this information on October 27, 2006.

Table 1.
Participation in MVCP

Total number of Participants since 1997	259
Total number of Graduates since 1997	96
Total number who have officially dropped out of the program	96
Others in the program today	67

Note. Information provided by Rebecca Patton, October 27, 2006.

Funding

Table 2 represents the amount of funds allocated to the MVCP from LSTA funds. Funding amounts have varied widely from year to year. Since 2004, the sole recipient of MVCP funding has been the Arrowhead Library System.

Table 2.
MVCP Funding From LSTA Funds

Year	Grantee	Grants	Allocation
1999	Pioneerland Library System	Records Database	$59,890.00
	Arrowhead Library System	Program Database	$58,724.00
	Plum Creek Library system	Development and Training	$114,228.00
	Patricia Kovel-Jarboe	Interim Evaluation	$13,775.00
	CRPLSA	Learning Centers Equipment and Resources	$171,600.00
	Multitypes-CCL	Learning Center Equipment and Resources	$87,500.00
2001	Pioneerland Library System		$17,000.00
	Arrowhead Library System		$31,500.00
	Plum Creek Library System		$34,500.00

2002	Pioneerland Library System Arrowhead Library System Plum Creek Library System		$10,000.00 $17,200.00 $41,660.00
2003	Arrowhead Library System Arrowhead Library System Plum Creek Library System		$5,000.00 $9,035.00 $23,895.00
2004	Arrowhead Library System Arrowhead Library System Arrowhead Library System		$12.10 $604.00 $15,522.00
2005	Arrowhead Library System		$26,600.00
2006	Arrowhead Library System		$45,240.00
		TOTAL	$783,485.10

Note. Information provided by Jym Wroblewski, LSTA Coordinator, Library Development and Services at State Library Services, June 29, 2006.

Looking at the total number of participants in the program and the total amount of funds expended for the program, the cost per participant is:

$783,485.10 / 259 = $3,025.03 per MVCP participant.

However, the LSTA funds have provided CE for library staff throughout Minnesota. Many employees have attended in addition to participants in the MVCP.

Table 3.
Examples of Non-MVCP Participant Attendance

Date	Event	MVCP Participants	Total Attendees
May 2005	Collection Connection	12	91
2006 (no date given)	Copyright Privacy and Electronic Age Reference	18	38
Sept. 2005	Each of Us Is a Trainer	14	80

In each of these examples, the total number of attendees far exceeds the number of MVCP participants. This fact must be considered when determining the individual cost for each participant in the MVCP. We were not able to obtain the total number of CE participants attending all LSTA funded workshops for this time period.

The following issues, including our recommendations, are discussed in this section:

- Vision for MVCP
- Coordination of continuing education in Minnesota
- Future of MVCP including administration and implementation of the program and roles of the various library organizations providing continuing education in Minnesota
- Funding for MVCP

Vision for the MVCP

Recommendation 1: Keep the current vision for the Minnesota Voluntary Certification Program.

When asked for a vision for MVCP, most groups repeated phrases from the official vision of the Program currently on the Program website:

The Minnesota Voluntary Certification Program for Library Employees is intended to improve library service in Minnesota; encourage library employees to develop skills through continuing education; improve the image of library employees and libraries; and provide guidelines for library administrators to use in policy development for hiring staff.

All of the focus groups and most of those interviewed made statements that showed basic agreement with the current vision. An additional comment was often made that the purpose was to provide consistent library service across the state.

One focus group participant and several Multitype System Directors felt the goal of the program needed to be better articulated but this was a minority viewpoint. Most could articulate the value in their own words and it mirrored what is on the website.

Coordination of Continuing Education in Minnesota

Recommendation 2: Reinstitute the CLIME Committee with representatives from library organizations offering CE to provide overall coordination for CE and support for MVCP.

There is a multiplicity of continuing education opportunities available in Minnesota from numerous organizations:

- Regional Systems
- Minnesota Library Association
- Minitex
- College of St. Catherine's
- Minnesota Community and Technical College

- Web Junction (online)
- DuPage College in Illinois (online)
- State Library Services

There are multiple organizations planning and delivering continuing education in Minnesota. When the CLIME Committee was in existence, different types of libraries and different library organizations were represented on the Committee. This provided the opportunity to share information, coordinate CE events, collaborate on planning of large and small CE activities, and schedule CE events to avoid conflict of dates.

Library education in Minnesota should be viewed as a continuum from training for library support staff to the MLS degree available within Minnesota and available online from academic institutions outside the state to post-master's educational opportunities. This continuum could include:

- General CE for library support staff
- MVCP providing recognition and rewards for completion of a specified curriculum
- Associate degree from MCTC or other community colleges
- Master's degree from College of St. Catherine's or another ALA accredited Master's in Library Science program
- Post master's continuing education events
- Participation in the American Library Association/Allied Professional Association's Certified Public Library Administrator's (CPLA) program

The reinstatement of the CLIME Committee should be initiated with a CE Summit that allows all the library organizations in Minnesota offering CE to share their programs, ideas, and vision for a statewide, coordinated CE program in the state. The future of MVCP could be one of the agenda items at this summit.

The CLIME Committee can assist with the marketing of multiple CE opportunities at all levels, coordination of efforts of library organizations in Minnesota, and management of opportunities from outside Minnesota.

In this organizational approach to CE, MVCP is only one program, but a very important one, since it is the primary way for library support staff to be recognized for their efforts and dedication to the library profession. MVCP could be included under the CLIME Committee or could continue as a separate group that works closely with the CLIME Committee. One benefit of reinstituting the CLIME Committee is that all CE events being planned can be reviewed for applicability to the Certification program. Currently, CE events are planned by many organizations around the state. The planners of these events do not think about the possibility of offering Certification credit for their workshops. It is not on their radar screen. All CE should be considered for its ability to offer MVCP credit.

Future of CE in Minnesota including administration and implementation of the MVCP program

In looking at all the data gathered and understanding the complex nature of libraries and funding in Minnesota, the consultants considered three scenarios for the future of MVCP and continuing education in Minnesota.

Recommendation 3: The consultants recommend that one of the following scenarios be implemented. The consultants recommend implementing Scenario 1 and offer two other scenarios for alternative consideration:

Scenario 1: **Minnesota State Library Services should assume primary responsibility for the MVCP and make changes recommended in this report.**
Scenario 2: **Replace MVCP with a requirement for all non-MLS who work in libraries to take** *What is Library Service?*
Scenario 3: **Continue MVCP as it currently is operated with no changes.**

Scenario 1: Minnesota State Library Services should assume primary responsibility for the MVCP and make other changes recommended in this report.

One issue explored in all of the focus groups and interviews was who should be the official sponsor of MVCP. This was phrased in the first focus groups by asking, "Who should be the primary funder of MVCP?" The answer was always, "The state." In following up this question the various answers were that State Library Services should be the primary funder using either state or federal funds.

In later focus groups, we phrased the question, "Who owns MVCP?" The answers reflected real confusion about ownership. Typical answers were:

   "Arrowhead Library System."
   "No one."
   "The State Library Services."
   "Rebecca Patton."
   "I don't know."

There seemed to be no clear understanding of the current sponsor of the program. This confusion was expressed by staff from the State Library Services, the Regional Libraries, local libraries and individual participants. The actual certificates that are awarded to the participants are signed by Suzanne Miller at State Library Services, Rebecca Patton at the Arrowhead Regional Library, and the current president of the Minnesota Library Association.

In response to the question, "Who *should* own the program?," the answer was almost unanimous-State Library Services (SLS). There was concurrence in all focus groups and all but two individual interviews that SLS should publicly acknowledge the program as an SLS-sponsored activity. There should be staff at the SLS dedicated to the development and

management of the program. Encouragement to participate should be "top down," beginning with the Commissioner of Education, followed by the State Librarian, the Library Advisory Council, and the Regional System Directors, library directors and supervisors. Operating policies, including data tracking of participants and management duties, should be established at SLS. SLS could be assisted by a policy advisory committee similar to the current Oversight Committee. It would also be possible to outsource parts of the program implementation to one or more Regional Systems. One example might be outsourcing the planning and implementation of workshops.

The desire to have SLS be the official sponsor of the program came from the wish to see the program recognized statewide and to have participants recognized for the work they do. The predominant opinion is that a program from SLS would have the power, legitimacy, the statewide influence, the imprimatur, to bring statewide recognition to the MVCP. Currently, the Certificate of Completion is from the Minnesota Voluntary Certification Program. The respondents felt it would have more power if it came from Minnesota State Library Services or the Minnesota Department of Education.

Major issues revolve around legitimizing the program so that participants and graduates are recognized for the work that they do. This legitimacy should extend to government officials and citizens. If a benefit of the program is improved service to the public (and indications are that this is a benefit), then the public should recognize that a specific library has staff who have gone through the program. This can lead to more support from the city government for those who participate in the program.

However, having State Library Services assume central responsibility for the program does not mean that SLS should necessarily administer the program directly from SLS.

Sufficient staff time needs to be devoted to the program so that it can be implemented adequately. A professional staff member should deal with all the issues enumerated in this report. If State Library Services is responsible for the program, then this staff member should be at SLS. However, if the political and financial reality makes it difficult for a new position to be added at SLS, then administration of the program can be outsourced to another agency. What is important is that one person be assigned the responsibility to make revisions in the program (with the help of the Oversight Committee), and should be paid for this effort.

A distinction should be made between the process of administering the program (such as overall planning, policy decisions and record keeping) and the process of offering continuing education workshops around the state. State Library Services should continue to finance continuing education workshops for the entire library community through the Round Robin program. These are currently administered through a grant to the Arrowhead Library System although few people understand that SLS provides the funding. Most of the people we talked to seem to have no idea that the Round Robin workshops are paid for by a grant from SLS. These workshops are attended by library staff, only some of whom are participating in the MVCP.

State Library Services should continue to work with an Oversight Committee of stakeholders and a group representing the Systems. (The two could be combined if a report of MVCP is made at

all Regional Library System meetings.) The responsibility of this group would be similar to its current responsibilities:

- Address policy decisions and restructuring of the program
- Review and revise competencies
- Approve criteria for workshops but streamline the process
- Obtain System support for MVCP activities

Many other library organizations, particularly some of the Regional Library Systems, also offer CE that could and should offer MVCP credit. These should continue with their individual library organizational sponsors and not be overseen by SLS.

As mentioned earlier, when asked who should be the official sponsor the MVCP, the almost unanimous answer was the Minnesota State Library Services. It is also clear that the Regional Libraries play a large role in the MVCP. When asked how they heard about the program, 40.8% of the graduates/participants on the online survey indicated they heard about it from their Regional Library and 55.1% heard about it from their library director or manager, which could have been a consolidated region. When asked what roles and functions could be played by various levels of library agencies, the following were articulated:

State Library Services

- Officially adopt and sponsor the program.
- Assume responsibility for primary funding of the program and budget money each year for MVCP.
- Direct the administration of the program either by bringing it in-house to the SLS or outsourcing it through a contract.
- Commit to funding CE workshops on a regular, annual basis, delivered through the Regional Library Systems as well as other CE. SLS should receive recognition for any CE it funds.
- Appoint a staff person to be the central contact for MVCP. This person could be the primary implementer of the program or implementation could be outsourced to another library agency such as a Regional Library or another group.
- Assume responsibility for revision of the competencies and policies that govern the program.
- Assume or outsource responsibility for consideration of other recommendations made in this report to improve the program.
- Appoint (or keep the current) the Oversight Committee to advise on policy and implementation.
- Establish a formal and aggressive recognition program for MVCP graduates to include activities such as a certificate, pin and news releases.
- Plan CE in such a way that a structured program exists to allow timely completion of a certificate program.
- Keep the data files on all participants or contract this out and provide rigorous oversight. Contact enrollees regularly.

- Work closely with the Regional Libraries to establish the credibility of the state program and encourage library support staff to enroll and complete the program.
- Develop and implement a marketing plan for the MVCP that is comprehensive, goes beyond the library community and is implemented statewide.

Implementing these changes would put the Minnesota State Library Services unambiguously in charge of the MVCP.   Right now it is unclear. The program could be administered directly by the State Library Services or administration could be outsourced to another library agency. If the program is outsourced, an RFP should be issued that outlines the specific duties involved in the administration of MVCP. The contract should include funding for a specific staff member to spend time administering the program with limited other duties. Currently, this administration is done on volunteer time.

Regional Library Systems

Regional Libraries, both consolidated and federated, are critical to the success of MVCP. Hopefully, they will continue to be supportive of the program and encourage member library staff to participate. Specifically, Regional Libraries should:

- Have a representative on the MVCP governing body.
- Encourage participation in MVCP by library support staff.
- Pay travel expenses for members as much as possible to attend workshops.
- Encourage revision of job descriptions to include MVCP as a preference in hiring new staff, when possible.
- Encourage tangible benefits for MVCP graduates, such as a raise or promotion.
- Attempt to include tangible benefits in negotiations with unions or civil service offices.
- Recognize graduates of MVCP at regional and library events.
- Notify local city officials and newspapers about MVCP graduates.
- Submit continuing education workshops for approval for certification credit.
- Offer *What is Library Service? Day 1 and 2* in each region each year.
- Work with the SLS to offer workshops each year through the Round Robin effort.
- Participate on the Steering Committee or Oversight Committee to advise the State Library Services about the MVCP.
- Provide information to local Boards of Trustees about the value of the program.

Some Regional Library staff expressed concerns about their capacity to provide these services because of budget constraints and staff shortages. They indicated they might need help from State Library Services to pay for some of the activities.

Local Libraries

- Encourage library staff to participate.
- Pay for substitutes when possible to allow attendance at workshops.
- Inform Trustees about the value of the program.

- Provide recognition to MVCP graduates.
- Provide tangible benefits if possible.

Individuals

- Enroll in the MVCP program.
- Do homework in a timely fashion.
- Provide better service to the public.

Library organizations in Minnesota

- Encourage library support staff to participate in the program.
- Submit workshops to MVCP for approval for certificate credit.
- Ask workshop presenters to develop homework for workshops to meet certification requirements.

The consultants suggest this timetable for implementation of Scenario 1.

Make a commitment to the program for a minimum of four years.
Year 1: Make revisions recommended in this report and implement a marketing program.
Establish benchmarks such as:

- Number of people who will enroll in the program.
- Number of people who will graduate from the program within a timely fashion.
- Number of providers who will submit applications for approval of workshops.

Years 2-4:   Continue to market and implement program.
Continue to make grants to Regional Library Systems to fund CE Round Robins.
Encourage providers to submit CE for approval.

Scenario 2:   Replace MVCP with a requirement for all non-MLS who work in libraries to take _What is Library Service?_

One area of agreement (mentioned by six focus groups and several interviewees) was the value of "Day 1" and "Day 2" in giving an overview of public library service in Minnesota. Everyone familiar with the curriculum said it was valuable, particularly to library support staff, because it did two things:

- It provided the "big picture" about library service so that library support staff know about libraries in general and Minnesota libraries in particular.
- It produces a set of shared values for all library staff about library service and service to the community.

One alternative to current MVCP program would be to require all new library support staff to take these two days of workshops. One focus group participant said, *"The program should be educating staff whether they are in the program or not."* At least one library does require "Day 1" and "Day 2" as part of their training of library support staff. The consultants recommend that this introductory training be renamed *"Introduction to Library Service in Minnesota"* and that the jargon *"Day 1"* and *"Day 2"* be abandoned, as it is confusing to new people coming to work in libraries.

Requiring this training for all library support staff would necessitate other changes in the program. It would also be valuable to require professional librarians, particularly those coming into Minnesota to work for the first time or just graduating from library school, to take these classes.

To be accepted as a requirement, the following would have to occur:

- No homework would be required, although there could be exercises as part of the *Introduction to Library Service* workshops.
- All Regional Systems, both consolidated and federated, would have to agree to require or strongly encourage this among their members.
- More sessions would have to be offered in more sites more often.
- More librarians would have to be trained to teach the course. State Library Services could offer financial incentives to encourage participation.
- Participants could receive preliminary certification for attending both sessions.
- Additional credit or CEUs could be offered for those who attend additional workshop or CE events.
- Marketing and recognition activities could also be implemented to heighten awareness of the program and its value.

While the competencies could remain, the reality is that in this approach the competencies would have less overall meaning.

The CLIME Committee could play a large role in assuring that there were many workshops available throughout the state for those who simply want to improve their own skills and knowledge. This would not be much different than the situation now where many of those who attend CE are not enrolled in MVCP. However, with the reinstitution of the CLIME Committee, CE should be better coordinated.

One focus group participant summed up her thoughts by saying, *"If it was truly valuable, it would be required."* and another said, *"If all library support staff get some training, it would lift the bar across the state."*

Scenario 3: Continue MVCP as it currently is operated with no changes.

The current administrator is dedicated and passionate about the program and devotes many more than paid hours for the program's administration. The MVCP as it is currently administered continues to attract enrollees, although there are problems in its implementation. Students do the

homework and submit it even though there is confusion about assignments and the submission process. Although sometimes delayed, student homework is graded and returned. People are getting information from the website, even though some of the information is out of date and inaccurate.   The existing competencies are excellent, even though they need to be revisited and updated.   Workshops are viewed now as excellent, particularly "Day 1" and "Day 2."

However, without organized marketing and intentional effort about the program, the overall organizational and administrative weaknesses will probably result in fewer and fewer enrollees. Current leaders in the program are close to retirement and there is no succession planning in place. CE events are increasingly attended by people not in the certification program. Although a very worthwhile program, unless the infrastructure problems are addressed, the future of the current MVCP is uncertain.

Overall funding of MVCP and CE in Minnesota

Recommendation 4: Assuming Scenario 1, State Library Services should commit to funding MVCP at a level to make it successful.

The consultants asked each focus group how they would recommend MVCP be funded. All said the program should be funded at the state level. When asked if that meant funding from the state legislature or the federal funds allocated to State Library Services, some didn't care, some felt from the state legislature, and some felt it should be federal funding. They were unanimous in that the administrative costs, at least, should be centrally funded at the state level. Continuing education workshops can be funded by LSTA grants for Round Robin activities or by individual library organizations.

Benefits and Value of Current Program to Minnesota

This section identifies the benefits and value of the MVCP program to participants, libraries and the general public.

All of the focus groups and interviewees felt that the program brought value to Minnesota. (They also felt the program needed improvement, which is covered in another section of this report.) Some of the benefits and value mentioned in the focus groups and interviews are:

- Provides an overview of library service in the state, the "big picture."
- Increases the skill and knowledge of the library staff. They know more and can provide better library service.
- Provides consistent quality service around the state where graduates are employed (which closely follows one of the goals of the program).
- Provides credibility to the public about how library services are delivered and that delivering library service requires people who are trained.
- Provides a pool of candidates who are known to be consistently trained in delivery of quality library service.
- Empowers library staff to better serve patrons.

On the online survey, participants and managers were asked two questions about value and benefits of the program. One question related to the benefit to the participants themselves and the other related to the benefits to the library. (See Figures 1 and 2.)
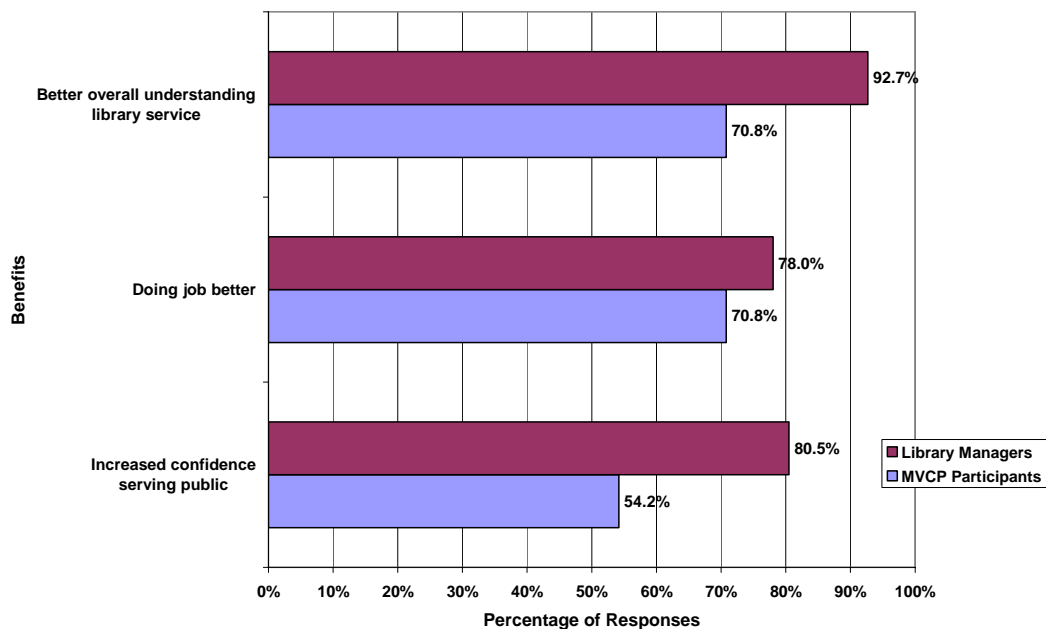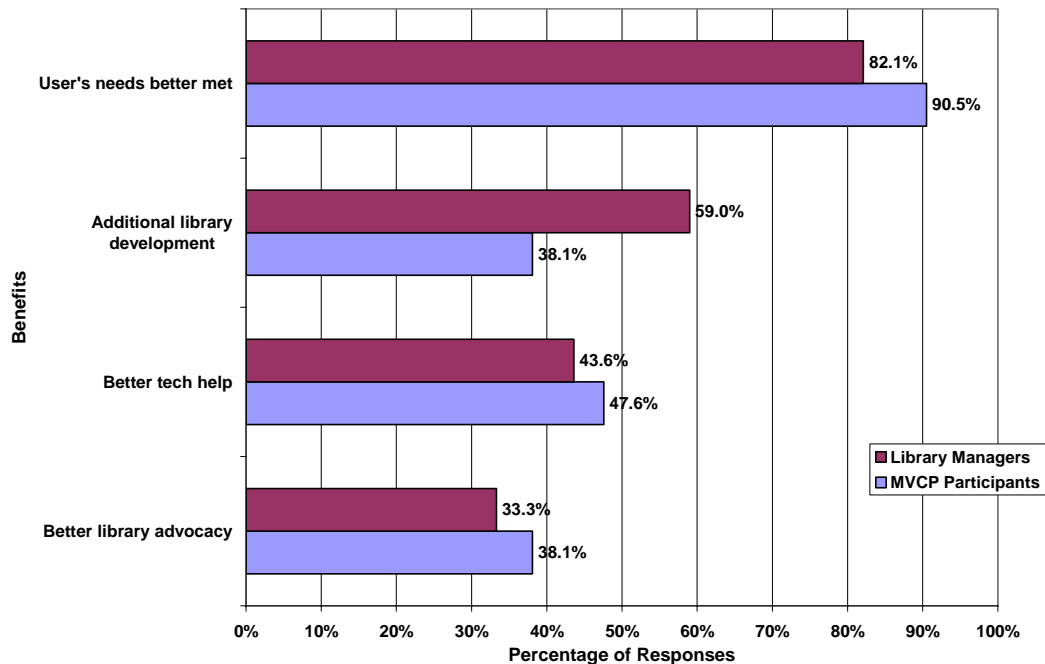

Figure 1. Benefits of the MVC Program to Participants by Respondent Type

Figure 2. Selected Benefits of the MVC Program to Libraries and Library Users by Respondent Type

Clearly, the program is considered to be valuable to the library users of Minnesota.

Many members of the focus groups had their own statements to make about the value of the MVCP:

"Going to workshops is where you learn what is going on in the library world. Otherwise you just sit at your desk in your library."

"The program is inclusive. It looks at another level of employee who can develop skills and have them recognized. This benefits the state, libraries, and the individual."

"I'm getting paid to stand behind the desk and help people. I'm not getting paid to stand behind the desk and say, 'I don't know'. That's why I went through the program."

"I know what other departments in the library need to do their job better. I can focus on what is needed."

"The program opens the door to a lot of options. You can take it deep or take it shallow, but either way, you walk away with tools to better serve patrons."

"Incredible to have this program."

"Worthwhile? Absolutely!"

"Staff who finished the program can articulate a much broader perspective of library service."

The web survey also asked managers and participants if they were satisfied with the Program. The results can be seen in the Figure 3.
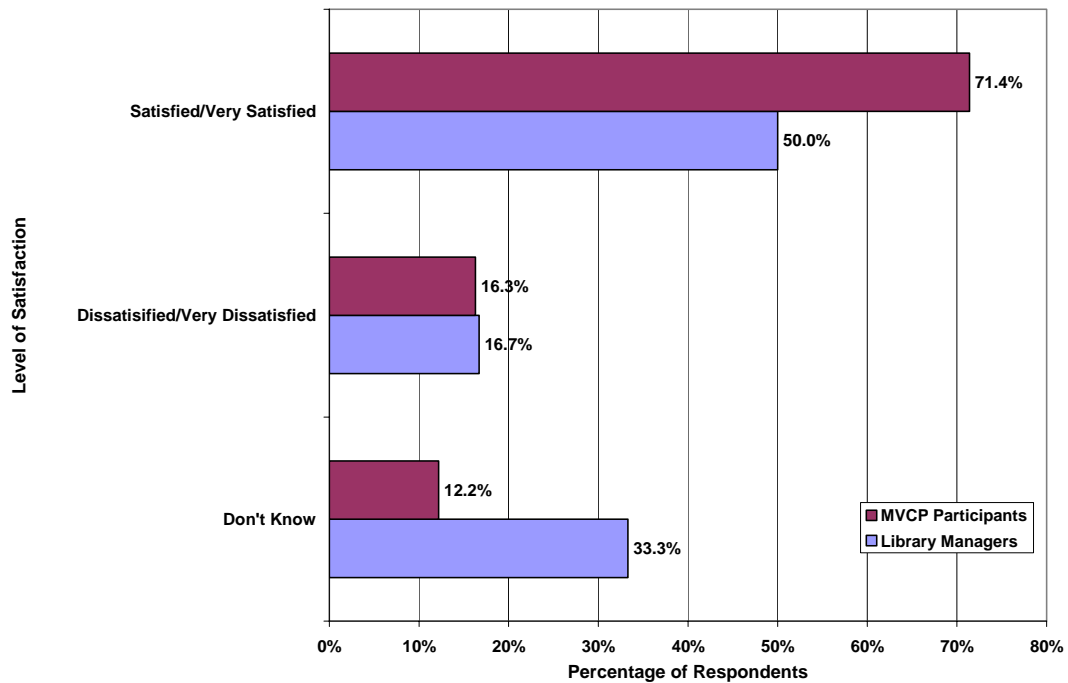
Figure 3. Overall Satisfaction with the MVC Program by Respondent Type

More participants were satisfied than managers by 21%, possibly because of the closer relation between participants and the program. More managers answered in the "don't know" category than participants. This supports the recommendation for more publicity about the program.

There were some naysayers. One focus group participant said the MVCP program did nothing for her library. Two people in another focus group felt technical colleges could fill the need.

This section covers strengths of the current program and barriers to participation. The barriers are divided into two parts:

- Barriers created by outside influences on the program
    - Attitude of library managers
    - Distrust of government
    - Voluntary nature of the program
    - Lack of tangible rewards
    - Audience
- Barriers in the implementation of the program
    - Homework
    - Time to complete program
    - Confusion about requirements
    - Need for additional competences
    - Workshop planning and approval
    - Delivery options
    - Website revision
    - Ability to attend workshops
    - Recertification
    - Customization and tracking
    - Assessment
    - Reciprocity and acceptance
    - Not required for job
    - Why not an MLS

Considerable time in the focus groups was spent on the current organization of the MVCP, particularly what respondents liked about the program and what they would change. In this section we will report the aspects of the program that the graduates, participants, and managers would like to see definitely continued in the program, the barriers to greater participation including recommendations, and what respondents would like to see changed and how.

This analysis assumes adoption of Scenario 1. If scenario 2 or scenario 3 is selected, a different set of activities would be planned.

A. Strengths of the Current Program

People in every focus group and almost all interviews were able to articulate strengths in the current program.

- Being able to go through the program at one's own pace. If there is a personal crisis, people can drop out for a while. There is no cohort (although some thought this would be helpful) so people can create their own schedule for completion.

- The program is delivered to various parts of the state so workshops can be attended easily. This was coupled with a request for having them in even more parts of the state.
- The program is voluntary. People can choose to participate in the program so that people who are most interested do participate.
- The program is very personally satisfying and builds confidence.
- Workshops are excellent, as are the presenters. There is a good variety of workshops.

- "Day 1" and "Day 2" are excellent overviews of library service with a Minnesota focus.
- Competencies give participants a sense of structure and purpose. The fact that the competencies were developed and are used to structure the program is good.
- Attending workshops provides networking with other library staff and seeing other libraries.
- Flexibility—only "Day 1 and Day 2" are required.

As one focus group participant put it, *"Where else will library support staff learn this stuff?"* Another said, *"The high expectations and demanding process mean something."*

B. Barriers to Program Participation and Recommendations for Change

The online survey asked MVCP participants, workshop participants who were not enrolled in MVCP, and library managers what they believed were the biggest factors that discouraged participation in the MVCP. Responses from these groups are shown in Figure 4.
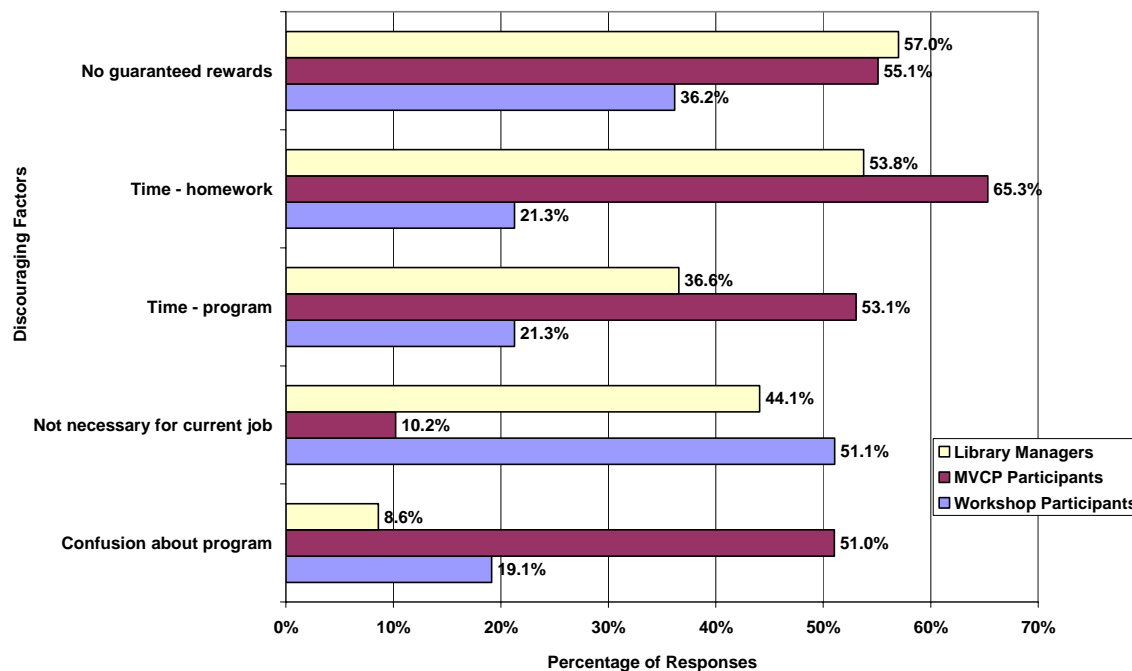
Figure 4. Selected Factors That Discouraging Participation in the MVC Program by Respondent Type

Managers perceived that the most significant barriers were "no guaranteed rewards" and the "time to do homework." MVCP participants agreed in general with the managers, but felt that

"time to do homework" is an even greater barrier, confirmed by the focus groups. "Time to do the program" and "confusion about the program" were also highly discouraging factors for MVCP participants. For workshop participants who chose not to enroll in MVCP, the most significant discouraging factor was that it was "not necessary for the current job" followed by "no guaranteed rewards." Again, these findings were confirmed in the focus groups and interviews.

In order to increase success of the program overall, more individuals need to be recruited to participate. The consultants asked about barriers to program participation on the online survey and in the focus groups and interviews. Barriers fell into two main categories: those created by outside negative influences on the Program and barriers implementing the Program.

Barriers created by outside influences on the program

a. **The attitude of some Regional Library directors and library managers and other staff**

The Regional Library directors are critical to the success of the program. In the online survey, 50.1% of the graduates said they learned of the program from their library director or manager and 40.9% said they learned of the program from their Regional Library director. These were by far the two largest sources of information about the program. If the library manager (regional or otherwise) supported the program and encouraged people to participate, the number who enrolled was higher. Some MVCP participants in the focus groups said that their Regional Library directors actively discouraged people from enrolling and attending.

Regional Library directors indicated some level of support for the MVCP (although some had more reservations than others). Some did indicate that the program really wasn't appropriate for their region because of the lack of turnover in employees

Participants in one focus group indicated they received negative feedback from co-workers and general lack of support for their participation in the program.

b. **Distrust of government**

Recommendation 5: Include MVCP in the new Strategic Plan and the revision of the Public Library Standards

It would be difficult to overemphasize the impact of the severe cuts to the State Library Services in 2003 and the severe cuts in federal money in the late 1990s. Many people felt unsure that state or federal support of library programs could be trusted. Although there was almost unanimous agreement that the State Library Services should run the program, this was coupled with a fear that it would not really get support from the state or federal government (in the shape of dollars). There was also uncertainty of what priority the MVCP program would be in competition for funding against all the other needs of the state. This can only be overcome by commitment of priority and money.

Another concern expressed was that state bureaucracy might result in more "strings and red tape."

One indicator of priority would be to include continuing education and the MVCP in the new Strategic Plan being written and to continue inclusion of the MVCP in the revision of the Public Library Standards.

c. Voluntary nature of the program

Another barrier mentioned was the voluntary nature of the program.   Some felt the word *voluntary* in the name decreases its value. Why should a state pay the expenses of a voluntary program? Why should a city or county or region give any reward or benefit to a voluntary program? Some groups recommended that the MVCP be mandated, but the general consensus was that this would not be practical or feasible in Minnesota. It would not be possible to enforce such a mandatory program as currently organized and it would be deeply resisted and resented by Minnesota librarians.

There was, however, high praise for what has come to be called "Day 1" of the program "*What is Library Service?*" Those who participated in the MVCP felt that the most beneficial part of the program was this "Day 1" (and to a lesser extent "Day 2") because of the broad overview it gave of Minnesota public library organization and the introduction to the values of library service. For those staff who wished to continue their education further, enrollment in the full MVCP would be possible and encouraged.

Another issue that surfaced in three focus groups was concern about including the word *voluntary* in the title of the program. While there was general agreement that the program should remain voluntary, the name reduced its importance. They suggested that, while the program remain voluntary in practice, the name be changed to the "Minnesota Certification Program."

d. Few tangible rewards

Recommendation 6: Develop a program to encourage more tangible rewards. Federated systems should encourage member libraries to provide a tangible reward and should offer such benefits to their own staff. Consolidated staff should initiate such tangible rewards in their own libraries.

One of the most significant barriers to participation in the program is the lack of tangible rewards. It was hoped at the beginning of the program that graduates would receive either pay raises or promotions as a result of participation in and graduation from the program. Most groups supported the concept of pay raises or promotions and believed the program would have more enrollees if these benefits existed, but they also believed these types of rewards were not possible. One MVCP graduate in a focus group said that her supervisor was amazed at the amount of homework. However, she was told it will *"never translate into a promotion or monetary reward."*

It was also hoped that job descriptions would be rewritten to include preferential consideration of those who had an MVCP certificate in hiring or promoting for jobs.   Consolidated Regional Libraries were encouraged to adopt these benefits and federated Regional Libraries were asked to encourage their member libraries to adopt these benefits. Few did so. The reasons given are:

- Unions won't allow such benefits.
- Civil service offices will not allow such benefits.
- There is so little turnover in current staff.

Some MVCP participants were frustrated at not being able to do library tasks such as reference because they did not have an MLS. They felt their MVCP work qualified them for this. There was a general sense of frustration at the lack of tangible benefits.

In some places, these barriers were considered so ingrained in the culture that they could not be overcome. Some places, however, indicated that it is possible to get a requirement or at least preferential consideration written into job descriptions for the future.

Conversations with only a few librarians in the Minneapolis/St. Paul metro area indicate that there has indeed been little interest in the MVCP over the years. An exception is the St. Paul Public Library which recently received a grant from the Institute of Museum and Library Services (IMLS) to establish the Urban Library Program (ULP). A key audience of the ULP is ethnically diverse populations, some of whom are currently working in a library and some who are not. The program combines class work with practical experiences in the St. Paul Public Library. When participants graduate from the program, they receive an MVCP certificate. The success of the St. Paul program could be an incentive to other metro area libraries to consider the program—or at least support library support staff who wish to take part in MVCP. The program could be useful in training staff without an MLS.

In the online survey, 26.5% of the graduates received a salary increase as a result of participation in the program, 10.2% received a promotion, and 10.2% received additional responsibility in the library. On the managers' survey, 22% said they were able to give a pay increase, 29.3% gave more responsibility, but only 7.3% were able to give a promotion. These numbers show that tangible rewards are possible.

On the web survey, we asked managers what support they provided to MVCP participants. Table 4 shows the results of asking, "At your library, what support is available to MCVP Program participants?" Multiple responses could be given by each respondent.

Table 4
Manager's Support of MVCP Program Participants

At your library, what support is available to MVC Program participants? Check all that apply.		
Participants receive…	Percentage of Responses	Number of Responses
Time off to attend workshops.	67.4%	60
Substitutes to cover their work.	43.8%	39
Reimbursement of travel expenses.	58.4%	52
Workshop registration.	59.6%	53
Encouragement from managers/co-workers to participate.	56.2%	50
Information/publicity about the program.	52.8%	47
Official support from the library board.	24.7%	22
No support.	5.6%	5
Don't know.	13.5%	12
Other	4.5%	4

e. Audience

Recommendation 7: Continuing education in general should be expanded to other types of libraries through a coordinated program and the CLIME Committee. The Certification program should remain for public library support staff only until changes in the program are considered successful and then a decision can be made whether to develop specific competencies for academic or school library support staff.

One issue explored with all groups and interviewees was the audience of the program. There was general agreement that the program was mainly aimed at public librarians rather than school, academic or special librarians. However, there was not agreement on the target audience within the public libraries. Some felt it was only rural librarians. Others thought it was only rural librarians without an MLS who were directors of a public library or a public library branch. Some believed it was for public library support staff. Some felt that it was not intended and would not be useful for librarians in the Minneapolis/St. Paul metro area.

We learned from the Program's originators that the audience was originally considered to be mainly public librarians, but they also felt that the MVCP would be appropriate for school and academic librarians. They felt that the program was flexible enough to accommodate librarians from other types of libraries.

Subsequent conversations and statistical data indicated that very few school or academic librarians participate in the program or seem to want to. The University of Minnesota presents a program for academic library support staff once a year which is very well attended by public and school librarians as well. This program is not tied to any competencies and there is no homework. It is a once-a-year CE event.

While some parts of the "Day 1" and "Day 2" events might be useful to academic and school librarians (e.g., copyright, intellectual freedom), most respondents felt the content deals with the legal structure of Minnesota public libraries.

The success of the St. Paul program raises the issue of expanding the audience of the program to those who do not currently work in a public library but who might like to and might want to participate in the MVCP on their own. This approach has been successful in St. Paul and could be successful in other parts of the state, particularly in the metro area.

Barriers in implementing the Program

Figure 5 shows a summary of the barriers reported in the implementation of the program from the online surveys. Other barriers were mentioned in the focus groups and interviews. Key barriers are discussed following Figure 5, including recommendations.
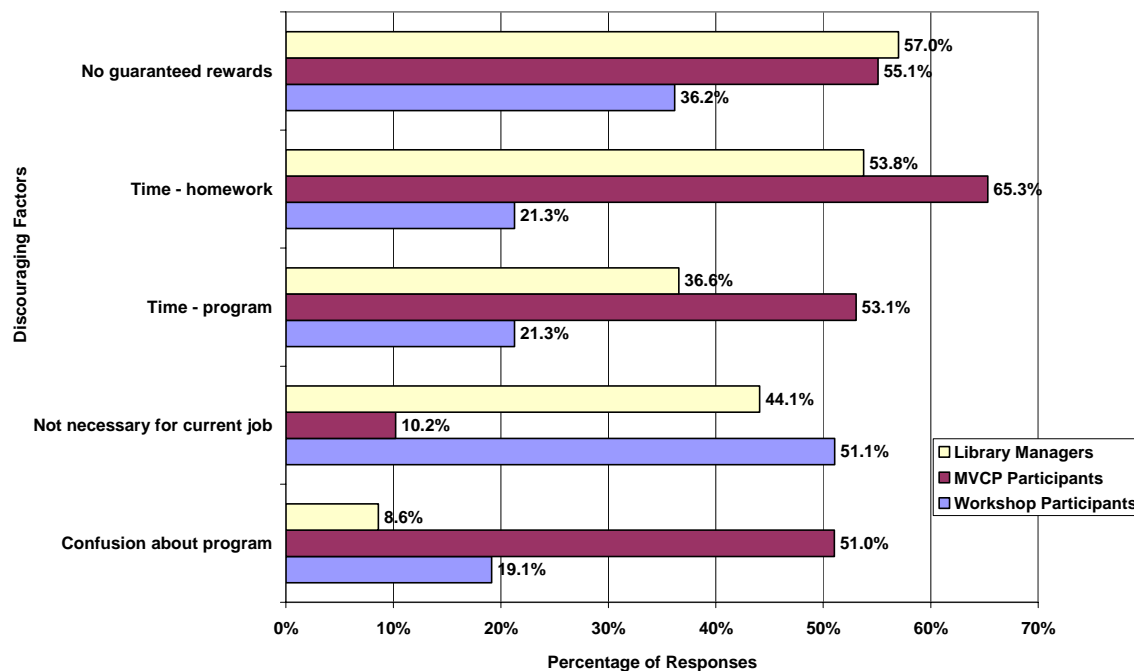
Figure 5. Selected Barriers That Discourage Participation in the MVC Program by Respondent Type

f. Time it takes to do homework and requirements for certification

Recommendation 8: Take a close look at homework and other certification requirements. Consider requiring homework to be submitted electronically within a certain period of taking a workshop. Approve the homework (or ask for more information) and then consider the homework for that workshop complete and do not require it to be submitted again. Give specific instructions and benchmarks on what constitutes acceptable homework. At the end of the certification process, ask participants to submit only a journal (if that is kept), the competency worksheets and the final project.

On the online survey, the time it takes to do homework was mentioned as the top barrier by graduates/participants in MVCP (65.3%) and as the second highest by library managers (53.8%). The discussion of this topic was somewhat contradictory in the focus groups. On the one hand, focus group participants agreed that this was a major barrier. On the other hand, the

graduates/participants felt that the homework they did was reasonable and valuable for the most part. One regional staff member said, *"The people like the homework after it's done."* Another said, *"Homework is a measure of commitment."* Many reported, however, that people they knew who had enrolled or considered enrolling in the program were discouraged by the amount of homework.

Some felt the homework was just busywork, designed so that they had homework to do. Catalogers, for example, resented cataloging homework when they had been cataloging books for years. The homework did not teach them anything new. They did not seem to know they could "opt" out of the workshops by certifying an existing competency.

For some who had not been in school for more than a decade, the very idea of homework was terrifying.

The certification requirements issue is a complicated one. Homework is required with each workshop. All admit that the homework for "Day 1" and "Day 2" is both the most difficult and the most extensive. After this is completed, each individual workshop's homework is felt to be manageable.

Four of the participant/manager focus groups and both of the Governing Committees suggested consideration be given to breaking the program into components with homework done, graded and then considered complete. This would have several benefits:

- Give participants an ongoing sense of accomplishment.
- Allow feedback on work already completed instead of waiting three years for a homework reader.
- Provide closer oversight of participants' work and achievement of competencies.

One group suggested dividing the whole program into six parts with measurable steps that can be accomplished, reviewed, approved and put in a portfolio as completed. Interim certificates could be handed out at System meetings with the final certificate still presented at MLA.

Another aspect of the requirements is to keep a reflective journal of learning. Most participants did not like the journal, were not sure what to say in it, and procrastinated in completing it, sometimes waiting until the end of their program. One said, *"It was not a reflective journal but rather a list of tasks."* One managers' focus group felt the reflective journal did serve a positive purpose if people took advantage of the opportunity.

A third aspect of the requirements is to complete a form for each competency indicating how it was met – the Transference of Learning Form. In most cases competency could be met via a workshop. This Form is also intended to be used to indicate competency learned on the job. However, the method for doing this was unclear to many people.

There was also confusion about exactly when homework was supposed to be approved. Some felt it was to be done and turned it at the completion of "Day 1" and then again after "Day 2." In practice, many held on to this homework for three years and turned it in at the very end.

Participants were supposed to have three years to complete the certification requirements. In practice, a phone call, usually to Rebecca Patton, provided an extension to complete the program. Whenever the program was completed, participants were required to submit all their homework, all the Transference of Learning forms, and all the handouts they have received from all the workshops they had attended.

Participants indicated they submitted anywhere from 2 to 13 notebooks of homework along with boxes of complete sets of handouts received during workshops. There do not seem to be rubrics or guidelines for what is an acceptable submission of a homework assignment. All homework is submitted on paper. After several reports of homework lost, all homework boxes are now hand delivered to readers and not sent through the mail.

Each homework package is reviewed by a principal reader and a secondary reader. Participants gave different reports about their relationship with their reader. Some were visited by a reader in person, some had received phone calls, and some just received notes in the notebooks. Some were asked to do more work, some were not. No one who submitted their certification requirement package was refused certification, although some were required to submit additional work.

Readers said they received some training (although some reported more than others). They are told to be "humane" in reading the portfolios, with more emphasis on content than sophisticated writing skills. One reader suggested a form to be used by readers to provide consistent feedback.

Graduates did indicate appreciation for the readers' work. One focus group member said, *"I knew the reader had read every page. I felt validated by the time the readers took."*

The Final Project Guidelines give two options for a final project: select an automated, electronic system for your library, or select a library in which to develop a literacy program. These final projects should be reviewed and revised. One other option might be to expand the task from developing only a literacy program to any program that meets the needs of a diverse population in the community, which could include an ethnic group, an age group, or some other special population. The final technology project might also be expanded in scope.

g. Time it takes to complete the program

Recommendation 9: The CLIME Committee should work with CE providers to design a curriculum that will allow MVCP participants to complete the certification program in three years or less. This schedule should be posted on the MVCP website and publicized to current and potential MVCP participants.

There was some contradictory information received about this barrier. Enrollees are supposed to be given up to three years to complete the program. However, some candidates received an official extension in the time needed to complete the program and some people simply didn't finish on time and went back later to finish.

In the beginning of the MVCP, there was the expectation that a full curriculum of workshops leading toward the competencies would be offered. However, there is no structured program year by year that is designed to assist MVCP participants in completing work toward the competencies in a timely manner.

One of the governing committees suggested that three years may be too long for the program to be completed. They suggested shortening the time as the program is restructured.

h. Confusion about requirements and contradictory advice

Recommendation 10: Establish consistency in MVCP policies and have the program administrator responsible for answering all questions.

Two focus groups and 25 participants on the online survey mentioned confusion about the requirements of the program or contradictory advice. As originally designed, each of the Regional Libraries was supposed to have a lead contact for the program. As time passed, Regional Library staff have changed and now not all Regional Libraries have a person familiar with the program and able to answer questions. Sometimes Regional staff attempt to answer questions on their own and sometimes they refer questions to Rebecca Patton at Arrowhead Regional Library who is considered (and in fact is) the expert on the program. People find the website to be confusing and to have outdated information about the program. One focus group called for more regular communication for those enrolled in the program.

i. Need for review of competencies

Recommendation 11:   Appoint a committee to revise the competencies with special attention to youth services, management and technology.

The competencies developed over 10 years ago and updated once six years ago are the glue that holds the MVCP together because of its conceptual soundness. Continual referral to the competencies for workshop approval and certification requirements strengthens the impact of the competencies. However, participants in the focus groups and the interviews felt that the competencies should be updated.

The areas mentioned as needing updating were technology and management, along with the creation of a competency in the children and youth area. There was also a sense that all the competencies should be reviewed for currency.

j. Workshop planning and approval

Recommendation 12: A process for quick review of workshops should be put in place.   If State Library Services administers the program or if the administration stays the same, one person should be designated to review and approve all workshop applications in a timely fashion.

All workshops that can be used to meet competency requirements must be approved, preferably in advance. If not approved in advance, then the MVCP participant takes the chance of attending a workshop and not being able to get certification credit for it. This leads to a discussion of the approval process for workshops in general for certification credit. Currently, some providers submit application forms for certification credit to ALS for consideration by the Oversight Committee. All of the CE providers that the consultants met with **perceived** that the process is complicated and that it takes a long time. It is unclear exactly how timely the decision is to approve or disapprove an application for certification credit. The current administrator of the program says that the process is timely and decisions can be made online. The approval/disapproval decision is based on the application form. There are no rubrics to use in making decisions about the application.
.
Because of the perceived delay in the approval process, many providers have ceased to ask for approval of their workshops. When we asked other providers why they did not get their workshops approved in advance, they said they just didn't think of it. In another case, when the provider submitted a workshop form, he discovered that a member of the Oversight Committee had already submitted it for him, so he stopped submitting his own workshop forms altogether.

The workshop approval form seems to have two major requirements that need review: What is the homework requirement, and which competencies does the workshop cover? In most cases, this seems to be easily evaluated. If the person in charge of approving workshops has a concern, other members of the Oversight Committee could be contacted by email for a quick second opinion.

One approach that would provide more timely decisions and encourage more CE planners to fill out application forms would be to:

- Develop a rubric for evaluating applications.
- Assign one person to apply the rubrics.
- Allow the person to make decisions about applications that obviously should or should not be approved.
- Ask for input from other members of the Oversight Committee where there is doubt.
- Pledge to a turnaround time of no longer than one week to receive a decision.

This would get the MVCP seal of approval on as much CE as possible.

k. Delivery options

Recommendation 13: More online courses and ITV should be approved for certification credit. People at a distance from in-person workshops should be encouraged to take courses online.

Five of the focus groups and three System Directors suggested that more courses be offered online. There are more online courses available and the MVCP program should consider improving them officially and allowing more credit for online independent study courses.

Currently, most workshops are delivered in person to a group. It is unclear to what extent an individual could take an online course and receive certification credit toward a competency. Theoretically, this would be possible through the competency transfer sheets. Just recently, some WebJunction online courses were approved for certification credit.

A participant in one focus group felt that enrollees might increase if it were easier to take online courses that would always be available, such as those from WebJunction.

l. Website

Recommendation 14: Include management of the website in the overall administration of the program with funds allocated for complete review and updating. The actual home of the webpage could be at the State Library Services or at another site overseen by SLS.

The website has comprehensive information about the MVCP. However, some of the information is out-of-date, some is confusing, and some pieces of information are not available.

For example, the first information page is called a Fact Sheet. One of the "facts" says that "This is a project for three years until May, 2000." In another section, participants are told that they "must complete the program by December 31, 2001." It is unclear how many other parts of this Fact Sheet, particularly policies, have also changed. The website also calls for enrollees to prepare a "development plan." However, none of the participants in the focus groups reported doing this. The Calendar of Events is not kept up-to-date about workshops that are offered. In fact, workshops long over are still included on the website. (For example, "What is Library Service, November 9, 2005"; "Serving your community, 2004"; "TechnoZap, 2004.") Participants need a current list of workshops that are offered that lead toward certification as well as a complete list of all workshops that have been approved for certification if these workshops are offered again. There is a list of approved Independent Study courses, but the list was last updated on August 4, 2004.The website also makes frequent reference to the CLIME Committee even though it has not met for several years and currently has no appointed members. The Policies page also refers to deadlines in 2001. The Evaluation page refers to the evaluation that will be done in 2000. The final report of the actual evaluation is not referenced. The list of Committee Members includes the CLIME Committee which is no longer in existence.

A list of current approved workshops and the competencies they relate to should be included on the website and frequently updated.

In fairness to the current administrators of the Program, keeping a website current is a major task and no one is paid to do this. However, to put the Program in the best light, the website should be kept up-to-date. A website with outdated information gives the impression that the program is not important enough to be kept up-to-date.

When asked why the website had not been updated, the current administrator said she felt the Fact Sheet was owned by the State Library Services and she did not have permission to change it. SLS said it didn't know she was waiting for permission.

m. Ability to attend workshops: too far to travel, not enough workshops, and no substitutes

These three barriers relate to the ability to attend workshops. Some of the participants' libraries are very small and lack of substitutes creates a barrier to attending workshops. As participants got closer to completing their certification requirements, some found it difficult to find workshops that met requirements. There was also confusion about how to get approval for workshops that were not officially part of the program. Some wanted workshops closer to their own libraries.

Regional staff reported difficulty in getting substitutes and wanted more approved workshops around the state. They would like a program in each Region.

One System Director suggested offering classes in a repeated succession so that a participant would know when he/she began that they would find most of the classes needed to meet the competencies.

n. Recertification

Recommendation 15: Abandon Career Renewal until the MVCP is on solid footing. Clarify what recertification means and offer paths toward recertification if it is deemed necessary.

The website policy page indicates that the certification is good for five years. People are encouraged to take additional courses to keep their certification current or to apply for Career Renewal. There is much confusion about Career Renewal and its relation to recertification. Some of the focus group participants were actively taking courses and submitting work to maintain their certification. Others did not wish to do this and felt that their certification was going to expire. In practice, no one has ever had their certification removed. In fact, very few people have participated in Career Renewal.

The suggestion from one of the Governance groups was to combine levels 1 and 2 and Career Renewal into one program when restructuring MVCP.

Librarians with master's degrees who want further education could participate in the Certified Public Library Administrator's program from ALA/APA.

o. Customization and tracking

Recommendation 16: Keep the requirement for workshops or demonstration of mastery in all the competencies in order to be certified.

Throughout the focus groups and interviews, there was a thread of support for more customization of the program. The program is designed to provide information in a broad range of library topics. Some participants and some managers felt that participants were required to learn about library tasks that they have never and would never perform. Others felt they were required to learn basic information about library tasks they had been performing in a library for years. Suggestions for change included allowing participants more flexibility in selecting what workshops they take and more ability to prove that they have already achieved a competency through their work performance.

The consultants believe that the program is correct in requiring a broad exposure to library topics since that is one of the overall purposes of the program. In addition, there is supposed to be flexibility in the workshops that are taken after the required "Day 1" and "Day 2." However, proof has to be shown that all competencies are met in some way. Also, the consultants were told that there is a way to receive credit for past experiences, but the path to doing this is unclear and is not explained on the website.

p. Assessment

Recommendation 17: Keep the assessment process basically the same with the changes suggested under homework.

The current assessment method to judge what has been learned is homework. The consultants explored other possible options for assessing learning including:

- On-the-job assessment by supervisors
- Testing
- Including performance in the evaluation of employees on the job

While these ideas were mentioned, all were ultimately rejected. The assessment most desired was the current one, homework accompanied by self-analysis of learning in relation to the competencies.

q. Reciprocity and acceptance

Recommendation 18: Increase the perceived value of the MVCP to increase its acceptance to libraries.

One of the goals of the program has always been to create a workforce who would receive the same training and thus provide a standard of quality library service around the state. The idea (though not stated explicitly in the Vision for the program) is that a library hiring library support staff or a library director who did not have an MLS, would know that someone who had graduated from the MVCP would deliver quality service. Thus, the MVCP certification would allow more confidence among those hiring certified applicants and more opportunity for employment for those who have received certification.

In practice, this has not turned out to be true, primarily because there seems to be so little turnover among current employees, and too few people with certificates willing to move to where positions are open. Only a few MVCP graduates indicated that they received new jobs in different libraries because of their certification.

While a lack of acceptance of the value of the MCVP Program was an issue, the consultants do not foresee change in this until the MVCP overall receives more credibility.

There were suggestions for more unofficial involvement of supervisors. Respondents wanted the supervisors to sign off on the work that was being done. Some managers in focus groups indicated they did sign off on participants' work and others said they had never seen participants' homework.

One focus group of managers discussed their role at length. They felt it was crucial for the supervisor to be involved so they could relate what was being learned to the person's job. One said it seemed the participants were *"being trained to take over the Director's job."* This raised the issue of increased marketing to library managers about the overall value of the program.

r. MVCP not necessary for current job

The fact that the program is not mandatory combined with the lack of tangible rewards encourages people to believe certification is not necessary for their current jobs. While those who attend "Day 1" and "Day 2" believe it provides them with valuable information, it provides a "big picture" rather than skills necessary to do specific jobs in the library.

s. Why not an MLS?

We asked groups why they did not go for an MLS instead of the MVCP. Reasons given were cost, they felt too old, and there was no access to an MLS program. With the advent of online MLS programs and the offering of a program by the College of St. Katherine, more people may opt for an MLS rather than the MVCP. This could impact enrollment.

One focus group member said, *"If I had known the amount of work [in the MVCP program], I would have gone for my MLS."* Another said, *"People should know this is not a substitute for a degree."*

Incentives and Rewards to Participants in the Program

This section discusses the issue of incentives and rewards to participate in the program.   This section supports **Recommendation 6** discussed in the section on Analysis of Organizational Structure.. While there are no other specific recommendations in this section, the consultants suggest that these issues be considered in the revision of the program.

In the online survey, graduates/participants and managers reported a variety of incentives and rewards for participation in the program. These are specified I Table 5 and Figure 6.

Table 5
Incentives and Rewards Received by MVCP Participants

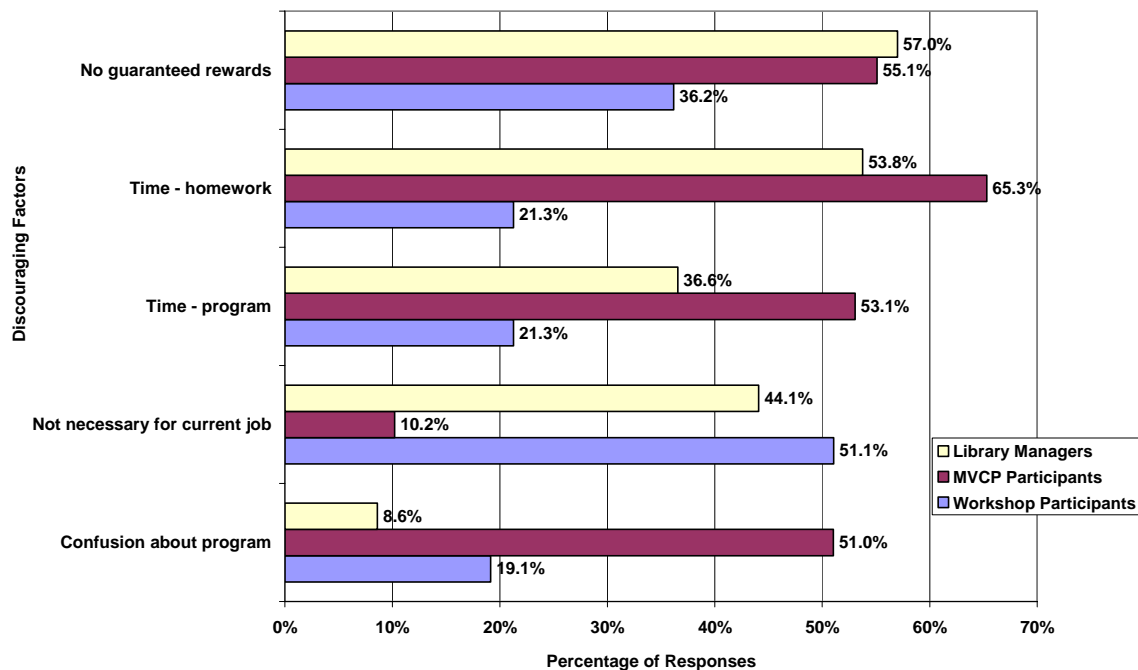| Incentives and Rewards	Graduates/ Participants	Managers
Doing my job better	69.4%	78.0%
Better overall understanding of library service	69.4%	92.7%
Increased confidence in serving the public	43.1%	80.5%
An increase in salary/pay	26.5%	22.0%
Positive recognition from my colleagues and supervisors	18.4%	43.9%
More responsibility in the library	10.2%	29.3%

Figure 6. Incentives That Would Persuade Participation in the MVC Program as Identified by Workshop Participants

Almost half of workshop participants (44.7%) said a guaranteed raise in pay would persuade them to participate in the MVCP Program. Approximately one in five cited convenient class time, duration and location as a factor in seeking MVCP certification. In addition, almost one in five said nothing would persuade them to seek certification. The bottom line for many respondents was that the MVCP is a fine program, but they are not likely to spend their time and effort on a certification that may or may not have a concrete payoff.

The results of the online survey and discussion in the focus groups confirmed that the highest reward is an internal sense of accomplishment and doing one's job better. The percentages confirm this with even higher appreciation of the learning by the managers.

In one of the focus groups, a participant categorized the rewards and benefits of the program into five categories:

a.   Personal recognition – from friends; from library peers (party, potluck upon completion); recognition at a staff meeting; from library patrons who recognize improved service; an article in the local newspaper that acknowledges the accomplishment.
b.   A symbol that is tangible, such as a pin or trophy. One participant said that she was very proud to receive a button that said MVCP on it until she realized that they were on a table and free for anyone to take. She wanted a symbol that only graduates could have. She also suggested that MLA produce ribbons that could be worn by MVCP graduates who attend MLA.
c.   A paper reward such as a certificate or letter of recognition that could be placed in a personal file. Currently, a certificate is issued.
d.   Internal satisfaction at the accomplishment. This is a major reward received by graduates of the program. They are immensely proud of what they have done and fully believe that their learning benefits the library and allows them to provide better service to the public. One said she now participates more in library discussions because she understands the context of the discussions,
e.   Monetary rewards, such as a pay raise or promotion

One incentive that seems to be widely available is paid time off and reimbursed travel costs to attend workshops. Some libraries also provide time on the job to work on homework, particularly if the homework is a project that will benefit the library, such as the development of a draft policy.

Many of the current graduates indicated how important a mentor was to them. Mentoring has not been a conscious aspect of the program but participants had encountered mentors during their work toward an MVCP certificate. Many offered to be mentors for current enrollees. They asked for a list of current participants and indicted they would be willing to contact them and give them encouragement as they worked through the program. If a mentoring program is developed, some training or guidelines for mentors may be helpful.

Another suggestion from one focus group was to encourage people to go through the program as a cohort so they could support each other. This would be more successful if there was an organized curriculum that carried through three years.

Some focus groups felt an orientation to the whole program to create enthusiasm and answer questions would also encourage enrollment and continuation in the program.

Still other focus groups said MVCP should stay in better communication with enrollees by sending regular postcards or emails when a new course is approved or offered.

Another person said she was seen as a role model for others in her library and this encouraged new enrollment. She was also asked to lead a library team to work on a new project for the library. She felt she received this assignment because of her participation in MVCP.

Marketing and Participant Recognition

This section includes recommendations dealing with marketing the MVCP in order to attract participants and "sell" the program to librarians, officials, and Minnesota residents. It also includes suggestions on better ways to recognize the accomplishments of participants.

<u>Marketing</u>

Recommendation 19: Develop a comprehensive program to market MVCP and to recognize graduates of MVCP.

In order to increase participation in MVCP, a major marketing campaign needs to be developed and implemented. Some focus groups reported that some of their library staff and trustees had never heard of the program. There are two primary audiences for the marketing campaign:

- Eligible applicants--those who direct or work in public libraries and who do not have a Masters in Library Science (and potentially those who would like to work in libraries).
- Library directors, supervisors, regional directors, Boards of Trustees, and city officials – those who are in a position to encourage and support people to participate in the program.

There were many, many suggestions for what the marketing campaign should include:

- brochures
- buttons
- an updated website
- link on all regional system websites
- inclusion in speeches given by State Library Service staff
- presentations at job fairs
- logo to be put on all approved workshops
- testimonials from graduates about the impact MVCP has on them personally and on their library
- presentations at Economic Development Regions
- inclusion in the state Strategic Plan
- inclusion in new Public Library Standards
- inclusion in the new Trustee Manual
- a blog
- a Governor's proclamation (with lots of publicity) to recognize graduates who work to improve library service
- a presentation at every System Director's meeting
- a booth at MLA

Overall, the marketing campaign should generate an enthusiastic and positive picture and outlook. If the recommended scenario one is followed, after a year of revision the program could be marketed as "The NEW Minnesota Certification Program."

Participant Recognition

The major organized recognition given to MVCP graduates is acknowledgement at MLA and inclusion in the conference program. Graduates also received various kinds of recognition at the local or regional level including flowers, a luncheon, and introduction to the Board, a one time financial bonus, financial support to go to MLA, and, more infrequently, a raise or a promotion.

If the MVCP program as a whole is to be recognized for its quality and impact on library service in Minnesota, then its graduates should get organized, state-activated recognition. Many ideas were presented including:

- A letter from the state for the person's official personnel file.
- Certificate signed by state officials.
- A letter to the participant's Board of Trustees.
- A news release to the local newspaper issued by the State Library Services
- A special pin that only graduates can wear.
- A special ribbon for MLA.
- A discount for registration at MLA (student rate?).
- One year membership in MLA upon graduation.
- Involvement in the MVCP program as a mentor.
- A seal for the door of the library that indicates that library has an MVCP graduate delivering library service.
- An alumni association of MVCP graduates to support each other and encourage each other to maintain their skills over time.

One of the Governing Committees also suggested that the people who implement the program (readers, Committee members) also be recognized at MLA.

One of the System Directors said:

"Do local newspaper coverage of the graduate so they get their pictures in the paper. If a banker goes to a workshop for three weekends, they get their picture in the paper. We don't toot our own horn enough. If bankers need to continue learning, why not librarians?"

In one of the focus groups, a participant said that the basic need of MVCP was for it to be *Simplified, Clarified, and Publicized.* This could summarize the findings of the consultants.

The purpose of this study was to evaluate the effectiveness of the Minnesota Voluntary Certification Program. In doing so, the consultants examined historical data; conducted an online survey of library managers, MVCP participants and graduates, and CE participants; conducted 11 focus groups around the state; and interviewed many stakeholders. Data from these activities show that the MVCP is recognized as a valuable program that benefits participants, libraries and the public. However, the data also show that the program is in need of significant revision.

The consultants propose three scenarios. In scenario 1, MVCP would be substantially reviewed and revised. State Library Services is encouraged to assume full administrative responsibility for MVCP and make the necessary changes. In Scenario 2, MVCP would be replaced with the requirement that all new library support staff take an *Introduction to Library Service* workshop that would result in certification. In Scenario 3, MVCP would continue as presently configured with minimal changes.

The consultants recommend implementing Scenario 1. Based on the data collected, they offer 19 Recommendations. The key recommendations are:
- State Library Services assume fully funded administrative responsibility for MVCP
- Systems continue to offer their valuable CE and support of MVCP
- CLIME be reinstituted to coordinate CE statewide and oversee MVCP
- MVCP be reviewed and revised significantly in the areas indicated
- Tangible rewards for graduates be developed and encouraged
- A marketing and participant recognition program be developed an implemented

The consultants are pleased to submit this report.

A. Focus group questions

B. Focus groups and locations

C. Summary of other state programs

D. Survey results

Appendix A: Focus group questions

FOCUS GROUP AND INTERVIEWS QUESTIONS
Nancy Bolt and Jody Howard

Thank you for agreeing to participate in a focus group or to be interviewed as part of the evaluation of the Minnesota Voluntary Certification Program. Below are the topics we will be exploring in the focus groups and interviews. If you wish to gather information from others before you talk with us, feel free to do so.

1. What should be the vision and goals of the MVCP?

2. Should there be incentives or rewards for participation in MVCP?
   a. What should/could they be?
   b. Who should/would offer/guarantee them?
   c. Barriers and solutions to incentives and rewards

3. How should learning in MVCP be assessed?
   a. Some think current homework is excessive
   b. Some think current homework is busywork
   c. How else might learning be assessed to warrant certification?

4. What do you like about the current program and how would you improve or expand it?
   a. What do you like?
   b. How would you change, improve or expand?
      1. organization
      2. communication
      3. audience
      4. workshops offered
      5. methods of offering
      6. other

5. How should the MVCP program be funded?
   a. Administration of the program
   b. Involvement by participants
   c. Incentives or rewards

6. Is the MVCP program valuable to Minnesota and how might it be better recognized statewide?
   a. Is the MVCP program valuable to Minnesota?
   b. How might it be better recognized statewide?

Appendix B: Focus groups and locations

Number	Location	Members	Number	Date
1	North Branch Public Library	Participants and graduates	2	October 16, 2006
2	North Branch Public Library	Managers	4	October 16, 2006
3	Mountain Iron Arrowhead Library System	Participants and graduates	4	October 17, 2006
4	Mountain Iron Arrowhead Library System	Managers	2	October 17, 2006
5	St. Cloud Public Library	Steering Committee	4	October 18, 2006
6	St. Cloud Public Library	Graduates, Participants & 1 manager	3	October 19, 2006
7	St. Cloud Public Library	Managers	3	October 19, 2006
8	Willmar Public Library	Participants, graduates & managers	4	October 20, 2006
9	Rochester NAME OF SYSTEM	Participants, graduates & managers	7	October 30, 2006
10	Rochester	Managers	5	October 30, 2006
11	Minneapolis State Library Services	Oversight Committee	4	October 31, 2006

Appendix C: Summary of other state programs

The following is a summary of other selected state certification programs for library employees.

Idaho

The Idaho Commission for Libraries has two levels of certification. The Idaho Alternative Basic Library Education (ABLE) Program is designed for library staff members who have no formal education in library science. The purpose is to assist library employees with the basic knowledge and skills needed to work in the library. The program consists of a series of workshops which are taught primarily online.

The courses offered are in the areas of Collection Development Sequence, Technical Services Sequence, and Public Services Sequence. No college credit is given but participants may request a completion certification at the end of each course and an additional certificate at the end of each sequence of courses.

Idaho also has a supplemental program called Supplemental Alternative Basic Library Education (SABLE) Program. This program provides additional courses in the areas of Early Childhood Services; Services to School Aged Children, Young Adult (YA) Services and Special Courses in Cataloging Music Sound Recordings and Interlibrary Loan.

Idaho has negotiated with other states to accept these courses. Idaho has these agreements with Nebraska, Western Massachusetts Regional Library System, and Texas.

Additional information is available through the following link:
http://libraries.idaho.gov/able#courses.

Iowa

Iowa's Certification program is voluntary but may be required by local boards for training of the library director and other staff members. Priority for enrollment in the first four levels of the program are: Public library directors; assistant directors and heads of departments; staff members, and others as space permits.

In addition to the courses listed in the Continuing Education catalog accessible online, credit may be achieved through learning assignments associated with homework assignments, teleconferences, webinars and videotaped programs, an individualized continuing education plan, academic courses, serving as an instructor, professional library association activities, and writing articles for publication.

This program is directly related to the Direct State Aid program for public libraries which requires certification of the library director.

Additional information is available through the following link: http://www.statelibraryofiowa.org/ld/cert

Kansas

Although the state of Kansas is studying the possibility of an organized program to provide continuing education throughout the state of Kansas, the Kansas City Metropolitan Library and Information Network (KCMLIN) does have a library paraprofessional certification program. This program provides basic training for staff members in paraprofessional roles. The participants must take six required and four elective courses. Required courses include an introduction to library service, basic reference, dealing with difficult patrons, customer service, bibliographic services, and Internet and electronic resources. Elective courses include sessions in acquisitions, book and AV repair, ADA requirements, children's services, collection development, and various other topics.

KCMLIN also has a supervisor's certification program consisting of four required and six elective courses. The required courses are survival skills for supervisors; effective performance evaluations; legal and concise employee documentation; and how to hire and train employees.

Additional information is available through the following link: http://www.kcmlin.org/para.htm

South Dakota

The goals of the South Dakota Voluntary Certification program are to improve library service throughout the state; to motivate librarians and library staff to acquire, maintain, and develop basic skills; to improve the public image of librarians and libraries, and to provide guidelines for governing boards to use in selection and retention of library personnel. There are four levels of certification ranging from high school diplomas to Master degrees in librarianship. A participant works with the Certification and Accreditation Committee to have various activities, college courses, and continuing education credits approved for an individual certification plan.

Additional information is available through the following link:

http://www.sdlibraryassociation.org/quicklinks/voluntarycert.asp

Wisconsin

The Wisconsin certification program is a mandatory program for public library directors. There are three different levels of certification: Grade 1 for librarians who administer public libraries with communities of 6,000 or more; Grade 2 is for librarians who administer libraries with

communities of 3,000 to 5,999; Grade 3 is for librarians who administer libraries with communities under 3,000.

Each level requires a different number of semester hours to be completed at various Universities. The applicable courses are listed on the website and include courses in all aspects of the library field.

Additional information is available through the following link:
http://dpi.state.wi.us/pld/courses.html

Western Council of State Libraries

In 2003 The Western Council of State Libraries received a leadership grant from the Institute of Museum and Library Services (IMLS) to develop a set of core competencies for public library practitioners. The implementation of the program will begin in January 2007. The certification requirements are: a high school diploma or GED; 2000 hours of library work, unpaid or paid, within five years of application; 242 Continuing Education Units (CEUs) in specific competencies; and renewals every three years by completing 45 CEUs.

The competencies are in the following areas: Foundations of Public Library Service; Public Library Administration; Services to the Public; Collections; Technical Services; and Technology.

Additional information is available through the following link:
http://www.westernco.org/index.html

Appendix D: Survey Results

The following data was collected through the online survey conducted during September, 2007. The first set of tables figures show a comparison of the answers from library managers and MVCP participants and graduates (and workshop attendees where appropriate) to the same questions.

Overall Satisfaction with the MVC Program by Respondent Type
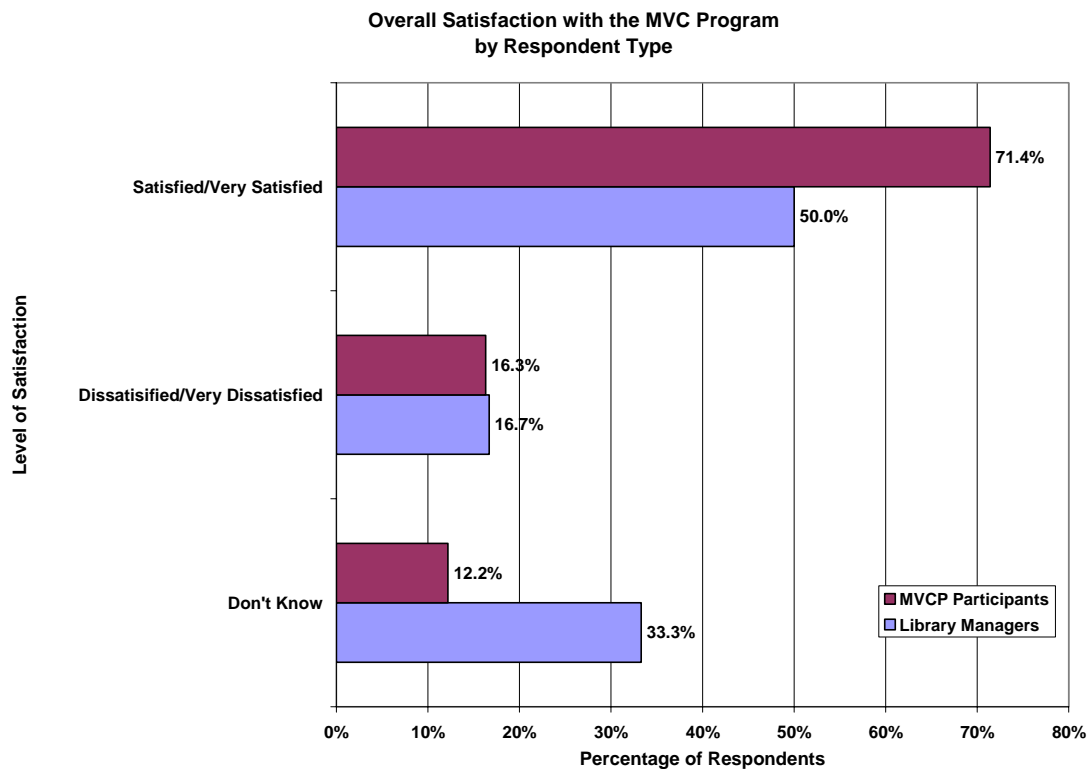
- Most respondents indicated they were satisfied with the MVC Program, including 71.4% of MVCP graduates/participants and 50.0% of library managers.

- Notably, one-third of library managers were unsure of their level of satisfaction with the certification program.

Selected Factors That Discourage Participation in the MVC Program by Respondent Type
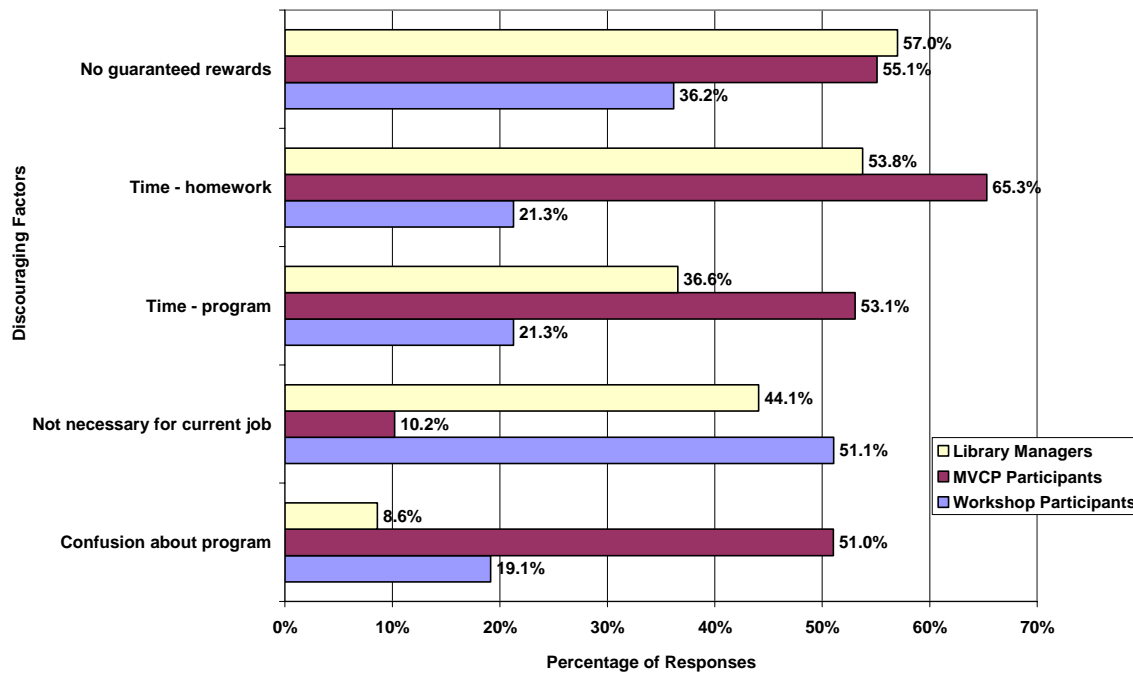
- The perception by survey respondents is that the MVC Program has no clear pay-off, it is time consuming, and it isn't necessary. The exception, only 10.2% of MVCP participants said the certification wasn't necessary for their current job.

- Half of MVC Program participants (51.0%) indicated "confusion about the program" was a discouraging factor. However, other groups were much less apt to cite this as a problem. This begs the question, what do MVCP participants know that non-participants don't.

**Benefits of the MVC Program to Participants
by Respondent Type**
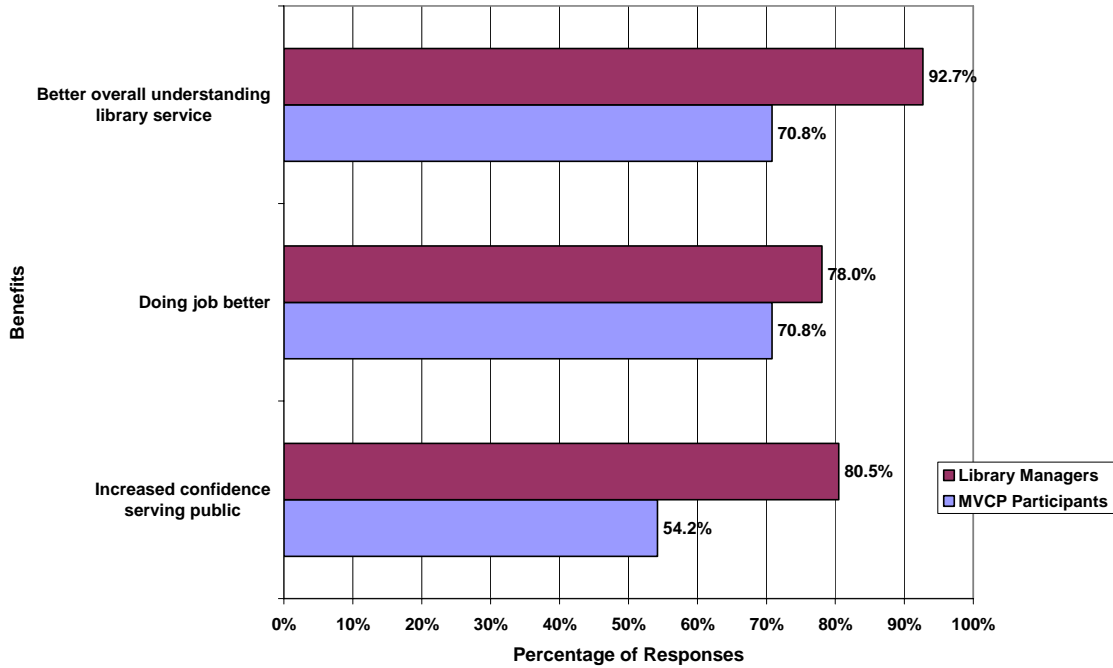
- Benefits to participating staff cited by library managers and MVC Program participants related to better library service, not personal gain.

**Selected Benefits of the MVC Program to Libraries and Library Users
by Respondent Type**
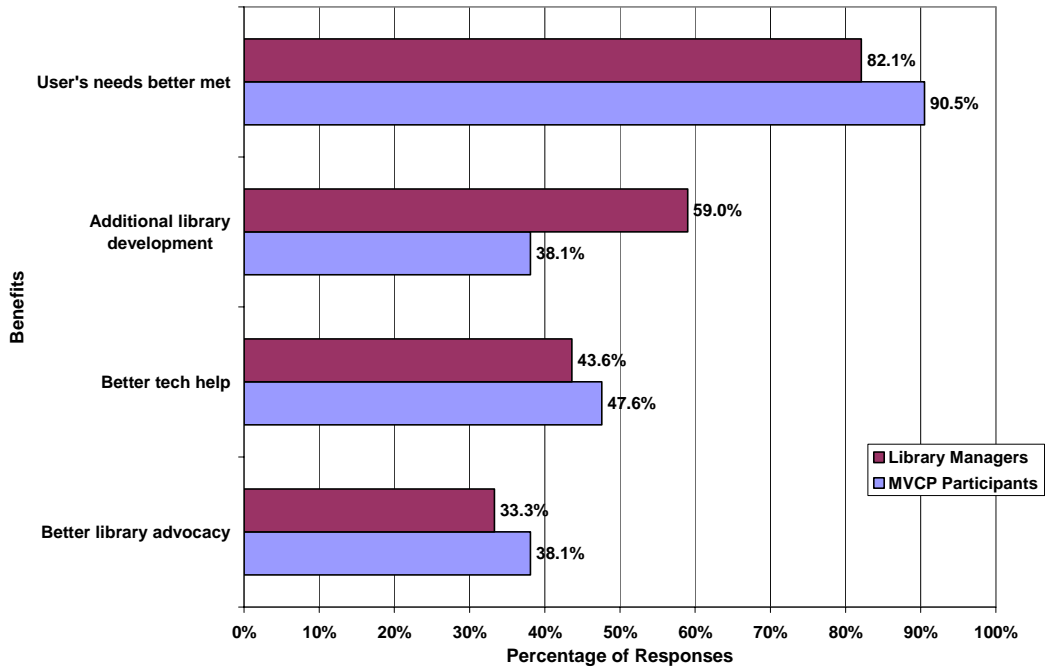
- When asked how the library and library users benefited from the certification program, both library managers (82.1%) and MVCP participants (90.5%) indicated that library users' needs are better met.

**Incentives That Would Persuade Participation in the MVC Program
as Identified by Workshop Participants**
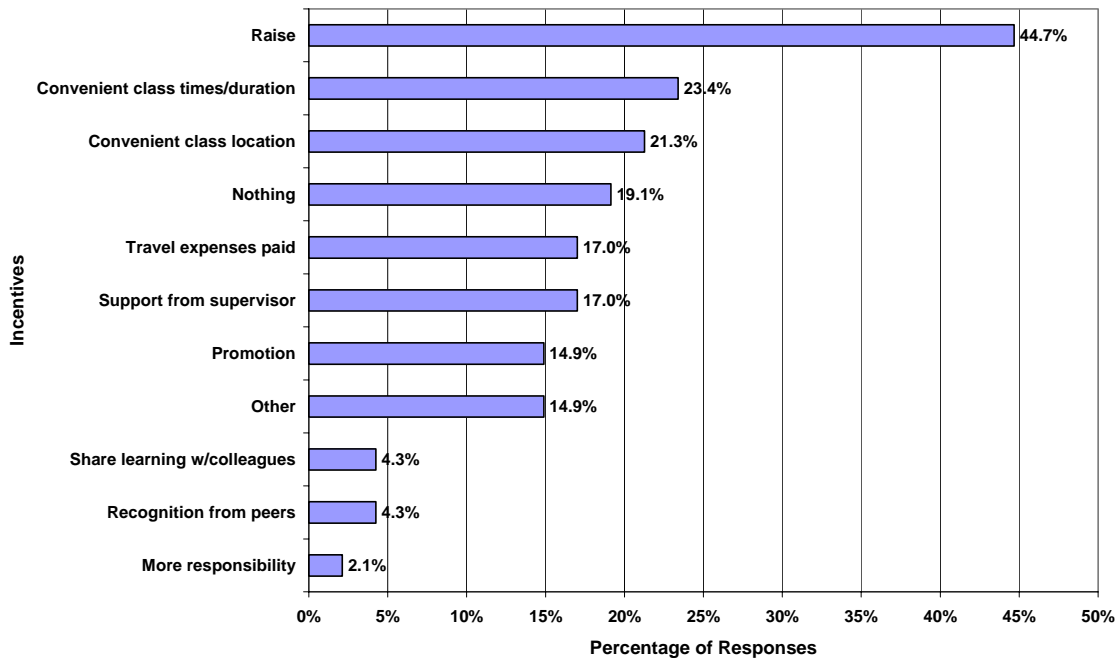
- Almost half of workshop participants (44.7%) said a guaranteed raise in pay would persuade them to participate in the MVC Program.
- Approximately, one in five cited convenient class time, duration, and location was a factor. In addition, almost one in five said nothing would persuade them to seek certification.

Bottom line, it's a fine program, but why should I spend my time and effort for a certification that may or may not have a concrete pay-off.

Statistically Significant Crosstabs for Library Managers

Library Manager Survey: Graduate Degree in Library/Information Science Status of Respondents by MVC Program Participation			
	MVC Program Participant or Graduate		
	Yes	No	Total
Yes, MLS/MLIS	3.3%	96.7%	100.0%
No, MLS/MLIS	45.2%	54.8%	100.0%

Library Manager Survey: Graduate Degree in Library/Information Science Status of Respondents by MVC Program Participation			
	MVC Program Participant or Graduate		
	Yes	No	Total
Yes, MLS/MLIS	1	29	30
No, MLS/MLIS	28	34	62

- Respondents with a graduate degree in library/information science were highly unlikely to participate in or graduate from the MVC Program.
- This crosstab is the ultimate "duh moment," only one MLS/MLIS holder participated in the MVC Program.

Library Manager Survey: Respondent Participation in the MVC Program by MVC Program Status at Respondent's Library					
	MVC Program Required or Preferred For Positions at Respondent's Library				
	Required	Preferred	Neither	Don't know	Total
MVC Program Graduate or Participant	0.0%	40.0%	60.0%	0.0%	100.0%
Non-MVC Program Participant	1.6%	16.1%	72.6%	9.7%	100.0%

Library Manager Survey: Respondent Participation in the MVC Program by MVC Program Status at Respondent's Library					
	MVC Program Required or Preferred For Positions at Respondent's Library				
	Required	Preferred	Neither	Don't know	Total
MVC Program Graduate or Participant	0	12	18	0	30
Non-MVC Program Participant	1	10	45	6	62

- Of the respondents that participated in the MVC Program, 40.0% said the certification was preferred for positions at their library, whereas only 16.1% of non-MVC Program participants indicated that their library preferred the certification.
- Of the non-MVC Program participants 72.6% said their library neither required nor preferred the certification.

Library Manager Survey: Library Staff Participation in the MVC Program by Respondent Satisfaction Level						
Mangers' Level of Overall Satisfaction with the MVC Program						
	Very satisfied	**Satisfied**	**Dissatisfied**	**Very Dissatisfied**	**Don't Know**	**Total**
Staff in the MVC Program	19.5%	46.3%	12.2%	4.9%	17.1%	100.0%
No Staff in the MVC Program	2.0%	34.7%	10.2%	6.1%	46.9%	100.0%

Library Manager Survey: Library Staff Participation in the MVC Program by Respondent Satisfaction Level						
Mangers' Level of Overall Satisfaction with the MVC Program						
	Very satisfied	**Satisfied**	**Dissatisfied**	**Very Dissatisfied**	**Don't Know**	**Total**
Staff in the MVC Program	8	19	5	2	7	41
No Staff in the MVC Program	1	17	5	3	23	49

- More than two-thirds of managers (65.8%) with staff in the MVC Program expressed some level of satisfaction with the certification program compared to approximately one-third without staff in the program (36.7%).
- Notably, of managers with no staff in the program, almost half (46.9%) said "don't know" when asked about their overall satisfaction with MVC Program.

Library Manager Survey: Library Staff Participation in the MVC Program by MLS/MLIS Status of Respondents		
	Library Staff in the MVC Program	
	Yes	**No**
Yes, MLS/MLIS	51.2%	17.6%
No, MLS/MLIS	48.8%	82.4%
Total	100.0%	100.0%

Library Manager Survey: Library Staff Participation in the MVC Program by MLS/MLIS Status of Respondents		
	Library Staff in the MVC Program	
	Yes	**No**
Yes, MLS/MLIS	21	9
No, MLS/MLIS	20	42
Total	41	51

- Of the 51 managers that indicated they **did not** have staff participating in the MVC Program, 82.4% (42) said they did not have a graduate degree in library/information science.
- Of the 41 managers that indicated they **did** have staff participating in the MVC Program, the split was down the middle with 51.2% (21) with an MLS/MLIS and 48.8% (20) without the degree.

Statistically Significant Crosstabs for MVCP Graduates/Participants

MVC Program Graduate/Participant Survey: Status in the MVC Program by Age Range				
	Age Range			
Status in Program	**25 - 39**	**40 - 54**	**55 & over**	**Total**
Completed certification	9.5%	66.7%	23.8%	100.0%
Working on certification	33.3%	66.7%	0.0%	100.0%
Taking a break from program	33.3%	50.0%	16.7%	100.0%
Dropped out of program	0.0%	33.3%	66.7%	100.0%

MVC Program Graduate/Participant Survey: Status in the MVC Program by Age Range

	Age Range			
Status in Program	**25 - 39**	**40 - 54**	**55 &over**	**Total**
Completed certification	2	14	5	21
Working on certification	4	8	0	12
Taking a break from program	2	3	1	6
Dropped out of program	0	3	6	9

- Of the 21 respondents that complete their certification, 14 (66.7%) were in the age range 40 through 54. Similarly, of the 12 (66.7%) respondents that were still working on their certification, 8 were in the same age range.
- Of the 9 dropouts, 6 (66.7%) were 55 or older.
- In other words, two-thirds of those with certification or working on certification are in the 40 to 54 age range. Equally, two-thirds of dropouts are in the ready-to-retire age bracket of 55 and over.

MVC Program Graduate/Participant Survey: Respondent Status in MVC Program by Library Work Experience				
	Library work experience			
Status in Program	Less than 5 years	5 - 9 years	10 years or more	Total
Completed certification	4.8%	9.5%	85.7%	100.0%
Working on certification	25.0%	25.0%	50.0%	100.0%
Taking a break from program	0.0%	66.7%	33.3%	100.0%
Dropped out of program	11.1%	22.2%	66.7%	100.0%

MVC Program Graduate/Participant Survey: Respondent Status in MVC Program by Library Work Experience				
	Library work experience			
Status in Program	Less than 5 years	5 - 9 years	10 years or more	Total
Completed certification	1	2	18	21
Working on certification	3	3	6	12
Taking a break from program	0	4	2	6
Dropped out of program	1	2	6	9

- Of the 21 respondents that have completed their certification, 18 (85.7%) had 10 years or more of library work experience.
- Of the 12 that were still working on their certification, 6 (50.0%) had 10 years or more of library work experience.
- Almost 9 out of 10 dropouts (88.8%) had at least 5 years library work experience.

MVC Program Graduate/Participant Survey: Respondent Status in MVC Program by Overall Satisfaction with the MVC Program						
	Respondents' Level of Satisfaction with the MVC Program					
Status in Program	**Very Satisfied**	**Satisfied**	**Dissatisfied**	**Very Dissatisfied**	**Don't know**	**Total**
Completed certification	23.8%	66.7%	0.0%	0.0%	9.5%	100.0%
Working on certification	0.0%	83.3%	0.0%	0.0%	16.7%	100.0%
Taking a break from program	0.0%	66.7%	16.7%	0.0%	16.7%	100.0%
Dropped out of program	0.0%	11.1%	66.7%	11.1%	11.1%	100.0%

MVC Program Graduate/Participant Survey: Respondent Status in MVC Program by Overall Satisfaction with the MVC Program						
	Respondents' Level of Satisfaction with the MVC Program					
Status in Program	**Very Satisfied**	**Satisfied**	**Dissatisfied**	**Very Dissatisfied**	**Don't know**	**Total**
Completed certification	5	14	0	0	2	21
Working on certification	0	10	0	0	2	12
Taking a break from program	0	4	1	0	1	6
Dropped out of program	0	1	6	1	1	9

- Of the 33 respondents that have completed or are working on their certification, none were dissatisfied with the program.
- Not surprisingly, of the 9 that had dropped out of the certification program, 7 expressed some level of dissatisfaction.

MVC Program Graduate/Participant Survey: Overall Satisfaction with the MVC Program by Age				
	Age Range			
Satisfaction Level	**25 - 39**	**40 - 54**	**55 and over**	**Total**
Very Satisfied	20.0%	20.0%	60.0%	100.0%
Satisfied	20.0%	73.3%	6.7%	100.0%
Dissatisfied	14.3%	14.3%	71.4%	100.0%
Very Dissatisfied	0.0%	0.0%	100.0%	100.0%
Don't know	16.7%	66.7%	16.7%	100.0%

MVC Program Graduate/Participant Survey: Overall Satisfaction with the MVC Program by Age				
	Age Range			
Satisfaction Level	**25 - 39**	**40 - 54**	**55 and over**	**Total**
Very Satisfied	1	1	3	5
Satisfied	6	22	2	30
Dissatisfied	1	1	5	7
Very Dissatisfied	0	0	1	1
Don't know	1	4	1	6

- Of the respondents that indicated they were satisfied, 73.3% were in the 40 to 54 age range. Additionally, of those that were very satisfied, 20.0% were 40 to 54 and 60.0% were 55 or older.

Survey Results for Library Managers

In what type of library are you currently employed?		
Library Type	**Percentage of Responses**	**Number of Responses**
Academic	0.0%	0
Public	95.7%	89
School	0.0%	0
Special	0.0%	0
Don't work in a library	0.0%	0
Other	4.3%	4

Do you have a graduate degree in Library/Information Science?		
	Percentage of Responses	**Number of Responses**
Yes	32.6%	30
No	67.4%	62

Have you enrolled in or graduated from the MVC Program?		
	Percentage of Responses	**Number of Responses**
Yes	32.3%	30
No	67.7%	63

Do you have staff who have participated in the MVC Program?		
	Percentage of Responses	**Number of Responses**
Yes	44.1%	41
No	55.9%	52

What factors do you think discourage participation in the MVC Program? Choose up to three.

	Percentage of Responses	Number of Responses
Time it takes to complete the program.	36.6%	34
Time it takes to do homework.	53.8%	50
No guaranteed rewards.	57.0%	53
Insufficient information about the program.	11.8%	11
Confusion about the requirements for the program.	8.6%	8
Distance to training sessions.	33.3%	31
Lack of support from library managers.	3.2%	3
Lack of funding from the library.	28.0%	26
Lack of substitutes while attending workshops.	28.0%	26
Transportation to training.	11.8%	11
Lack of family support.	1.1%	1
Not necessary for current job.	44.1%	41
Lack of interest.	20.4%	19
Don't know.	3.2%	3
Other (please specify)	10.8%	10

What do you consider the benefits to staff of participating in the MVC Program?[1] Check all that apply.

	Percentage of Responses	Number of Responses
An increase in salary/pay.	22.0%	9
More responsibility in the library.	29.3%	12
A promotion.	7.3%	3
Increased confidence in serving the public.	80.5%	33
Better overall understanding of library service.	92.7%	38
More involvement with the Minnesota Library Association.	19.5%	8
Positive recognition from my colleagues and supervisors.	43.9%	18
Doing their job better.	78.0%	32
Don't see any benefits.	0.0%	0
Don't know.	2.4%	1
Other (please specify)	0.0%	0

What benefits has staff certification brought to the <u>library and/or the library user</u>?[1] Check all that apply.

Because of staff certification...	Percentage of Responses	Number of Responses
Library users' needs are better met.	82.1%	32
New policies, services, and procedures are developed that benefit library users.	59.0%	23
Library users' receive better technology help.	43.6%	17
Library board members are better supported.	2.6%	1
Library benefits from better advocacy.	33.3%	13
No benefits to the library or library users.	2.6%	1
Don't know.	7.7%	3
Other	5.1%	2

At your library, what support is available to MVC Program participants? Check all that apply.

Participants receive…	Percentage of Responses	Number of Responses
Time off to attend workshops.	67.4%	60
Substitutes to cover their work.	43.8%	39
Reimbursement of travel expenses.	58.4%	52
Workshop registration.	59.6%	53
Encouragement from managers/co-workers to participate.	56.2%	50
Information/publicity about the program.	52.8%	47
Official support from the library board.	24.7%	22
No support.	5.6%	5
Don't know.	13.5%	12
Other	4.5%	4

Is the MVC Program either required or preferred for positions at your library?

	Percentage of Responses	Number of Responses
Required	1.1%	1
Preferred	23.9%	22
Both	0.0%	0
Neither	68.5%	63
Don't know	6.5%	6

Overall how satisfied are you with the Minnesota Voluntary Certification Program?		
	Percentage of Responses	Number of Responses
Very Satisfied	10.0%	9
Satisfied	40.0%	36
Dissatisfied	11.1%	10
Very Dissatisfied	5.6%	5
Don't know	33.3%	30

[1] **These two questions were posed only to respondents who indicated they had staff who participated in the MVC Program.**

Survey Results MVCP Graduates and Participants

What is your status in the Minnesota Voluntary Certification (MVC) Program? Please check one.		
Status	**Percentage of Responses**	**Number of Responses**
I have completed my certification.	43.8%	21
I am actively working on my certification.	25.0%	12
I am taking a break from working on my certification, but I plan on returning to the program.	12.5%	6
I've dropped out of the program.	18.8%	9

How did you first hear about the MVC Program? Check all that apply.		
Source	**Percentage of Responses**	**Number of Responses**
Library director or manager	55.1%	27
Regional library system	40.8%	20
Multi-type library system	0.0%	0
Direct mail	0.0%	0
MLA	10.2%	5
Branch Out	14.3%	7
SSPIN	4.1%	2
Colleague	18.4%	9
MVCP website	6.1%	3
Other	0.0%	0

Did your prior attendance at a workshop encourage you to enroll in MVC Program?		
Response	**Percentage of Responses**	**Number of Responses**
Yes	51.1%	24
No	48.9%	23

What do you consider to be the benefits to you of the MVC Program? Choose up to three.

Benefits	Percentage of Responses	Number of Responses
An increase in salary/pay.	26.5%	13
More responsibility in the library.	10.2%	5
A promotion.	10.2%	5
Increased confidence in serving the public.	53.1%	26
Better overall understanding of library service.	69.4%	34
More involvement with the Minnesota Library Association.	4.1%	2
Positive recognition from my colleagues and supervisors.	18.4%	9
Doing my job better.	69.4%	34
Don't see any benefits.	2.0%	1
Don't know.	0.0%	0
Other	6.1%	3

What factors do you think discourage participation in the MVC Program? Choose up to three.

Discouraging Factors	Percentage of Responses	Number of Responses
Time it takes to complete the program.	53.1%	26
Time it takes to do homework.	65.3%	32
No guaranteed rewards.	55.1%	27
Insufficient information about the program.	22.4%	11
Confusion about the requirements for the program.	51.0%	25
Distance to training sessions.	24.5%	12
Lack of support from library managers.	10.2%	5
Lack of funding from the library.	12.2%	6
Lack of substitutes while attending workshops.	12.2%	6
Transportation to training.	4.1%	2
Lack of family support.	0.0%	0
Not necessary for current job.	10.2%	5
Lack of interest.	4.1%	2
Don't know.	0.0%	0
Other	10.2%	5

Now that you have your certification what are your future plans? Check all that apply.[1]		
I plan to...	**Percentage of Responses**	**Number of Responses**
Work towards an undergraduate degree.	0.0%	0
Work towards a Master's degree in Library/Information Science.	4.8%	1
Work towards a Master's degree in another field.	0.0%	0
Take more continuing education courses.	66.7%	14
Apply for more responsibility in the library where I currently work	14.3%	3
Look for a better job.	4.8%	1
Don't know/no plans.	28.6%	6
Other	19.0%	4

What benefits has your certification brought to the <u>library and/or the library user</u>? Check all that apply. [1]		
Because of my certification...	**Percentage of Responses**	**Number of Responses**
Library users' needs are better met.	90.5%	19
New policies, services, and procedures are developed that benefit library users.	38.1%	8
Library users' receive better technology help.	47.6%	10
Library board members are better supported.	0.0%	0
Library benefits from better advocacy.	38.1%	8
No benefits to the library or library users.	4.8%	1
Don't know.	0.0%	0
Other	0.0%	0

Overall how satisfied are you with the Minnesota Voluntary Certification Program?		
Level of Satisfaction	**Percentage of Responses**	**Number of Responses**
Very Satisfied	10.2%	5
Satisfied	61.2%	30
Dissatisfied	14.3%	7
Very Dissatisfied	2.0%	1
Don't know	12.2%	6

What is your age?		
Age	Percentage of Responses	Number of Responses
under 25	0.0%	0
25 – 39	18.4%	9
40 – 54	57.1%	28
55 and over	24.5%	12

What is the highest level of formal education you have completed?		
Education Level	Percentage of Responses	Number of Responses
Less than high school	0.0%	0
High school	10.2%	5
Some college/associate degree	40.8%	20
Bachelor's degree	34.7%	17
Graduate degree in library/information science	0.0%	0
Other graduate degree	10.2%	5
Other	4.1%	2

In what type of library are you currently employed?		
Library Type	Percentage of Responses	Number of Responses
Academic	2.0%	1
Public	83.7%	41
School	4.1%	2
Special	0.0%	0
Don't work in a library	2.0%	1
Other	8.2%	4

How long have you worked in any library?		
Years of Library Experience	Percentage of Responses	Number of Responses
Less than 5 years	10.2%	5
5-9 years	24.5%	12
10 years or more	65.3%	32
Not applicable	0.0%	0

[1] These two questions were posed only to respondents who indicated they completed their certification.

Survey Results for Workshop Participants

What factors have discouraged you from participating in the MVC Program? Choose up to three.		
Discouraging Factors	**Percentage of Responses**	**Number of Responses**
Time it takes to complete the program	21.3%	10
Time it takes to do homework	21.3%	10
No guaranteed rewards	36.2%	17
Insufficient information about the program	8.5%	4
Confusion about the requirements for the program	19.1%	9
Distance to training sessions	8.5%	4
Lack of support from library managers	8.5%	4
Lack of funding from the library	12.8%	6
Lack of substitutes while attending workshops	17.0%	8
Transportation to training	0.0%	0
Lack of family support	0.0%	0
Not necessary for current job	51.1%	24
Lack of interest	0.0%	0
Don't know	4.3%	2
Other	17.0%	8

What incentives would persuade you to participate in MVC Program? Choose up to three.		
Incentives	**Percentage of Responses**	**Number of Responses**
Guaranteed raise after certification	44.7%	21
Guaranteed promotion after certification	14.9%	7
Reimbursement for travel expenses	17.0%	8
Convenient class location	21.3%	10
Convenient class times/duration	23.4%	11
Encouragement/support from my supervisor	17.0%	8
Promise of more responsibility	2.1%	1
Recognition from my peers	4.3%	2
Opportunity to share what I learn with my supervisor or peers	4.3%	2
Nothing would persuade me	19.1%	9
Other	14.9%	7

What is your age?		
Age	**Percentage of Responses**	**Number of Responses**
under 25	0.0%	0
25 – 39	18.2%	8
40 – 54	56.8%	25
55 and over	25.0%	11

What is the highest level of formal education you have completed?		
Education Level	**Percentage of Responses**	**Number of Responses**
Less than high school	0.0%	0
High school	6.8%	3
Some college/associate degree	36.4%	16
Bachelor's degree	31.8%	14
Graduate degree in library/information science	15.9%	7
Other graduate degree	4.5%	2
Other	4.5%	2

In what type of library are you currently employed?		
Library Type	**Percentage of Responses**	**Number of Responses**
Academic	0.0%	0
Public	81.8%	36
School	13.6%	6
Special	0.0%	0
Don't work in a library	2.3%	1
Other	2.3%	1

How long have you worked in any library?		
Years of Library Experience	**Percentage of Responses**	**Number of Responses**
Less than 5 years	30.2%	13
5-9 years	23.3%	10
10 years or more	46.5%	20
Not applicable	0.0%	0