

**Report of the Independent Evaluation of the
Oregon State Library's Implementation of the
Library Services & Technology Act
Five-Year State Plan
2003-2008**

**Submitted by Himmel & Wilson, Library Consultants
January 15, 2007**



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

Overview of the Impact of LSTA Funds in Oregon

Oregon is a State of readers. The public library statistics collected through the Federal-State Cooperative System (FSCS) and reported by the National Center for Education Statistics (NCES) for Fiscal Year 2004 show that Oregon's public libraries are second only to Ohio's in circulation per capita. At the same time, Oregon's public libraries are further down the list in terms of expenditures for libraries. They rank a respectable 9th in overall expenditures per capita and 12th in materials expenditures per capita. At the other end of the scale, state aid to libraries is minimal. Oregon's public libraries ranked 41st in the United States in this category in FY 2004, getting less than \$.20 per capita from this source. These financial realities reflect the fact that the State is fiscally conservative.

Overall, library circulation activity exceeds what might be predicted solely on the basis of library expenditures. A number of different factors certainly contribute to the fact that Oregonians read at a rate higher than might be predicted by expenditures alone. However, it is clear that one of the factors is the careful use of Library Services and Technology Act (LSTA) dollars to facilitate the sharing of resources. Over the years, Oregon has invested LSTA funds heavily in projects and initiatives that have encouraged the development of cooperative and collaborative efforts between and among libraries. One evidence of the success of these efforts is the fact that the State ranked 2nd in the nation in interlibrary loan activity in FY 2004.

While some LSTA funds are used to support the activities of the State Library agency, Oregon has been quite cautious in its use of LSTA dollars to support ongoing programs. LSTA funding has therefore served as a reliable source of capital for cooperative initiatives and innovative projects. Oregon's competitive grant program has been structured to allow cooperative projects, which often take longer to fully develop, to succeed. This has been accomplished through the provision of funding for more than a single year when warranted. At the same time, the State Library has been serious about evaluating projects through peer and outside independent evaluation of projects and initiatives and has been willing to "pull the plug" on programs that are not achieving satisfactory results.

In short, Library Service and Technology Act funds are extremely important to Oregon's libraries and they have been used wisely to maximize their impact.

Oregon's 2003 – 2008 LSTA Plan

The Library Services and Technology Act ((LSTA) (20 U.S.C. 9141) specifies that a State Library Administrative Agency shall expend funds for one or more of the following:

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
2. developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;
3. providing electronic and other linkages among and between all types of libraries;
4. developing public and private partnerships with other agencies and community-based organizations;
5. targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and
6. targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902 (2)) applicable to a family of the size involved.

The Oregon State Library's Five Year Plan 2003-2008 uses the following terminology, which coincides with the terminology used by the State of Oregon as the most important way that the Executive Branch in Oregon is accountable to the Legislature and to citizens:

Goal: Broad statement of desired results

High-level Outcome: A measurable indicator of societal well-being

Strategy: Steps designed specifically to address a priority of an organization

Intermediate Outcome: A measure of a desired result that represents a contribution to achieving a high-level outcome target

Target: The desired level of an output or outcome measure at a specific point in time

The six High-level Outcomes in the Oregon State Library's Five-Year Plan 2003-2008 support the LSTA priorities as outlined in Chart 1.

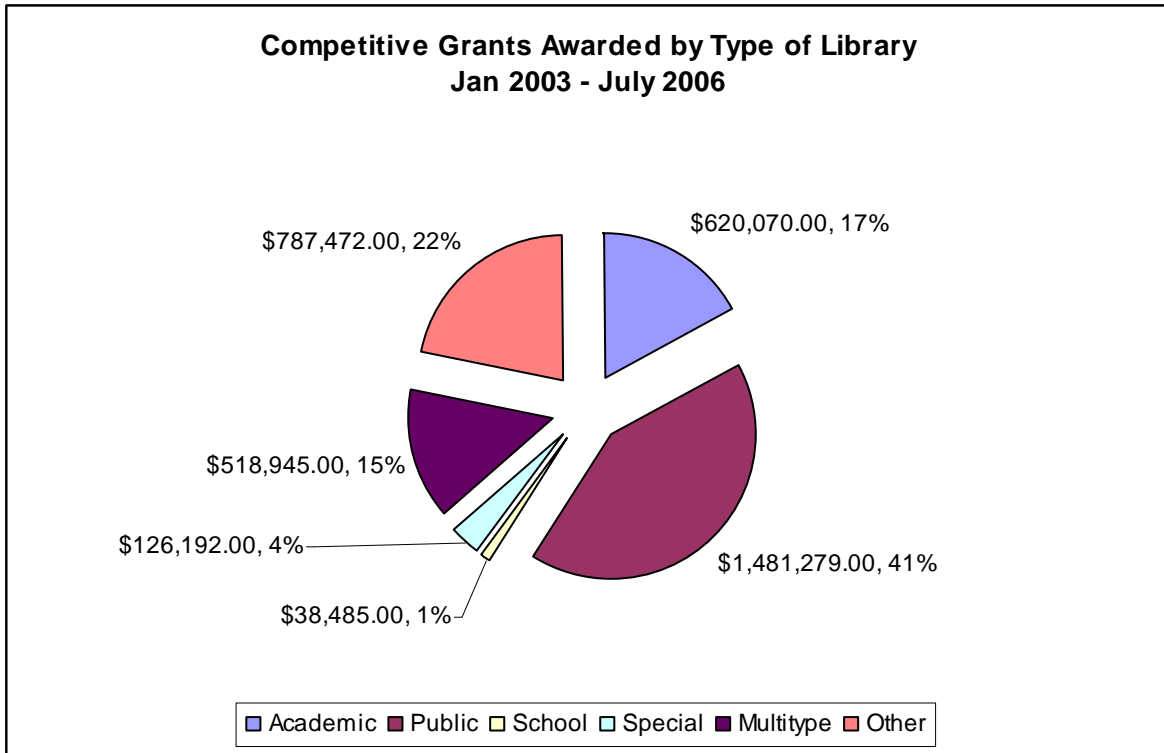
Chart 1: LSTA Priorities supported by Oregon State Library Five-Year Plan 2003-2008	
LSTA Purpose	Oregon State Library High-level Outcome
1	<i>High-level Outcome 1: Oregonians have expanded, strengthened, well-funded library services provided by well-trained staff, and capable library leadership.</i>
2	<i>High-level Outcome 2: Oregonians have access to information through local, State, regional, national, and international electronic networks.</i>
3	<i>High-level Outcome 3: Oregonians benefit from library participation in resource sharing strengthened through the creation and expansion of consortia, cooperative systems, and networks among libraries.</i>
4	<i>High-level Outcome 4: Oregon citizens experience improved library service through sustainable, cooperative partnerships between libraries and other agencies.</i>
5	<i>High-level Outcome 5: Oregonians with diverse geographic, cultural and socioeconomic backgrounds, unserved and underserved older Oregonians, people with limited functional literacy, information or job skills, those whose primary language is not English, and individuals with disabilities access appropriate library services and resources that meet their needs.</i>
6	<i>High-level Outcome 6: All Oregonians have access to excellent tax-supported library service regardless of age, location, or economic status.</i>

Oregon's geography and distribution of library services can pose physical challenges to serving citizens. The 2003-2008 Oregon LSTA Plan stated, "Oregon's 3,472,700 people occupy 96,002 square miles, with 204 main and branch public libraries providing service in 36 counties. Oregon has 1,256 schools (as of 2000) and 43 academic institutions serving the state. Fifty-five percent of Oregon public libraries serve populations of 10,000 or less, with average operating income of \$ 96,890, and a median operating income of \$ 58,045."

The mission of the Oregon State Library is

- to provide quality information services to Oregon state government
- to provide reading materials to blind and print-disabled Oregonians
- to provide leadership, grants, and other assistance to improve local library service for all Oregonians.

Administering the LSTA grant program is a responsibility in fulfillment of the third role in the Oregon State Library’s mission. Unless otherwise specified, all aspects of the five-year plan are applied to all types of libraries. The chart below demonstrates that Oregon has been serious about making LSTA funds available to all type of libraries.

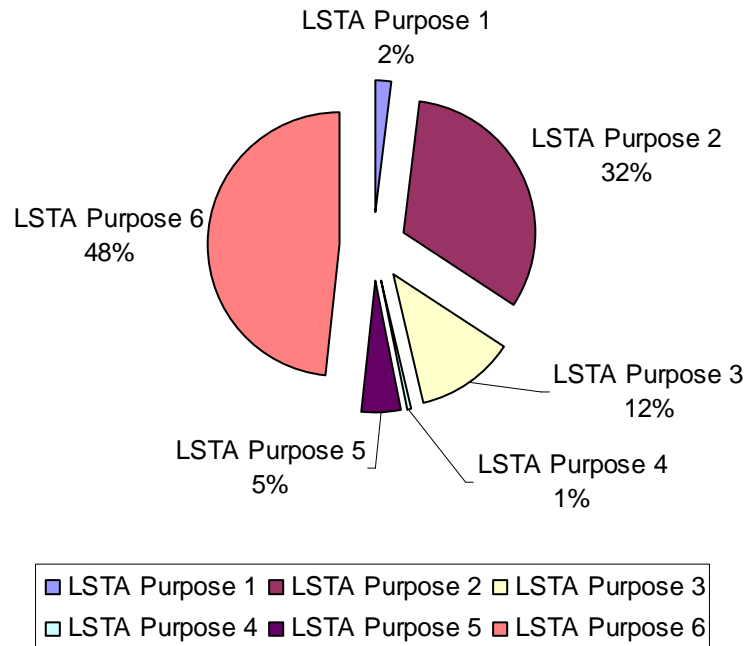


Furthermore, while the amount and percentage of LSTA competitive grants awarded to school libraries looks relatively small, many of the grants awarded under the “multitype” category include school libraries. For example, a 2004 grant award entitled “Connecting the Dots: Providing Excellence in Library Service in the amount of \$ 275,842 involved four public libraries, two school districts and a library automation consortium.

Furthermore, school libraries have been substantially involved in several of the efforts to extend library services in unserved and underserved areas of the State. A good example is the support and involvement of public schools in the passage of Wasco County’s Library District in November 2006. This electoral success grew out of planning efforts that are reflected in the “other” category in the chart above since grant funds were formally awarded to one of the municipalities.

Oregon also uses its LSTA allocation to address all six of purposes outlined for the program in the authorizing legislation. The chart on the next page shows the distribution of the funds allocated for competitive grants during the January 2003 – July 2006 period.

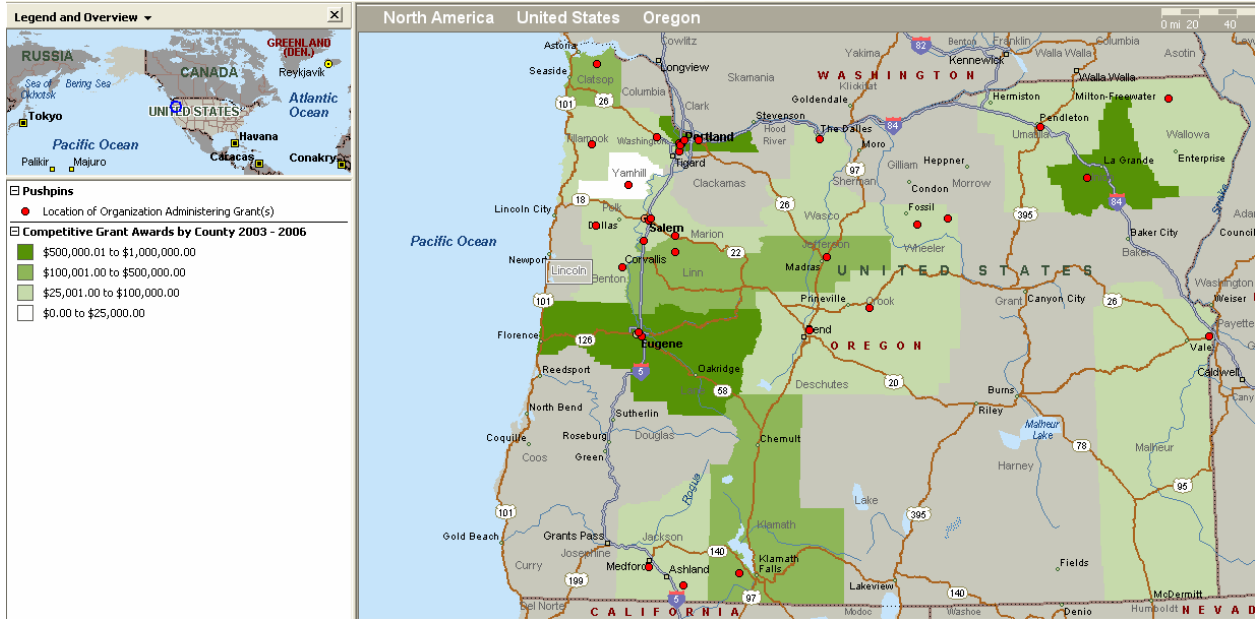
LSTA Competitive Grant Expenditures Jan 2003 - July 2006



Again, some explanation is needed to accurately reflect the actual distribution of funds. Clearly, LSTA Purpose 6 has been a major focus of Oregon’s LSTA program during the first three years of the implementation of the current plan. However, what isn’t clear from the graph above is the degree to which LSTA Purpose 4 (partnerships with other agencies and community-based organizations) are built into some of the other categories. A careful reading of many of the planning and demonstration grants which fall under Purpose 6 shows a high degree of community involvement and collaboration in efforts to create larger units of service in unserved and underserved areas of the State.

The distribution of LSTA funding throughout the State is significant. The map on the page 7 shows the geographic distribution of competitive grants awarded between January 2003 and July 2006. The red dots on the map represent the location of the organizations administering grants. The color of the areas shown indicates the magnitude of grants awarded in a given area. Two things should be noted. First, the fact that an area is shown in grey should not be taken to mean that the area did not receive any benefit from LSTA. For example, Lake County covers a large portion of southern Oregon. While it is displayed in grey on the map (meaning that no competitive grants were received), the County was, in fact, a participant in a grant of more than

\$ 200,000 that enabled the Lake County Library District to participate in the SAGE library automation consortium. In a similar fashion, Douglas County, which is in the southeastern portion of the State, has been a participant in the InformACTion program designed to enable small and medium sized libraries to offer content-rich websites. The InformACTion project, administered by the Multnomah County Library, has received more than a quarter of a million dollars to date. Overall, libraries in every one of Oregon's five U.S. Congressional Districts actually received competitive grants and libraries in nearly every county in the State received benefit through their collaboration with grant recipient libraries.



Furthermore, statewide projects, designed to provide benefit to every area of the State, account for more than fifty-nine percent (59.15%) of the LSTA funding expended between January 2003 and July 2006.

Overall, the Library Services and Technology Act has had a tremendous impact on library service in the State of Oregon during the first three years of the LSTA five year plan. Every region of the State has benefited, every type of library has benefited, and each of the six LSTA purposes has been addressed. Most importantly, access to and the quality of the library and information services available to Oregon's 3.5 million people have been enhanced.

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

Oregon's LSTA program can be characterized as a "balanced" program in many ways. Some LSTA funds are expended to address all six LSTA purposes. The balance between programs that have statewide or local/regional impact is also relatively balanced as is the mix between competitive and statewide projects and services. The result is an LSTA program that is innovative without being wasteful and one that allows the Oregon State Library to exercise leadership without becoming tyrannical.

While there are some individuals in the Oregon library community who would change one or another aspect of the program, recommended changes from the field amount to a "tweaking" rather than an overhaul of the system that is in place. The evaluators found that both the Oregon State Library and its handling of the LSTA program are highly respected and appreciated.

Balance of Funds Expended Among the LSTA Purposes

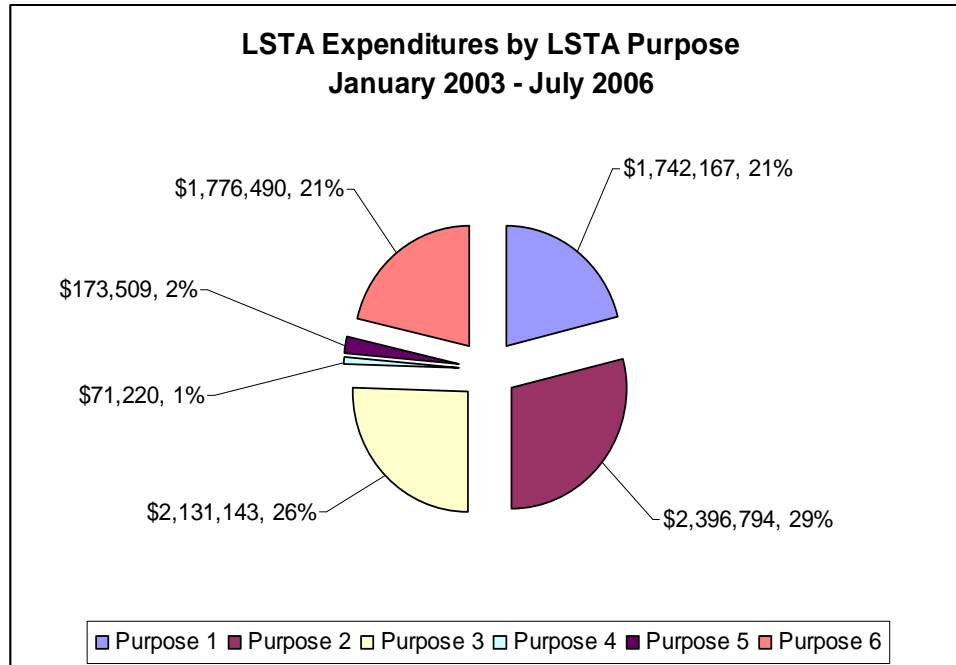
Some LSTA funds have been expended to address all six of the program's purposes. However, four of the targeted areas have received the majority of the attention. As the pie-chart on the next page shows, nearly **30%** of the LSTA funds expended between January 2003 and July 2006 were used to "develop library services that provide all users access to information through local, state, regional, national, and international electronic networks." (**LSTA Purpose 2**)

Another **26%** was expended to "provide electronic and other linkages between and among all types of libraries." (**LSTA Purpose 3**)

Approximately **21%** of the funds were expended to "target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line." (**LSTA Purpose 6**)

An additional **21%** of the funds were directed "to expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages." (**LSTA Purpose 1**)

Finally, the remaining **3%** of the funds were split between **LSTA Purposes 4** (Develop public and private partnerships with other agencies and community-based organizations.) and **5** (Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.)

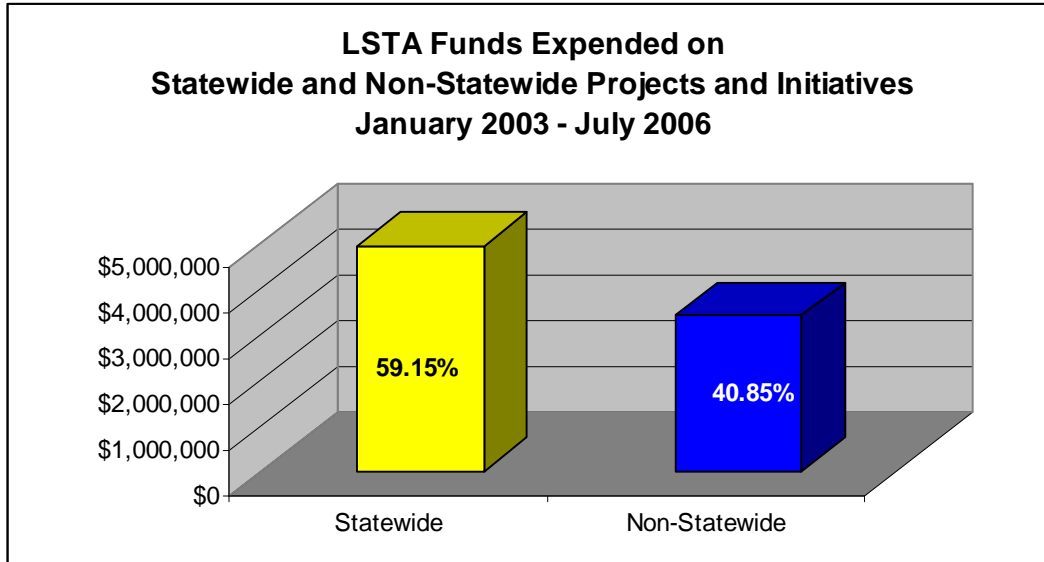


A glance at the chart above makes it obvious that expenditures are well distributed among four of the LSTA purposes; however, in fact, there is great balance among all six of the LSTA purposes. For example, although LSTA Purpose 4 (Develop public and private partnerships with other agencies and community-based organizations) is shown as representing only 2% of the expenditures, a large number of the programs and initiatives supported with LSTA funds include substantial collaborative components. Included are partnerships that involve school and public libraries, cooperative ventures that involve public and academic libraries, efforts that include specialized organizations and libraries such as the Oregon Historical Society, the National College of Naturopathic Medicine and the Oregon Health and Science University. Partnership and collaboration appear to represent a minor portion of the expenditures because they are so well integrated into how LSTA is managed in Oregon, not because they don't exist.

In the same way, LSTA Purpose 5 (Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills) is addressed by many efforts that are reflected under different categories. For example, many of the grants awarded to foster "larger units of service" address disparities in access to library services that are, at least in part, based on geographic factors.

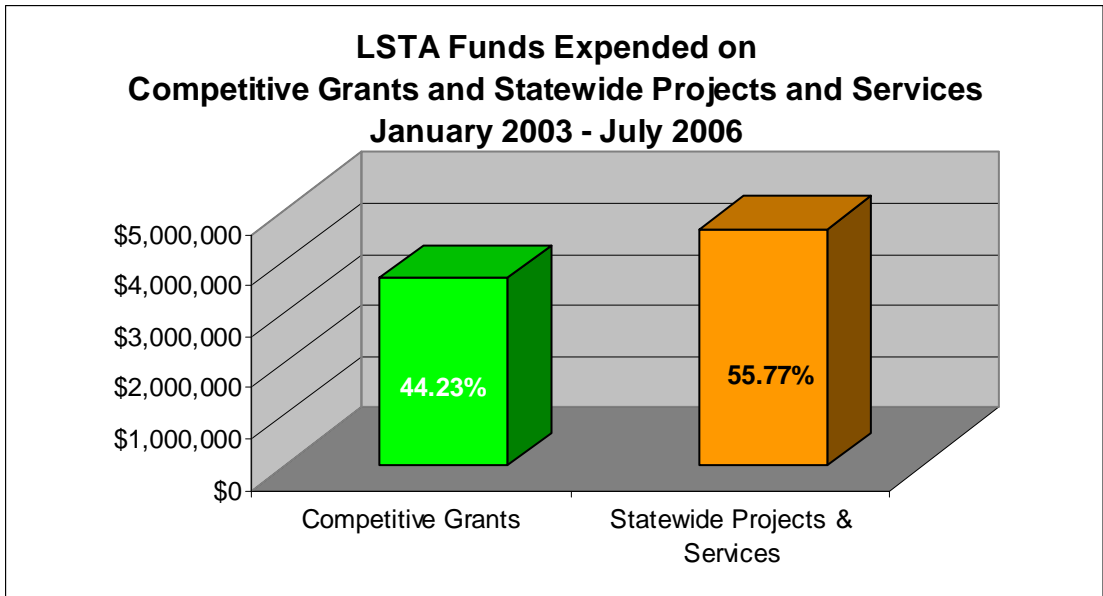
Balance of LSTA Funds Expended Between Statewide and Local/Regional Grants

Oregon's LSTA program also balances statewide initiatives with innovative projects that have a local and/or regional focus. The graph on the next page shows that just under sixty percent (59.15%) of the LSTA funds expended between January 2003 and July 2006 were used for initiatives that have a statewide impact. More than forty percent (40.85%) was allocated to local and regional projects.



Balance of LSTA Funds Expended Between Competitive and Statewide Projects and Services

As the graph on the next page shows, the Oregon LSTA program also balances competitive and statewide projects and services. More than forty-four percent (44.23%) of total LSTA expenditures between January 2003 and July 2006 went to competitive grants. Almost fifty-six percent (55.77%) was allocated in statewide projects and services. The majority of the competitive grants targeted local and regional needs while the majority of the statewide projects and services addressed statewide needs.



Balance of LSTA Funds Expended Among Congressional Districts

Exemplary projects have been funded with LSTA dollars in each of Oregon’s Congressional Districts during the January 2003 – July 2006 period. While it would be possible to provide a list of all grants provided in each district, the list below has been selected to demonstrate the diversity of the grants awarded.

Congressional District 1:

Washington County Cooperative Library Services (WCCLS), received funding for “Si!, Year 2” (03-12-3.4) in 2003. The grant permitted the WCCLS to reach out to the rapidly growing Hispanic population in the County to deliver Spanish-language resources and programs for Spanish-speaking children, families and child care providers as well as translating materials and working with member libraries to improve services to Hispanics.

Congressional District 2:

The Sage Library System (formerly Pioneer Library System) received funding in 2004 for a project entitled, “Connecting the Dots: Providing Excellence in Library Service Throughout Eastern Oregon.” (04-11-3m) The 2004 grant connected Lake County Library District, Emma Humphrey (Vale) Library, Gilliam County Public Library, Arlington Public Library, Huntingdon School District, Tamastslit Cultural Institute, and Crane School District to the Sage automation consortium based at Eastern Oregon University. Joining the automation consortium gave patrons in these mostly rural areas access to a catalog of 1.1 million items to borrow from. For all of these libraries, the expertise of EOU staff was invaluable, as it was a first automation project for them.

Congressional District 3:

Portland State University received a grant in 2005 for “The Oregon Sustainable Community Digital Library” (05-9-2m), which provides a central repository for the collection, accession, and dissemination of key planning documents: grey literature, planning reports, digital images, etc. from the planning department of Portland State University, Metro, TriMet, Oregon Historical Society, and the counties and cities comprising the Portland Metropolitan Area.

Congressional District 4:

University of Oregon Libraries received a two year (04-13-2a) grant to digitize its card index covering 1930-1987 of *The Oregonian* as well as using the Oregon State Library and Multnomah County Library indexing. The project also surveyed local newspaper indexing and posted information on the Web about Oregon library microform holdings of local papers. The project also looked at the feasibility of adding historic indexing for other Oregon newspapers. Year 2 completed the digital index of *The Oregonian* back to December 1850.

Congressional District 5:

Multnomah County Library received a grant in 2003 (03-7-3.4) and another in 2004 (04-8-2p) for “InformACTion: Pioneering a New Oregon Model on the Knowledge Trail, Years 1 and 2.” In year 1 the Multnomah County Library partnered with Baker County Library, Deschutes County Library System, Jefferson County Library District and Tillamook County Library to develop a strong web presence for libraries that showcases the library as the gateway for community information.

In year 2 Multnomah County Library, partnering with the Baker County Library, Douglas County Library, Jefferson County Library District, and Tillamook County Library, finished crafting the website creation tool that enables small and medium-sized public libraries to create well-designed, information-rich web sites that encourage their respective communities to think of the library first when they are seeking relevant, dependable information. Year 2 focused primarily on promotion, dissemination, and replication strategies. A model portal using open source software, Zope and Plone, has been created. Named Plinkit (public library internet tool kit), the website tool was debuted by the Tillamook County Library in April 2005.

An Overall Assessment of Progress

The Oregon Library Services and Technology Act Five Year State Plan 2003 – 2008 is structured to align its goals (referred to as high-level outcomes) with the six LSTA purposes. In other words, there is a single high-level outcome associated with each of the LSTA purposes. Following is an assessment of the progress that Oregon has made toward reaching each of its high-level outcomes.

LSTA Purpose # 1:

Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.

Oregon High-level Outcome #1:

Oregonians have expanded, strengthened, well-funded library services provided by well-trained staff, and capable library leadership.

Potential Strategies:

- 1.1) Award subgrants to foster cooperation/collaboration/exchange programs for librarians and staff between libraries, especially of staff with unique skills
- 1.2) Award subgrants to facilitate greater access to distance learning to eliminate geographic barriers
- 1.3) Award subgrants for support of leadership institutes for library staff, trustees and school board members
- 1.4) Award subgrants for scholarships to ALA accredited programs of graduate education in librarianship
- 1.5) Strengthen Oregon's libraries through consultation, education, and coordination services from the Oregon State Library's Library Development Services with a focus on technology planning, fund development, and youth services consulting for public libraries
- 1.6) Facilitate statistics gathering/dissemination for libraries, including school libraries

Intermediate Outcomes and Targets:

- Percentage of Oregonians served by a public library that meets minimum service criteria. (FY2008 Target=95%)
- National ranking of Oregon public libraries in circulation per capita. (FY2008 Target=Top3)
- National ranking of Oregon public libraries in interlibrary loans per 1,000 population served (FY2008 Target=Top 3)
- National ranking of Oregon public libraries in reference transactions per capita. (FY2008 Target=Top 20)
- National ranking of Oregon public libraries in operating expenditures per capita. (FY2008 Target=Top 10)
- National ranking of Oregon public libraries in ALA-MLS librarians per 25,000 population served. (FY2008 Target=Top 10)
- National ranking of Oregon academic library interlibrary loans per student FTE. (FY2008 Target=Top 5)
- National ranking of Oregon academic library reference transactions per student FTE. (FY2008 Target=Top 10)

The majority of the LSTA funds expended to address Purpose 1 have been used to support the Oregon State Library's consulting, continuing education and coordination roles. However, compared to many other states, Oregon's use of LSTA funds to support state agency staff positions is relatively modest and well targeted to affect positive change related to LSTA purposes. For example, one of the positions paid for with LSTA funds is a full-time technology consultant.

A review of activities funded under this category reveals that progress toward reaching the high-level outcome has been moderate at best. Although nearly all of the stated strategies have been used, measurable progress is difficult to document. This is not to say that some good things haven't happened. To the contrary, for example, Oregon librarians have better access to continuing education through a teleconference subscription with the Bibliographic Center for Research (BCR). Librarians in the State have taken part in sessions ranging in topic from copyright to library marketing and from digital reference to the library as place. In addition, libraries have clearly benefited from the availability of professional resources available from the State Library and from consulting assistance.

The problem in documenting progress in this area appears to be the fact that the measurement tools that have been applied are only marginally connected to the activities carried out. The "benchmarks" used by the Oregon State Library are primarily national-level "lagging" indicators. The benchmarks do provide a handy report card to track overall progress; however, they do little to assess whether improvement (or decline) is associated with specific activities. Oregon's use of the benchmark approach began as an honest attempt to enhance accountability and to monitor progress toward important goals. While the benchmarks have been somewhat useful to measure overall progress toward the high-level outcomes, they have proven to be ineffective as a tool to measure outcomes.

The Oregon State Library administration recognizes this fact and is committed to moving toward an evaluation mechanism that is more heavily driven by outcomes and leading rather than lagging indicators. Some efforts have been made to build outcome-based assessment procedures into key programs (specifically post-use surveys of users of the L-Net reference service). Perhaps more importantly, efforts are already underway to address these concerns by using an outcome oriented planning process in the development of the next five-year LSTA plan.

In summary, the Oregon State Library (OSL) has done what it said that it would do in the 2003 – 2008 Plan in regard to LSTA Purpose # 1. OSL can also document that it is meeting most of the targets established in the 2003 – 2008 Plan. For example, it targeted being in the top three nationally in terms of circulation per capita and interlibrary loans per 1,000 population. In fact, 2004 statistics collected through the Federal State Cooperative System show that Oregon ranked 2nd in both of these measures. However, it is difficult, if not impossible, to draw the conclusion that LSTA-

funded activities carried out to address LSTA Purpose 1 directly influenced Oregon's success in these measures.

In some ways, this is a rather harsh assessment of Oregon's activities. Data gathered from the library community through interviews, focus groups, and a web survey show that the projects and initiatives that were carried out were well connected to the needs identified in the LSTA 2003 – 2008 Plan. Good things have happened. Furthermore, the State's frank admission that it needs to do a better job of measuring outcomes at the project/initiative level portends future success.

LSTA Purpose # 2:

Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks.

Oregon High-level Outcome 2:

Oregonians have access to information through local, State, regional, national, and international electronic networks.

Potential Strategies:

- 2.1) Award subgrants to leverage funding for full-text database licensing projects
- 2.2) Award subgrants to create an organizational infrastructure to facilitate access to electronic resources
- 2.3) Award subgrants to provide incentives for the creation of electronic presentations of material, databases, and digitization of unique collections
- 2.4) Award subgrants to improve the content and usability of library websites in all types of libraries through collaboration and sharing of best practices
- 2.5) Award subgrants or develop a statewide program to improve the ability of staff from Oregon public, academic, publicly-funded special libraries, and school libraries to obtain reference support and answer questions for Oregon citizens through innovative reference referral and information delivery systems, including digital reference services for unmediated patron use

Intermediate Outcomes and Targets:

- Percentage of Oregonians served by a public library that participates in cooperative database licensing. (FY2008 Target=100%)
- Percentage of Oregon K-12 students served by a school library that participates in cooperative database licensing. (FY2008 Target=100%)
- Percentage of Oregonians served by a public library with a dedicated high bandwidth Internet connection. (FY2008 Target=95%)
- National ranking of Oregon public libraries in reference transactions per capita. (FY2008 Target=Top 20)

- National ranking of Oregon academic library reference transactions per student FTE. (FY2008 Target=Top 10)

The targets established in regard to this high level goal are scheduled to be assessed in the last year of the plan. Furthermore, some of the targets suffer from the same “disconnect” between program and outcomes that was described in the assessment of LSTA Purpose # 1. Nevertheless, it is much clearer that real progress has been made in several of the areas included under this category.

Both statistical and anecdotal data support the conclusion that LSTA funds have made a real difference in providing the general public with enhanced access to networked information resources. The investment of LSTA dollars in database licensing and in the “L-Net” digital reference project is paying dividends both in terms of delivering information to end-users and in creating collaborative models for the delivery of information services.

This is not to say that there have not been some bumps along the road to success. The L-Net project, which provides 24/7 reference service is, at least in part, a replacement for a more traditional referred reference program that was quite popular (particularly with the libraries providing the service). Initial growth of the new service was slow and some of the participating libraries thought that their effort outweighed the benefits. However, cooperation and hard work on the part of the Oregon State Library, an active L-Net Advisory Board, a responsive primary service provider (Multnomah County Library) and a forward looking project coordinator have resulted in a program that is growing and improving.

Use of the L-Net program by students has increased dramatically and the program is successfully linking to other projects and programs (some of which also receive part of their funding through LSTA). Perhaps the best example of this is the link between the Oregon School Library Information System (OSLIS) that acts as the portal to licensed databases for students and L-Net. It would be difficult to overstate the degree to which LSTA-funded efforts under this category embody the collaborative, multitype nature and spirit of LSTA.

Activities in this category demonstrate innovation, collaboration, and a commitment to ongoing progress. These attributes are illustrated by the State Librarian’s comments regarding L-Net. While characterizing the program’s progress as “hitting a triple” (as opposed to a home-run), he focused on moving the program forward by stressing the importance of moving toward a service model that can encompass instant messaging (IM) as a communication mechanism. The evaluators believe that Oregon’s efforts along these lines may emerge as a model for other states.

In summary, it is unlikely that Oregon will reach many of the targets that it set for itself under LSTA Purpose 2. For example, it is clear at this point that 100% of Oregon’s public libraries will not be participants in the database licensing program. Nevertheless,

the progress made in this category is significant both in terms of impact on end-users and importance to the future of library service in the State.

LSTA Purpose # 3:

Provide electronic and other linkages between and among all types of libraries.

Oregon High-level Outcome 3:

Oregonians benefit from library participation in resource sharing strengthened through the creation and expansion of consortia, cooperative systems, and networks among libraries.

Potential Strategies:

- 3.1) Award subgrants to build upon existing cooperative systems, networks, and electronic linkages, and achieve maximum participation of public, academic, special and school libraries in shared automated resource sharing systems
- 3.2) Award subgrants to create new consortia or expand participation in existing consortia communicating with electronic linkages
- 3.3) Award subgrants to improve systems for document delivery
- 3.4) Award subgrants to plan and build toward a statewide library catalog
- 3.5) Maintain and enhance an interlibrary loan net-lender reimbursement program that will reimburse public and academic libraries when they loan more materials to public, academic, and school libraries, than they borrow for their own users

Intermediate Outcomes and Targets:

- National ranking of Oregon public libraries in circulation per capita. (FY2008 Target=Top 3)
- National ranking of Oregon public libraries in interlibrary loans per 1,000 population served (FY2008 Target=Top 3)
- National ranking of Oregon academic library interlibrary loans per student FTE. (FY2008 Target=Top 5)

As before, Oregon has demonstrated good follow-through on the strategies outlined in its 2003 – 2008 LSTA Plan and, as before, it appears that progress is being made toward achieving the stated high-level outcome. However, it is also difficult in this category to attribute success in achieving the outcomes and targets presented in the plan with the activities carried out using LSTA funds.

Oregon is a state that presents some very interesting contrasts. On the one hand, independence and self-reliance are highly valued characteristics. On the other hand, working together for the common good is perceived as a virtue. This combination of

traits both helps and hinders the formation of library consortia. Libraries are often hesitant when it comes to giving up their independent status to join an automation consortium; however, once a decision is made that the action serves the common good, libraries are willing to consider what some might consider unconventional collaboration models.

Some of the LSTA grants awarded in Oregon demonstrate a willingness of libraries to break down the barriers between and among different types of libraries. One such grant that falls under LSTA Purpose 2 connected a number of public libraries (including two county libraries) and several school district libraries to the Sage Library System hosted by Eastern Oregon University. The grant raised the number of libraries participating in the consortium to 76. The territory served by the libraries included in the Sage System is larger, in terms of square miles, than a number of states in the U.S. There is absolutely no question that some of the libraries involved in this consortium wouldn't be part of a shared automation system today if LSTA funds to cover start-up costs had not been provided.

The participation of more and more libraries in shared automation systems has driven the need for more efficient and cost-effective mechanisms for the physical delivery of materials. Oregon's response to this need again demonstrates the fact that the entire Oregon library community is engaged with LSTA. A grant was awarded to the Oregon Library Association in 2003 to conduct a study of the feasibility of delivery service in unserved and underserved areas of the State. This study provided baseline information that has subsequently been used to develop grant requests for delivery demonstration projects. One project to be funded in 2007 will provide access to delivery service provided through the ORBIS Cascade Alliance (a consortium of academic libraries) to 21 libraries (almost all public libraries) in five counties. This single grant encompasses several of the strategies outlined in the 2003 – 2008 LSTA Plan.

In short, good progress has been made toward the high-level outcome stated in the 2003 – 2008 LSTA Plan. While the goal of creating a statewide catalog is still elusive, there is gradual progress that has brought more and more libraries into a limited number of shared catalogs, which clearly represents an advance. Extending access to physical delivery services, especially in sparsely populated areas of the State, is also a challenge but again, some real progress has been made.

LSTA Purpose # 4:
Develop public and private partnerships with other agencies and community-based organizations.

High-level Outcome 4:
Oregon citizens experience improved library service through sustainable, cooperative partnerships between libraries and other agencies.

Potential Strategies:

- 4.1) Award subgrants to projects that improve services through partnerships that facilitate cooperative use of materials, staff and programs. Examples:
- Public library-correctional institution-community college partnerships
 - School library-public library-and other youth serving agency partnerships
 - Public library-high school projects in which teens train seniors on computer skills
 - Museum-historical society-library projects to create local resources

Intermediate Outcomes and Targets:

- National ranking of Oregon public libraries in circulation per capita. (FY2008 Target=Top3)
- National ranking of Oregon public libraries in operating expenditures per capita. (FY2008 Target=Top 10)

As was noted in the overview at the beginning of this section, a limited amount of Oregon's LSTA allocation (about 1%) has been expended directly on projects related to LSTA Purpose # 4. In fact, only one competitive grant and one statewide project for a total of \$ 71,200 were awarded in this category between January 2003 and July 2006.

The competitive grant involved a collaborative effort between a public library and a school district on a literacy effort. The statewide project support went to the Oregon Cultural Heritage Commission to identify and promote (through exhibits, programs, and a publication) 100 books of importance to Oregon's history from 1800 – 2000. The effort was part of the Oregon State Library's Centennial in 2005.

As important as these individual projects may be, they represent only a very small portion of the emphasis that the Oregon State Library has placed on partnerships in implementing its 2003 – 2008 LSTA five-year plan. An examination of the State's efforts as a whole show that building partnerships between and among libraries and other community agencies is infused throughout the LSTA programs.

Grants have been funded that connect urban public libraries with rural public libraries in the development of an open-source website template (InformACTION: Pioneering a New Oregon Model on the Knowledge Trail), academic libraries with public and school libraries through a shared automation system (Sage), public libraries with historical societies (Caring and Sharing of Local History), and an academic library with the Oregon Arts Commission (Percent for Art Statewide Digital Collection and Database). This is only a small sampling of the types of joint efforts that have been funded with LSTA dollars.

A complete list of collaborative efforts funded between 2003 and July 2006 would be a lengthy one. There is no question that the Oregon State Library Board and staff and Oregon's Library Services and Technology Act Advisory Council understand and value both the multitype nature of LSTA and the importance that the Act places on partnerships.

Although the targets established for measuring progress toward the high-level goal aren't particularly helpful in assessing advances that have been made, progress has certainly occurred. Collaboration appears to have become second nature in Oregon's library community. Many grant applications demonstrate partnerships that go well beyond the all too familiar "partnerships of convenience" that often emerge in many grant application processes. Meaningful, strategic partnerships are alive and well in Oregon's LSTA program.

LSTA Purpose # 5:

Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

Oregon High-level Outcome 5:

Oregonians with diverse geographic, cultural and socioeconomic backgrounds, unserved and underserved older Oregonians, people with limited functional literacy, information or job skills, those whose primary language is not English, and individuals with disabilities access appropriate library services and resources that meet their needs.

Potential Strategies:

- 5.1) Award subgrants to plan and develop library services that overcome service barriers for the target groups
- 5.2) Award subgrants to start English language skills/literacy skills programs developed in conjunction with community college based literacy education
- 5.3) Award subgrants for innovative adaptive technology demonstration projects in libraries
- 5.4) Award subgrants to provide statewide resources in languages other than English
- 5.5) Award subgrants for the development of special collections that are a part of a new service or enhance a service program intended for the target groups

Intermediate Outcomes and Targets:

- Percentage of Oregonians over 65 using the public library in the past year. (FY2008 Target=50%)
- Percentage of Hispanic Oregonians using the public library in the past year. (FY2008 Target=60%)
- Percentage of adult Oregonians below the poverty level using the public library in the past year. (FY2008 Target=60%)

In terms of total expenditures, this category is also a relatively minor one in Oregon's LSTA program. Approximately 3% of the LSTA funds expended between January 2003 and July 2006 were directly related to Purpose # 5. Nevertheless, there are clear signs that this LSTA Purpose has **not** been forgotten. Although only five competitive grants were awarded in this category, many other grants (both competitive and non-competitive) show signs that literacy and services to those from diverse geographic backgrounds are being considered. In particular, many of the significant efforts to develop larger units of service that are categorized under LSTA Purpose # 6 (Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.) also address LSTA Purpose 5. Although residents of eastern and southern Oregon may not hail from another nation or speak another language, there are clear indications that many areas are "worlds apart" in regard to opportunities to access quality library services.

While the evaluators found some who were critical of the amount of attention that sparsely populated areas of the State have received, many others recognized the fact that the Library Services and Technology Act follows in a grand tradition of other federal acts (The Library Services Act – [LSA] and the Library Services and Construction Act – [LSCA]) that have emphasized the importance of universal access to high-quality library and information services. Projects designed to secure access in unserved and underserved areas of the State are clearly within the spirit, if not the letter of the intent, expressed in LSTA Purpose # 5.

Of the five competitive grants that were awarded in this category, two targeted literacy, two (both to the same library) targeted the elderly, and one was designed to help Oregon's largest urban library (the Multnomah County Library) plan culturally appropriate services for the foreign born. Several other demonstration projects (included under LSTA Purpose #6) incorporated components that fit well under Purpose # 5. English as a Second Language (ESL), senior outreach services and literacy programs can all be found among the grants awarded to encourage "larger units of service."

Evaluating the effectiveness of Oregon's efforts related to LSTA Purpose # 5 is difficult. It is obvious that a handful of projects (or even a dozen or so projects if the demonstration grants are included) could have a major effect on the kinds of targets

established in Oregon's LSTA five-year Plan 2003 – 2008. While individual projects may have had a significant impact in local areas, it is the evaluators' opinion that this is the area of the Plan that has been the least successful.

In planning for the future, it is important to note that web survey respondents placed a high value on planning for early literacy initiatives. However, it is also important to note that several other initiatives that currently are high priorities such as licensing databases and offering electronic reference services also ranked highly along with encouraging the development and expansion of library consortia and multitype library cooperation.

LSTA Purpose # 6:

Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.

Oregon High-level Outcome 6:

All Oregonians have access to excellent tax-supported library service regardless of age, location, or economic status.

Potential Strategies:

- 6.1) Award subgrants to encourage the development and establishment of larger public library administrative units
- 6.2) Award subgrants to assist in planning and establishment activities to serve Oregonians through locally tax-supported public library services
- 6.3) Award subgrants to enable Oregonians to be served by a public library that can sustain all the minimum service criteria in the Oregon Benchmarks
- 6.4) Award subgrants to develop quality library services for children and young adults (0-17) and their caregivers, with special emphasis on unserved and underserved youth
- 6.5) Award subgrants for high-profile projects developed in conjunction with the Oregon Educational Media Association to demonstrate excellence in school library media centers

Intermediate Outcomes and Targets:

- Percentage of Oregonians served by a public library that meets minimum service criteria. (FY2008 Target=95%)
- Percentage of Oregonians served by a public library. (FY2008 Target=97%)
- Percentage of 3-8 year old Oregonians in households below the poverty level using the public library in the past year. (FY2008 Target=80%)
- Percentage of adult Oregonians below poverty level using the public library in the past year. (FCY2008 Target=60%)

- Number of Oregon counties in consolidated county or multiple county library systems. (FY2008 Target=20)

Efforts to create “larger units of service” in order to reach unserved and underserved residents of Oregon account for over seventy percent (70.54%) of the LSTA funds directed toward LSTA Purpose # 6. These efforts are the subject of the “In-Depth” Evaluation presented in part III of this report.

The evaluators believe that the high priority that the Oregon State Library has placed on these efforts is warranted. As was noted earlier, universal access to library and information services is an underlying principle of LSTA as it had been for the Library Services Act and the Library Services and Construction Act.

While it is certainly possible to second guess whether the mix between funds directed toward planning and funds dedicated to demonstration efforts has been optimal, the Oregon State Library has been willing to tackle one of the fundamental issues that exists in the State; the fact that there are still unserved and underserved residents.

An examination of the individual projects funded in this category leads the evaluators to believe that the planning grants have had a greater effect than the demonstration grants. While the demonstration grants have been worthwhile, the funding available to support them really only scratches the surface in terms of truly demonstrating high-quality library service to the entire population of an unserved or underserved area. It is our opinion that the planning grants have done the most to move Oregon toward its stated high level outcomes under this category. On the other hand, we have already noted that many of the demonstration projects fit nicely under other LSTA purposes (literacy for example).

The successful passage of a library district in Wasco County is described in section III of this evaluation. While there have already been some disappointments in terms of library district ballot measures that have been rejected by voters, and while there may be some future successes that come to pass in 2008, we believe that the success in Wasco County alone justifies all of the LSTA expenditures that have been made in this category over the course of the last three years. The nature and quality of library service offered in Wasco County is not changing in a minor or incremental way. The positive vote on the establishment of a library district signals a new era of library and information services for an entire county. The magnitude of this accomplishment is noteworthy.

III. Results of In-depth Evaluation

LSTA Support to Encourage Larger Units of Service

While the jury is still out on the overall success of Oregon's efforts to encourage larger units of service and to achieve universal access to public library services, these efforts warrant a more in-depth analysis. What follows are an assessment of progress to date and some analysis of the impact of an extremely ambitious initiative.

The 2003-2008 Oregon LSTA Plan states that, "Approximately 9.5% of Oregon's population is 'unserved,' that is, they do not have access to 'free' (locally tax supported) public library services. Included in that number are the residents of eight Oregon counties who are not taxed to support a legally established public library. In three counties some residents are minimally taxed for minimal service. Sixteen percent of Oregonians are 'underserved' as of 2000, that is, served by a public library that does not meet all the minimum service criteria in the Oregon Benchmarks."

Because of the facts outlined above, Oregon made the establishment of "larger units of service" in the unserved and underserved areas of the State a high priority. Between January 2003 and July 2006, a total of almost \$ 1.3 million in LSTA funding was dedicated to planning and/or demonstration projects that had as their ultimate goal the establishment of effective library service entities in inadequately served areas.

While a number of the projects have resulted in proposed library districts being placed on the ballot, to date, only one of these attempts has resulted in complete success (the actual establishment of a library district). On November 7, 2006, the voters of Wasco County approved the establishment of a library district for Wasco County. The tax rate, which was set at \$ 0.68 per \$ 1,000 of assessed valuation will generate more than \$ 800,000 in revenues during its first year of operation. This will reverse a downward spiral in library services that had taken place in this County located in the north-central region of the state.

The implementation of the Wasco district means that three under funded libraries will merge to form a single, much stronger and better supported administrative unit. It is absolutely clear that the LSTA dollars invested in Wasco County will result in greatly improved and stabilized library service. As far as the 24,000 residents of Wasco County are concerned, the investment of LSTA funds will result in the transformation of library service!

The high level outcome described in the Oregon LSTA Plan in regard to LSTA Purpose 6 (*All Oregonians have access to excellent tax-supported library service regardless of age, location, or economic status.*) will be met for Wasco County. Furthermore, the high level outcome will have been met because the Oregon State Library has carried out specific strategies outlined in their LSTA Plan. Two of the strategies outlined in the Plan were:

- 6.6) award subgrants to encourage the development and establishment of larger public library administrative units, and,
- 6.7) award subgrants to assist in planning and establishment activities to serve Oregonians through locally tax-supported public library services.

The result of establishment of the new library district in Wasco County is a larger public library administrative unit (one district instead of three independent libraries) and a dedicated library tax that will provide ongoing local tax support for public library service. The awarding of LSTA funds for planning purposes had a direct, positive impact on the results.

The “*Feasibility Study Report for a Wasco County Library Service District*” that was developed under an LSTA planning grant provided both the rationale for the establishment of the district as well as a detailed analysis of the level of funding that would be required to support quality library services in the County. In fact, the tax rate recommended in the planning document was the rate that the voters subsequently approved.

While the planning document was prepared by a professional consultant (Ruth Metz Associates), the ultimate success of the plan resulted from the fact that the planning process that was carried out engaged and involved the major stakeholders. In particular, the consultant worked closely with elected officials and with the broader library community to demonstrate the long-term benefits of moving to a district model of service.

At the time of this writing, the new library district is just in its formative stage; however, it is clear that the careful planning that was undertaken will result in a library that is very likely to meet the targets for LSTA Purpose 6 that were established in Oregon’s LSTA Plan. The targets, expressed in statewide terms, follow.

- Percentage of Oregonians served by a public library that meets minimum service criteria. (FY2008 Target=95%)
- Percentage of Oregonians served by a public library. (FY2008 Target=97%)
- Percentage of 3-8 year old Oregonians in households below the poverty level using the public library in the past year. (FY2008 Target=80%)
- Percentage of adult Oregonians below poverty level using the public library in the past year. (FCY2008 Target=60%)
- Number of Oregon counties in consolidated county or multiple county library systems. (FY2008 Target=20)

Examined in terms of Wasco County, residents will be served in the future by a public library that exceeds minimum service criteria. All County residents will be afforded legal access to public library service. Furthermore, an additional County will be added to the

list of Oregon counties offering service through a consolidated county operation. While it is impossible to assess at this point whether 80% of children below the poverty level and/or 60% of adults below the poverty level will use the public library by 2008, there is simply no question that the likelihood of attaining these targets has increased markedly.

While the Wasco County experience is an unqualified success, Oregon's efforts to promote universal access and larger units of service have also generated some disappointments. Perhaps the greatest disappointment came in November 2006 in Malheur County. Voters in this extremely large, relatively sparsely populated county in southeastern Oregon rejected the formation of a library district 49% to 51%. The margin of loss was only 132 votes.

While some library service is provided through three municipal libraries in Malheur County, both funding and access to library service are limited. The combination of the degree to which service improvements are needed and the razor-thin margin by which the measure lost is disheartening. The high level outcomes described in the section about Wasco County will not be achieved in Malheur County in 2007. However, the consultants believe that it would be unfair to characterize the Malheur County situation as a failure. In fact, only time will tell whether the residents of Malheur County will eventually enjoy adequately-funded, high-quality library service and the role that LSTA funding played.

There are many examples of library districts that have eventually been formed after being rejected by voters multiple times. In fact, the Malheur County electorate actually voted in favor of a library district by a margin of 56% to 44% in May of 2006. However, the measure to establish a library district failed in that instance because of Oregon's "double-majority" requirement that applies to tax measures in elections other than "general" elections. It is clear that improved library service in Malheur County is supported by a significant number of people in the County. Efforts to achieve the ultimate goal of a well-funded larger unit of service should not be abandoned. The LSTA-funded planning effort may, in fact, turn out to be the platform on which eventual success is built.

There are several additional opportunities for success that are related to the investment of LSTA dollars. It is anticipated that library districts will be on the ballot in Union County and in Linn County in 2008. LSTA funded efforts in both counties have included both planning and demonstration components.

In every case, efforts to establish library districts represent an uphill battle. Oregon voters have demonstrated that they are fiscally conservative through the passage of several measures that severely restrict the growth of taxes. A product of one of these measures that was mentioned above is the imposition of a "double majority" requirement on tax measures placed on the ballot during certain elections. To succeed under the double majority requirement, a measure must receive 50% plus 1 of the votes cast in an election in which at least 50% of those eligible to vote cast a ballot. Since

2003, eight library measures (not all related to LSTA projects) that received more than 50% of the votes failed to win because the percentage of voters casting ballots was below the 50% threshold. In one instance, a library received a positive vote of 72% but lost because only 45% of the electorate voted.

Even though Wasco County achieved success in November 2006, a similar measure had failed in May 2006. In May 2006, **59%** of those casting ballots voted in favor of the library district. However, because voter turnout was only 47%, the measure failed. In the November election (which was a “general” election and therefore not subject to the double majority rule) the library measure received only a **53%** majority, but the measure passed because the double majority rule did not apply.

The evaluators referred to Oregon’s efforts to encourage larger units of service as a bold initiative. In fact, the \$ 1.3 million dollars of LSTA funds expended for this purpose between January 2003 and July of 2006 represents a significant percentage of Oregon’s allocation.

Some of the individuals interviewed and some of the participants in focus groups conducted as part of the LSTA evaluation indicated some resentment that funds spent for this purpose were not available for other worthy, and eligible pursuits. Some specifically cited the amount of funding that had been directed toward the formation of districts for multiple years without tangible results. One focus group participant said, “I’m concerned as to whether that money could have been spent in other ways.” Another said, “...there’s no guarantee that they’ll become districts.”

Nevertheless, there is evidence that suggests that the projects have had a positive impact. A comment from Union County is telling. “A survey we did in 2004 showed 19% in favor of creating a library district; with demonstration money for one year the rate went up to 46%!” Even in areas where library districts have not yet reached the ballot and in areas that have rejected district formation, support for library services appears to have grown.

The consultants would point to another comment offered by a school librarian/media specialist in Wasco County only a few months before their successful vote. The individual said, “The library districts issue impacts the school libraries. If the district fails, I’ll have two classes of users: kids with public library access and those without. That has an impact in education as well.” The focus group participant obviously thought that children with access to public library services have an advantage over those without such access.

Most in the Oregon library community seem to feel that the time has come to shift away from the larger unit of service issue as a major focus. One interviewee said that “We have reached a point with larger units where we can move on; don’t eliminate, but shouldn’t be top focus any longer.” Another person said, “The remaining ones

(counties) just need to step up. I'm torn between trying to reach the unserved and the reality that they can't be forced to have library service."

While the expenditure of LSTA funds on the encouragement of larger units of service hasn't been popular with everyone, and while most in the library community expressed the opinion that the time has come to shift priorities away from the "larger units" focus, the evaluators believe that this initiative represents something of great importance that has been done with LSTA funding under the 2003 – 2007 Plan. We believe that it represents a willingness to attempt great things even when the outcome isn't guaranteed. It represents an effort on the part of the state library agency to exercise leadership in an effort to affect more than incremental change.

It appears that even the critics of the amount of LSTA funding that has been spent on the "larger units" initiative seem to respect the Oregon State Library for tackling the problem. Many people prefaced their criticism with approval. "It's critical, but..." "It was the right thing to do, but..." It may be time for Oregon to shift its priorities to areas other than the larger units of service issue. However, it appears that abandoning the initiative altogether would be premature. Because so many of the ballot initiatives have failed by narrow margins or have failed because of the double majority requirement, the evaluators believe that it is warranted to retain the larger units initiative, albeit at a lower priority level.

IV. Progress in Showing Results of Library Initiatives or Services

To date, Oregon has made little progress toward the implementation of outcome-based evaluation in its implementation of the Library Services and Technology Act. A few initiatives, including the “L-Net” digital reference program, have been identified as potential candidates for outcome-based evaluation; however, as of December 2006, little end-user data other than anecdotal information has been collected.

This is not to say that the State has neglected to critically evaluate how funds have been allocated and to document the results that have been achieved. Considerable evaluation has been conducted; and, in fact, Oregon’s 2003 – 2008 LSTA Plan refers to its goals as “high-level outcomes.” Furthermore, the high level outcomes are expressed in end-user terms. For example, the high-level outcome for LSTA Purpose 6 is:

All Oregonians have access to excellent tax-supported library service regardless of age, location, or economic status.

Nevertheless, the targets established for each of the high-level outcomes are primarily “output” rather than “outcome” based. For example, the targets related to LSTA Purpose 6 are:

- Percentage of Oregonians served by a public library that meets minimum service criteria. (FY2008 Target=95%)
- Percentage of Oregonians served by a public library. (FY2008 Target=97%)
- Percentage of 3-8 year old Oregonians in households below the poverty level using the public library in the past year. (FY2008 Target=80%)
- Percentage of adult Oregonians below poverty level using the public library in the past year. (FCY2008 Target=60%)
- Number of Oregon counties in consolidated county or multiple county library systems. (FY2008 Target=20)

While these “benchmarks” certainly have their place, and while they certainly can be used to demonstrate real progress, they are fairly “impersonal.” They document that something positive has happened, but they fail to translate the results into human terms. For example, the target that states that 80% of 3 – 8 year old Oregonians in households below the poverty level will have used the public library during year is an admirable one. However, it begs the question, “What happened in the lives of those children?” Did those children learn to read? Did their scores on standardized tests improve?

While the consultants are not suggesting that Oregon totally abandon the benchmark approach, we are suggesting that an effort be made to work with the library community to build additional end user based measures into specific programs.

Oregon has a good foundation on which to build. It has traditionally offered a well-managed and well-defined competitive grant process. The State's *"General Information and Grant Application Guidelines"* document is highly detailed and already includes some information about the nature of the evaluation that must be built into each grant application. This document could be used as a tool to encourage evaluation that is more outcome based. At the other end of the competitive grant process, the peer evaluators assigned to each funded project could receive training in outcome based assessment and could, as part of their evaluation process, impart information that would be useful in moving grantees toward outcome based assessment in future grants.

V. Lessons Learned

Oregon has been quite successful in implementing an LSTA program that incorporates both competitive grants and statewide initiatives. The library community appears to be highly supportive of this approach. The mix between statewide initiatives and competitive grants (which tend to be somewhat more localized in nature) encourages innovation and experimentation while, at the same time, making sure that Oregon takes advantage of new, more effective mechanisms for delivering quality library services. One lesson to be learned is that Oregon's balance between statewide initiatives and competitive grants seems to work well.

Another lesson to be shared with other states is that transparency in regard to the LSTA program can result in a library community that is highly engaged and one that views the state library agency as a partner in pursuit of excellence in library service. The Oregon State Library provides a tremendous amount of detail regarding the LSTA program and the competitive grants that are awarded on its website:

<http://oregon.gov/OSL/LD/grantmainalt.shtml>

The Oregon State Library offers far more information about its management of LSTA than most, if not all, of the other state library agencies that the consultants have encountered. The consultants believe that Oregon is exemplary in this regard. This high degree of transparency makes the LSTA program quite visible and gives the library community confidence that the program is being managed well. One lesson learned is that the expenditure of time and effort on keeping the library community engaged in the LSTA process is positive and should be continued.

There are also lessons to be learned from Oregon's process for evaluating and assessing progress toward the goals outlined in the LSTA Plan. The State's evaluation efforts fall into two major categories. The first is the use of national "benchmarks" (primarily ranking data from the FSCS/NCES statistics). The second is the inclusion of a peer evaluation component in its competitive grant program.

Oregon has made a good attempt to acknowledge the need for outcome-based evaluation in that it expresses its primary goals LSTA goals in terms of "high-level" outcomes. However, the benchmarks that are subsequently employed to measure progress toward these high-level outcomes are output based and are expressed in statewide terms rather than through the experience of individual end-users. A lesson learned is that an implementation of outcome-based evaluation will require the development of targets (specifically at the program level) that look at impacts on end users.

The existing peer evaluation program has great potential as an evaluation tool. While the peer evaluation process, which Oregon has used for many years, is applauded by some and derided by others, the consultants believe that the practice has great merit

both to grant recipients and to the peer reviewers. Integrating outcome-based evaluation training for potential grantees and for peer evaluators could make this program even better.

One of the other lessons learned in the course of the implementation of the 2003 – 2008 LSTA Plan is not so much a new lesson learned as it is a lesson reconfirmed. While LSTA dollars can often influence local outcomes, political and economic realities both at the state and local level play an important role in what eventually takes place. Over the past several years, a large amount of Oregon's LSTA allocation has been devoted to an effort to encourage larger units of library service. In particular, grants have been provided to facilitate planning and to demonstrate services offered on a district or county basis.

As was noted earlier in this evaluation, the results generated by these expenditures have been mixed. Several planning and demonstration projects have not resulted in actual attempts to form districts and some others have failed when taken to the public through the referendum process. In some cases, libraries have received a majority of the vote but have failed due to the "double majority" requirement imposed by an Oregon law that grew out of anti-tax sentiments. It is easy to become discouraged when structural barriers such as those imposed by Oregon's Measure 50 appear to subvert the will of the voters.

Nevertheless, successes, such as the recent approval of a library district in Wasco County, make the effort worthwhile. One lesson of the Wasco situation is that persistence pays. This district moved forward as a result of a second effort. While a majority of those casting ballots favored a library district in elections held in both May and in November of 2006, the first attempt lost because of the double majority requirement. The lesson to be learned is that sometimes, the best that can be hoped for is that a seed has been planted that may grow at a later date.

Given the fact that there are still Oregon residents who lack legal access to public library services, the consultants believe that the efforts to encourage larger units of service have been warranted. Furthermore, these efforts are completely consistent with both the spirit and the letter of LSTA purposes. The lesson to be learned is that short-term failure in pursuit of important goals is more than acceptable. It is the mark of a program that attempts great things.

It is likely that some of the sizeable expenditures directed toward the development of larger units of service in recent years will be redirected to other LSTA purposes in the coming years. However, Oregon must not lose sight of the fact that real progress has been made in terms of public awareness of the potential for quality library service even in the areas that were unable to establish library districts. In many cases, residents received a "taste" of improved services through demonstrations that may have planted seeds that will grow over time. The Oregon State Library, the Library Services and Technology Act Advisory Committee and the rest of Oregon's library community need

to continue to monitor areas of the State that remain unserved or underserved and need to continually look for highly targeted opportunities to further cultivate the seeds that have already been planted.

VI. Brief Description of Evaluation Process

Evaluation Timetable and Methodology

On April 3, 2006, the Oregon State Library issued a Request for Proposals to conduct an evaluation of the implementation of the Oregon Library Services and Technology Act Five-Year State Plan, 2003-2008. Himmel & Wilson, Library Consultants of Milton, WI submitted their proposal on May 15, 2006 and was subsequently selected to carry out the evaluation. Work began in earnest on the evaluation in mid-July.

The evaluation assessed progress on Oregon's five-year plan, which outlined the specific goals and objectives the Oregon library community was trying to achieve within the purposes of the LSTA program. The evaluation also represented one piece of a coordinated effort to ensure that LSTA met or exceeded the expectations of the elected officials who authorized the program. Furthermore, the assessment process served to discover whether LSTA made a difference in the quality of library services available to the residents of Oregon.

The evaluation progressed through five phases that involved a variety of stakeholders and a mix of quantitative and qualitative data-gathering methods:

Phase I: Discovery (July 1 – July 31, 2006)

Phase I included a conference phone call, the review of background documentation, and the initial interviews with key Oregon State Library staff.

The project began with a telephone conference call on July 20th following notification of the intent to award a contract to Himmel & Wilson. Prior to the call, the consultants reviewed some of the basic documentation such as the current LSTA Plan and the benchmarks included in that plan. The conference call involved both Himmel & Wilson partners, the Oregon State Librarian, the Library Development Program Manager, the State's Federal Programs Coordinator, and two representatives of the LSTA Advisory Committee. During this phone call, the participants talked about the extent and nature of the background documents that are available, the logistics related to carrying out the evaluation, and the individuals and groups of stakeholders that should be included in the process.

The consultants then began their in-depth review of background documents, revisiting the current LSTA Plan and examining the annual reports submitted to IMLS and reviewing the 1998 – 2002 LSTA Evaluation Report.

On August 4th, Dr. Ethel Himmel made the first site visit to Oregon. The purpose for the first site visit was to gain a thorough understanding of the scope of Oregon's LSTA program and to become acquainted with the people and the documents related to the program. During this visit the consultant interviewed key State Library staff who have

been closely involved with the LSTA program and reviewed documentation on various grants. Much of the documentation regarding Oregon's competitive grants is available electronically. Those items available only in paper format were identified for staff to copy and ship to the consultants' offices.

The second consultant, Bill Wilson, attended the September 15, 2006 LSTA Advisory Committee Meeting in Salem to observe the process used to review competitive grants and to be available for any questions the committee members might want to ask.

Phase II: Data/Information Gathering (August 1 – November 30, 2006)

Phase II included focus groups, interviews and web surveys with leaders in the library community, and library directors and staff. Phase II also included the collection of statistical data regarding competitive grants and statewide programs, much of which had already been gathered and well organized by State Library Staff.

Development of data collection instruments. In order to gather opinions and personal experiences of library customers, library directors, and library staff from all types of libraries, the consultants developed and refined focus group questions, interview questions, and web surveys during this phase.

Focus groups. Between October 2 and 6 the two consultants scheduled nine focus groups, using the discussion guide attached in Appendix A. One session was not held due to a lack of participants.

A total of 48 people participated in the sessions which were held in Bend, The Dalles, Eugene, Hermiston, LaGrande, Portland, and Roseburg. A focus group scheduled for Lincoln City did not attract any attendees. Two sessions were held in LaGrande, and at one, remote attendees located in Harney and Lake Counties in the south-central area of the State took part in the session via teleconference. Participants included directors of libraries of all types, public library trustees, and library staff members. The map on the next page shows the geographic distribution of the focus groups.

Administration. The evaluators looked at how the LSTA program was managed. The goal of this portion of the evaluation was to identify exemplary practices and lessons learned that might be useful to other states across the nation. Oregon has for a number of years used benchmarks to measure progress toward the goals of the LSTA Plan and peer evaluators who work with grant recipients to evaluate the implementation of grants. Oregon has also allowed grant recipients the possibility of renewing grants over multiple years. The evaluators were interested in assessing what the library community thought of these practices and what their impact has been.

Fiscal review. Himmel & Wilson analyzed how Oregon's LSTA dollars were spent, how widely the dollars allocated to competitive grants was distributed in the various regions of each state, and the extent to which LSTA dollars affected lasting positive change. The consultants used geographic information software to create maps that plotted the distribution of LSTA funds in states that had competitive grant programs and used graphs to illustrate the impact of LSTA expenditures.

Phase III: Data/Information Analysis (September 15 – November 30, 2006)

Because the timeline for the project was relatively short and because a variety of different types of information and data were gathered, Phases II and III overlapped. In part this was because gathering information from some sources (e.g. getting information from school or academic libraries) is difficult during the summer. Therefore data gathering was interspersed with data analysis.

During this phase, consultants compiled survey results and focus group and interview notes, as well as statistics. They made follow-up contacts with the state library liaison and other key state library agency staff, the Oregon State Librarian, the Library Development Program Manager, and the State's Federal Programs Coordinator.

Phase IV: Synthesis (November 15 – December 1, 2006)

The second half of the month of November was spent drawing the various strands of data gathering and analysis together in preparation for writing the evaluation document.

Phase V: Reporting (December 1 – December 31, 2006)

The consultants developed the final evaluation report in December 2006. A first draft of the report was provided to the Oregon State Library on December 18 in order for State Library staff to offer comments, corrections, and editorial suggestions. Upon receipt of the input from the State Library agency, the consultants produced the final version of the evaluation prior to December 31, 2006 in a format suitable for forwarding to IMLS.

Evaluation Costs

Following is a breakdown of the evaluation costs associated with the contract awarded to Himmel & Wilson for the independent evaluation by phase of the project:

<i>Phase</i>	<i>Total</i>
I: Discovery	\$ 5,200
II: Data/Information Gathering	\$ 17,000
III: Data/Information Analysis	\$ 6,800
IV: Synthesis	\$ 2,000
V: Reporting	\$ 4,000
TOTAL	\$ 35,000

In-Kind Contributions (estimates from Oregon State Library)

Staff time: (hours)	Estimated salaries including benefits	TOTAL
Clerical 4.5	\$ 26.00	\$ 117.00
Professional 13.5	\$ 36.27	\$ 489.65
Supervisory 16.5	\$ 40.35	\$ 665.78
Communications		0
Supplies		0
Other		
Catering (focus group refreshments)		\$ 475.00
TOTAL		\$ 1,747.43

OREGON LSTA EVALUATION

APPENDIX A

FOCUS GROUP REPORT

Nine focus group discussions were scheduled during the week of October 2nd. One session scheduled for Lincoln City had no attendees; a total of 48 people participated in the other sessions which were held in Bend, Eugene, The Dalles, Hermiston, LaGrande, Portland, and Roseburg. Two sessions were held in LaGrande. In one of these sessions, several people participated via video teleconference.

At each session the participants discussed the four areas of the 2003-2008 LSTA Plan that have received the highest total amount of funding and the impact the grants in those areas have had on library services in Oregon. Those areas were a) grants to encourage the development and establishment of larger public library administrative units and to extend services into areas unserved by public libraries; b) grants to develop quality library services for children, young adults and their caregivers, with special emphases on unserved and underserved youth; c) grants to leverage funding for full-text database licensing projects, facilitating access to electronic resources, digitization, improving content and usability of library websites; and d) grants to improve the ability of library staff in all types of publicly funded libraries to provide reference services. Participants also discussed the pros and cons of using LSTA funds for statewide projects versus competitive grants, what they thought priorities for the next plan should be, and a number of features of the LSTA process in Oregon. Each session closed with "final say," which was an opportunity for participants to emphasize what they thought was most important, comment on things they had heard, or bring up new topics pertinent to the LSTA evaluation.

The report that follows provides an executive summary of the general themes that emerged and a more detailed report of each of the sessions.

Executive Summary:

Although a focus group held at a branch of the Multnomah County Library attracted nine participants, overall, participation in the sessions was heaviest outside the northwest, urban area of Oregon and consequently reflects the more rural perspective. There were only a few representatives of academic institutions in the focus groups. However, participants in the sessions included several individuals with a statewide perspective because of their leadership positions on the LSTA Advisory Council, the Oregon Educational Media Association, and the Oregon Library Association.

- Participants generally agreed with the priorities of the current plan and were not seeking drastic changes in the next plan.

- There is considerable respect for the leadership that comes from the Oregon State Library.
- Participants generally expressed the opinion that the focus on forming larger administrative units and extending library services has been the right thing to do. Philosophically they continue to support the concept that all Oregonians should have access to library services. However, many thought this focus should be lessened in the next plan. The “easy” problems have been solved; some areas do not and will not have the tax base to support library services and appear unwilling to join in larger units to resolve the problem. If an opportunity arose that looked potentially successful, most participants would support providing funds to help that happen; however, most felt that larger units and reaching unserved areas should not be a major focus of the coming plan.
- Many of the participants seemed to have limited information on the programs designed to develop quality library services for children, young adults and their caregivers.
- School library/media specialists are highly appreciative of the Oregon School Library Information System and of L-Net.
- Participants from public and academic libraries had varying assessments of the electronic resources programs supported by LSTA funds.
- L-Net received mixed reviews—for some it seems the wave of the future. Many in the rural public libraries said they did not use it saying that it was too complicated, that they had no time, and that they don’t think of it when they have a question to answer.
- The fact that L-Net has two components, a back up reference aspect for librarians and a public aspect for users is controversial. Some think the public feature is a waste of time and that the focus should be on professional reference; others see the heavy use by students as a misuse of the service. Still others see the heavy use by students as a wonderful new way to reach the younger, future users of public libraries. Defenders of the program acknowledged that the program started slowly in some areas of the State but maintained that usage was now growing.
- Participants approve of a mix of statewide initiatives and competitive grants.
- Small libraries would like the competitive grants to be simplified in terms of both the application and administration.
- Most participants thought that the benchmarks used to measure progress toward the LSTA objectives seemed like a good idea, but said that they probably wouldn’t even notice if they were not there.
- Peer evaluation received mixed reviews; some said that because it is done after a grant is done, there is no impact. Others who had acted as peer evaluators said it was a good learning experience.
- Most liked the idea that Oregon allows multi-year funding for some projects. This was seen as reasonable since “Some things take longer than a year to implement.”

Following is a more detailed description of input collected from participants in each of the sessions.

Eugene **10/2/06**

There was only one participant, who works as an adult services librarian at the Eugene Public Library.

Impact of the grants in the four priority areas?

Districts?

This is Lane County; there are lots of unserved areas, pockets in the county. People may have a Eugene address, but be outside the City. They have access to the building, but they'd have to pay to use our resources from home or to check things out. It's \$80/household/year. It's hard to explain to people.

Developing quality library services for children, young adults, and their caregivers?

Not familiar with these grants.

Databases?

The databases are wonderful for us; we don't have to negotiate the agreements; this way is efficient, saves time and dollars. The library also purchases some databases on its own. Database program really impacts small, rural libraries; is a service that's good statewide. Can't imagine library service without it.

L-Net?

L-Net is a great statewide program. People and librarians use it. L-Net has done a lot of targeted advertising; lots of kids use it for homework help. It's nicely set up; we can refer questions to others with expertise in various areas and we can do follow ups.

The head of L-Net is phenomenal; he's both an ideas and an implementer guy. There are 4-5 of us here who do L-Net; each is scheduled for a shift of a set number of hours per week to cover L-Net. Training has been very good and useful

We had an L-Net Summit at the University of Oregon which was well attended and organized. They went over how to improve services; training on new software, and brainstormed on issues. There's lots of organized information sharing; newsletter, wiki, website. Questions that come in on L-Net aren't different from regular questions, but the interaction is so different. It's readers' advisory in a chat mode. A person asked, "What is the meaning of life?" (She responded, "Well different people have different ideas about that"...and proceeded to list some) Next question was a young adult looking for a good book to read.

Training and continuing education?

She looks for announcements about training related to the PORTALS project, although she hasn't attended any yet. They look interesting; for example there was one interesting sounding one about how to implement new technologies in libraries---covered things like wikis, blogs, RSS.

The library website development stuff is another area and there's PLINKIT—looks great; looks like it's good for developing websites.

Should Oregon use more of its LSTA funds on statewide projects or on competitive grants?

Reaching unserved is a good thing; would like to figure out how to get more access. Whole concept of equity is important, but some people think buying a library card for \$80 is a good deal! Just seems wrong that some people don't have library service.

Benchmarks?

Good to have goals/outcomes, but these were manufactured. X is a good idea, but is the process to get that the best thing? For example, counting renewals as circulation or buying all popular stuff to get high circulation

Anything else? Final say?

Oregon should also have the "Mother Goose" program, literacy in Spanish, and other languages. Small Oregon libraries need money for collection development in Spanish

Roseburg 10/2/06

There was only one participant in this session.

Impact of the grants in the four priority areas?

Districts?

Larger administrative units were a part of the plan, but it's getting tougher and tougher. This year the LSTA Committee saw 3 extensions of LSTA dollars for operating library services in preparation for ballot issues. They're trying, but not sailing through. *Impact of that?* You do see an increased number of kids in that project attending summer reading, etc. But still, it's perhaps not enough impact to get citizens to tax themselves for library services.

Developing quality library services for children, young adults, and their caregivers?

Not familiar with these grants.

In the long run it would be good politically if people knew more about the LSTA projects. It's also important that people know about the competitive, replicable grants, but people just aren't aware.

Databases, electronic resources, digitization, etc.?

The databases directly affect us. We're grateful for the grants that subsidize the databases; schools appreciate OSLIS too. Digitization seems less important.

L-Net?

This area was happy with Reference LINK; it was vital for us, so we weren't eager to change. At first L-Net wasn't popular, it wasn't designed to be back up reference. Now a part of it is back up...there's a librarian part and a public part. Staff here thought the goal of L-Net was to take business away from libraries; they're more positive about it now.

Should Oregon use more of its LSTA funds on statewide projects or on competitive grants?

The mix is good as it is; wouldn't want to lose the statewide services; he'd like to have more library development staff. There has been a decline in the amount of technology support we've gotten from the state library. He would support more dollars going into development staff however, not totally just technology support. If there was more money for development staff and one of the people could do the fund development (which was in the old plan but seems to have disappeared), that would be OK.

Other comments about the plan?

The "need" section of the plan should include multiple types of trustees. We need to do more with library best practices—sharing best practices especially.

More library services should be digitized---downloadable books, for example. But I'm not interested in increasing the white noise of local history with digitization.

Little or no work is being done in OR libraries to address bringing people up in literacy. There are program to get people literate, but not to raise their level of literacy...plan doesn't do that.

Priorities for the next plan?

Funding development staff

Subsidizing databases to include more school libraries

Some kind of reference (although it may not be L-Net)

State library card....public library directors don't support that.

Don't think the answer to those who say they won't pay for library services is to give them a library card.

Maybe some more emphasis should be placed on innovative projects with potential for replication, i.e., Multnomah projects have value there, but often have no value anywhere else in the state because the population is different. Need to emphasize replication, including the negative parts so that others can learn.

Benchmarks?

Could throw them away

Peer evaluations?

Love'em! They're a tremendous learning experience for staff and evaluator. That's how cross pollination gets started; it's also important to have the reports available for people to read.

Multiyear projects?

Crucial, even though not every project has to be multi year. Probably couldn't do the district ones in a year. However, 3 years for the district ones is enough!

Portland

10/2/06

There were nine participants in this focus group session. They represented public, school, and academic libraries.

Impact of grants in the four areas—larger units, extending services; library services to children, young adults, and their caregivers; database, electronic resources, digitization, improving content and usability of library websites.

I don't think that I know or that I could list specific impacts.

I know that we couldn't have merged our catalog with the other health science resources. We have some unique holdings that were difficult to access. LSTA helped us but by doing so gave everyone access to some unique resources.

Support for database programs and children's services projects are what come to mind.

I have a little trouble with L-Net ... we tried it for 6 or 8 months – concerned about the cost and effort vs. the payoff. Our questions were mostly directional or Multnomah County questions. I would prefer giving the money to Multnomah to giving more people access.

I disagree. Those services are incredibly valuable.

Don't get me wrong, I think it's a great idea, but maybe not in practice.

Our library participates in L-Net and I'm also on the Board – it's not perfect, but my experience is that we get a lot of questions and the number's going up – a lot is homework help. There are also lots of legal questions, licensing questions. It started slowly but it's grown over time. Maybe the difference is in the time when your library was involved. Things have really improved and grown.

It must have taken off after we stopped doing it.

Part of the reason that it's busier is that we're now part of a global network. We're part of the OCLC cooperative, but the Oregon questions are up too. They promoted it in the rural parts of the state. The stats jump when they go out and promote it in an area of the state. The big challenge is promotion. The best promotion is placement near the front of the website. Still it's a challenging service.

One thing that I'd like to say about L-Net... L-Net is a way to meet patrons in a way that they want to meet us. Telephone reference is OK, but this is different. I sit on the advisory Board. People are viewing the web site as a one stop service. That's why we're getting circulation and hours questions.

The state funding L-Net is a great way to promote libraries in general. Do you think an 800 number for telephone reference would be a better use? That's an interesting idea because some people in the state are without high speed access.

The EBSCO and OSLIS money is a huge benefit to schools. Many of the school districts can't afford to or choose NOT to fund these kinds of databases through their own budget. Having it available statewide levels the playing field.

I'd like to underscore that – the statewide database support has been wonderful. The problem is the marketing end. It's not intuitive. Which of these do I need to click on? You're not sure what's in what. It's not intuitive to the end user. The searching isn't intuitive. It's not like you learn one and can search them all. Perhaps we need both the federated searching AND the expert system, but how do you make it available to people statewide?

I have to agree about OSLIS. I did some training on it and seeing the set up was really excellent.

I'm impressed by the statewide projects; I'd rather have those than the grants to individual libraries. If you can give everybody something, that's better than giving to just a few.

That leads to something that I was going to mention. The way that those statewide projects get done is that it gets taken on by one of the big libraries. A lot get farmed out to Multnomah County.

Are there other libraries that could serve in this capacity? It's a chicken or the egg kind of scenario. You have to have the staff to be flexible enough to take on some of these things. If you're from a smaller library, where does the "seed" staff come from? Most of us just don't have the staff necessary to host a statewide project.

Projects like L-Net, the early literacy initiative, and PLINKIT project... those were all part of the non-competitive process. The state librarian went shopping for libraries to take those projects on.

I've worked in some libraries where there was war over how much went into non-competitive projects. My experience here is that there's a greater acceptance of money being spent on statewide efforts.

The Overdrive project was very successful. There's no LSTA money in that one, but that's the kind of project that the State Library should be involved in.

The real challenge for a lot of us is when a project requires you to add staff. It's OK if you can do it with a little of this person's time and a little of another's. It's harder when it requires new staff.

Should Oregon use more of its money for statewide initiatives as opposed to competitive grants?

I like the competitive grants. Because of a small grant to our institution, we expanded the knowledge base of all health libraries. So the competitive grant worked for us; otherwise we never would have had an opportunity to move our catalog to III.

OSU has proven to be very collegial; it built cooperation between and among the various libraries.

The balance between statewide and competitive is important. It's great to be able to do a little of both. That's why the MIX agreement is so good; it's shared access. LSTA needs to promote that.

Your grant was a benefit to the whole state. That's where the individual competitive grants come in. There's got to be a balance but some of them really help the whole state.

Originally our grant wasn't approved. It's not clear that the committee had read it all.

I did go to the state board and they changed after hearing statistics.

That secondary opportunity of going to the board was a good process. I was able to continue my case. There's a safeguard there.

I had a grant denied. I guess this is sort of related to the process. There is a feeling that the State Library wants to put a lot of money into forming districts, but they aren't really too up front about it.

My director noted that some of the district studies are costing a lot of money, \$ 6 a person in a couple of areas. No guarantees that they'll become districts.

Small libraries don't have the time or the expertise to apply for a good grant, whereas a large library may have much greater resources. Down the mid

Willamette Valley we were at a disadvantage because of the number of small libraries.

School libraries have the same problem. In addition, they're also in an institution (schools) that don't always understand the role of libraries.

Maybe LSTA funds should be used to help small libraries apply for grants. A grant writing workshop doesn't do it. There needs to be some way to subsidize grant writing help for smaller libraries. This last time around there wasn't there money "left over?"

Makes me wonder if there couldn't be an option that would require a less cumbersome process for grants under a certain amount... a simplified process for relatively small grants.

The facilitator mentioned that Massachusetts sometimes does training on a topic that is required before a library can apply for a grant. Then libraries go for larger grants to do a pilot related to the topic. Finally, smaller libraries can apply for mini-grants to replicate something that worked in the pilot projects.

Perhaps use the Massachusetts model. Connecticut did some similar things with "mini-grants." When I was in Connecticut, I served on a panel that looked at the mini-grants.

It would be a process similar to our "ready to read" grants. One of the things that surprised me when I worked at the State Library was that there wasn't a pot of money available to move quickly on training. Our hands were tied. The State Library needs an "Opportunity Fund." We need some kind of a set aside that can be used to act quickly on opportunities that present themselves. As it is, it takes too long because you have to find a library and wait for the next round of grants.

What should be in the next five-year plan?

The district issue has gotten so much attention; there are people in Oregon who aren't served by libraries. That's what the district stuff addressed. That's an interesting thing. One of the ideas was the statewide library card, but how do you sustain it? If people aren't going to support it long term?

One of the options suggested was education for educators about the need for libraries. Build a constituency with educators to support libraries. Build the case in the communities. That's something that I'd like to see more.

How many city managers DO use the public library?

Some city managers are outright hostile to the public libraries.

That's one of the reasons that districts are promoted.

Perhaps there is an opportunity to do the kinds of studies that have been done in South Carolina and Florida of the economic impact of libraries to convince people of the value of libraries.

Emerging technologies is an area that we need to move into. There are things out there we should be learning about. It's hard for individual libraries, but if there is a consortium of libraries working together, it's easier. Look for some way you can underwrite some of those costs of new technologies. We need training on how to use some of those resources, setting up streaming, etc.

There are still some places that don't have any access at all. It has to be a balance. I don't want to be held back by a few libraries that don't have the resources and won't have the resources.

We need to be able to have grants to help those with disabilities and those who don't speak English. We in the schools would support that as well. Oregon has 65 to 100 languages that the kids are speaking in their homes. That's a really big cost.

I would like to make sure that the start that we've made to fund early literacy remains in the next 5 year plan. We're going to need continuing money to carry out the recommendations of the report. That's an example of a library that took leadership.

Peer evaluation?

I don't see that they're helpful. The grants over; what are you going to learn? Three-fourths of it is descriptive and one little piece is how you did. Most grants aren't replicated. We look at it as something that we have to do. It's not useful. We're getting a grant right now (not LSTA) and we're looking at pre-implementation, mid-surveys and post surveys. Any of the grants could have had that kind of better evaluation. Certainly some of us are being challenged to provide more outcome data. It would be good for answering the question, "How does the library have an impact?"

I'm not a fan of replicating the same difficult evaluation. There should be some mandates for some better evaluation. I can't remember hearing one that didn't work. We always talk about the good ones at the Oregon Library Association. We need to hear about the failures as well.

How does a small library do a good evaluation?

I think that there is some variety in the amount paid for the peer evaluations. It ranges between \$ 500 and \$ 600. It's been creeping up a bit and that's good, but we need to make it more of a learning experience both for the evaluators and for the libraries being evaluated.

What might be good would be to get an expert to look at a grant. Nobody really looks to see if you set the right objectives. It is more self reflective. Maybe there should be more focus on the needs assessment. I'm wondering about different types of grants. Evaluation for some is whether you did it or not.

Digitization has been a low priority – just don't have the time. What's been done is fairly minimal.

We have an historical collection that we'd like to digitize, but it would be very difficult to justify it; at least to justify doing it right.

That goes back to the point that if there was some money set aside that the State Library could use to implement specific things. If the State Library ran some sort of a summit on digitization, then the State might be able to go to the next level.

The State Library dipped its toe into those waters. We got an invitation to the statewide digitization project. There were people from the tribal libraries, the publics, the schools. There were some issues with it. There were technical interests. There were personnel issues and no sustaining funds. Unfortunately, it really didn't go anywhere.

The State Librarian is good about getting an idea and twisting arms to take things on.

Final say?

I've heard a lot of good ideas. By and large there was a lot of agreement here today. I share the concern about the capacity of small libraries. If we want them to have grants we need to support GOOD grants.

BALANCE is important with competitive grants and statewide projects. There does have to be statewide consensus about the statewide projects.

Serving the underserved and the under funded. The statewide projects like the databases do so much to bring library service to the rural areas. EBSCO, OSLIS and L-NET do that really well. OSLIS is the savior of research in many of the small school districts.

I like the emphasis on projects that benefit MANY libraries. I do question the cost of forming districts and I'm a little concerned as to whether that money could have been better spent in other way.

We're really happy in our community for support – the statewide projects have been good for affluent communities as well.

I'd like to see the State Library spend more money on databases. There are certain things that are almost essential... a DECENT encyclopedia, for example.

I'm on the state database committee. Could the State be the fiscal agent for purchasing more databases that libraries contribute to? Lots of libraries are paying different amounts for the same databases. It seems like the vendors charge whatever the traffic will bear.

I agree that the databases are important but what's the best strategy for Oregon? The databases are great if the public can use them. It has to be partnered with some sort of training and lots of promotion. Maybe make them more intuitive. A state overlay for the databases?

We need a lot more advertising about a lot of initiatives.
Need bus advertising
Database vendors should be paying for the ads.
Training is important too. On-site training is needed in small libraries.

I don't bring very much experience with LSTA to this discussion but we seem to want something more centralized and we perceive that that would work better. But the world is kind of decentralized.
Reducing obstacles to participation for small libraries would be good for these smaller grants. Not sure where the "quality" bar is.
That's a really hard thing to decide.
I'd like homework help statewide so everybody is hooked up to the same thing.

Lincoln City **10/2/06**

No participants

Bend **10/3/06**

There were eight participants, including public library directors, assistant directors, trustees, and a representative from an academic library.

Impact of the grants in the four priority areas?

Districts?

No LSTA dollars involved here in formation of the district. Have had LSTA for a service kiosk we put in Terrebonne.

Deschutes and Jefferson are to work together to upgrade our computers and to link the Jefferson computers with Deschutes Co.; catalog will be online. Will merge the catalogs and do delivery to. There's a grant to pay for delivery for the first year. Warm Springs will get a circ station to participate as well.

There were several demonstrations: Linn Co; Wasco Co.—they won the vote, but didn't have 50% of the voters (requirement—50% of last national election vote) There's another area working on joining in North Central—catalogs, funding, etc. I'm not convinced they'll get to local funding; several of the grant recipients have put off their vote until 2008, so the LSTA dollars are going toward giving some service.

Developing quality library services for children, young adults, and their caregivers?

I haven't seen much more than awareness raising on early literacy. LSTA used to buy summer reading manuals. Initial stages...planning on early literacy, but that's not LSTA funded.

Databases, electronic resources, digitization, etc.?

EBSCO is a sweet deal; we get a good price; makes accessible from home too. Since the schools have it, I wonder do we really all need to have it? Do we have to pay multiple times?

You never know the status of things in schools. I've been in a school and they didn't know they had the databases.

Only 89% are now using the databases; I think some academics have dropped out. There was 100% participation earlier.

Some small libraries might have dropped out because of technology problems...they just have dial access and it takes so long.

Some libraries have only a volunteer librarian and are open only a few hours...no time to learn how to use databases. And it costs about \$800 for the 26 databases (local contribution is about \$800).

The Crooks school district doesn't even have a website

Digitization? In the last 18 months several digitization projects have been formed; they're working on it, but it's too early to have an impact.

Could places write a grant to let people catch up?

L-Net?

Deschutes participates; usage is growing; is popular with the teen group especially.

I like the concept and the fact that it attracts teens.

Academic—we're also providers; I think we're replacing school librarians...we get hit during the school day with multiple hits with the same question; Think it's a school assignment.

Usage has had a great increase

It's another way to reach people, especially those who are comfortable with chat It's interesting; you have to learn new skills to do it.

Challenge is to keep up the quality; younger librarians are more comfortable with it.

People are used to instant gratification; makes it hard to give people help when they're so impatient.

Maybe chat is a better choice?

I think it's kind of exciting; we may be answering questions from across the US Academic—sometimes I don't feel adequate in providing the L-Net reference—they're school and public questions and I'm used to academic questions; but it's serving people who wouldn't come to the library.

We used to wonder about the cost/question, but that has straightened out.

People haven't learned to use their own library website and we're helping with that. (With L-Net)

Should Oregon use more of its money for statewide initiatives as opposed to competitive grants?

I've heard "Rich libraries, Multnomah/Eugene/Deschutes, get too much with the competitive grants;" I'm inclined to have it tipped toward more statewide projects. Statewide consortia are more beneficial.

Has the state library considered helping small libraries write grants?

Two entities in East Oregon asked for money for software training for archival work; LSTA committee told them to work together. They did and they need less money because they're working together.

Yes, Multnomah gets money, but they put out good ideas!

Competitive grants are important; large libraries can do things and share the results.

Having some competitive grants gives flexibility...do some of each (statewide and competitive).

We wouldn't have done the Terrebonne kiosks out there without grant support.

We learned some things that didn't work, but we also developed a manual so others could duplicate without making our mistakes.

Priorities for the next plan? Are the current priorities the right ones?

What's important is that there is a focus; helps us in the field decide if we'll put in an application.

Having a focus helps the LSTA committee decide as well; we do turn down grants that don't fit the purposes and focus.

(Discussion went to helping libraries do things that are no longer a priority...)

Maybe helping "back" should happen so no one gets left behind. We shouldn't be building a freeway where what they need is clean water! Some of these libraries are like 3rd world countries.

We would like state aid for public libraries!

What was a priority 5 years ago isn't the same priority in the future; we need to change the yardstick.

There could be collections that should be digitized; digitization could be an exciting priority in the new plan.

I think addressing the connectivity situation is a priority. There's a real issue, but how do you get to that? Something like the Rural Electrification of the 1930s? It should be much simpler to reach rural communities...DSL if you have phone service. Why shouldn't the rural communities leap frog over the collection needs and get directly to using broadband?

There should be an incentive for local communities to support libraries.

Bring somebody in to update a website.

I like the idea of wireless statewide.

Wheeler County has 2000 people, huge geographic area with only 3 small communities. How would they break out of that situation? Wheeler Co. had an LSTA study, decided it wasn't feasible to form a district to service them.

Crooks used to give free service to them, but the state library said no, that's a disservice to them.

At the other end of the spectrum, when big libraries do things, they lead the way for the rest of us.

Joe Ford, here last week, speaking on Futures----I think we should let the more populous areas try things first.

When do you stop supporting the district attempts?

They have to say they've failed; I want everybody to have service, but the Council does have to say no when recipients don't reach their goals.

People who don't use libraries don't see the value in them.

Benchmarks?

They need to be current; it's important to have something to see if you're making progress.

The nature of ILL has changed, I'm not sure that benchmark is relevant.

ILL varies tremendously within my library.

I'm more interested in Spanish use.

Peer evaluators?

That's valuable; great way for us to show what was/wasn't successful.

Having an evaluator showed me the state cares about where it puts its money.

I was an evaluator once, it was very interesting.

The LSTA Council doesn't get that information; we get only anecdotal information from the staff.

Don't you get the written evaluation?

No, we get just informal reports from staff.

You need the detailed reports!!!

Final say?

As a member of the Advisory Council, I'm still learning. I would like reports back. I'm looking forward to working on the new plan in May
There should be criteria on when/how to cut off the funds for unsuccessful efforts.

The LEO consortia had lots of LSTA money, but it has probably been too grandiose; I think it'll make it long term: I think it is viable, but the money was cut off.

I'd encourage not cutting off funds the way it was. LEO is a success; has some established relationships, etc.

Academic—my experience has been with the databases and L-Net...the databases are a fabulous deal. I hope L-Net continues; there's a need and it's a way to reach kids who need it.

I wish we could reach across types of libraries more: L-Net let me learn and meet people in other libraries.

I have seen the LSTA impact; Deschutes County has done a couple of big projects and has a new one with Jefferson Co. in progress, they're things we couldn't do without outside funds.

The goals are valuable and important; need to focus on children and literacy; allow broader scope for innovation, but also don't leave communities behind.

Many good things are in place now; I can see Jefferson County returning books for Baker. When the infrastructure gets set up in the large communities, it gets to us eventually; I like for the vision to connect libraries and get them on the same wavelength

Continue with the idea of getting people everywhere connected.

The Dalles

10/3/06

There were two participants in the session.

Impact of the grants in the four priority areas?

Districts?

We just got a grant last year to fund a consultant to look at Wasco County. The libraries have been so separate. Consultant talked to the individuals and got all but Mosier, four of the five cities, to participate.

The library districts issue impacts the school libraries. If the district fails, I'll have two classes of users: kids with public library access and those without. That has an impact in education as well.

Databases, electronic resources, digitization, etc.?

This year our budget was cut back, but we were able to continue the databases because of the statewide licensing support.

The database licensing has been a boon to schools.

We continue to refine the product that we get in those bids. Now with Newsbank and the EBSCO products we're able to meet most needs.

We've lost county funding - we're now open only 20 hours per week. I'm very hopeful that the district will pass. We'll see if the grant gets funded. People take some notice when there's federal money involved.

L-Net?

L-Net has made a big difference to students. Our school was a pilot; we struggled to staff it, but the statistics prove that a growing number of users are school kids.

Now happy that there is the 24X7 service.

Jim Scheppke has been dynamic about getting services to all residents of the state.

L-Net has been really exceptional although it has grown slowly.

There is now a grant application for the Battle of the Books. There is a list of books and a set of questions. Point is that kids read the books and get into a competition with other schools. It's modeled on what Alaska is doing. OEMA is going to form a committee to do it. It would be great to be able to do this statewide.

Before L-Net we had LINK, but that was professional to professional. L-Net directly involves the end user.

Should Oregon use more of its money for statewide initiatives as opposed to competitive grants?

For about ten years we didn't get some grants; most of what we asked for was upgrades rather than new things.

The balance is good as it is; it promotes creativity and innovation.

The state library can exercise leadership with some of those dollars, but they can also give someone the ball and let them run with it.

I agree that it's good to have both.

Priorities for the next plan?

State library has assembled a broad based LSTA Advisory Committee.

Jim and his staff are good at getting out to the conferences and they listen.

Jim listens. He's knows what's in VISION 2010 and he integrates that into what OSL does.

The four priorities align with the state's needs.
Maybe put more emphasis on literacy and summer reading.

Talk about what you see as needs?

You can look at most states and say that there are two distinct cultures. In Oregon it's visible in the east and the west; the urban perspective and the rural perspective CAN be different. How do we get the best of both?

There might be some benefit in starting more of an east and west dialogue. People move here and they have some expectations that are sometimes unrealistic. They want the services but they don't want to pay for them.

The library community needs to work to get the east and the west to understand each other's needs better. We need better communication about the fact that both urban and rural libraries face real challenges even though those challenges are very different. Sometimes, one solution doesn't work.

Peer evaluations?

The person who was our peer evaluator had gone through a district effort and it was good and helpful.

This is purely emotional but sometimes you wonder. I saw one where there were comments that were complete polar opposites.

It's great that peers get to be a part of that process. It's democracy in practice.

The peer evaluations are also a development tool. The peer evaluator will probably develop a better grant the next time.

Multi-year projects?

We phased in a person; it enabled the local funding to pick up over three years; that was good.

The multiyear grants are great. It teaches sustainability. It takes some effort to submit a multi year grant.

Will the LSTA Act go on indefinitely?

The only thing that I'd add is that the FEDS are expecting more control in the use of the dollars. I don't think that this is likely to change.

Administrators of these dollars at the state level should have some latitude.

No child Left Behind is killing creativity in the schools

The independence of LSTA should be protected.

In the evolution of the state licensed databases we have tried to find an equitable way to pay for them. We tried to do it through school districts. Now we have much greater equity with LSTA and the Dept of Ed money.

When the OSLIS project started there were a lot of have-nots.

Every member of the public ought to have access to a public library and every school child should have access to both public and school library resources.

Final say?

I don't have anything else.

Thanks for being here.

Hermiston

10/5/06

There were four participants representing school and public libraries and OEMA. One participant had also evaluated PORTALS, the statewide CE initiative.

Impact of the grants in the four priority areas?

Districts? Extending services into areas unserved?

SAGE and the courier have helped to stabilize library service financially in 11-13 counties; would be difficult to maintain courier continuity; LSTA underwrites

We're in second year of courier support.

Have tried to work with Wasco and Dalles and Malheur to form a district. Ruth Metz worked on that with us. We didn't get the double majority; but I think it will pass next month.

LSTA dollars have been useful, but not a lot of individual systems have received money.

SAGE is a 90 library consortium, great asset! Works well for me and the students in my district; gives us wider selection; we don't use it a lot, but our seniors have projects they need resources for; we've borrowed items from EOU. There just aren't library resources out here to help without the consortium.

The first stage of SAGE wasn't LSTA, second round was.

Whatever LSTA funds went into SAGE, it's valuable for my school district!

Beth Longwell is fabulous to deal and work with.

There's a model from EOU called "teacher as researcher model" that's used by 3 master's degree programs. SAGE courier is used tremendously for getting resources for these teachers (people currently teaching and working on master's degree). Courier delivers things the teachers need. As a part of the program the teachers have to use resources in their classrooms. (It's a weekend course they take and then apply in their classrooms.)

There are always jurisdictional issues for libraries in cooperating, but we've worked well with automation. We have had some successes.

In Wallowa County they got money for delivering books, dollars to jump start getting materials to the homebound.

Developing quality library services for children, young adults, and their caregivers?

Up & Away!—an after school program for 6 public libraries in the county—was a 2 county grant. The after school program tried to do best practices—generated a second grant from a private source to do the project in the other 6 public libraries in the county. LSTA gave us the first round experience. I don't know about the ongoing sustainability of the project; all the places won't be able to do at the same level, but LSTA grant was a good demonstration.

I'm working on a grant in this area and will try to get private funding first. LSTA is only a second choice because the process is so painful. All government grants are painful because of the bookkeeping involved. The private source requires only a mid term and a final report, but they're real simple reports. But with LSTA you have to do quarterly reports and keep the receipts. It's excessive!! There's no reason when the private sources can do it with so much less reporting.

LSTA paperwork is the proposal: only a 5 page form, but there are 20 pages of instructions!! The State's Ready to Read application in only 2-3 pages.

In Eastern Oregon a majority of the librarians don't have an MLS; there's no staff of professional grant writers. The whole LSTA thing is a monolithic structure; tremendous staff time. I just don't look to LSTA first anymore.

Databases, electronic resources, digitization, etc.?

EBSCO databases fall under this, but part of that is being picked up by the OR Department of Education.

Without OSLIS we'd be lost, there are only minimal library resources out here (Eastern Oregon); OSLIS is a whole new area of resources for teachers and students. About 1/3 of the staff is working on a master's degree. OSLIS is invaluable. Schools get it "free."

It does leverage assets. Our smallest public libraries don't pay anything for the EBSCO databases. But the training issues are big. I don't think the databases are used much out here. Most rural librarians are aware of the databases, but their use is shallow.

I tell teachers about EBSCO and L-Net and they're amazed. There's no way we could prepare our students for college without this. Academic Search Premier has to be a part of what every one of them knows about. I get School Library Journal free (professional materials) and EBSCO includes peer reviewed journals.

There's no way my budget could do this for teachers and students; it doubles anything I could get, makes my students competitive with others across the state. We couldn't meet the education standards without the databases.

My budget is shrinking, circulation of periodicals is going down, and so I'm not duplicating what's on EBSCO. People will have to use the database. That may be a problem in some of the libraries out here because staff lacks training. But as EOU expands here, there'll be a greater need for students to come into the public library and use the databases.

We would need a local commitment to get the word out to get people to use the databases; they have home access, but people don't know about the databases. We put the access number on the back of book marks in the school libraries.

A Umatilla user went to our website, but to access the databases here you have to put in a Hermiston card number, and Umatilla doesn't have the link on their webpage.

There's little inclination in our public libraries to advertise the databases so it's money down the rat hole for the general public.

But there's dollars in the rat hole with your book collection if it isn't used!! There are also many school librarians who have no training when they start working in the school library. It's important that school librarians and teachers learn about the databases.

It should be required that you have a plan to use EBSCO if you're going to get it and then have a cluster of libraries supporting each other in using it.

L-Net?

Same issues as the databases—not used!

The problem isn't L-Net or the databases; it's how they're placed on the webpage and how they're promoted.

I confess, I've had L-Net training several times, but it's never the place I go first. It's a safety back up if you've got lots of time.

We just don't think of it unless we're asked; I have a technician on staff, so L-Net is on our website.

On the public library side, if the state library had its way, we wouldn't have all these little independent libraries...there are many philosophical and funding issues.

OSLIS is the tutorial piece to use EBSCO—for schools it's packaged together, the tutorial and the databases.

Public libraries don't have the tutorials.

I was told L-Net was replacing school librarians.

It's the state budget, not L-Net, that's doing away with school librarians. L-Net is coming to the rescue of schools without a librarian!

Teens find L-Net a comforting place; school librarians (digital immigrants) don't use L-Net half enough.

(public librarians) We have no idea how much L-Net is being used here. I look to the technology person to save me from looming things; I don't think about it. I love the trend, but I have no concept how it's being used.

Technology brings them in and I get them to read!
I got the kids (students) to teach me how to use Google notebook.

We have a staff wiki!!

Should Oregon use more of its money for statewide initiatives as opposed to competitive grants?

Balance is about right now

Going for a competitive grant is hard, but it's nice to know you can do it. They should use the competitive grants to demonstrate (like PORTALS) how to do something and then spread it statewide. I evaluated the PORTALS project. It started regionally; I think it should be statewide and run by the state.

I agree; it's good to have a mix.

We are going to work together to put on a young writers' conference for the school district, serving young adults at the high school level is the target. We try lots of cooperative stuff out here.

What should the priorities be for the next plan?

Universal courier service and universal library card

In Idaho the state pays for databases.

Priority should be services in how things are delivered

Leveraging doesn't work well out here; delivery is a problem.

The priority should be programs for more universal access. Idaho pays for all the databases and they get used more there.

I agree, but I'd like more tailoring, I'd want a mix of databases, not school stuff, but car repairs, and test preparation.

I want career information

We should continue the emphasis on service to the underserved populations, early literacy and children.

Get the LSTA committee to pay attention to things coming from school libraries.

Projects with statewide significance are important!!

I think the odds have been stacked against the small rural libraries (school and public)

Keep courier use statewide; provide universal support for electronic access.

Be sure to keep the ILL with the courier.

District stuff just works some places and not others.

Building districts is kind of up to the locals; I don't think they should keep running money to keep those going.

You can be a library director with no training out here; and library service is however you decide. Larger units do provide better service.

Benchmarks?

(Several didn't know anything about them.)

They're of lower value; perhaps refine them; would be more valuable if they were more outcome based....these are outputs.

Peer evaluation?

(School person) didn't know about that.

(Two of the public library participants have done.)

They have a value, kind of keeps you honest, and gives you an outside set of eyes. Is only as valuable as the evaluator.

Has value if you're going to continue the program and you can build on the evaluation.

Letting it go would create a void.

I'd rather do peer evaluation than the stupid quarterly reports!

They want receipts for everything, but they don't ask for an audit!!

Multi-year projects?

I think the balance is about right; sometimes you can't do things in a year.

Some projects "slip"

Final say?

Too much paper work!

Are the noncompetitive grants evaluated? I haven't read any of those evaluations. If there were an evaluation of the statewide database program, it should address the problems I've talked about—non-use, etc. It doesn't seem as though those problems get fixed; L-Net is a different issue, but lack of use may also be a major concern. I don't want to reallocate the money from those projects, just have them looked at.

Maybe training is the issue?

Only partly

Is method of training the issue? We try different things in the schools to find what works.

You are trying to distribute a product to the lowest level; it's admirable, but in this area, there's no incentive to use the databases (or L-Net) there's no good reason for that, the databases are a fantastic tool.

What is the solution other than consistent training?

Point is some librarians out here don't value it.

If you put it on the state library's webpage, at least people would have access to it even though the local library doesn't have it on their webpage and doesn't promote it.

Eastern Oregon University, LaGrande **10/6/06**

There were seven participants representing public libraries and the host library. People, including two trustees, participated from remote sites in Harney and Lake Counties. One participant had worked with three counties as they were trying to form districts.

Impact of the grants in the four priority areas?

Districts?

It's a real struggle to find ways to resolve the fiscal problems of isolated areas; we believe getting a solid tax base is important. It was easier 15 years ago; is harder now with the changes in the law. Plus, the natural districts have happened.

So we've used money for demonstrations, consultants, surveys, etc. It isn't surprising districts haven't been successful recently, but at least two will succeed next month; maybe another will happen in 2008. Those demonstrations need money 2-3 years so that voters can see the benefits.

I'm on the Union feasibility committee; I think we have data that shows that the LSTA dollars have had a positive outcome. A survey we did in 2004 showed 19% in favor of creating a library district; with demonstration money for one year the rate went up to 46%. But, it wasn't enough to go to ballot; I hope with additional money we can keep it going until 2008.

People who don't know what they're buying won't vote in favor of more taxes (to support library service).

A district isn't feasible here; people just won't go for it, but we have a small endowment that's growing and keeping us going.

The district here saved us, but it was before I became director; I don't know if it was LSTA money. County was cutting our budget in half. But I do know the LSTA money that let us automate has been wonderful.

Developing quality library services for children, young adults, and their caregivers?

Doesn't LSTA pay for the summer reading program coordination? Oregon is part of the national cooperative on summer reading.

Early Childhood Literacy—it's new for public libraries to step in where the schools aren't covering.

I think there'll be a new movement in that area; for the last 15 years we've focused on automation and systems. Perhaps that's a new focus for LSTA.

Maybe we could develop a consortium for early literacy out here; we have the infrastructure for that now. Lots of organizations do literacy and cooperation will be important; co-ordination will be important to bring together all the resources. I agree—literacy for children and adults should be the new priority. We haven't had time in the past to do it, but now maybe is the time to do it.

Parents don't sometimes understand their role in helping children learn to read; it's important to include parents and caregivers

We need somebody to coordinate that to provide support to small libraries in focusing on literacy.

Databases, electronic resources, digitization, etc.?

EBSCO—Harney couldn't afford it without state help. We don't have lots of use, but we think use will grow.

I agree, not as many users as I'd like, some database use, some find it difficult to use; maybe we need to do some training. People tend to use Google.

Maybe federated searching should be tried. There are some philosophical issues involved—do you work with users or just give them the answer?

Renaming the button “EBSCOhost” helped. We call it magazine index and make a separate button for each database.

Library websites—out here we don't have the technology support (people or dollars) to develop websites. PLINKIT has potential. Maybe ongoing support is necessary. A small library with limited hours just doesn't have time to develop and maintain a website.

Remote access is critical; so maybe this is the highest priority out here.

I think financial support for databases is a great step forward. That should always be a primary use for LSTA. Paying half the cost is wonderful. I don't think the state (LSTA) should pay for all of the database(s); perhaps it should for some small libraries. It would be great if we devoted more LSTA to add some more databases, but I think it's inappropriate for the state to pay for all the databases. (One person wanted Learning Express added)

L-Net?

In Harney we haven't had success in promoting it; maybe it has to be promoted through the schools. It's hard to get adults to use it. I think it's a good program. Lake hasn't had much success either; we also had technical difficulties with it.

We had a speaker from Los Angeles at a conference talking about it; even LA didn't have great use. We answer questions here for high school kids and younger; it's mostly them wanting to chat and that technology just isn't ready.

We continue email reference and do the 2nd level for librarians; I think that's more important than the chat. We have more success with the mediated side of it. Chat side isn't what we'd call 21st century reference

She spoke my mind! Ready reference is almost like Google; we mention L-Net to the public, but we've used it only twice in the last year. We should focus on 2nd level only for librarians—mediated reference like San Francisco BARC, highest quality reference, that's what librarians need.) If people want instant gratification, they can do it themselves. I hate to see LSTA dollars spent this way; I want to see that refocused.

Should Oregon use more of its money for statewide initiatives as opposed to competitive grants?

I'm putting in my first LSTA grant application; it took a lot of time to do. Many small libraries can't do that and are at a disadvantage. Big libraries have grant writers. So I'd put more into statewide projects. State library could pay for all the databases for example.

I disagree; it's helpful to have the potential for competitive grants. Statewide projects are more important, but keep some for competitive grants too.

I would be concerned if all the money stayed at the state level; think it might go more toward the big libraries that are more developed than we are if that were done.

But—the databases and the courier are really important. We need a fair and just delivery system in the state. The current framework is too expensive for small libraries.

The state has stepped up to the plate in the past when asked and I'd like that model to continue.

Keep the competitive grants available for when great ideas come up. Emphasize statewide projects, but with grassroots control (have a responsive state library)

I'd like state support for audio books

Urban libraries can afford more; we don't have the tax base to fund libraries better. Competitive grants are crucial for us. Is there a way to allocate resources to rural areas? Books to Go is wonderful. I'd continue that rather than 24/7 reference.

What should the priorities be for the next plan?

Subsidized ground delivery of materials in a proportional way—not the statewide courier we have. Our solution here is much cheaper.

Focus on early literacy, Books to Go, databases—broaden the offerings and subsidize; include Learning Express

Establishing larger units—there are only 5 counties left, so that's less important.

Literacy—look at that as a whole and coordinate within communities

Extension of access to electronic resources—include technology support

Refocus L-Net—no question but that needs to be done differently

Resource sharing...the courier is a problem. We do have a union catalog.

I agree, but put in children's services, continue support of summer reading. And support for competitive grants...what can be done to simplify the process? You can include someone to manage the financial side in the grant.

Could there be a state level grant writer for us in rural areas?

We all know the rules of grant writing, it's getting the writing done that's the challenge; maybe somebody at state level could review grants and help in that way, letting you know if you missed anything important.

Could that cover e-rate too?

Is there a statewide union catalog? That would be wonderful

That's the state librarian's dream, but you don't want statewide catalog without delivery.

A statewide catalog would require ongoing maintenance

At the recent summit I learned it's technically possible to open all the catalogs, but ORBIS doesn't want to—it's a policy issue. It took years to get the community colleges to open their catalogs. But this isn't high on the LSTA priority list.

Children's services and expand early literacy

Technology training and support

Database expansion

Books to go

Courier support

State level grant writer

Keep L-Net, but only as 2nd level reference

A statewide catalog is a priority, but making it happen is hard.

Final say?

I appreciate the LSTA dollars and what they've done for Eastern Oregon. We need to look at distribution of the dollars and different needs between rural/urban libraries and make the money more accessible to rural libraries, but I don't want to be left without the innovations at urban libraries.

I agree; maybe we should look at big city and rural libraries as two different entities in the distribution of funds. Being in the same framework/pot is a disadvantage to rural libraries. I want someone on staff at state library to help with grants. Courier has been great; expand the databases; would love Learning Express and the genealogy one. And support for children—summer reading is high on our list.

(trustee) I appreciate LSTA. I see kids coming to participate in summer reading and I'd like it expanded to adults

Expand the databases, provide access to more grants. We're talking about a bookmobile in the county. Technology support is important too.

I agree with everything she said!! We wouldn't have ILL, summer reading, or the courier without LSTA. I also appreciate the opportunity to have input here. Library to Go is becoming important; I wouldn't have thought about that 5 years ago. Some things have changed!

(trustee) Yes to grant writing help; someone to review and talk you through things

Refocus L-Net dollars to support a higher level of reference service on the BARC model; subsidize courier for all regions. Continue subsidizing the databases and expand with the same proportion of subsidization except consider full subsidy for small rural libraries.

LSTA supported libraries in the SAGE system; recently I have seen a need to go beyond SAGE to other states. Now requests go through EOU; maybe we need to be able to go beyond.

A statewide catalog would take care of 99% of that.

Also distance education students could use wider ILL.

Eastern Oregon Library Association (EOLA) - Fall Meeting LaGrande Public Library 10/6/06

There were 16 participants, librarians who were attending an EOLA meeting. The LSTA Evaluation was on the agenda for about an hour of discussion. All of the participants were from public libraries; one of the libraries is a combined public/school library.

Impact of the grants in the four priority areas?

Districts?

State Librarian recognized that lesser library service was available in Eastern Oregon and put money into it; LEO didn't create the big district it was supposed to, so the LSTA dollars stopped, but LEO did do great things for us. Even though LEO didn't happen, the things happening in Malheur (voting to become a district next month) is a direct outcome of the LEO project.

Developing quality library services for children, young adults, and their caregivers?

Early Literacy training (Note—MaryKay had just done a presentation on the literacy resources—people were unclear what had/is funded with LSTA and what with state dollars) Training has been great; don't know if we'll have the resources to do the necessary outreach.

Databases, electronic resources, digitization, etc.?

We haven't used EBSCO because we couldn't provide the match. It was great when we did have the EBSCO databases. We use Newsbank.

PLINKIT sounds better than it tastes—haven't had the staff to do it; so it wasn't really cost effective to provide the training.

Don't have the staff to do EBSCO; don't have the dollars to continue the program.

PLINKIT is great—state will train you how to use; has lots of things that libraries wouldn't be able to do on their own; it's a neat project if you want a web presence.

We don't use EBSCO—I told them no, don't pay the \$300 for us anymore to use the databases.

The databases are a good idea, but we don't have a university or college in town; I got only 8 people to use them, I tried really hard!

It ate up my periodicals budget so I just didn't sign up for it again.

L-Net?

We use that (Malheur); very responsive.

(None of the others used it.)

I tried twice and couldn't get a response, so I didn't link it to our website.

I tried, they said they'd get back to me, but my library is open only 4 hours and I couldn't wait.

Caleb is very responsive.

They have to hear from you when things don't work so they can fix the problems.

They use it at the grade school a lot

I use it every time I get stumped; they'll send the answer directly to the patron.

I'd like to see something for libraries that don't do much reference; could it be motor manuals, etc. (Replacement for heavily used reference materials)?

Ancestry.com would be a better use of resources.

At Malheur just let the community college students use the databases directly, but we still can't afford them.

Should Oregon use more of its money for statewide initiatives as opposed to competitive grants?

I would be happy to hear that the minimum grant would be \$1,000. (Like the ready to read grants) Smaller than that's not worth the effort. I'd rather give the money to small libraries that need it; bigger libraries get the money.

Competitive grants seem to be targeted to urban/large libraries.

Grants that affect my library were competitive when they started elsewhere and then spread statewide. (A vote for competitive grants)

Maybe we should tell the state library that we need help in applying for grants.

I have a big problem; all the grant applications have to be done on MY time; I can't do on library time when I'm on the desk all the time.
Reports are heavy duty too.
Getting help on writing the grants would level the playing field.

State library needs to find out what small libraries need and want and respond to that.

My school/public library is open limited hours and my time is spent doing nitty gritty stuff. So how do I get new reference or nonfiction books? I asked once about LSTA and didn't get a response.

Shifting priorities are leaving small/rural libraries behind; we need help with the basics.

Technology grants are good, but we need construction help.
We need help with basic stuff. Who's going to man the library if I do programming? It's awesome to think about, but we need to be more realistic.

I've never considered applying for an LSTA grant. There should be money for CDs, videos, collections.

Problem is often that the question is asked about sustainability (in applying for grants) and there's no way you could do that.

I can't continue the website even if I've had PLINKIT training

We could contact LSTA officials in Washington and get them to change the focus.

SAGE and courier are wonderful; must continue that. The postage would kill us if that were stopped

Final say?

Best money spent would be paying for Click and Ship and Courier (subsidized)

That is useful to the average patron.

PLINKIT and L-net don't reach our needs out here.

Summer reading manual is really important.

Gates Foundation grant—came back 5 or 6 years later and gave us money again to update things. Give us LSTA money for updating computers and Internet access.

Oregon LSTA Focus Group Questions

(Explanation of what the session is about and the “ground rules”)

1. Let’s start with introductions. Tell us who you are, the name of your library, how long you’ve been at that library, and which other libraries you’ve worked in.
2. Since 2003, the Oregon LSTA Plan has placed a high priority on awarding LSTA grants in four areas and we’d like to have you talk about the impact those grants have had on library services in Oregon.
 - a. Grants to encourage the development and establishment of larger public library administrative units and to extend services into areas unserved by public libraries.
For example: Clatsop and Columbia Counties, Lane County, Malheur County.
 - b. Grants to develop quality library services for children, young adults and their caregivers, with special emphasis on unserved and underserved youth.
For example: Doing Book Time, Planning for a Statewide Early Literacy Initiative, Up & Away!
 - c. Grants to leverage funding for full-text database licensing projects, facilitating access to electronic resources, digitization, improving content and usability of library websites. *For example: Statewide database licensing, OSLIS, InformACTion, digitization grants*
 - d. Grants to improve the ability of library staff in all types of publicly funded libraries to provide reference services.
For example: L-Net
3. Some states use most or all of their LSTA dollars for statewide projects. Should Oregon use more of its money for statewide initiatives as opposed to competitive grants? Why or why not?
4. Are the priorities for the use of LSTA funds the right ones for Oregon? What do you see as the priorities for the next 5 year plan?
5. The LSTA process in Oregon has a number of features we don’t see in other states and we’re curious about your perspective on their value. Why should the process continue to use these? Do you find them useful?
 - a. Benchmarks
 - b. Peer evaluation
 - c. Multi year projects
6. Final say? Any other areas you’d like to discuss? Comments?

OREGON LSTA EVALUATION APPENDIX B INTERVIEW REPORT

Twenty-five members of the Oregon library community were interviewed via telephone. They included LSTA Advisory Committee members, directors of the large libraries in Oregon, directors or managers of major projects funded with LSTA dollars, statewide organization presidents, the State Librarian, and key representatives of the library community. Some of them had already participated in the focus groups held in October as representatives of their individual libraries. If the individual had already participated in a focus group, the interview questions tended to be follow-up to the earlier conversations they had participated in. In many cases the conversations were very informal and centered on helping the consultants understand the larger framework of library services in Oregon and how LSTA funds have been used to address the needs of Oregon libraries.

The general areas explored in the telephone interviews included whether the priorities of the current plan have been the right ones and what areas need to be addressed in the next plan. Those who had been involved directly in a grant or grants were asked about their experiences. All were asked how the LSTA grant process might be improved. And finally, the consultants asked about the relative balance between using LSTA dollars for statewide initiatives or competitive grants.

Priorities:

Those interviewed believe the priorities of the current plan have been the right ones although most agreed that it was time to move beyond the focus on larger public library administrative units and supporting the formation of districts. Current priorities that should continue are a focus on children, literacy at all levels, databases and sharing electronic resources, and digitization. L-Net got somewhat mixed reviews although no one wanted to eliminate it. The challenge for L-Net is finding the right focus and technology.

Some representative comments follow.

Support for larger administrative units/districts

- Sometimes the projects have been neither effective nor strategic and have created problems for existing libraries in the county. Sometimes the initial assessment of the political scene has not been realistic.
- There are only 2-3 counties that could really benefit from districts although several are on the ballot.
- District piece will shrink; work has been done.
- Don't know how successful it's been, but it's worthwhile.

- Have reached a point with larger units where we can move on; don't eliminate, but shouldn't be top focus any longer.
- Districts seem to be a very local issue; the remaining ones just need to step up. I'm torn between trying to reach the unserved and the reality that they can't be forced to have library service.
- Support for developing districts has run its course; there may still be work to be done, but we're ready to shift our emphasis away from that. I'm not sure how much the effort paid off; it may have taken longer and been a bigger challenge than we thought.
- People are struggling with funding; they're in worse shape than elsewhere. Whole idea of leadership is crucial, both library and community leadership. Too many people are just trying to hold onto what they have and are afraid to work together to solve problems or move to something else. Leadership development should be a priority for workers and lay people too; shake up the gate keepers.

Children and literacy

- Have to continue high focus on children and literacy
- Focus on children should stay; we get a lot of good proposals in that area.
- Children and youth are basic...esp. teens; broaden this goal to help libraries that don't meet standards in this area
- Early literacy is important; since the state is giving dollars in this area, could this be changed in terms of LSTA?
- Hope the children focus is a permanent thing; early literacy should be a priority forever.
- There's a need for literacy at all levels
- Great need is really in serving children; early childhood initiative. Still need to emphasize reading to the very young.

Databases

- I'd like more focus on leveraged purchases—databases and L-Net as example of pooling resources; raising the tide level...This is the baseline of what Oregonians can expect.
- Statewide databases are really important in delivering quality to children, schools couldn't afford otherwise
- Databases are great for schools and students; we don't have other resources available nearby
- There's a problem with use of databases; perhaps the user interface is unfriendly; funding should go into improving the user interface and marketing
- Need to make databases easier to use, but don't stop...Eastern Oregon has to come along.
- Online databases are most important to us.

- The support the state library has given school libraries, especially with the databases is absolutely invaluable to school libraries around the state. It's top priority for school librarians

Digitization

- State library could pull together a digitization project around Oregon history of the 2009 celebration
- Historical preservation/archiving—digitization is a part of that
- Digitization will be around for a while; once the major projects are done that will shrink.
- There have been small digitization grants, but overall they could be building a collaborative framework, everything shouldn't be done from scratch. There's not a statewide sense that there's an obvious direction and vision that the use of LSTA dollars is for building capacity.
- Digitization for access and preservation needs to be a priority; there needs to be coordination in this so it's not small chunks of change going all over the place. Should emphasize preservation and access to unique resources.
- Digitization is big for us; wish we could agree statewide and have standards for all libraries doing digitization to use...create an Oregon Digital Library Association to pull it all together. Have standards on storage and access.
- Greater emphasis on digitization; we've generally awarded grants for a central site to digitize local history, newspapers, art collections there are lots of small entities around the state that need help doing that.
- Digitization and information literacy are big for academics

L-Net

- L-Net is important to serving rural areas and schools
- Useless to us—we can access Multnomah County for back up reference
- Lack of promise of ongoing funding is a challenge—means potential partners are hesitant to commit to supporting the program.
- L-Net is actively marketed to K-12 students; they make up about 50% of the users. To what extent can the program grow...both users and participating libraries?
- L-net has had a positive impact in our area
- This has been controversial with the Board of Trustees. It's a good use of resources and should be continued. Perhaps in the longer term it shouldn't be funded with LSTA.
- This project seems pretty permanent.
- The State Library has a responsibility in this area.

- This is a good example of statewide leadership, extending services statewide. In a few years we may question whether it's financially viable, but we need enough time to be able to evaluate that.
- L-Net is also a high priority for schools; K-12 students are some of the biggest users, especially at the middle school level; they're into the electronic stuff
- I feel really positive about L-Net; should continue that. There are so many commercial transactions in chat and online these days; delivery of service electronically is where we need to focus, 24/7 to the user.
- L-Net is a good service, but we get mixed messages about it. Schools have to give them a 2 week heads up when you're going to do an assignment. It's really meant more for individual contact than it is for groups of students. I'd like to do group instruction and then let the kids use it, but that's frowned upon by L-Net.
- Need to professionalize L-Net; make it a powerhouse that answers 2nd and 3rd level questions. It shouldn't go away; it just isn't used much and needs to evolve.
- We rarely use L-Net although it's on our webpage.
- It's hard to predict what long term L-Net will need to be; activity has increased, but it isn't substantial. Separate and distinct systems aren't where it's at. People have cell phone and IM; using a separate system isn't viable.

Are there new areas that need to be addressed?

Technology

- Top priority is electronic delivery of services./ Transition planning/ recruiting bicultural staff
- We need to move onto next level of electronic/web use; focus on helping people broaden their electronic use
- Biggest priority needs to be content and social networking of web stuff; other entities are threatening to move in ahead of us.
- Expand concept of open source software to enable us to search the databases of catalogs...(back door to statewide catalog...long tail approach)
- Extend Plinkit to school libraries
- Access to quality sites with video rather than just text
- Next growth area is social networking software

Training

- It's LSTA—put services and technology back in. Focus on training, especially technology training. We need to get closer to the “bleeding” edge in this area.
- Strong focus on staff continuing education; there should be something in the plan about statewide program for continuing education in Oregon. There are lots of retirements coming. How will

we train the next generation of librarians? We should be providing some kind or level of assistance to address this need.

- Could the state library address the lack of training in Eastern Oregon? To be recognized as a library or to get Ready to Read money there are only 3 or 4 criteria, which is very watered down

Other

- The bigger vision is missing; vision for bringing the needs of all libraries together.
- Some way to get/require certified people into school media centers
- Liked LSCA with funds for buildings, sustainability is an issue—if we could sustain, we'd just do.
- ILL reimbursement was great for us.
- Statewide library card—subsidize direct services.
- Grants for computers or buildings would be good.
- There should be money for research and development. What could LSTA do that would have statewide impact? Perhaps information literacy at all levels, create basic benchmarks, modules that are taught in high schools so that kids come to college with some skills
- School librarians would like to add a general encyclopedia like World Book to the databases and my public librarian would like to add Novelist to the databases
- What's missing is the whole issue of nontraditional library users and unserved populations. Adult literacy should be a national focus.
- Greater focus on development...statewide staff training for small libraries, for example.
- Resources made available need to include online testing reviews; Heritage.com; and things that patrons can't get to without paying.
- Greater focus on electronic delivery 24/7; also look at material handling/sorting system. Do something as a demonstration.
- Need to analyze delivery fully, look at equity and subsidize those that cannot afford ground delivery. SAGE pools money and spends it on 3 or 4 delivery systems for 1/5 of what Orbis would cost. Different parts of the state have different needs. Once we address delivery, then we can address having a statewide catalog.
- LSTA needs to be kinder to groups that put together grant applications that have localized impact. How are parents addressed, for example? Make more grants available that support parent-child interaction at the library. Get parents to help children learn.
- What Eastern Oregon needs is more face time with development people from the state library.

How might the LSTA grant process might be improved?

Those interviewed were generally satisfied with the process although there were a few who seemed frustrated.

Typical comments:

- Oregon does very well with a small staff; any improvement would come from the grant writers themselves; we should redirect some money into a grant writing class
- Staff support is extraordinary; people on the Advisory Council do their homework. The conflict of interest issue was overblown.
- Anything we'd want to do seems to fit into any of the goals, but then it's confusing when you really try to fit into the framework. They need to make the language clearer or have only 3 goals and be very specific.
- Anything to encourage collaboration is a good thing.
- Most frustrating part is the time lag between getting an idea and getting money; for some projects it's just too long.
- Include more nonlibrarians on the Advisory Council—people with different perspectives, put someone on who knows about historical documents
- Works well; timelines good; not cumbersome; good that it gets people talking together
- Some things take more than a single year; maybe need to say up front...only 2-3 years.
- The more transparency the better; sometimes seems overdone...making Council members leave the room... However, it also sometimes seems as though the Council uses criteria that isn't the adopted criteria. Needs based or frequency of application aren't adopted criteria for approving grants. Council needs to follow adopted criteria and then call people on their errors!
- Our proposal got the go ahead and then we didn't get the grant...what happened? Could we have done something else?
- The granting process is pretty long and labor intensive.
- I like the idea of minigrants that were simple to apply for; it could be very beneficial to lots of libraries; I'd be comfortable for Jim and LSTA staff to give out \$2,500 grants (total \$25,000, i.e. 10 grants). It could have its own criteria; would be a way to make the process easier.
- Mini grants is a perfect idea; small amounts—cultural programs, film discussions, etc.
- Seems to me that the State Library overfunds public library things at the expense of the academic community.
- Some libraries need help for grant writing and administration. Can include the cost of administration now, could the cost of a grant writer be included too?

Competitive vs. statewide emphasis on grants?

Most people liked the current balance of statewide and competitive grants.

- It depends on the state librarian; it's good now. I wouldn't want lots of money going into the State Library agency itself.
- We need competitive grants in Oregon; State library staff pulls ideas together—sees what's out there in terms of ideas; we still need to leverage and partner; balance is good as it is. Statewide projects leverage money and directly benefit people and libraries statewide. The Ebsco contract for K-8 has had a tremendous impact
- Competitive is best—helps Oregonians have confidence...
- Current mix is good! Sometimes local projects have statewide benefits
- It costs too much to manage a little grant, so put it all into statewide unless you could buy stuff with a grant.
- The statewide databases really leverage dollars for us all. If you look at staff time invested in developing competitive grants and the requirement that the grant be innovative, it's really better to stress statewide projects for us all.
- The OLA delivery grant is a good project for us all; better than say finding another innovative way to serve special populations.
- Population in Oregon tilts toward Portland, so it's important to distribute dollars outside Multnomah County as well. Rest of the state could use grants more.
- I swing more toward having statewide projects. Having the ability to reach more people is important. Statewide projects can impact more/most people.
- I wouldn't set a ratio; should look at ideas and then figure out best way to address; wouldn't want to do away with competitive grants. Many of the competitive grants, Plinkit for example, extend to the rest of the state.
- Works well now; spreads dollars around.
- I like the competitive grants that achieve state goals; it's a collaborative process. However, I dislike the ongoing multiple year grants.
- I like the mix; to lose the competitive grants would mean some programs wouldn't happen. 60 (statewide)-40 would be OK. Remember sometimes competitive grants become statewide programs.
- Statewide is more useful; it reduces the paperwork of the tiny grants. It's easier for us to get grants elsewhere—they just cut a check!
- Oregon has a nice balance; statewide projects reach a lot of people, but the competitive grants are good as well

Other comments?

- I'm impressed by the State Librarian, good guy, thinker, tries to do right thing,
- State Librarian is very forward thinking; he'll keep us cutting edge.
- Being on Council is educational—lets you see other perspectives (good that various types of libraries are represented)
- I'd like a statewide delivery developed. Downloadable audio books.
- Keeping all libraries vital and before the public is important.
- Concerns me that "old school" literature and arts don't get mentioned in the plan. That's still what public libraries are about.
- Eastern Oregon libraries need to get their heads out of the sand. It's understandable, but those libraries need to get into the rest of the world, having your head in the sand makes you increasingly irrelevant to the public. LSTA can't get into collection development; that would suck it dry. On the other hand, Eastern Oregon is ahead of Western Oregon. East of the Cascades we have a universal library card!
- Is it possible to combine the LSTA funds from two states in a single project?

Interviewees

Renea Arnold, Multnomah County Library, Early Childhood Resources
Program Supervisor
Connie Bennett, Eugene Public Library Director
Peter Boghossian, LSTA Advisory Councilor
Aletha Bonebrake, Oregon Library Association President
Karyle Butcher, OSU Libraries Director
Eva Calcagno, Washington County Cooperative Library Services Manager
Deb Carver, UO Libraries Director
Kat Davis, Library District Committee for Union County
Michael Gaston, Deschutes Public Library System Director
Leah Griffith, Newburg Public Library Director
Doug Heinrichs, OSL Board President
John Helmer, Orbis Cascade Alliance Executive Director
Kathy Jensen, LSTA Advisory Councilor
Allen Kopf, OEMA President
Gretchen Leslie, Lattice Semiconductor Librarian, LSTA Advisory Councilor
Ruth Metz, Ruth Metz Associates President
Molly Raphael, Multnomah County Library Director
Ken Reading, Umatilla County Special Library District Librarian/Coordinator
Shirley Roberts, EOU Library
Joanna Rood, Library Information Network of Clackamas County Manager
Jim Scheppke, Oregon State Library, State Librarian
Gary Sharp, LSTA Advisory Council Chair
Sheryl Steinke, OEMA, OSLIS Committee Chair
Andy Swanson, Klamath County Library District Director
Caleb Tucker-Raymond, Multnomah County Library, Statewide Digital
Reference Project Coordinator

OREGON LSTA EVALUATION APPENDIX C WEB SURVEY REPORT

Seventy-six responses were received to an electronic survey conducted between October 31 and November 30, 2006 as a part of the Oregon LSTA Evaluation conducted by Himmel & Wilson, Library Consultants. While the highest percent of respondents were from public libraries and were library directors, representatives of all types of libraries except privately funded four-year academic libraries participated. There were almost as many reference/information services librarians as directors among the participants. As measured by the number of FTE staff and the materials budget size, there were two distinct groups among the respondents although every category had at least one representative. One large group came from libraries with more than 30 FTE staff and a materials budget of more than \$250,000. A smaller, but still large group came from libraries with staffs of 1.01-3.00 FTE staff and a materials budget of \$2,001-\$5,000.

Respondents were very familiar with LSTA in Oregon. Nearly sixty percent had been involved with LSTA projects since 2003. Fifty-five percent had written or contributed to the writing of a grant.

Respondents were asked to rate eleven components of the Oregon LSTA grant awarding process. They gave their highest rating to the “willingness of State Library staff to help with questions related to proposals and applications.” The lowest rating went to “benchmarks used to evaluate the LSTA five-year plan;” however, the rating for this component was still “above average.”

Respondents were also asked to rate sixteen programs or uses to which LSTA funds have been put to use in Oregon. The highest mean score was for database licensing support. Two scores fell below the mid-point or average, improving libraries’ web sites (PLINKIT) and PORTALS online clearinghouse for continuing education. Comments made following the question did not explain the low scores.

Who responded?

Of the 74 respondents, the highest percent (51.39%) were representing public libraries. The second highest percent (19.44%) represented school library/media centers. In all there were representatives from combined school/public libraries, publicly funded four-year academic libraries, two-year technical or community college academic libraries, and special libraries.

Twenty-nine percent of the respondents (28.77%) identified themselves as library directors; twenty-seven percent (27.40%) were reference/information services librarians; and twenty-one percent (20.55%) were school library/media specialists. Others identified themselves as children’s/youth services librarians,

cataloger/bibliographer, technology coordinator, acquisitions librarian, and “other,” meaning none of the above categories fit their title or duties.

Twenty-four percent (23.61%) worked in libraries with more than 30 FTE staff. Twenty-one percent (20.83%) worked in libraries that had 1.01-3.00 FTE staff members; another fourteen percent (13.89%) were in libraries with 10.01-20.00 FTE staff members.

The respondents also divided into two large groups (with multiple other categories in between) on the basis of their materials budget. Twenty-six percent (26.47%) worked in libraries with materials budgets of more than \$250,000 and fifteen percent (14.71%) were in libraries with materials budgets of between \$2,001 -\$5,000.

Nearly sixty percent (59.46%) of the respondents had been personally involved with LSTA-funded projects or programs since 2003. Fifty-five percent (54.67%) had written or contributed to the writing of a grant. Those who had not applied for an LSTA grant since 2003 said they lacked the time (26.53%), or that their library’s needs did not correspond to LSTA priorities. Eighteen percent (18.37%) gave “other” as their reason. Their reasons ranged from someone else’s having written the grant to having a full plate. One said, “The grant application information sounds like it is only for public libraries, not community colleges.”

Relative quality or appropriateness of the components of the LSTA grant awarding process?

Respondents were asked to rate on a scale of 1 to 5 with 1 representing “poor” and 5 representing “excellent” eleven components to the Oregon LSTA grant awarding process. Those components are listed below in ranking order.

Component	Mean Score
Willingness of State Library staff to help with questions related to proposals and applications	4.38
Two step application process	3.91
Peer evaluation of LSTA-funded projects	3.84
Representation of types of libraries and points of view on the LSTA Advisory Council	3.71
Clarity of grant application guidelines	3.65
Independence/fairness of the LSTA Council in recommending grants for funding	3.63
Potential for multi-year projects	3.57
Emphasis on innovation	3.48
Timetable for grant cycle	3.39
Relative balance between statewide projects and competitive grants	3.29
Benchmarks used to evaluate the LSTA five-year plan	3.15

The highest mean score was 4.38 for the willingness of State Library staff to help with questions related to proposals and applications. The lowest score was 3.15 for the benchmarks used to evaluate the LSTA five-year plan; however one should remember that 3.0 on this score is the midpoint and average, so all of the components were rated “above average.”

A variety of comments were made in the text box provided on the survey. The reader is referred to the compilation of these text comments following the statistical summary presented later in this Appendix.

Relative importance of providing LSTA funding for sixteen purposes?

Respondents were also asked to use a five point scale with 1 representing “low priority” and 5 representing “high priority” to rate sixteen services or purposes of the LSTA program in Oregon. Those purposes are listed below in ranking order.

Purpose	Mean Score
Database licensing support	4.56
Planning for early literacy initiatives	4.09
Encouraging consortia and cooperation among various types of libraries	4.01
Statewide electronic reference	3.93
Support for delivery mechanisms for resource sharing	3.83
Linking existing shared automation systems to form a statewide virtual catalog	3.75
Extending services to special populations	3.64
Benchmark grants to help libraries reach standards	3.58
Digitization projects for access to information	3.53
Encouraging larger units of service	3.53
Training opportunities for library support staff	3.44
Training in the use of electronic resources	3.27
State Library consulting assistance	3.25
Digitization projects for preservation	3.20
Improving libraries’ web sites (PLINKIT)	2.89
PORTALS online clearinghouse for continuing Education	2.81

The highest mean score (4.56) was for database licensing support. Two scores fell below the mid-point or average, improving libraries’ web sites (PLINKIT) (2.89) and PORTALS online clearinghouse for continuing education (2.81). None of the comments in the text box following the question were related to PLINKIT or PORTALS and consequently the reason(s) for the low scores are unknown.

In the comments that accompanied this question a respondent said, “For libraries to survive, it is important that library leaders be able to envision and plan for the future. The real benefit of the districting projects around the state is not larger

units of service, but the underlying community-based planning that was part and parcel of these projects, and that was a pre-requisite to getting several measures on the ballot. These projects have enabled such planning by helping leaders see how it is done and rallying momentum for library values and funding. These projects have brought a much needed can-do experience, especially to rural areas of the state. They exemplify teaching communities to fish...”

OREGON LSTA EVALUATION - WEB SURVEY SUMMARY

	Number of Responses	Percentage of Responses	Percentage of Responses Excluding "No Opinion" Responses
Have you been personally involved with LSTA-funded projects or programs in Oregon since 2003?			
YES	44	59.46%	
NO	30	40.54%	
In what way have you been involved			
Wrote or contributed to the writing of a grant	41	54.67%	
Administered/Implemented a grant	9	12.00%	
Served on the LSTA Advisory Council	5	6.67%	
Served as a peer evaluator	4	5.33%	
Not involved in any way	6	8.00%	
Other	10	13.33%	
If you have not applied for an LSTA grant since 2003, what has been your main reason for not applying?			
Lack of time	13	26.53%	
Lack of grant writing experience/skill	6	12.24%	
Our library's needs do not correspond to LSTA priorities	11	22.45%	
Reporting requirements for successful grants are too onerous	0	0.00%	
Our library would be unable to maintain the program after the grant period	3	6.12%	
None of the above	7	14.29%	
Other (please specify)	9	18.37%	
Quality or appropriateness of components of the grant awarding process			
Clarity of grant application guidelines			
0 - No Opinion	25	34.25%	
1 - Poor	0	0.00%	0.00%
2 -	5	6.85%	10.42%
3 -	15	20.55%	31.25%
4 -	20	27.40%	41.67%
5 - Excellent	8	10.96%	16.67%
Mean	3.65		

OREGON LSTA EVALUATION - WEB SURVEY SUMMARY

	Number of Responses	Percentage of Responses	Percentage of Responses Excluding "No Opinion" Responses
Two step application process: proposal and grant application			
0 - No Opinion	26	35.62%	
1 - Poor	1	1.37%	2.13%
2 -	2	2.74%	4.26%
3 -	10	13.70%	21.28%
4 -	21	28.77%	44.68%
5 - Excellent	13	17.81%	27.66%
Mean	3.91		
Willingness of State Library staff to help with questions related to proposals and applications			
0 - No Opinion	34	46.58%	
1 - Poor	0	0.00%	0.00%
2 -	1	1.37%	2.56%
3 -	5	6.85%	12.82%
4 -	11	15.07%	28.21%
5 - Excellent	22	30.14%	56.41%
Mean	4.38		
Timetable for grant cycle			
0 - No Opinion	24	32.88%	
1 - Poor	1	1.37%	2.04%
2 -	5	6.85%	10.20%
3 -	19	26.03%	38.78%
4 -	22	30.14%	44.90%
5 - Excellent	2	2.74%	4.08%
Mean	3.39		

OREGON LSTA EVALUATION - WEB SURVEY SUMMARY

	Number of Responses	Percentage of Responses	Percentage of Responses Excluding "No Opinion" Responses
Independence/fairness of the LSTA Council in recommending grants for funding			
0 - No Opinion	32	43.84%	
1 - Poor	3	4.11%	7.32%
2 -	5	6.85%	12.20%
3 -	8	10.96%	19.51%
4 -	13	17.81%	31.71%
5 - Excellent	12	16.44%	29.27%
Mean	3.63		
Representation of types of libraries and points of view on the LSTA Advisory Council			
0 - No Opinion	38	52.05%	
1 - Poor	2	2.74%	5.71%
2 -	4	5.48%	11.43%
3 -	8	10.96%	22.86%
4 -	9	12.33%	25.71%
5 - Excellent	12	16.44%	34.29%
Mean	3.71		
Potential for multi-year projects			
0 - No Opinion	27	36.99%	
1 - Poor	1	1.37%	2.17%
2 -	9	12.33%	19.57%
3 -	11	15.07%	23.91%
4 -	13	17.81%	28.26%
5 - Excellent	12	16.44%	26.09%
Mean	3.57		
Emphasis on innovation			
0 - No Opinion	25	34.25%	
1 - Poor	1	1.37%	2.08%
2 -	9	12.33%	18.75%
3 -	12	16.44%	25.00%
4 -	18	24.66%	37.50%
5 - Excellent	8	10.96%	16.67%
Mean	3.48		

OREGON LSTA EVALUATION - WEB SURVEY SUMMARY

	Number of Responses	Percentage of Responses	Percentage of Responses Excluding "No Opinion" Responses
Peer evaluation of LSTA-funded projects			
0 - No Opinion	35	48.61%	
1 - Poor	1	1.39%	2.70%
2 -	3	4.17%	8.11%
3 -	6	8.33%	16.22%
4 -	18	25.00%	48.65%
5 - Excellent	9	12.50%	24.32%
Mean	3.84		
Benchmarks used to evaluate the LSTA five-year plan			
0 - No Opinion	44	61.97%	
1 - Poor	2	2.82%	7.41%
2 -	5	7.04%	18.52%
3 -	10	14.08%	37.04%
4 -	7	9.86%	25.93%
5 - Excellent	3	4.23%	11.11%
Mean	3.15		
Relative balance between statewide projects and competitive grants			
0 - No Opinion	34	47.22%	
1 - Poor	1	1.39%	2.63%
2 -	6	8.33%	15.79%
3 -	16	22.22%	42.11%
4 -	11	15.28%	28.95%
5 - Excellent	4	5.56%	10.53%
Mean	3.29		
Other comments regarding the grant award process			
Importance of various programs/purposes			
Statewide electronic reference			
0 - No Opinion	0	0.00%	
1 - Low Priority	5	6.76%	6.76%
2 -	6	8.11%	8.11%
3 -	13	17.57%	17.57%
4 -	15	20.27%	20.27%
5 - High Priority	35	47.30%	47.30%
Mean	3.93		

OREGON LSTA EVALUATION - WEB SURVEY SUMMARY

	Number of Responses	Percentage of Responses	Percentage of Responses Excluding "No Opinion" Responses
Database licensing support			
0 - No Opinion	2	2.67%	
1 - Low Priority	1	1.33%	1.37%
2 -	0	0.00%	0.00%
3 -	5	6.67%	6.85%
4 -	18	24.00%	24.66%
5 - High Priority	49	65.33%	67.12%
Mean	4.56		
Planning for early literacy initiatives			
0 - No Opinion	7	9.46%	
1 - Low Priority	1	1.35%	1.49%
2 -	3	4.05%	4.48%
3 -	13	17.57%	19.40%
4 -	22	29.73%	32.84%
5 - High Priority	28	37.84%	41.79%
Mean	4.09		
Extending services to special populations			
0 - No Opinion	1	1.35%	
1 - Low Priority	2	2.70%	2.74%
2 -	9	12.16%	12.33%
3 -	23	31.08%	31.51%
4 -	18	24.32%	24.66%
5 - High Priority	21	28.38%	28.77%
Mean	3.64		

OREGON LSTA EVALUATION - WEB SURVEY SUMMARY

	Number of Responses	Percentage of Responses	Percentage of Responses Excluding "No Opinion" Responses
State Library consulting assistance			
0 - No Opinion	11	14.67%	
1 - Low Priority	6	8.00%	9.38%
2 -	9	12.00%	14.06%
3 -	21	28.00%	32.81%
4 -	19	25.33%	29.69%
5 - High Priority	9	12.00%	14.06%
Mean	3.25		
Digitization projects for access to information			
0 - No Opinion	8	10.81%	
1 - Low Priority	2	2.70%	3.03%
2 -	10	13.51%	15.15%
3 -	20	27.03%	30.30%
4 -	19	25.68%	28.79%
5 - High Priority	15	20.27%	22.73%
Mean	3.53		
Digitization projects for preservation			
0 - No Opinion	9	12.00%	
1 - Low Priority	4	5.33%	6.06%
2 -	14	18.67%	21.21%
3 -	22	29.33%	33.33%
4 -	17	22.67%	25.76%
5 - High Priority	9	12.00%	13.64%
Mean	3.20		
Encouraging larger units of service			
0 - No Opinion	7	9.33%	
1 - Low Priority	7	9.33%	10.29%
2 -	9	12.00%	13.24%
3 -	12	16.00%	17.65%
4 -	21	28.00%	30.88%
5 - High Priority	19	25.33%	27.94%
Mean	3.53		

OREGON LSTA EVALUATION - WEB SURVEY SUMMARY

	Number of Responses	Percentage of Responses	Percentage of Responses Excluding "No Opinion" Responses
Encouraging consortia and cooperation among various types of libraries			
0 - No Opinion	4	5.33%	
1 - Low Priority	2	2.67%	2.82%
2 -	5	6.67%	7.04%
3 -	11	14.67%	15.49%
4 -	25	33.33%	35.21%
5 - High Priority	28	37.33%	39.44%
Mean	4.01		
Benchmark grants to help libraries reach standards			
0 - No Opinion	10	13.33%	
1 - Low Priority	5	6.67%	7.69%
2 -	5	6.67%	7.69%
3 -	20	26.67%	30.77%
4 -	17	22.67%	26.15%
5 - High Priority	18	24.00%	27.69%
Mean	3.58		
Training in the use of electronic resources			
0 - No Opinion	3	4.05%	
1 - Low Priority	7	9.46%	9.86%
2 -	13	17.57%	18.31%
3 -	18	24.32%	25.35%
4 -	20	27.03%	28.17%
5 - High Priority	13	17.57%	18.31%
Mean	3.27		
PORTALS online clearinghouse for continuing education			
0 - No Opinion	16	21.62%	
1 - Low Priority	11	14.86%	18.97%
2 -	12	16.22%	20.69%
3 -	21	28.38%	36.21%
4 -	5	6.76%	8.62%
5 - High Priority	9	12.16%	15.52%
Mean	2.81		

OREGON LSTA EVALUATION - WEB SURVEY SUMMARY

	Number of Responses	Percentage of Responses	Percentage of Responses Excluding "No Opinion" Responses
Improving libraries' web site (PLINKIT)			
0 - No Opinion	10	13.51%	
1 - Low Priority	13	17.57%	20.31%
2 -	10	13.51%	15.63%
3 -	20	27.03%	31.25%
4 -	13	17.57%	20.31%
5 - High Priority	8	10.81%	12.50%
Mean	2.89		
Training opportunities for library support staff			
0 - No Opinion	5	6.67%	
1 - Low Priority	5	6.67%	7.14%
2 -	10	13.33%	14.29%
3 -	18	24.00%	25.71%
4 -	23	30.67%	32.86%
5 - High Priority	14	18.67%	20.00%
Mean	3.44		
Linking existing shared automation systems to form a statewide virtual catalog			
0 - No Opinion	4	5.33%	
1 - Low Priority	2	2.67%	2.82%
2 -	9	12.00%	12.68%
3 -	15	20.00%	21.13%
4 -	24	32.00%	33.80%
5 - High Priority	21	28.00%	29.58%
Mean	3.75		
Support for delivery mechanisms for resource sharing			
0 - No Opinion	6	8.33%	
1 - Low Priority	2	2.78%	3.03%
2 -	9	12.50%	13.64%
3 -	11	15.28%	16.67%
4 -	20	27.78%	30.30%
5 - High Priority	24	33.33%	36.36%
Mean	3.83		

OREGON LSTA EVALUATION - WEB SURVEY SUMMARY

	Number of Responses	Percentage of Responses	Percentage of Responses Excluding "No Opinion" Responses
Indicate the type of library you represent			
Public Library	37	51.39%	
Combined school/public library	2	2.78%	
School library/media center	14	19.44%	
Academic - 4 yr - privately funded	0	0.00%	
Academic - 4 yr - publicly funded	11	15.28%	
Academic - 2 yr technical or community college	4	5.56%	
Special	1	1.39%	
Other	2	2.78%	
None of the above	1	1.39%	
Select the title that represents your duties			
Library director	21	28.77%	
School library/media specialist	15	20.55%	
Reference/information services librarian	20	27.40%	
Children's/youth services librarian	3	4.11%	
Cataloger/Bibliographer	1	1.37%	
Technology coordinator	3	4.11%	
Acquisitions librarian	1	1.37%	
Information literacy/bibliographic instruction specialist	0	0.00%	
Others	7	9.59%	
None of the above	2	2.74%	

OREGON LSTA EVALUATION - WEB SURVEY SUMMARY

	Number of Responses	Percentage of Responses	Percentage of Responses Excluding "No Opinion" Responses
Number of FTE staff			
Less than 1	8	11.11%	
1.00	3	4.17%	
1.01 - 3.00	15	20.83%	
3.01 - 5.00	6	8.33%	
5.01 - 10.00	6	8.33%	
10.01 - 20.00	10	13.89%	
20.01 - 30.00	7	9.72%	
More than 30	17	23.61%	
Materials budget			
Under \$ 2,000	5	7.35%	
\$ 2,001 - \$ 5,000	10	14.71%	
\$ 5,001 - \$ 10,000	8	11.76%	
\$ 10,001 - \$ 25,000	1	1.47%	
\$ 25,001 - \$ 50,000	5	7.35%	
\$ 50,001 - \$ 75,000	8	11.76%	
\$ 75,001 - \$ 100,000	3	4.41%	
\$ 100,001 - \$ 250,000	10	14.71%	
Over \$ 250,000	18	26.47%	

OREGON LSTA EVALUATION WEB SURVEY SUMMARY - TEXT COMMENTS

MAIN REASON FOR NOT APPLYING - OTHER

County wide grant application is written by the ESD Director

I am a junior employee and therefore haven't been in a position to apply for such a grant.

I was unaware of the programs.

I work on-call at my library and do not feel I serve in a capacity that allows for me to play this role in the organization.

My institution already benefits from the LSTA grants and as other people participating

Not enough staff and/or space to devote to a successful grant.

Other statewide LSTA-funded projects have met our needs

Our administration does not seem to be interested.

Our library received a portion of the LSTA Grant for the recent automation of the Pioneer Library System, this was the first experience with the LSTA grant process

The grant application info sounds like it is only for public libraries, not community colleges.

Time, staff capacity to administer

We have applied for LSTA funds, but three librarians from three different rural libraries came together to do so. When those in small and understaffed libraries take on the writing of an LSTA grant, it is an addition to an already full plate.

COMMENTS REGARDING THE GRANT AWARD PROCESS

Although not involved in the development of OSLIS, without it and its LSTA funding our school would be a small, rural high school. Instead, we are college competitive, thanks to OSLIS.

For question 'k' - balance between statewide projects and competitive grants, I have two comments.

First, if the "balance" is upset, do you suggest that too much is spent on statewide projects or that too much is spent on competitive grants? Lately, there has been a surplus in funds earmarked for competitive grants.

Second, you are suggesting that LSTA funds are only used for competitive grants and statewide projects. Aren't some funds used for "consulting" and library development staff?

The most effective use of LSTA funds are statewide projects and in library development staff. The majority of funds should be spent there. If some libraries are reluctant to collaborate on statewide projects, OSL does not necessarily need to cater to them by offering individual competitive grants. Instead, encourage grants that are not statewide but are still collaborative. I am mostly aware of LSTA funded projects in which I am directly involved. Perhaps there should be a more concerted effort on the part of the State Library to educate libraries and staff about the LSTA process, procures and awards. Not simply through the web, but proactively going into the community to talk about it.

I've just recently been involved in writing and submitting a grant proposal and application, so I'm not able at this point to evaluate much beyond that process. We do not know yet whether we will be awarded LSTA funds.

LSTA funds offer an immense opportunity to small rural libraries. While I think EBSCOHost offers a lot, small rural libraries need help with popular licensing, such as Chilton's or another auto repair, poetry and music indexes, novelist. If I want to purchase those items for my small community the relative cost is high, but I also have to become familiar with licensing in general. Doing so would of course be an addition to that already overflowing plate. I would like to see projects that are driven by the needs of the smaller, more rural libraries outside the Valley corridor. It sometimes seems that the larger library systems have the staff to do the planning

OREGON LSTA EVALUATION

WEB SURVEY SUMMARY - TEXT COMMENTS

and implementation of great programs. Smaller libraries are just as interested but lack the staff, the planning, and the grant writing and implementation time.

Seems to be utilized a lot for ongoing projects rather than start-up or short-term.

Sorry--I know almost nothing about the process, although I am familiar with projects that have been funded through the process.

State Librarian weighs in much too heavily in steering LSTA committee to favor his desired projects. He lobbies inappropriately for his position. He needs to let the LSTA committee do its process without him directing it. The state librarian also should not have access to any LSTA funds for his discretionary use.

State library staff is hugely helpful. Otherwise it would be a difficult road to travel alone. Ann Reed rocks!

State Library staff has considerable influence on the awarding of grants. It is not outright, but can be quite subtle. Sometimes that influence is useful as it shapes the process and focus. Other times, it may reflect individual bias.

The grant-writing process is never easy, but we feel confident that the folks at the State Library and the LSTA-advisory committee are fair and understanding. We try very hard to deserve the confidence that funding the project implies.

The recent projects seem to be skewed to the formation of library districts. The lack of a requirement for matching funds is both a plus and minus - while it is good not to have a set formula some matching funds should be required.

There appears to be an emphasis only on funding technology projects if they involve consortiums. Perhaps this is a misconception on my part.

COMMENTS REGARDING LSTA-FUNDED SERVICES

Don't make me choose. We need them all.

For libraries to survive, it is important that library leaders be able to envision and plan for the future. The real benefit of the districting projects around the state is not larger units of service, but the underlying community-based planning that was part and parcel of these projects, and that was a pre-requisite to getting several measures on the ballot. These projects have enable such planning by helping leaders see how it is done and rallying momentum for library values and funding. These projects have brought a much needed can-do experience, especially to rural areas of the state. They exemplify teaching communities to fish...

I feel that OSLIS has been an incredible tool in the elementary through high schools Library Media programs!

I'm much honored to be serving on the Battle of the Books (BOB) state-wide Committee.

Thank you for funding us.

I'm disappointed that RTR funds must be restricted to early literacy or summer reading. Our funds support summer reading for which I'm extremely grateful. However, while I support early literacy, I think keeping older kids and teens involved in the library is of equal importance and with the restrictions on RTR, a project such as creating a homework center after school will not be possible.

L-Net is a fine project, and if money were no object, it would be a nice option as another form of access to services, however it seems to be taking a lot of time and money that could be used in other ways to provide more essential services to those who are more in need of improved access to information

L-Net is an important service and skill builder. It is the wave of the future.

LSTA funds have been used for failed district efforts across the state with \$200,000+ in recent LSTA funds being paid to a consultant. This seems criminal when so many small and mid size libraries continue to struggle. More LSTA funds should be available for libraries' direct needs

OREGON LSTA EVALUATION WEB SURVEY SUMMARY - TEXT COMMENTS

such as children's services. The districting effort should not be a highest priority for use of LSTA funds.

Need more database additions to current selection

The funding made available to our project via LSTA is the only way in which our county has any hope of ever becoming a district. We are able to raise awareness of existing library services, to demonstrate what additional services could be available, and to show limitations in having individual stand-alone city libraries. OSL staff helps us make the grant work for our particular situation.

When we still have a portion of the population with no access to public libraries (e.g. the rural portion of Yamhill County) I think the state needs to make that a priority. LSTA can play a part in this, but certainly is not the total solution.

Would recommend there be statewide help with a transition to outcome based planning.

TYPE OF LIBRARY - OTHER

District level-school library

Librarian at district level, school district

Multi-type library consortium

Part of a Cooperative library system, each library is independent, but share a database.

JOB TITLE - OTHER

Branch manager

Business manager

Consultant

Corporate Librarian

Library and literacy information specialist

Library Board Member

Library/Media Assistant

Ref Librarian, Cataloguer, System Administrator, Library

Automaton System, etc.

System Administrator

ANY OTHER COMMENTS

Continue support for school libraries

I am impressed by the number and variety of grants that are given out. I formerly worked in a state where the vast majority of the federal funds were used to support the operations of the State Library. Oregon is much better.

I had not heard of this program. It needs to be promoted more widely, perhaps at University/College levels, so new librarians are aware of this resource.

Jim Scheppke, Mary Kay Dahlgreen & Patty Sorensen have been such amazing advocates for the collaboration between School Library Media Centers and the Public Libraries throughout Oregon!

L-net and the electronic databases (EBSCO) are wonderful!!!!

LSTA program is very important for libraries.

Overall, I am pleased to see our State Library staff working so hard to implement these funds. I

OREGON LSTA EVALUATION WEB SURVEY SUMMARY - TEXT COMMENTS

do feel that many are driven by the valley corridor and/or the large library systems. It would be great to see templates that smaller libraries could use. One example would be an early literacy grant that smaller libraries could write and implement easily using a template. And there are many ideas for templates.

The LSTA program brings encouragement to librarian and library supporters who want the public to have the best library services possible. We are all striving to achieve a promising future for our children and grandchildren.

Without the funding LSTA has provided for the State of Oregon, we would be 1/10 the size with 1/20 the information, serving 100% of the kids and adults in this building. This is an impossible task in a state which requires intelligent, thinking, college bound students and non-stable educational funding. That's why LSTA is absolutely essential.