

**The New Jersey State Library's  
Implementation of the  
Library Services and Technology Act (LSTA)  
Five-Year Plan  
October 1, 2002 – September 30, 2007**

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## Table of Contents

Preface from the New Jersey State Librarian	2
I. Introductory Statement and Summary of Impact of IMLS Funds to Support State Library Services	3
II. Overall Report of Results in Achieving Goals and Objectives Based on the Five-Year Plan	9
<i>GOAL 1: All New Jersey citizens, of all ages, will have access to services for learning through library resources, public access computing and high speed telecommunication lines and through remote access to information and educational resources.</i>	9
<i>GOAL 2: The quality of life of New Jersey citizens living in communities served by libraries will be enhanced as a result of the libraries' contributions to the economic, social and cultural life of their communities.</i>	24
<i>GOAL 3: New Jersey children and young adults will participate in high quality library programs and services and have access to age-appropriate materials that promote reading and life-long learning skills.</i>	37
<i>GOAL 4: New Jersey libraries will provide high quality services to customers; will expand services for those customers who are underserved; and will provide outreach and programs to attract and serve those members of their communities who do not use libraries.</i>	40
III. Results of In-depth Evaluation: <b>Library for the Blind &amp; Handicapped</b>	48
IV. Progress in Showing Results of Library Initiatives or Services: <b>Q&amp;A NJ</b>	54
V. Lessons Learned	59
VI. Brief Description of Evaluation Process	61
Appendix A: Focus Group Report	A – 1
Appendix B: Interview Report	B – 1
Appendix C: Web Survey of New Jersey Librarians	C – 1

# **Preface From the New Jersey State Librarian**

## **I. Introductory Statement and Summary of Impact of IMLS Funds to Support Library Services in New Jersey**

The Library Services and Construction 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 LSTA program, as part of the Museum and Library Services Act, was operating under the language of its initial authorization (1996) when New Jersey's October 1, 2002 – September 30, 2007 LSTA Plan was written in 2002. Although states were aware that a modification of the statement of purpose in the Act was likely, and while the proposed language was available, some state library agencies, including the New Jersey State Library (NJSL), chose to structure their plans around the 1996 language rather than around the language quoted above. Although the 1996 language and the reauthorization language adopted in 2003 are largely compatible, there are some differences that should be noted. The 1996 language is recounted on the next page.

Of the funds provided to a State library administrative agency under section 214, such agency shall expend, either directly or through subgrants of cooperative agreements, at least 96 percent of such funds for —

- (1) (A) establishing or enhancing electronic linkages among or between libraries;
  - (B) electronically linking libraries with educational, social, or information services;
  - (C) assisting libraries in accessing information through electronic networks;
  - (D) encouraging libraries in different areas, and encouraging different types of libraries, to establish consortia and share resources; or
  - (E) paying costs for libraries to acquire or share computer systems and telecommunications technologies; and,
- (2) 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.

Chart 1 on the following page shows how the 10 Goals in the Five-Year (October 1, 2002 – September 30, 2007) LSTA Plan are aligned with the 1996 LSTA purposes and with the current (2003 revised) purposes. You will note that purpose number 6 under the current language and purpose number 2 under the 1996 language are nearly identical and that several of the others are very similar. The primary shifts that occurred between the 1996 purposes and the 2003 purposes are that all of the purposes are given the same emphasis under the 2003 language (as opposed to 5 sub-purposes in 1996) and that purpose 4 (developing public and private partnerships with other agencies and community-based organizations), which was only implied in the 1996 version, is specifically stated in the 2003 wording.

Because the New Jersey Plan used the 1996 purposes (the ones that were officially in effect at the time of the writing of the plan), none of the Plan's goals identify purpose 4. Nevertheless, New Jersey's actions have been consistent with all of the 2003 LSTA purposes and that all are addressed to varying degrees in NJSL's implementation of the LSTA program.

The New Jersey State Library's Five-Year Plan October 1, 2002 – September 30, 2007 includes four distinct goals which support the LSTA priorities (both 1996 and 2003 purposes) as outlined in Chart 1 on the following page:

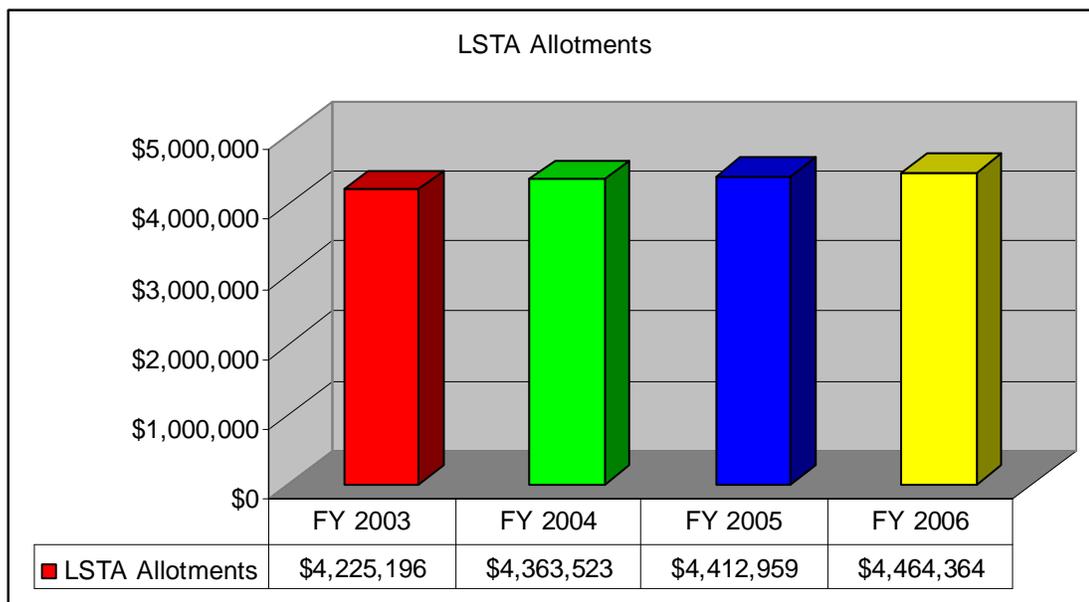
<b>Chart 1: LSTA Priorities supported by New Jersey State Library Five-Year Plan October 1, 2002 – September 30, 2007</b>	
<b>LSTA Purpose (1996)/ 2003</b>	<b>New Jersey State Library LSTA Goal</b>
(1A, 1B,1C, 2) / 1,2, 3, 6	<i>GOAL 1: All New Jersey citizens, of all ages, will have access to services for learning through library resources, public access computing and high speed telecommunication lines and through remote access to information and educational resources.</i>
(1B, 1C, 2) / 1, 2, 6	<i>GOAL 2: The quality of life of New Jersey citizens living in communities served by libraries will be enhanced as a result of the libraries' contributions to the economic, social and cultural life of their communities.</i>
(1B, 2) / 1, 6	<i>GOAL 3: New Jersey children and young adults will participate in high quality library programs and services and have access to age-appropriate materials that promote reading and life-long learning skills.</i>
(1B, 1C, 2) / 1, 6	<i>GOAL 4: New Jersey libraries will provide high quality services to customers; will expand services for those customers who are underserved; and will provide outreach and programs to attract and serve those members of their communities who do not use libraries.</i>

The mission of the New Jersey State Library is to lead in the provision, promotion and support of high quality library and information services to all people of New Jersey. The State Library, affiliated with Thomas Edison State College, includes the Library Development Bureau, the Information Center (Reference Library) and the Library for the Blind and Handicapped. The New Jersey State Library is also a full-service library, with a collection of over one-half million items, directly serving state government, all types of libraries, and Thomas Edison State College staff and students. Through its *CyberDesk* reference web site, NJSL also provides remote services to the citizens of New Jersey regardless of where they reside in the State.

During the period of time covered by this evaluation (Fiscal Year [FY] 2003 – FY 2005), some services supported by LSTA funding were administered directly by State Library staff. Some services were provided through sub-grants to regional library cooperatives and, to a small extent, some projects were carried out by individual libraries.

Because the LSTA program allocates funding to the states primarily on the basis of population, the size of New Jersey's allotment reflects the fact that the Garden State is a fairly populous state. New Jersey's allotment of LSTA dollars is among the top ten awarded to state library administrative agencies in the United States. However, growth in the amount of LSTA support provided to the State has been very modest in recent years. New Jersey's allotments since FY 2003 have been:

FY 2003	\$4,225,196
FY 2004	\$4,363,523
FY 2005	\$4,412,959
FY 2006	\$4,464,364



**Chart 2 – LSTA Allotment – FY 2003 – FY 2006**

The New Jersey State Library has directed the majority of its allocation toward programs of statewide significance rather than maintaining an extensive sub-grant program. While some sub-grants are awarded, many of these are also focused on accomplishing statewide rather than local goals. For example, over the three year period included in this evaluation (FY 2003 – FY 2005), the South Jersey Regional Library Cooperative (SJRLC) received more than \$1 million in LSTA funds. However, these funds were not directed to SJRLC to provide services solely to the seven counties that are part of the cooperative. Rather, the cooperative received LSTA funding for the purpose of coordinating and managing the statewide Q&A NJ virtual reference program.

The chart on the following page (Chart 3) shows a breakdown of LSTA expenditures for the three year FY 2003 – FY 2005 period. During this time span, the State Library spent more than eighty-two percent (82.45%) of its LSTA funds on four large statewide projects.

They are:

- Library for the Blind & Handicapped: 39.15%
- Statewide Database Licensing: 19.19%
- Statewide Technology Support: 15.90%
- Q&A NJ: 8.21%

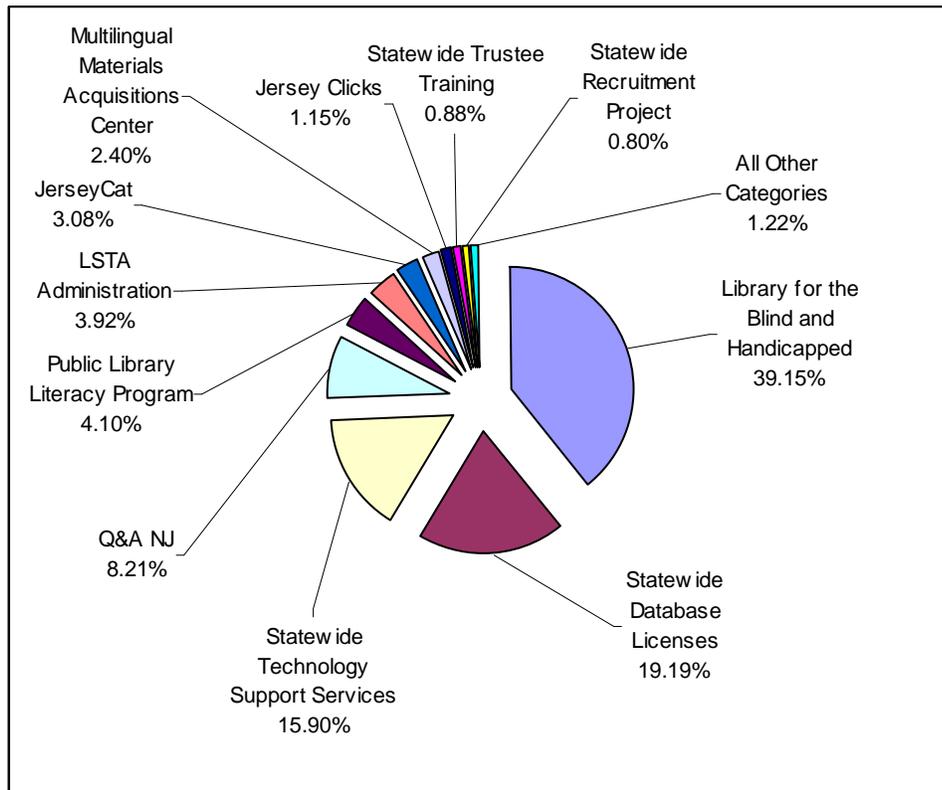


Chart 3 – LSTA Expenditures FY 2003 – FY 2005

The majority of the other programs that have been funded also have a statewide focus. It is clear that New Jersey's approach to the LSTA program is to concentrate on projects that have the potential for statewide impact rather than directing its Federal allocation to local programs and services.

Overall, the evaluators believe that this approach has served New Jersey libraries and the State's residents very well. In fact, New Jersey's LSTA program has had a significant impact even beyond the State's borders. The Q&A NJ program serves as a model for many other virtual reference projects. Elements of what has become JerseyCat have also informed decisions that other states have made in regard to statewide catalogs and interlibrary loan systems. New Jersey has served the people of New Jersey **and the library profession as a whole** in performing ground-breaking work that is consistent with the finest traditions of the LSTA program.

Even the LSTA dollars that have been spent on ongoing efforts such as the Library for the Blind and Handicapped have been expended well. New Jersey's efforts to extend the benefits of quality library and information services to people with disabling conditions have been exemplary.

New Jersey's LSTA Five-Year Plan – October 1, 2002 – September 30, 2007 is a dynamic document. The Plan has not been relegated to a shelf to collect dust. Rather, the Plan has been revisited often and, in fact, has been revised twice since 2002. Implementation strategies have been reviewed and evaluated regularly. The strategies have been adjusted, changed and/or deleted based on this review process.

As is the case in implementing almost any plan that attempts great things, progress isn't always uniform or complete. New Jersey has made more progress in achieving some of the goals in the 2002 – 2007 LSTA Five-Year Plan and less progress in regard to reaching other goals. Section II of this report provides a more detailed examination of the progress that has been made; however, the chart below (Chart 4) offers an overall summary of New Jersey's progress toward each of its goals. While certain aspects of efforts to achieve the goals have not been reached and while some strategies identified in the plan have not been employed, overall, progress has been made toward each of the goals. Furthermore, in most instances, New Jersey has met or exceeded most of the targets established in the Five-Year LSTA Plan.

<b>Chart 4: Summary of Progress toward Goals and Objectives, FY 2003 through FY 2005</b>	<b>No Progress</b>	<b>Progressing</b>	<b>Met Goal</b>	<b>Surpassed Goal</b>
<b>GOAL 1: All New Jersey citizens, of all ages, will have access to services for learning through library resources, public access computing and high speed telecommunication lines and through remote access to information and educational resources.</b>				<b>X</b>
<b>GOAL 2: The quality of life of New Jersey citizens living in communities served by libraries will be enhanced as a result of the libraries' contributions to the economic, social and cultural life of their communities.</b>			<b>X</b>	
<b>GOAL 3: New Jersey children and young adults will participate in high quality library programs and services and have access to age-appropriate materials that promote reading and life-long learning skills.</b>			<b>X</b>	
<b>GOAL 4: New Jersey libraries will provide high quality services to customers; will expand services for those customers who are underserved; and will provide outreach and programs to attract and serve those members of their communities who do not use libraries.</b>			<b>X</b>	

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

**GOAL 1: All New Jersey citizens, of all ages, will have access to services for learning through library resources, public access computing and high speed telecommunication lines and through remote access to information and educational resources.**

***Evaluators' Assessment – GOAL 1: Overall, the New Jersey State Library has surpassed the targets it established to measure progress toward Goal 1.***

**Strategy 1.1. Free statewide access to databases is provided for public, academic, school and non-profit libraries and the number of databases is expanded.**

A number of different efforts were undertaken that are related to this strategy. The licensing of databases as well as the provision of the JerseyClicks portal designed to streamline access to the databases represent major statewide initiatives that have greatly expanded the public's access to authoritative information resources.

**JerseyClicks: New Jersey State Library (2003: \$50,000, 2004: \$50,000, 2005: \$50,000)**

### Activities

The New Jersey State Library selected databases and worked to develop and implement a portal to make the databases searchable by individuals throughout New Jersey through a single interface.

In 2003, the State Library selected a vendor to create the single site and arranged with database vendors to make their products accessible. Libraries provided their IP addresses and identifying barcode digits (for off-site users). Project staff designed a web site and promoted the service statewide.

In 2004, the project director continued to publicize the portal at meetings and conferences in New Jersey, focusing especially on educational associations in order to reach teachers and students. Promotional materials were distributed to all public and high school libraries in the State.

The portal was redesigned to make it more intuitive, based on user comments. Some databases licensed for the New Jersey Knowledge Initiative were also licensed for JerseyClicks customers, saving money for libraries. The project director also conducted training for library staff on ReferenceUSA and JerseyClicks.

In 2005, the project director continued promotional efforts on educational association.

The portal continued to be assessed for ease of use by librarians and customers.

ReferenceUSA was licensed for the statewide Knowledge Initiative and for JerseyClicks.

For technical support, see 1.13. (Statewide Technology Support Services).

Outputs

Chart 5 summarizes the outputs of JerseyClicks. The dramatic increase from 2004 to 2005 resulted in part from new State investment in databases as part of the New Jersey Knowledge Initiative (NJKI).

<b>Chart 5: JerseyClicks</b>	<b>2004*</b>	<b>2004 – 2005</b>	<b>2005 -2006</b>
Searches performed *(2004 includes April 2004 -October 2004; 2004 - 2005 includes November 2004-October 2005, 2005-2006 includes October 2005-September 2006)	383,018	132,135	2,352,740
Articles viewed	-	127,911	1,650.504
Participants in training sessions	-	400	180
Number of training sessions	-	9	10
Presentations at conferences	-	4	4

Outcomes

In the online survey, librarians ranked the JerseyClicks databases the highest (4.22 out of 5.0) of all statewide services, while the JerseyClicks portal received a slightly lower, but still positive, rating of 3.40. In the open-ended portion of the survey, when they were asked to write in the programs most important to their library, JerseyClicks was tied with JerseyCat for the most mentions. In interviews and focus groups, participants uniformly agreed with giving this program the highest priority.

Their open-ended comments on the survey were largely supportive of the databases:

*“JerseyClicks is a great service that goes directly to the residents of my town.”*

*“The State Library’s help with electronic databases is extremely important and helpful. Many libraries could not afford to pay for many of these important electronic resources, and students and the public need access...”*

**Statewide Database Licenses/New Jersey State Library (2003:\$806,165, 2004: \$845,152, 2005: \$843,674; in 2005, State Library network and virtual aid funds added an additional \$946,326)**

### Expenditures

Over three years, this project accounted for 19 percent of total LSTA funding.

### Activities

The State Library annually licensed databases for access from several thousand New Jersey libraries, as well as by individuals at school, home, and work. Databases included Ebsco (Masterfile Premier, Novelist, and Academic Search), Gale (Custom Newspapers, Informe, Contemporary Authors) and Facts on File.

### Outputs

See Chart 5 above.

### Outcomes

In the opinion portion of the online survey, librarians were in strong agreement (4.59 out of 5.0) that “Database licenses save my library money.”

In focus groups, too, participants frequently mentioned the databases as a very positive benefit:

*“The subsidization of the general interest databases lets us (academic libraries) spend our money on higher-end databases.”*

*“The databases give us reliable sources of information. That’s the core of how we deliver information services. Want to keep that.”*

*“I miss the collection development grants, but it’s easier for me to get funding for books than for databases, so I like the database support.”*

The evaluators have considerable experience evaluating other major statewide database efforts including Indiana’s INSPIRE and New York’s NOVEL programs. The growth of such programs is always slow and the task of marketing their availability to the general public is a major challenge. Questions regarding the best methods for accessing databases (portals and other front-end solutions) are ongoing. The New Jersey State Library has assumed a leadership position in regard to offering access to electronic resources and, in the estimation of the evaluators has been quite successful in its efforts.

**Strategy 1.2: Statewide interlibrary loan system, *JerseyCat*, is expanded to provide access to a greater number of the state’s resources located in all types of libraries.**

**JerseyCat: Virtual Catalog and Statewide Interlibrary Loan System/New Jersey State Library (2003: \$100,000, 2004: \$100,000, 2005: \$200,000)**

### Activities

JerseyCat, a partnership with the four regional library cooperatives, supports interlibrary loan activity among more than 700 New Jersey libraries.

In 2003, the State Library replaced the previous awkward user interface and labor-intensive system maintenance with Autographics’ Agent ILL system. The State Library provided hands-on training sessions and maintained a help desk.

In 2004, Jersey Cat added members from multi-type libraries and continued hands-on training and help desk support. In July 2005, a system upgrade provided software enhancements that allowed library customers to submit their own unmediated interlibrary loan requests.

In 2005, project staff added additional libraries, continued to train library staff on available customization features and oversaw system upgrades to enable new capabilities. Public libraries added a JerseyCat link to their web pages. Academic libraries began discussing JerseyCat.

See also 1.13. (Statewide Technology Support Services.)

### Outputs

Chart 6 shows usage figures for JerseyCat from 2003 through 2005.

<b>Chart 6: JerseyCat</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Number of libraries participating	700*	790*	602
Holdings	4,000,000+	5,500,000	5,600,000
Interlibrary loan requests	136,000+	154,038	152,166
Percentage of requests filled by New Jersey libraries	74%	75%	80%
Number of other library catalogs available for searching	40+	60	61
Training sessions offered	NA	NA	12
Participants at users group meeting	275	200+	200

\* Some libraries participating in 2003 – 2004 and 2004 - 2005 were limited participants (NJULS only)

### Outcomes

Customers. Anecdotes suggest how customers are benefiting from using JerseyCat:

- A minister who earned a doctorate credited the library with saving him hours of travel time and hundreds of dollars by borrowing items from other libraries through JerseyCat.
- A student who works full-time expressed gratitude that the library could request a title and have it delivered for them to pick up on their way home from a day at the office.
- “We are in our second year of a facility renovation... Our students, especially in social studies, do a great deal of research. We also do research on literacy criticism in English classes... many advanced placement and independent study students needed materials which were in storage. JerseyCat came to our rescue... We used it to search local libraries where the students would go to actually utilize their reference collections.”
- “A little girl wanted the book Adventures of Tom Sawyer in Russian because her family speaks Russian. Our consortium, which is 73 libraries, did not own this book. I was able to put in a blank request on JerseyCat which allows you to search for materials out of state. My request was soon filled by a library from Florida.”

Librarians. New Jersey librarians, in the online survey, rated JerseyCat second (4.16 out of 5.0), just behind JerseyClicks, in terms of meeting the needs of libraries and residents. Although a few focus group participants characterized the JerseyCat interface as being “cumbersome,” they were nearly neutral (3.11 out of 5.0) in the survey in their agreement or disagreement with a statement that read “JerseyCat is cumbersome.” In the open-ended portion of the survey, when they

were asked to write in the programs most important to their library, JerseyCat was tied with JerseyClicks for the most mentions. Their comments confirm why the value JerseyCat:

*“JerseyCat has been helpful locating materials in NJ libraries quickly.”*

*“Because we use a stand-alone OPAC, JerseyCat is crucial to us; it lets us lend as well as borrow.”*

Despite ranking JerseyCat highly important and wishing it to continue, some librarians were somewhat critical of JerseyCat in the online survey and in interviews and focus groups. Comments in the survey show that most value it highly but that some have some difficulty using it:

*“We use it constantly. You hear grumbles about the software; it’s not intuitive. If I had my ILL Librarian here, she’d complain, but overall it works.”*

Again, the New Jersey State Library has a long history of being a leader in providing statewide access to resources. NJSL’s willingness to try new approaches has occasionally resulted in the need to reevaluate specific software and/or to change vendors. Nevertheless, the State Library has demonstrated its willingness to use these occasions as tools for learning while continuing on the path toward successfully achieving its overarching goals.

The NJSL staff agree that JerseyCat can still be improved. Nevertheless, it has been successful in extending the public’s access to a wide variety of resources.

**Strategy 1.3: Web portal to statewide online reference service, full-text databases and interlibrary loan service is developed for libraries which is accessible anytime and anywhere there is an Internet connection.**

See also 1.1. JerseyClicks, above.

**Public Library Information Kiosks/New Jersey State Library (2003: \$5,640, 2005: \$5,640)**

New Jersey’s efforts to expand access to electronic resources have not been limited to JerseyClicks (portal and databases). Other smaller efforts have contributed to Goal 1 as well.

### Activities

The State Library provided access to electronic resources to state government staff and elected officials, who might not otherwise visit the State Library, through an information kiosk. Users had access to the State Library's web site, web catalog, full-text periodical databases, links to job postings, and county and social service agencies. (Costs in 2003 reflect ongoing maintenance from a 2001 project.)

2005 expenses covered ongoing maintenance and updating of content to include weather and directions, e-mail and voice communications with the State Library, and fax services.

For technical support, see 1.13. (Statewide Technology Support Services)

### Outputs

The most frequently-accessed services were searching the Internet, the State Judiciary web site, and the Sports and Entertainment links. Hits from the kiosk are reported in Chart 7.

<b>Chart 7: Public Library Information Kiosk</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Hits per month	815	909	962

**Strategy 1.4: New Jersey residents have 24/7 access to online reference services, any time they need them, via Q&A NJ - an interactive web-based chat reference service.**

Q&A NJ was selected as New Jersey's program that demonstrates a commitment to implementing outcome-based evaluation. Information about this program is provided later in this evaluation document.

See Section IV: **(Progress in Showing Results of Library Initiatives or Services: Q&A NJ)**

For additional staffing, see 1.13. (Statewide Technology Support Services)

**Strategy 1.5: Web site template is developed and implemented for public libraries lacking web sites that provide their customers with 24/7 access to statewide online reference, full-text databases and interlibrary loan services.**

See 1.13. (Statewide Technology Support Services)

**Strategy 1.6: Digitization plan is developed and implemented to digitize New Jersey historical, cultural and social resources.**

A digitization grant program was developed and administered in 2005. Four grants were awarded and are in process. These grants will expand the New Jersey Digital Highway repository collection by digitizing thousands of historic, cultural and social resources. The New Jersey Digital Highway is a partnership that involves the Rutgers University libraries, the New Jersey Division of Archives and Record Management, the New Jersey Historical Society, the American Labor Museum, and the New Jersey State Library.

**New Jersey State Library-New Jersey Historical Society Collaborative Digitization Project (2005: \$40,000)**

Activities

The State Library enriched the content of the New Jersey Digital Highway by adding scanned images and metadata from the collections of the New Jersey Historical Society, the State Library, and three other partners.

The State Library purchased equipment and supplies, contacted potential partner institutions, scanned and re-housed other institutional collections, and evaluated scanning and metadata work of the project archivist.

The Historical Society identified items in its collection to be added, including images from their photography collection that related to the topic of immigration from 1890 through the 1970s. Photographs include images of people and street scenes that reflect the cultural, social, and occupational history of New Jersey.

**Public Library Digitization Project/Atlantic County Library (2005: \$20,000)**

Activities

In partnership with the Egg Harbor Historical Society, the library digitized and indexed fragile historical newspapers, photographs, cemetery plot purchase records, and property tax records related to the German immigrant experience in Egg Harbor.

Plans were to add digitized records to the New Jersey Digital Highway site, with links from the library. The library planned to create and distribute brochures and flyers announcing the new content to area schools, historical societies, and libraries. The Historical Society planned to publicize availability via newsletter, flyers, and web links.

### Outputs

Halfway through the grant period, 250 historic photographs had been digitized. Immigration records digitized by a vendor were being reviewed.

## **Public Library Digitization Project/Jersey City Free Library (2005: \$14,917)**

### Activities

The library hired a vendor to digitize materials from its collection, including Dutch family genealogies, publications of the Dutch Reformed Church in Jersey City, photographs of Dutch descendants, original documents including wills, indentures, deeds, bonds and court cases pertaining to Dutch residents of Jersey City.

Library staff received training from the New Jersey Digital Highway team in the procedures required to catalog each items using the Metadata Object Description Schema.

### Outputs

After six months, all materials had been returned by the vendor. Pages digitized:

- Books: 3,371
- Miscellaneous: 366
- Photographs: 18
- Maps: 3
- Documents: 722

## **Public Library Digitization Project/Paterson Free Public Library (2005: \$20,000)**

### Activities

The library digitized documents relating to the Paterson immigration experience between 1860 and 1960, from two photography collections residing in the Paterson Museum.

The library developed standards for quality control; purchased, installed, and calibrated equipment; hired and trained staff; consulted with the State Library and New Jersey Digital Highway staff regarding processes and standards for metadata creation, selected photographs to be digitized, and began to digitize and enter metadata.

To publicize the collection, the staff added information to the library's web site and sent a press release to local newspapers, school library media specialists, and teachers, added a link on the city's web site and on the Paterson history web site.

### Outputs

After six months, more than 500 images had been digitized and 300 submitted to the New Jersey Digital Highest team to be uploaded into the database.

**Strategy 1.7: Distance learning and teleconferencing plan is investigated for public libraries which provides New Jersey residents and librarians with access to information and training and assists library staff to participate in meetings without leaving their libraries. Collaborate with school districts, community colleges, Thomas Edison State College and others who are already providing this service.**

Five complete sets of teleconferencing equipment have been purchased. One of these units is at the New Jersey State Library and the remaining four are or soon will be sited in other libraries throughout the State. The equipment is also compatible with equipment already in place in several institutions of higher learning in the State.

**Strategy 1.8: Public libraries that provide Internet access via standard telephone lines receive assistance to acquire high speed dedicated Internet access of 56K/64K lines and via DSL or other broadband technology.**

All public libraries in New Jersey now have dedicated Internet access at a minimum speed of at least 56K.

**Strategy 1.9: Public libraries without automated online catalog and circulation control systems receive assistance to share integrated library systems provided by host libraries and library computer consortia.**

**Integrated Online Library System Implementation Grant/Collingswood Public Library (\$750)/Delanco Public Library (\$363)**

The state has continued to encourage small libraries to automate and to participate in computer consortia.

### Activities

The library completed retrospective conversion of 28,387 items owned by the Delanco Public Library, which became available for searching through the

Burlington County Library's online catalog. Delanco acquired a web-based online system with circulation and cataloging modules, as well as a staff workstation and three public access computers. (This was a final payment for a larger earlier project.)

**Strategy 1.10: Online access to the *New Jersey Union List of Serials (NJULS)* is provided for all New Jersey residents.**

**Online New Jersey Union List of Serials/Atlantic County Library (2003: \$5,000)**

Activities

In 2003, the State Library provided a copy of the current New Jersey Union List of Serials (NJULS) and the library made it available on its server to libraries throughout the state. Previously, the list had been available only to library that were members of OCLC. (This was the final payment from a 2001 project.)

This service earned a 3.62 out of 5.0 rating in the online survey of librarians, trailing JerseyClicks, JerseyCat, Q&A NJ, NJ Network Support, and the Annual Trustee Institute.

**New Jersey Union List of Serials/New Jersey State Library (2004: \$12,561)**

Activities

The NJSL has continued to update records for all non-OCLC libraries, and NJULS data is now accessible both via JerseyCat and OCLC.

Outputs

NJULS now represents over 249,052 holdings.

**Strategy 1.11: Digitization of high demand, unique historical materials in the State Library's collection which are made available to remote researchers via the *CyberDesk* web site.**

The New Jersey State Library and Rutgers University Libraries are recipients of a \$ 460,000 grant IMLS grant for the creation of the New Jersey Digital Highway. The New Jersey Digital Highway is designed to be "a portal to the state's rich historical and cultural heritage materials. See <http://www.njdigitalhighway.org/>.

State Librarian Norma Blake said, "The project is using emerging national and international standards to create digital artifacts that stand the test of time so that future generations in New Jersey can use and enjoy their state's rich history."

Many other organizations including the New Jersey Division of Archives and Records Management, the New Jersey Historical Society, and the American Labor Museum are also involved in the project.

**Strategy 1.12: JerseyCat statewide interlibrary loan system is supported by State Library staff who provide system administration, training and help desk services.**

See 1.2. (JerseyCat) and 1.13. (Statewide Technology Support Services)

**Strategy 1.13: Consultation and technical assistance for public libraries is provided by State Library staff to support the effective integration of new technology into their existing service infrastructures.**

**Statewide Technology Support Services/New Jersey State Library (2003: \$758,498, 2004: \$766,793, 2005: \$542,625)**

#### Expenditures

Between 2003 and 2005, this project accounted for 16 percent of total LSTA expenditures.

#### Activities

In 2003 and 2004, ten State Library staff members worked full-time to provide technology support to libraries; 30 percent of six reference librarians' time (1.8 FTE) was spent maintaining the Cyberdesk web site, which contains online access to information. In 2005, the staff was reduced to seven.

Activities coordinated by the staff included:

- Coordinate Hub Library Network services (in 2005 called "JerseyConnect") and provide hub services to public libraries in Mercer and Hunterdon counties. Support included planning, implementation, support, and maintenance of the statewide infrastructure, including help desk, 24/7 monitoring, web site hosting, e-mail hosting, and router maintenance for the majority of public libraries in New Jersey.
- Serve as webmaster for Cyberdesk, Library Development Bureau, and Library for the Blind & Physically Handicapped

- Create content for Cyberdesk and authoritative links to information resources for law, entrepreneurship, New Jersey government, New Jersey documents, legislative histories and other areas of interest to New Jersey residents and government employees, as well as access to books, e-books, journals, indexes, web sites, and reference databases. The site also has the capability of transmitting reference questions directly to staff. Cyberdesk also provides access to digitized historical New Jersey publications, such as Revolutionary and Civil War rosters.
- Participate as reference librarians in Q&A NJ, providing chat reference service to the public
- Provide automation consulting and software troubleshooting for public libraries
- Provide technical assistance with e-rate applications and approve required e-rate technology plans (and in 2004, three beginners' workshops)
- Manage implementation of JerseyCat and provide training and troubleshooting for the ILL system software
- Implement and provide support for JerseyClicks federated searching portal for statewide databases
- Coordinate the Gates Library Foundation's Partnership Program activities
- Coordinate and participate in the annual Train the Trainer workshop

In 2004, two additional programs were added:

- Manage and report on activities funding by the LSTA state grants program
- Coordinate all aspects of the statewide Summer Reading Program and continuing education opportunities for library staff who work with children and young adults

In 2005, the Statewide Technology Support Services staff took on additional tasks:

- Provide internal LAN support for the State Library and the Library for the Blind & Physically Handicapped

In 2004, the statewide Hub Library Network underwent a network infrastructure upgrade.

### Outputs

In 2003, staff approved 60 technology plans from public libraries.

In 2005, the staff reported 99.99 percent "uptime" for the JerseyConnect network; support for JerseyConnect and internal customers at the State Library and Library for the Blind & Physically Handicapped met or exceeded agreed-upon service level agreements.

For additional outputs, see 1.1. (JerseyClicks) and 1.2. (JerseyCat).

### Outcomes

See 1.1. (JerseyClicks) and 1.2. (JerseyCat).

In the online survey, librarians rated the Network Support service fourth (3.85 out of 5.0), below JerseyClicks, JerseyCat, and Q&A NJ.

Focus group participants talked about the demise of the regional hub program, which was replaced with a centralized system for providing connectivity. They agreed that access is well provided now and that there have been real cost savings, however, they miss the technical support that had been available “closer to home” under the hub program:

*“If you are willing to connect..., you get free Internet.”*

*“We just switched over to the State server. This is less than a month old. While we don’t see any direct change, now we’ll be able to do a little more with our web site. Greater capacity.”*

This program illustrates how difficult it is to keep up with technological change. The New Jersey State Library has worked diligently to maintain value to libraries through this program by shifting their approach to providing service as alternative technologies mature and become more cost effective.

**Strategy 1.14. Expanded access to online information and resources is made available to remote users by the State Library through the *CyberDesk*, Library Development Bureau and Library for the Blind & Handicapped sections of the NJSL web site.**

See 1.13. (Statewide Technology Support Services) above.

**Strategy 1.15. E-Rate application and technology plan consultation and technical assistance are provided to public libraries by State Library’s staff.**

See 1.13. (Statewide Technology Support Services) above.

**Strategy 1.16. Bill & Melinda Gates Foundation’s State Partnership Program implemented, with State Library staff assistance, provides 48 grant awards for PCs and 10 computer training labs grant awards to public libraries serving communities having 10% or greater poverty levels.**

This strategy was implemented as described in the strategy.

**Strategy 1.17., State Library submits grant applications to the Bill & Melinda Gates Foundation to expand technology assistance services and public access computing for public libraries.**

A training Grant in the amount of \$63,150 was awarded to the State Library in 2003 to conduct technology training sessions statewide. In 2004 and 2005 the State Library coordinated:

- two technology summits presented by Jim Barrentine with an attendance of 200 directors and technology administrators
- a trainers' boot camp featuring Bob Pike with an attendance of 50 library staff trainers
- three e-rate update sessions presented by Dan Riordan of On-Tech Consulting for 30 library staff
- twelve training sessions for front line staff on Internet searching techniques by PALINET with an attendance of 120
- a "Future of Libraries" day-long program was presented by Stephen Abrams for 100 public library staff

A Staying Connected grant in the amount of \$194,720 was awarded to the State Library in 2004 to be used for hardware, software, training and/or connectivity. The State Library conducted two computer security and technology planning workshops in 2005 and 2006 presented by NPowerNY for 160 staff of libraries and arts councils (the NJ State council on the Arts provided additional funding to expand this training for their members). A security audit and public access computer replacement grant program is currently underway.

The New Jersey State Library was the recipient of a Spanish Language Outreach grant from WebJunction, funded by the Bill and Melinda Gates Foundation.

The grant was designed to provide public library staff with the skills and resources to reach out to Spanish speakers in their local communities and to increase the number of Spanish speakers using public access computers in libraries throughout the State.

The grant enabled the State Library to send seven representatives from New Jersey to be trained in outreach to the Latino community. The trainers were selected by the State Library, the Regional Library Cooperatives, and the New Jersey Library Association. Trainers were chosen on their proven track record of outreach to diverse communities.

In turn, these trainers offered a series of workshops for library workers in locations throughout the State.

**Strategy 1.18. Implement a New Jersey Library for the Blind and Handicapped Online Public Access Catalog accessible via the Internet.**

The New Jersey Library for the Blind and Handicapped catalog is now available via the Internet at: <http://opac.njlbh.org>

***GOAL 2: The quality of life of New Jersey citizens living in communities served by libraries will be enhanced as a result of the libraries' contributions to the economic, social and cultural life of their communities.***

***Evaluators' Assessment – GOAL 2: The New Jersey State Library has met most of the targets it established to measure progress toward Goal 2. While the nature of the Goal means that efforts must be ongoing, NJSL is currently meeting this goal.***

Strategies for Implementation:

**Strategy 2.1: Outreach Consultant is hired full-time by the State Library who has the responsibility, in conjunction with the Director and Deputy Director of the Library Development Bureau, for identifying collaborative and cooperative efforts with non-library agencies and seeking new funding sources for projects aimed at serving New Jersey citizens who are unserved or underserved by libraries.**

An outreach consultant was hired in 2003. Since that time, with her involvement, the State Library has co-sponsored a statewide Diversity conference (2004), an annual Train the Trainer program (2003 – 2006), and a world languages cultural fair (2006). A Mid-Atlantic Futures Conference is scheduled for May of 2007. The outreach consultant has continued to work with partners in these programs to encourage collaborative funding and broad participation.

**Strategy 2.2: *The Library's Contribution to Your Community* workshop assists public librarians to establish their libraries' economic, social and cultural worth to their communities; communicate their worth to community decision makers; and develop plans to implement new and expanded programs that meet their communities' needs for services to targeted populations.**

### Activities and Outputs

The three “Library’s Contribution to Your Community” workshop sessions were held in November of 2002. The sessions were attended by 104 librarians representing 90 public libraries, library computer consortia and regional library cooperatives (RLCs). Eighty-eight of the workshop attendees returned the evaluation form and 96% of those responding ranked the sessions as excellent or good.

### Outcomes

Sixty-eight percent of the librarians who submitted an evaluation indicated that they increased their knowledge of how to measure their libraries’ contribution to the community.

Some representative comments include:

*I expected the same old thing and got some surprises! I liked that the materials had been so thoroughly tested.*

*This has been an excellent workshop which I feel is relevant to all libraries... Thanks!*

*Presentation pitched at the right level. Will make it possible to use the manual effectively right away.*

## **Valuing Libraries: Highlands Regional Library Cooperative (2005: \$9,000)**

### Activities

The cooperative staff designed and presented three workshops using materials and guidelines from the WebJunction “Demonstrating Impact” documents, as well as concepts presented by the Southern Ontario Library Service Organization in their publication “Contributions to the Community.” The staff also planned three follow-up workshops to share results and develop a strategy for a communication plan. They collected finished plans to serve as a basis of a possible statewide impact study and a resource for other libraries.

### Outputs

Participation in the New Jersey workshops is summarized in Chart 8. The staff was also invited to present the workshop in Arizona and for a regional group of library directors and trustees. In 2007, they will present in the INFOLINK region and the North Regional Texas Library System.

The “Valuing Libraries” toolkit is available at [www.hrlc.org/funding/valuinglibs.htm](http://www.hrlc.org/funding/valuinglibs.htm)

<b>Chart 8: Valuing Libraries</b>	<b>2005-06</b>
Participants in initial workshop	129
Participants in follow-up workshop	110
Libraries submitting “Valuing Libraries” documents or communication plan	23

### Outcomes

Evaluations of the workshop show that participants gained knowledge:

*“This is the most useful, practical, and exciting workshop I have attended in 30 years.”*

*“Valuing Libraries was an informative, inspirational, and practical two-part program that allowed me to bring definitive strategies and ideas to incorporate in my library immediately. I have wanted to prepare an ROI analysis for my library for a long time. Now I have completed it.”*

*“I especially liked the homework aspects and the compilation and sharing of what we came up with.”*

*“For years I’ve heard about the ‘elevator speech;’ now I know how to construct one that will be memorable.”*

Anecdotal reports show the workshop had an impact on the behavior of some participants:

- A director used her plan to help present her budget and received more money than she had requested.
- A director incorporated the library’s return-on-investment data to help justify her library expansion project and submitted it to the board, Mayor, and Council. To make the library more visible, she mounted a postcard campaign, disseminated yard signs, and held an open house celebrating the library.
- A school librarian so impressed her superintendent that she was invited to share the results with the all the district’s principals.

One comment by a focus group participant supported the Valuing workshop and supporting activities:

*“The Valuing Libraries workshop gave you useful techniques.”*

**Strategy 2.3. Economic impact of public libraries model is developed by the State Library in collaboration with the New Jersey Library Network.**

The New Jersey State Library has worked with the Highlands Regional Library Cooperative in collaboration with the New Jersey Library Network to provide an ongoing series of workshops (Valuing Libraries) as well as to create web-accessible tools that libraries can use to demonstrate the value of library services.

See also 2.2. (Valuing Libraries)

A strategy that was originally included in the October 1, 2002 – September 30, 2007 Plan envisioned the creation of business information centers at four public libraries. This strategy was dropped in favor of providing statewide access to online business information content. This effort was included in the State-funded New Jersey Knowledge Initiative and three major business databases were made available through the JerseyClicks database portal.

**Strategy 2.4. New Americans/Adult Literacy/English as a Second Language (ESL) grant program assists public libraries to provide collections, services and programs to assist immigrants to acculturate and become self-sufficient, contributing members of the community; to coordinate the provision of training for customers in their communities; and to fund model projects whose results can be replicated and provide information that can be disseminated to libraries on best practices. Literacy grants in the amount of \$ 312,713 were awarded to thirteen public libraries in FY 2003. An amount of \$ 173,014 was awarded to the same thirteen libraries in FY 2004. Twelve public libraries received \$ 47,016 in funding for literacy projects in FY 2005.**

Activities

Three separate strategies that appeared in the October 1, 2002 – September 30, 2007 Plan were combined into a single strategy in 2006. The State Library funded literacy projects in thirteen local libraries. This constitutes the majority of the local sub-grants that were awarded during the FY 2003 – FY 2005 period.

In the online survey, librarians were nearly neutral (2.96 out of 5.0) in regards to the statement “My library needs assistance with adult literacy programs.”

However, some focus group participants expressed a continuing need:

*“I’d love to be involved in an ESL-type program, but a lot of people coming in are meeting a dead end. I would second any kind of grant to get the literacy goals met. A program like that takes a lot of money and you have to do it well, but the need is huge.”*

Following is a listing of the activities conducted under the individual literacy projects that capture the flavor of what was done and what was accomplished.

- The library offered ESL classes at the beginner, low-intermediate, and high-intermediate levels primarily for new immigrants. Classes were held once a week for two hours and were supplemented with one-on-one tutoring.
- In 2004, the library added a summer program for basic level students, to help them retain their skills until the fall evening sessions resumed. Family participation continued to be a hallmark of the program, with 11 couples and several sets of siblings enrolled. The support and encouragement of family members was an important motivator for students.
- The library provided one-on-one and small group literacy instruction to basic literacy learners and English Speakers of Other Languages (ESOL).
- The library recruited and trained tutors and matched them with learners for one-on-one or small group tutoring. English conversation groups met twice a month.
- Working with Literacy Volunteers of America (Union County), the library provided one-on-one instruction in basic literacy and English as a Second Language to adults.
- The library endeavored to reach families which might not ordinarily visit a public library nor read regularly to their children, especially African-American and Hispanic families. A library staff member with early childhood education training provided stories and activities for young children and their parents in waiting rooms at the Board of Social Services and the Health Department. The library gave the children books so their caregivers could read to them.
- The library also held weekly story hours, refreshed collections at the Glassboro Branch, Gloucester County Social Services, two Gloucester County Health Department locations, and the Genesis facility. The library made presentations to adults in the Work First New Jersey program.
- In 2004, the library purchased children's books reflecting African-American and Hispanic family life and books with high interest/low literacy reading levels for the caregivers; books donated for the "Books for Kids" program supplemented grant books. The library publicized programs throughout the community using a variety of media outlets.
- The Jersey City Public Library Literacy Program, an affiliate of Literacy Volunteers of America, recruited and trained tutors and learners throughout the year.

- In 2003, the library provided a computer lab where students could use basic literacy skills and word processing software and access the Internet and e-mail. Learners also used the computers to work on practice tests for drivers' licenses, citizenship, and civil service exams. The library also offered a student support group, a basic writing and spelling class, a book club, and a drop-in center where learners could get extra assistance. It sponsored a family literacy activity program one Saturday a month.
- The library trained tutors at two workshops and completed construction on new literacy offices and lab which enabled up to eight students to work simultaneously.
- A Spanish language television station contacted the literacy program. The program coordinator made an announcement in English and a learner made it in Spanish. During the two weeks following the broadcast, 177 viewers contacted the program.
- In 2003, Goldman Sachs Community Teamworks Division sponsored an all-expense paid outing for literacy learners to a Broadway play. Students who completed a writing project were chosen to attend. In 2004, the firm sponsored a field trip to Ellis Island and the Status of Liberty for students and their families.
- In 2004, the computer lab was expanded in order to provide students with practice using interactive literacy/reading software. The library held family literacy/children's book workshops at an elementary school and citizenship classes for learners in the program.
- Working in conjunction with the Literacy Volunteers of America (Union County), the library worked with learners from Latin America, Asia, Africa, and Europe. In addition to classes and one-on-one tutoring, the program ran a conversation group. The library created bilingual posters in Spanish and Portuguese to recruit potential students and developed circulation desk procedures to help library staff identify and support potential tutors and learners.
- The library expanded book, audio, video, and software resources and offered them to individuals who could not attend scheduled classes. Handouts in Spanish and Portuguese contain library information and tips for those learning English.
- In 2003, the library developed a partnership with Even Start, a school-based family literacy program, so that when parents were attending programs at the library, their children also had programs to attend.

- Computer literacy was another new area in 2003. Students with limited English skills participated in introductory classes dealing with computer basics, using a mouse and keyboard, and accessing and searching the Web.
- The library's outreach efforts were enhanced by its participation in volunteermatch.com, a web site that matches volunteers' interests with agencies that may be in need of their talents.
- In 2004, two satellite programs continued successfully at local churches. A book club format was integrated into the intermediate and advanced classes so students could improve their reading, writing, and discussion skills. The library also piloted a multi-language bulk loan program. Library card applications were translated into three additional languages.
- In cooperation with the Newark Literacy Campaign, the library offered ESOL classes, at both beginner and intermediate levels, at five sites. The library provided three eight-week sessions, with classes held twice a week and two and a half hours. Students were referred for additional one-on-one tutoring and GED programs provided by the Newark Literacy Campaign and to Newark Public Library's career development workshops.
- The library worked with Literacy Volunteers of America (Newark and Essex County) to provide adult basic literacy and/or English conversation skill instruction.
- In 2004, the library trained tutors, recruited students, administered READ and ESLOA pre-tests to students as a baseline assessment and administered post-test to those completing 50 hours of instruction.
- In partnership with Literacy Volunteers of America, the library offered a reading program and an ESL conversational program.
- In 2003, the library hired a new tutor recruiter. Three sessions of Basic Literacy workshops and two sessions of ESL workshops were held for the tutors; in addition to three monthly round tables were tutors exchanged ideas. A monthly tutor newsletter kept tutors up to date on workshops and provided them with ongoing support.
- After some disruption, the library completed construction this year and was able to introduce large and small meeting rooms, a new literacy office, and more space for materials.
- In 2004, the literacy office added two computes for learners, ESL classes and life skills workshops for learners, and a student newsletter.

- In partnership with Literacy Volunteers of America (Middlesex County), one-on-one instruction and conversation groups were provided to adults with limited literacy or limited English proficiency. The libraries also purchased literacy and ESL materials.
- In 2003, a new program director, fluent in Spanish and Chinese, was hired. She reached out to learners through 100 religious organizations, many school superintendents, several workplace volunteer fairs, local TV channels, newspapers. To recruit tutors, she posted information to a number of web sites. Due to her recruitment efforts, enrollment doubled. The annual award reception was sponsored by Johnson & Johnson, which allowed the program to reallocate \$3,500 to other program needs. The sale of ads in the reception program netted another \$2,600.
- In 2004, the program director initiated tutor focus groups and surveys of both tutors and learners designed to evaluate program effectiveness and identify areas for improvement; after six months, she left to take another position. Conversation groups were held in eight different communities and 23 libraries within the consortium.
- In order to secure adequate funding to continue the program, the library board hired a development/fund raising firm to improve permanency and diversity of funding sources. The board received commitments from the Libraries of Middlesex to continue their support of the program for two years during restructuring.
- The purpose of the library's Families and Books Literacy Program was to encourage parents to read to their children. The target population was at-risk families living below the poverty level. The program provided workshops for families, demonstrating the importance and pleasure of reading to children. Parents and caregivers were instructed in the basics of reading aloud to children of all ages. At the end of the workshop, every family received a copy of the Read Aloud Handbook and each child received a book to keep.
- Partnering with Literacy Volunteers of America (Pascack Valley), the library coordinated an ESL program with Westwood and 11 other libraries that served as learning center sites for tutoring. Each library purchased additional materials for its collection and hosted one-on-one and small group tutoring sessions. Learners brought food from their native countries to the annual meeting and international party, at which learners and tutors received awards.

The various literacy efforts in local libraries touched the lives of thousands of individuals in the State. Lessons learned from these individual projects have influenced ongoing efforts as well. Additional literacy tutors have been identified and trained, some of the programs have been extended and expanded with local

funding sources, and new relationships have been built between public libraries and segments of the population that are often difficult to reach.

In addition to the results that these literacy projects generated in the lives of individuals, they also exhibit the most visible evidence of the fact that New Jersey's LSTA program met LSTA purpose # 4 (developing public and private partnerships with other agencies and community-based organizations). While many of the partnerships were with local chapters of a single organization (Literacy Volunteers of America), partnerships were also forged with local business, media outlets, and other non-profit entities.

### Outcomes

Many of the projects outlined above targeted new immigrant populations. In the online survey, librarians were neutral in their opinion (3.17 out of 5.0) that "My library needs advice in developing outreach programs to new immigrants"

In focus groups, many indicated that serving immigrants was a growing need:

*"We need to get Hispanics to understand what public libraries can do; maybe do things outside the library to reach them. It's a good time to do this."*

*"Recent immigrants are like those of 100 years ago. They are unaware of public libraries."*

**Strategy 2.5: New Jersey Library for the Blind and Handicapped (LBH) provides statewide services to over 12,000 customers who have difficulty, for any physical reason, reading print materials and for customers who are deaf or hard of hearing.**

The Library for the Blind and Handicapped was selected as the program to receive a more in-depth evaluation. See Section III: **(Results of In-Depth Evaluation: Library for the Blind & Physically Handicapped)**

**Strategy 2.6: Multilingual Materials Acquisitions Center (MultiMAC) services are evaluated to determine whether the Center still effectively meets the needs of libraries serving diverse multicultural communities with the objective of developing new directions or restructuring the program.**

**Multilingual Materials Acquisitions Center (MultiMAC)/Newark Public Library (\$2003: \$160,000, 2004: \$152,000)**

LSTA funds were used to support the Multilingual Materials Acquisitions Center (MultiMAC) at the Newark Public Library for several years. In 2006, the New Jersey State Library convened a Diversity Task Force, comprised of 22 librarians and leaders in diversity efforts throughout the State to create a survey to identify the best mechanisms for providing access to materials in world languages. The results of the survey and the input from the Diversity Task Force have resulted in a change in strategy in an attempt to make world language materials more available in all libraries.

Activities

The MultiMAC Center maintained a comprehensive collection of library materials in 11 languages, which were available for review and for bulk and individual loans to any library in New Jersey. In addition, the Center maintained a web site containing vendor information for ordering world language materials and a quarterly annotated list of new books, with cataloging copy, to assist libraries in purchasing their own non-English language materials. MultiMAC staff were available for consultation and translation services and provided education and training on customer service in multi-lingual environments, marketing library services to multicultural communities, and developing world language collections.

In 2004, MultiMAC and the New Jersey State Library presented a statewide diversity conference, which brought together public library staff with experts in the field of diversity—language, age, physical disability, or sexual orientation. Each participant wrote an action plan to address diversity needs in their library.

Outputs

Chart 9 summarizes MultiMAC outputs from 2003 through 2005.

<b>Chart 9: MultiMAC</b>	<b>2003-04</b>	<b>2004-05</b>
Items circulated in collections to libraries	10,625	10,850
Items circulated individually	1,155	1,147
Questions answered	280	193
Translations completed	22	45
Workshops presented	18	9

Outcomes

Some librarians reported on their use of MultiMAC:

- A children’s librarian reported that MultiMAC staff translated a Summer Reading Club flyer into Spanish and consulted with her on collection

development, thereby enhancing her ability to serve Spanish-speaking residents in her community.

- The entire staff from one branch of a large county library, which serves a diverse community, attended a workshop on customer service. The branch manager reported that the staff were enthusiastic about the presentation and discussed what they had learned on subsequent occasions. She wrote:

*“Excellent presentations in dealing with multicultural populations raised everyone’s consciousness about our relationships with others in our changing environment.”*

In the opinion portion of the web survey, librarians were in weak agreement (3.25 out of 5.0) that “My library needs help acquiring/processing materials in other languages.”

In the focus groups, participants had good things to say about MultiMAC and, due to the fact that new mechanisms are still being designed to afford access to world language materials, some expressed a sense of loss that the MultiMAC program is no longer functioning:

*“[MultiMAC] had a major impact on my library in terms of being able to provide materials in languages other than English. It addressed the issues of being able to acquire and catalog materials in other languages.*

*“We feel the loss of MultiMAC. Staff aren’t prepared to understand other cultures.”*

Although the MultiMac program has been discontinued, the need continues to exist. As was noted earlier, the Diversity Task Force has identified a need for making world language materials more accessible in all libraries. This area of need is likely to be reflected in the next LSTA five-year plan.

### **Strategy 2.7: Adaptive technology and assistive devices grant program for public and academic libraries available through the NJ Library for the Blind and Handicapped (NJLBH) and the Division for the Deaf and Hard of Hearing.**

Assistive listening devices (ALDs) are purchased and made available by the Deaf and Hard of Hearing Awareness Program (DHHAP), a partnership between the New Jersey Library for the Blind and Handicapped and the New Jersey Division of the Deaf and Hard of Hearing. The Assistive Technology Loan program is

available through eleven regional libraries, called Regional Resource Centers for the Deaf and Hard of Hearing, a service coordinated by NJLBH. Customers can contact the library closest to them and arrange to borrow the equipment needed.

Libraries participating include:

- Atlantic County Library
- Burlington County Library
- Camden County Library
- Clifton Public Library
- Gloucester County Library
- Monmouth County Library
- Montclair Public Library
- Morris County Library
- NJ Library for the Blind and Handicapped
- Ocean County Library
- Piscataway Public Library
- Teaneck Public Library
- Vineland Public Library

The Library for the Blind and Handicapped was selected as the program to receive a more in-depth evaluation. See Section III: **(Results of In-Depth Evaluation: Library for the Blind & Physically Handicapped)**

**Strategy 2.8: ¡Informe!: a Spanish language full-text database is provided free to public libraries through a statewide license.**

¡Informe! is now included in the JerseyClicks suite of databases. See 1.1. (JerseyClicks) above.

**Strategy 2.9: Center for the Book targeted grant supports those events, projects and publications that highlight the importance of books, reading, literacy and libraries.**

While the New Jersey State Library has provided some support for New Jersey's Center for the Book, no LSTA funds have been used for this purpose. State Library support comes in the form of staff support (provided by the youth services consultant and grants administrator) for the Center's activities. See: <http://njcenterforthebook.org/>.

**Strategy 2.10: Collaborative purchase program for popular materials in non-Roman scripts, for all ages, which are shelf-ready with cataloging copy is investigated by State Library and if feasible, a pilot project is implemented.**

The New Jersey State Library convened a Diversity Task force, comprised of 22 librarians and leaders in diversity efforts throughout the State. This task force met on October 4, 2006 to create a statewide survey and met again on January 8, 2007 to discuss the survey results. One of the Task Force members was asked to present a program about the potential for the purchase of a catalog searchable in non-Roman characters. The response to the presentation was illuminating. The majority of the Task Force members did not support the purchase of such a catalog, nor did they support a collaborative purchase program for popular materials in non-Roman scripts.

The Task Force was motivated by a desire to make world language materials available in libraries throughout the State. In response, the New Jersey State Library decided to sponsor a "World Language Materials and Culture Fair," which was held March 15, 2007. Attendees were afforded the opportunity to interact with vendors of world language materials and to participate in sessions designed to provide information on how to build world language collections.

**Strategy 2.11: Bill & Melinda Gates Foundation State Program Grant awards State Library ten computer training labs which will be installed in public libraries serving communities with poverty levels of 10% or greater.**

See 1.17 (Gates Grant) for a description of activities related to this strategy.

**Strategy 2.12: The New Jersey Library for the Blind and Handicapped will hold a public education event to give blind and visually impaired New Jersey voters the opportunity to learn about the "Help America Vote Act," including hands-on experience with different accessible voting systems, in support of their right to vote independently in elections.**

The New Jersey Library for the Blind and Handicapped, in partnership with the National Federation of the Blind – New Jersey and the New Jersey Division of Elections, sponsored a panel discussion and an opportunity for anyone interested to try a variety of voting technologies in an accessible voting booth display. The event was held at the State Library on April 23, 2005.

The Library for the Blind and Handicapped was selected as the program to receive a more in-depth evaluation. See Section III: **(Results of In-Depth Evaluation: Library for the Blind & Physically Handicapped)**

***GOAL 3: New Jersey children and young adults will participate in high quality library programs and services and have access to age-appropriate materials that promote reading and life-long learning skills.***

***Evaluators' Assessment – GOAL 3: Overall, the New Jersey State Library is meeting the targets it established to measure Goal 3.***

**Strategy 3.1: Youth Services Consultant is hired by State Library full-time to coordinate services provided to children and young adults in libraries throughout the state, locate funding and grant opportunities, investigate partnerships and decrease the disparity among communities in the services offered locally.**

**Activities**

The Youth Services Consultant was hired and is working with librarians throughout the State to ensure that high quality library service is available to children and young adults. Accomplishments of the Youth Services Consultant to date include:

- Coordination of the annual Youth Services Forum, a full-day workshop on issues of interest to children's and young adult librarians
- Establishment of an annual statewide Children's and Young Adult Authors Conference, which provides New Jersey librarians with an opportunity to meet and talk with authors
- Establishment and maintenance of the NJYAC (New Jersey Young Adult and Children's) listserv
- Establishment of the NJYAC website that hosts a book review site for librarians and teen reviewers and provides booklists on various topics and serves as a link to the NJYAC Book Center, a reference collection of new children's and young adult titles
- Coordination of Statewide Summer Reading since 2004 including working with two summer reading committees, hosting a website, presenting a series of summer reading and crafts workshop, planning a Summer Reading program for the New Jersey Library Association Conference and the Youth Services Forum, and serving as liaison with the Collaborative Summer Library Program
- Developing a statewide public library bookfair/library appreciation days program in collaboration with Barnes & Noble with the proceeds going to support summer reading programs in libraries
- Representing the State Library and the NJYAC with organizations such as MTV and Disney on several notable projects

**Strategy 3.2: Statewide Summer Reading Program is supported by State Library with the services of the Youth Services consultant to assist in implementing a statewide program, coordinating activities of various libraries and the New Jersey Library Association and seeking corporate and other sources of funding for the annual program.**

See Strategy 3.1 above.

**Strategy 3.3: Early childhood reading and family literacy will be supported with funds from the Verizon “Walk for Literacy” held in October 2004. “Every Child Ready to Read” kits will be distributed at the New Jersey Library Association Urban Libraries Section literacy forum in June 2005.**

#### Activities

The Youth Services Consultant served as the point person to bring the new Public Library Association/Association of Library Services to Children (PLA/ALSC) early childhood initiative to the New Jersey library community. Working with librarians from the Princeton Public Library and the Paterson Free Public Library, “Every Child Ready to Read” workshops were developed and conducted in all four regions of New Jersey.

Every Child Ready to Read kits were purchased with Verizon Literacy funds and were distributed to approximately one-quarter of the public libraries in the State.

#### Outcomes

The libraries that participated in the training sessions or that received the kits have become a ready resource for the early childhood reading and family literacy grant program.

**Strategy 3.4: Online tutoring service pilot project is provided for public library customers to access Tutor.com’s live homework help which assists students with their homework assignments.**

Tutor.com was included as a component of Q&A NJ. (See Section IV - **Progress in Showing Results of Library Initiatives or Services – Q&A NJ**) However, Tutor.com was later dropped because of a more than ten-fold increase in cost.

**Strategy 3.5: Public and/or academic libraries cooperate with school libraries to share resources. Grant program provides students with expanded access to print and electronic resources from cooperating libraries after school library media centers are closed for the day.**

See 1.1. – (JerseyClicks) and Section IV, **Progress in Showing Results of Library Initiatives or Services – Q&A NJ.**

**Strategy 3.6: Free statewide access to databases, to include Tutor.com and live homework help, oriented for children and youth, with an emphasis on teenagers, are identified and implemented.**

See 1.1. – (JerseyClicks).

**Strategy 3.7: The New Jersey Library for the Blind and Handicapped will participate in the statewide Summer Reading Program by implementing a six week Summer Reading program for children of all ages with disabilities from around the state.**

The Library for the Blind and Handicapped was selected as the program to receive a more in-depth evaluation. See Section III: **(Results of In-Depth Evaluation: Library for the Blind & Physically Handicapped)**

**Strategy 3.8: The New Jersey Library for the Blind and Handicapped will develop a pilot project on New Jersey authors for children from pre-school to grade three involving multi-media kits (tape, Braille and Large Print versions of the same title).**

The Library for the Blind and Handicapped was selected as the program to receive a more in-depth evaluation. See Section III: **(Results of In-Depth Evaluation: Library for the Blind & Physically Handicapped)**

**Strategy 3.9: The New Jersey Library for the Blind and Handicapped will identify children who are deaf or hard of hearing and are eligible for NJLBH services and will provide outreach and programming for this population, to include a series of American Sign Language Story Hours for children in elementary grades.**

The Library for the Blind and Handicapped was selected as the program to receive a more in-depth evaluation. See Section III: **(Results of In-Depth Evaluation: Library for the Blind & Physically Handicapped)**

***GOAL 4: New Jersey libraries will provide high quality services to customers; will expand services for those customers who are underserved; and will provide outreach and programs to attract and serve those members of their communities who do not use libraries.***

***Evaluators' Assessment – GOAL 4: Overall, the New Jersey State Library has met the targets it established to measure progress toward Goal 4.***

**Strategy 4.1: Statewide library marketing and public relations campaign is developed and implemented as a model that libraries can adapt and implement for their communities.**

#### Activities

The New Jersey State Library worked with a Statewide Marketing Initiative Committee to develop and implement the highly successful “Super Librarian” public awareness project. Components of the project include:

- Support from the Time-Warner Corporation
- Development of a Super Librarian website
- Development and distribution of a 30 second video commercial aired statewide on cable channels
- Creation of posters, bookmarks, pins, and life-size Super Librarian figures
- Contests for young adults with consumer electronic prizes provided by Best Buy and Ecko Unltd
- Comic Book Project and YouTube/Comic project

This program has specifically targeted three market segments. They are:

- Teen and “tween” readers
- Male teen and “tween” readers
- Literacy and English as a Second Language class participants of all ages

#### Outputs

- Hits on the Super Librarian website totaled more than 40,000 in the first six months and just under 90,000 for the project year
- Librarians reported increased numbers of new visitors
- Tutor.com, a project partner, reported additional after-school hits to its homework help phone and Internet services
- The project received high profile press coverage including a major story in the Newark Star Ledger

- Super Librarian made the cover of Library Journal
- Libraries in New York, Virginia, Illinois, Michigan, Ohio, Hawaii, and California made use of the library marketing materials on the website
- Libraries in Canada and South Africa requested more information on the project and on how they could replicate it in their countries.

**Strategy 4.2: Library staff continuing education is provided in coordination with the New Jersey Library Association and the Regional Library Cooperatives. These CE offerings cover: technology, customer services training, reference skills, training the public in PC and Internet skills and services for targeted populations. Support is continued for the Public Library Leadership Training, Super Supervisor and the Train-the-Trainer programs.**

**Mobile Services/South Jersey Regional Library Cooperative (SJRLC) (2005: \$13,500)**

Activities

SJRLC designed, implemented, and publicized a suite of information services, named “Info-to-go Mobile Services,” delivered to library patron’s mobile phone or handheld devices.

The Cooperative presented basic awareness and intermediate-level workshops on blogging, RSS, and Web 2.0. Staff introduced instant messaging alert services to mobile devices at selected libraries.

Outputs

Chart 10 summarizes outputs. Handouts from the workshops were posted on the SJRLC web site.

<b>Chart 10: Mobile Services</b>	<b>2005-06</b>
Awareness workshops presented	5
Participants at awareness workshops	48
Participants in Intermediate workshops	45

Outcomes

By the end of the second workshop, all participants had at least one functioning blog and were able to subscribe to and manage RSS feeds. This project is an

example of NJSL's use of the Regionals as very effective partners in achieving statewide goals.

**Strategy 4.3: Continuing education programs that assist public libraries to implement *Performance Standards for Librarians* and to meet core competencies developed by the New Jersey Library Association are funded with the objective of increasing the number of libraries providing excellent customer service.**

While considerable effort has been made to offer training in customer service, they have not been based on the *Performance Standards for Librarians* because, to date, the performance standards have not been developed by NJLA.

**Strategy 4.4: *Become a Librarian!* recruitment program, developed and managed by the Central Jersey Regional Library Cooperative is continued.**

**Statewide Recruitment of Professional Librarians/Central Jersey Regional Library Cooperative (2003: \$31,415, 2004: \$29,785, 2005: \$42,300)**

The statewide recruitment program is an example of a relatively low budget effort that is likely to generate a handsome return on investment. The program is important, relevant, and fits well with IMLS efforts to strengthen the library profession.

#### Activities

CJRLC developed and administered a statewide recruitment program for professional librarians, designed to meet the pressing need for librarians in the state.

The project developed a web site, [www.becomealibrarian.org](http://www.becomealibrarian.org). In 2003 it added a library game, a recruitment brochure for download, and a matrix for distance MLS programs. A brochure for elementary schools to use during career days was added this year.

The project also produced recruitment brochures, pins, and mouse pads. It designed a number of tools for use by local libraries, including guidelines for hosting open houses, a PowerPoint presentation, and press releases for use by public libraries at open houses and academic libraries hosting career fairs. In 2005, two older brochures were replaced by a new mystery brochure aimed at teens and adults.

In October 2001, CJRLC hosted a New Jersey Recruitment Summit, which provided an opportunity for librarians to discuss issues such as sharing passion,

recruiting existing staff, defining MLS and support staff competencies, and recruiting a diverse work force. Summit recommendations resulted in a new civil service title, Library Associate, open to individuals with BA degrees who are paid at the highest salary range available for support staff.

In 2004, the project produced a DVD titled “Make a Difference at an Urban Public Library,” in support of New Jersey’s IMLS-funded Recruitment Grant for Diversity. Library staff from Trenton, Newark, and Paterson libraries were filmed sharing why they love working in urban libraries. The DVD was distributed to public, academic, and high school libraries in New Jersey and to a national audience at the American Library Association’s Recruitment Forum in Boston in January 2005.

Brochures designed for use with children at elementary schools were distributed to school and public libraries throughout the state. A new teen brochure was created and distributed to all public, middle, and high school libraries in New Jersey, along with brochure holders.

The New Jersey Academy of Library Leadership, now in its fourth year, is a week-long program that brings together emerging leaders from libraries to work with a skilled facilitator in group activities designed to create and enhance their concept of leadership in the library profession.

A two-day transition planning workshop encourages library directors to think about and make plans for succession at their libraries when they retire.

Outputs

Public, academic, school, and special librarians participated on panels to discuss the rewarding aspects of their jobs. Chart 11 summarizes other outputs.

<b>Chart 11: Statewide Recruitment of Professional Librarians</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Brochures distributed	30,000	25,000	5,000
Visits to web site	48,000	NA	NA
Open Houses held	9	NA	NA
Participants in open houses	530	NA	NA
Participants in New Jersey Academy of Library Leadership	NA	20	25

## Outcomes

The web site was cited in a *Business Week* article, a *Boston Globe* newspaper article, and numerous library literature articles, and was used as a model for the Public Library Association's recruitment web site.

In 2003, numerous library support staff members attended open houses and were motivated to apply to library school. In response to two open houses and its jobs@library web page, the Ocean County Library had 25 people shadow children's and adult services librarians. A young woman from the Bronx came to one of the library's open houses, shadowed an information services librarian, and is currently studying for an MLS with a mentor from the library.

Rutgers University's School of Communication, Information, and Library Studies experienced a 40 percent increase in applicants for the Fall 2002 semester.

In 2004, a New Jersey librarian reported that eight students had participated in job shadowing at his library, based on the offer he had made on the recruitment web page.

CJRLC's efforts and expertise were invaluable in securing an IMLS grant for a statewide recruitment/diversity initiative.

Dr. Jana Varlejs, professor at the Rutgers School of Communication, Information, and Library Studies, conducted a survey of graduates of the New Jersey Academy of Library Leadership to assess whether they have moved forward in their professional goals as a result of their participation; results will be available in 2007. She plans to present her results at the International Federation of Library Associations (IFLA) Conference.

See <http://www.scils.rutgers.edu/~varlejs/varlejs.html> for the survey.

In 2005, 96 percent of the participants in the Academy agreed that it "completely" met their expectations. Two participants in the transition planning workshop presented what they learned at the September 2006 Library Trustee Institute.

In the online survey, librarians gave the recruitment and leadership initiative a 3.35 rating out of 5.0, the lowest among the eight services included.

A comment in a focus group indicates that librarians believe the program was valuable:

*"Recruiting people is important. Our library had a staff member who received a scholarship for going to library school. We had another experience of a person leaving after going through the program; now she's a librarian in another New Jersey library."*

**Strategy 4.5: Trustee training and consultation is provided by State Library staff through the annual trustee training program; consultation and assistance provided to trustees on demand; updates to the *Trustee Training Manual*; and work with the New Jersey Library Trustees Association.**

**Statewide Trustee Training/New Jersey State Library (2003: \$26,686, 2004: \$37,062, 2005: \$50,508)**

Activities

In 2003 and 2004, the purpose of the two-day Annual Trustee Institute was to present public library trustees with information they need to carry out their job responsibilities, give them the opportunity to network with other trustees, and learn how the State Library, New Jersey Library Association, and New Jersey Library Trustee Association can support them in their roles.

In 2005 the purpose was to increase advocacy skills and encourage trustees to share and implement newly acquired skills and knowledge back in their own communities and with other members of their board. On each of the two days, trustees chose to attend two of five mini-workshops, on library law and state aid, connecting with elected officials, preservation issues, library budgeting and finance, issues concerning small libraries, roles and responsibilities of trustees, how to hire a library director, library services to individuals with disabilities, and providing outreach services.

Outputs

Participation in the Institute is summarized in Chart 12.

<b>Chart 12: Trustee Training</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Participants	172	202	254	267
First-time participants	172	-	109	108
Number of libraries represented	-	-	115	125

Outcomes

Among the 50 trustees who attended the 2004 program “Establishing Effective Relationships with Governing Officials and Making Community Group Alliances,” 28 turned in evaluations. Among them 85 percent ranked the program “excellent” or “very good.” In the final conference evaluation, this program was mentioned by several attendees as “the best overall program.”

In 2005, every participant received an evaluation form asking them to write how they planned to implement what they learned in their own libraries. Conference planners indicated they would send a follow-up evaluation after six months (Spring 2007).

The Trustee Training Manual was completely updated in 2005.

In the online survey, librarians rated the Trustee Institute 3.75 out of 5.0.

The President of the New Jersey Library Trustees Association said:

*“There’s a hunger for good training, especially for future leaders. Librarians and trustees want to be/do better. Nobody wants to be a bad trustee.”*

**Strategy 4.6: Project evaluation training program, with a component on outcome-based evaluation methods, is provided by State Library staff with the objective of meeting IMLS requirements for reporting customer outcomes and benefits derived from LSTA funded grant programs.**

#### Activities

Rhea Rubin, author of *Demonstrating Results: Using Outcome Measurement in Your Library* presented two workshops on outcome-based evaluation (OBE) in October 2006. Librarians from all types of libraries attended. At the workshops, participants were introduced to OBE, a method to assess the impact of library programs and services on users.

Workshop participants learned:

- How to select the most appropriate programs for OBE assessment
- How to determine outcomes for a given program
- How to make outcomes tangible and measurable
- What types of data to collect
- The pros and cons of popular data collection methods
- How to use the results of OBE

Carolyn Horn from Performance Results conducted a two-day workshop on OBE for all current LSTA grant recipients in the spring of 2006.

#### Outcomes

While some workshop participants have followed through in applying outcome – based assessment methods, it is too early to tell whether their assessment behaviors have changed significantly as a result of the training.

**Strategy 4.7: Continuing education training services are provided by State Library staff for statewide training courses.**

See Strategy 4.2.

**Strategy 4.8: State Library will apply for continuing education grants from the Bill & Melinda Gates Foundation and, if successful, will implement programs to increase public library staff's technology and public access computing skills.**

The New Jersey State Library coordinated the application process (for Gates Foundation funding) for staff from small and rural public libraries in the State to attend the last two Public Library Association conferences. The representatives of these libraries also attended pre-conferences held by the Foundation regarding sustainability.

See also 1.13 (Statewide Technology Support Services) and 1.17 (Gates Grant) for activities related to this strategy.

**Strategy 4.9: Hispanic speakers eligible for New Jersey for the Blind and Handicapped services will be identified as a key component of the underserved population. The need for an NJLBH Hispanic outreach plan is identified by April 2006.**

The Library for the Blind and Handicapped was selected as the program to receive a more in-depth evaluation. See Section III: **(Results of In-Depth Evaluation: Library for the Blind & Physically Handicapped)**

**Strategy 4.10: Individuals who are blind or visually impaired are identified as an underserved population by NJLBH staff and new outreach strategies will be identified to serve these potential customers.**

The Library for the Blind and Handicapped was selected as the program to receive a more in-depth evaluation. See Section III: **(Results of In-Depth Evaluation: Library for the Blind & Physically Handicapped)**

### **III. Results of In-depth Evaluation**

#### **Evaluation Methodology**

The New Jersey State Library selected the Library for the Blind and Handicapped (LBH) program for its in-depth evaluation. Evaluators reviewed the State Library annual LSTA reports, interviewed State Library and LBH staff, sought comment on the program in focus groups and interviews with librarians, and included questions regarding the LBH in the web survey.

The evaluators have had the opportunity to observe, and in some cases, to evaluate Library for the Blind and Physically Handicapped services in a number of states. New Jersey's Library for the Blind and Handicapped is, without question, the most highly developed we have encountered both in terms of scope of service and in terms of outreach activity. In fact, the name "Library for the Blind and Handicapped" probably does the program a disservice because it creates the impression that the service is limited to the traditional activities performed by state programs that are affiliates of the National Library Service for the Blind and Physically Handicapped (NLS).

In fact, the New Jersey Library for the Blind and Handicapped is highly integrated with numerous other agencies and organizations serving a wide variety of individuals who require assistive devices, alternate formats or special services to access reading materials. New Jersey's LBH is unique in the degree to which it engages children and youth. A summer reading program and special events provide a wide variety of opportunities for young readers to experience the joy of reading.

The creativity and scope of the LBH program is illustrated by another unique outreach effort that provided valuable information (and hands-on experience) regarding voting machine technology! The New Jersey Library for the Blind and Handicapped, in partnership with the National Federation of the Blind – New Jersey and the New Jersey Division of Elections, sponsored a panel discussion and an opportunity for anyone interested to try a variety of voting technologies in an accessible voting booth display. The event was held at the State Library on April 23, 2005.

LBH also does an exceptional job of making sure that its clientele are aware of other formats that might be useful to them. One example is NetLibrary eBook resources, which are available through the program. It is apparent that LBH is effective in connecting with end-users who would benefit from the services the program offers. They accomplish this through active contacts and partnerships with a wide array of organizations and agencies with missions that are compatible with LBH. The greatest criticism of the program is that the general library community appears to be unaware of the breadth and depth of the services that

are offered. This lack of awareness of what the program accomplishes leads to some questioning of the degree to which LSTA funds are used to support the program.

**Library for the Blind & Handicapped (LBH) (2003: \$1,383,259, 2004: \$1,730,528, 2005: \$1,976,893)**

### Expenditures

LSTA funds in excess of \$5,000,000 were expended on the Library for the Blind and Handicapped during the three years (FY 2003 – FY 2005) that are included in this evaluation. This equates to nearly forty percent (39.15%) of New Jersey's total LSTA allocation during this period.

### Activities

The LBH Library provided direct service to any New Jersey resident who is blind, visually impaired, deaf-blind, reading disabled, physically handicapped, deaf, hard of hearing, or late-deafened.

Collection. The library loaned Braille books, talking books with a cassette player, large print books, and descriptive videos. Materials were mailed directly to customers' homes using the Free Matter mailing. The library collection included book titles in English and Spanish, 90 periodicals, and resource materials on blindness and deafness. In 2004, the Friends of LBH donated a collection of 300 audio-described (descriptive) videos.

Electronic access. LBH customers also benefit from a variety of electronic resources, including Web-Braille books available over the Internet from the National Library Service, NetLibrary e-books, JerseyClicks magazine and newspaper research databases, and Q&A NJ 24-hour live online reference service.

Partners. LBH partnered with state rehabilitation agencies in loaning assistive technologies to eligible residents. Through the Deaf and Hard of Hearing Awareness Program (DHHAP), LBH loaned assistive devices such as TTYs and baby cry signalers. The DHHAP established 14 Regional Resource Centers in New Jersey public libraries, which loan assistive devices to their local communities; two more libraries plan to join in FY2007. Under a grant, LBH and ten of the Regional Resource Centers loan personal and wide-area assistive listening devices. Other partners included the National Library Services, New Jersey Commission for the Blind and Visually Handicapped, and the New Jersey Division for the Deaf and Hard of Hearing.

In 2005, LBH began administering the New Jersey Commission for the Blind and Visually Impaired (CBVI)'s NFB-NEWSLINE service, which gives eligible New Jersey residents audio access to 170 newspapers (two in Spanish) and three magazines by toll-free phone. CVBI relocated their Toms River Office Regional Technology Assistance Center to LBH in FY2006. LBH hopes to begin offering computer classes for visually-impaired seniors in this space and received a \$20,000 grant to purchase a Smart Board for the lab.

Audiovision, LBH's radio reading service, broadcasts round-the-clock specialized programming either through loaned pre-tuned receivers or over the Internet. In the Audiovision studio, volunteer readers donate more than 5,000 hours annually to record news from local papers, grocery ads, and portions of the *TV Guide*, as well as books and magazines of special New Jersey interest.

Programs. Staff provided an active children's program, including a Summer Reading Program, a monthly American Sign Language story hour for first through third graders at the state school for the deaf and other members of the public, and developed a New Jersey author children's reading kit collection.

LBH also managed an active adult program, on subjects such as voting accessibility for the blind/visually impaired, Braille Literacy through the Arts hands-on tours and art programs, hosting a meeting of NFB members and Acme Markets to give feedback on the accessibility of the web site, and hosting visually impaired students in guided work experience at the library. They provided telephone technical assistance and reference and readers' advisory service.

Staff also participated in outreach programs to promote use of the library by Spanish-speaking residents, seniors, and persons with dyslexia. Staff oversaw recording of books for adults and children by New Jersey authors.

### Outputs

In 2004, Audiovision was the first to make weekly recorded grocery ads available to NEWSLINE subscribers nationwide by phone.

<b>Chart 13: Library for the Blind and Handicapped</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Items in collection	72,860	76,892	76,109
Copies of items	647,432	689,058	721,850
Periodicals owned	144	144	156
Total items circulated (Cassette, Braille, large print, descriptive video)	457,631	445,006	459,878
Total borrowers registered	12,493	11,872	12,071
New borrowers added	1,679	1,606	1,466
Equipment-transactions	7,616	6,236	6,657
Audiovision receivers assigned	1,143	1,195	1,165
NLS cassette players & peripherals assigned			13,257
Number of volunteers	185	205	170
Volunteer hours contributed	4,886	5,035	4,228
Reference questions answered	40,000+	40,000+	47,000+
Promotional mailings		88	69
Estimated audience reached through promotional mailings		14,356	3,993
Outreach events		269	336
Estimated audience at outreach events		20,986	26,275
Deaf and hard-of-hearing outreach events		117	132
Estimated audience at deaf and hard-of-hearing outreach events		2,640	3,313

Customers. In 2005, LBH distributed a customer survey. Results show that a large percentage of users are satisfied:

- 85 percent indicated that their quality of life had been improved by being able to read again, being able to cope more effectively with their disabilities, and/or being entertained and mentally stimulated.

Anecdotal customer comments suggest that customers appreciate the resources and the friendly service:

*“I love the service... as a homebound, handicapped senior, this service is a godsend. Thank you. P.S. Your operators are the best. It is like talking to a friend.”*

*“I am grateful beyond words for the cassettes, as reading is increasingly difficult.”*

*“My vision worsening daily. My only job is having the book tapes to listen to... and if I do not know exactly which books to choose, these wonderful ladies are so informed and helpful.”*

Customers also appreciated the opportunity to meet others with similar challenges at the Fall Festival. A woman came with her father who said this service was a lifeline for her dad. They thought the Festival was wonderful... for providing an opportunity for them to come and meet all the wonderful people who work so hard to provide them with this service.

Librarians. In the online survey conducted as part of this LSTA evaluation, librarians rated the various LBH services in terms of how well they address needs of New Jersey residents. Results show that all services were reasonably satisfactory, with cassette collections, large print, and Summer Reading Program ranked at the top. However, it is also telling that a large number of survey participants did not respond to some of the questions regarding LBH, presumably because they lacked information on which to form an opinion. In the open-ended portion of the survey, when they were asked to write in the programs most important to their library, LBH was mentioned third most frequently.

As was indicated above, despite the fact that the program accounts for the largest amount of LSTA funding NJSL expends, LBH services were not well-known to many librarians, as survey comments indicate:

*“I do not use the services of the LBH because I do not have any information about what services are available. They should do a better outreach/marketing to public libraries so we can offer their services to our public.”*

It should be noted that, with the exception of libraries that act as Service Centers or as Regional Resource Centers, public libraries are not direct customers of the NJLBH. The Library for the Blind and Handicapped has successfully concentrated most of its efforts on reaching end-users. However, LBH also recognizes that local libraries are a valuable partner in identifying individuals who could benefit from LBH services. Therefore, LBH has developed joint programs for seniors in several public libraries. At the time of the writing of this document, two such sessions had been held and two more were scheduled.

Some of the library staff members attending focus groups were well-informed about LBH and expressed their support for the program:

*“LBH really helps us; we don’t have materials and equipment for that service.”*

*“We see more and more students with learning disabilities. LBH helps us serve these students.”*

## IV. Progress in Showing Results of Library Initiatives or Services – Outcome-Based Evaluation

The New Jersey State Library (NJSL) selected the Q&A NJ program as the program in which it believes it has made considerable progress in moving toward outcome-based assessment. Q&A NJ was the first statewide 24 x 7 virtual reference service in the nation and has served as a model for many similar programs that have sprung up across the country. The program is coordinated and managed by the South Jersey Regional Library Cooperative (SJRLC); however, services are provided by public and academic librarians throughout the State.

NJSL established two outcome measures that were designed to measure user satisfaction with the program. The first evaluated overall satisfaction with the service by seeking to ascertain whether a user of the service would use the service again. The second attempted to assess satisfaction with individual reference sessions. The evaluators are pleased to report that these measurements have been applied on an ongoing basis and that the program's performance, while falling a bit short of the ambitious targets that were established, has been excellent.

Targets that were established called for a return rate of ninety percent (90%). That is, ninety percent of users say that they would use the service again. In 2005, almost eighty-six (85.6%) percent of users were satisfied enough to indicate that they would use the program again. NJSL and SJRLC established an eighty percent (80%) satisfaction rate for individual sessions. In 2005, the program narrowly missed this target, achieving better than a seventy-nine percent (79.5%) approval rating.

While the measures that were established for Q&A NJ are not "high-level" outcomes, they are, nevertheless, a step in the direction of employing outcome-based assessment methods. In fact, the program has also collected a significant amount of anecdotal data from users that support the notion that Q&A NJ *is* having a significant impact on the lives of many users. NJSL and SJRLC have an opportunity to move outcome-based assessment to the next level with this exemplary program by applying experimental design principles with users of the program. Q&A NJ has been a national leader in virtual reference and can continue its leadership through the development of an assessment program designed to track higher level outcomes.

Following is a more detailed description of the program, which includes both data collected by NJSL and SJRLC and information related to the program that was collected by Himmel & Wilson in the course of carrying out the LSTA evaluation.

## **Q&A NJ: Interactive Real-time Reference Service/South Jersey Regional Library Cooperative (2003: \$405,000, 2004: \$315,000, 2005: \$348,000)**

### Activities

Q&A NJ was the first statewide virtual reference offered in the United States that provided ready-reference service statewide, 24 hours a day, seven days a week. Q&A NJ combines Internet chat with the ability of trained librarians to select and send web sites and other electronic information directly to a customer's computer. Program managers who provide reference services to the virtual reference desk come from public and academic libraries across the state.

Like any new program, it has involved a considerable amount of trial and error. Various resources, technologies, and software packages have been employed. However, through it all, the program has continued to move forward.

Following are a few of the activities and changes that have taken place:

- In 2003, Tutor.com resources were expanded, improving technology infrastructure and software. A live homework help feature was instituted and automatic call forwarding to Tutor.com Librarians by Request began.
- South Jersey Regional Library Cooperative (SJRLC) staff centralized Virtual Reference Desk scheduling procedures for requesting and filling shift substitutes, so that information could be posted in real time.
- Staff conducted five Virtual Reference software training classes, with representatives from public and college libraries attending.
- Staff made numerous presentations on the Q&A NJ services, in New Jersey and nationally, and published articles in major journals.
- In 2004, one public library and six academic libraries were added to the staffing queue in order to keep response time at satisfactory levels. A separate academic queue was added to increase the chances that a college student would be served by online college librarians.
- Training and professional development for librarians staffing the service continued in 13 classes. Project managers met frequently to discuss and resolve challenges.
- SJRLC staff worked with AutoGraphics Corporation to develop a "Get a Library Card Online" feature, which would allow first-time users to receive a temporary library card that would enable them to access Q&A NJ and other statewide resources. After new users type in their home address, they are

taken to the web site of their local library, where they enter the information needed to register for a card and submit it electronically to the library. The user is able to access resources immediately, while the library receives notification of the new customer information and can send the actual card to the user's home. This was a complicated process, given the 300 different libraries and the difficulty in matching an address with the correct library.

- In 2005, a new academic library was added to the list of staffing institutions.
- Q&A NJ migrated twice to new Virtual Reference software from one vendor, then to a new Virtual Reference vendor and new system for back-up coverage that involved joining a nationwide cooperative, OCLC's QuestionPoint.
- The project coordinator developed and maintained a special software migration sub-site of the Librarian's Online Manual, revamped the Manual to reflect the new software and service procedures, conducted 16 training classes for 225 librarians from participating libraries, and provided technical support during the migration.
- Staff made presentations at the Collaborative Virtual Reference Symposium, the Virtual Reference Desk Conference, and at Rutgers School of Communication, Information, and Library Services classes.
- A New Jersey marketing firm created advertisements for placement in college newspapers.

### Outputs

Outputs from 2003 through 2005 are reported in Chart 14.

<b>Chart 14: Q&amp;A NJ</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Questions answered	18,419	55,000	58,000
Students using Live Homework Help on Tutor.com	18,200	24,937	-

### Outcomes

Customers. End-of-session quick surveys produced valuable data for the service:

- In 2003 and 2004, eighty-eight percent of customers indicated they would use the service again. In 2005, eighty-six percent agreed.
- In 2003 and 2004, eighty percent were very satisfied or satisfied with their reference session; in 2005, seventy-nine percent were satisfied.

Customer comments confirm that they found the service convenient, professional, and confidential:

*“Ease of use, general response rate, accuracy of information, completeness of search effort, free of charge... this is one of the best new service features of the library in 20 years. I can’t thank the library enough for the help that this service has been to my start-up business.”*

*“I’m amazed that I can have access to the full reference services of a modern library at my fingertips. I like the fact that I don’t have to feel self-conscious about asking questions because the site is provided just for this service. There is also an anonymity which I find helps me to ask questions that I might not normally ask.”*

*“What I enjoy most is the exchange of information between the user and the librarian. The communication ‘live’ is wonderful and often helps clarify information needed by the patron.”*

*“I spent an hour on Google and found nothing. In ten minutes, he had the exact information that I needed.”*

Librarians. In the online survey, librarians rated Q&A NJ third (3.88 out of 5.0), behind JerseyClicks and JerseyCat, in meeting the needs of New Jersey libraries and residents. In the opinion portion of the survey, they agreed, although weakly, (3.4 out of 5.0) that “Q&A NJ is a valuable tool in reaching young adults.” In the open-ended portion of the survey, when they were asked to write in the programs most important to their library, Q&A NJ received the fourth most mentions.

In focus groups for library staff, opinions were varied. Some, especially those whose libraries participate, saw Q&A NJ as a valuable resource and identified intangible benefits—staff development, increased library cooperation, and an enhanced perception of libraries:

*“We participate; some of our staff work on it, but we have mixed feelings about it. We’re one of the few libraries in the area that do participate. Most of the libraries are in the southern part of New Jersey. Most of the questions coming in are coming from other areas. The greatest benefit to us is staff development...”*

*“...usage and funding have grown annually. Many libraries here are staffing it; has had a tremendous impact on customers.”*

*“Q&A NJ has strengthened the library community and led libraries in the state into more cooperation.”*

*“Q&A NJ is a portal...enhances the perception of libraries.”*

*“I see our lifelong learners using it in hours other resources aren’t available. It just needs better reporting so libraries see they have users using it.”*

Q&A NJ is not perfect. However, in many ways, the program is still in its infancy. Changes have been made and additional changes undoubtedly will be made to refine and improve the program. Nevertheless, the evaluators believe that establishing and supporting this program demonstrate the willingness of the New Jersey State Library to innovate in an effort to provide the people of New Jersey with high quality library and information services.

Organizational outcomes. Because Q&A NJ was the first in the country, it provided advice, inspiration, and motivation to many other states considering launching their own service. In addition to solving technical issues, Q&A NJ broke new ground in establishing policies, procedures, staffing, and the role of the library.

Staff and librarians handled growth spurts when the service became 24/7 and when it was publicized, which led to tremendous team-building and educational opportunities.

Q&A NJ has been profiled in many professional journals and the library profession as a whole has benefited from New Jersey’s willingness to try something important on a large scale.

## V. Lessons Learned

### Lessons Learned

The State Library spent more than eighty-two percent (82.45%) of its LSTA funds from FY 2003 through FY 2005 on four large statewide projects:

Library for the Blind & Handicapped	39.15%
Statewide Database License	19.19%
Statewide Technology Support	15.90%
Q&A NJ	8.21%

Furthermore, the majority of other projects and programs funded with LSTA dollars in New Jersey were designed to accomplish statewide goals. Examples include JerseyCat, Statewide Trustee Training, and Statewide Recruitment of Professional Librarians. Even grants awarded to specific libraries, such as the Public Library Literacy Program, are efforts to effect both statewide and local changes.

State library administrative agencies vary widely in the philosophical approaches they apply to the expenditure of LSTA funds. Although the program is bound together by the six LSTA purposes, attitudes differ widely on whether it is better to use LSTA funds for centralized efforts or to award a large number of sub-grants to libraries. While New Jersey does award some sub-grants, and while it uses the regional library cooperatives as agents for providing some services, it is clear that the NJSL has adopted a centralized philosophy in regard to LSTA.

The NJSL has invested the majority of its LSTA allotment in statewide efforts because it believes that this approach ultimately has the greatest overall impact on the greatest number of library users at a local level. Even local and regional pilots are designed to identify best practices than can be applied by libraries throughout the State.

The statewide/centralized approach has allowed NJSL to innovate (e.g., Q&A NJ) as well as to offer ongoing services that are exemplary (e.g., Library for the Blind and Handicapped). However, the evaluators also sense that because NJSL has adopted this philosophy that some librarians feel somewhat disconnected from the LSTA program. Some feel that they have not been involved sufficiently in decision making. Since they no longer have opportunities to apply for LSTA grants, they aren't as aware as they once were regarding how LSTA funding is spent.

The evaluators are well aware that there is always a tendency on the part of local libraries to simply say, "Send me the money!" It is also relatively easy to cite examples of states with extensive sub-grant programs that have had great difficulty moving library and information services forward on a statewide basis because most of their LSTA funds are committed to local efforts.

The evaluators are not recommending that New Jersey abandon its statewide focus. In spite of severe budget restraints, the New Jersey State Library has made a number of significant efforts to communicate with local libraries. Listservs, a blog, and an active effort to reach out through group sessions and contact through videoconferencing have already been undertaken. Furthermore, NJSL has established several new advisory committees to provide input on specific programs such as JerseyClicks and on the LSTA program in a more general way.

The State Library is also seeking greater input from end users. This has been particularly true of LSTA-funded programs in which outcome-based evaluation is being employed. These efforts to expand the conversation about the LSTA program both in the library community and with the recipients of services are the signs of a healthy and responsive LSTA program. They are important steps that will help New Jersey maintain its position as an exemplar in implementing a highly effective LSTA program.

## VI. Brief Description of Evaluation Process

### Evaluation Methodology

In keeping with the spirit of cooperation that pervades the LSTA program, New Jersey's evaluation was carried out as part of a cooperative effort undertaken by six northeastern states — Maine, Maryland, New Hampshire, New Jersey, Rhode Island, and Vermont. A Request for Proposal covering the LSTA evaluations for the six states was issued through the Chief Officers of State Library Agencies in the Northeast (COSLINE) with the Maine State Library acting as the administrative and fiscal agent for the effort. By taking this approach, the six states hoped to achieve a high level of efficiency in their evaluation efforts and to benefit from a heightened awareness of the strengths, weaknesses and innovative aspects of LSTA programs in other states in the region.

Himmel & Wilson, Library Consultants was selected to carry out the five-year evaluation of LSTA for six COSLINE states as the result of a competitive bidding process. The evaluation methodology proposed by Himmel & Wilson was designed to assess each state's implementation of the LSTA program individually using a similar set of data gathering techniques and to report the findings of the evaluation process using a standardized report format.

The considerable demographic variation between and among the six states as well as the differing approaches the six states had taken in developing their five-year plans required some modification of the process from state to state; however, the evaluators believe that the cooperative approach resulted in some economies of scale as well as providing a number of insights that might not have emerged if each state had conducted a completely separate assessment of their LSTA program.

In addition to evaluating each state's progress toward the goals outlined in their five-year plans, the process also represents 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 determine how LSTA makes a difference in the quality of library services available to the residents of each state. Because library services in each state exist in unique environments, each state's plan *should* differ both in its focus and in terms of the nature of the programs that were supported with LSTA dollars. At the same time, the LSTA purposes provide a framework that serves to create common themes among the states.

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

- Discovery
- Data/information Gathering
- Data/Information Analysis
- Synthesis
- Reporting

Following is a brief description of the efforts that took place in each phase of the project.

### ***Phase I: Discovery***

State library liaison: The consultants scheduled a telephone conference call involving representatives of all six states on July 17, 2006 and asked that each state name a liaison to act as the primary point of contact between the consultants and their states' library agency. Kathleen Peiffer, Library Development Bureau Deputy Director/Grants Management Supervisor, served as New Jersey's liaison.

State library questionnaire: Prior to the conference call, Himmel & Wilson created a web-based questionnaire in which the state liaison identified specific materials, reports, and websites that could be made available for the consultants to review, including reports to IMLS and valuable internal documents (such as minutes from advisory committees and sub-grant evaluations) that would be useful in gaining an understanding of a particular state's approach to LSTA

The web-based questionnaire also asked the state liaison to identify specific time periods that would be particularly good or particularly bad for site visits to the state library agency, focus groups, and other on-site events. This assisted the consultants in their effort to develop site visit schedules that were relatively free of conflicts with important events that might impede the ability of key stakeholders to participate, while taking advantage of statewide meetings such as library conferences or large training events. Addressing scheduling conflicts and opportunities early in the process was critical to carrying out this ambitious project in a timely fashion.

In addition to calendar information, the state liaison identified general locations, based on regional traffic patterns, topography, and even personalities, which might be well suited as focus groups sites and recommended libraries that had good meeting facilities, parking, and access to major highways.

Phone calls with State Library liaisons: Shortly after the conference phone call, the consultants called the state liaison to refine the list of background documents, to select focus group sites, and to begin to refine the calendar for work to be conducted on-site.

Review of background documents: The consultants reviewed background documents, revisited the LSTA Plan and revisions to that plan that have been done since 2002, examined the State Program Reports submitted to IMLS, and reread the last five-year LSTA evaluation. The consultants also reviewed supplemental materials and information that each state provided.

## ***Phase II: Data/Information Gathering***

Site visit to state library: After completing the background review, the consultants scheduled a site visit to New Jersey to gain a thorough understanding of the scope of its LSTA program and overall library development and service priorities. Ethel Himmel and Bill Wilson visited the New Jersey State Library on August 25, 2006 and interviewed:

- Norma Blake, State Librarian
- Peggy Cadigan, Outreach and Outcomes-based Evaluation
- Colleen Daze, Director, State Library Information Center
- Nancy Dowd, Marketing and Public Relations
- Jeff Kesper, Director of Library Development Bureau
- Susan Kaplan, Knowledge Initiative, New Jersey Digital Highway
- Diane Koye, NJLS Business Manager
- Faith Lundgren, Director of Library for the Blind & Handicapped
- Anne McArthur, LBH Head of Audio-visual, Outreach, and Public Education
- Kathleen Moeller-Peiffer, Grants Management Supervisor
- Scherelene Schatz, JerseyCat, JerseyClicks, and NJ Union List of Serials
- Michelle Stricker, Literacy Grant and Library Trustee Institute
- Rob Zangara, Head of Information Technology
- Gary Zonderwyk, LBH Head of Information Technology
- Karen Zuker, LBH Head of Shipping and Duplication

Development of data collection instruments. In order to gather opinions and personal experiences of a wide array of stakeholders, the consultants developed and refined focus group questions, interview questions, and web surveys during this phase.

Focus groups: Ethel Himmel and Bill Wilson conducted four focus groups between October 23 and October 26, 2006. A total of 29 individuals participated in the sessions. The majority of participants were from public libraries, but academic libraries, research libraries, and regional cooperatives were also represented.

Focus groups were held in the following locations (a report on the focus groups is attached to this report as APPENDIX A):

- Voorhes/Vogelson Branch, Camden County Library
- Marlboro Branch, Monmouth County Library
- Westfield Public Library
- Parsippany-Troy Hills Public Library

The following map (Map 1) shows the geographic distribution of the focus group sites.



**Map 1 – Focus Group Sites**

Personal interviews were conducted, most via telephone, in November and December 2006 with 17 key individuals (four individuals participated in one of the interviews). Interviewees included leaders of associations representing New Jersey library assistants, librarians, and trustees; as well as public library administrators; regional cooperative directors, a reference librarian, and an English as a Second Language (ESL) instructor. The individuals who were interviewed and the organizations with which they are affiliated are listed below.

- Sneh Bains, Director, Bayonne Public Library
- Joan Bernstein, President, New Jersey Library Association

- Regina Bociuils, Branch Manager, Bordentown Branch, Burlington County Library and New Jersey Association of Library Assistants
- Ellen Brown, Director, Mercer County Library System  
Melissa Hasbrouck, Bruce Teronio, and Laura Muring from this System participated in this interview
- Bob Drescher, Assistant Director, Ocean County Public Library
- Gail Dysleski, President, NJ Library Trustees Association
- Karen Hyman, Executive Director, South Jersey Regional Library Cooperative
- Leslie Kahn, Reference Librarian, Newark Public Library
- Cheryl O'Connor, Executive Director, INFOLINK (Eastern NJ Library Cooperative)
- Connie Paul, Executive Director, Central Jersey Regional Library Cooperative
- Ligita Rafaels, ESL Instructor, Middlesex County College
- Joanne Roukens, Executive Director, Highlands Regional Library Cooperative
- Pat Tumulty, Executive Director, New Jersey Library Association
- Robert White, Executive Director, Bergen County Cooperative Library System

A summary of the interview content is attached to this report as APPENDIX B.

Web-based survey: One hundred eighty-eight individuals responded to a web-based survey designed to gather responses to services and programs that are supported with LSTA funds in New Jersey. More than seventy percent (70.21%) of respondents were from public libraries; over ten percent (10.11%) were from special libraries and nearly nine percent (8.51%) were from school library media centers. Nearly a third (32.45%) of the respondents were reference/information librarians and over twenty-nine percent (29.26%) percent were library directors.

Responses came from libraries of all sizes including very small libraries. In fact, almost sixty percent (59.57%) of respondents worked in libraries with ten or fewer FTE employees and nearly forty-three (42.56%) percent of respondents reported materials budgets of \$100,000 or less.

A report regarding the web survey results can be found in APPENDIX C.

### ***Phase III: Data/Information Analysis***

During this phase, consultants compiled survey results and focus group and interview notes, as well as analyzing statistics. They made follow-up contacts with the state library liaison and other key state library agency staff and collected and

reviewed additional documentation that had been identified in the course of the data gathering effort.

#### ***Phase IV: Synthesis***

The consultants synthesized the data and information collected. They shared draft reports of the various data gathering efforts such as the web survey results with the state liaison to make sure the data gathering met the expectations of the state agency and fully complied with IMLS requirements.

#### ***Phase V: Reporting***

The consultants completed the draft final evaluation report and provided it to the State Library agency and provided an opportunity 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 in a format suitable for forwarding to IMLS.

#### **Responsibilities of Evaluation Team Members**

The evaluation process was carried out by Himmel & Wilson's partners, Dr. Ethel E. Himmel and Mr. William J. "Bill" Wilson, with the assistance of two experienced associate consultants.

Dr. Himmel acted as principal consultant for the project and was responsible for the design of evaluation tools such as surveys and focus group and interview questions. She also coordinated the review and analysis of background documentation. Himmel conducted focus groups and interviews, analyzed data and was involved in writing the six evaluation reports.

Wilson participated in nearly all of the evaluation efforts as well, including the review of the background documentation, conducting focus groups, participating in some of the interviews, and creating web surveys that were used to gather information from a variety of stakeholders in each state. Wilson took the lead on the analysis of how dollars were distributed and assumed primary responsibility for the creation of maps and graphs that illustrated trends and the consultants' findings. Wilson assisted with writing the evaluation report.

The Himmel & Wilson partners were assisted by two other experienced consultants; Ms Coral Swanson and Ms Sara Laughlin. Swanson's primary involvement in the project was conducting and reporting on focus group sessions and telephone interviews in Maine and New Hampshire. Laughlin assisted with evaluation of specific programs and authored portions of the six evaluation reports.

## **Evaluation Team**

Since its founding in 1987, the Himmel & Wilson firm has completed nearly 300 planning and evaluation projects for public libraries, regional consortia, and state library agencies in thirty-five states. Included among these projects are six statewide evaluations of the implementation of the Library Services and Technology Act (LSTA) program completed during the last round of five-year evaluations in 2001 and 2002—for Indiana, Massachusetts, Montana, Nevada, Ohio, and Oregon. Swanson worked on North Carolina's LSTA evaluation during the same time period.

Himmel & Wilson does a great deal of work with state library administrative agencies. In addition to the COSLINE contract, Himmel & Wilson was awarded contracts in 2006 by the New York State Education Department to evaluate the New York Online Virtual Electronic Library (NOVEL) database program as a part of their five-year LSTA evaluation, from the Delaware Division of Libraries and the District of Columbia Public Library to conduct their LSTA evaluations and to help with the development of their next five-year plans, and from the Oregon State Library to conduct their five-year LSTA evaluation. The firm has subsequently been awarded a contract to assist the Oregon State Library in the development of its next five-year LSTA plan.

Ms Laughlin has recently worked with the State Library of Iowa, the Kentucky Department of Library and Archives, and the Mississippi Library Commission. Ms Swanson has worked with state library agencies in Georgia, North Carolina, and Wisconsin.

## **Evaluation Costs**

The following documents the total costs involved in the contract with Himmel & Wilson for conducting the LSTA evaluations for the six states that participated in the COSLINE shared evaluation effort. The six states shared equally in the \$143,400 Himmel & Wilson fee. Therefore, New Jersey's portion of the total evaluation budget was \$ 23,900. In addition to these costs, it is estimated that New Jersey State Library staff devoted approximately 192 hours to the evaluation representing an investment of approximately \$7,800 in New Jersey's evaluation effort.

## **APPENDIX A**

### **New Jersey LSTA Evaluation - Focus Group Report**

Four LSTA Evaluation focus group discussions were held in New Jersey between October 23 and October 26, 2006. Sessions were held at the Vogelson Regional Branch of the Camden County Library in Voorhees, the Marlboro Branch of the Monmouth County Library, the Westfield Public Library, and the Parsippany-Troy Hills Public Library. All four sessions were facilitated by Himmel & Wilson, Library Consultants. A total of twenty-nine librarians participated.

At each session a representative of the State Library (NJSL) welcomed the participants and thanked them for their participation. After the NJSL representative left, participants discussed the programs and services of the New Jersey State Library, identifying which ones are most important to their library, progress made since 2003, and what impact the NJSL programs and services have had on library users. Participants were also asked how NJSL programs and services could be made more effective, which, if any, could be eliminated to make funds available for other important services, and what the top priorities for LSTA funds should be for the next five years.

Each session ended with “final say,” which provided the participants with the opportunity to summarize what they thought was most important in the discussion or to bring up new topics not addressed by the group in responding to the facilitator’s questions. The report that follows provides an executive summary of the general themes that emerged from the sessions.

#### **Executive Summary:**

In general, participants did not have a clear picture of how LSTA funds were used in New Jersey, i.e., which programs and services were supported with State funds and which were supported with Federal LSTA dollars. Given this lack of awareness of sources of funding, some felt that they could not really prioritize the programs.

- Participants were generally aware of the Library for the Blind and Handicapped (LBH) but did not recognize the extent of the programs provided by the LBH. This was especially true of LBH outreach efforts to children and young adults. Some were aware of the large print collections and wanted access to them.
- Participants in several sessions talked about the changing demographics within their service areas and the need for assistance in serving people for whom English is a second language.
- Some participants said that they miss the “MultiMAC” program, some for the general guidance and assistance in reaching out to other cultures, others for the assistance in acquiring and cataloging materials in other languages.

- Responses were somewhat mixed on the Q&A NJ program. Participants from libraries providing staff to the program were generally positive; however, some expressed uncertainty that the program was reaching their constituents. Most saw value in the program but were discouraged that it was not reaching more people.
- Some participants see Q&A NJ as having tremendous potential for reaching young adults and for changing and improving the public image of libraries and librarians.
- Participants also talked about the replacement of the hub program with a centralized model. Most agreed that the change made sense and that improved access is provided now, however, some felt that the level of technology support that small libraries received under the hub program is no longer available. This was seen as a problem for those libraries.
- Several participants expressed the opinion that Jersey Cat is no longer as important as it once was. A few participants held the point of view that Jersey Cat is cumbersome to use. However, others said that it is a necessary and invaluable tool for interlibrary loan.
- The databases are important to many of the libraries. For some libraries, they represent the only high level electronic resources that their libraries offer. For others, the database program means that their library can expend local dollars for more in-depth electronic resources.
- Participants talked about the Jersey Clicks/database program as one that saves their libraries money.
- Some participants expressed a desire for a reinstatement of mini-grants to individual libraries.
- Many ideas were shared on what priorities should be in the coming plan; however, most were improvements upon existing programs rather than new initiatives. Technology support, databases, emphasizing literacy of various types, creating a statewide library card, and youth services were all mentioned.
- The Regions are perceived as very important; they provide training and community for New Jersey librarians. Most saw the Regions as important partners in the effective use of LSTA dollars.

## **APPENDIX B**

### **New Jersey LSTA Evaluation – Interview Report**

Seventeen people were interviewed by Himmel & Wilson, Library Consultants as part of the LSTA Evaluation. Interviewees included leaders of New Jersey library associations for library assistants, librarians, and trustees; public library administrators; a reference librarian, regional cooperative directors, and the director of an English as a Second Language program. A list of the individuals who were interviewed and the organizations with which they are affiliated follows this summary.

The consultants began each interview with questions about the interviewee's library or organization and any specific details that seemed pertinent to the LSTA evaluation. The interviewees were then asked which two programs or services of NJSL are most important to the library or libraries with which they are associated? They were asked how current programs and services of NJSL could be changed to be more effective (thereby freeing LSTA funds for other important efforts). Interviewees were also asked what they thought NJSL could stop doing (again, to enable funds to be redirected toward other important initiatives). Each person was asked what they thought the top two priorities for NJSL should be in the coming five years? Finally, they were given the opportunity to add any other comments they wanted to make.

#### ***Which two programs or services of NJSL are most important to your library?***

The databases were named by most of the people interviewed. Other programs or services that were mentioned multiple times included Q&A NJ, youth services coordinated by the NJSL, the services of Library for the Blind and Handicapped, and the regional cooperatives. Typical comments were:

The database service is most important and it's free! We couldn't afford the databases if the State Library didn't provide them.

The New Jersey Knowledge Initiative is most important because a number of the databases are prohibitively expensive. All our libraries use Knowledge Initiative and Q&A NJ.

The coordinator of youth services at NJSL does summer reading workshops and the performers showcase. NJ is part of a national cooperative and we get a lot back from the State Library doing the coordination and being a member of the cooperative. Patrons like that it's the same theme.

Knowledge Initiative (access to databases) and services of LBH because no one else provides those services. Before Knowledge Initiative came along the statewide catalog was the most important thing. The core services of LBH are always important.

Most important to our libraries are the regional cooperatives themselves and the statewide database licenses. That has changed over the years because of the nature of the ways the State has spent money. Public libraries miss the individual grants.

Other services that were mentioned included the Trustee Institute, delivery, literacy grants, and the statewide card.

***How might the current programs and services of NJSL be changed to be more effective?***

This question elicited a wide variety of responses. Many listed programs and services that are no longer offered, but they believe should be available:

There should be funding for cultural activities. They had foreign language programs; they should do that again.

Years ago the State Library gave grants for materials or services; they also used to have a large number of consultants in development who could come to your library to help. It's unfortunate that that's not available any more; they were excellent talent and especially good for smaller libraries.

Other responses pertained to current services and programs that the person being interviewed said needed to be improved:

The interfaces and software for JerseyCAT, Clicks and union list of serials aren't as user-friendly as they need to be.

Still others focused on the desire for more communication from the State Library and a greater emphasis on results:

Greater focus on results; there are just a few staff and they're working on multiple projects. I'd like to see more effective and timely results; be able to notice change more.

There just needs to be more transparency with the budget, but of course then people are disappointed! People focus too much on money in my pocket or out of my pocket.

It's difficult to suggest change when you don't know the scope of their funding. I'm not sure where the focus of LSTA is.

The library development staff is good, but they take on too much.

They're working to re-establish the LSTA Advisory Board; that's a good thing; it gets the message out better. It makes people feel like stakeholders. People now have no concept of LSTA because they haven't been a part of the process.

LSTA involves innovation; State needs to look at that. How will libraries support innovation after LSTA funds go away?

### ***What could NJSL stop doing?***

Most of the interviewees said simply that they could not think of anything the NJSL could stop doing. Others pointed out that the State Library had already endured multiple cuts.

Can't think of anything!

No, but they probably need to do more; there's a hunger for good training, especially for future leaders. Librarians and trustees want to be/do better.

Don't know; don't know their budget. You constantly have to look at things...is this working? What are we trying to achieve? Is this taking us there?

NJSL has had to cut back, so since the staff has been cut back, what are the administrative expectations with fewer staff?

They should re-evaluate where the money is being spent.

There's not much left to stop; they could stop marketing. The State Library webpage is all over the place---too many logos.

### ***What do you see as the top two priorities for NJSL in the coming five years?***

The top priorities should include continuing and improving current programs and services, especially technology related programs and services, shared services,

and various funding initiatives. However, those interviewed also had suggestions for making other programs and services a higher priority:

Anything with databases and shared services needs to continue.

Keep the ISP idea. That helps us to keep our network efficient and to provide good services to our customers.

Technology—help libraries with services—wireless; more training for changing technologies. Have conferences on technology in public libraries.

Show leadership in new technologies and in setting direction for public libraries in the state.

Getting better funding for the State Library has been a problem for years; they have really been squeezed. All of the priorities seem to have to do with money!

Put Q&A NJ on state funds; package things differently and get others to lobby for the State Library and the initiatives.

Continue the pre-K program, Every Child Ready To Read. It would be good if a person could come and do the training rather than doing train the trainer. Make available grant money for more meaty programs for kids.

Literacy is big—would like someone to come and do the training.

Enforce existing laws and regulations.

Times are tough and they aren't going to get easier soon; NJSL can't really stop trying. Priorities should be 1) reach out to youth. Kids are so connected with technology, but also so isolated. They need to see the library as more than just books and that it's for them. 2) prepare people to be good advocates; 3) continue the databases—to equalize, put everyone on the same footing.

Empower and work with the NJ Network to address multitype; help with resources for sharing across the state.

NJ Network needs money; hasn't had an increase of money in the last 20 years. Delivery costs are soaring.

Statewide initiatives: Jersey Clicks and JerseyCAT. Need to equalize things throughout the state.

ILL is a priority, but what is its role in a time of limited funding? Open your doors to your neighbors, that's more important than statewide access.

Get electronic systems to amalgamate into larger units; never encourage going on your own.

***Anything else you'd like to add?***

The Cooperatives are wonderful, but they're also strapped for money. They're good for continuing education, helping libraries with wireless; they covered costs for blogging software. (That's not expensive, but it's nice to buy jointly.)

The state library would do well to take advantage of our collections more—literature, biography, and history.

Diversity is important; the State Library is in a position to model things across the country; they have been good at that!

We have a fruitful partnership with the State Library. You get an idea and if the State Librarian likes it, you get to run with it.

They have to fund LBH; there isn't much flexibility in that.

School libraries are being eliminated and they badly need help. Public libraries need money too! And, some libraries are stuck in the past; they don't understand they need wireless.

**Interviewees:**

Sneh Bains, Director, Bayonne Public Library

Joan Bernstein, President, New Jersey Library Association

Regina Bociuils, Branch Manager, Bordentown Branch, Burlington County  
and NJLA of Library Assistants

Ellen Brown, Director, Mercer County Library System  
Melissa Hasbrouck, Bruce Teronio, and Laura Muring from this system also  
participated in the interview

Bob Drescher, Assistant Director, Ocean County Public Library

Gail Dysleski, President, NJ Library Trustees Association

Karen Hyman, Executive Director, South Jersey Regional Library Cooperative

Leslie Kahn, Reference Librarian, Newark Public Library

Cheryl O'Connor, Executive Director, INFOLINK (Eastern NJ Library Cooperative)

Connie Paul, Executive Director, Central Jersey Regional Library Cooperative

Ligita Rafaels, ESL Instructor, Middlesex County College

Joanne Roukens, Executive Director, Highlands Regional Library Cooperative

Pat Tumulty, Executive Director, New Jersey Library Association

Robert White, Executive Director, Bergen County Cooperative Library System

## **APPENDIX C**

### **New Jersey LSTA Evaluation - Web Survey Report**

One hundred and eighty-eight librarians responded to the web survey conducted as a part of the LSTA evaluation for the New Jersey State Library (NJSL). The survey was developed jointly by the consultants and NJSL Development staff, mounted on the consultants' website, and promoted by NJSL to the New Jersey library community.

#### ***Executive Summary***

The profile of the typical respondent based upon the highest percents in each category is a reference/information librarian in a public library with a materials budget between \$100,001 and \$500,000. The actual responses were much more diverse and widespread across all types of libraries, job titles, and library sizes.

Key findings were:

- JerseyClicks—Databases received the highest score (4.22 on a 5 point scale) as a service that addresses the needs of New Jersey libraries and residents.
- JerseyCAT had the second highest score (4.16 on a 5 point scale).
- While the services of the Library for the Blind and Handicapped had above average mean rating scores from the people who knew about them, more than half of the respondents were less aware of them or did not have an opinion about them.
- Respondents identified JerseyCAT and JerseyClicks as the two services of the New Jersey State Library that are most important to their libraries.
- Seventy-one percent of the respondents highly agreed (4.59 on a 5 point scale) that the databases licensed statewide save their library money.
- Respondents had many suggestions for the top priority in the next New Jersey five-year plan. Eleven of the responses began “continue...” Eleven began with “databases...” and eight began with “JerseyCat.” A closer analysis of the responses will provide the New Jersey State Library a good beginning in developing the next plan.

#### ***Who participated?***

Of the 188 respondents, seventy percent (70.21%) represented public libraries, ten percent (10.11%) special libraries, and nine percent (8.51%) school library/media centers. Another nine percent (8.51%) were in academic libraries, 4 year privately funded, 4 year publicly funded, and 2 year community or technical colleges.

The highest percent (32.45%) identified themselves as reference/information librarians. Twenty-nine percent (29.26%) were library directors. Thirteen percent (12.77%) indicated their job title was not on the list and marked “other” as a category. The responses they gave ranged from “One person (I do it all)” to branch manager, to principal library assistant, to budget.

Almost seventy-two percent (71.81%) of the respondents worked in libraries with 1.00 to 20.00 FTE staff. The highest percent (31.38%) said they worked in a library with 1.00 FTE staff; another twenty-one percent (21.28%) were in libraries with 1.01 to 10.00 FTE staff; and yet another nineteen percent (19.15%) worked in libraries with 10.01-20.00 FTE staff.

Thirty-five percent (34.57%) said their materials budget was \$100,001-\$500,000. Another thirty percent (29.79%) had materials budgets in the \$25,001-\$100,000 range. On the low end, two percent (1.60%) had materials budgets under \$5,000; on the high end, three percent (3.19%) said their materials budget was more than \$1,000,000.

***What did they say?***

Respondents were asked to rate eight services, on a scale of 1-5 with 1 being ‘very poorly’ and 5 being ‘very well’ in terms of how well they addressed the needs of New Jersey libraries and residents. The services are listed below in descending order based on the calculated mean score for each service. Note that a score of 3.0 would be “average” as well as the mid-point of the range. (Respondents were also allowed to give a score of 0, which indicated ‘don’t know’ or ‘No opinion.’ Those scores were NOT included in calculating the mean scores below.)

<b><i>Service</i></b>	<b><i>Mean Score</i></b>
JerseyClicks—Databases	4.22
JerseyCAT	4.16
Q & A NJ	3.88
NJ Network Support	3.85
New Jersey Library Trustee Institute	3.75
NJ Union List of Serials	3.62
JerseyClicks – Portal	3.40
Statewide Recruitment and Leadership Training	3.38

All of the services scored above the mid-point of the scale. JerseyClicks—Databases had the highest mean score. Both JerseyClicks—Databases and JerseyCAT had mean scores above 4.0. The Statewide Recruitment and Leadership Training had the lowest mean score (3.38). However, it should be noted that this ranking is still well above the mid-point rating of 3.0

They were also asked to rate how well eight services address the needs of New Jersey residents who have difficulty accessing traditional library services. Again, the five point scale was used and mean scores were calculated as above.

<b>Service</b>	<b>Mean Score</b>
Cassette Collection	4.00
Large Print Collection	3.88
Summer Celebration of Reading program for blind and handicapped youth	3.86
Descriptive Video Collection	3.79
Braille Collection	3.78
Assistive listening technology loan program	3.71
Outreach and programming to children who are deaf or hard of hearing	3.65
Outreach and programming to children who are blind or visually impaired	3.64

The cassette collection received the highest mean score (4.00), followed closely by the large print collection (3.88). All of the services scored above the mid-point of the scale.

These are services of the New Jersey Library for the Blind and Handicapped and based on the focus group discussions the consultants expected that survey respondents would have less familiarity with the services. Still, it was startling to see that, except for the cassette collection, over half of the respondents checked 'don't know – no opinion' for each one of the services. Sixty-four percent (64.13%) didn't know about the summer celebration of reading program; sixty-three percent (63.30%) didn't know about the outreach and programming to children who are blind or visually impaired, and sixty-two percent (62.23%) didn't know about outreach and programming to children who are deaf or hard of hearing.

Respondents were asked 'Which two services of the New Jersey State Library are the most important to your library?' In the blank for first choice, 53 keyed in JerseyCAT and 19 keyed in JerseyClicks. Fifty-one different answers were given; some additional respondents may have intended to say JerseyCAT or JerseyClicks, but used additional words in their response, such as JerseyCAT databases or JerseyClicks databases.

In the blank for the second choice, 36 keyed in JerseyCAT and 29 keyed in JerseyClicks.

The respondents were also asked to use a five point scale to indicate their degree of agreement or disagreement with six statements that had been made

during the various focus groups held in New Jersey. 5 indicated 'highly agree,' 1 indicated 'highly disagree,' and 0 indicated 'don't know' or 'no opinion.'

<b>Statement</b>	<b>Mean Score</b>
The databases licensed statewide save my library money	4.59
Q&A NJ is a valuable tool in reaching young adults	3.40
My library needs help in acquiring and processing materials in languages other than English	3.25
My library needs advice in developing outreach programs to new immigrants	3.17
JerseyCat is cumbersome	3.11
My library needs assistance with adult literacy programs	2.96

As one might expect given the high ratings of the databases in response to the earlier question and the percents of reference/information librarians (32.45% of the total) and of library directors (29.26%), both groups of library professionals who would be expected to know about the databases and their impact on materials budgets, the statement "the databases licensed statewide save my library money," received a very high level of agreement (4.59 on the 5 point scale). Only 6 people (3.19%) said they had no opinion in response to this statement.

Much higher numbers of respondents checked 'don't know/no opinion' for the other statements. In particular, 47 respondents (25.00% of the total) had no opinion on the statement 'my library needs assistance with adult literacy programs.' That was also the statement that had the lowest level of agreement.

The next question asked respondents to key in what they thought the top priority service or program for the New Jersey State Library should be for the coming five year plan. Responses ranged from "legislative advocacy (local and statewide)" to "improving JerseyClicks" to "increased funding for the regional library cooperatives." Many respondents provided several priorities. Eleven of the responses began "continue..." Eleven began with "databases..." and eight began with "JerseyCat." A closer analysis of the responses will provide the New Jersey State Library a good beginning in developing the next plan.

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Opinion Responses	Total Percentage	Library Director Responses	Percentage of Library Director Responses	Reference/Information Services Librarian Responses	Percentage of Reference/Information Services Librarian Responses	Other Responses	Percentage of Other Responses
<b>Rating of how well services address the needs of New Jersey libraries and residents</b>									
<b>JerseyCAT</b>									
1 - Very Poorly	0	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%
2	6	3.61%	3.19%	2	4.00%	1	1.89%	3	4.76%
3	26	15.66%	13.83%	9	18.00%	8	15.09%	9	14.29%
4	70	42.17%	37.23%	16	32.00%	31	58.49%	23	36.51%
5 - Very Well	64	38.55%	34.04%	23	46.00%	13	24.53%	28	44.44%
0 - Don't Know - No Opinion	22		11.70%	5		8		9	
<b>Mean</b>	<b>4.16</b>			<b>4.20</b>		<b>4.06</b>		<b>4.21</b>	
<b>Q&amp;A NJ</b>									
1 - Very Poorly	6	4.00%	3.19%	2	4.44%	3	6.25%	1	1.75%
2	9	6.00%	4.79%	2	4.44%	3	6.25%	4	7.02%
3	35	23.33%	18.62%	8	17.78%	11	22.92%	16	28.07%
4	47	31.33%	25.00%	14	31.11%	16	33.33%	17	29.82%
5 - Very Well	53	35.33%	28.19%	19	42.22%	15	31.25%	19	33.33%
0 - Don't Know - No Opinion	38		20.21%	10		13		15	
<b>Mean</b>	<b>3.88</b>			<b>4.02</b>		<b>3.77</b>		<b>3.86</b>	

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

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<b>New Jersey Union List of Serials (NJULS)</b>									
1 - Very Poorly	4	2.60%	2.13%	3	6.52%	1	1.82%	0	0.00%
2	16	10.39%	8.51%	5	10.87%	4	7.27%	7	13.21%
3	42	27.27%	22.34%	10	21.74%	17	30.91%	15	28.30%
4	64	41.56%	34.04%	19	41.30%	22	40.00%	23	43.40%
5 - Very Well	28	18.18%	14.89%	9	19.57%	11	20.00%	8	15.09%
0 - Don't Know - No Opinion	34		18.09%	9		6		19	
<b>Mean</b>	<b>3.62</b>			<b>3.57</b>		<b>3.69</b>		<b>3.60</b>	
<b>Statewide Recruitment and Leadership Training</b>									
1 - Very Poorly	6	4.51%	3.19%	1	2.13%	3	7.69%	2	4.26%
2	15	11.28%	7.98%	5	10.64%	4	10.26%	6	12.77%
3	52	39.10%	27.66%	17	36.17%	20	51.28%	15	31.91%
4	42	31.58%	22.34%	15	31.91%	11	28.21%	16	34.04%
5 - Very Well	18	13.53%	9.57%	9	19.15%	1	2.56%	8	17.02%
0 - Don't Know - No Opinion	55		29.26%	8		22		25	
<b>Mean</b>	<b>3.38</b>			<b>3.55</b>		<b>3.08</b>		<b>3.47</b>	

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Opinion Responses	Total Percentage	Library Director Responses	Percentage of Library Director Responses	Reference/Information Services Librarian Responses	Percentage of Reference/Information Services Librarian Responses	Other Responses	Percentage of Other Responses
<b>The New Jersey Library Trustee Institute</b>									
1 - Very Poorly	1	0.94%	0.53%	0	0.00%	1	3.85%	0	0.00%
2	10	9.43%	5.32%	2	4.44%	3	11.54%	5	14.29%
3	35	33.02%	18.62%	9	20.00%	16	61.54%	10	28.57%
4	29	27.36%	15.43%	11	24.44%	5	19.23%	13	37.14%
5 - Very Well	31	29.25%	16.49%	23	51.11%	1	3.85%	7	20.00%
0 - Don't Know - No Opinion	82		43.62%	10		35		37	
<b>Mean</b>	<b>3.75</b>			<b>4.22</b>		<b>3.08</b>		<b>3.63</b>	
<b>JerseyClicks - Portal</b>									
1 - Very Poorly	19	11.59%	10.11%	4	8.33%	11	18.64%	4	7.02%
2	21	12.80%	11.17%	3	6.25%	9	15.25%	9	15.79%
3	33	20.12%	17.55%	10	20.83%	13	22.03%	10	17.54%
4	57	34.76%	30.32%	17	35.42%	19	32.20%	21	36.84%
5 - Very Well	34	20.73%	18.09%	14	29.17%	7	11.86%	13	22.81%
0 - Don't Know - No Opinion	24		12.77%	7		2		15	
<b>Mean</b>	<b>3.40</b>			<b>3.71</b>		<b>3.03</b>		<b>3.53</b>	
<b>JerseyClicks - Databases</b>									
1 - Very Poorly	3	1.74%	1.60%	1	1.96%	1	1.67%	1	1.64%
2	10	5.81%	5.32%	1	1.96%	2	3.33%	7	11.48%
3	21	12.21%	11.17%	6	11.76%	9	15.00%	6	9.84%
4	50	29.07%	26.60%	16	31.37%	17	28.33%	17	27.87%
5 - Very Well	88	51.16%	46.81%	27	52.94%	31	51.67%	30	49.18%
0 - Don't Know - No Opinion	16		8.51%	4		1		11	
<b>Mean</b>	<b>4.22</b>			<b>4.31</b>		<b>4.25</b>		<b>4.11</b>	

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Opinion Responses	Total Percentage	Library Director Responses	Percentage of Library Director Responses	Reference/Information Services Librarian Responses	Percentage of Reference/Information Services Librarian Responses	Other Responses	Percentage of Other Responses
<b>NJ Network Support</b>									
1 - Very Poorly	0	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%
2	8	7.02%	4.26%	1	2.44%	3	10.34%	4	9.09%
3	29	25.44%	15.43%	13	31.71%	7	24.14%	9	20.45%
4	49	42.98%	26.06%	19	46.34%	13	44.83%	17	38.64%
5 - Very Well	28	24.56%	14.89%	8	19.51%	6	20.69%	14	31.82%
0 - Don't Know - No Opinion	74		39.36%	14		32		28	
<b>Mean</b>	<b>3.85</b>			<b>3.83</b>		<b>3.76</b>		<b>3.93</b>	
<b>Rating of how well the following services address the needs of New Jersey residents who have difficulty accessing traditional library services</b>									
<b>Cassette Collection</b>									
1 - Very Poorly	0	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%
2	3	3.16%	1.60%	1	3.13%	1	3.85%	1	2.70%
3	22	23.16%	11.70%	9	28.13%	6	23.08%	7	18.92%
4	42	44.21%	22.34%	13	40.63%	14	53.85%	15	40.54%
5 - Very Well	28	29.47%	14.89%	9	28.13%	5	19.23%	14	37.84%
0 - Don't Know - No Opinion	93		49.47%	23		35		35	
<b>Mean</b>	<b>4.00</b>			<b>3.94</b>		<b>3.88</b>		<b>4.14</b>	

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

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<b>Descriptive Video Collection</b>									
1 - Very Poorly	1	1.22%	0.53%	1	3.57%	0	0.00%	0	0.00%
2	2	2.44%	1.06%	0	0.00%	2	10.00%	0	0.00%
3	23	28.05%	12.23%	10	35.71%	4	20.00%	9	26.47%
4	43	52.44%	22.87%	11	39.29%	13	65.00%	19	55.88%
5 - Very Well	13	15.85%	6.91%	6	21.43%	1	5.00%	6	17.65%
0 - Don't Know - No Opinion	106		56.38%	27		41		38	
<b>Mean</b>	<b>3.79</b>			<b>3.75</b>		<b>3.65</b>		<b>3.91</b>	
<b>Braille Collection</b>									
1 - Very Poorly	0	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%
2	3	3.80%	1.60%	1	3.70%	2	10.00%	0	0.00%
3	24	30.38%	12.77%	10	37.04%	3	15.00%	11	34.38%
4	39	49.37%	20.74%	10	37.04%	14	70.00%	15	46.88%
5 - Very Well	13	16.46%	6.91%	6	22.22%	1	5.00%	6	18.75%
0 - Don't Know - No Opinion	109		57.98%	28		41		40	
<b>Mean</b>	<b>3.78</b>			<b>3.78</b>		<b>3.70</b>		<b>3.84</b>	

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

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<b>Large Print Collection</b>									
1 - Very Poorly	0	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%
2	4	5.00%	2.13%	1	3.23%	2	11.76%	1	3.13%
3	21	26.25%	11.17%	11	35.48%	3	17.65%	7	21.88%
4	36	45.00%	19.15%	12	38.71%	10	58.82%	14	43.75%
5 - Very Well	19	23.75%	10.11%	7	22.58%	2	11.76%	10	31.25%
0 - Don't Know - No Opinion	108		57.45%	24		44		40	
<b>Mean</b>	<b>3.88</b>			<b>3.81</b>		<b>3.71</b>		<b>4.03</b>	
<b>Summer Celebration of Reading program for blind and handicapped youth</b>									
1 - Very Poorly	0	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%
2	6	8.57%	3.19%	3	12.50%	2	12.50%	1	3.33%
3	21	30.00%	11.17%	8	33.33%	5	31.25%	8	26.67%
4	27	38.57%	14.36%	7	29.17%	7	43.75%	13	43.33%
5 - Very Well	16	22.86%	8.51%	6	25.00%	2	12.50%	8	26.67%
0 - Don't Know - No Opinion	118		62.77%	31		45		42	
<b>Mean</b>	<b>3.76</b>			<b>3.67</b>		<b>3.56</b>		<b>3.93</b>	

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Opinion Responses	Total Percentage	Library Director Responses	Percentage of Library Director Responses	Reference/Information Services Librarian Responses	Percentage of Reference/Information Services Librarian Responses	Other Responses	Percentage of Other Responses
<b>Outreach and programming to children who are deaf or hard of hearing</b>									
1 - Very Poorly	1	1.41%	0.53%	1	4.00%	0	0.00%	0	0.00%
2	7	9.86%	3.72%	3	12.00%	3	18.75%	1	3.33%
3	23	32.39%	12.23%	9	36.00%	5	31.25%	9	30.00%
4	25	35.21%	13.30%	9	36.00%	6	37.50%	10	33.33%
5 - Very Well	15	21.13%	7.98%	3	12.00%	2	12.50%	10	33.33%
0 - Don't Know - No Opinion	117		62.23%	30		45		42	
<b>Mean</b>	<b>3.65</b>			<b>3.40</b>		<b>3.44</b>		<b>3.97</b>	
<b>Outreach and programming to children who are blind or visually impaired</b>									
1 - Very Poorly	1	1.45%	0.53%	1	4.35%	0	0.00%	0	0.00%
2	5	7.25%	2.66%	2	8.70%	3	18.75%	0	0.00%
3	24	34.78%	12.77%	9	39.13%	5	31.25%	10	33.33%
4	27	39.13%	14.36%	8	34.78%	7	43.75%	12	40.00%
5 - Very Well	12	17.39%	6.38%	3	13.04%	1	6.25%	8	26.67%
0 - Don't Know - No Opinion	119		63.30%	32		45		42	
<b>Mean</b>	<b>3.64</b>			<b>3.43</b>		<b>3.38</b>		<b>3.93</b>	

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Opinion Responses	Total Percentage	Library Director Responses	Percentage of Library Director Responses	Reference/Information Services Librarian Responses	Percentage of Reference/Information Services Librarian Responses	Other Responses	Percentage of Other Responses
<b>Assistive Listening Technology loan program</b>									
1 - Very Poorly	2	2.50%	1.06%	1	3.57%	1	4.55%	0	0.00%
2	3	3.75%	1.60%	2	7.14%	1	4.55%	0	0.00%
3	27	33.75%	14.36%	9	32.14%	8	36.36%	10	33.33%
4	32	40.00%	17.02%	10	35.71%	8	36.36%	14	46.67%
5 - Very Well	16	20.00%	8.51%	6	21.43%	4	18.18%	6	20.00%
0 - Don't Know - No Opinion	108		57.45%	27		39		42	
<b>Mean</b>	<b>3.71</b>			<b>3.64</b>		<b>3.59</b>		<b>3.87</b>	
<b>Which two services of the New Jersey State Library are the most important to your library?</b>									
	Text Response								
<b>Degree of agreement or disagreement with the following statements</b>									
<b>JerseyCat is cumbersome</b>									
1 - Highly disagree	17	10.12%	9.04%	2	3.92%	7	12.50%	8	13.11%
2	30	17.86%	15.96%	9	17.65%	12	21.43%	9	14.75%
3	55	32.74%	29.26%	23	45.10%	12	21.43%	20	32.79%
4	49	29.17%	26.06%	15	29.41%	19	33.93%	15	24.59%
5 - Highly agree	17	10.12%	9.04%	2	3.92%	6	10.71%	9	14.75%
0 - Don't Know - No Opinion	20		10.64%	4		5		11	
<b>Mean</b>	<b>3.11</b>			<b>3.12</b>		<b>3.09</b>		<b>3.13</b>	

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

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<b>The databases licensed statewide save my library money</b>									
1 - Highly disagree	2	1.10%	1.06%	0	0.00%	1	1.67%	1	1.49%
2	5	2.75%	2.66%	2	3.64%	0	0.00%	3	4.48%
3	10	5.49%	5.32%	3	5.45%	3	5.00%	4	5.97%
4	32	17.58%	17.02%	8	14.55%	7	11.67%	17	25.37%
5 - Highly agree	133	73.08%	70.74%	42	76.36%	49	81.67%	42	62.69%
0 - Don't Know - No Opinion	6		3.19%	0		1		5	
<b>Mean</b>	<b>4.59</b>			<b>4.64</b>		<b>4.72</b>		<b>4.43</b>	
<b>My library needs advice in developing outreach programs to new immigrants</b>									
1 - Highly disagree	20	12.99%	10.64%	6		3		11	
2	24	15.58%	12.77%	9		9		6	
3	45	29.22%	23.94%	14		16		15	
4	40	25.97%	21.28%	9		16		15	
5 - Highly agree	25	16.23%	13.30%	6		8		11	
0 - Don't Know - No Opinion	34		18.09%	11		9		14	
<b>Mean</b>	<b>3.17</b>			<b>3.00</b>		<b>3.33</b>		<b>3.16</b>	

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

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<b>My library needs help in acquiring and processing materials in languages other than English</b>									
1 - Highly disagree	18	11.54%	9.57%	5	11.11%	3	5.77%	10	16.95%
2	31	19.87%	16.49%	9	20.00%	11	21.15%	11	18.64%
3	39	25.00%	20.74%	15	33.33%	11	21.15%	13	22.03%
4	30	19.23%	15.96%	6	13.33%	12	23.08%	12	20.34%
5 - Highly agree	38	24.36%	20.21%	10	22.22%	15	28.85%	13	22.03%
0 - Don't Know - No Opinion	32		17.02%	10		9		13	
<b>Mean</b>	<b>3.25</b>			<b>3.16</b>		<b>3.48</b>		<b>3.12</b>	
<b>Q&amp;A NJ is a valuable tool in reaching young adults</b>									
1 - Highly disagree	14	9.46%	7.45%	3	6.67%	7	14.29%	4	7.41%
2	15	10.14%	7.98%	6	13.33%	3	6.12%	6	11.11%
3	53	35.81%	28.19%	15	33.33%	16	32.65%	22	40.74%
4	30	20.27%	15.96%	12	26.67%	10	20.41%	8	14.81%
5 - Highly agree	36	24.32%	19.15%	9	20.00%	13	26.53%	14	25.93%
0 - Don't Know - No Opinion	40		21.28%	10		12		18	
<b>Mean</b>	<b>3.40</b>			<b>3.40</b>		<b>3.39</b>		<b>3.41</b>	

## New Jersey State APPENDIX C

### New Jersey LSTA Evaluation - Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Opinion Responses	Total Percentage	Library Director Responses	Percentage of Library Director Responses	Reference/Information Services Librarian Responses	Percentage of Reference/Information Services Librarian Responses	Other Responses	Percentage of Other Responses
<b>My library needs assistance with adult literacy programs</b>									
1 - Highly disagree	26	18.44%	13.83%	6	13.95%	4	8.51%	16	31.37%
2	20	14.18%	10.64%	8	18.60%	6	12.77%	6	11.76%
3	48	34.04%	25.53%	18	41.86%	17	36.17%	13	25.49%
4	27	19.15%	14.36%	7	16.28%	12	25.53%	8	15.69%
5 - Highly agree	20	14.18%	10.64%	4	9.30%	8	17.02%	8	15.69%
0 - Don't Know - No Opinion	47		25.00%	12		14		21	
<b>Mean</b>	<b>2.96</b>			<b>2.88</b>		<b>3.30</b>		<b>2.73</b>	
<b>The top priority service or program for the New Jersey State Library for the coming five year plan should be:</b>									
	Text Response								
<b>Indicate the type of library you represent</b>									
Public Library	132		70.21%	42	76.36%	54	88.52%	36	50.00%
School library/media center	16		8.51%	1	1.82%	1	1.64%	14	19.44%
Academic - 4 yr - privately funded	4		2.13%	1	1.82%	1	1.64%	2	2.78%
Academic - 4 yr - publicly funded	5		2.66%	3	5.45%	0	0.00%	2	2.78%
Academic - 2 yr community or technical college	7		3.72%	4	7.27%	2	3.28%	1	1.39%
Special Library	19		10.11%	4	7.27%	2	3.28%	13	18.06%
Other	2		1.06%	0	0.00%	0	0.00%	2	2.78%
None of the above/No Response	3		1.60%	0	0.00%	1	1.64%	2	2.78%

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	Responses	Percentage of Responses Excluding Don't Know/No Opinion Responses	Total Percentage	Library Director Responses	Percentage of Library Director Responses	Reference/Information Services Librarian Responses	Percentage of Reference/Information Services Librarian Responses	Other Responses	Percentage of Other Responses
<b>Select the title that represents your duties</b>									
Library director	55		29.26%	55	100.00%	0	0.00%	0	0.00%
School library/media specialist	16		8.51%	0	0.00%	0	0.00%	16	22.22%
Reference/information librarian	61		32.45%	0	0.00%	61	100.00%	0	0.00%
Children's/youth services librarian	8		4.26%	0	0.00%	0	0.00%	8	11.11%
Cataloger/Bibliographer	4		2.13%	0	0.00%	0	0.00%	4	5.56%
Technology coordinator/specialist	8		4.26%	0	0.00%	0	0.00%	8	11.11%
Acquisitions librarian	3		1.60%	0	0.00%	0	0.00%	3	4.17%
Information literacy/bibliographic instruction specialist	2		1.06%	0	0.00%	0	0.00%	2	2.78%
Other	24		12.77%	0	0.00%	0	0.00%	24	33.33%
None of the above/No Response	7		3.72%	0	0.00%	0	0.00%	7	9.72%
<b>Number of FTE staff</b>									
Less than 1	13		6.91%	4	7.27%	1	1.64%	8	11.11%
1.00	59		31.38%	25	45.45%	12	19.67%	22	30.56%
1.01 - 10.00	40		21.28%	14	25.45%	15	24.59%	11	15.28%
10.01 - 20.00	36		19.15%	8	14.55%	14	22.95%	14	19.44%
20.01 - 40.00	25		13.30%	3	5.45%	15	24.59%	7	9.72%
40.01 - 80.00	9		4.79%	0	0.00%	3	4.92%	6	8.33%
More than 80	0		0.00%	0	0.00%	0	0.00%	0	0.00%
No Response	6		3.19%	1	1.82%	1	1.64%	4	5.56%

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	Responses	Percentage of Responses Excluding Don't Know/No Opinion Responses	Total Percentage	Library Director Responses	Percentage of Library Director Responses	Reference/Information Services Librarian Responses	Percentage of Reference/Information Services Librarian Responses	Other Responses	Percentage of Other Responses
<b>Budget for books audiovisual materials and online resources</b>									
Under \$ 5,000	3		1.60%	0	0.00%	0	0.00%	3	4.17%
\$ 5,001 - \$ 25,000	21		11.17%	9	16.36%	2	3.28%	10	13.89%
\$ 25,001 - \$ 100,000	56		29.79%	25	45.45%	10	16.39%	21	29.17%
\$ 100,001 - \$ 500,000	65		34.57%	19	34.55%	30	49.18%	16	22.22%
\$ 500,001 - \$ 1,000,000	13		6.91%	0	0.00%	4	6.56%	9	12.50%
More than \$ 1,000,000	6		3.19%	1	1.82%	2	3.28%	3	4.17%
No Response	24		12.77%	1	1.82%	13	21.31%	10	13.89%