



**Library Services and Technology Act
Five-Year Plan 2002-2007
Evaluation**

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**State Library of Ohio
LSTA Five-Year Plan 2003-2007
EVALUATION**

I. Introduction

Ohio is a large and extremely diverse state, with a population of about 11.5 million (July 2005 estimate). Residents reside in urban communities which run the gamut from flourishing to rust belt; they reside in small towns that are quickly becoming bedroom communities as well as small towns that remain linked to Ohio's sprawling farmland. Ohio is also a library-rich state, with 118 academic libraries, over 3,500 school libraries, over 400 special libraries and 251 independent public libraries. Diversity is also apparent in the library community – Ohio's public libraries range from Gratis Public Library (ranked 251 with state Local Library and Government Support Fund (LLGSF) of \$61,231) to the Public Library of Cincinnati and Hamilton County (ranked 1 with LLGSF of \$48,307,419 from 2005 public library statistics).

One-size solutions are seldom effective in such an environment, hence the dual use of LSTA funds for statewide projects and for the competitive grant program. Under the competitive grant program, individual libraries must clearly define their community and the need. The State Library recognizes the fact that what is considered innovative technology to the Public Library of Cincinnati and Hamilton County is very different from the interpretation of innovative technology to Gratis Public Library.

Although impossible to document completely, there is sufficient quantitative and qualitative data to assume that through several key statewide initiatives funded through LSTA dollars as well as the 106 competitive grants funded, LSTA dollars have directly or indirectly touched the lives of every resident of Ohio. While the long-term direct impact of these efforts is still being assessed, evidence suggests that LSTA dollars have enabled libraries in every part of the State to greatly improve access to information and services for their communities. This ranges from the 2000 pre-school children who receive monthly visits from the Dayton Metro Library kidmobile to the average of 5000 students per month who receive assistance through HomeworkNow. Success does not need to be measured through high numbers, however. In new services, especially those with a select targeted audience, the impact can be huge but the numbers small. For example, the Scioto County Joint Vocational School project targeted only 150 special needs students and low functioning readers. However, year-after results indicate that 99% of the target population had become proficient in using the Internet and INFOhio resources.

Aside from direct benefits to Ohio residents, the other impact of LSTA funds can be assessed through community awareness and partnerships. The majority of year-end and year-after project evaluations and all of the Five-Year Evaluation survey results indicate that heightened community awareness of the library was an additional benefit of the LSTA project. "Community" can be

defined in various ways. For school library projects, community often means the school district administration and teachers. Due to LSTA funds, teachers and administrators have become more aware of the library and the important role it has in the educational process. For teachers, it means they now work more closely with the library media specialist to incorporate library resources into their curriculum. For public and academic libraries, new programs or services often bring non-users into the library. Programs for targeted audiences, such as Hispanics or those with disabilities, often bring awareness of the library to an entire segment of the community.

Partnerships were also strongly impacted through the use of LSTA funds. For competitive grant proposals, the State Library strongly encourages partnerships and weighs proposals accordingly. This has provided an opportunity for many libraries to work with other agencies in the community. The benefits are threefold: decrease duplication of effort while creating greater impact; create a greater awareness of the library and its role in the community; and foster future collaborative efforts.

The State Library values federal dollars as seed money to be used both to start key initiatives within the State and to initiate new services at the local level. Without LSTA support many of these initiatives and programs would never have begun. It is the intent of the State Library to make sure that sustainability is developed and incorporated into any project, thereby freeing LSTA dollars in a reasonable time so that federal funds are available to initiate future innovative concepts and services.

The last five years have seen dramatic internal changes within the State Library. Due to state funding issues, the State Library closely evaluated positions as they became vacant to make sure position descriptions best met the overall agency mission and the needs of our customers. At times this had a ripple effect into the LSTA goals and activities. For example, when the school library consultant position became vacant, the position was filled by a generalist.

Perhaps most significant in terms of personnel changes was the arrival of a new State Librarian on July 1, 2004. Jo Budler brought with her a philosophy and firm commitment to innovative projects, statewide initiatives, and partnerships. The last two years have witnessed a shift in State Library strategic objectives to foster these three tenets. This too has had a ripple effect on the LSTA program and will be in even greater evidence in the next Five-Year Plan.

Note: Ohio uses most of its LSTA funds in the carryover year. Consequently, this evaluation only reports against three years of grant funding. However, the narrative on internal activities covers the entire five years of the Plan.

II. Overall Report by Goal and Activity

Goal 1: Expand services for learning and access to information and educational resources in a variety of formats in all types of libraries for individuals of all ages. In Ohio, Goal 1 will focus on training and Continuing Education activities for both staff and customers, with particular emphasis on videoconferencing.

1.1 The State Library will develop a strong working relationship with individual credentialed library media personnel. By 2006 a plan for relationship development will have been completed and staff will be in the process of implementing the plan. The progress and the impact on success and/or quality of the school–State Library relationship will be continually monitored.

Did not work on this goal – See narrative under 1.2

1.2 The State Library, in particular the School Library Consultant, will work to develop a School Library Assistance Plan. The Plan will be in place in 2003 and will be evaluated on an ongoing basis.

Did not work on this goal:

When the LSTA Five-Year Plan was initially written, the Library Programs and Development consultant staff consisted of specialists, including a school library specialist. This position was developed to work with the school library community. With the advent of LSTA, school libraries began to look more toward the State Library for assistance, both through LSTA grants and with other library development issues. Due to shrinking state budgets over the last five years, staff changes and responsibilities have occurred at the State Library. When the school library consultant left in Spring 2003 it was determined not to fill that position as a specialist. Additionally, the job descriptions of all LPD consultants were rewritten so that all became generalists. With only three LPD consultants to work with 251 public libraries and over 700 public schools, the State Library also determined that providing consultant services to school libraries could no longer be a priority. Instead, the State Library is attempting to work more closely and collaboratively with the Ohio Department of Education, OELMA, INFOhio and other statewide organizations to better serve Ohio's school children. LPD and LSTA staff do respond to queries posed by individual school media librarians and work closely with those entities interested in applying for an LSTA grant.

Although the State Library no longer provides direct consultant services to school library media centers, the school consultant did make an impact prior to her departure. She was on the Advisory Committee for Ohio's Leadership for School Libraries and was on the writing team for the Guidelines for Effective School Library Media Programs.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/OEDDetail.aspx?page=3&TopicRelationID=340&Content=13952> These guidelines represent a standards-based education approach to school library programs. The project includes three parts: it defines what students should know and be able to do as a result of an effective school library media program; it provides examples for

implementing the Library Guidelines; and it aligns the Library Guidelines with Ohio Academic Content Standards.

Outcomes/Impact: Since the release of the Guidelines, the majority of LSTA competitive grants from school media centers tie their projects to meeting the Guidelines. In the scoring process, grants tying to the Guidelines are weighted accordingly. Data and discussion in final grant evaluations as well as year-after evaluations indicate that the competitive LSTA grants awarded to schools in the last three years have had a positive impact on school media centers attempting to meet and achieve the Guidelines and, by extension, are having a positive impact on student achievement.

1.3 The State Library will encourage libraries to submit grant proposals that address training needs in the local community, with particular emphasis on information literacy training and programs that train teachers on the use of information resources. Videoconferencing and distance learning grants, which will tie with the statewide network, will also be encouraged.

Met this goal:

The number of LSTA competitive grants received and awarded for training, particularly for information literacy, was extremely high during the period covered by the Five-Year Plan. Portable wireless labs were extremely popular; they address space needs in public libraries and also have the ability of being taken to remote locations. Wireless labs also address space needs in school library media centers as well as allow the media specialist to do information literacy training in the classroom. An article on wireless labs appeared in the September 2003 State Library NEWS.

The State Library believes that distance education in general and specifically videoconferencing has potential as a delivery mechanism to provide training to the library community. As the State Library and others have pursued this delivery mechanism, both successes and failures have occurred. A small videoconferencing network of approximately 20 library organizations which has been developed through a combination of state, local, and LSTA funds made this possible. Initially, OPLIN was able to provide telecommunications to these libraries at no cost; however, beginning in February 2004 OPLIN ceased to underwrite the telecommunications cost of the videoconferencing network. This made the cost of multi-point videoconferencing quite expensive and caused a significant drop-off in usage involving more than two sites.

Although the State Library has actively encouraged libraries to apply for competitive LSTA grants for videoconferencing equipment, a miscommunication between libraries and the vendor supplying videoconferencing equipment kept libraries from submitting grant proposals for projects using videoconferencing equipment. Additionally, the cost of video programs which were either no- or low-cost in 2002 now have costs associated with them. For example, there are now fees attached (sometimes substantial) to have a program broadcast from the

zoo, historical society, and other agencies and organizations. Videolinks are no longer as appealing to many schools and public libraries, and in some cases are cost-prohibitive.

Outputs: Thirty grants were awarded for training labs, either computer labs or wireless computer labs (there is some duplication here with innovative technology proposals). Of those, 24 went to schools to address information literacy training needs. The other six went to public libraries. An additional nineteen grants were awarded for training opportunities, ranging from supporting statewide programs such as the Ohio Library Council Diversity Conference and Library Leadership Ohio to more local or regional programs such as Worthington Public Library's "Say YES to Teens" and Portsmouth Public Library's Reader's Advisory series. One videoconference grant was awarded to Toledo-Lucas County Public Library. Federal funding levels for these grants were: \$741,870 for training labs, \$202,258 for training opportunities, and \$127,099 for videoconferencing. The State Library continues to be convinced of the potential of videoconferencing. In its 2008-2009 biennial budget, the State Library has requested funds to purchase video-bridge technology that will allow the State Library to offer videoconferencing connectivity to the library community.

Outcomes/Impact: A survey was sent to all recipients of computer labs or wireless labs in January 2007. There was a 66% return rate from school libraries and a 75% return rate from public libraries. School library results indicate that 54% of media centers purchasing wireless labs had extended the information literacy program to additional grades from those included in the original proposal. For those projects establishing stand-alone computer labs in the media center, 100% of respondents indicated that since implementation the school administration has been more supportive of the library, awareness of the library has increased, and that teachers and the library media specialist now work more collaboratively on lesson plans. All respondents of both stand-alone computer labs and wireless labs indicated that students now use more library resources and services. Additionally, 100% of respondents for stand-alone computer labs state that use of the computers for information literacy training has increased student skills and assisted in meeting Department of Education Guidelines for School Libraries. Public library results indicate that all respondents utilize the laptops to train both patrons and staff and 50% provide training off-site. In terms of outcomes, all respondents indicated that the provision of training has led to an increased awareness of the library, led to an increased use of other library services, and has enhanced the community's perception of the library. Additionally, all respondents feel that the training programs offered have had a positive impact on the way customers use computers in their lives. Said one librarian, "We have since added video conferencing capabilities in several of our branches; this combined with our wireless access and additional laptops has provided new hands-on public and staff programs. The public is increasingly aware of the library as a connection spot and a learning center." LSTA reports collaborated by survey results indicate that the information literacy training and the availability of additional computers in the library media center

has led to more collaboration between teachers and media specialists and has led to more integration of electronic resources and library research projects into the classroom curriculum.

1.4 The State Library will convene a videoconference institute in 2003 which will address the issue of content to be delivered over the emerging statewide videoconference network. The institute will insure that training needs of all types of libraries will be addressed via the network.

Met this goal:

This program was hosted by the Ohio Library Council (OLC). OLC brought together a variety of library organizations interested in using videoconferencing technology for training and virtual meetings. The meeting included public libraries, Regional Library Systems, Kent State University, OLC, and the State Library.

Outputs: Twelve participants attended the videoconference network training with trainer Virginia Ostendorf.

Outcomes/Impact: The meeting confirmed that there is interest in this technology. The meeting also confirmed that the high telecommunications costs for multi-point conferences were a barrier to wide-spread usage.

1.5 The State Library will work closely with OLC and OELMA to provide quality training on library issues. State Library staff will be encouraged to be active members in these organizations and to present programs where appropriate.

Made progress on this goal – See narrative under 1.7

1.6 State Library staff will be represented on Ohio Library Council, Regional Library Systems, and other training provider councils in an effort to coordinate training across the State.

Met this goal – See narrative under 1.7

1.7 State Library staff will be encouraged to present programs in their area of specialty at local, regional, and state workshops.

Met this goal:

The State Library works very closely with the Ohio Library Council. The State Librarian or her representative attends OLC Board meetings and all State Library staff is encouraged to be active members in the organization. This includes serving on OLC Committees, Chapters, and Divisions. OLC has a training committee and a State Library staff person is on the committee. Additionally, State Library staff members often submit program ideas for OLC events and when accepted, present at these events. A sampling of recent programs presented by State Library staff include: "Charting a Course: Continuing Education at the State Library", "Outcome-Based Evaluation, Know it When You See It", "Connecting Generations", and "El Dia de los Ninos/El Dia de los Libros Fiesta!" OLC usually asks a State Library staff member to serve on conference planning committees. LSTA grant funds were given to OLC to

support two conferences in 2004 – the Small Libraries Conference and the Diversity Conference.

The State Library works with the Academic Library Association of Ohio (ALAO) and Ohio Educational Library Media Association (OELMA) to a lesser degree than with OLC. When there was a school library consultant, she was very active in OELMA and served as a conduit between the State Library and that organization. Staff is encouraged to participate in OELMA conferences if they so desire. Recent programs presented by State Library staff include: “Video Streaming: Professional Development that Works” and “MORE: a new look and feel”. LSTA funds have been awarded to OELMA to support their annual conference. Staff has also presented programs for ALAO.

The Head of Professional Development meets quarterly with the Continuing Education Coordinators of the Regional Library Systems (RLS). Under the new RLS organizational structure implemented in July 2006, the State Library works extremely closely with the RLS in the provision of coordinated, statewide Continuing Education opportunities. For 2006 this included a Ready Reference Review series, a Network Security Series, E-Rate training, and “Trading Spaces” (paid for in part with LSTA funds).

The expertise of State Library staff is also often called upon for other regional or statewide programs and conferences. A sampling of typical presentations include: “Early Reading Intervention” for Cardinal Circle (children’s services), “Writing a Technology Plan” for TechConnects, “Introduction to New Planning for Results” held at each of the Regional Library System offices, and “Customer Service Training” for public library staff development days.

Outputs: Staff members participate in and are members of statewide professional organizations.

Outcomes/Impact: The expertise of State Library staff is often called upon for statewide programs and conferences. For Library Programs and Development staff, involvement in professional organizations and being available as presenters are major job responsibilities. Workshop evaluations of programs led by State Library staff are positive, and State Library staff continues to be elected to OLC positions when they run. The expertise and wide-breadth of knowledge of State Library staff is valued by the professional organizations. The year following the LSTA Program Coordinator’s presentation on LSTA at ALAO there was a significant increase in applications from academic institutions. The new RLS organizational structure has led to better communication between the RLS and the State Library. It also has led to better coordination of statewide continuing education events that have benefited and will continue to benefit all Ohio librarians in a cost-effective manner.

1.8 In 2003 a Mobile Training Lab will be made available to libraries in the state as a means to train their staff and patrons.

Met this goal:

The mobile training lab was initiated in February 2003 and has been extremely successful. The 35' van is equipped with one instructor station and nine networked PCs, a digital projector, and a networked printer. A wireless internet bridge connects the lab to the library's router. Any public library in the state may book the lab; State Library staff will deliver and pick up the van and assist with connecting the van to the library's router. Public Libraries have found the lab to be a wonderful opportunity for staff training, patron training, and cooperative programs with schools and non-profit agencies. The lab is so popular that it is currently booked through the beginning of 2008. This popularity is extremely exciting, with each library wanting to have repeat visits as well as the enthusiasm of the patrons being pleasantly surprised with the comfort of the van and the accessibility of each work station.

Outputs: The mobile lab began operation in February 2003. Between February 2003 and September 2006 the mobile lab made 107 visits with 9,398 customers receiving training through one of 1686 training sessions.

Outcomes/Impact: Although no formal follow-up evaluations were conducted by the State Library, initial evaluations conducted immediately after training indicate that customers have increased their knowledge and skills. The mobile training lab is having a significant marketing impact. At the local level it provides the public library with a dedicated training space for up to two weeks at a time. The lab itself "stands out" and provides enhanced visibility for the public library. It is also one of the most popular services offered by the State Library. Having the van at a public library increases the visibility of the State Library and knowledge of State Library services to both the library staff and their customers. The only negative factor is the lab's popularity, with it currently being scheduled through early 2008. Although the State Library has contemplated another van, staff to transport the vehicle is lacking at this time.

1.9 To address the increased need for Leadership Training, the State Library will investigate the possibility of establishing a Conference Grant program. An assessment will take place in 2003 and if found to be viable, parameters will be developed based on the priorities established in the Plan. The first Conference Grants will be accepted in 2004.

Met the goal:

The program name was changed to Continuing Education Grant by the LSTA Advisory Council task force that helped establish the program. An RFP was developed and approved and the program was made available in 2003 with the first round of grants funded for the period of July 1, 2004 through December 1, 2004. After a second round of grants (Jan. 1 2005-June 30, 2005) the program was suspended due to concerns by the State Library Board. They felt funds would be better directed toward statewide continuing education events as opposed to those being offered for regional or local markets. The RFP was adjusted, and the first statewide RFP grants were awarded for the period of July 1, 2006 – June 30, 2007. Once again, neither the State Library Board nor staff

were satisfied with the types of proposals received. After more revision, another RFP was released in September 2006. This RFP has finally resulted in the types of proposals desired -- proposals must be made available statewide and include instructional objectives with a clear methodology. Proposals for local audiences and/or speaker honorariums are not considered. The second round of availability was announced on January 1, 2007 with proposals due on March 1.

Outputs: During the three rounds of C.E. grants, a total of 10 grants were awarded (an additional two were awarded for the period of January 1, 2007 – June 30, 2007). A total of \$72,375 in federal funds was used to support 19 events attended by 1844 persons.

Outcomes/Impact: The C.E. proposal requested that applicants develop learning-based objectives and an outcome-based evaluation plan. Almost all of the proposals included a six month follow-up with attendees. Particularly in the grants that dealt with early literacy or teens, the outcome was better knowledge of those patron bases and better knowledge of how to serve them. The C.E. grants awarded to date have covered a range of topics, from two LAMA Institutes being brought to Ohio, to having nationally recognized speakers such as Rosemary Wells, to the use of local expertise to discuss such topics as readers' advisory. Although no formal follow-up has been conducted after the six month evaluation, it can be assumed that customers of Ohio's libraries are benefiting from the education event attended by their local librarians.

Goal 2: Develop library services that provide all users access to information through local, state, regional, national and international electronic networks. In Ohio, Goal 2 will focus on multi-type cooperation, guided by the three statewide information network providers and the State Library of Ohio.

2.1 The State Library will continue to work closely with the three statewide information network providers, OPLIN, INFOhio, and OhioLINK.

Met this goal:

State Library staff continues to work with the statewide information network providers with monthly meetings and other projects. The group is formally called Libraries Connect Ohio (LCO). Starting in 2005, LCO hosts an expanded meeting (LCO+) which includes representatives from the professional organizations, the school of library and information science, and the Regional Library Systems. This expanded group meets quarterly.

Outputs: Monthly meetings of LCO and quarterly meetings of LCO+ are held.

Outcomes/Impact: Implementation of the LSTA program has strengthened the ties between and among the three network providers in numerous ways and has led to the implementation of programs that benefit all Ohioans, not just one user community.

2.2 By 2004, after discussion of the database concept paper (discussed below), a core set of databases will be available to Ohio's citizens. These databases will be available to the constituents of the three statewide networks. The databases will be available for in-library use, but will also be available remotely through patron authentication.

Met this goal:

The three statewide information network providers (INFOhio, OPLIN, and OhioLINK) came together in partnership with the State Library to provide a common set of reference resources to every user of every school, public or academic library in Ohio that is accessible within the library, at home, or at work. This is a partnership among the three library information providers in Ohio (OPLIN, OhioLINK, and INFOhio) and the State Library of Ohio. Each of the Libraries Connect Ohio partners (INFOhio, OPLIN, and OhioLINK) has a committee that advises on content and acquisition. Each committee was asked to provide five members for a joint database advisory task force. The task force determined the requirements and the candidates for the LSTA package. Key requirements included: the proposed collection should offer a broad set of resources; the collection should focus on educational resources that cut across K-12 and higher education; the collection would be built around a general and comprehensive encyclopedia; and at least some portion of the grant should be used to acquire access for perpetual use in Ohio. Specific product candidates were identified and vendor quotes were obtained for a five-year period. The current package of electronic resources includes: 13 literature collections, 30 newspapers, 100 reference works, a science database, art and museum images, Encyclopaedia Britannica (in English and Spanish) and Learning Express Learn a Test.

The FFY 2003-2005 LSTA contribution toward the statewide core database collection was \$3,072,820. The State Library Board and the LSTA Advisory Council made a five year LSTA commitment to the Libraries Connect Ohio databases. This funding commitment expires on June 30, 2008. At this time State Library staff is investigating possible funding alternatives for this important service. This includes the possibility of extended LSTA funding for the 08-09 biennium, and perhaps eliminating funding of some of the lesser used resources.

Outputs: Annual usage data collection began with calendar year 2004. Since that time a steady, strong growth has occurred that should continue due to the growing impact of ongoing promotional efforts as well as the increased integration of these resources into the learning activities of the three partners, particularly the school community. The total number of documents viewed in January 2005 was 12,765,280 and grew to 15,918,033 in January 2006. March 2006 saw the number increase by an additional 1,480,552 to 17,398,585.

Outcomes/Impact: Libraries and their users have come to rely on the databases provided through the LCO contract. This is particularly true of the

school library community which is using the electronic databases with teachers in order to integrate library resources into the curriculum and Ohio Standards. Efficiency of scale has made this program extremely cost-efficient. The cost per document viewed is less than \$0.55 for each product with the exception of the Literature Collection. (However, costs associated with the literature collection are consistent with the cost of viewing other items in digital format.) The availability of the core collection database has allowed the majority of individual libraries the opportunity to increase substantially the number of databases they can offer. Many libraries would be able to offer few, if any, databases without this program. Ohio continues to explore ways to expand the number of core electronic resources to its residents.

2.3 Currently, the academic libraries and the public/school libraries have separate statewide delivery contracts, one administered by OhioLINK and one by the State Library. One vendor provides the service for both contracts. By 2005, the State Library and OhioLINK will investigate the feasibility of providing statewide delivery services to all libraries under one contract.

Met this goal:

Although the State Library and OhioLINK have investigated the feasibility of providing statewide delivery services to all libraries under one contract, it has been decided that there is no economic advantage to combining the two contracts. Discussions continue, however, on the possibilities of having one statewide delivery contract at some point in the future.

Outputs: Discussion on the feasibility of one statewide delivery service occurred and a decision was made.

2.4 The State Library will continue to offer and to promote grants in the area of innovative technology.

Met this goal:

The State Library provides all libraries in the state two opportunities (minigrants and full grants) each year to apply for funds in the category of Innovative Technology. Libraries of all types have taken advantage of this opportunity in each year. The State Library allows each library to determine what is innovative technology in their library and community and state their case in the needs section of the proposal. What is Innovative Technology for a library in rural Noble County such as Caldwell Public Library (operating revenue 2005, \$622,746, 50,564 volumes held, and 154,252 circulation) is much different than Innovative Technology at urban Cleveland Public Library (operating revenue in 2005, \$67,761,816, 3,799,035 volumes held, and 5,011,399 circulation). During the years the category of Innovative Technology has been used for digitization projects, online obituary indices, initiating E-Book programs and purchasing new computers for labs (there is some overlap here with training projects).

Outputs: Twenty-two proposals were awarded in the innovative technology category with a total federal award of \$640,024.

Outcomes/Impact: All final evaluations indicated that the projects were successful and all year-after evaluations have indicated that the projects were continued and expanded upon. Innovative Technology projects have filled a definite need in the community and have allowed libraries to be more visible in the community. A sampling from individual project evaluations validates this premise. The mayor of Alliance attended the program kick-off and dedication of the Alliance Memory project undertaken by Rodman Public Library. The library media specialist at Rocky River High School indicated that there was an increase in student achievement and better scores on the Ohio Graduation Test following the implementation of the college prep program. The principal even noted that this is a value added service from the library.

Goal 3: Provide electronic linkages among and between all types of libraries. In Ohio, Goal 3 will focus on statewide resource sharing in its broadest context. The State Library will maintain grant programs for automation and resource sharing, the intent being that automation is a stepping stone for full participation in the statewide resource-sharing program, MORE.

3.1 In 2005 the State Library will re-evaluate the automation grant program in its current form. The possibility of revising the guidelines to allow for system upgrades at a higher local match is one alternative to be evaluated. Should major changes to the program be deemed necessary, they will begin with the 2006 grant year.

Met this goal:

At its November 2002 meeting, the LSTA Advisory Council discussed the possibility of allowing automation funds to be used for system upgrades. It was the recommendation of the Advisory Council not to allow funds for this purpose for two reasons: 1. There were still a substantial number of libraries (primarily schools) that had no automation and they should be the first priority for LSTA funds. 2. It was felt that upgrades and maintenance were the responsibility of the local institution; upgrades and maintenance are an on-going, operational expense of automation. Automation grants were further discussed at the Spring 2005 LSTA Advisory Council meeting; specifically, how many school libraries were left to be automated. INFOhio provided detailed statistics on this subject. It was determined that automation grants should continue as a LSTA grant cycle at least through the Five-Year Plan, although the amount of funds to be allocated toward the program would decrease. Automation grants as a separate grant round will need to be evaluated prior to the writing of the next Five-Year Plan.

Outputs: Automation remains a key funding focus under Ohio's LSTA program, particularly for school library automation. Eighteen grants were awarded for school library automation with a federal total of \$2,574,666. 366 school buildings were added to the INFOhio database through LSTA funds, benefiting approximately 197,061 K-12 school children. Additionally, LSTA

automation funds were used by the Dayton Art Institute to automate and to link their collection with the OhioLINK catalog.

Outcomes/Impact: There are obvious benefits of consortia automation projects, but there have also been some notable benefits that were largely unanticipated. The role that these projects have played in re-energizing school library media specialists cannot be overstated. A sampling of immediate and unanticipated benefits of school library automation that became apparent in the final and year after evaluations follow.

Immediate benefits:

- Has allowed school library media specialists to spend less time on clerical tasks and more time helping students use library resources, both print and nonprint.
- Tremendous increase in resource sharing within school districts.
- New partnerships between school and public libraries.
- Student learning was directly affected by the availability of the online catalog.

Unanticipated benefits:

- School librarians feel less isolated due to interaction with colleagues from other schools and districts.
- Libraries and librarians have gained respect from teachers and administration.
- Higher visibility for the library.

Additional evaluative information and analysis can be found in Appendix A Results of the In-Depth Evaluation.

3.2 In 2003 the State Library will support Statewide Resource Sharing and MORE by paying for the on-going maintenance of the Fretwell-Downing software. This software allows the searching of disparate library catalogs. Ohio currently has approximately 25 different library automation platforms. The Fretwell-Downing software makes use of Z39.50 and NSIP protocols to allow libraries to identify and request materials from each other. Materials are physically moved from one library to another through the statewide delivery system which is paid for by individual libraries.

Met this goal:

As of December 2006, 124 public and school libraries are participating in the Ohio Libraries Share--MORE (OLS) project, representing more than 14 million volumes and 4 million library patrons. Although the original project was begun through Fretwell-Downing, due to company merger, on-going maintenance is now provided by OCLC Pica VDX and ZPortal software is used. The OLS software connects the library catalogs electronically so the patrons of participating libraries can search and request material from this statewide collection when the material is not available at their home library. To further support statewide resource sharing, the project also supports a statewide delivery system that provides libraries and schools with an inexpensive, fixed-cost pickup and delivery system. Changes in technology and particularly the implementation of NCIP mean that the current software may not be the best

approach to statewide resource sharing in Ohio. To this end, the State Library has created a Statewide Resource Sharing Commission, comprised of individuals from the public, school, and academic library communities. The charge of the Commission is to investigate how best to construct a robust multi-type resource sharing system that encourages the sharing of both virtual and physical resources.

Outputs: Currently 124 school and public libraries participate in Ohio Libraries Share–MORE. Since its inception, 86,800 patrons have taken advantage of the service. A total of 755,654 requests have been placed and 458,175 of those have been supplied, for a fill rate of 61%. With the new NCIP standard, more libraries will be able to participate in OLS.

Outcomes/Impact: Ohio libraries and their customers are pleased to have access to a cost-effective resource sharing method. Statewide resource sharing has been and will continue to be a priority focus of the State Library.

3.3 The State Library will begin to investigate the next phases of resource sharing: shared online databases and 24/7–reference service. A concept paper will be written in 2003 by the three statewide information network providers evaluating the pros and cons of shared databases. If the concept paper illustrates the benefits of shared databases, an evaluation of databases will be conducted and negotiations will take place so that a core sample of shared databases will be unveiled July 1, 2004.

Goal was met:

The concept paper on shared databases was written and reviewed by the LSTA Advisory Council and the State Library Board. The three statewide information network providers were asked to formulate a proposal for shared online databases. The proposal was taken to the State Library Board in May 2003 and the availability of shared databases began on July 1, 2003 (more information can be found under 2.2). The LSTA Advisory Council and the State Library Board have made a commitment of funding the databases using LSTA funds for five years, through June 30, 2008

Outputs: Concept papers were written and results implemented.

Outcomes/Impact: See 2.2

3.4 Negotiations for a 24/7–reference program will take place so that a system can be unveiled no later than July 1, 2003.

Goal was met.

Although this goal was met, the timeline was adjusted. Based upon a recommendation by the State Attorney General's Office, the original RFP had to be re-released and an award for a 24/7 virtual reference program was not made until May 2004, with a beginning date of July 1, 2004. The winning proposal was submitted by Cuyahoga County Public Library with partners Cleveland Public Library and NOLA Regional Library System (now NEO Regional Library System). The final project is a collaborative effort between the three funding partners, the State Library of Ohio, and the local public libraries. The KnowItNow virtual

reference service is available to all Ohio citizens 24 hours a day, seven days a week and is staffed at all times by Ohio librarians. The service consists of three parts: KnowItNow, HomeworkNow, and ReadThisNow. The HomeworkNow segment is geared toward Ohio's school children and has been extremely popular. Although 85% of questions are answered by Ohio librarians, a contract with Tutor.com allows students to be transferred to work with professional tutors between the hours of 2 p.m. and midnight. Additionally, a Spanish language component was added during the second year, allowing Spanish-speaking users the ability to have their questions answered by someone speaking their native tongue. The service works as follows: Once a person logs on with their Ohio zip code, they engage in a "chat" session with a librarian. The librarian "pushes" high quality, authoritative online resources to the user who can watch and participate as librarians skillfully navigate the Internet to find precise answers to the question. At the conclusion of each KnowItNow session, users receive a complete transcript of the session via email including links to all the online resources shared during that session. More information about KnowItNow can be found at the website: <http://www.knowitnow.org>

The FFY04-05 LSTA contribution to the KnowItNow service was \$1,934,728 (with an additional \$1,104,909 being awarded from FFY06 funds for the third year of the project). The State Library Board made a three year commitment of LSTA funding for the project. Funding expires in June 2007. Although the possibility of additional LSTA funding does exist, the State Library and the partners are looking closely at the project (and the evaluation report conducted by Kent State University) to determine ways to make the project more efficient and cost-effective without undermining any of the goals or premises upon which it was built.

Outputs: KnowItNow was officially launched on September 7, 2004 with 354 users the first day. Since that time usage has skyrocketed, with 284,091 user sessions between September 7, 2004 and December 31, 2006. When the service was launched, the majority of questions were for KnowItNow (61%). Over time this has shifted so that HomeworkNow is currently the most used service with approximately 56% of questions asked going to that service.

Outcomes/Impact: It is obvious from the transcripts received that KnowItNow is having an impact on library users. It is convenient and available whenever needed. The ability to access HomeworkNow and tutors has made the service extremely popular with students and as suggested by comments received, is having a positive impact on the educational experience. Three representative comments are: --"Thanks I love using homeworkknow. i stuggle in skool and you help me instead of giving me answers the tutor helps me on the white board 4 maht i just love it thanks", "Although my kids are decent in math, sometimes during the first part of the learning curve, they need help, this was too good to be true!!" and, "I think that this is really great it helps me understand everything and lets me know were I need help at and it is just really good I have have my grades go up and I love it." This high popularity, however, also has a

downside. Particularly during the daytime hours, the queues are often long. As a result, the partners are continually striving to get additional public libraries to act as provider libraries.

Goal 4: Develop public and private partnerships with other agencies and community-based organizations. In Ohio, Goal 4 will focus on partnerships between libraries and other agencies which share a similar mission.

4.1 During the Bicentennial year of 2003, the State Library will encourage libraries to partner with historical societies and other agencies to present programs relevant to the Bicentennial. A limited number of minigrants will be made available for collection development in the area of Ohio history.

Goal was met.

Despite encouragement by State Library staff, only one public library applied for and received a minigrant related to the Ohio Bicentennial. Although this goal is a part of the 2003-2007 Five-Year Plan, because of the way Ohio funds its projects, the actual minigrant was funded using 2002 carryover funds.

Outputs: 183 children ages 8-14 attended a week long camp co-hosted by the Claymont Public Library and the Dennison Railroad Museum that focused on Ohio's Bicentennial.

Outcomes/Impact: After attending the camp, children had a better appreciation for local and Ohio history. It was definitely a once in a lifetime experience for all who were involved, whether as a participant or a provider. The Ohio Bicentennial will only come once, and this camp definitely made history "come alive" for children in the Claymont School District.

4.2 The State Library will strengthen its relationship with the Ohio Community Computing Network (OCCN). An awareness campaign about OCCN will be conducted in 2003 and by 2006 it is anticipated that an increased number of OCCN Technical Centers will be located in libraries.

Did not work on this goal:

The rationale behind the development of this goal was that many Community Technology Centers (CTCs) and public libraries attempt to provide similar services to the same user populations and both are committed to narrowing the digital divide. Both the CTC and the public library would benefit from collaboration. While the State Library has a very positive relationship with OCCN, no progress was made on the awareness campaign or the housing of CTCs in public libraries. OCCN has experienced budget difficulties and a change in leadership, both of which have contributed to the lack of progress on this goal. Although the State Library will continue to work with and support OCCN, no specific activities will be undertaken until conditions change that would allow for potential success of such activities.

4.3 The State Library will encourage libraries to collaborate and partner with other agencies with which they have a similar mission. These partnerships may

include, but are not limited to: Ohio Literacy Network, Community Learning Centers, and Public Health Agencies.

Made progress on this goal:

LSTA grants encourage partnerships and those with partnerships receive a higher ranking than other proposals. During the evaluation period, 117 out of 160 projects, or 73%, included some type of partnerships, be it with other libraries or with other agencies. Additionally, Library Programs and Development Consultants encourage libraries when working with them to work with other agencies. Particular encouragement has been given to children's librarians to work with Head Start Agencies, early intervention and literacy agencies, and parenting groups. Another area being stressed is for public libraries to work with local migrant centers, extension agencies and other service organizations working with Spanish-speakers in order to provide library services to Ohio's growing Spanish-speaking population.

Outputs: 117 out of 160 projects included some type of partnership. The LSTA Request for Proposals for all types of grants includes the wording, "The State Library is especially interested in those proposals that demonstrate library cooperation and partnerships" and reviewers take this into account when evaluating proposals. Those proposals which show partnerships are weighted accordingly.

Outcomes/Impact: Ohio has made progress in encouraging libraries to collaborate with other organizations. While partnerships with businesses are somewhat conspicuous by their absence, partnerships between public and school libraries and between libraries and other community organizations and agencies are thriving. At the State Library level, there is an increase in the number of collaborative and partnership activities taking place with other state agencies.

Goal 5: Target library services to people of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities and to people with limited functional literacy or information skills. In Ohio, Goal 5 will focus on services to the underserved, with particular emphasis on the mildly disabled and Ohio's growing diverse population.

5.1 The State Library will continue to collaborate with other agencies in the development of programs that reach the disabled in the community and allow libraries to provide enhanced services to the disabled.

Goal was partially met. See narrative under 5.2

5.2 In 2003 the State Library will begin planning for a workshop on Planning for Library Services for People with Disabilities. The workshop, done in collaboration with the statewide library associations, regional library systems, or one of the agencies serving the disabled, will take place in 2004. A follow-up survey to participants will take place in 2005.

Goal was partially met.

A task force was developed to assist the State Library in developing and implementing the Providing Library Services for Persons with Disabilities workshop. A publicity piece on the need for and desirability of serving persons with disabilities appeared in the State Library NEWS in April 2004. The workshop was held in June 2004. In order to apply for a special grant program on providing library services to persons with disabilities, applicants had to attend the workshop which included both information on disabilities and practical advice on providing library access and services to special needs customers. Additionally, a vendor demonstration/fair was part of the workshop, allowing participants to view the range of equipment available. Six grant proposals were funded for the period of April 2005 – August 2005. Although no follow-up survey was sent, the grants were used as a means to follow-up after the workshop and revealed that libraries and librarians are interested and committed to serving this population. (More on disability grants can be found in 5.4)

Outputs: The Planning for Library Services to Persons with Disabilities Task Force was made up of eight individuals representing libraries, the Library for the Blind and Physically Handicapped, and state agencies and university departments working with persons with disabilities. Thirty-three participants representing 23 libraries of all types attended the workshop. Seven vendors participated in the equipment fair portion of the workshop. Six proposals were awarded as a direct result of the workshop and a total of fifteen proposals have been awarded during the evaluation period.

Outcomes/Impact: The workshop has had a lasting impact as evidenced by the number of disability proposals received and funded. Additionally, the State Library continues to place an emphasis on providing services to persons with disabilities.

5.3 The State Library will continue to support the Blind and Physically Handicapped Program. An in-house assessment will be done in 2005 to ascertain if the program is still viable and if all needs are being addressed.

Goal was partially met.

The State Library continues to support the Blind and Physically Handicapped Program, although an in-house assessment was not conducted. Instead, with the retirement of the Head of Talking Books in 2005, the program was retooled and reorganized. The Talking Book program is now under Patron and Catalog Services. Much time has been spent in the past two years cleaning in-house databases, revising workflow, and generally rejuvenating the Talking Book program in Ohio. The Blind and Physically Handicapped Consumer Advisory Council had been inactive for quite some time, and the new coordinator of Talking Book services is trying to re-energize the group and make them more involved in the Ohio program. In Ohio, the State Library coordinates the program and is responsible for the Talking Book machines. A contract, with both state and federal funds, is awarded to the two Regional Centers for the Blind and Physically Handicapped, located at Cleveland Public Library and the Public

Library of Cincinnati and Hamilton County to act as operating agencies for Braille and talking book services for eligible users.

LSTA funds were used in FFY03-FFY05 to support both State Library services for the Blind and Physically Handicapped Program and to support the services provided through the two Regional Centers. \$704,903 in federal funds were used to support the program at the State Library with an additional \$21,084 year for the support of the KLAS automated circulation and inventory system used by the State Library, Cincinnati, and Cleveland. A total of \$671,676 was allocated over the three years to the two Regional Centers to support their activities associated with the BPH program.

Outputs: Approximately 15,800 Ohioans receive materials through the Talking Book program. The two Regional Centers circulate approximately 900,000 items per year to users of the service.

Outcomes/Impact: Observation data indicates that the Talking Book program is an important program to those users who take advantage of this service. Users of the service continually relay positive feedback on the service and indicate that it is essential to their ability to locate and access information and has a positive impact on their lives. Whenever the state funding portion for this program is in danger of being cut, the community lobbies heavily to keep funding levels stable.

5.4 The State Library will encourage grants for programs and services to diverse and disabled populations. Cooperative projects will be highly encouraged. This will in part be accomplished through a publicity piece in 2003 and 2006. The publicity in 2006 will focus on output evaluation of projects funded in 2003–2005 and follow–up to the Services for People with Disabilities workshop.

Goal was partially met:

“Services to Targeted Populations” is one of the competitive grant programs under the Ohio LSTA minigrant and full grant programs. As with Innovative Technology, the State Library allows each library to justify why a population is a target population in their community. Grants were received ranging from services to those with disabilities, outreach to seniors, vocational education, and services to Hispanic populations. Additionally, many of the automation and training grants included services to targeted populations by including special software or equipment. Although several publicity pieces appeared, they did not follow the schedule or topics listed in the goal. A general publicity piece discussing targeted populations appeared in the September 2003 State Library NEWS. This was followed in April 2004 by an article on serving persons with disabilities, also a marketing piece for the workshop held in June 2004. A reformatting of NEWS led to entire issues being devoted to one topic: February 2005 was devoted to providing services to Spanish-speaking populations and October 2005 was devoted to providing services to those with disabilities.

Throughout the evaluation period, the State Library encouraged libraries to submit competitive grant proposals for LSTA funds in the area of targeted populations, with a specific emphasis on services/access for the disabled and services to the Spanish-speaking population.

Six Disability grants were funded as part of the special disability grant program resulting from the workshop held in June 2004 (more information can be found in 5.2). A second round of disability grants was funded for the period of April 2006- August 2006 with two successful applicants. A third round of proposals is currently being evaluated. Some libraries prefer to request funds for this population through either the full grant program or minigrant program instead of the disability grant program. In total, fifteen proposals have been awarded for a total of \$236,487 federal dollars allocated toward providing library services and access in all types of libraries to those with disabilities.

In order to assist librarians interested in applying for funds to provide services to the Spanish-speaking community, staff developed a tip-sheet entitled "LSTA Services to Hispanic/Latino Community Grants" which focuses on where to access current data and statistics, marketing, and collaboration with other organizations serving this community. During the evaluation period, six competitive grant proposals, for a total of \$106,817 federal dollars, were awarded to libraries for provision of services to Spanish-speaking populations. Although there has been limited success in promoting LSTA grants in the area of services to Spanish-speaking individuals, the State Library maintains a strong emphasis in this area. One of the Library Development consultants works closely with other state agencies serving these individuals. She also works closely with public libraries in this area, encouraging them to provide services and to collaborate and partner with other community organizations. There is much movement in Ohio in providing outreach and library services to the increasing Spanish-speaking population. This outreach is not being done just through LSTA funding. The upcoming WebJunction "Spanish Language Outreach" workshops will further the State Library's emphasis on service to this community and may spur additional LSTA requests.

In addition to the State Library focus on disability services and Spanish-speakers, two proposals were awarded for homebound services, with a total of \$47,223.

Outputs: Thirty-one projects (plus the Regional Libraries for the Blind and Physically Handicapped) have been funded either under the Services to Targeted Populations or Disabilities category. These projects have had a direct impact on the targeted population as well as on the librarians who provide service.

Outcomes/Impact: While it is clear from the final evaluations and year-after evaluations that these projects have had an overwhelming positive impact, it is impossible to categorize the direct benefits. In most cases, evaluations have

indicated that it is perceptions and attitudes that have changed the most. By changing attitudes about special populations, libraries will have a long-term impact on providing better access and services to those groups. In terms of providing services to targeted populations, a positive atmosphere and increased use of the library has not resulted solely from an infusion of money to purchase special equipment or materials. It has arisen because the library staff has made the effort to build connections with individuals and with organizations that provide advocacy and support services to those populations or because people from those types of organizations have reached out to libraries seeking assistance in meeting the needs of their clients.

The survey distributed to disability grant recipients had an 81% response rate. Of those responding, 91% indicated that partnerships initiated as part of the project were continuing and 75% had formed new partnerships, including county MRDD facilities, hospitals, other school districts, and university offices for disability services. As a result of the project, many libraries are offering additional types of programs or outreach to those with disabilities. For example, the Clermont County Public Library is now offering signed story times for children. The Way Public Library offers informational sessions on adaptive equipment and gadgets available through catalogs for those with disabilities. They also initiated a program with the Wood County Health Department for new parents with disabled children. Respondents indicated that staff feels comfortable using special software and on training customers. Staff feels more comfortable serving those with disabilities and has a better understanding of those with disabilities. All respondents felt the target population's self-confidence was improved as a result of the project and 82% had perceived an increase in use of library services by the targeted population.

Ohio's population of persons of Hispanic/Latino descent grew by 55.4% between 1990 and 2000. In 2004 there were 151 migrant camps with a total of 15,782 persons living in those camps. Currently, 1.9% of Ohio's population is Hispanic. It is anticipated that this growth will continue; therefore, it is also anticipated that the State Library will continue to have an emphasis on providing improved library services to Spanish-speaking populations.

Of those libraries receiving grants for providing services to their Spanish-speaking population, 71% responded to the follow-up survey in January 2007. Surveys indicate a strong impact being made on the community. 100% stated that the library has formed new or additional partnerships as a result of the project. In terms of staff, all respondents indicated that library staff is now more comfortable serving the Spanish-speaking community, has a better understanding of the Hispanic/Latino culture and that both staff and the community are now more able to value diversity. Finally, all respondents indicated that they have become more involved in community programming that is geared to the Spanish-speaking community. Impact of this activity can be assessed by looking at individual projects. For example the Cuentame un

Cuento program begun through LSTA funds at the Westerville Public Library has continued with local dollars. Additionally, the program has begun at other central Ohio public libraries through a grant from the Target Foundation. The Westerville Public Library can attribute an increase in library cards to Spanish-speakers to this program. Mundo Hispano is now working with the Westerville Public Library to possibly broadcast the Spanish Storytimes. They are also offering magazine coverage regarding the Library and its service to the Hispanic population. The Spanish-language program was so successful in Clermont County that the library has initiated the same program in other languages. At the Public Library of Cincinnati and Hamilton County evaluations included in the bi-lingual kits indicated that 89% of those responding plan to visit the Library more often.

Goal 6: Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line. In Ohio, Goal 6 will focus on family literacy and children's reading programs.

6.1 In response to library needs and specific requests, the State Library will develop, implement and promote programs that sponsor family literacy. These include but are not limited to Family Place, Mother Goose programs, and Helping Books—Helping Families. State Library assistance is contingent upon libraries partnering with other agencies which provide services to young children. Library Development Consultants will work closely with any library interested in family literacy programming.

This goal was met.

The State Library has a strong commitment to children's services and family literacy. Several competitive grants have been funded, ranging from Mother Goose programs to Family Place to Every Child Ready to Read. To assist libraries in planning for and developing LSTA Family Literacy grants, the State Library developed the "Family Literacy Tip Sheet" which is available on the LSTA page of the website. The State Library participated in the national Mother Goose program and strongly encouraged libraries to provide this program for their communities. The State Library helped develop the Helping Books – Helping Families program and website. Currently the State Library requests and distributes review materials for the website. In 2006 the State Library received a Prime Time grant from the National Endowment from the Humanities. Beginning in 2007 the State Library will initiate the Ohio Ready to Read: Books to Grow On initiative, a statewide project designed to have direct and measurable effect on families with low education levels who live in poverty.

Outputs: Three competitive family literacy grants have been awarded for a total of \$157,247. Over 4000 children and their parents or caregivers have been directly served through these projects.

Outcomes/Impact: See 6.2

6.2 The State Library will encourage libraries to submit grant proposals that improve library services to children whose families live below the poverty level.

Goal was met.

The State Library has a strong commitment to children's services and family literacy. One of the Library Development consultants specializes in youth services and provides information and support to public library youth services librarians around the state. Several competitive grants were received under the Youth in Poverty category for minigrants and full grants.

Outputs: Two competitive grants were awarded in the area of Services to Youth in Poverty with a federal total of \$25,366. Over 1500 children have been directly served by these projects.

Outcomes/Impact: Survey respondents for both Family Literacy and Services to Youth in Poverty indicated that as a result of the LSTA funding the library formed additional partnerships and also led to additional programming. The Public Library of Steubenville and Jefferson County developed new partnerships with WIC, Aim Pregnancy Center, Head Start, Jefferson Behavioral Health, Jefferson County Health Department, and Jefferson County Job and Family Services (day care provider division). Along with the continuation of the Family Place family literacy programs begun with LSTA, they now offer "Babygarten" classes. Because of the LSTA project, all respondents indicated that awareness of the library has increased, early literacy providers request more resources, early literacy providers and library staff work more collaboratively, and youth and parents visit the library more frequently. Additionally, all feel that the project led to increased use of other library resources, has increased parents' and children's enjoyment of the library, and has produced a more positive attitude toward storytimes and reading.

6.3 The State Library will coordinate the Summer Reading Program for children and for young adults.

Goal was met.

The State Library coordinates the Summer Reading Program in Ohio. Prior to 2004 the State Library developed its own theme, but that year the state joined the Collaborative Summer Library Program (CSLP). The CSLP is a multi-state collaborative now consisting of forty-two states. Based on the CSLP theme, the State Library creates a listing of Ohio resources for use by Ohio public libraries. In 2006, 218 public library systems (75%) used the statewide program and theme. All public libraries receive a copy of the CSLP manual and a series of workshops are conducted around the state in early spring to promote the year's theme and to provide children's librarians with ideas for programs and crafts.

Outputs: Each year the number of public library systems participating in the statewide theme increases. For the 2006 program, "Claws, Paws, Scales, and Tales", a record 218 libraries participated in the statewide theme. Sixty-two

percent (62%) completed evaluation forms of the program and indicated that 42,329 children and 6,139 young adults participated in 2006.

Outcomes/Impact: Librarian comments on the evaluations are generally positive about the Summer Reading Program. Although the State Library does not track whether or not individual participants in the Summer Reading Program return to school at the same or higher reading level, it can be assumed that participants in the program follow national statistics that indicate that youth who participate in summer reading programs return to school without having lost any reading abilities.

6.4 The State Library of Ohio will investigate the possibility of providing a small number of establishment grants. Discussion will occur in 2003. If it is decided to move forward with the program, criteria will be established in 2004 and the first grants will be made available in 2005.

Met this goal.

During the preparation of the Five-Year Plan, this activity was included because the State Library was receiving several requests for start-up collections. Although at the time this seemed like a need which should be met, the number of requests dropped significantly. Additionally, new priorities and uses of the money led to a decision by the Advisory Council not to pursue establishment grants when this activity was discussed with the Council.

Goal 7: Promote improvement in library services in all types of libraries in order to better serve the people of Ohio. In Ohio, Goal 7 will focus on improvements to the LSTA program, in particular marketing and the shift to outcome based evaluation.

7.1 The State Library of Ohio will make available consultant services to all types of libraries.

Met this goal.

The State Library consultant service is well-known and well-utilized around the state. The three library consultants provide in-depth research and information on library development, programming and specific questions raised by librarians, trustees and other information professionals. Some of these are simple questions quickly answered through an email, while others involve in-depth research and possibly a visit to the library. Each consultant answers an average of 7-15 questions per month. Staffing changes and reorganizations occurred during the five year period. In 2002 the consultant staff consisted of a department head, four library development consultants and the LSTA staff. During the February 2005 reorganization, a separate Professional Development department was formed. The LSTA Coordinator now also serves as Head of Library Programs and Development, with three LPD consultants as well as the other LSTA staff. Additionally, internal changes to job descriptions changed the LPD consultant staff from specialists to generalists, although all tend to have subject areas where they feel more comfortable.

Outputs: Each LPD consultant on average answers 7-15 questions per month and are on the “road” doing site visits, attending planning sessions, and the like once or twice per week on average.

Outcomes/Impact: The State Library continuously evaluates whether the services provided by LPD are those most needed and wanted by librarians across the state. As new opportunities arise, these are evaluated to determine if it is a service the State Library should be providing to Ohio’s libraries and/or their customers. Administration receives positive feedback from users of consultant services.

7.2 Through its two Resource Centers in southeastern and southwestern Ohio, the State Library will identify and obtain materials for libraries whose own collections are inadequate for their users' needs. The State Library will continue the development of the SEO Automation Consortium as a primary means for member libraries to share resources. State Library staff will search the SEO Consortium database as well as MORE to identify materials for patron use. If relevant materials cannot be located, the OCLC database will be searched and referred to potential libraries to fill requests.

Met this goal.

If a local library cannot answer a reference question, it can be referred to SEO staff who will use a variety of resources to answer the question. If a local library has difficulty obtaining a specific item for one of its patrons, the request can be referred to SEO. SEO staff will try to locate the item in various state networks. If they can't, the request will be sent through the OCLC Interlibrary Loan sub-system for filling. The SEO Library Consortium attracts new members each year and currently consists of 70 library systems, primarily small and rural libraries. Libraries utilize Horizon by SirsiDynix.

When the Five-Year Plan was written, the State Library consisted of two Resource Centers, the Southeastern Ohio Library Center (now the Serving Every Ohioan Library Center) and the Southwest Ohio Library Center. The Southwest Center had to be closed on December 31, 2004 due to budgetary considerations at the State Library of Ohio. The SEO Library Center absorbed the duties, collection, and some staff of the SW Center.

Outputs: SEO filled more than 763,399 requests from the SEO collection, filled more than 4415 periodical requests, answered 1000 reference questions and brokered 130,568 interlibrary loan requests via OCLC.

Outcomes/Impact: Public libraries across the state reap the benefits of the SEO Center.

7.3 The State Library of Ohio will develop a research agenda whereby each year, beginning in 2003, a research study on a topic of importance to the Ohio library community will be conducted. For 2003, the research topic will focus on school library media centers. The topic for 2004 will be developed in 2003 and so

on. The research agenda will be closely tied to the priorities and activities in the Plan.

Partially met this goal.

The first research grant was awarded to OELMA for the "Student Learning Through School Libraries" project, now commonly referred to as the Ross-Todd study. Discussions with the LSTA Advisory Council regarding the second research project were inconclusive. The second research project did not begin until October 2006 when a contract was given to Kent State University School of Library and Information Science to assess the status of children's librarianship in Ohio public libraries, one of the most used services in public libraries.

Outputs: The "Student Learning Through Ohio School Libraries" report was delivered to the State Library in February 2004. The Children's Services Research Project report will be delivered to the State Library in September 2007.

Outcomes/Impact: The "Student Learning Through Ohio School Libraries" report has generated worldwide attention and has led to several similar studies in other states. In Ohio, the study is utilized by school library media specialists and other educators as they attempt to strengthen the role of the school library and the media specialist in their district. This is especially crucial in recent years as many districts in times of financial constraints are eliminating library media specialist positions. The study showed that an effective school library led by a credentialed librarian plays a critical role in facilitating learning in general and information literacy in particular. The data also highlighted the importance and impact of school librarians working as information-learning specialists and engaging in information instruction at the individual, group and class levels. Complete results of the study can be found at: <http://www.oelma.org/StudentLearning/default.asp>.

7.4 The State Library will develop an LSTA marketing plan whereby at least one marketing piece per year is developed and distributed. Publicity pieces may focus on one type of library or one type of program. Marketing will focus on successful programs.

Did not meet this goal.

Although there was no formal marketing plan developed, regular articles appeared in the State Library NEWS and between 2000 and 2004 The LSTA Zephyr was produced. The Zephyr was an online newsletter promoting LSTA projects and programs and providing general grant writing tips.

7.5 The State Library will begin the process of outcome-based evaluation. In-house training will occur in 2003. A limited number of subgrants will field-test a training program and the methodology in 2004 and all subgrantees will be trained to use outcome-based evaluation beginning in 2005. Specific measures for types of grants will be developed for use by all subgrantees.

Did not work on this goal. See narrative under 7.6

7.6 In conjunction with outcome-based evaluation, the State Library will develop core, standardized evaluation tools to be used as part of the evaluation of certain programs. Tools will be field-tested in 2004 and will be used by all LSTA sub-grantees beginning in 2005.

Did not work on this goal.

Although the State Library encourages subgrantees to utilize outcome-based evaluation and OBE is promoted through various articles and presentations, no formal training program or specific measures were developed or implemented. Much planning and thought about OBE has occurred, however. State Library staff is committed to OBE. Those subgrantees that have included OBE in their final evaluations will be used as models as State Library staff develops grant programs and requirements for the next Five-Year Plan. New grant programs will have required OBE elements.

III. Results of In-Depth Evaluation

Please see Appendix A, Report from Dr. Greg Byerly, TIP Associates

IV. Progress in Measuring Results of Measuring Library Initiatives or Services.

During this five year period, the State Library of Ohio has made little substantive progress in the development of resources for outcome-based planning and evaluation. Activities 7.5 and 7.6 of the Plan focused on outcome-based evaluation and neither was accomplished. The State Library of Ohio recognizes the need for and value of outcome-based planning and evaluation and plans a more focused effort in the next few years.

Although a concerted effort on OBE was not accomplished, there were small developments made to assist libraries in thinking about OBE when writing and evaluating projects. For example, the State Library has revised the format for the final report, requesting applicants to evaluate both outputs and outcomes of the project. This simple change has resulted in more valuable evaluative information, particularly in the area of outcomes. When reading project evaluations and year-after evaluations, it appears that many applicants have done some basic outcome based evaluation but are not reporting it as such or not using the correct terminology. For example, evaluations indicate: 1) an increased level of skill and knowledge for staff training grants, 2) better research techniques, more comprehensive resource use, and more robust bibliographies from school automation and/or training grants, 3) enhanced quality of life among customers who have taken advantage of outreach services, and 4) positive behavioral changes in staff training projects for serving special populations.

The Continuing Education grant program begun in FFY04 was developed specifically as an outcome-based grant program. All applicants must provide four objectives, one each to indicate changes in knowledge, skills, attitude and behavior. This has led to well-focused objectives. Also, the final project reports have indicated precise measurements and outcomes. These C.E. projects have clearly shown a positive difference being made in staff knowledge and/or behaviors. Overall, the C.E. evaluations illustrate an increased level of skill and knowledge for staff training grants and increased satisfaction and higher library use among customers who have taken advantage of library training. It is the intent of LSTA staff to evaluate the language of the C.E. RFP, make modifications, and incorporate it into all application-writing documents and RFPs.

When the new Five-Year Plan is developed, the State Library plans to re-evaluate the current competitive grant program, the types of projects being solicited, and will also re-evaluate all of the application guidelines. As part of that process, those subgrantees that have used OBE will become models as we develop new application guidelines. Specific elements to assess changes in knowledge, skills, behaviors, or attitudes will be included. Additionally, more detailed information and instruction on what is outcome based evaluation and how it can be developed will be included in application materials. Another option being considered is the allowance of grant funds to professionally evaluate the impact of a project. Very few grants include such an evaluation component. It was not until the Virtual Reference project was undertaken that the State Library

itself used such a methodology. It has proven invaluable for defining the strengths and weaknesses of the program and as leverage for its sustainability. The State Library now includes such a component in all new projects and this should be encouraged with subgrantees as well.

V. Lessons Learned

In implementing the activities in the LSTA Five-Year Plan, 2003-2007, three key items must be noted as Lessons Learned. These are: assessing the value of statewide projects versus individual library projects (competitive grants), the value of involving the library community, and the impact of the state budget.

The involvement of the Ohio library community in the LSTA process is one of the key elements in the success of Ohio's LSTA program and the reason for its excellent reputation. The LSTA Advisory Council is made up of 15 members and is broadly representative of the Ohio Library Community. The Council meets at least twice a year and members are also contacted as needed by State Library staff for input on programs or projects being considered for implementation using LSTA funds. The State Library of Ohio is also very proud of our review process for competitive grants, of which the LSTA Advisory Council plays a key role. For each competitive grant round a number of review teams are formed. Each team is chaired by someone from the LSTA Advisory Council. Additional members include a representative from the academic library community, a representative from the school library community and a representative from the public library community. Reviewers evaluate proposals independently and send scores to the State Library. A matrix chart is developed and it usually shows a high degree of inter-reviewer reliability. Each team then meets face to face to discuss the proposals and come to consensus as to which proposals to recommend for funding. Because proposals are received from all types of libraries and reviewers are from all types of libraries, the face-to-face meeting allows reviewers to voice concerns and in many cases, have those concerns addressed by a fellow reviewer from the type of library submitting the proposal. A second tier review then takes place; the team leaders (all members of the LSTA Advisory Committee) meet with State Library staff to finalize funding recommendations to the State Library Board.

The cost for the review process is minimal aside from time. However, being asked to review LSTA grants is perceived as an honor and reviewers take the commitment seriously and conscientiously. Likewise, having a peer review process is perceived by applicants as a fair and equitable process. This enhances the image of LSTA and the State Library.

One of the assignments of Library Development Consultants is to visit new public library directors. Additionally, the State Librarian has a personal goal of visiting all 251 public libraries in the state. At all of these visits, as well as at other types of meetings and visits, the topic of LSTA is brought up. The State Library of Ohio makes a conscious effort to solicit the thoughts of Ohio librarians on the LSTA program, what they think of current priorities and what types of projects they would like to see in the future using LSTA funds. Consequently, all Ohio librarians and library staff feel they have an investment and role in the Ohio LSTA program.

When developing the LSTA Five-Year Plan 2003-2007, the state budget was not taken into account. As we begin the process of writing the Five-Year

Plan 2008-2012, this is a lesson learned and the state economy will be a factor in the development of the Plan. In 2002, although the budget climate in Ohio was not as optimistic as some states, it was not as dire as it became. Since 2003 the state budget for the State Library of Ohio has remained stagnant and this has had a negative impact on how we can support and maintain programs begun with LSTA funds. Open positions, such as the school library consultant, had to be carefully evaluated as to their function in the agency and relation to the overall mission.

It was not just the State Library which saw an impact from the state budget. Funding for public school districts has been problematic for years. During recent times of fiscal constraint, many school districts have curtailed school library media operations and hours and eliminated library staff positions. Likewise, public library funding under the Local Library and Government Support Fund (LLGSF) has been frozen at the same level since 2002. Concerns over a Tax and Expenditure Limitations (TEL) constitutional amendment in 2006 (which was later pulled from the ballot) as well as the promise of a new formula for public library funding for the SFY08-09 biennial budget has had an impact on public library spending. With the ability to meet matching requirements or to sustain a new program unclear, many libraries chose not to apply for a competitive LSTA grant. Consequently, the number of competitive grant applications received has dropped significantly the last several years. For the FY01 allocation we received a total of 106 proposals for competitive grants, in FY03 this dropped to 93 and the most recent funding year, FY05, the total number of applications received was 60. Although all awards for the FY06 funds have not been granted, only a total of 43 competitive proposals were received.

When developing the 2008-2012 Five-Year Plan, the State Library plans to carefully assess economic forecasts for Ohio so that the Plan is more in alignment with what is economically feasible for the state. As a small, independent Board the State Library has sometimes neglected to align itself with larger state initiatives. Over the last few years, State Library administration has become more cognizant of this need to be a part of a greater whole. The State Library can play a role in many of the goals in Ohio's new governor's Turnaround Ohio Plan and this will be reflected in the next Five-Year Plan.

The final lesson learned is tangentially related to the budgetary issue. This is an assessment of the value of statewide projects versus individual library projects. The State Library has always prided itself on its competitive grant program which has served to bring needed programs and services to communities and specific populations. The State Library has also prided itself on allowing libraries to define and justify the need in their communities, for example what is innovative technology in one community may not be in another and a targeted, unserved population in community a may be a primary service group for community b. Unfortunately, a negative trend seems to be developing. Once a grant is awarded, such as a wireless lab, other libraries seem to perceive it as a given that a proposal of a similar nature is guaranteed approval. Consequently, the quality of many proposals has lessened and the truly unique or innovative proposals are becoming rare.

At the same time and in direct correlation to budget constraints, the need and desire for statewide projects is becoming more apparent. The “bang for the buck” of initiatives such as KnowItNow Virtual Reference, the Core Databases, and Statewide Resource Sharing are indisputable. Statewide projects also have the potential to dovetail and enhance State of Ohio program priorities. A careful balancing of statewide versus individual projects will appear in the next Five-Year Plan, with more funds going to those projects that have the potential to impact all Ohio residents.

When developing the next Five-Year Plan, 2008-2012, the process of which began at the March 2007 State Library Board Retreat, all of these lessons learned will have a bearing on the Plan’s direction and development.

VI. Brief Description of Evaluation Process

The evaluation was primarily conducted and written by Missy Lodge, Head, Library Programs and Development and coordinator of the State Library of Ohio's LSTA program. In order to complete Section II the following data and methodologies were used:

- Requests for information from State Library staff with direct responsibilities for specific objectives and/or activities stated in the Five-Year Plan.
- Data compiled for State Library Board retreats, LSTA Advisory Council meetings, and the Virtual Reference Advisory Council meetings.
- Year-after evaluations which must be completed by all recipients of LSTA competitive grants.
- Survey monkey results. Five surveys were developed and sent to recipients of LSTA Competitive grants in the following categories: Wireless Labs, Computer Labs, Services to Youth, Services to those with Disabilities, Services to Spanish-speaking populations. These surveys were designed to elicit information on the on-going impact of these programs on the targeted population. Return rates ranged from 42% to 81% with most being in the high 70 percentile range.

The in-depth evaluation was conducted by Dr. Greg Byerly of TIP Associates. The contract states that Dr. Byerly would, "Provide an in-depth analysis of the funding of K-12 school library automation through LSTA (Library Services and Technology Act) funds provided by IMLS (Institute of Museum and Library Services) to the State Library of Ohio." For this study, Dr. Byerly was paid \$8,400. Ten years of LSTA files were studied, a survey distributed, interviews of key persons were conducted and focus groups held. Although IMLS only required an in-depth evaluation related to the current Five-Year Plan, the State Library of Ohio requested an analysis that covered the complete 10 years of LSTA funding for automation of Ohio's school libraries. This information will be of benefit to the State Library and to INFOhio, the statewide information network for schools and the primary provider of school library automation.

Aside from funds paid to TIP Associates, all other costs associated with the evaluation were staff time. Although the amount of information and detail varies by activity, an average of 3 hours per activity is a fair assessment. Therefore for 35 activities, approximately 105 hours were spent on the evaluation. This included drafting a list of information needed, writing and sending surveys, assessing survey results, reading reports, analyzing data talking to other staff, writing and editing. Additional staff time was required to write Sections I, IV, V, and VI.

The format for the Five-Year Evaluation was finalized in September 2006 and the contract to TIP Associates was awarded that month. Collection of data began at that time as well as the drafting of certain sections of the evaluation. The Five-Year Evaluation was the primary focus of LSTA activity in December

2006 (along with the SPR). A draft of the LSTA Evaluation was completed by January 31, 2007 for review by State Library of Ohio administration. The report from TIP Associates was delivered March 1, 2007. March was spent finalizing the report for submission to IMLS by the deadline of March 30, 2007.

Ohio's Use of LSTA Funds to Automate K-12 School Libraries

**An In-Depth Evaluation as Part of the State
Library of Ohio's 5-Year LSTA Evaluation Report
of a Major LSTA-Fund Initiative**

prepared for the
State Library of Ohio

by

Greg Byerly, PhD
TIP Associates

March 19, 2006

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APPENDICES

Copies of all appendices, as well as all tables and charts, are available as pdf documents in the CD which accompanies the Report.

Each Appendix is numbered separately in the bottom center of each page.

1. Survey 1 Results (includes questions and totaled answers for each question)
2. Survey 2 Results (includes questions and totaled answers for each question)
3. Survey 3 Results (includes questions and totaled answers for each question)
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15. Comments (Survey 3): Liaisons #3 – Impact on Schools
16. Comments (Survey 3): Liaisons #4 – Resource Sharing
17. Comments (Survey 3): Liaisons #4 – General Comments
18. Documentation Comments [DOC #]
19. Focus Group Comments [FG #]
20. Excel Spreadsheet – Detailed Results of Survey #1
21. Excel Spreadsheet – Detailed Results of Survey #2
22. Excel Spreadsheet – Detailed Results of Survey #3

NOTE: A pdf copy of the entire report, plus a separate pdf file with tables to accompany it, is also included on the disk with the appendices.

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EXECUTIVE SUMMARY

As part of its 5-Year LSTA Evaluation Report, the State Library of Ohio (SLO) selected to evaluate in depth the use of almost \$12 million in LSTA funds to automate K-12 school libraries in Ohio. This effort began in 1998, but has continued through the current 5-Year Plan (2003-2007). This Report represents an in-depth assessment of the funding of K-12 school library automation in Ohio through LSTA funds provided by IMLS to the State Library of Ohio.

Since approximately three-fourths of the LSTA funds expended for school library automation were expended under the previous 5-Year Plan, this report includes the use of LSTA funds since 1998, but concentrates on efforts undertaken as part of the 2003-2007 Plan.

This Report was based on information gathered through a thorough review of documentation of grant awards and LSTA procedures, as well as through surveys, interviews, and focus groups.

The evaluation includes five sections: (1) Impact, (2) Difference, (3) Process, (4) Resource Sharing, and (5) Future. Findings and recommendations are included in each of these sections.

The use of LSTA funds to automate school libraries in Ohio has been found to have had a significant impact on schools, teachers, librarians, and others involved in K-12 education, including parents. These funds have also made a difference in how school libraries and librarians are used and perceived. School library automation has also resulted in more resource sharing, although primarily within districts.

The process and administration of the grants has been outstanding. The State Library is to be commended for all aspects of the process.

This major on-going effort to automate Ohio's school libraries has been demonstrably successful and has produced significant advances in information access for Ohio's K-12 students, but it is not completed.

The following are the specific findings of the Report. Three general recommendations for the future are also presented.

VI. FINDINGS AND RECOMMENDATIONS

Findings

Impact

(1) The automation of over 1,400 school libraries has had major positive impacts on K-12 education in Ohio.

--Access to information is more equitable, important searching skills are taught through the online catalog, teachers demonstrate higher respect for librarians in automated libraries, and students are better prepared to continue their education and/or become lifelong learners.

(2) Librarians and others working in Ohio's schools feel strongly that INFOhio has been and continues to be a highly effective agent for change for school libraries.

(3) Librarians and others working in Ohio's schools are deeply grateful to the State Library in particular and to all Ohio libraries for the support that has been given to automate school libraries through the allocation of LSTA funds.

Difference

(4) The automation of over 1,400 school libraries has made substantial differences in many aspects of K-12 education in Ohio.

--Librarians are more unified, more likely to work together professionally, and increasingly committed to collaborative relationships.

--Teachers and administrators have improved perceptions of libraries and librarians, are more aware of the materials in the library, and have a different and better relationship with the librarian.

--Students have more equitable access to information, their learning has improved, and they also have more positive opinions about both the library and the librarian.

--Libraries have been reinvigorated, are used more, circulate more items.

(5) Libraries which have been automated with LSTA funds would not have been automated without that funding.

Process

(6) The process used to award grants is fair and is widely perceived to be fair.

(7) The oversight of the process, from application through year-after evaluation, is well-tested, proven, and uniformly applied.

(8) State Library staff are helpful and provide high levels of assistance.

(9) The review process works very well, is highly regarded by those whose applications have been reviewed, and utilizes reviewers from all types of libraries who perform their functions with thoroughness and fairness.

Resource Sharing

(10) Resource sharing has minimally increased over the past five years, but any increase has primarily been sharing only within a district.

(11) Remaining participants in MORE are generally very positive about what it has enabled them to do, but they are less positive about the cost of the delivery service and the actual operation of the existing MORE system.

(12) There are many negative perceptions of resource sharing, some of which may be misperceptions or fallacies, but when taken together represent significant obstacles to any expansion of school resource sharing.

(13) There are many legitimate concerns about the impact resource sharing may have on schools and libraries which must be addressed and resolved if school resource sharing outside a district is to become a reality.

(14) Resource sharing is almost uniformly regarded as a loaning process, usually with negative connotations; virtually no one recognizes the potential value of borrowing materials as part of resource sharing.

(15) Additional information and study is needed to properly understand the current dynamics which affect resource sharing programs such as MORE.

(16) There seems to be a perception on all levels that MORE is not a viable system to both get the support of libraries and provide the support to libraries to make resource sharing effective and efficient.

Future

- (17) The Ohio Department of Education (ODE) does not contribute its fair share in automating school libraries in Ohio, even though it is responsible for all K-12 education, including libraries and media centers.
- (18) There is very strong sentiment that LSTA funding for school library automation should continue at least for the foreseeable future.
- (19) Since applications in 2006 for LSTA school automation grants requesting twice as much funding as the amount estimated to be available, there is clearly a demonstrable desire and need by many Ohio schools for funding to permit them to automate their libraries.
- (20) There is general agreement about priorities and criteria to be used to award LSTA automation grants in the future, if they are continued.
- (21) INFOhio and the State Library have developed an incredible synergy and partnership relationship which clearly benefits not only school libraries, but also all library services in Ohio.
- (22) Ohio's willingness to make school libraries an equal beneficiary of LSTA funds is an exemplary achievement and demonstrates what can be accomplished in a state with a strong history of library collaboration and cooperation.
- (23) The effort to automate Ohio's school libraries has been successful and has produced significant advances in information access for Ohio's K-12 students, but it is not completed.
- (24) Efforts to facilitate resource sharing have been undertaken, but have not been widely adapted, promoted, publicized, or evaluated.
- (25) This project has produced "a significant advance in library service in the state."

Recommendations

(1) The revised application process which places INFOhio in charge of the process and the decision of which school libraries to put forward in a centralized application to the LSTA Advisory Board should be continued.

--This changed process relieves State Library staff of a very labor-intensive cycle of complex, yet highly repetitive, grant applications each year. However, this places the burden on INFOhio of communicating and working with those individual schools who wish to become automated in the same fair, highly-organized, and effective process utilized by the staff of the State Library.

–The State Library staff should continue to perform the oversight of the grant once it is awarded.

(2) The State Library should further investigate the status of resource sharing in schools and their libraries and in other Ohio public and academic libraries.

--The widely varying perceptions and concerns many school librarians have about resource sharing, especially dealing with sharing materials outside of districts, need to be further analyzed. A study of resource sharing can use existing usage data and statistics from MORE, but would also benefit from conducting a more in-depth survey or series of focus groups.

--After the study is completed the State Library may consider conducting a case study of a group of school libraries and a group of public libraries as they share resources among themselves over an extended period of time (e.g., two years). Given that many school librarians reported that the delivery cost was the major barrier to participating in resource sharing, consideration might be given to funding delivery for the case study libraries, but only for the duration of the study and only if the school provided an appropriate level of funding for the library. Such a study should be limited in scope, narrowly defined, and finite.

–After one or both of these studies are completed, the State Library (and libraries in Ohio) will have facts and not misconceptions and can determine the future of resource sharing in Ohio and how it is to be accomplished.

(3) The use of LSTA funds for school library automation, minimally at the 2006 level of support, should be continued.

--Priorities should be as currently identified for categories of schools to be automated, grade levels, and minimal operating criteria, and the need for support should be assessed on an on-going basis.

–An effort should be made to ensure that the Ohio Department of Education does its share to support the automation of school libraries.

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I. INTRODUCTION

As part of its 5-Year LSTA Evaluation Report, the State Library of Ohio (SLO) selected to evaluate in depth the use of almost \$12 million in LSTA funds to automate K-12 school libraries in Ohio. This effort began in 1998, but has continued through the current 5-Year Plan (2003-2007).

Since approximately three-fourths of the LSTA funds expended for school library automation were expended under the previous 5-Year Plan, this report includes the use of LSTA funds since 1998, but concentrates on efforts undertaken as part of the 2003-2007 Plan.

If the intent of the in-depth evaluation is to explore a signature initiative which "produced a significant advance in library service to the state" (IMLS Guidelines for 5-Year Evaluation), this on-going project to automate Ohio's K-12 school libraries is an obvious choice. This is true not only because of the large amount of LSTA funds which have been allocated to it, but also because it was one of the first efforts by a state to systematically include school libraries as recipients of major LSTA support.

In the previous 5-Year LSTA Evaluation Report for 1998-2002, prepared for the State Library of Ohio by Himmel & Wilson, it was concluded:

Ohio's inclusion of the school library community in the LSTA program is worthy of special attention. We believe it may well represent the highest level of involvement of schools with the LSTA program in the nation. It is most certainly the most far-reaching the consultants have observed in working with well over a dozen state library agencies. (Himmel, p. 1).

Since that report, the State Library and the LSTA Advisory Board have remained committed to funding the automation K-12 school libraries of K-12 schools with LSTA funds.

This report represents an in-depth assessment of the funding of K-12 school library automation in Ohio through LSTA funds provided by IMLS to the State Library of Ohio.

II. BACKGROUND

On September 30, 1996, the Library Services and Technology Act (LSTA) was signed into law and replaced the Library Services and Construction Act (LSCA). At that time the State Library had a new director, Michael Lucas, and had undertaken a new strategic planning process to develop a new direction for SLO which would be consistent with the intent of the new LSTA. As developed, this plan focused on “the application of technology to allow libraries to share resources and to cooperate, and ensuring that all Ohio citizens have equal access to library services” (Ohio LSTA Five Year Plan, 1998-2002, p. 1).

The 1998-2002 LSTA 5-Year Plan which resulted from these efforts included only three goals, but included several “priorities” which led to the use of LSTA funds for school library automation. Two significant and relevant priorities are listed with the goals below:

Goal 1: To improve access to materials, resources, and information services for Ohio residents, by ensuring that libraries and library systems effectively use technology.

Priority: To promote libraries full participation in one of the three information network providers (OPLIN, OhoLINK, INFOhio) in Ohio.

Goal 2: To develop an integrated information resources environment for access and delivery of library resources to all Ohio residents.

Priority: To foster the automation of non-automated libraries in Ohio through consortia.

Priority: To provide leadership and facilitation in the areas of statewide resource sharing and networking.

Goal 3: To maximize equal access to library materials and information services to all Ohio residents.

These goals were going to have a tremendous impact on library services in Ohio, but especially on school libraries. At a meeting of the newly created LSTA Advisory Board, the view was expressed that, although Ohio’s public academic libraries were both well-supported and well-automated, Ohio’s school libraries lacked the level of automation to permit them to participate in any efforts to meet any of these LSTA goals. It would be necessary to automate school libraries before these goals could be accomplished for all of Ohio’s libraries.

Significantly, both the Executive Director of the Ohio Library Council and the Executive Director of OHIOLINK, Ohio’s academic library network, immediately said in effect, “Let’s do it!” With this support from leaders of Ohio’s public and academic libraries, the entire LSTA Advisory Board resolved to begin allocating LSTA funds for this purpose.

The LSTA Advisory Board determined that LSTA funds not used for internal SLO programs or statewide initiatives would be distributed through competitive grant programs on an annual basis. This included any grants to support school library automation. Both full grants (typically for larger projects up to \$250,000) and mini-grants (for a maximum of \$15,000) were established. With the support of INFOhio, school districts undertook to submit both types of grant proposals.

The use of LSTA funds to automate school libraries began in a big way in 1998 with the awarding of 8 full grants for \$1,162,746 and 27 “automation mini-grants” worth \$357,445. Taken together, this accounted for the automation of 173 school libraries in the first year. In the five years of the 1998-2002 5-Year plan, \$9,218,321 in LSTA funds were competitively distributed through 136 grants to automate 1,041 school libraries. During this period an overall total of 1,254 schools became automated through INFOhio. LSTA funds accounted for 83% of the school libraries automated. This percentage has continued. Through 2006, including libraries funded with 2005 LSTA monies, 1,888 libraries have been automated – 1,483 with LSTA funds (73%) and 405 with local school funds (27%).

It needs to be noted that, although the LSTA Advisory Board approved funding for school library automation, other automation-related grants have been supported with LSTA funds. In fact, not all of the K-12 grant awards were specifically for the automation of school libraries. Of the total LSTA funds given to K-12 schools since 1998, approximately 15% has gone to non-automation projects. However, the State Library made clear from the beginning that schools supported through LSTA automation funds should become a part of consortium, specifically INFOhio, Ohio’s statewide library and information network for schools.

The 5-Year LSTA Evaluation Report for 1998-2002 by Himmel & Wilson was highly complementary of the use of LSTA funds to automate school libraries in Ohio. It concluded that “We believe that LSTA dollars have breathed new life into Ohio’s school libraries and that the school children of the State will benefit from this ‘reinvigoration’ for many years to come” (Himmel, p. 39).

However, it also included a three-page separate assessment of this automation initiative which identified both benefits and concerns. Citing the LSTA funding as an “investment” which will continue to provide dividends for a long period to come,” it identified as benefits: (1) the positive impact on INFOhio, (2) the many “unanticipated positive consequences” (e.g., greater respect for librarians and less isolation of school librarians), and (3) “strengthening of ties between and among the three statewide information network providers” (Himmel, pp. 38-39).

The Himmel Report also noted that this large investment in school library automation had been undertaken with the expectation that it would support resource sharing, but noted that such sharing has “increased, at best, modestly”. However, it did acknowledge that “sharing is new in the school library context and that growth will take time” (Himmel, p. 39).

The State Library's emphasis on supporting libraries who are participating in shared or consortial automation systems such as INFOhio was strongly endorsed: "Some would suggest that grants that have supported standalone automation should not have been awarded..." (Himmel, p.19). This admonition stiffened the State Library's resolve to approve automation funds for only those schools which would automate through INFOhio and to not approve funding for standalone systems in the future.

Finally, the question of "How long will the investment in school library automation need to continue?" was addressed. Although noting continuing evidence of need and strong support from survey respondents, the consultants indicated that they believed that "there will come a point of diminishing returns" (Himmel, p. 40).

The State Library used the Himmel Report to develop the current 2003-2007 LSTA 5-Year Plan. This plan expanded to seven goals, although the identified needs remained the same. The key goal for school library automation was Goal 3:

Provide electronic linkages among and between all types of libraries. In Ohio, Goal 3 will focus on statewide resource sharing in its broadest context.

The significant point here is that the State Library overtly states that efforts under this goal will be directed at resource sharing efforts, and not the automation of school libraries to permit them to participate in resource sharing. In fact, the explanation of this goal notes:

Those school libraries that are financially and administratively ready to automate have plateaued. There will always be a need to have automation funds available as a few libraries become ready to automate or wish to migrate but the need for automation funding is no longer paramount. For those libraries that have automated through INFOhio, proportionately more high schools have been automated (54.1%) than elementary (39.2%) or junior high/middle school (48.2%) libraries. Consequently future grants will more likely be used to complete district-wide automation, not initiate it.

The 2003-2007 LSTA 5-Year Plan also states:

The possibility of revising the guidelines to allow for system upgrades at a higher local match is one alternative to be evaluated. Should major changes to the program be deemed necessary, they will begin with the 2006 grant year.

As this report will show, the State Library has followed its own guidelines during this five-year period.

III. METHODOLOGY

This evaluation project was initiated by Roger Verny, Deputy State Librarian & Head of Library Services, and formally begun in September 2006. After meetings with Roger and

Missy Lodge, LSTA Program Coordinator, a variety of evaluation activities and methods were discussed and agreed to. INFOhio widely announced the upcoming evaluation in the fall and the Consultant met with both the INFOhio Governing Advisory Board and the INFOhio Instructional Technology Center (ITC) INFOhio Liaisons in October and November to begin to explore issues and concerns to be addressed as part of this evaluation.

Methods Used

(1) Review of Documentation

Missy Lodge retrieved from archival storage and made available a large collection of files related to all of the individual grants that had been approved or rejected since 2000. This provided a wealth of information about not only the process used, but also background facts about grant requesters and insights into the Ohio's K-12 school libraries. Space was provided in the State Library to permit these files to be systematically reviewed. INFOhio also made various files and statistical reports available.

(2) Focus Groups

Three focus groups were held in spring 2007. The groups were: (1) INFOhio Governing Advisory Board, (2) the INFOhio Users Meeting, and (3) the NWOCA INFOhio Users Meeting (NWOCA is one of twenty-three regional computer consortia which run INFOhio's automation system). These focus groups were primarily held to identify potential questions or areas of concern which could be addressed through a survey of K-12 librarians and library aides. These meetings were very effective and numerous questions were included in the surveys based on comments made at these sessions. In addition, they also served to increase awareness of the forthcoming survey. Each focus group had between 20-30 participants. The comments made at the three focus groups are included in the appendices.

(3) Surveys

Three different surveys were conducted as part of this evaluation. All were conducted electronically using SurveyMonkey™.

Survey #1

The first and largest survey was made available to librarians and aides working in K-12 libraries through the twenty-three ITCs. Each of the ITCs sent a message about the survey which included the link to it on the web to the email distribution list they maintain for librarians and staff at each of the building libraries in their area. The survey was also announced on the listserv for INFOhio and the listserv of OELMA (Ohio Education and Library Media Association), Ohio's K-12 professional library association. In addition, Terri Fredericka, INFOhio Executive Director, sent two separate email messages stressing the importance of completing the survey.

The survey was available for two weeks and 901 responses were received. These 901 responses are certainly representative and are well distributed in many ways. For example, the respondents are almost equally distributed over the twenty-three ITCs with no ITC representing more than 8% of the respondents. There was a similar and appropriate balance between librarians (60%), aides (35%), and other (5%). Additional demographic factors (e.g., size of building and years as a librarian/aide) were also well distributed.

The survey was divided into five areas: (1) Impact, (2) Difference, (3) Resource Sharing, (4) Process, and (5) Future. However, the survey was branched/split in various ways based on responses to certain questions. In addition, it was possible to filter results based on responses to one specific question and answer, if necessary to make distinctions, etc.

Respondents were separated initially by whether they had (63%) or had not (37%) received an LSTA grant. Those that had received an LSTA grant were further branched based on whether they had actually written the grant (22%) or had received a grant through a group grant application without writing it (78%). Results were also analyzed based on whether the respondent was a certified/licensed librarian (60%) or an aide/other (40%). Finally, for certain areas a further split was calculated (e.g., in Resource Sharing it was appropriate to distinguish between those who participated in the State's resource sharing system and those who had not).

Although there were opportunities for respondents to submit comments, most of the questions utilized a five-point Likert Scale. Respondents were asked to react to statements by indicating that they: "Strongly Agree," "Agree," "Neutral," "Disagree," or "Strongly Disagree." There were also various questions which asked respondents to prioritize or rank various possibilities.

Both percentages and means were calculated for the Likert Scale questions. Mean scores statistically reflect the agreement or disagreement of a group of respondents to a declarative statement. Generally speaking, a 75% agreement (either Strongly Agree or Agree) or a median of 3.75 or above indicates a relatively strong level of endorsement of the statement. When discussing each section of the evaluations below, in most cases only those statements which receive a lower level of endorsement (i.e., under 75% or under 3.75) will be analyzed in detail.

Note: Various appendices contain the survey instrument and the responses and can be used to further explore the survey data. Other appendices contain verbatim comments from respondents to the survey. In many ways, a reading of these comments will greatly increase an understanding of the statistical results from the survey and may further explain some of the rationales used when discussing specific survey questions.

Survey #2 – LSTA Grant Reviewers

A survey was sent to librarians who had served as a LSTA Grant reviewer over the past 2-3 years, as listed on the State Library's website. This survey asked some of the same opinion questions as Survey #1, but it also asked questions about the process, especially from the perspective of those who review the applications.

Of the sixty-nine reviewers listed, twelve either had retired, moved, changed position and/or no longer used the email address listed (i.e., the emails bounced back). Of the remaining 57 surveys distributed, 38 responded (66%). Of these nine (35%) represented public libraries, 4 (15%) school, 8 (31% academic, 4 (15%) network, and one other (4%). Twenty-six (68%) had reviewed at least one school automation proposal, while 12 (32%) had not. Finally, four had served as chairs if one or more review teams.

Note: Appendices #11 and #12 contain the survey instrument and the responses and can be used to further explore the survey data.

(3) Survey #3 – ITC INFOhio Liaisons

Each of the twenty-three ITCs which host the INFOhio automation software also provide technical and other INFOhio-related support to those libraries automated through INFOhio's SirsiDynix system. INFOhio has at least one full-time liaison at each ITC to provide INFOhio support to the school districts within the ITC. In many cases these liaisons have worked with numerous schools and submitted a group LSTA grant applications.

This survey also asked many of the same opinion-type questions as Survey #1. However, it also included questions about the process, especially from the perspective of those who have often both written and been responsible for coordinating the implementation.

Note: Appendices #13 through #17 contain the survey instrument and the responses and can be used to further explore the survey data.

(4) Interviews

With the results of the surveys compiled, interviews were conducted with four individuals who have been directly and substantially involved in the school library automation LSTA grant program. The intent was to (1) clarify confusing results, as necessary, (2) see how the results matched perceptions, and (3) solicit any final comments or suggestions from the perspectives of both the State Library and INFOhio.

Culminating interviews were conducted with:

Terri Fredericka, INFOhio Executive Director
Cynthia L. DuChane, INFOhio Project Coordinator

Missy Lodge, LSTA Program Coordinator
Roger Verny, Deputy State Librarian & Head of Library Services

All of these activities and processes resulted in a very well-balanced and thorough evaluation. As demonstrated by the number of responses to the surveys, many people feel strongly about this program and the effect it has had on school libraries and other types of libraries in Ohio.

IV. DISTRIBUTION OF LSTA FUNDS FOR SCHOOL LIBRARY AUTOMATION

LSTA funds have been awarded by the State Library in various categories and to different types of grants. Since 1998, schools seeking library automation funding have applied for and been awarded mini-grants, full grants, and automation grants. In all cases, other libraries and projects have also obtained these three types of grants.

Initially, schools were eligible for both mini-grants (under \$15,000) and full grants (up to \$250,000). In 2001, the LSTA Advisory Board and the State Library created a separate full grant category for library automation. Since that time, all school library automation LSTA grants have been granted in this category. However, this category was not limited only to school library automation. Other libraries and projects received automation money.

In some cases K-12 schools received grants that were not for school library automation (e.g., grants to establish a technology lab with laptop computers). INFOhio also received grants under the automation category which were not part of the school library automation effort.

These change and variations have made it difficult to compile statistics of LSTA funds which have only gone to school library automation. This is especially the case in the early years of the mini-grants. Records do not always clearly indicate if the grant was for library automation or for another aspect of automation within a school.

INFOhio's statistics indicate the number of buildings included in grants for each year and by ITC in most cases. If buildings were listed, the mini-grant was considered a school library automaton grant.

Using State Library and INFOhio statistics and files, Table #1 presents an accurate picture of the expenditure of LSTA funds specifically for school library automation since 1998.

Table 1 shows that LSTA funds of \$13,958,099 have been awarded by the State Library to 254 K-12 projects since 1998. INFOhio has received \$12,089,417 of this amount (87%), of which \$320,091 was not for the automation of school libraries. The 158 grants awarded to schools to automate through INFOhio total \$11,769,326. This represents

97% of the LSTA funds given to INFOhio and 87% of the K-12 total. This amount resulted in 1,483 school libraries being automated. (Note: The number of libraries to be automated as stated in the grant sometimes changed slightly during the implementation process.)

Table 2 lists libraries automated from 2000 through 2005, but does not include mini-grants. Table 3 groups by year the recipients of mini-grants in 1998, 1999, and 2000. Taken together, these grants represent the totals include in Table 1.

Table 4 outlines LSTA funded library automation by type of grant and by ITC. Table 5 summaries ITC funding and gives percentages for the number of libraries within an ITC compared to the overall number of libraries automated and for the percent of the total LSTA funds which each ITC has received. This comparison indicates that the LSTA were generally well distributed among the ITCs. Map 1 shows that the distribution of libraries by ITCs is geographically dispersed in all areas of Ohio.

MAP 1

Geographic Distribution of LSTA School Library Automation Grant Libraries 1998-2005

(Includes All Grants – Mini, Full, and Automation Grants**)

#	ITC	# Lib.s	#	ITC	# Lib.s	#	ITC	# Lib.s
1.	ACCESS	4	9.	MVECA	32	17.	SCOCA	75
2.	HCCA	72	10.	NCOCC	34	18.	SEOVEC	33
3.	LACA	21	11.	NEOMIN	35	19.	SPARCC	117
4.	LEECA	45	12.	NEOnet	69	20.	SWOCA	18
5.	LGCA	65	13.	NOACSC	68	21.	TCCSA	38
6.	LNOCA	167	14.	NOECA	46	22.	TRECA	10
7.	MDECA	32	15.	NWOCA	40	23.	WOCO	42
8.	MEC	291	16.	OME-RESA	99			

*NOTE: The number of LSTA-grant automated libraries for each ITC includes both those received as a group ITC grant and those awarded to individual school districts.



TABLE 1

YEAR	INFOhio FULL		INFOhio AUTO		INFOhio MINI		NON-INFOhio FULL		NON-INFOhio MINI	
	Amount	# build.	Amount	# grants	Amount	# grants	Amount	# grants	Amount	# grants
1998	\$1,162,746	119	\$0	0	\$357,445	0	\$230,816	27	\$94,039	7
1999	\$2,326,843	259	\$0	0	\$412,464	0	\$130,256	32	\$68,878	5
2000	\$1,155,948	123	\$0	0	\$212,715	0	\$0	18	\$67,665	5
2001	\$0	0	\$1,917,487	236	\$147,570	13	\$56,787	11	\$104,911	8
2002	\$80,923	76	\$1,475,649	144	\$19,743	13	\$131,853	2	\$113,959	10
2003	\$0	0	\$1,400,812	179	\$60,943	9	\$96,126	4	\$52,657	5
2004	\$0	0	\$766,323	152	\$10,922	3	\$55,097	1	\$227,880	13
2005	\$0	0	\$407,532	74	\$0	6	\$136,173	0	\$212,125	11
2006	\$0	0	\$173,362	37	\$0	2	\$89,460	0		
TOTAL	\$4,726,460	517	\$6,141,165	822	\$1,221,792	46	\$926,568	95	\$942,114	64

	FULL		AUTO		MINI		NON-FULL		NON-MINI	
	Amount	# of Grants	Amount	# of Grants	Amount	# of Grants	Amount	# of Grants	Amount	# of Grants
K-12 TOTAL	\$13,958,099		\$4,726,460		\$6,141,165		\$1,221,792		\$942,114	
INFOhio TOTAL	\$12,089,417		\$4,726,460		\$6,141,165		\$1,221,792			
INFOhio Non-Auto Total	\$320,091		\$80,923		\$0		\$239,168			
INFOhio Auto total	\$11,769,326		\$4,645,537		\$6,141,165		\$982,624			
INFOhio Building Auto Total:	1483									
K-12 TOTAL	\$13,958,099	254								
Total INFOhio K-12 Grants	\$12,089,417	175								
Total INFOhio Auto Grants	\$11,769,326	158								
Total Non-INFOhio	\$1,868,682	79								

These amounts were for non-automation grants.

TABLE 2

LSTA School Automation Funding, 2000-2005**

ITC	Grant Amount	Match Match	PROJECT TOTAL	Persons Served	Libs #	
2000 LGCA	\$131,803	\$43,936	\$175,739	6,786	15	Lake County ESC
2000 MEC	\$420,156	\$140,051	\$560,207	23,258	44	MEC
2000 NWOCA	\$79,798	\$26,599	\$106,397	19,334	8	NBEC/NWOCA/NWOCA
2000 NOACSC	\$340,708	\$113,569	\$454,277	30,562	30	NOACSC
2000 LACA	\$54,329	\$18,100	\$72,429	2,696	7	Tri-Valley local Schools
2000 SCOCA	\$129,154	\$43,051	\$172,205	6,472	19	Pike Co. JVS/ESC/SCOCA
2001 H/CCA	\$268,337	\$89,446	\$357,783	12,493	25	H/CCA
2001 NCOCC	\$212,231	\$71,110	\$283,341	9,487	26	NCOCC
2001 NEOMIN	\$156,415	\$52,138	\$208,553	5,125	17	NEOMIN
2001 NEONET	\$147,118	\$49,040	\$196,158	7,087	15	NEONET
2001 NOACSC	\$24,444	\$8,149	\$32,593	1,427	2	Paulding Exempted Village School District
2001 NOECA	\$131,307	\$43,769	\$175,076	7,064	22	NOECA
2001 NWOCA	\$15,170	\$5,273	\$20,443	881	2	Springfield Local Elementary & Intermediate Sch.s
2001 OME-RES	\$265,639	\$89,236	\$354,875	19,534	41	Ohio Mid-Eastern Regional ESA
2001 SEOVEC	\$18,705	\$6,235	\$24,940	700	4	Logan-Hocking Local School Dist/Perry-Hocking
2001 SEOVEC	\$42,042	\$14,014	\$56,056	1,750	4	Morgan City Schools
2001 SPARCC	\$298,351	\$95,836	\$394,187	14,438	38	SPARCC
2001 TCCSA	\$111,802	\$37,268	\$149,070	5,188	15	Tri-County Educational Service Center
2001 WOCO	\$225,926	\$75,408	\$301,334	11,787	31	WOCO
2002 SEOVEC	\$9,810	\$3,270	\$13,080	756	1	Jackson City Schools
2002 H/CCA	\$96,912	\$32,304	\$129,216	20,563	11	H/CCA
2002 LGCA	\$86,433	\$28,812	\$115,245	7,000	14	Lake Geauga Computer Association
2002 LNOCA	\$821,076	\$273,692	\$1,094,768	50,489	79	LNOCA
2002 MDECA	\$40,875	\$13,625	\$54,500	3,395	5	Greenville City Schools
2002 MDECA	\$7,125	\$2,376	\$9,501	750	2	Bethel Local School District
2002 MEC	\$252,568	\$84,190	\$336,758	7,790	12	MEC
2002 MVECA	\$31,487	\$10,496	\$41,983	2,455	7	Washington Court House City Schools
2002 MVECA	\$48,563	\$16,205	\$64,768	3,500	6	Northeastern Local School District
2002 NEOMIN	\$13,006	\$4,892	\$17,898	1,090	1	Trumbull Career & Technical Center
2002 NOEMIN	\$22,151	\$7,568	\$29,719	1,049	2	Jefferson Area Local School District
2002 SEOVEC	\$45,643	\$15,215	\$60,858	2,450	5	Northern Local School District
2003 ACCESS	\$8,813	\$2,938	\$11,751	425	1	Sebring Local Schools (B.L. Miller Elem School)
2003 H/CCA	\$57,388	\$19,130	\$76,518	3,519	6	HCCA
2003 MDECA	\$18,465	\$6,156	\$24,621	1,060	4	Covington Exempted Village Schools
2003 MEC	\$512,432	\$171,811	\$684,243	42,581	65	MEC
2003 MVECA	\$41,863	\$13,955	\$55,818	2,658	10	Miami Trace Local School District
2003 NEOMIN	\$83,817	\$27,939	\$111,756	4,349	8	NEOMIN (Trumbull County ESC)
2003 NEOnet	\$407,174	\$135,725	\$542,899	27,871	46	NEOnet
2003 NWOCA	\$19,828	\$6,610	\$26,438	1,550	3	Evergreen Local Schools
2003 OME-RES	\$251,032	\$83,678	\$334,710	15,912	38	OME-RESA
2004 MEC	\$706,986	\$235,663	\$942,649		141	MEC
2004 NWOCA	\$14,397	\$4,799	\$19,196	1,095	3	Hicksville Exempted Village School District
2004 TCCSA	\$44,940	\$14,981	\$59,921	3,121	8	Tri-County Educational Service Center
2005 HCCA	\$177,973	\$59,342	\$237,315	10,769	25	Hamilton/Clermont Cooperative Association
2005 LNOCA	\$107,126	\$35,709	\$142,835	9,217	19	LNOCA
2005 MEC	\$16,119	\$5,493	\$21,612	1,139	4	Worthington Christian Schools
2005 OME-RES	\$15,027	\$5,009	\$20,036	1,141	4	Newcomerstown Exempted Village School District
2005 SCOCA	\$29,936	\$9,979	\$39,915	1,550	4	Adams County/Ohio Valley School District
2005 SWOCA	\$61,350	\$20,450	\$81,800	11,059	18	SWOCA/Butler Technical & CDC
	\$7,123,750	\$2,374,240	\$9,497,990	426,372	917	
\$7,769	Average Amount per Library (LSTA Funds Only)					
\$16.71	Average Amount per Person Served (LSTA Funds Only)					

** Does not include 2000 Mini Grants

TABLE 3 – Mini-Grants

Year	ITC	Recipient/School	Grant Amount	Local Match	PROJECT TOTAL	Persons Served	Libs #
		2000 Mini					
2000	LGCA	Andrews School	\$9,077	\$2,269	11346.25		1
2000	MDECA	Ansonia Local Schools	\$11,136	\$2,784			?
2000	OME-RES	Buckeye Local Schools	\$14,647	\$3,662			3
2000	NOACSC	Cory-Rawson Local Schools	\$14,039	\$3,510			1
2000	MDECA	Greenville City Schools	\$15,000	\$3,750			2
2000	WOCO	Hardin-Houston Local Schools	\$7,495	\$1,874			1
2000	SCOCA	Hillsboro City Schools	\$14,422	\$3,606			4
2000	WOCO	Indian Lake Schools	\$10,900	\$2,725			1
2000	MEC	Jonathan Alder Local Schools	\$13,397	\$3,349			2
2000	SCOCA	New Boston Local Schools	\$15,000	\$3,750			3
2000	NOECA	Sandusky City Schools	\$15,000	\$3,750			8
2000	OME-RES	Tuscarawas Central Catholic HS	\$10,287	\$2,572			1
2000	MDECA	Versailles Exempted Village Sch	\$15,000	\$3,750			3
2000	LEECA	Wadsworth City Schools	\$14,726	\$3,682			7
2000	??	John F. Kennedy HS	\$1,676	\$419			1
2000	n/a	WCO-SERRC	\$9,363	\$2,341			0
2000	NEOMIN	Warren City Schools	\$9,920	\$2,480			1
2000	SCOCA	Pilasco-Ross SERRC (Mediane	\$11,630	\$2,908			0
		TOTAL	\$212,715	\$53,179			39

		1999 Mini					
1999	MDECA	Ansonia LSD	\$11,620	\$2,905			2
1999	NOACSC	Arlington LSD	\$14,778	\$3,695			2
1999	OME-RES	Barnesville EVSD	\$15,000	\$3,750			2
1999	LGCA	Berkshire LSD	\$11,083	\$2,771			3
1999	WOCO	Botkins LSD	\$14,949	\$3,737			2
1999	LNOCA	Cleveland Lutheran HS Assoc.	\$10,958	\$2,740			1
1999	NEOnet	Coventry LSD	\$14,698	\$3,675			2
1999	OME-RES	Dover CSD	\$14,970	\$3,743			2
1999	ACCESS	East Palestine CSD	\$14,800	\$3,700			3
1999	MEC	Farifield LSD	\$14,995	\$3,749			2
1999	NOACSC	Fort Jennings LSD	\$13,115	\$3,279			2
1999	WOCO	Fort Loramie LSD	\$14,999	\$3,750			1
1999	TRECA	Fredericktown LSD	\$10,476	\$2,619			2
1999	NCOCC	Galion CSD	\$15,000	\$3,750			6
1999	NEOMIN	Hubbard EVSD	\$13,719	\$3,430			3
1999	NOECA	Huron CSD	\$12,449	\$3,112			1
1999	OME-RES	Indian Valley LSD	\$15,000	\$3,750			1
1999	MCECA	Jefferson Township LSD	\$14,367	\$3,592			2
1999	NOASCS	Leipsic LSD	\$14,941	\$3,735			2
1999	LNOCA	Magnificat HS	\$14,998	\$3,750			1
1999	NCOCC	Mansfield CSD	\$14,410	\$3,603			1
1999	HCCA	Mariemont CSD	\$15,000	\$3,750			5
1999	SCOCA	Minford LSD	\$14,998	\$3,750			2
1999	NEOMIN	NEOMIN	\$15,000	\$3,750			
1999	NWOCA	Pettisville LSD	\$6,796	\$1,699			2
1999	TRCCSA	Rittman EVSD	\$15,000	\$3,750			4
1999	SPARCC	Rootstown LSD	\$9,443	\$2,361			1
1999	NEOMIN	Warren CSD	\$14,611	\$3,653			1
1999	NOECA	Willard CSD	\$15,000	\$3,750			6
1999	MVECA	Xenia CSD	\$6,943	\$1,736			1
1999	MVECA	Yellow Springs EVSD	\$8,348	\$2,087			1

		1998 Mimi			
1998	MDECA	Ansonia LSD	\$14,941	\$3,735	2
1998	NOECA	Bellevue HS	\$15,000	\$3,750	1
1998	NOECA	Calvert HS	\$10,567	\$2,642	1
1998	SPARCC	Canton LSD	\$15,000	\$3,750	1
1998	WOCO	Springfield Catholic	\$15,000	\$3,750	4
1998	LNOCA	Cleveland Central Catholic	\$13,602	\$3,401	2
1998	NOACSC	Columbus Grove LSD	\$15,000	\$3,750	2
1998	SEOUEC	Fort Frye LSD	\$15,000	\$3,750	4
1998	WOCO	Fort Loramie ES	\$12,373	\$3,093	1
1998	SPARCC	Hills Dale LSD	\$11,014	\$2,754	3
1998	MDECA	Huber Heights CSD	\$15,000	\$3,750	6
1998	OME-RES	Indian Valley LSD	\$15,000	\$3,750	1
1998	NOASCS	Kalida LSD	\$10,100	\$2,525	1
1998	LGCA	Lake LSD	\$15,000	\$3,750	2
1998	NCOCC	Mansfield CSD	\$11,347	\$2,837	1
1998	WOCO	Mechanicsburg EVD	\$14,950	\$3,738	1
1998	MDECA	Miami East LSD	\$10,343	\$2,586	1
1998	LACA	North Fork LSD	\$9,240	\$2,310	2
1998	NOACSC	Ottoville LSD	\$15,000	\$3,750	2
1998	NOECA	Sandusky CSD	\$15,000	\$3,750	3
1998	MDECA	Troy CSD	\$15,000	\$3,750	3
1998	SPARCC	Tuslaw LSD	\$15,000	\$3,750	3
1998	TRECA	Upper Sandusky	\$7,553	\$1,888	1
1998	NEOMIN	Warren CSD	\$12,528	\$3,132	1
1998	NEOMIN	Warren CSD	\$8,887	\$2,222	1
1998	NOECA	Western Reserve LSD	\$15,000	\$3,750	2
1998	MVECA	Xenia CSD	\$15,000	\$3,750	2
		TOTAL:	\$357,445	\$89,361	54
		GRAND TOTAL:	\$982,624	\$245,656	159

LSTA FUND DISTRIBUTION BY ITC

TABLE 4

ITC	AUTOMATION/FULL		MINI		1998		1999		TOTAL	
	# Libs	LSTA \$	# Libs	LSTA \$	# Libs	LSTA \$	# Libs	LSTA \$	# Libs	LSTA \$
ACCESS	1	\$8,813	3	\$14,800					4	\$23,613
HCCA	67	\$600,610	5	\$15,000					72	\$615,610
LACA	7	\$54,329	2	\$9,240	12	\$131,031			21	\$194,600
LEECA	0	\$0	7	\$14,726			38	\$497,222	45	\$14,726
LGCA	29	\$218,236	6	\$35,160			30	\$264,589	65	\$750,618
LNOCA	98	\$928,202	4	\$39,558			65	\$630,100	167	\$1,232,349
MDECA	11	\$66,465	21	\$122,407					32	\$818,972
MEC	266	\$1,908,261	4	\$28,392	21	\$278,035			291	\$2,214,688
MVECA	23	\$121,913	4	\$30,291	5	\$56,103			32	\$208,307
NCOCC	26	\$212,231	8	\$40,757					34	\$252,988
NEOMIN	28	\$275,389	7	\$74,665					35	\$350,054
NEOnet	61	\$554,292	2	\$14,698			6	\$40,593	69	\$568,990
NOACSC	32	\$365,152	12	\$96,973			24	\$89,150	68	\$502,718
NOECA	22	\$131,307	22	\$98,016			2	\$29,728	46	\$318,473
NWOCA	16	\$129,193	2	\$6,796			22	\$172,416	40	\$165,717
OME-RESA	83	\$531,698	10	\$84,904			6	\$65,657	99	\$789,018
SCOCA	23	\$159,090	9	\$56,050	3	\$26,440	40	\$344,021	75	\$307,237
SEOVEC	14	\$116,200	4	\$15,000	8	\$123,439	7	\$47,455	33	\$598,660
SPARCC	38	\$298,351	8	\$50,457	65	\$500,934	6	\$40,589	117	\$897,197
SWOCA	18	\$61,350	0	\$0					18	\$101,939
TCCSA	23	\$156,742	4	\$15,000	5	\$46,764	6	\$31,587	38	\$218,506
TRECA	0	\$0	3	\$18,029			7	\$73,736	10	\$49,616
WOCO	31	\$225,926	11	\$90,666					42	\$390,328
unknown			1	\$11,039					1	\$11,039
TOTAL:	917	\$7,123,750	159	\$982,624	119	\$1,162,746	259	\$2,326,843	1454	\$11,595,963
								2006 LSTA Grants:		\$173,362
									GRAND TOTAL:	\$11,769,325

Note: Both group ITC and individual library grants are listed as libraries within an ITC.

TABLE 5

LSTA FUND DISTRIBUTION BY ITC – SUMMARY

	# Libs	TOTAL LSTA \$	ITC Percentages		Percent State Students
			# Libs	LSTA \$	
ACCESS	4	\$23,613	0.3%	0.2%	3%
HCCA	72	\$615,610	5.0%	5.3%	8%
LACA	21	\$194,600	1.4%	1.7%	2%
LEECA	45	\$511,948	3.1%	4.4%	5%
LGCA	65	\$517,985	4.5%	4.5%	2%
LNOCA	167	\$1,597,860	11.5%	13.8%	10%
MDECA	32	\$188,872	2.2%	1.6%	6%
MEC	291	\$2,214,688	20.0%	19.1%	11%
MVECA	32	\$208,307	2.2%	1.8%	3%
NCOCC	34	\$252,988	2.3%	2.2%	2%
NEOMIN	35	\$350,054	2.4%	3.0%	3%
NEOnet	69	\$609,583	4.7%	5.3%	4%
NOACSC	68	\$551,275	4.7%	4.8%	3%
NOECA	46	\$259,051	3.2%	2.2%	3%
NWOCA	40	\$308,405	2.8%	2.7%	6%
OME-RESA	99	\$682,259	6.8%	5.9%	4%
SCOCA	75	\$585,601	5.2%	5.1%	4%
SEOVEC	33	\$302,094	2.3%	2.6%	2%
SPARCC	117	\$890,331	8.0%	7.7%	5%
SWOCA	18	\$61,350	1.2%	0.5%	5%
TCCSA	38	\$250,093	2.6%	2.2%	2%
TRECA	10	\$91,765	0.7%	0.8%	3%
WOCO	42	\$316,592	2.9%	2.7%	2%
unknown	1	\$11,039	0.1%	0.1%	0%
TOTAL:	1454	\$11,595,963	1	1	1
2006 Grants	37	\$173,362			
	1491	\$11,769,325			

V. EVALUATION

This evaluation section is divided into five sections and looks at the significance of the expenditure of over \$11 million in LSTA funds to automate more than 1,400 school libraries in Ohio. The categories to be covered and the basic questions to be asked addressed are:

- (1) Impact
–What *impact* as this effort had on school libraries in Ohio?
- (2) Difference
–What *difference* has the automation of these school libraries made?
- (3) Resource Sharing
–Has the automation of these school libraries resulted in more *resource sharing*?
If not, why not?
- (4) Process
–Has the *process* used by the State Library to competitively allocate LSTA funds worked?
- (5) Future
–What is the *future* of LSTA funding for school library automation and what impact will this have on school library service in Ohio?

Finally, the following question will be addressed:

Has the LSTA-funded school library automation project “produced a significant advance in library service to the state” (IMLS Guidelines for 5-Year Evaluation)?

For each of the five evaluation sections below, responses to Survey #1 are first presented and briefly explained using bar graphs and tables. Responses to the Likert Scale questions are grouped and arranged by “mean score.” Data and comments from the other two surveys, respondents’ comments from any of the three surveys or focus groups, materials from the paper files, and observations from the interviews will then be used to further analyze the data and to draw conclusions. Finally, overall impressions, including findings and recommendations, will be presented.

Results are provided for all respondents, as well as various subsets of respondents. In most cases there will be four categories of respondents: (1) All of the respondents, (2) Only the librarian respondents, (3) Only those who have received an LSTA library automation grant, and (4) Only those who have not received an LSTA library automation grant.

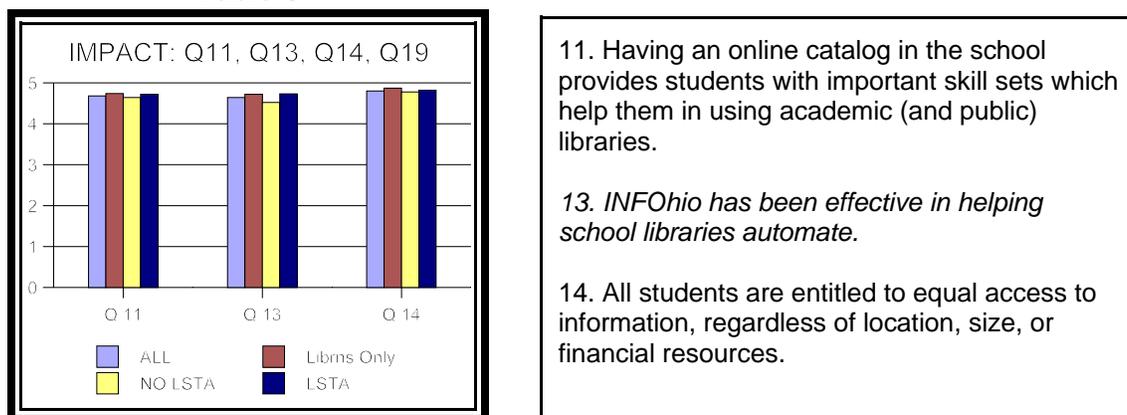
Survey results are first presented in bar graphs using mean scores to plot and compare responses for the different categories of respondents. Then, comments and input from the open-ended survey questions, the focus groups, the two specialized surveys, and background documentation are provided to amplify the findings. In some cases, unexpected results or notable comments are further discussed.

(1) IMPACT

As expected from a survey of librarians and others in K-12 education, the responses to the nine questions in the IMPACT section were generally in agreement with the provided statements. There was a very high level of endorsement (or non-endorsement for negatively expressed statements). All respondents completed this section of the survey. In the Impact section there is generally little difference in mean scores between the four categories of respondents.

Survey Results – Impact

Table 6



11. Having an online catalog in the school provides students with important skill sets which help them in using academic (and public) libraries.

13. INFOhio has been effective in helping school libraries automate.

14. All students are entitled to equal access to information, regardless of location, size, or financial resources.

Clearly all categories of respondents agreed with these three statements.

91% of respondents either agreed or strongly agreed that learning to use an online catalog in school is an important life skill. Noting that students “rarely used the old fashioned card catalog,” respondents enthusiastically commented on how easy it was for all students to access library materials using the online catalog. One reported, “I know that I have first and second graders that can easily use the Automated card catalog, and the old paper card catalog was difficult for high schoolers to use.” Others called users of the online catalog “independent patrons” and “self-starters.”

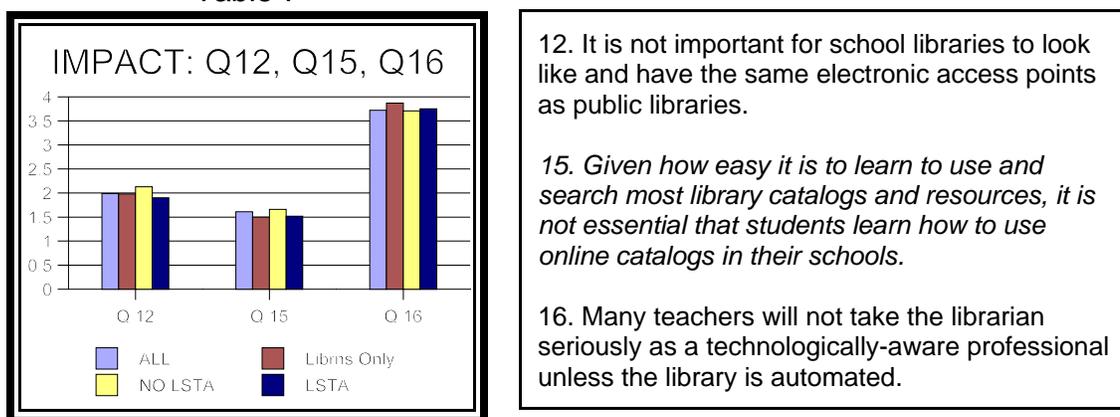
There was also strong sentiment that students absolutely need to know how to use and search an online catalog – “Familiarity with a school library setting makes students comfortable in ANY library setting” and “since students are learning the system in schools, public librarians do not have to spend huge amounts of time teaching students how to use an OPAC or doing it for them.”

An even higher number (95%) agreed/strongly agreed that INFOhio has been effective in the process of automating school libraries [Question 13]. INFOhio

is almost universally admired and is considered to be responsible for the successful automation of so many school libraries in Ohio. Comments include: “INFOhio keeps our libraries afloat,” “I think what INFOhio does is AMAZING!” and “we are extremely grateful for INFOhio.” The high regard Ohio school libraries have for INFOhio is summed up by the statement, “I am extremely grateful to INFOhio for proposing and supporting the automation of our school, small as it may be. Automating has been an asset to everyone here.”

Finally, almost unanimous agreement (97%) was stated for the premise that all students deserve equitable access to information [Question 14]. It is very hard to disagree with this statement and only 17 respondents did (2%). Library automation is seen as having “allowed us to put our students on par with EVERYBODY. We are giving them life-time skills.” Finally, a strong statement of the value of having an automated library was stated in a final of one of the grants: “Libraries are the universal equalizer when used effectively” (DOC #37).

Table 7



12. It is not important for school libraries to look like and have the same electronic access points as public libraries.

15. Given how easy it is to learn to use and search most library catalogs and resources, it is not essential that students learn how to use online catalogs in their schools.

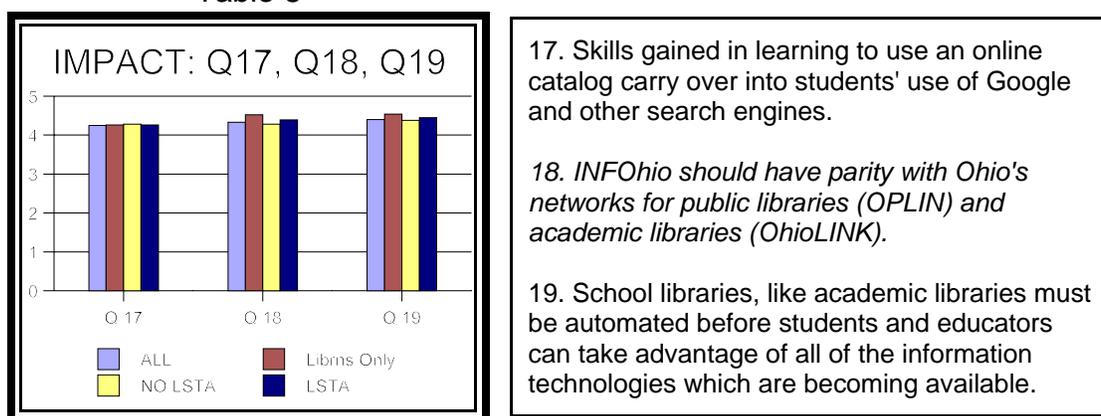
16. Many teachers will not take the librarian seriously as a technologically-aware professional unless the library is automated.

Two of these questions were presented as negative statements to test endorsement of potentially controversial concepts.

Question #12 proposed that school libraries did not have to be similar to public libraries in the level of access offered. Only 12% agreed/strongly agreed with this statement, while 75% disagreed/strongly disagreed. Most respondents touted their automated libraries as being “a real library now!” and conclude that “If students have a good understanding of the services of a school library and the world of technology and information, they will use their public library and its services more effectively as adults.” Question #15 suggests that online catalogs are so easy to use that it isn’t necessary to prepare students to use them. Respondents overwhelmingly disagreed – 91% see the necessity of teaching students how to use online catalogs.

To a lesser extent, respondents to Question #16 felt that teachers do not see the value of librarians as much if the library is not automated and part of the technological infrastructure of the school. While only 65% agreed/strongly agreed, it is also true that only 15% disagreed/strongly disagreed with this view. Comments stressed the positive of more teacher support because the library was automated – “The teacher support has been amazing for our ‘new’ library, and circulation has Zoomed!!!!!!” and “teachers use and respect our media centers and its service more when automated.”

Table 8



17. Skills gained in learning to use an online catalog carry over into students' use of Google and other search engines.

18. INFOhio should have parity with Ohio's networks for public libraries (OPLIN) and academic libraries (OhioLINK).

19. School libraries, like academic libraries must be automated before students and educators can take advantage of all of the information technologies which are becoming available.

A strong 90% of respondents to Question #17 feel that skills in searching an online catalog carry over to other searches, whether of electronic databases or search engines like Google. This was best expressed at a focus group by a librarian who stated, “The skills the students gain using the electronic catalog do in fact extend to other types of resources that makes them better consumers of Google search.”

Given the high regard for INFOhio mentioned earlier, it is not surprising that fewer than 1% of the respondents did not feel that INFOhio should have parity with Ohio's other library networks, OPLIN (public) and OhioLINK (academic). Similarly, it is strongly felt by 91% of respondents that both academic and school libraries need to be automated – “we can't send kids off to college from our small, rural schools and expect them to know how to be part of a college campus if they aren't at least exposed to some of the things they will meet academically.”

Findings – Impact

(1) The automation of over 1,400 school libraries has had major positive impacts on K-12 education in Ohio.

--Access to information is more equitable, important searching skills are taught through the online catalog, teachers demonstrate higher respect for librarians in automated libraries, and students are better prepared to continue their education and/or become lifelong learners.

(2) Librarians and others working in Ohio's schools feel strongly that INFOhio has been and continues to be a highly effective agent for change for school libraries.

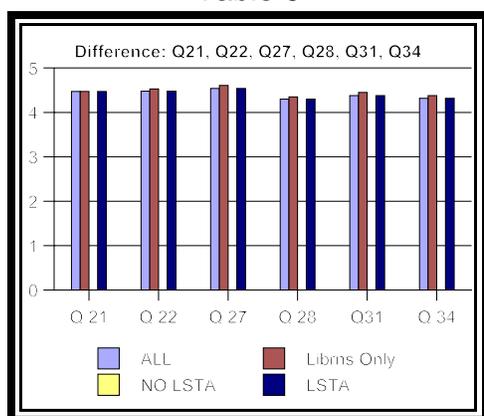
(3) Librarians and others working in Ohio's schools are deeply grateful to the State Library in particular and to all Ohio libraries for the support that has been given to automate school libraries through the allocation of LSTA funds.

(2) DIFFERENCE

Questions in the Difference section were given only to those respondents (541, 63%) who indicated that they and/or their library had received an LSTA grant. The intent was to further ascertain the effect that the LSTA-funded automation had on library service by identify what differences had been observed by those directly involved. Since respondents who have had no involvement with an LSTA grant are not included in this section, there are no results presented for "No LSTA".

Survey Results

Table 9



21. Libraries which have automated with LSTA funding would not have been able to automate without that funding.
 22. *The automation of the school libraries has created more unity among librarians, both within a district and outside the district.*
 27. Equity of access to library resources and information resources justifies having library automation as a high priority for LSTA funds.
 28. *The automation of the library has reinvigorated the library and given new life to it.*
 31. Having the library automated has had a positive impact on student learning.
 34. *With an online catalog, teachers are more aware of what the library has because they can search its catalog outside the library (e.g., from the classroom or home).*

There was overwhelming agreement (92% Agreed/Strongly Agreed) that most schools would not have been able to automate without the LSTA funds and that this would have significantly limited the ability of libraries to effectively participate in the technologically-driven world of K-12 education [Question #21]. Without LSTA funding, school libraries, as described by one of the ITC INFOhio liaisons in Survey #3, would "still be using physical card catalogs, they would not be sharing resources, and they would be considered the technological black holes of the schools."

Question #22 was one of several questions which explored the difference that an automated library had on librarians or staff working in school libraries.

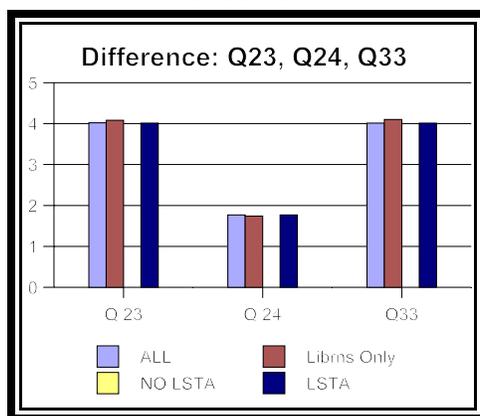
This question asked whether automation has unified librarians and 92% felt strongly that it had, citing an increased “camaraderie” and mentioning that “they had become teams.” One respondent commented that automating schools with LSTA funds “creates a community for librarians who often find themselves without peers in their own school buildings.”

Similar to the positive response that students deserve equity of access to resources, respondents to Question #27 agreed/strongly agreed by a larger margin (95%) that the need for equity justifies having library automation as a high LSTA funding priority. In fact, 90% also felt that the automation of the library had “reinvigorated” the library. Their comments reflected the same conclusion – “Our high school has been resurrected,” “this automation grant has breathed new life into ... our media centers,” and “the school library has become more vital to the school with library automation.”

One of the biggest and most important differences linked to an automated library is that it has a positive impact on student learning. Although this is very difficult to judge statistically, 90% of respondents clearly felt that there is a direct and positive connection. Anecdotal evidence was cited in several cases, e.g., “[our] school received an EXCELLENT rating in 2000-01, 2001-02, 2003-04 and 2004-5 and I believe our library contributed to this excellence since all of our students have access to INFOhio resources....”

A positive difference library automation can make for teachers is their increased ability to discover what materials are in the library from their classroom or at home. 90% agreed/strongly agreed with this concept in Question #34. A librarian at a focus group pointed out that he could not “recall a teacher coming into his library and looking at the card catalog for a resource. Now they come to me to request a resource because they’ve looked at it in their room, or at home, or wherever it was that they were. They now can know what’s there, in the library.”

Table 10



23. Automation has resulted in librarians having more opportunities to get together in meeting, etc.

24. Automation forces the librarian to spend too much time in meetings and away from helping students.

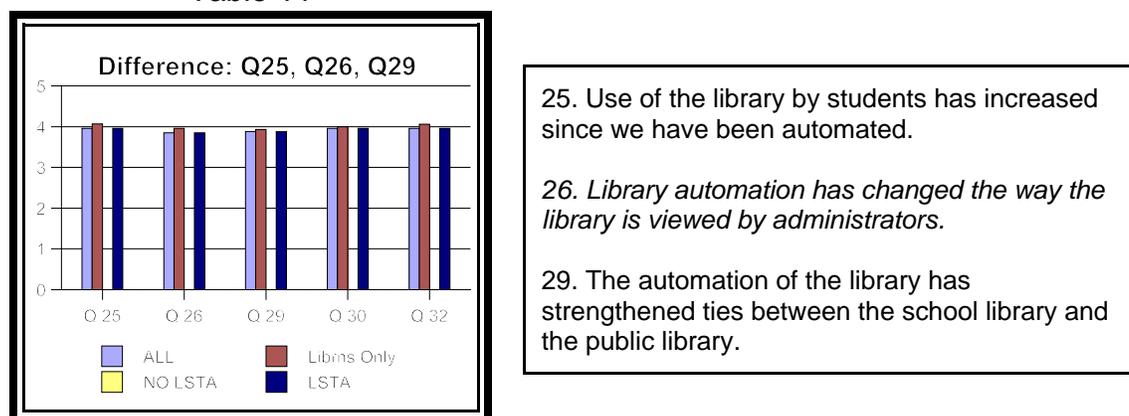
33. In some ways, library automation (and INFOhio) have unified the ITCs and resulted in other cooperative projects.

As noted above with Question #22, library automation has unified school librarians and this has been done through expanded possibilities for school

librarians to meet and work together on automation projects. Only 1% of respondents agreed/strongly agreed that librarians now had to go to too many meetings (Question #24). The more common perception was more positive with 74% agreeing/strongly agreeing in Question #23 that there were now more opportunities for meetings. A relatively large number (288 or 19%) of the respondents answered “neutral” to this question, quite possibly because they have not been permitted to participate in these types of meetings.

While Question #33 was intended to determine the extent to which librarians have observed increased interactions between the ITCs because of library automation, it appears from the responses and comments that many chose to respond positively to show how the ITCs have assisted in their automation. The importance of the ITCs to the entire automation effort was acknowledged in many comments. For example, one librarian observed that “The support offered by the ITCs is as important as the actual hardware and software. Without the staff in the ITC software and hardware issues would go unresolved for extended periods of time and automation would go unused.”

Table 11



These are three very important “difference” questions and, although the mean scores were slightly below 4.0 (3.96, 3.85, and 3.88 respectively), there is still general accepted of each of the statements.

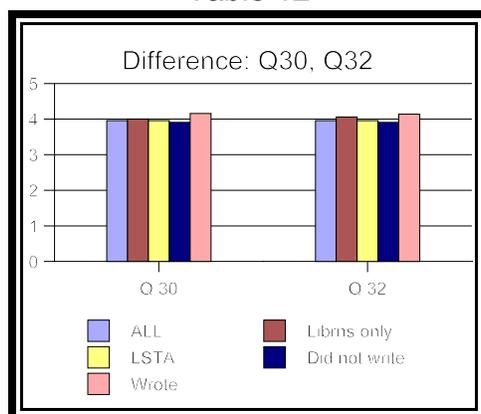
Ideally, an automated library system would contribute to increased use of the library, but again it is very hard to statistically document a cause-and-effect relationship. Nevertheless, survey respondents were quick to point out that “being automated maximizes the use of our collections,” “libraries are used more by students,” and “the library is now one of the most active rooms in the school.” There were some attempts to quantify increased use. For example, “Although my library was an open and busy place, use of the library quadrupled (at least) after we automated.” However, it is in the required project reports (discussed below) that real evidence of increased use can be documented: “Each of the buildings reported a 40% or more increase in the use of local materials” [DOC #33].

While only 72% of the respondents agreed/strongly agreed that library automation has positively changed the perception of the library by administrators, many were neutral (21%) and only 7% disagreed. However, the contact required with administrators to apply for a grant and then the potential to show how the system works are cited as examples of important steps in the right direction. One final report from an LSTA-funded automated library reported that after using the new system to do a collection analysis, the results were “shared with the School Board members who recognized the need for increased spending to improve collection deficits.”

Resource sharing (discussed below) is the best potential example of how school library automation has strengthened ties between school and public libraries. However, there is also the expectation that use of an automated school library will potentially serve to link students to the public library. Only 66% of the respondents to Question #29 agreed/strongly agreed that the automation of the library has strengthened connections with the public library, although only 5% disagreed/strongly disagreed, with 28% being neutral.

There were some examples of closer relationships – “this has tremendously increased our relationship with the Public Library” and “As an elementary librarian, I find that one of the side benefits of school automation is that we have improved the students’ connection to the public library resources.” However, there is little other evidence of significantly closer relationships between school and public libraries based on the automation of the school library. One unanticipated benefit relating to public libraries was cited by one librarian: “I have students who are using the public library catalog without help after learning to use our catalog, they are proud to be able to show their parents their skills.”

Table 12



30. Circulation of library materials has increased since we have automated.
 32. *Library automation has changed teachers' perception of the library.*

Attributing increased circulation to library automation is similar to assessing the impact on library use (Question #25 above). An equal 72% in Question #30

agreed that both use and circulation have increased after the library was automated. Concerning increased circulation, respondents noted that “library automation has doubled our circulation and given me the freedom to work on other projects” and “our circulation has increased because students and teachers can find what they are looking for by using the online card catalog.”

Finally, the hoped for change in teacher perceptions of the library appears to be happening in some cases – 76% of respondents agreed/strongly agreed that library automation has changed teachers’ perceptions (Question #32).

Additional Comments – Difference

A review of some of the post-automated reports required by SLO (discussed below) and an analysis of the comments by respondents to all three surveys and from the focus groups have identified other significant ways that the automation of the libraries has made a difference.

Too often the potential value of an automated system to disadvantaged students is not recognized and, consequently, these students are often not even exposed to the system. The following comments identify some ways in which library automation can make a difference to students with special needs:

--Learning-disabled students have been able to access the catalog from their classrooms. Learning-disabled children who have had a difficult time in the past using a card catalog have been able to find more easily the materials they are looking for. [Doc #25]

--The automated library levels the playing field for many of the schools’ special needs students. [Doc #23]

--I have been better able to meet the needs of some of our special needs students in the middle school and high school because I can find and share materials from our elementary collection with their teachers through the automated system. This did not happen prior to automation. [S]

-- When I first worked with an automated system, I quickly realized that all students even the academically challenged students could use the automated system for a book in the Library! [S]

--Library automation has allowed our small district to make full use of our resources, by easily providing students and teachers access to materials on different reading levels that are housed in other buildings. [S]

Given the emphasis by the State Library on service to “individuals with disabilities” and to “the underserved, with particular emphasis on the mildly disabled” (LSTA Goal 5), the potential for increased access to information for

students in these various populations is another reason for funding library automation.

While it may be self-evident, the difference that the automation of the library has made to librarians and individuals who work in school libraries should not be ignored. There is no other action that can affect the day-to-day life of a school librarian more than working or not working in an automated environment. There is simply no comparison between working as a librarian in an automated library versus "riding the dinosaur of cardboard cards," as one respondent put it, in an unautomated library.

The following are a highly selective compilation of comments which speak to the difference that an automated library makes to a librarian:

-- It has brought about more team teaching. In many districts librarians have more of a leadership role in their buildings. [Survey #3]

--The impact of automation has been huge because it streamlines all the daily activities such as cataloging, circulation, student records, reports and research. [Survey #3]

-- I think librarians have been given the time to do more of what is really important (teaching, assisting students) since the catalog is more easily maintained through an automated system. [Survey #3]

-- I think that automating libraries has certainly taken away the time intensive paper-based circulation task, freeing up the library staff to do more information literacy instruction. It has also helped get more library staff used to using technology. [Survey #3]

-- Gives the library staff more time to devote to student needs by automating previously time-consuming manual tasks. Also makes it possible for libraries to provide administrators helpful administrative reports to reflect the value of the collection, needs of the collection, and the statistical data regarding the activities/use of the library. [Survey #3]

Provides a good network for librarians. [Survey #3]

-- Library automation gives library staff more time to spend doing tasks other than paperwork. [Survey #3]

-- One elementary in my service area automated a couple years ago. Prior to automation, the librarian's time was completely consumed with the "paperwork" that surrounded circulation. Since his library's automation he has been freed to engage the students in learning rather than simply being the "keeper of the books." In my opinion, that is the greatest value of library automation, and was made possible through LSTA funding. [Survey #3]

--I believe in many cases automation has forced some "old time" librarians into accepting new technologies and teaching concepts. In some cases the librarians retire and new fresh ideas are replacing them, which is fantastic. [Survey #3]

The last comment, implying the need to hasten the retirement of some librarians, is perhaps not an example of a direct benefit of library automation, but it is a sentiment that deserves to be expressed.

Findings – Difference

(4) The automation of over 1,400 school libraries has made substantial differences in many aspects of K-12 education in Ohio.

--Librarians are more unified, more likely to work together professionally, and increasingly committed to collaborative relationships.

--Teachers and administrators have improved perceptions of libraries and librarians, are more aware of the materials in the library, and have a different and better relationship with the librarian.

--Students have more equitable access to information, their learning has improved, and they also have more positive opinions about both the library and the librarian.

--Libraries have been reinvigorated, are used more, circulate more items.

(5) Libraries which have been automated with LSTA funds would not have been automated without that funding.

(3) PROCESS

Good results can only come from a good process. This certainly applies to the distribution of LSTA funds to automate school libraries in Ohio.

A proposal to systematically "giving away" over \$11 million in government money in nine years through competitive bid processes which promise that the money will be spent as outlined and on schedule and that there would be demonstrable deliverable which will have had an impact and made a difference "on library service in the state" would be rejected out-of-hand by any grant reviewer or funding agency. And yet, that is exactly that the State Library has done.

A review of the process that the State Library has used to distribute these school library automation funds shows that the process has been modified as necessary, but that it has remained straight-forward and focused on a stated goal. The State Library staff is widely praised for its in-depth involvement in the application process

and their willingness to provide assistance both during the application process and the during the implementation phase.

This does not mean that there have not been unhappy applicants who did not receive grants or that there have not been recipients who have tested the patience of the State Library staff. What it does mean is that the process is widely respected and that the library community trusts the LSTA Advisory Board, the staff of the State Library, and the State Library Board to allocate these funds for the betterment of library service in Ohio. And this has been accomplished.

Survey Results

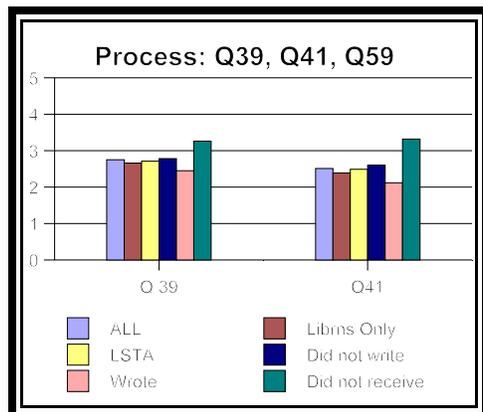
The survey results for some Process questions includes a sixth category of respondent – those that had tried, but had never gotten an LSTA automation grant. This group is labeled “Did not receive.” As you would expect, these non-recipients are less positive, but only slightly, about the application process. However, there are very few examples of “bitter” or disgruntled” unsuccessful applicants. In fact, several made positive comments about the process, and specifically praised Missy Lodge and her staff for their assistance.

There are large numbers of neutral opinions for many of the process questions, even in the “Work” subgroup which indicates that the respondent had directly participated in writing a grant. Given the changes in the application process (see below for more details), from small mini-grant applications in the early years to group ITC applicants and then to one or two centralized, statewide grant proposals, the concept of “writing” a grant has many different connotations. Similarly, writers of group or centralized grants may or may not have been directly involved in the implementation and evaluation phase of the automation project.

Further analysis of the survey data could be undertaken to limit results by the year a grant was received to determine more accurately whether the respondent had more likely written the application. However, given the changes recently made by the State Library, in partnership with INFOhio, to accept only one library automation grant each year, this level of analysis is unnecessary. In the new process INFOhio has the responsibility of not only writing and submitting the unified proposal, but also of evaluating preliminary applications from individual schools or ITCs.

Consequently, many of these results will have only a somewhat historical purpose to determine how the process was conducted with less emphasis on how to improve it.

Table 13



39 + 53 + 62. The LSTA grant application process is too complicated and difficult.

41 + 51 + 65. Getting school treasurers to complete the fiscal portion of the LSTA

Very few grant writers have ever complained because the process is too easy and simple. An application is, by its very nature, a competitive process. When there are significant amounts of money involved and where the grantee wishes to make the best decisions, the process necessarily becomes more detailed and involved.

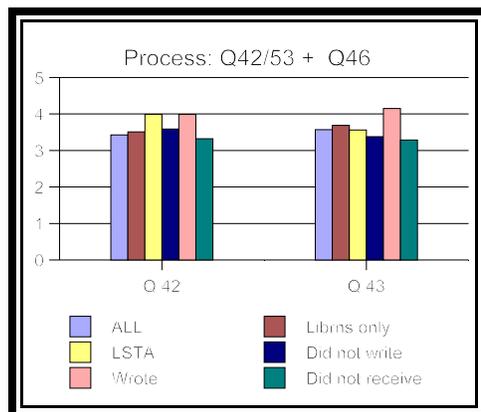
If the grants are awarded on a regular basis, the key is whether the process is modified and improved after each cycle, as needed. It definitely appears that this has been the case with the State Library.

Question #39 addresses the perception of the application process. As noted above, this is difficult to assess because the process has been significantly changed two times since 1998. That probably accounts for the large number of neutral responses to this question. It must be noted, however, that of those who expressed an opinion, only 9% agreed/strongly agreed that the process was too complicated and difficult. On the other hand, 38% of those who had tried and not received a grant affirmed this statement.

One comment probably sums it up best: "At first glance the process as a whole does seem overwhelming. It has to be taken one step at a time. If it could be simplified at all I'm sure no one would complain...." [Survey #3]

Question #41 was included in the survey because it was cited as a factor in the Himmel report. However, only 5% agreed with the statement in this survey. As noted above, some respondents commented that the effort to get administrative approval brought them to the attention of administrators in a positive way, i.e., potentially bring money to the district instead of asking for it.

Table 14



42/43 + 52/63. State Library staff were helpful/provided assistance during the grant application process.

46 + 57 + 72. The process of submitting a proposal made me aware of exactly what I would have had to do if I had gotten a grant.

As noted above, many respondents were complimentary to the State Library staff. Question #42 found that those who had written and received a grant were significantly more likely to agree to the helpfulness of the staff (72% to 38%).

This is a representative comment about the process from someone who received a grant and provided the final evaluation report:

The assistance we received from Missy Lodge was invaluable. She was always an e-mail or phone call away whenever we had questions during the grant-writing process and the implementation of the grant award. [Doc #38]

Question #46 showed similar results to a question about the value of preparing the proposal: 89% of the recipient writers agreed, while only 35% of the rejected applicants did.

It is appropriate here to briefly discuss the analysis of the grant applications which was undertaken as part of this evaluation. The paper files from 2000-2005 for each grant recipient, as well as the documentation for the rejected applications, were provided and systematically reviewed, albeit in a rather cursory fashion.

The amount of paperwork which makes up the overall project file, from receipt of the application, to an award letter, to a letter of acceptance, to an official signed contract to an agreed timetable, and then through quarterly, annual, year-after reports is quite extensive.

The content of the files was well organized and uniformly complete. They also made for interesting reading. A letter in the application for an early mini-grant provided verification that the local PTO was providing the required 25% match!

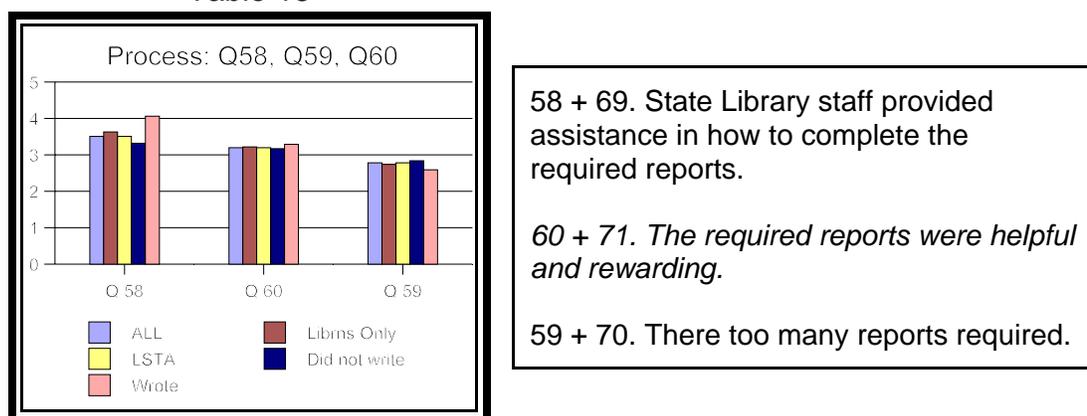
The original score sheets from each of the four grant reviewers were in the file, as well as the letter sent by Missy Lodge to those who did not receive an award. This provided an opportunity to selectively evaluate a few applications and then compare scores with the original reviewers. In no case were any of the rejected applications felt to be worthy of award.

Missy's letters were friendly and individualized. None were form letters. Each of these letters specifically outlined the problems in the application and frequently encouraged applicants to reapply.

In looking at applications which were awarded, the meticulous attention to follow-through and monitoring of the agreed time line was very impressive. The reports appears to do exactly what project reports are supposed to do – detail what is happening or not happening and plan for the next steps. The year-after reports were also very informative.

In summary, the paperwork part of the application process was exceptionally well done.

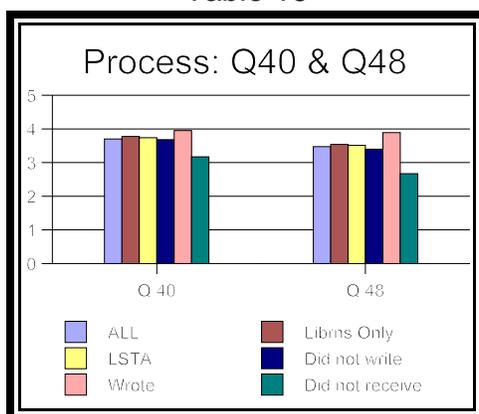
Table 15



No one ever likes to do required reports, especially while you are involved in implementing the project you are forced to report on. Nevertheless, as outlined above, the reports are an integral part of the implementation process and provide necessarily documentation.

In the questions listed above, there is, as expected, strong (79%) endorsement of the statement that there are too many reports by the respondents who have been most directly involved in the process ("Wrote"). It is also interesting to note that the level of agreement of those claiming there were too many reports is only slightly more positive than those who agreed that the reports were helpful and rewarding.

Table 16



40 + 50 + 64. The LSTA grant application process is fair.

48 + 61 + 75. *What is your overall level of satisfaction with the LSTA grant PROCESS?*

After all of the questions about assistance, documentation, and reports, it comes down to whether the overall process is both fair and perceived as fair.

If you disregard the neutral responses, it is apparent that most, but not all, of the respondents consider the process to be fair. As expected those who had applied and not received an award were more negative, but not to a significant degree (e.g., overall 56% found the process fair and only 11% did not, while percentages for those who had been rejected were 32% and 14%).

It is impossible to look at all of the procedures and policies, including a two-level review process and the files of those who have been both awarded and rejected, and not conclude that the process implemented and carried through by the State Library is very fair and very well conducted.

A respondent summarized her perceptions of the process in the following statement at the conclusion of the survey:

I think that the grant process is quite fair. Missy and her team provide workshops for writing grants and provide detailed directions and support notes for those of us who review grants. She and her budget leaders will even review grants prior to the deadlines to assist grantwriters. Her letters of rejection give the authors concrete examples of their weaknesses, and a chance to re-write and re-submit their proposals.

One ITC INFOhio liaison concluded that: "The process has been well-tested, proven equitable; just not enough funds available!" It is difficult not to agree.

One final question was asked of all respondents who have not received an award and was also asked in Survey #3 of the ITC INFOhio liaisons. Specifically, respondents were given the chance to prioritize what they felt were the biggest impediments to applying for an LSTA grant. Tables 17 & 18 provide their responses.

Of those that have applied, but not received an LSTA grant (Table 17), four (57% of those selecting this as a barrier) strongly agreed that the process was not fair and one agreed. However, given the small number of respondents selecting this as a barrier, more valid responses are funding problems (64% either first or second) and process is too complicated (66%). The too complicated statement was chosen as either the first, second, or third priority by 81% of the respondents. The sentiment that it was not worth the effort because there was never enough money was a strong 2nd/3rd priority.

Table 17, chart 2 shows the priorities of respondents who have not applied for a grant. A large percentage of these respondents were either already automated with INFOhio (75%) or with another system (21%). This resulted in a high percentage of responses indicating that a reason for not applying was that another system was in place (80%). Ignoring statements that had very few respondents, the highest ranked barriers are 25% match (31%/46%), too complicated (29%/50%) and annual cost (23%/58%). Only seven of sixty-five respondents listed unfair process as an impediment and only 4 of those ranked it first or second.

The ITC INFOhio liaisons, as reported in Table 18, strongly suggest that funding problems (66%/76%) are major impediments to submitting an LSTA grant application. None selected unfair process as either the first or second major reason. The liaisons generally thought that time/staff required and the annual cost were the next biggest barriers (83% and 84% respectively were listed as one of the top three reasons; funding was 92%).

Findings – Process

- (6) The process used to award grants is fair and is widely perceived to be fair.
- (7) The oversight of the process, from application through year-after evaluation, is well-tested, proven, and uniformly applied.
- (8) State Library staff are helpful and provide high levels of assistance.
- (9) The review process works very well, is highly regarded by those whose applications have been reviewed, and utilizes reviewers from all types of libraries who perform their functions with thoroughness and fairness.

TABLE 17

APPLIED, NOT RECEIVED (34 responses)	HIGHEST PRIORITY	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5	Responses
37. What has been the biggest impediment to applying for an LSTA grant? Rank at least 3, but up to 5, with 1 as the biggest reason.						
Funding problems	35% 6	29% 5	29% 5	0% 0	6% 1	17
Saw no need for automation	0% 0	25% 1	25% 1	0% 0	50% 2	4
Time and staff required to implement the automation	38% 5	23% 3	23% 3	15% 2	0% 0	13
Not worth the effort, never enough LSTA money anyway	0% 0	29% 2	57% 4	0% 0	14% 1	7
Annual Cost	22% 2	44% 4	22% 2	11% 1	0% 0	9
The LSTA grant application process is not fair.	57% 4	14% 1	0% 0	14% 1	14% 1	7
The LSTA grant application process is too complicated and difficult.	31% 5	25% 4	25% 4	6% 1	13% 2	16
25% match required	23% 3	23% 3	23% 3	31% 4	0% 0	13
Other automation system in place	44% 4	11% 1	11% 1	0% 0	33% 3	9
NOT APPLIED (124 responses)	HIGHEST PRIORITY	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5	
37. What has been the biggest impediment to applying for an LSTA grant? Rank at least 3, but up to 5, with 1 as the biggest reason.						
Funding problems	24% 11	28% 13	30% 14	9% 4	9% 4	46
Saw no need for automation	67% 2	0% 0	0% 0	0% 0	33% 1	3
Time and staff required to implement the automation	26% 10	39% 15	29% 11	3% 1	3% 1	38
Not worth the effort, never enough LSTA money anyway	10% 1	20% 2	50% 5	0% 0	20% 2	10
Annual Cost	23% 9	35% 14	25% 10	10% 4	8% 3	40
The LSTA grant application process is not fair.	14% 1	43% 3	14% 1	0% 0	29% 2	7
The LSTA grant application process is too complicated and difficult.	29% 8	21% 6	25% 7	11% 3	14% 4	28
25% match required	31% 15	33% 16	24% 12	10% 5	2% 1	49
Other automation system in place	80% 52	2% 1	12% 8	3% 2	3% 2	65

TABLE 18

LSTA REVIEWERS – Question #40

ALL (NOT APPLIED OR RECEIVED) (32 respondents)	HIGHEST PRIORITY	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5	Response
37. What has been the biggest impediment to applying for an LSTA grant? Rank at least 3, but up to 5, with 1 as the biggest reason.						
Funding problems	68% 17	8% 2	16% 4	0% 0	8% 2	25
Saw no need for automation	29% 2	14% 1	14% 1	0% 0	43% 3	7
Time and staff required to implement the automation	24% 4	41% 7	18% 3	12% 2	6% 1	17
Not worth the effort, never enough LSTA money anyway	0% 0	20% 1	20% 1	60% 3	0% 0	5
Annual Cost	17% 2	42% 5	25% 3	8% 1	8% 1	12
The LSTA grant application process is not fair.	0% 0	0% 0	33% 1	33% 1	33% 1	3
The LSTA grant application process is too complicated and difficult.	10% 1	0% 0	40% 4	30% 3	20% 2	10
25% match required	27% 7	31% 8	31% 8	12% 3	0% 0	26
Other automation system in place	4% 1	26% 6	17% 4	26% 6	26% 6	23

(4) RESOURCE SHARING

The State Library fully expected and expects the automation of school libraries to advance resource sharing in Ohio. The link between school library automation and resource sharing predates the initial LSTA funding of school libraries as it was a priority in the 1998-2002 LSTA 5-Year Plan – “to provide leadership and facilitation in the areas of statewide resource sharing and networking.”

The expectation that school library automation would result in more resource sharing was explicitly proclaimed in the 2003-2007 LSTA Plan and Goal 3 emphatically states that “In Ohio, Goal 3 will focus on statewide resource sharing in its broadest context.” The Himmel Report noted that the State Library Board has supported the investment of substantial LSTA funds in library automation with the “understanding that the ultimate result would be an increase in resource sharing activity” (Himmel, p. 39).

In 2002, however, Himmel found that the “level of resource sharing involving school libraries and other types of libraries has increased, at best, modestly.” On a positive note, Himmel suggested that “sharing is new in the school library context and that growth will take time.” Himmel also set as the first recommendation for the State Library a strong statement about the role of the State Library in establishing statewide resource sharing as part of the next five-year LSTA plan – “The State Library of Ohio should take a more aggressive role in working with the library community to take resource sharing in the State to a higher level” (Himmel, pp. 44-45).

So, exactly five years later, what is the status of resource sharing, especially as it involves the 1,400+ school libraries automated with LSTA funds? Has the automation of these schools resulted in more resource sharing? If not, why not?

It is clear the resource sharing has not developed as was hoped. Only 35 (14%) of the 315 respondents who have received or been involved with an LSTA library automation grant reported that they are currently participating in M.O.R.E. (the State Library’s effort to provide resource sharing and delivery service for participating school and public libraries).

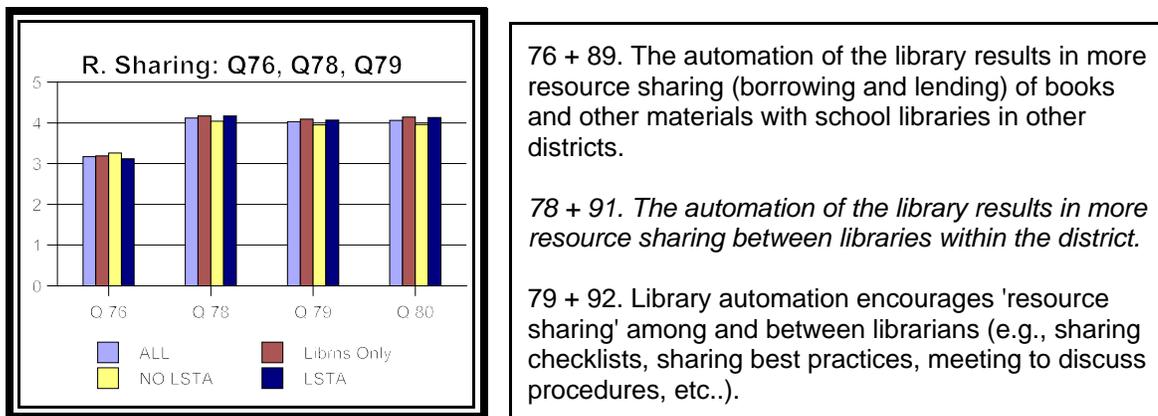
Positions on this issue are numerous and in some cases are almost diametrically opposite. The words used on one hand to discuss the issue (e.g., barrier, mindset, reluctance, damaged, misconceptions, lost, resistance, and fallacies) can barely be intellectually connected with the words used by others to describe the same situation (e.g., model, raves, useful, equitable, benefits, model, share).

The survey results will be addressed first. Results are again broken down by categories of All, Librarians Only, No LSTA and LSTA. It is possible to breakdown responses by those who currently participate in MORE and those that do not and

in some cases this breakdown will be noted. However, a sample size of only 35 respondents does not ensure statistically valid results.

Survey Results

Table 19



76 + 89. The automation of the library results in more resource sharing (borrowing and lending) of books and other materials with school libraries in other districts.

78 + 91. The automation of the library results in more resource sharing between libraries within the district.

79 + 92. Library automation encourages 'resource sharing' among and between librarians (e.g., sharing checklists, sharing best practices, meeting to discuss procedures, etc.).

Of these three survey questions, only the statement that automation of the library results in resource sharing with libraries in other districts (Question 76) is not statistically endorsed with a mean score across the board of between 3.01 and 3.19. In fact only 71% of current MORE users agree/strongly agree with this statement concerning external resource sharing.

Himmel had noted in 2002 that there was “ample evidence to suggest that lending among schools within districts has increased dramatically (Himmel, p. 12). This trend continues five years later. In fact, most positive comments about resource sharing end with phrases such as “in our district,” “within our district,” and “That’s internal, within districts.” This is validated with Question #78 with mean scores ranging from 4.04 to 4.17.

Question #79 investigates another type of resource sharing – among and between librarians. Responses agree with earlier questions about more unity among librarians and professional interactions. 80% of the respondents agree/strongly agree that library automation has facilitated their sharing of materials, ideas, best practices, etc. with each other.

There were some substantial divergence for each of these questions between MORE participants and non-participants, especially on inter-district resource sharing. The current MORE users responded positively (i.e., agree/strongly agree) to the three questions at the rate of 71%, 80%, and 88% versus 34%, 78%, and 78% for those not using MORE.

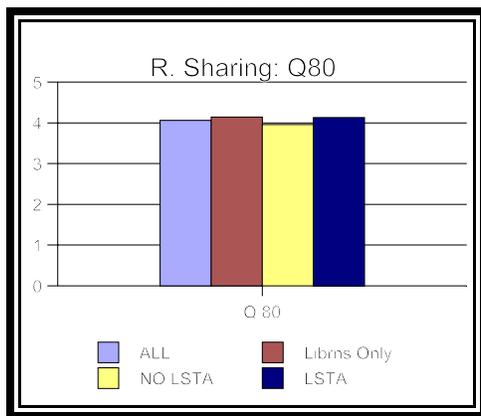
Comments were generally very positive about intra-district sharing:

--We borrow materials from other libraries in our district and other librarians in our ITC borrow from each other. These transactions are informal, but our online catalogs make it easy to know who has what.

--We do a lot of sharing between buildings in our district. Having access to each other's collection has eliminated some unnecessary duplication.

--The automation of the library has greatly improved intra-district utilization of materials and thus better use of taxpayers' dollars.

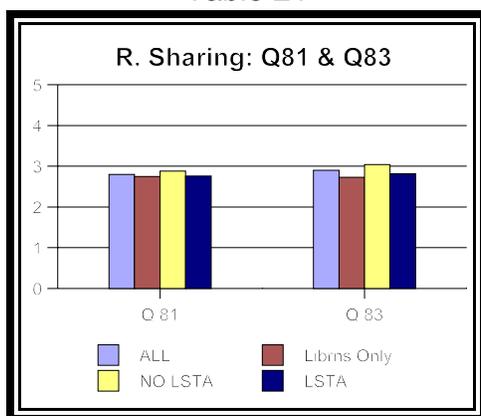
Table 20



80 + 89. It is beneficial from a collection development perspective to be able to search online catalogs from schools around Ohio (and INFOhio's Union Catalog) to be able to see what other schools are buying.

Question #80 was intended to remind respondents that resource sharing can also encompass utilizing other library catalogs for collection development purposes. This remind may have been unnecessary since only 3% of the respondents disagreed/strongly disagreed with this statement.

Table 21



81 + 94. Resource sharing is just something else that librarians have to do without enough staff or time.

83 + 96. School libraries should only become involved in resource sharing to and from libraries in their own school district.

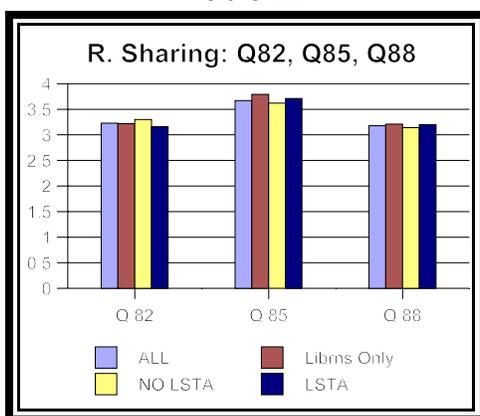
Any plan to significantly increase resource sharing by schools will have to overcome or solve the sentiment expressed in Question #81 by 24% of the

respondents with 33% neutral— specifically, that resource sharing is just something else that someone is forcing librarians to do.

Similarly, 42% of the respondents to Question #83 agree/strongly agree that resource sharing should be limited to intra-district borrowing and lending, while an equal percentage (40%) disagree/strongly disagree.

What is acceptable, beneficial, and cost saving within a district is not perceived as being anything but a liability outside the district. This does not bode well for expansion of statewide resource sharing involving schools.

Table 22



82 + 95. A problem with resource sharing is that there is no guarantee that you will get the materials you loan back.

85 + 98. INFOhio, in conjunction with the State Library, should continue to investigate the establishment of a statewide delivery service.

88 + 101. Resource sharing remains one of the crucial reasons to use LSTA funds to automate libraries.

One of the biggest issues negating the expansion of resource sharing outside of districts and/or with public libraries is fear that the item will not be returned. This sentiment was strongly expressed in the focus groups, affirmed by the ITC INFOhio liaisons in Survey #3, and agreed to by respondents to Question #82.

While this may be a baseless fear, it is very real to many librarians and library aides and must be dealt with if resource sharing is to succeed with the schools.

Even with all of the negative responses and comments about resource sharing in these questions and as outlined as “barriers” below in Question #86, Question #85 shows that a little over half of the respondents (58%) agree/strongly agree that INFOhio and the State Library should continue to work to establish a statewide delivery service for resource sharing. This may be because respondents know that resource sharing was a major reason for giving LSTA automation money to schools and may be agreeing with a sentiment they think they should agree with. The State Library staff similarly report that grant applications uniformly expressed a willingness to participate in resource sharing in their applications, but that few apparently followed through and did it.

Respondents were also offered an opportunity to identify what they thought were the biggest barriers to resource sharing by schools to other districts or to public libraries. Table 23 provides detailed results.

There are two clear barriers according to the responses to Question #86 – delivery costs and fear of loss of materials. Of those that chose “can’t afford delivery” as a barrier, 61% listed it first and 19% listed it second, for a total of 92% of people who listed it either the largest or second largest barrier. “Fear of losing materials is a distant second (37%, 72%) with “Not enough participating libraries” at third (45%). The “current system doesn’t work” (37%, 73%—based on those listing it 3rd or 4th) is practically tied at fourth with “worried about getting inundated with requests” (42%, 74%). “Teachers would be upset if the book was gone” was evenly identified as the first (27%), second (27%), or third (27%) barrier to resource sharing and would be third if the first three responses were considered for each.

	Highest Priority		Priority 2		Priority 3		Priority 4		Priority 5		Total Responses
	%	#	%	#	%	#	%	#	%	#	
86. What barriers do you see to effective statewide resource sharing by schools (either to other schools and/or to public libraries? Rank up to five, with 1 as the biggest barrier. Can't afford delivery	ALL										
	61%	283	19%	90	12%	55	8%	39	7%	34	467
	1	82	20%	30	15%	23	11%	17	9%	13	152
2	64%	201	19%	60	10%	32	7%	22	7%	21	315
Fear the loss of materials (e.g., items not returned)	ALL										
	37%	181	35%	171	17%	83	11%	52	7%	35	487
	1	76	32%	55	17%	30	7%	13	8%	14	174
2	34%	105	37%	116	17%	53	12%	39	7%	21	313
Not enough libraries are participating to make it worth while	ALL										
	7%	12	25%	41	45%	75	23%	38	28%	47	166
	1	4	25%	13	43%	22	24%	12	31%	16	51
2	7%	8	24%	28	46%	53	23%	26	27%	31	115
The current system, M.O.R.E., doesn't work	ALL										
	11%	8	16%	11	36%	25	37%	26	69%	48	70
	1	3	11%	2	26%	5	47%	9	42%	8	19
2	10%	5	18%	9	39%	20	33%	17	78%	40	51
Not enough staff (e.g., to get, send, receive return, and shelve)	ALL										
	22%	84	28%	105	26%	99	23%	88	13%	48	376
	1	35	32%	38	19%	23	20%	24	11%	13	120
2	19%	49	26%	67	30%	76	25%	64	14%	35	256
Worried about getting inundated with requests	ALL										
	4%	10	22%	51	32%	76	42%	99	22%	53	236
	1	4	25%	18	39%	28	30%	21	15%	11	71
2	4%	6	20%	33	29%	48	47%	78	25%	42	165
Too time consuming, just something else we'd have to do	ALL										
	10%	28	26%	76	33%	96	31%	88	30%	86	288
	1	12	31%	30	32%	31	24%	23	24%	23	96
2	8%	16	24%	46	34%	65	34%	65	33%	63	192
Teachers would be upset if a book they wanted was out on loan	ALL										
	27%	111	27%	114	27%	111	19%	79	21%	88	415
	1	44	29%	45	26%	41	16%	25	10%	16	155
2	26%	67	27%	69	27%	70	21%	54	28%	72	260

Chart 1

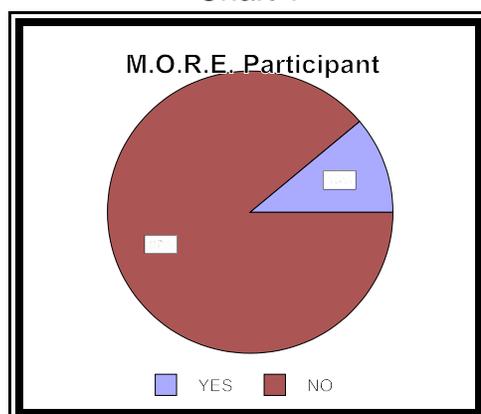
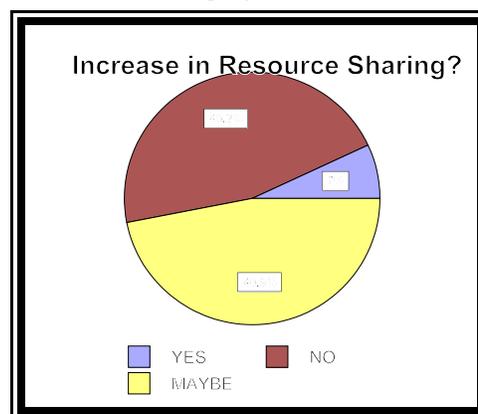


Chart 2



Finally, Chart #2 shows that the percentage of “yes” in Chart #1 will probably not be increasing in the near future. Only 7% of respondents expect their districts to support an increase in resource sharing in the next 2-3 years. In fact, only 9 (27%) of the 35 respondents who reported currently participating in MORE thought that their districts would increase resource sharing, while 10 (29%) said “no.”

This remains a divisive and unsettled issue. The words listed earlier all apply. Just as there are great fears about loss and damage of books, there are also many misconceptions and fallacies accepted as unchallenged facts. Part of the trouble is that no one has challenged or contradicted the facts. There are facts from existing systems (e.g., SEO) and from MORE usage to reduce fears about lost items. There are facts about who becomes a net lender and who becomes a net borrower. But there has been no effort to systematically address the real and perceived barriers to school library participation in resource sharing.

Significantly, resource sharing is almost uniformly regarded as a loaning process, usually with negative connotations –Will I get the book back?, Will it be damaged?, Who pays to replace it? What if I’m inundated with requests?, and/or Teachers or students will want the item if I loan it. In over 150 comments about resource sharing from the surveys, no one mentioned borrowing materials as part of resource sharing. Many responded negatively by saying “our collection is inadequate for sharing,” “our school district does not have enough material to share,” or “we are just not big enough or have enough materials to share.” And yet, none of these individuals makes the connection that maybe their students and teachers might then benefit from borrowing materials as part of resource sharing.

Comments on this issue range from “This is ridiculous. I don’t even have materials to package books!!!” to “We were very isolated before automation.

Now we are exchanging materials all across the state.” Or, from “In our district there is no question about using resource sharing – the teachers and staff rely on this and we would never go back – this is in my opinion the best thing that came out of our LSTA Grant” to “So, if I get requests from other places it’s really based on how well do I know that person, and do I trust them to return my stuff, or will I ever see it again?”

Which statements are true and which are false? This needs to be determined. The State Library would benefit from a thorough study of resource sharing and the participation of both school and public libraries.

Findings – Resource Sharing

(10) Resource sharing has minimally increased over the past five years, but any increase has primarily been sharing only within a district.

(11) Remaining participants in MORE are generally very positive about what it has enabled them to do, but they are less positive about the cost of the delivery service and the actual operation of the existing MORE system.

(12) There are many negative perceptions of resource sharing, some of which may be misperceptions or fallacies, but when taken together represent significant obstacles to any expansion of school resource sharing.

(13) There are many legitimate concerns about the impact resource sharing may have on schools and libraries which must be addressed and resolved if school resource sharing outside a district is to become a reality.

(14) Resource sharing is almost uniformly regarded as a loaning process, usually with negative connotations; virtually no one recognizes the potential value of borrowing materials as part of resource sharing.

(15) Additional information and study is needed to properly understand the current dynamics which affect resource sharing programs such as MORE.

(16) There seems to be a perception on all levels that MORE is not a viable system to both get the support of libraries and provide the support to libraries to make resource sharing effective and efficient.

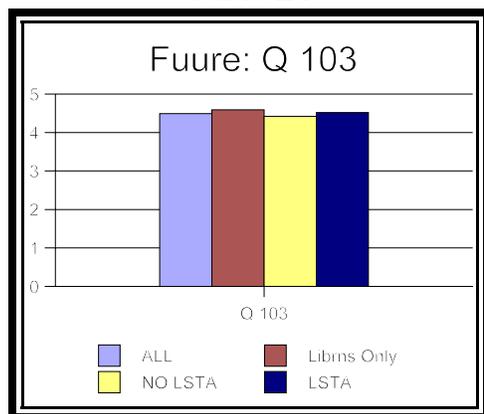
(5) FUTURE

This section deals with more unresolved issues than just whether LSTA funding for school library automation should continue and even that question cannot be resolved in this report. The development of a new Five-Year LSTA Plan will affect all activities of the State Library and all libraries in the State. As stated in the 2002-2007 Plan, resource sharing “in its broadest context” means much more than moving books and electronic information around the state. There is clearly much to be done, but much has already been done.

Clearly the effort to automate Ohio’s school libraries has been successful and has produced significant advances in information access for Ohio’s K-12 students, but it is not completed. Efforts to facilitate resource sharing have been undertaken, but have not been widely adapted, promoted, publicized, or evaluated.

Survey Results

Table 24

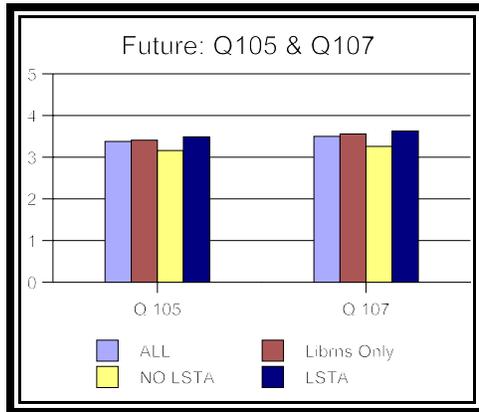


103 + 116. No school library should have to use a print card catalog today because it cannot afford to automate.

This is one statement almost everyone can agree on. As one respondent stated, “teaching students how to use a paper card catalog in 2007 is more than a little ridiculous, and definitely goes against the idea that we are preparing our students how to function in the information age.”

Besides, “new library media specialists don’t even know how to work paper card catalogs!” That’s true. Think about the ramifications of that. New teachers and librarians entering a school without an automated catalog will probably have to deal with something they have never even seen before – a card catalog. Perhaps the majority of students entering library schools today have never in their memory used a card catalog to find a package of information called a book. And yet, Ohio still has at least a third of its K-12 schools, public, parochial, and private, which rely on card catalogs in their libraries.

Table 25

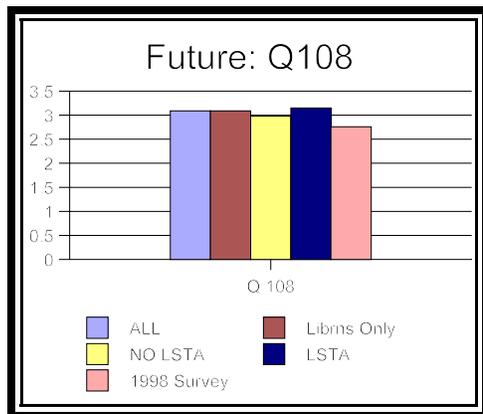


105 + 118. Schools should continue to be required to provide a 25% match when seeking an LSTA automation grant.

107 + 120. The required 25% match required to receive an LSTA grant is important since it forces the district administration to 'buy into' the automation.

If LSTA school library automation grants are continued, there appears to be general acceptance of requiring a 25% match in local funds, as seen in the responses to both Question #105 and Question #107.

Table 26

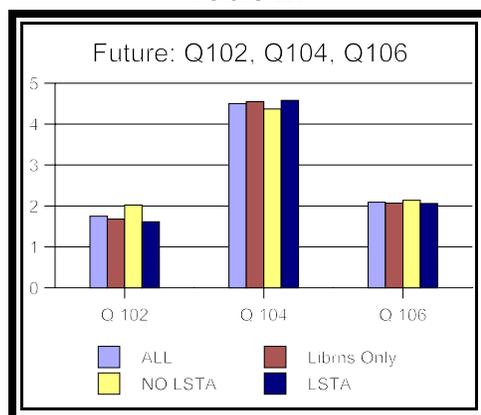


108. The Ohio Department of Education has provided an appropriate level of support for INFOhio.

This question was originally asked in a 1998 survey for INFOhio, also undertaken by TIP Associates, to investigate the use of various components of INFOhio, including library automation. The statement received an overall mean score of only 2.76 in 1998 and 3.09 in 2007. Although there are slightly more responses in agreement that the Ohio Department of Education provides appropriate support for INFOhio, only five percent strongly agree with the statement in 2007. It appears that many educators still feel that the Ohio Department of Education could do substantially more to support INFOhio.

The question must be asked: Where is the Ohio Department of Education when all of these school libraries are being automated? While the State Library is to be commended for funding the automation of over 1,400 school libraries, there should be more direct fiscal support of these efforts by the Ohio Department of Education. Perhaps the Department could begin by paying the 25% match if LSTA grants are continued or funds could be provided to automate libraries in certain types of school libraries.

Table 27



102 + 115. LSTA funds should no longer be used to automate school libraries.

104 + 117. The automation of school libraries should continue to be a high priority for LSTA funding in the next State of Ohio LSTA 5-Year Plan.

106 + 119. A point of diminishing return has been reached and the emphasis should no longer be on automating the remaining school libraries in Ohio.

These three questions all restate, in one way or another, the overarching question of whether LSTA school library automation grants should be continued. Given that two of the questions used negative statements, all three questions did elicit high levels of support. 84% of respondents disagreed/strongly disagreed with the statement that LSTA funds should not be used for school library automation in the future. Similarly, 94% affirmed that the automation of school libraries should remain a high priority for LSTA funding in the future. Finally, 74% of respondents do not believe that a point of diminishing returns has been reached five years after Himmel alerted the State Library to this possibility.

While these opinion statement questions can be used to determine general agreement or disagreement and quantify the responses, questions which require respondents to prioritize certain options can also be used to identify trends or common points of agreement. The following four questions required such ranking of responses.

Table 28 asks how long the State Library should continue to use LSTA funds to automate school libraries. Responses to this question by the LSTA reviewers in Survey #2 are also provided. However, responses do not significantly vary among the categories of respondents. There is a clear desire for LSTA funding to continue until all school libraries are automated (45%). If that is not possible, the next preferred alternative would be to use the funds to automate schools through INFOhio and its SirsiDynix system (27%).

TABLE 28

	ALL		NO LSTA		LSTA		LSTA Reviewers	
	%	#	%	#	%	#		
109. How long do you think the State Library (through LSTA funds) should continue its efforts automate school libraries in Ohio.								
As long as it takes until all school libraries are automated.	45%	325	47%	117	44%	208	24%	6
Until all school libraries are automated through INFOhio and SirsiDynix.	15%	105	12%	30	16%	75	8%	2
Until all schools that want to be are automated through INFOhio and SirsiDynix are automated	27%	194	24%	60	28%	134	20%	5
Until all schools are automated, either through INFOhio or with another vendor's system	12%	85	15%	38	10%	47	16%	4
Maybe two or more years and then stop even if some libraries remain unautomated.	1%	8	1%	3	1%	5	12%	3
Other (please specify)	1%	5	0%	1	1%	4	20%	5
	1	722	1	249	1	473	1	25

Question 110, presented in Table 29, asked respondents to help determine which types of schools should be given priority, if LSTA funding is continued. The highest priority was districts with none of their libraries automated (80%), the second priority was to continue the automation of libraries in districts which have already automated some of their libraries through INFOhio (71%), and third were districts which have automated some of libraries with another vendor, but now wish to migrate to INFOhio (84%). The State Library and INFOhio had already established these priorities for the 2006 cycle of library automation grants.

Question 111 (Table 30) asked respondents to prioritize what grade levels should receive priority. The first two priorities are very clear: high school (83%) and the middle schools (50%). Elementary (47) and joint-vocational schools (42%) virtually tie, but of you factor in votes for both 2nd and 3rd, elementary (47%, 75%) is a clear third place priority.

In Question #112 (Table 31) respondents were given a chance to indicate which criteria they felt should be applied when evaluating grants for automation funds. Most of the respondents (609 of 690; 88%) agreed that requiring a licensed librarian *in the district* was either very important or important. A smaller percentage (62%) felt similarly about having a licensed librarian *in the building* to be automated. However, 22% felt this should not be a criteria.

Respondents also agreed that it was very important or important that the library to be automated *be open* on a regular and substantial basis (92%). Requiring that the library *be staffed* on a regular and substantial basic was thought to be a very important or important criteria by a smaller percentage (74%).

The only proposed criteria that did not receive strong support was requiring participation in resource sharing. Only 22% considered this a very important or important determinant. Almost half (49%) felt that is should not be a priority.

Finally, Question 113 asked respondents to prioritize what they thought should be categories for future LSTA funding to benefit K-12 schools. Table 32 provides the responses.

Table 29

	Highest Priority		Priority #2		Priority #3		Total Responses
	%	#	%	#	%	#	
110. Prioritize which types of school libraries you think should be receive priority if LSTA funding continues. Rank all 3, with 1 = highest priority							
Districts with none of their libraries automated.							
ALL	80%	542	14%	97	6%	40	679
NO LSTA	81%	188	12%	27	7%	16	231
LSTA	79%	354	16%	70	5%	24	448
Districts which have automated some, but not all, of their libraries through INFOhio.							
ALL	22%	141	71%	460	7%	46	647
NO LSTA	21%	44	70%	149	9%	20	213
LSTA	22%	97	72%	311	6%	26	434
Districts which have automated some or all of their libraries with another vendor's system, but which want to switch to INFOhio and SirsiDynix							
ALL	4%	28	12%	75	84%	531	634
NO LSTA	6%	13	15%	31	79%	167	211
LSTA	4%	15	10%	44	86%	364	423

TABLE 30

	Highest Priority		Priority 2		Priority 3		Priority 4		Total Responses
	%	#	%	#	%	#	%	#	
111. Prioritize which types of school libraries you think it is most important to automate. (1= highest priority)									
High school libraries									
ALL	83%	544	8%	53	9%	62	3%	19	659
NO LSTA	82%	188	8%	19	10%	22	2%	5	229
LSTA	83%	356	8%	34	9%	40	3%	14	430
JVS libraries									
ALL	2%	15	39%	237	17%	100	42%	254	606
NO LSTA	2%	4	36%	71	18%	35	44%	85	195
LSTA	3%	11	40%	166	16%	65	41%	169	411
Middle school (or Junior high) libraries									
ALL	5%	31	50%	317	44%	279	2%	10	637
NO LSTA	6%	12	52%	108	41%	86	1%	2	208
LSTA	4%	19	49%	209	45%	193	2%	8	429
Elementary libraries									
ALL	18%	119	6%	38	28%	186	47%	310	653
NO LSTA	19%	41	6%	14	29%	62	46%	100	217
LSTA	18%	78	6%	24	28%	124	48%	210	436

TABLE 31

	ALL		NO LSTA		LSTA	
	%	#	%	#	%	#
112. Which of the following should be required criteria for applying for LSTA library automation funds?						
Requiring a certified/licensed librarian in the district						
Very important	73%	506	75%	176	73%	330
Important	15%	103	14%	33	15%	70
Worth Considering	4%	31	5%	11	4%	20
Not a Priority	7%	50	7%	16	7%	34
	1	690	1	236	1	454
Requiring a certified/licensed librarian in the building library to be automated						
Very important	39%	265	44%	103	36%	162
Important	23%	156	21%	49	24%	107
Worth Considering	16%	109	13%	31	17%	78
Not a Priority	22%	148	21%	49	22%	99
	1	678	1	232	1	446
Requiring the library to be open on a regular and substantial basis						
Very important	62%	419	64%	145	61%	274
Important	30%	201	27%	61	31%	140
Worth Considering	6%	43	8%	18	6%	25
Not a Priority	2%	14	1%	2	3%	12
	1	677	1	226	1	451
Requiring the library to be staffed on a regular and substantial basis (but not necessarily by a librarian)						
Very important	40%	265	38%	86	40%	179
Important	34%	225	34%	76	34%	149
Worth Considering	15%	100	17%	37	14%	63
Not a Priority	11%	76	11%	25	12%	51
	1	666	1	224	1	442
Requiring the library to participate in resource sharing						
Very important	5%	33	6%	14	4%	19
Important	17%	113	14%	31	19%	82
Worth Considering	29%	191	31%	69	28%	122
Not a Priority	49%	326	49%	109	49%	217
	1	663	1	223	1	440

TABLE 32

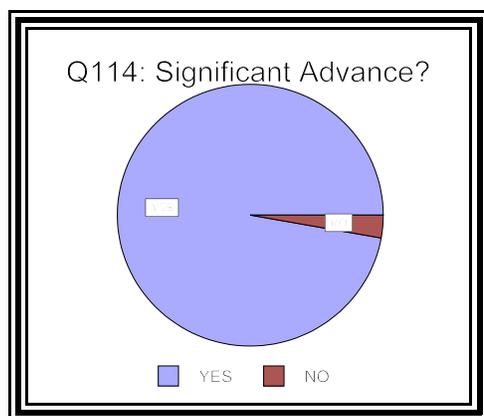
113. Prioritize what you think future LSTA funds should be allocated for K-12 schools? (1 = Highest priority; prioritize up to 6, if warranted)	2		3		4		5		6			
	Highest (1)											
Library automation	385	55%	91	14%	61	9%	31	5%	14	3%	10	2%
Electronic Resources (to keep what are available now)	116	17%	211	32%	68	10%	14	2%	13	2%	16	3%
available now)	118	17%	148	22%	140	21%	42	7%	23	4%	18	4%
Digitization	0	0%	1	0%	11	2%	37	6%	23	4%	21	4%
Resource Sharing	1	0%	13	2%	23	4%	42	7%	58	10%	52	11%
Videos and videostreaming resources	4	1%	26	4%	48	7%	78	13%	64	12%	47	10%
eBooks and Audio books	3	0%	6	1%	21	3%	28	5%	39	7%	44	9%
Upgrade existing library automation hardware in libraries	24	3%	69	10%	102	16%	88	15%	49	9%	39	8%
Alignment of resources to Academic Content Standards training	19	3%	39	6%	63	10%	84	14%	71	13%	42	9%
Parent Involvement Programs	13	2%	25	4%	51	8%	70	12%	93	17%	46	9%
librarians and teachers	1	0%	5	1%	16	2%	21	3%	34	6%	46	9%
	17	2%	34	5%	51	8%	67	11%	73	13%	105	22%
	701	1	668	1	655	1	602	1	554	1	486	1

There were three big priorities ranked as follows: First (55%), fund library automation. Second (32%) continue to fund existing electronic resources. Third (21%) fund additional K-12 electronic resources. These top three priorities are further demonstrated by how many listed them as either 1st or 2nd or 3rd – library automation (78%) is clearly the top choice, but existing databases (59%), and new K-12 databases (60%) are in a virtual tie.

The remaining priorities for future LSTA funding, based on the number of respondents listing them as one of the top four priorities are: upgrade existing automation (44%), alignment to academic standards (33%), professional development (26%), information literacy instruction (26%), and videos (25%). Digitization as a funding priority for LSTA got only 8% in the top four and no one listed it as a top priority.

Resource sharing was also not supported as a future expenditure of LSTA funds to benefit schools. Of 609 respondents to this question, only 31% (189) listed resource sharing as one of their top six uses for future LSTA funds. Only 37 (6%) listed it as a top three priority.

CHART 3



114. Whether or not you have received or been involved with an IMLS automation grant, do you feel these grants have "produced a significant advance in library services to the state"?

The final question asked whether respondents felt that the LSTA school library automation grants have produced a significant advance in library services to the state. Clearly virtually all respondents (97.3%) answered positively to this question. Many attached "success stories" (see Appendix #10) to demonstrate why they felt that these funds had had such a positive and significant impact on library services to not only Ohio school libraries, but also all other libraries in Ohio.

Findings – Future

(15) The Ohio Department of Education (ODE) does not contribute its fair share in automating school libraries in Ohio, even though it is responsible for all K-12 education, including libraries and media centers.

(16) There is very strong sentiment that LSTA funding for school library automation should continue at least for the foreseeable future.

(17) Since applications in 2006 for LSTA school automation grants requesting twice as much funding as the amount estimated to be available, there is clearly a demonstrable desire and need by many Ohio schools for funding to permit them to automate their libraries.

(18) There is general agreement about priorities and criteria to be used to award LSTA automation grants in the future, if they are continued.

(19) INFOhio and the State Library have developed an incredible synergy and partnership relationship which clearly benefits not only school libraries, but also all library services in Ohio.

(20) Ohio's willingness to make school libraries an equal beneficiary of LSTA funds is an exemplary achievement and demonstrates what can be accomplished in a state with a strong history of library collaboration and cooperation.

(21) The effort to automate Ohio's school libraries has been successful and has produced significant advances in information access for Ohio's K-12 students, but it is not completed.

(22) Efforts to facilitate resource sharing have been undertaken, but have not been widely adapted, promoted, publicized, or evaluated. This significant ramifications on the future of this program.

(23) This program has produced "a significant advance in library service in the state."

VI. RECOMMENDATIONS

Based on the findings listed above and the overall evaluation, three overarching recommendations are presented.

(1) The revised application process which places INFOhio in charge of the process and the decision of which school libraries to put forward in a centralized application to the LSTA Advisory Board should be continued.

--This changed process relieves State Library staff of a very labor-intensive cycle of complex, yet highly repetitive, grant applications each year. However, this places the burden on INFOhio of communicating and working with those individual schools who wish to become automated in the same fair, highly-organized, and effective process utilized by the staff of the State Library. However, the State Library staff should continue to perform the oversight of the grant once it is awarded.

(2) The State Library should further investigate the status of resource sharing in schools and their libraries and in other Ohio public and academic libraries.

--The widely varying perceptions and concerns many school librarians have about resource sharing, especially dealing with sharing materials outside of districts, need to be further analyzed. A study of resource sharing can use existing usage data and statistics from MORE, but would also benefit from conducting a more in-depth survey or series of focus groups.

--After the study is completed the State Library may consider conducting a case study of a group of school libraries and a group of public libraries as they share resources among themselves over an extended period of time (e.g., two years). Given that many school librarians reported that the delivery cost was the major barrier to participating in resource sharing, consideration might be given to funding delivery for the case study libraries, but only for the duration of the study and only if the school provided an appropriate level of funding for the library. Such a study should be limited in scope, narrowly defined, and finite.

--After one or both of these studies are completed, the State Library (and libraries in Ohio) will have facts and not misconceptions and can determine the future of resource sharing in Ohio and how it is to be accomplished.

(3) The use of LSTA funds for school library automation, minimally at the 2006 level of support, should be continued.

--Priorities should be as currently identified for categories of schools to be automated, grade levels, and minimal operating criteria, and the need for support should be assessed on an on-going basis.

--An effort should be made to ensure that the Ohio Department of Education does its share to support the automation of school libraries.