

Missouri State Library
Evaluation of Library Services and Technology Act
Funding in Missouri
2008–2012

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EVALUATION OF MISSOURI LIBRARY SERVICES AND TECHNOLOGY ACT FUNDING

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I. EVALUATION SUMMARY

The mission of the Missouri State Library (MOSL) is to strengthen libraries and library leadership in Missouri communities and to ensure Missourians have equal access to library services. To help MOSL in its mission, the Institute of Museum and Library Services (IMLS) administers Library Services and Technology Act (LSTA) grant funds to the State Library Administrative Agency (SLAA) within the Office of the Missouri Secretary of State (SOS). The use of these funds is guided by the *Missouri State Library LSTA Program Five-year Plan* (the Plan).

This evaluation of the implementation of the *Five-year Plan for Years 2008–2012* will address how well the activities identified in the Plan are meeting the key output and outcome targets funded by the LSTA grant. These targets relate to the Plan's eight main issues/goals, which also refer to the six priorities of IMLS. As suggested in the *IMLS Guidelines for the Five-year Evaluation Plan*, these main evaluation questions will be addressed:

1. Did the activities undertaken under the Plan achieve results related to the IMLS priorities?
2. To what extent did the Plan programs and services benefit targeted individuals and groups?
3. Were modifications made to the Plan?
4. How have performance metrics been used to guide policy and managerial decisions affecting the Plan's programs and services?
5. What have been important challenges to using outcomes-based data to guide policy and managerial decisions during Plan implementation?
6. How will lessons learned about improving the use of outcome-based data inform Missouri's next five-year plan?

METHODOLOGY

IMLS Guidelines suggest three areas to consider in the evaluation; the evaluators at the Assessment Resource Center (ARC) designed their evaluation to match these areas.

The Retrospective Evaluation addressed nine current program areas to determine if LSTA-funded activities achieved the results outlined in the Plan. Data sources were provided by MOSL with supplementary information retrieved from the SOS website. Data included results from the *Annual Statistical Report (ASR)*; other surveys and program evaluations; program financial reports; usage reports for library services; grant funding records; and participation records for continuing education (CE) and library programming. Additionally, MOSL and ARC collaborated on two online surveys, administered and analyzed by ARC. The *Continuing Education Survey* was developed to gauge the effectiveness of CE for Missouri library staff. The *Missouri Library Staff Survey* was developed to help identify barriers to participation in CE opportunities, to assess the use of electronic databases among library staff, and to evaluate the LSTA sub-grant process.

The Process Evaluation examined the fidelity of implementation of the current 2008–2012 Plan. Two methods were used to evaluate these processes. The minutes from the Secretary's Council on Library Development meetings were analyzed and secondly, four key stakeholders were interviewed and their discussions analyzed for recurring themes.

The Prospective Assessment focused on the State Library's processes to design the next five-year plan. ARC staff interviewed three key MOSL staff to discuss their processes and use of the retrospective and process evaluation reports, the results from the *Missouri Library Staff Survey*, and other MOSL data.

KEY FINDINGS

Retrospective Evaluation - The first main area of the LSTA evaluation focuses on current activities funded with LSTA grant funds.

LSTA PRIORITY 1: EXPANDING SERVICES FOR LEARNING - Three MOSL goals were assessed, Goals 5, 6, and 8. Key performance targets were to increase library programming and usage and to expand statewide services.

Goal 5: Services have been expanded for library users through LSTA grant opportunities. Library usage has improved, as shown by increased library visits, circulation of materials, and public access computer use; however, average reference transactions have decreased. LSTA-funded training for library staff has increased staff understanding of library practices and procedures. Training delivery methods using alternative technologies have increased.

Library staff have received the necessary guidance to implement successful programming for youth, as shown by positive Summer Reading Program evaluations and increased Summer Reading participation by children, although not by teens. And conversely, teen programming has increased but programming for children has not.

Goal 6: Childhood education has been supported through MOSL's provision of a curriculum support database. Additionally, over 1000 library staff have been trained to implement better programs for teens and to use teen input for program planning; however, the increase in collaborative activities between schools and public libraries remained small.

Goal 8: Expansion of library services to areas with no public library service was not achieved as evidenced by minimal change in the number of Missourians who reside in a tax-supported library district and by having *no* new county-wide library districts established, although MOSL staff have provided information and advice to groups working to form library districts.

LSTA PRIORITY 2: DEVELOPING A STRONG TECHNOLOGY INFRASTRUCTURE - Three MOSL goals were assessed, Goals 1, 2, and 4. Key performance targets were for the REAL Program to provide public libraries with affordable and sufficient services; to increase database availability, ease of use, and subsequent usage; and to expand Missouri's cultural heritage digitization infrastructure.

Goal 1: A strong technology infrastructure has been supported through adequate support of the REAL Program's cost demands and through the REAL Program's availability of services which provide public libraries with affordable, reliable, and sufficient bandwidth. Additionally, library network operations have improved and libraries with self-service portals have increased. Many library websites have improved and library staff have received support through training in website development. Libraries have also seen an increase in the use of the public library videoconference network. A strong technology infrastructure could be further supported through adding or upgrading wireless access points.

Goal 2: Access to and use of electronic content has been facilitated by training staff members from libraries with low database usage on effective searching. Many staff have been trained to use databases and report higher comfort using databases following training. Overall, there was a decrease in usage of electronic database resources by libraries with low usage; however, one-third of these libraries saw a 100% increase in use. Access to and use of electronic content did not improve as evidenced by a decrease in the overall usage of electronic databases. A change in provider may have influenced this decline.

Goal 4: Cultural heritage preservation via digitization has been supported through the transfer of previous digitization projects in Missouri to the statewide database and through ensuring the metadata and imaging quality of all digital collections hosted on the statewide database. Additionally, there has been a large increase

in the number of digital collections in statewide digitization efforts and the number of institutions participating in statewide digitization efforts.

LSTA PRIORITY 3: PROVIDING ACCESS TO MATERIALS - One MOSL goal was assessed. Key performance targets were to increase transactions via interlibrary loan (ILL) and the statewide courier service, and increase updates to electronic cataloging.

Goal 3: Access to library materials improved as evidenced by some libraries showing large increases in ILL transactions; by increases in enrollment for the statewide courier service; and by reports of increased ILL transactions, decreased ILL shipping costs, and decreased ILL request response times. Access to library materials has slightly improved as evidenced by a small increase in patron-initiated borrowing using ILL, a small increase in materials transferred through the courier service, and a small increase in the number of OCLC holdings set. Further access to library services could be assisted by elimination of ILL fees in all libraries, automating electronic cataloging in all libraries, and supporting library staff to utilize electronic cataloging.

LSTA PRIORITY 4: DEVELOPING PARTNERSHIPS - One MOSL goal was assessed. Key performance targets were increases in collaborative efforts and cooperative grant activities.

Goal 7: Cooperation to improve services has been supported by increases in grant overview training offered to and attended by library staff. Additionally, LSTA grant funding for pilot and template programs has generally increased; however, there was a decrease in Cooperation grants funded and only a small increase in grants funding collaborative projects.

LSTA PRIORITY 5: SUPPORTING AN EDUCATED AND INFORMED CITIZENRY - Two MOSL goals were assessed with an emphasis on populations with special needs. Key performance targets were an increase in services provided by Wolfner Talking Book and Braille Library to Missourians with print disabilities, an increase in literacy programs, and an increase in targeted population grants.

Goal 5: Program services for people with difficulty using the library were strengthened as evidenced by an increase in circulation of materials and active deposit locations provided by Wolfner Library. Wolfner Library further strengthened its services by successfully transitioning from analog to digital media, while maintaining high satisfaction ratings from patrons. In addition to services provided by Wolfner, MOSL strengthened its literacy services by training library staff in the Every Child Ready to Read @ your library® (ECRR) program and by increasing literacy-focused programming and grant funding for literacy-related projects. There was also a small increase in the number of grants awarded for programs for targeted populations. Program services could be further strengthened by increased ESL course offerings.

Goal 6: Childhood education has been supported by Wolfner Library through expansion of reading and homework support services for Missouri's school-aged children with print disabilities, as evidenced by increases in the number of school-aged readers receiving materials, the number of school and other educational facilities with active deposit collections, and the number of youth resources in circulation.

LSTA PRIORITY 6: SERVING THE UNDERSERVED - One MOSL goal was addressed. Key performance targets were library site visits and involvement of previously non-participating libraries.

Goal 5: Program services for all were expanded as evidenced by an increase in the number of previously non-participating public libraries with staff attending training, and an increase in the number of previously non-participating libraries applying for training grants. There was also an increase in site visits for grant monitoring and library service development.

Process Evaluation - The second main area of the LSTA evaluation focuses on the key decision-making processes at work in implementing the activities in the current plan and the important challenges to using *outcome-based data* to guide policy and managerial decisions over the five years of the plan.

MOSL requested one modification to the SLAA plan. The amendment allows MOSL to expand the scope of continuing education content in order to incorporate library administration and library management training opportunities.

Through analyzing Council minutes and hearing stakeholder views, ARC determined that performance metrics were used when making many managerial decisions. The 2008 to 2011 Council minutes showed 38 discussions concerning adjustments to the Plan and that data entered the discussion and was used to help make each decision and action plan.

During interviews with four MOSL stakeholders, examples of the use of performance metrics to inform decisions were discussed. These four decisions are:

1. Using information from past grant projects, MOSL recommended a three-year maximum on funding for future grant projects.
2. Considering the economic constraints on public libraries, MOSL did not implement a statewide program to purchase electronic resources through a shared-cost pool.
3. By grouping libraries according to their level of ILL activity, size of collection, and the area served and determining the positive impact a courier service could provide, MOSL funded a courier service for every tax-supported public library in Missouri.
4. Considering the cost to MOSL for graduates unable to find a job or who default on their loans, and also job availability for participants, MOSL decided to discontinue scholarship grants for librarians and media specialists.

MOSL staff discussed several challenges encountered in using outcome-based data to guide policy and managerial decisions regarding the current LSTA plan.

1. Availability of current data is a challenge.
2. Time availability for data collection is a challenge, especially for small libraries.
3. Staff have limited time and tools for data analysis.
4. Staff training is a challenge. Providing education on outcome-based evaluation (OBE) would encourage more consistency and better data collection procedures.
5. Interpretation of data is difficult when comparing small and large libraries.
6. Staff turnover is a challenge and leads to inconsistencies in data collection, leading to difficulty when looking at trends over time.

Stakeholders identified policies/decisions for which they believed OBE did not lead to a decision that they preferred but that was best for MOSL, usually when considering data showing areas of financial concern. Stakeholders were asked to identify policies/decisions for which they had no outcomes to help inform their decision. Their examples actually used performance metrics from similar situations.

Stakeholders were asked if there was data that would help with decision making, but that is not currently available. MOSL staff discussed four areas in which more data would help with decisions.

1. Tracking the use of digitized collections and their effect on people's lives.
2. Receiving OBE information from libraries on the use of *Show Me the World* components.
3. Tracking the use of technology tools.
4. Tracking staff training levels.

It was obvious to the ARC evaluation team that MOSL stakeholders are conscientious in their use of data to make decisions. From the retrospective evaluation, it was also clear that more outcomes-based data could be collected. MOSL staff are addressing how to improve in this area.

Prospective Assessment - The third main area of the LSTA evaluation focuses on the decision-making processes at work in determining the key goals for the next five-year plan. Interviews were conducted with three stakeholders to determine their processes for defining targets for the next plan and their thoughts on data collection to evaluate their successes. They stated that standardizing data collection will be one of their goals and staff training in OBE is another. They have been actively involved in the evaluation process for the current LSTA Five-year Plan and discussed the strengths and weaknesses of the current plan in both setting targets and collecting data. ARC is confident that they will use this information to guide their development of the next plan.

RECOMMENDATIONS

LSTA Priority 1 - Library users in Missouri benefit from LSTA grant funding through library staff and partner training; however, efforts should be made to translate this training into increased programming. Programming for children and teens should be a priority. Efforts should be made to form teen advisory groups and to increase participation in the Summer Reading Programs. Continue to support the formation of new county-wide library districts in counties with only municipal libraries.

LSTA Priority 2 - Satisfaction with the services provided by the REAL program support continuation of these services. It is recommended that support continue for the creation of *new* websites and wireless access points and that funding continue for statewide online resources.

LSTA Priority 3 - Due to shipping costs associated with interlibrary loan (ILL), it is recommended that MOSL continue to support the Statewide Courier Service. ILL fees should be eliminated at all libraries. Further support to library staff should be provided to increase electronic cataloging.

LSTA Priority 4 - Collaborations between schools and public libraries should be encouraged. Support for grants involving collaborative projects should continue to be a priority in grant funding.

LSTA Priority 5 - With the successful transition from analog to digital formats, it is important that Wolfner Library continue to provide access to digital technology and provide support necessary to take advantage of the technology. Encourage libraries to add ESL courses in their programming.

LSTA Priority 6 - Libraries without staff participation in training opportunities should actively encourage staff to take advantage of training opportunities and non-participating libraries should be encouraged to apply for grants.

CONCLUSION

The evaluation of MOSL and its implementation of the Plan showed that MOSL is a strong and vital resource for Missouri's citizens. MOSL encourages communication with library staff throughout the state. Throughout the highest levels of MOSL, qualitative assessment is continually in progress toward meeting plan goals. For any organization, there are always areas that can be improved. As part of this improvement process, MOSL strives to find innovative ways to tie staff training to local program development and implementation; encourages use of technology to strengthen services; and continues to search for ways to improve library services in underserved areas.

II. BACKGROUND

The mission of the Missouri State Library (MOSL) is to work to strengthen libraries and library leadership in Missouri communities and to strive to ensure Missourians have equal access to library services. To help in its mission, the Institute of Museum and Library Services (IMLS) administers Library Services and Technology Act (LSTA) grant funds to the State Library Administrative Agency (SLAA) within the Office of the Missouri Secretary of State (SOS). The use of these funds is guided by the *Missouri State Library LSTA Program Five-year Plan*. The LSTA Program Five-year Plan for Years 2008–2012 was approved by IMLS and covers federal fiscal years 2008 (FY08) to 2012 (FY12) beginning October 1, 2007 and extending through September 30, 2013. Missouri receives a little over \$3 million in LSTA funds each year, matched annually by 34% in state funds.

The IMLS has identified six priorities for the use of LSTA funds (Table 1). These priorities are reiterated in MOSL’s current Plan for LSTA funding (Table 2). Missouri has 148 tax-supported public libraries eligible to receive funds through the LSTA program. These libraries serve populations of a few hundred to over 900,000. LSTA funds are distributed in three ways: on staff support of the program, on statewide projects, and through a competitive sub-grant program (Annex A6.0.1). Missouri’s LSTA programs fall under two basic themes: programs targeting library services to individuals and groups, and programs related to technology and access to library services.

| Priority | Expanding Services for Learning | 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. |
|------------|---|---|
| Priority 2 | Developing a Strong Technology Infrastructure | Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks. |
| Priority 3 | Providing Access to Materials | Provide electronic and other linkages between and among all types of libraries. |
| Priority 4 | Developing Partnerships | Develop public and private partnerships with other agencies and community-based organizations. |
| Priority 5 | Supporting an Educated and Informed Citizenry | Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills. |
| Priority 6 | Serving the Underserved | 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. |

The main goal of the State Library’s Plan is to move Missouri’s libraries forward to meet the needs of state residents. This plan has eight main issue areas, each with a primary goal to address the needs of the issue. Each goal is listed in Table 2, along with the number representing the IMLS priority relating to that goal (e.g., Goal 1: *Technology* relates to Priorities 1, 2, and 3).

The Office of the Missouri Secretary of State, Missouri State Library contracted with the Assessment Resource Center (ARC), University of Missouri on July 27, 2011, to evaluate thirteen areas outlined in the LSTA Program Five-year Plan for Years 2008–2012 (Table 3). This evaluation focuses on statewide programs, grant programs, and continuing education programs conducted under the LSTA Plan. Using the IMLS Priorities (Table 1) as the values and principles guiding the evaluation process, ARC evaluated the effectiveness and success of Missouri’s current programs and services.

Table 2: MISSOURI STATE LIBRARY GOALS FROM 2008–2012 LSTA PLAN

| | | | |
|--------|---|---|-----------------------|
| Goal 1 | Technology Challenges and Opportunities | Missouri libraries will provide robust, reliable and secure access to information to meet the needs of all Missourians by utilizing efficient and effective telecommunications and technology capable of reaching the patron at the point of need, promoting good use of staff time, working well within a network environment and able to adapt to technological advances as needed. | LSTA Priority 1, 2, 3 |
| Goal 2 | Access to Electronic Content | Enable residents to locate and easily use electronic content by providing databases and content in various formats, as well as training and tools for searching and using it effectively. | LSTA Priority 2 |
| Goal 3 | Access to Library Materials | Libraries will have technology that supports construction of a statewide union catalog, searching and discovery of materials not in their local collections, patron-initiated borrowing and a courier service to provide low-cost, efficient delivery of materials from other libraries. | LSTA Priority 2, 3 |
| Goal 4 | Cultural Heritage and Digitization | Expand Missouri’s cultural heritage digitization infrastructure in order to involve more stakeholders, digitize more historical materials and make them accessible to more user communities via the Internet. | LSTA Priority 2, 3 |
| Goal 5 | Program Services | Strengthen and expand both quality and availability of library services appropriate to meet the educational, cultural, intellectual, personal and social development needs of Missourians, particularly persons with difficulty using the library and underserved rural and urban areas. | LSTA Priority 1, 5, 6 |
| Goal 6 | Childhood Education Support | Strengthen reading and homework support services to Missouri’s school children. | LSTA Priority 1 |
| Goal 7 | Collaboration and Cooperation | Provide library staff access to information about innovative programs, regional cooperatives, partnerships between other libraries and community agencies. | LSTA Priority 1, 2, 4 |
| Goal 8 | Statewide Services | Provide every Missouri citizen with library service by helping citizens extend tax-supported library service to each county in Missouri or to expand existing city libraries into county districts where no prior county library exists, and to ensure that those library services are provided in an effective and efficient manner to expand services to maximum resource capacity. | LSTA Priority 1, 2 |

A second area in this evaluation will study the processes used by MOSL and the Secretary’s Council on Library Development (Council) in making managerial decisions connected with LSTA funding areas. The third evaluation area will assess the processes the MOSL team will employ as they use the ARC reports and other data to design their next Plan. Based on the findings in these three areas, ARC also made recommendations to MOSL for its next Plan.

III. METHODOLOGY

IMLS Guidelines for the Five-year Evaluation Plan suggest three areas to consider in the evaluation: the retrospective view of the current plan activities, the processes used to guide policy and managerial decisions while implementing the plan, and the prospective processes for designing the next plan. ARC designed its evaluation to match these three areas.

This evaluation of the implementation of the *Missouri State Library LSTA Program Five-year Plan for Years 2008–2012* (the Plan) will address how well the activities undertaken as identified in the Plan are meeting the key output and outcome targets funded by the LSTA grant. These targets relate to the Plan’s eight main issues/goals which also refer to the six priorities of IMLS for the Grants to States Program.

Six main questions are addressed:

1. Did the activities undertaken through Missouri's LSTA Plan achieve results related to the IMLS priorities?
2. To what extent did Plan programs and services benefit targeted individuals and groups?
3. Were modifications made to the State Library Administrative Agencies' (SLAA) Plan?
4. How have performance metrics been used to guide policy and managerial decisions affecting the Plan's programs and services?
5. What have been important challenges to using outcomes-based data to guide policy and managerial decisions during Plan implementation?
6. How will lessons learned about improving the use of outcome-based data inform Missouri's next five-year plan?

As part of the evaluation process, ARC submitted 13 separate evaluation reports to MOSL on specific areas and programs funded with LSTA funds (Table 3), nine on current activities (retrospective reports), two on the findings from the web surveys, and two on the processes used in planning and administering past and future five-year plans. The results of those reports are contained in this report and have been re-organized to fit under the LSTA priority to which they refer.

EVALUATION DESIGN

From MOSL's Plan, ARC identified key target outputs, outcomes and programs within each goal that matched the selected programs and, through discussions with MOSL, a final set was agreed upon, and this became the main part of the formal evaluation plan, the Retrospective Evaluation of Activities. ARC approached the retrospective evaluation by looking at nine current program areas selected by the State Library to determine if the LSTA-funded activities achieved the results outlined in the MOSL Five-year Plan. The program areas are listed in Table 3 along with the linking LSTA priority numbers (Table 1) and MOSL goal numbers (Table 2). The findings from the examination of each of these activity areas were produced in nine separate reports which were sent to MOSL throughout the evaluation period, checked for accuracy, revised when needed, and delivered to MOSL as final evaluation reports. Excerpts from these reports produce the major part of this final evaluation report.

To evaluate the processes MOSL used to guide policy and managerial decisions over the five years of the plan, the minutes from the Missouri Secretary's Council of Library Development were analyzed and interviews were conducted with four key stakeholders. This Process Evaluation examines the fidelity of implementation of the current 2008–2012 Plan. Excerpts from this detailed report are included in this report.

The Prospective Assessment focuses on the State Library's use of the retrospective and process evaluation reports along with other MOSL information to begin the design of the next five-year plan. To help with this process, ARC conducted a survey asking Missouri library staff questions to determine their ideas and needs in three areas: continuing education, database resources, and grant applications and awards. This report was delivered to MOSL and excerpts from the findings are included in this report. ARC also interviewed three key stakeholders for the Prospective Assessment, and excerpts from this report are included in the Annexes.

Table 3: RETROSPECTIVE, PROCESS, AND PROSPECTIVE AREAS FOR EVALUATION

| Report Number* (Original Report No.) | Evaluation Plan Areas | MOSL Goal (G) and LSTA Priority (P) |
|---|--|-------------------------------------|
| Retrospective Evaluation: Technology Areas | | |
| R1 (T1) | Effectiveness of REAL Program | G1; P2 |
| R2 (T2) | Use of Electronic Databases | G2, G6; P1, P2 |
| R3 (T3) | Show Me the World Program, Interlibrary Loan Program, and Statewide Courier Service | G3; P3 |
| R4 (T4) | Missouri Digital Heritage Services | G4; P2 |
| Retrospective Evaluation: Targeted Services Areas | | |
| R5 (S1) | Wolfner Talking Book and Braille Library | G5, G6; P5 |
| R6 (S2) | Summer Library Program and Youth Library Programs | G5; P1 |
| R7 (S3) | Literacy Programs | G5; P5 |
| Retrospective Evaluation: All Areas | | |
| R8 (A1a) | Continuing Education Programs | G1,2,3,5; P1,2,5 |
| S1 (A1b) | Continuing Education Survey | G1,2,3,5; P1,2,5 |
| R9 (A2) | LSTA Sub-grant Program | G1,3,4,5; P1,3,5,6 |
| --- (G7) | MOSL Goal 7: Collaboration and Cooperation | G7, P1,2,4 |
| --- (G8) | MOSL Goal 8: Statewide Services | G8, P1,2 |
| Process Evaluation | | |
| P1 (P1,P2) | MOSL Processes for Implementing LSTA Plan | |
| Prospective Assessment | | |
| S2 (A3) | Survey Evaluation of Barriers to Continuing Education, Database Use, Grant Application | G1,2,3,5; P1,2,3 |
| P2 (P3) | MOSL Processes for Prospective Plan 2013–2018 | |

*R=Retrospective reports (9), S=Survey reports (2), P=Process/Prospective reports (2)

EVALUATION DATA SOURCES

Data for the Retrospective and Process Evaluations were provided by MOSL through email attachments or on CDs delivered to ARC. Additional data were provided through email, as needed. MOSL and ARC project leaders communicated through email for information on programs and clarifications or updates on data. Most data manipulation and analysis were performed in Excel and SPSS¹.

As an addition to the evaluation, two web surveys were administered to a subset of Missouri library staff. All surveys were confidential, ensuring honest answers from respondents and protection of their identities. There were no ethical considerations with the data or evaluation process. MOSL was responsive to ARC requests for data and for clarification. The bibliography in the Annex (A10) lists the specific sources of information.

Retrospective Evaluation of Activities

The Retrospective Evaluation used data to evaluate current programs and services. All data sources were provided by library liaisons, and additional information was collected from the Missouri Secretary of State website. The following data sources were used for each plan area in Table 3:

¹ SPSS, originally called Statistical Package for the Social Sciences, is a software program supported by IBM Company used for statistical analysis.

Annual Statistical Report (ASR) - Missouri's 148 tax-supported public libraries are asked to complete this survey each year. The MOSL statistical research analyst provided ARC individual datasets for FY08, FY09, and FY10 containing a selection of relevant ASR data. Incongruent variable names in the individual Excel datasets were reconciled and merged into one multiyear SPSS dataset to allow for comparative analyses across years. Analyses of data from the ASR for FY08–FY10 were used to document improvements assisted through LSTA funds.

REAL Program - To assess support for the REAL Program, the annual MOSL agreement with MOREnet, budget, and annual financial summaries were used. To assess videoconferencing, MOREnet's records of library use were used. To assess customer satisfaction, results from MOREnet surveys of member libraries were used.

Electronic Databases - To assess electronic database usage, MOREnet annual database usage summaries containing full-text viewing data were analyzed. MOREnet continuing education participation records were used to assess training.

Show Me the World (SMTW), Interlibrary Loan (ILL), Courier Service - Online Computer Library Center (OCLC) WorldCat holdings and usage data were analyzed to assess electronic cataloging. Missouri Library Network Corporation (MLNC) Quarterly Reports were analyzed to assess barriers to electronic cataloging. OCLC ILL transaction data and the Kansas City Metropolitan Library and Information Network (KCMLIN) *Show Me the World Get Connected Courier Delivery Service* Survey data were analyzed to assess interlibrary loan activity and the effectiveness of courier delivery service. KCMLIN also provided data on courier delivery service participation.

Missouri Digital Heritage (MDH) - MOSL records on statewide digitization projects and partners were analyzed to assess progress on the MDH initiative. Some information needed to analyze certain MDH targets was accessed through communication with library liaisons.

Wolfner Talking Book and Braille Library - Using data provided to the National Library Service for the Blind and Physically Handicapped (NLS) each fiscal year on the "Review Active Readership, Network Library Services: Review Readership Information," the quality and availability of services provided to Missourians with print disabilities was assessed by examining the number of patrons and institutions served and the volume of material provided. The assessment of the level of satisfaction with Wolfner Library services was based on data from a biannual patron survey.

Youth Library Programs - Summer Library Program evaluations from 2008 and 2011, which surveyed public libraries, branch libraries and a few school libraries, were used to estimate the number of participants in Summer Reading Programs. Evaluations of the Summer Reading workshops from 2008–2011 were reviewed to assess whether the program was successfully implemented by the presenting library staff.

Literacy Programs – Every Child Ready to Read (ECRR) training records were used to assess staff participation. Missouri's LSTA grant records were used to assess applications and awards related to literacy.

Continuing Education - Continuing Education participation records were used to assess training rates for different areas of programming and for previously non-participating libraries. Missouri's LSTA grant records were used to assess grants by previously non-participating libraries.

Grants – Missouri’s LSTA grant records were used to assess the number of libraries granted funds for different types of projects and to determine which populations benefit from grant funding. Outcome anecdotes from the State Program Reports for each grant award were used to illustrate the benefits of grant funding.

Survey Implementation and Methodology

MOSL and ARC collaborated on designing two separate online surveys that were administered and analyzed by ARC. All surveys were confidential, and only IRB-trained² ARC staff had access to survey responses and participant lists.

The *Continuing Education Survey* (Annex A2) was developed to gauge the effectiveness of continuing education (CE) for Missouri library staff. The survey was directed toward library staff who had participated in CE events sponsored by the Missouri State Library or MOREnet in 2009–2011. The sample of library staff was collected from databases provided by MOSL which included names and emails of participants in classes/workshops offered by the Missouri Library Network Corporation (MLNC), MOREnet, WebJunction, and MOSL. From these four sources, 737 individuals were identified. Each of these individuals was sent an email invitation and survey link on November 2, 2011. Non-respondents were sent reminder emails on November 10 and November 17, 2011. The survey was closed on November 22, 2011, at which time completed and partially completed surveys from 221 library staff were saved into an SPSS dataset to be used in the analysis.

The *Missouri Library Staff Survey* (Annex A3) was developed to help identify barriers to participation in continuing education, to assess the use of electronic databases among Missouri library staff, and to evaluate the LSTA sub-grant application process. On November 16, 2011, ARC staff sent individual emails containing the survey link to 147 public library directors whose emails were garnered from the 2010 Annual Statistical Report. Directors were asked to forward the email and survey link to other library staff members and trustees who might be able to provide insight into LSTA program participation. ARC staff sent a reminder email to these same directors on November 29, 2011. In addition to the emails sent by ARC to public library directors, MOSL included an invitation and link to the survey in two editions of their *Show Me Express* weekly electronic newsletter and to two library email discussion lists. The survey was closed December 12, 2011, at which time completed and partially completed surveys from 302 staff members were saved into an SPSS dataset to be used in the analysis.

Process Evaluation Methodology and Sources

Annual plans are reviewed with the Missouri Secretary’s Council on Library Development, a 19-member body whose mission is to advise the Secretary of State and the State Librarian on all matters that relate to the state’s libraries. ARC reviewed the minutes of the Council meetings from December 14, 2007, through April 8, 2011, to examine the process by which the State Library Administrative Agency (SLAA) developed and implemented the Five-year Plan and to determine if performance metrics were used in the decision-making process. Using these minutes, a table was

² The Campus Institutional Review Board (IRB) is charged with assuring that all human subject research conducted at the University of Missouri-Columbia complies with the federal regulations that provide protective oversight for human subject research activities.

made of the decisions, actions, and motivations relating to LSTA-funded projects (see Annex A6.7.1).

To further understand the key decision-making processes at work in implementing the activities in the current plan, interviews were conducted with four stakeholders. Three MOSL staff members were interviewed together by phone on November 28, 2011: the State Librarian, the Library Development Director, and the LSTA Grants Officer. The Chair of the Council was interviewed in her office on December 14, 2011 (Annex A4).

An interview protocol was sent to the interviewees before the scheduled interview (Annex A5). This protocol contained the three IMLS process suggestions for using LSTA funds, the table with the Council policy decisions (Annex A6.7.1), and the interview questions. In conjunction with the questions outlined in the interview guide, items contained in Annex A6.7.1 served as a stimulus for stakeholders to discuss decisions made and actions taken regarding programs funded with LSTA monies.

Prospective Assessment Methodology and Sources

As part of the evaluation process, ARC submitted nine separate reports to MOSL on specific areas and programs funded with LSTA funds (retrospective reports) and two reports on the findings from the web surveys. These separate reports are designed to provide MOSL stakeholders with information to help in the discussions and planning for the next Five-year LSTA Plan. After ARC delivered these reports to MOSL, plans were made to interview three stakeholders regarding their “prospective” decisions. Results from these reports informed the questions to use in the interviews (Annex A8).

STRENGTHS AND WEAKNESSES OF TOOLS AND METHODS

General Process - MOSL contacted ARC in April 2011 regarding the LSTA program evaluation. Although this was not a last-minute request, it was not an ideal amount of preparation time for providing a substantive evaluation. Ideally, an evaluation team will help set goals and targets to both assure that they are measurable and that appropriate data can be collected that will measure the outcomes.

There were many strengths to the evaluation process. A strength of the MOSL evaluation plan was that targets were set with available data in mind, which made the job of assessing targets much easier than it might otherwise have been. Additionally, MOSL collected data in a variety of ways, which provided means to address many of the targets. Efforts were also made by MOSL to collect high quality data. For example, continuing education courses were offered to staff to provide information that would help them gather information for the ASR, ensuring that the data would be more accurate, more complete, and more easily compared among libraries as well as across years.

The library liaisons that provided ARC with data or helped clarify any issues that came up during the analysis process were accessible, prompt, and transparent in their communications, which greatly facilitated the processes of gathering the resources needed for the evaluation.

Some weaknesses of the data and data analysis process include:

Multiple staff collecting data differently among libraries and from year to year - Although, MOSL provided guidelines regarding data collection, different libraries interpreted certain data points differently. Additionally, staff turnover sometimes led to different staff completing surveys in different years.

Therefore, the final data was not always reliably collected and not fully valid for some between-year comparisons. For example, ASR data from FY08–10 were used to determine the number of programs offered for children, teens, and adults. Due to changes in the national Public Libraries Survey (PLS), the survey question asking about the number of teen programs was presented differently in FY08 than in FY09 and FY10. Additionally, not all surveyed libraries separated children from teens when tallying participation. Therefore, for our analysis, values are estimated for child and teen participation.

Incomplete data – A common problem with surveys is that respondents often skip questions. Also, when surveys represent libraries instead of people, it becomes difficult to compare annual data if not all libraries provided information. For example, because of incomplete surveys, *SMTW Courier Delivery Service Survey* data make it unclear if 100% of Missouri libraries have eliminated ILL fees. Additionally, for a number of ASR questions, the number of libraries who answered them differed by year, so total values across all libraries could only be calculated from different numbers of libraries and average values could not factor in library sizes. Eliminating non-responders from the analysis could be a tedious process. In our evaluation, data from questions with missing responses are noted in tables.

Data compares libraries serving different populations – When data on holdings from all public libraries are combined for analysis, the data from large metropolitan libraries are likely to mask important changes among smaller libraries. For example, *SMTW Courier Delivery Service Survey* data make it hard to compare ILL usage between libraries. This is evidenced in the ILL figures included in Annexes A6.3.1 and A6.3.2. In developing the 2013–2017 LSTA Five-year Plan, it is recommended that data indicators for OCLC usage be established that take into account disparities in collection size among public libraries.

Evaluation and survey differences between years – Some data provided for multiple year comparisons varied in presentation, organization, or wording between years presented. For example, evaluations of the Summer Reading workshops from 2008–2011 included questions that were not consistently asked or worded between years, making comparisons between years on certain topics difficult. These topics were not included in this evaluation. Additionally, pre- and post-evaluations for Institute training were different depending on the topic of the training, making cross-comparisons difficult. For this evaluation, ratings on all evaluations were averaged across items, across participants, and across multiple trainings for a given year. Inconsistencies in the number of items per survey, the number of participants per training, and the number of trainings per year make comparisons among years difficult. However, data were consistently presented between pre- and post-evaluations, so within-year comparisons were still useful.

Data on previous non-participating libraries limited - Assessment of “previously non-participating libraries” was limited by availability of data for FY08–FY11 only. It was unknown whether some libraries identified as previously non-participating had actually participated prior to FY08. This absence of prior data likely skewed the data, leading to larger increases in previously non-participating libraries than might have been the case if data for earlier years were available. Additionally, calculating previously non-participating libraries used a tedious and error-prone manual method of data manipulation. When trying to identify new public libraries, inconsistent library names and no variable identifying library type, (e.g., public, school) presented problems for accuracy. Identifying previously non-participating libraries in both lists of continuing education participants and grants could greatly facilitate future analysis.

Records not comprehensive – Much of the data for the evaluation was provided on many different spreadsheets, often requiring sorting and merging data files. This process is both time-consuming and prone to error. For example, grant records could make tracking easier if all grants were categorized within a single spreadsheet based upon a number of factors, such as whether it involves staff training/development, whether it benefits certain targeted populations, and whether it is cooperative in nature. Additionally, continuing education participant records were also hard to track because the data came from multiple training sources. A more systematic collection of participant and course information with additional relevant demographic data would improve the reliability of this data.

Benefits to staff and library users hard to track - Improved methods for tracking the library-user benefits of staff training could help better assess the outcomes of grant funding that involves training. It would be difficult to track whether benefits to library users, such as increased programming or library usage, were related to grant funding. For example, benefits of ECRR were hard to track due to the lack of data on numbers and demographics of participants in programs led by ECRR-trained staff.

Survey distribution methods limit conclusions - The results from both ARC-implemented surveys are informative, but would not be considered statistically valid nor reliable due to the sampling methods employed. For the *Continuing Education Survey*, lists of attendees were merged from a variety of sources which provided difficulties in determining if, e.g., Mary Jane Brown, Brown Mary, Jane Brown, Mary Brown, and MJ Brown were all the same person. Many attendees had no email listed or had incorrect addresses. The result was that the “sample” of continuing education participants was limited to those with adequate information to allow a survey link to be sent, which does not make this a “random sample.” The *Missouri Library Staff Survey* also did not use a random sample. There is no master list of staff in Missouri libraries; therefore, a snowball sampling technique was used. The survey link was distributed to library personnel through public library directors and library staff newsletters. Only staff members whose directors forwarded them the link or those who saw the announcement in the newsletter and email distribution lists had the opportunity to answer the survey, which could have resulted in sampling bias. The survey results of both surveys should be considered informative but not necessarily representative of the library staff in Missouri.

Despite the mentioned weaknesses inherent in any evaluation process, the data provided by MOSL for this evaluation were generally complete and addressed the targets, allowing for a thorough evaluation.

IV. EVALUATION FINDINGS - RETROSPECTIVE EVALUATION OF ACTIVITIES

ARC focused the evaluation on the key targets outlined in MOSL’s LSTA Program Five-year Plan for Years 2008–2012 as they related to the nine key areas that MOSL determined were the most important areas to evaluate. By closely looking at each topic area, the strengths and weaknesses became visible and recommendations were clear. For this report, the findings are listed by LSTA Priority; therefore, topic areas are interspersed and the targets are evaluated with a different viewpoint than in the individual reports.

LSTA grant and sub-grant funds are provided to benefit libraries. Anecdotal evidence from State Program Report narratives of LSTA grant outcomes provides evidence that libraries and their

patrons are benefitting from the LSTA grant opportunities. For example, some libraries report increased book circulation as a result of Summer Reading Programs, increased registration for new library cards by program participants, increased availability of online resources, and improved library hardware and software (Annex A6.1.1). This funding is also improving the skills of library staff. From FY08 to FY11, a total of 121 grants were given in grant categories that supported staff training events (Annex A6.1.2).

Overall, in assessing the importance of LSTA-funded opportunities, 72% of respondents to the ARC Missouri Library Staff Survey found them very important or critical (Annex A6.1.3). Additionally, survey results suggest that staff feel well supported in the grant application process, with 84% rating the grant guidance MOSL provides as very good or excellent (Annex A6.1.4). The most commonly reported resource used in completing grant applications was MOSL staff, suggesting that MOSL has been successful in promoting open lines of communication and accessibility (Annex A6.1.5). Respondents prioritized Technology Grants as the most important grant area for their libraries (Annex A6.1.6 and A6.1.7).

LSTA PRIORITY 1: EXPANDING SERVICES FOR LEARNING

The aim of Priority 1 is to expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages. The State Library's LSTA Plan addressed Priority 1 in five of its eight goals (Table 2). For evaluation of Priority 1, Goal 5, Goal 6, and Goal 8 will be addressed.

MOSL Goal 5: Strengthen and Expand Program Services for All

MOSL focused on training library staff, to provide them with the knowledge and skills to develop and provide programming that would benefit their library's patrons. Workshops provide an opportunity to share tips and ideas for programming, library environments, outreach to targeted populations, and partnerships. The workshops also gave participants the opportunity to network and form professional working relationships with staff from other libraries. To evaluate the State Library's progress toward meeting Priority 1, Goal 5, the effectiveness of training, programming, and library usage were evaluated. Below are seven output targets used to evaluate Goal 5.

Target 1.1: Increase understanding of library practices and procedures for staff without Library Science degrees through participation in intensive training on library skills.

Insufficient data, but evidence suggests met: Training participants from 2008, 2010, and 2011 rated perceived ability and understanding of topics relevant to the specific training on a scale from 1=*Not at all/Low* to 10=*Completely/High*. For each year and across all years, the post-training score was higher than the pre-training score, with an average of 8.57 compared to 5.48, an average difference of 3.09 (Annex A6.1.8). The increase in scores of understanding and ability between pre- and post-training indicate a broader understanding of library practices and procedures following training for most participants. Additionally, the ARC *Continuing Education Survey* results suggest that CE training events sponsored by MOSL and MOREnet are perceived by most participants to be effective tools for increasing understanding of new library practices and procedures (Annex A6.1.9). Furthermore, most CE participants report sharing information with other staff and applying what they have learned to improve programming and services.

Target 1.2: Increase the number of training opportunities utilizing alternative technology mediums by 10% between 2008 and 2012.

Met: In FY08, staff enrolled in four courses delivered by alternative technology media. With additional courses offered through WebJunction-Missouri and MOREnet in FY10, the number of

staff participating in these courses increased to 48, then to 80 in FY11. Between FY08 and FY11, there was a 3525% increase in training opportunities delivered through alternative technology media (Annex A6.1.10). Additionally, the ARC *Continuing Education Survey* shows that roughly a third to half of survey respondents have taken advantage of three alternative delivery methods – Webinars, videoconferencing, and self-paced software – offered for CE events (Annex A6.1.11). Most respondents who have had experience with these delivery methods have found them effective (Annex A6.1.12). Based on some of the respondent’s comments, respondents in rural locations especially appreciate the remote and web-based options.

MOSL encourages youth programming for both children and teens. For children, programs include read-aloud programs and early-literacy computer stations loaded with educational software packages. Programs for teens include creating successful teen environments within libraries, forming teen advisory groups, and supporting GED programs. The Summer Reading Program is an important LSTA funded program that provides an exceptional opportunity for libraries to implement innovative approaches to encourage more children, teens, and adults to read throughout the summer months.

Target 1.3: Provide a continuation of past programs and introduce new programming for more library users of all ages resulting in a 10% increase in programs offered.

Partially Met: According to ASR data, between FY08 and FY10 there was an overall 6% increase in programming for adults, teens, and children combined (Annex A6.1.13). When programming is broken down by age group, between FY08 and FY10, there is a 21% increase in programming for adults, but a 14% *decrease* in programs offered for children 11 years of age or younger. For teens, there was a 36% increase in programming from FY08 to FY10; however, because the question about teen programs was asked differently in FY08, it could mean that there was a lesser increase.

Target 1.4: Increase usage of public libraries by 10% since 2008.

Partially Met: ASR data comparing FY08 and FY10 showed a 6% increase in average visits to the responding libraries (Annex A6.1.14), a 13% increase in circulation of materials (Annex A6.1.15), a 41% increase in average public computer use (Annex A6.1.16), but a 7% *decrease* in average reference transactions (Annex A6.1.17).

Target 1.5: Library staff received the necessary guidance to implement successful Summer Reading Programs for youth.

Met: Evaluations of the Summer Reading Workshops from 2008–2011 showed that the program was successfully implemented by the presenting library staff. Participants were asked about the value of the workshop content and the preparedness of the workshop presenter. Average ratings for content were 4.7 out of 5 and average ratings for the presenter were 4.9 out of 5. These high ratings indicate that the content of the programs was well-received and that the workshop presenter provided the necessary guidance to enable library staff to implement the Summer Reading Programs successfully.

Target 1.6: Participation in Summer Reading Programs increased by 10% from 2008 levels.

Partially Met: According to participation records, between 2008 and 2011, there was an overall 40% increase in participation in Summer Reading Programs for teens and children combined, with a 54% increase in child participation, but a 13% *decrease* in teen participation (Annex A6.1.18). Survey data suggest that teen program participation falls short of the goal, but potential inaccuracies in participation estimates make conclusions hard to draw.

Target 1.7: Form teen advisory groups in 20% more libraries than were present in 2008.

Not Met: ASR respondents reported that 21–22% of the 148 surveyed libraries had Teen Advisory Groups in FY08, FY09, and FY10. The number of Teen Advisory Groups was mostly constant

across the three years, with a *decrease* of 3%, or one Teen Advisory Group, between FY08 and FY10 (Annex A6.1.19).

Target 1.8: Train 50 additional library staff to implement better programs for teens and to use teen input for program planning.
Met: Since FY08, there have been 1042 participants in teen-focused continuing education events.

MOSL Goal 6: Childhood Education Support

Other aims of Missouri libraries to support youth involve providing curriculum support services and building collaborations with local schools. To evaluate the State Library's progress toward meeting Priority 1, Goal 6, with a focus on youth programming and support services, three output targets were evaluated.

Target 1.9: Provide Missouri's school children at least one additional curriculum support database or service since 2008.

Met: With the introduction of Gale Discovering Collection in FY08, the State Library provided Missouri school children with at least one additional curriculum support database, available through public and school libraries.

Target 1.10: Increase collaborative activities between schools and public libraries by 10% from 2008 levels.

Not Met: From ASR data, libraries reported that 67-70% of libraries partnered with local schools in FY08–FY10. The number of libraries with school partners increased 5% from FY08 to FY09, and then *decreased* 4% in FY10. There was an overall increase of 1% between FY08 and FY10 (Annex A6.1.20).

MOSL Goal 8: Expand Library Services to Areas with No Public Library Service; Help Libraries Provide Best Possible Services

It is the aim of MOSL to provide every Missouri citizen with library service by helping extend tax-supported library service to each county in Missouri or to expand existing city libraries into county districts where no prior county library exists, and to ensure that those library services are provided in an effective and efficient manner to expand services to maximum resource capacity. To assess statewide services, library district changes were evaluated.

Target 1.11: Increase site visits for grant monitoring and library service development by 20% from 2007 levels.

Met: Between 2007 and 2010, site visits for grant monitoring and library service development increased 100%, from 24 to 48 visits.

Target 1.12: Increase the number of Missourians who reside in a tax supported library district by 5% since 2008.

Not Met: There have been only two libraries that have changed their status between 2008 and 2011: Jesse McCully in Dixon (population of 1518) and Brunswick (population of 925). The populations of these districts are so small they would have no effect on the overall statewide population served.

Target 1.13: Establish a county-wide library district in six counties with only municipal library service in 2008.

Not Met: While several counties have established library districts under RSMo 182, they have not yet succeeded in passing tax levies, so county-wide library service is still not in place. MOSL staff have provided information and advice to these groups and others working to form library districts.

LSTA PRIORITY 2: DEVELOPING A STRONG TECHNOLOGY INFRASTRUCTURE

The aim of Priority 2 is to develop library services that provide all users access to information through local, state, regional, national, and international electronic networks. The State Library's LSTA Plan addressed Priority 2 in six of its eight goals (Table 2). For this evaluation, Goal 1, Goal 2, and Goal 4 will be addressed.

MOSL Goal 1: Support a Strong Technology Infrastructure

The Remote Electronic Access for Libraries (REAL) Program, sponsored by MOSL, using funds from the state, provides tax-supported public libraries the opportunity to be connected to the Internet and provides online resources, training, technical support, videoconferencing and other services over a MOREnet-managed state network. These funds are used as the LSTA match for Missouri. In FY10, state budget cuts to MOREnet resulted in a freeze for various services. The MOSL devised a new fee structure that would allow for growth of library connections, but would share that increased cost with libraries. The new fee structure allowed for continuance of a base MOREnet membership fee determined by the library's local tax income plus a new, annual Network Connectivity Fee based on the size of the library's connection. This action demonstrates continued support by MOSL of the REAL Program's cost demands.

To evaluate the State Library's progress toward meeting Priority 2, the effectiveness of the REAL Program was evaluated. A key performance goal was for the REAL Program, in cooperation with MOREnet, which manages the state network, to provide public libraries with affordable and sufficient data lines, bandwidth, and technical support. Additionally, upgrades to various library technologies were assessed. There were seven output targets used to evaluate Goal 1.

Target 2.1: Provide adequate support of the REAL Program's cost demands.

Met: Comparing REAL Program revenues and expenses, it was determined that there is adequate support of the REAL Program's cost demands (Annex A6.2.1).

Target 2.2: Offer affordable, reliable, and sufficient bandwidth through REAL Program.

Met: Customers report that the REAL Program provides value for the money, and they also report overall satisfaction (mean scores of 4.8 and 4.9 out of 5 for 2009–2011).

Target 2.3: Implement system software or hardware to improve the operation of networks in 20 libraries.

Met: Grant award lists showed that, between FY08 and FY11, 164 grants were awarded to improve network operations (Annex A6.2.2).

Target 2.4: Add self-service portals within 5 libraries or communities.

Met: Grant award lists showed that 41 libraries were funded from FY08 to FY11 to add self-service portals (Annex A6.2.2).

Target 2.5: Increase the use of the public library videoconference network by 10%.

Met: From FY07 to FY11, there was a 39% increase in the number of classes offered over the video conference network (Annex A6.2.3).

Target 2.6: Create new or improved websites for 40 libraries since 2008.

Met: ASR data for FY10 show that 82% of public libraries had websites. Eighty-five libraries reported upgrading or redesigning websites during one or more years since FY08 (Annex A6.2.4). Grant award lists showed that between FY08 and FY11, 19 libraries were funded to create new or improved websites (Annex A6.2.2). Website-building support was also offered through REAL EZ Web and through MOREnet continuing education classes on web development.

Target 2.7: Add or upgrade wireless access points for 30 libraries since 2008.

Partially Met: ASR data for FY10 show that 68% of libraries (101) had wireless access points -- an increase of 24 libraries with wireless access points since FY08 (Annex A6.2.4). Grant award lists showed that between FY08 and FY11, 19 libraries received LSTA funding for wireless access points

(Annex A6.2.2). Additionally, support for wireless additions or upgrades could be provided by the 133 staff trained on wireless networks through MOREnet continuing education since 2008.

MOSL Goal 2: Provide Access to and Facilitate Use of Electronic Content

The Missouri State Library provides funding for electronic database services, which are administered through MOREnet and available to MOREnet members. From FY07–FY09, the MOREnet consortium contracted with EBSCO to be the primary provider of general databases. In FY10, Gale Cengage Learning became the primary provider. MOREnet members also have access to several specialized databases, i.e., Gale Discovering Collection, NewsBank, and Learning Express Library. The Gale Discovering Collection is tailored to the reference needs of K–12 students and teachers. NewsBank provides member libraries access to full-text cover-to-cover newspapers. Learning Express Library is an interactive testing database that provides patrons with test-taking preparation materials, including practice academic and licensing tests (e.g., ACT, Civil Service, GED, Real Estate) with instant scoring and feedback.

To evaluate the State Library’s progress toward meeting Priority 2, Goal 2, database resource availability and usage was investigated. Additionally, survey data was used to assess patterns of electronic database use by library staff. Below are three output targets used to evaluate Goal 2.

Target 2.8: Attain participation in training on effective searching by at least one staff member from 40 of the libraries with low usage in 2007.

Met: In order to ascertain if training and tools for database usage have been provided to residents to enable them to locate and easily use electronic content, staff training records were evaluated. Forty-nine library staff from 40 of the low-usage libraries identified in 2007 attended training on effective searching.

Target 2.9: Increase the overall usage of electronic database resources by 20% from 2008 levels.

Not Met: The number of full-text views from all electronic databases provided to MOREnet members was compared by fiscal year (Annex A6.2.5). The analysis shows that in every fiscal year, the number of full-text views declined. A change in provider may have influenced this decline.

Target 2.10: Increase usage of electronic database resources by 25% in libraries with low usage in 2007.

Met: Libraries with patrons accessing fewer than 500 full-text views in the 2007 usage analysis were classified as libraries with low usage. Among the 84 low-usage libraries, there was a 44% decrease in the number of full-text views from FY07 through FY11; however, 29 of these low-usage libraries did see increases. Among these 29 libraries, the total number of full-text views increased by just over 100 percent (Annex A6.2.6).

Survey data on the use of electronic databases by library staff.

The ARC *Missouri Library Staff Survey* was used to examine the extent to which library staff use electronic databases to assist patrons. Most respondents (59%) reported using electronic databases at least several times per month (Annex A6.2.7). Likewise, over half (52%) of all respondents indicated having had training in the use of one or more databases (Annex A6.2.8). The survey listed five different groups of databases and asked participants the number of times in the past three months they had used each of the electronic databases either personally or for a patron and 78% reported using EBSCO databases at least one time in the last three months (Annex A6.2.9) with EBSCO usage ranging from 1 to 800 times (Annex A6.2.10). Respondents who indicated that they had attended training on the use of one or more of these electronic databases also tended to report having a higher comfort level in using electronic databases to assist patrons than those who had not attended training (Annex A6.2.11).

MOSL Goal 4: Preserve Cultural Heritage via Digitization

The Missouri Digital Heritage Initiative (MDH) is a collaborative effort started in 2007 between MOSL and the State Archives. The aim of MDH is to dramatically expand the amount of significant cultural and historical materials available online about Missouri's past. More than 6.8 million records can be accessed through Missouri Digital Heritage, including records from the collections of the Missouri State Archives, the Missouri State Library and more than 50 institutions across the state. Digitization projects are funded through LSTA grants and cover a range of projects including digitizing the *Daily Missouri Republican* newspaper as well as multiple Civil War projects. Projects supported by MDH are receiving national recognition for the quality of the resources now available online. A recent usability study of the online interface provided information to ensure that the digitization projects are easy to access by a wide range of users and that the online resources facilitate navigation and searching capabilities, use accessible terminology, and have a structure that allows for future growth of the collection.

To evaluate the State Library's progress toward meeting Priority 2, Goal 4, the evaluation assessed if Missouri's cultural heritage digitization infrastructure expanded in order to involve more stakeholders and to digitize more historical materials, and, subsequently, made them accessible to more user communities via the Internet. There were four output targets used to evaluate Goal 4.

Target 2.11: Transfer 159 known digitization projects in Missouri to the statewide database and ensure metadata and imaging quality of 100% of digital collections hosted on the statewide database.

Met: All current collections have been reviewed for image quality and completeness of metadata.
Soon to be Met: The 159 initial digital collections have been loaded into the database. For these collections, the item-level metadata records have been loaded; the collection-level records have been created; however, these collection-level records are waiting to be loaded into the MDH database following final evaluation of the usability study.

Target 2.12: Increase the number of digital collections in statewide digitization efforts by 50%.

Met: In 2007, there were 159 digital collections available from the earlier statewide digitization project called Virtually Missouri. These initial collections were migrated to the MDH database. Through LSTA grant projects and the work of the Missouri State Library and Missouri State Archives staff, more collections have been added to the MDH database. As of August 25, 2011, there were 339 collections available, an increase of 180 collections from 2007, or 113%.

Target 2.13: Increase the number of institutions participating in statewide digitization efforts by 50%.

Met: In FY07, institutions funded by LSTA for digitization projects increased partnering efforts with institutions such as museums, special libraries, historical societies, and community colleges. In FY07, there were eight partnering institutions. In FY11, the number of partnering institutions increased by 363% to 37 (Annex A6.2.12).

Target 2.14: Increase participation of statewide digitization efforts by underserved institutions by 5%.

Met: Of the 50 institutional partners involved in statewide digitization projects, 28 are considered underserved. A list of partners involved in statewide digitization projects from FY07–FY11 showed that in FY07, 50% of the involved partners were underserved institutions (Annex A6.2.12). Between FY07 and FY11, there was an overall increase in the number of underserved partners involved in digitization projects from 4 to 22, an increase of 450%.

LSTA PRIORITY 3: PROVIDING ACCESS TO MATERIALS

The aim of Priority 3 is to provide electronic and other linkages between and among all types of libraries. The State Library's LSTA Plan addressed Priority 3 in three of its eight goals (Table 2). For evaluation of Priority 3, Goal 3 will be addressed.

MOSL Goal 3: Provide Access to Library Materials

Library staff and patrons are provided the opportunity to search the OCLC database of cataloged materials using the web-based search interface FirstSearch. The State Library negotiates a volume discount with MLNC for public libraries to load library records into the OCLC WorldCat global catalog and to have access to the OCLC interlibrary loan system, thus promoting a high quality cataloging culture among Missouri public libraries. These efforts are further supported through the *Show Me the World Get Connected Courier Delivery Service* (SMTW Courier), a statewide courier service established through a grant with the Kansas City Metropolitan Library and Information Network (KCMLIN). The grant with the KCMLIN SMTW Courier Delivery Service began in 2010 out of a need to provide public libraries, especially small rural libraries, a way to send ILL materials at a lower cost than through the postal service. One of the core ways to increase equity and resource sharing among libraries is by promoting the use of interlibrary loan. There are three output targets reported below to evaluate Goal 3.

Target 3.1: Increase patron-initiated borrowing using interlibrary loan.

Partially Met: According to OCLC ILL transaction data, the total number of ILL transactions increased by 8% from FY08–FY11, indicating substantial growth, but not meeting the aim of a 25% increase in ILL activity (Annex A6.3.1). Similarly, growth in the number of libraries introducing ILL that had not used it in FY08 did not reach the 25% aim; however, the aim of increasing the use of ILL in 10% of public libraries by 50% was exceeded (Annex A6.3.2). In fact, 61 libraries (41%) had at least a 50% increase in ILL transactions (see shaded area of Annex A6.3.2) and 26% of libraries at least doubled their number of ILL transactions. Responses on the June 2011 *KCMLIN SMTW Courier Service Survey* showed that, according to 32 courier service participants who responded to this question, 71% had eliminated ILL fees, and 15% partially eliminated fees as a result of introducing the courier service.

Target 3.2: Increase access to library materials through the use of the statewide courier service.

Partially Met: As of FY11, 132 public libraries (89%) enrolled in the courier service, representing a 16% increase in the number of participating libraries (Annex A6.3.3). This target was ambitiously set at 100% of the libraries participating. The number of materials being transferred through the KCMLIN Courier Service increased by 2.6% from FY08–FY11. Of the 36 courier service participants who responded to *SMTW Courier Service Survey*, 89% indicated that their ILL numbers had increased since they began participating in the courier service, 92% indicated that participation in the service has decreased their shipping costs, and 64% indicated that participation has decreased response time to requests.

Target 3.3: Increase accessibility of library materials through the use of electronic cataloging.

Partially Met: According to the ASR data, in 2008, 83% of library representatives reported having an automated system for cataloging materials, which increased to 87% in 2010, but fell short of the 100% goal. Libraries with legal service area (LSA) populations less than 3,000 made up the majority of libraries without an automated cataloging system in 2010. OCLC usage data indicate that the number of holdings set increased by 4.8% (Annex A6.3.4). There was a *decrease* in holdings set from FY08–FY09, followed by a 20% increase in the number of holdings set from FY09–FY11. The number of libraries deleting holdings in WorldCat remained fairly constant from FY08–FY11.

Feedback on the MLNC Fourth Quarterly Report (June 2010) suggest that limited progress toward meeting the goal of increasing accessibility of library materials through electronic cataloging may be due to 1) a lack of funds and staff expertise, 2) satisfaction with current means of receiving MARC records, 3) time constraints to learn new systems or begin new projects, 4) a lack of support from library boards, and 5) disbelief that adding holdings into WorldCat will result in lending activity.

LSTA PRIORITY 4: DEVELOPING PARTNERSHIPS

The aim of Priority 4 is to develop public and private partnerships with other agencies and community-based organizations. The State Library's LSTA Plan addressed Priority 4 only in Goal 7 (Table 2). Four targets are evaluated under Goal 7.

MOSL Goal 7: Support Cooperation to Improve Services

Partnerships are often formed before, during, or after grant-funded projects. LSTA currently funds eight types of grants (Annex A6.1.1), some of which prioritize collaborative projects. In previous years, specific Cooperation Grants were also offered. Grants to the Department of Mental Health support a statewide training effort to help libraries provide better customer service to persons with disabilities. It is an aim of MOSL to provide library staff with access to information about innovative programs, regional cooperatives, and partnerships between other libraries and community agencies. To assess collaboration and cooperation, grant funding for cooperative projects was analyzed.

Target 4.1: Increase open communication into the planning process for innovative projects, as evidenced by a 5% increase since 2008 in number of program workshops, letters of intent, and training provided for the grant awards.

Partially Met: Grant overview training sessions were provided to give information about LSTA grant opportunities available to Missouri libraries. Between FY08 and FY10, there was a 33% increase in the number of training sessions offered and a 64% increase in attendance at the training sessions, exceeding the 5% increase goal; however, there was no increase in the number of letters of intent submitted for grant applications between FY08 and FY10 (Annex A6.4.1).

Target 4.2: Increase participation in pilot and template programs.

Met: LSTA grant funding has supported one pilot program, the Early Literacy Pilot, and one template program, Targeted Collection Development. Participation in the pilot program increased from eight grants funded in FY08 to 19 in FY09, then back down to seven in FY10 and it was not offered in FY11. Template program funding increased dramatically from zero programs in FY08 and FY09 to 38 grants in FY10 and 36 grants in FY11.

Target 4.3: Increase partnering for regional projects, as measured by a 5% increase in the number of Cooperation Grants since 2008.

Not Met: Between FY08 and FY11, there was a 40% decrease in specific Cooperation Grants funded, from 5 to 3, not meeting the 5% increase goal (Annex A6.4.2). In 2011, the Cooperation Grant program was discontinued, with this focus merged into the other grant programs.

Target 4.4: Increase number of local libraries actively involved in collaboration projects.

Not Met: Collaborative projects were funded through a number of different grant types. Between FY08 and FY11, the number of libraries involved in funded collaboration projects increased only 3%, from 39 to 40 (Annex A6.4.2).

LSTA PRIORITY 5: SUPPORTING AN EDUCATED AND INFORMED CITIZENRY

The aim of Priority 5 is to target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds; to individuals with disabilities; and to individuals with limited

functional literacy or information skills. The evaluation assessed services offered at Wolfner Talking Book and Braille Library, which is a division of the State Library that provides free library services to Missourians who are unable to use standard print materials due to a visual or physical disability. Wolfner Library also has programs that provide materials to institutions serving the needs of its client population across Missouri. The State Library's LSTA Plan addressed Priority 5 primarily in Goal 5 (Table 2). Five targets are evaluated under Goal 5, and two targets which specifically deal with youth are added under Goal 6.

MOSL Goal 5: Strengthen and Expand Program Services for All

To evaluate the State Library's progress toward meeting Priority 5, Goal 5, with a focus on disability and literacy, the evaluation assessed services offered at Wolfner Library. Additionally, the evaluation assessed literacy programs and grants.

Target 5.1: Maintain a high percentage of user satisfaction with Wolfner Library services.

Met: In 2010, Wolfner Library circulated 545,360 items to 10,342 individual Missourians, a 12% increase from the previous year. The number of locations that have been provided collection materials increased by almost 3% from FY08–FY10 (Annex A6.5.1). Wolfner Library successfully transitioned from analog to digital, distributing 3,866 standard digital players and 941 advanced players by May 2010. Wolfner Library received high satisfaction ratings from a large majority of patrons responding to the 2010 Patron Satisfaction Survey.

Target 5.2: Increase the number of grants awarded for programs that benefit low-literacy users, and people with disabilities, special needs, or that have diverse cultural or socio-economic backgrounds.

Met: Grants were awarded for programs targeting a variety of populations (Annex A6.5.2). Grant award lists showed that between FY08 and FY11, the total number of grants given for targeted populations increased from 77 to 79, an increase of 3% (Annex A6.5.3).

Target 5.3: Benefit people with low-literacy levels through increased participation in literacy-related programs.

Insufficient data, but evidence suggests partially met: Because of the types of data collected by MOSL, it is not possible to count the number of people benefitting from program participation; however, the number of literacy-related programs offered can be counted. From ASR data, libraries have reported that the number of literacy-focused programs increased by 113% from FY08 to FY10 and the number of libraries reporting literacy-focused programs increased by 37% (Annex A6.5.4). MOSL has provided training on an increasing number of literacy-focused programs that most likely have benefitted low-literacy Missourians. In FY08, 15 libraries in Missouri reported offering 374 ESL courses/programs; however, from FY08 to FY10 there was a 53% decrease in the number of libraries offering ESL courses and an 11% decrease in the number of ESL courses offered (Annex A6.5.5).

Target 5.4: Increase libraries applying for literacy-related grant programs by 25%.

Partially Met: From 2008 through 2011, of the 273 literacy-related grant applications (Annex A6.5.6), 249 applications were awarded an LSTA grant (Annex A6.5.7). Annex A6.5.8 lists the ten programs that have a literacy-related component and the number of LSTA grants awarded to each program by year. Annex A6.5.6 shows that the number of all libraries applying for these grants each year increased by 52% from 2008 to 2011. The number of new libraries submitting applications for the first time within this time period increased by 22%. The number of literacy-related awards increased by 44.7% from 2008 to 2011 (Annex A6.5.7). The number of new libraries awarded grants increased by 10% over the same time period, peaking in 2010. ("New" libraries refer to libraries listed for the first time in the data for grant awards from 2009 to 2011 compared with the baseline libraries awarded grants in 2008.)

Target 5.5: Train staff from public libraries across the state in literacy improvement products.

Met: MOSL used the Every Child Ready to Read @ Your Library (ECRR) program as its model to train library staff in the principles of reading and language development. Once trained, library staff used these principles to train parents and child care providers. Since 2006, 325 Missouri public library staff members have been trained in the ECRR program. Annex A6.5.9 reports the number of sessions offered and the number of Missouri library staff members participating in their first session. Fifty-eight (39%) of Missouri's tax-supported public libraries have at least one staff member who has been trained in the ECRR program; however, 90 libraries have no staff trained in this program.

MOSL Goal 6: Childhood Education Support

To evaluate Goal 6, two targets specifically address youth services available at Wolfner Library.

Target 5.6: Expand reading and homework support services for Missouri's school children with print disabilities by increasing new child patron registrations by 3% from 2008 levels.

Met: The number of active individual juvenile readers receiving materials increased by 6% from FY09–FY10, and the number of school and other educational facilities with active deposit collections increased by 5% from FY08–FY10 (Annex A6.5.10).

Target 5.7: Increase the use of Wolfner Library youth resources by 5% since 2008.

Met: The number of braille, audio, and large-print items circulated by Wolfner to juvenile patrons increased by 12% from FY08–FY10 (Annex A6.5.11).

LSTA PRIORITY 6: SERVING THE UNDERSERVED

The aim of Priority 6 is to target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line. The State Library's LSTA Plan addressed Priority 6 in one of eight goals, Goal 5 (Table 2).

MOSL Goal 5: Strengthen and Expand Program Services for All

The aim of LSTA grant funding is to improve service provided by Missouri libraries. One way to access underserved populations is through furthering involvement of libraries across the state in grant applications and training. For this goal, statewide grant visits and involvement by previously non-participating libraries in grants and CE were assessed.

Target 6.1: Increase number of previously non-participating public libraries sending staff to training by 5% since 2008.

Met: In FY08, 98 of the 148 Missouri public libraries had at least one staff member participate in a continuing education training event. Between FY09 and FY11, 18 additional public libraries had staff participate in training, an overall increase of 18% (Annex A6.6.1).

Target 6.2: Increase number of previously non-participating libraries applying for training grants by 10% since 2008.

Met: From lists of all training grants that were funded or denied for FY08–FY11, the *baseline* number of applications was counted for FY08 and subsequent *new* applications were counted for libraries who had not participated in a training grant in a prior year. Between FY09 and FY11, a total of 59 new applications were submitted, an increase of 84% over FY08 baseline submissions (Annex A6.6.2).

V. EVALUATION FINDINGS - PROCESS EVALUATION OF DECISION-MAKING

The second main area of the LSTA evaluation focuses on identifying 1) the key decision-making processes at work in implementing the activities in the current plan and 2) the important challenges to using *outcome-based data* to guide policy and managerial decisions over the five years of the plan.

ARC used qualitative measures to evaluate MOSL's processes by reviewing Council minutes and subsequently interviewing four stakeholders. Key evaluation questions were suggested by IMLS, which were translated into targets used to guide the evaluation of MOSL processes.

MODIFICATIONS TO SLAA PLAN

According to statistics submitted to MOSL for FY10, approximately 62% of Missouri's public libraries did *not* have a person with an American Library Association-accredited Master of Library Science/Information Studies (ALA-MLS) degree on staff. Many of these same libraries have staff that lack experience in library administration or staff management. MOSL reasoned that sound fiscal and personnel practices were essential in making the best use of all resources; therefore, MOSL requested a modification to the SLAA plan to expand the scope of continuing education content in order to incorporate library administration and library management training opportunities (A6.7.1 #38). Approval was granted and the amendment went into effect on October 1, 2011.

USE OF PERFORMANCE METRICS

A goal of IMLS is to have SLAAs use performance metrics to guide policy and managerial decisions affecting LSTA-supported programs and services. Through analyzing Council minutes and hearing stakeholder views, ARC determined that MOSL uses performance metrics when making managerial decisions.

Evaluation of the Council Minutes

From a review of 2007 Council minutes, it was noted that at the beginning of the current Plan, MOSL staff presented the Council with outcomes-based data regarding the performance of past grant recipients to request changes to the sub-grant program for the next Plan implementation, and the Council approved these requests (Annex A6.7.2).

ARC reviewed the 2008 to 2011 Council minutes to discover 38 discussions had occurred that covered 30 areas concerning adjustments to the Plan (A6.7.1). For each decision or action, data was used to help make the decision. MOSL systematically collects information from a variety of sources to measure the extent to which a program achieved its goals. For example, the ASR data reports use of resources and patron participation. A variety of patron and staff satisfaction surveys are administered both locally and statewide. Additional anecdotal information is collected on the grant project reports. MOSL uses other measurements also, e.g., telephone surveys, usability studies, and stakeholder interviews (Annex A6.7.3). For some decisions, data for Missouri libraries were not available before implementing an activity, but data from other states were reviewed before a decision was made, (e.g., implementing WebJunction (A6.7.1 #12), or implementing Gale Cengage Learning as a resource (A6.7.1 #18). Although Council minutes seldom listed the data sources used for decisions, it could be inferred from the minutes that decisions were not made quickly or without adequate information.

Interviews with Stakeholders

To further investigate the decision-making processes, ARC determined that qualitative data would further elucidate MOSL's use of performance metrics. To this end, ARC staff conducted interviews with four MOSL stakeholders (Annex A4) who were asked about the usage of outcome-based data and performance metrics for policy and management decisions (Annex A5). They also were asked about times when outcomes-based measurements were not available, were difficult to assess, or were in conflict with the judgment of decision makers. Those interviewed were the Missouri State Librarian, the MOSL Library Development Director, the MOSL LSTA Grants Officer, and the Chair of the Secretary's Council on Library Development. Stakeholders were asked to select areas in

which performance metrics were used to inform decisions from the list of Council actions (A6.7.1). The summaries of these discussions are listed below.

Decision 1: When looking at performance metrics to see if projects were still meeting community needs, MOSL saw declining outcomes (participation, etc.) for some grants. Staff reported reviewing project data to determine the critical point when projects become established enough to develop good partnerships within the community, with the potential for local community support. MOSL recommended a three-year maximum on funding for a grant project to allow libraries time to find additional funding resources/build partnerships (A6.7.1 #20).

Decision 2: Staff described the careful deliberation that went into investigating and identifying appropriate electronic resources to possibly purchase through a shared-cost pool. This statewide program would improve cost-effective delivery and decrease duplication of resources (A6.7.1 #10). Both ASR data and results from a survey of libraries were used to gauge the interest in putting library money into electronic resources. The final decision was not to implement the program due to dramatic changes in the funding climate.

Decision 3: The Technology and Digitization consultant looked at the interlibrary loan (ILL) statistics to help determine a tier-based system for introducing the courier service, defining libraries according to their level of ILL activity, size of collection, and the area served. Each tier was evaluated for its costs and benefits of being involved. MOSL provided data to understand the positive impact the courier service could provide. The goal was to encourage resource sharing with the small libraries, resources that they never would have received otherwise. The final decision was to fund a two-days-per-week courier service for every tax-supported public library in Missouri to improve turnaround time for ILL requests and to increase the number of loans (A6.7.1 #3, #11, #14, and #19).

Decision 4: For the scholarship program evaluation, metrics included the cost to MOSL for graduates unable to find a job, the cost for those who default on their loans, and also job availability for participants. The metrics helped the Council make a difficult decision. Although the program has been successful in turning out qualified graduates, because of the current economy, the Council decided that the financial risk was not worth the benefits. The decision allows those still in the program to finish, but MOSL will discontinue scholarship grants for library staff and media specialists starting graduate coursework (A6.7.1 #22).

CHALLENGES TO USING OUTCOMES-BASED DATA

The interviewer asked the stakeholders what challenges they encountered in using outcomes-based data to guide policy and managerial decisions regarding the current LSTA Plan. MOSL staff discussed several challenges that they have encountered.

1. Project directors of grants have difficulty knowing what data they need to gather.
2. Personnel changes can lead to changes in the ways data is collected and the priority placed on different types of data collection.
3. Timeliness of receiving data from libraries can be difficult.
4. Availability of current data is a challenge.
5. Staff members have limited time and tools for analysis.
6. Staff members lack education on outcomes-based evaluation (OBE). More education would encourage more consistency and better data collection procedures.
7. Interpretation of data is difficult when comparing small and large libraries.

Staffing Challenges

The interviewer asked the stakeholders how staffing specifically affected the challenges of OBE. MOSL staff discussed challenges that they have encountered.

1. Time availability is a challenge, especially for small libraries with limited staff and limited time.
2. Staff turnover is a challenge and leads to inconsistencies in data collection, leading to difficulty when looking at trends over time.
3. Staff training is a challenge. More OBE training is important: even library staff with a degree in library science may not know about OBE.

Decision Difficulties when Outcome-based Data are Available

The interviewer asked the stakeholders to identify policies/decisions for which they had outcomes to help inform their decision, but knew that these outcomes did not lead to the best decision. All interviewees mentioned programs they liked, but that were not funded because the outcome data showed that they would not be economically feasible.

1. Discontinuing the scholarship program (A6.7.1 #22) was a strictly financial decision. MOSL staff regretted ending the program, which they saw as providing an important service.
2. Changing from EBSCO to Gale Cengage Learning for online resources (A6.7.1 #18) was a decision that MOSL staff believed was not the best decision. In the next purchasing cycle, input from the academic community helped re-balance the criteria and an EBSCO subscription was again purchased.
3. Providing a statewide virtual reference project was not implemented (A6.7.1 #6). MOSL did the research to show that there was not enough interest to make the program fiscally responsible.

Lack of Outcomes-based Data

The interviewer asked the stakeholders to identify policies/decisions for which they had no outcomes to help inform their decision. The Council Chair emphasized that MOSL staff provide the Council with more than adequate information. The staff provided four examples of times when they believed outcomes information was lacking. These were all cases where MOSL suspected that decisions would lead to positive changes, but data was not available to know for sure.

1. The decision to expand targeted-population grant opportunities to include both school and academic libraries (A6.7.1 #2) was made and no problems developed. When Council members decided to add these libraries, they knew the number of schools and the available resources, but there was no way to know how many would apply until the plan was implemented.
2. The decision to subscribe to WebJunction (A6.7.1 #12) was “a leap of faith,” because they had no Missouri data to use even though other states were polled about their experiences. The CE component has made WebJunction a successful endeavor.
3. When the Wolfner Library migrated to digital media, MOSL staff investigated how other states were handling the transition and found conflicting information; however, an aggressive roll-out of digital media has been hugely successful.
4. The decision to raise the monetary minimum awards on grant applications (A6.7.1 #26) was influenced by a suggestion from IMLS to set a \$2500 minimum on some grant types. There was no outcomes data to help in the decision and it was unknown if limits would deter libraries from applying for grants; however, this has not happened.

The interviewer asked the stakeholders if there are data elements that would help with decision making, but that are not currently available. MOSL staff discussed four areas in which more data would help them with decisions.

1. Tracking staff training levels.
2. Tracking the use of digitized collections and their effect on people’s lives.

3. Tracking the use of Show Me the World components. Even though the number of ILL transactions can be counted, there is very little anecdotal feedback from libraries about the program.
4. Tracking the use of technology tools. It is difficult to come up with measures that will maintain reliability and validity given the great variety of Missouri libraries, the varied expertise of those filling out the ASR, and the library's ability to collect the data.

It was obvious to the ARC evaluation team that MOSL staff and Council members are conscientious in their use of data to make decisions. From the retrospective evaluation it was also clear that more outcomes-based data could be collected. MOSL staff recognized that more outcomes-based data would be helpful in setting policies and making decisions, and they are having internal discussions on how to improve in this area.

VI. EVALUATION FINDINGS - PROSPECTIVE ASSESSMENT OF PLANNING

The third main area of the LSTA evaluation focuses on the “prospective” area to identify the decision-making processes at work in determining the key goals for the next five-year plan. One of the web surveys administered to a sample of Missouri library staff asked participants questions about their ideas and needs in the areas of continuing education, databases, and grants. The results from their responses will provide MOSL with information to help in its design of the next five-year plan. Also, interviews were conducted with three stakeholders (A7) to determine their processes for defining targets for the next plan and their thoughts on data collection. The questions asked (Annex A8) and the results of these interviews are included in the annex (A9).

One of the purposes of the *Missouri Library Staff Survey* was to identify barriers to participation in continuing education among Missouri library staff. Over 80% of respondents reported having attended at least one training opportunity provided by the State Library or MOREnet in the past year. Over half (52%) of respondents reported a lack of available time as a factor that limited their own participation in training opportunities (Annex A6.8.1). Among respondents who had *not* participated in CE training in the last year, 27% reported not knowing what CE opportunities were available (Annex A6.8.2). This finding highlights the importance of publicizing opportunities more widely, using multiple methods and multiple outlets.

In developing goals for the next five-year plan, the survey results showed that differences in needs and priorities among rural and suburban/urban libraries should be considered. While the response patterns of rural and urban/suburban library staff were similar, when looking at the factors limiting CE participation, rural library staff were less likely to select *not interested in the topics presented* and more likely to select *insufficient funds* and *inability to travel* than their urban/suburban counterparts (Annex A6.8.3). The survey asked participants the amount of time they would willingly travel, one way, to attend a training session. A large majority of respondents (93%) would be willing to travel at least up to one hour, with many in this group willing to travel longer (Annex A6.8.4). Regarding travel, there was very little difference between the responses of rural and urban/suburban respondents (Annex A6.8.5). One way to lessen the time demands associated with CE training is to offer more Internet-based opportunities. Eighty percent of respondents indicated that they would be willing to participate in training online through webinars or self-paced classes (Annex A6.8.6). Both rural and urban/suburban library staff selected this format more frequently than the other two choices, videoconferencing or face-to-face at regional locations (Annex A6.8.7).

Respondents to the *Staff Survey* were given a list of potential new topics for CE training from which to select those they would be interested in attending (Annex A6.8.8). Their responses provide valuable feedback in shaping training opportunities for the next 5-year cycle. The three topics that generated the most interest were: 1) e-book and new technology services, 2) innovations in library services, and 3) developing plans for library services. When given three choices of what could be provided to assist them in their use of electronic databases, respondents most frequently selected a desire for training materials to use with library patrons (Annex A6.8.9). This finding is important to consider in planning ways to use LSTA funds to promote the use of electronic databases.

Finally, survey results provide insight into the relative importance library staff place on the types of projects to which LSTA allocates funds. Survey respondents were given a list of five competitive grant areas and prioritized the importance of these areas for their library (Annex A6.1.4, Annex A6.1.5). Grants were ranked in the following order:

1. Technology, such as Technology Ladder, Technology Mini Grant, and Website Makeover;
2. Program Services, such as Programs for Targeted Populations, Spotlight on Literacy, and Summer Library Programs;
3. Collection Development, such as Targeted Collection Development;
4. Continuing Education and Training, such as Excellence in Library Service, Show Me Steps, and Spanish That Works, and
5. Digital Imaging Grants.

VII. CONCLUSION AND RECOMMENDATIONS

The evaluation of the implementation of the *Missouri State Library LSTA Program Five-year Plan for Years 2008–2012* included an evaluation of several key State Library programs, an examination of the processes used to make administrative decisions, and an assessment of the processes for constructing the next five-year plan.

MOSL collects a substantial amount of data; however, to expand its types of data collection, staff from both MOSL and the tax-supported libraries would be better collectors if they could receive training in outcomes-based data collection. Perhaps regional workshops, videoconferences, or web-based modules could be used. Data regarding continuing education could be improved with standardization of data collection methods, including standardizing specific variables collected, (i.e., first name, nickname, last name). Grant data could be expanded to include variables signifying the type of population benefiting from the grant (i.e., low-literacy, ESL, library staff). If all data included a variable that was a unique code number for the library district, then data could be sorted and merged using this number rather than relying on inconsistent library names. The quality of the data would further improve if the numbering also signified the type of library, (i.e., school, public).

MOSL is forward-thinking in its support and use of technology as demonstrated by the Show Me the World, Missouri Digital Heritage, and REAL Programs, as well as in the variety of technology-based continuing education opportunities and grant awards. When surveyed on the relative importance of various grant opportunities, a plurality of library staff identified technological grants as most important for their libraries. Missouri library patrons have benefitted from MOSL-supported technological upgrades, including digital migration at the Wolfner Library, new and improved websites, and the sharing of database resources. MOSL demonstrated that it will use performance metrics in deciding to establish or discontinue programs even when decisions may be unpopular.

MOSL provides strong support for youth programming and offers many continuing education events in this area; however, more teen programs and teen advisory groups are still needed and Summer Reading Programs need to be expanded so that all Missouri youth have better access to their local libraries. Low-literacy Missourians and those for whom English is a second language receive services in a small number of public libraries, but this is not an area of much growth during the past five years. The public library is a valuable resource for these groups and libraries throughout the state should be encouraged to develop or expand programs for these users.

The statewide digitization project is growing in a methodical manner to ensure quality products; however, new libraries need to be encouraged to participate and Missouri citizens need to be made more aware of this stunning resource.

The use of electronic databases has not seen consistent growth, despite efforts on MOSL's part to promote their use. Two main factors that have discouraged use are reliance on Internet search engines and dissatisfaction with a prior general database. MOSL is aware of these issues and will continue to adjust its offerings, promotional materials, and training to best serve library patrons.

Continuing education opportunities are abundant and are offered through a variety of media, benefitting staff from many of Missouri's libraries. It is important to encourage participation from staff in non-participating libraries. A better system of tracking continuing education is needed to help understand patterns of participation. With fairly new leadership in the area of continuing education, this may be in the planning stages. Results from the *Missouri Library Staff Survey* should prove helpful in developing new course ideas.

Sharing resources among libraries is a strong and growing area for MOSL. The Show Me the World program and its components have improved with the addition of the ILL Courier Service. The momentum in this program should be maintained for quality implementation.

The application process for LSTA sub-grants has steadily improved over the five years covered by this evaluation. Thoughtful consideration appears to enter into decisions concerning setting limits and expanding areas for funding. Hopefully, results from the *Staff Survey* will provide additional ideas for improvement. A greater focus on collaboration and cooperation between different libraries and between libraries, schools, and communities in the next five-year plan could strengthen grant-funded projects.

The evaluation of MOSL and its implementation of the Plan showed that MOSL is a strong and vital resource for Missouri's citizens. At the highest levels, MOSL encourages communication with library staff throughout the state and listens to their ideas and their needs and acts creatively and directly to improve Missouri's libraries. For any organization, there are always areas that can be improved. MOSL is encouraged to find innovative ways to tie staff training to local program development and implementation; encourage use of technology to strengthen services; and continue to search for ways to improve library services in underserved areas.

VIII. ANNEXES

- A1. Acronyms and Definitions
- A2. Continuing Education Survey
- A3. Missouri Library Staff Survey
- A4. People Interviewed for the Process Evaluation
- A5. Process Interview Protocol
- A6. Tables and Figures
 - Background
 - LSTA Priority 1: Expanding Services for Learning
 - LSTA Priority 2: Developing a Strong Technology Infrastructure
 - LSTA Priority 3: Providing Access to Materials
 - LSTA Priority 4: Developing Partnerships
 - LSTA Priority 5: Supporting an Educated and Informed Citizenry
 - LSTA Priority 6: Serving the Underserved
- A7. People Interviewed for Prospective Assessment
- A8. Prospective Interview Questions
- A9. Process Interview Findings
- A10. Bibliography

A1. ACRONYMS AND DEFINITIONS

| | Table A1: List of Acronyms and Definitions |
|--------------|--|
| ALA-MLS | American Library Association-accredited Master of Library Science/Information Studies |
| ARC | Assessment Resources Center, University of Missouri, Columbia, MO |
| ASR | Annual Statistical Report of libraries in Missouri |
| CE | Continuing Education |
| ECRR | Every Child Ready to Read – Literacy Program |
| FirstSearch | Web-based search interface for searching the OCLC-catalogued materials |
| ILL | Interlibrary Loan |
| ILS | Integrated Library Systems |
| IMLS | Institute of Museum and Library Services – Federal office administering LSTA |
| IRB | Institutional Review Board |
| KCMLIN | Kansas City Metropolitan Library and Information Network |
| LSA | Legal Services Area – denotes size of a library |
| LSTA | The Library Services and Technology Act (2003) |
| MARC | Machine Readable Cataloguing |
| MDH | Missouri Digital Heritage |
| MLNC | Missouri Library Network Corporation – provides OCLC products and services |
| MOBIUS | Missouri Bibliographic Information User System - A shared platform for library catalogs and courier systems |
| MOREnet | Missouri Research and Education Network - Provides high-speed Internet, training, and technical support to libraries |
| MOSL | Missouri State Library |
| NLS | National Library Service for the Blind and Physically Handicapped |
| OBE | Outcomes-based Evaluation |
| OCLC | Online Computer Library Center |
| PLS | Public Libraries Survey, the IMLS annual collection of library statistical data from the states |
| REAL Program | Remote Electronic Access for Libraries – Program linking public libraries to Internet |
| REAL EZ Web | Website design template provided on the MOREnet website |
| SMTW | Show Me the World – This project includes three programs and services: a statewide license for the WorldCat database, a records-loading program, and an improved interlibrary loan system. |
| SMTW Courier | Show Me the World Get Connected Courier Delivery Service - A statewide courier service established through a grant with KCMLIN. |
| SLAA | State Library Administrative Agency |
| SOS | The Office of the Missouri Secretary of State |
| SPR | State Program Report – These are the Grant Project Reports documenting results of awarded LSTA sub-grants. |
| SPSS | Originally called Statistical Package for the Social Sciences – a software program supported by IBM Company used for statistical analysis. |
| WorldCat | Global online public access catalog that is produced and maintained by OCLC. |

A2. CONTINUING EDUCATION SURVEY

Q1 Continuing Education Survey

Q2 Please let us know what continuing education events you have participated in during the past 2 years and what impact these have had on you and your library. You will be asked three questions about each CE topic area in which you have participated. Survey results are confidential. Responses are collected by the Assessment Resource Center, combined together, and reported as a whole to the Missouri State Library (MOSL) to help them better understand and improve their training. Thank you in advance for completing the survey. Your participation is greatly appreciated and very important.

Q3 If you have not attended any continuing education events sponsored by MOSL or MOREnet please let us know. In selecting this response, you will be directed to several general questions on continuing education.

YES, I have attended at least one continuing education event (e.g., online, virtual, or in-person) sponsored by MOSL or MOREnet in the last 2 years. (1)

NO, I have NOT attended any continuing education events sponsored by MOSL or MOREnet in the last 2 years. (2)

If NO, I have NOT attended any... Is Selected, Then Skip To Through what media sources do you find...

Q4 In the past 2 years, have you participated in any continuing education events sponsored by MOSL in Customer Service?

Yes (1), No (2)

If No Is Selected, Then Skip To Collection Development / Collection M...

Q5 Customer Service

| | Not at all (1) | Very little (2) | Somewhat (3) | To a great extent (4) | Quite a lot (5) |
|--|----------------|-----------------|--------------|-----------------------|-----------------|
| 1. Did the information presented help you better understand library practices/procedures in this area? | | | | | |
| 2. Have you applied the new concepts/techniques learned to improve library programming/services? | | | | | |
| 3. Did you share information from the CE event with other staff at your library? | | | | | |

Q6 In the past 2 years, have you participated in any continuing education events sponsored by MOSL in Collection Development / Collection Management / Interlibrary Loan / Cataloging and Classification?

Yes (1) No (2)

If No Is Selected, Then Skip To In the past 2 years, have you parti...

Q7 Collection Development / Collection Management / Interlibrary Loan / Cataloging and Classification

| | Not at all (1) | Very little (2) | Somewhat (3) | To a great extent (4) | Quite a lot (5) |
|--|----------------|-----------------|--------------|-----------------------|-----------------|
| 1. Did the information presented help you better understand library practices/procedures in this area? | | | | | |
| 2. Have you applied the new concepts/techniques learned to improve library programming/services? | | | | | |
| 3. Did you share information from the CE event with other staff at your library? | | | | | |

Q8 In the past 2 years, have you participated in any continuing education events sponsored by MOSL in Library Outreach / Marketing / Community Networking and Collaboration?

Yes (1) No (2)

If No Is Selected, Then Skip To In the past 2 years, have you parti...

Q9 Library Outreach / Marketing / Community Networking and Collaboration

| | Not at all (1) | Very little (2) | Somewhat (3) | To a great extent (4) | Quite a lot (5) |
|--|----------------|-----------------|--------------|-----------------------|-----------------|
| 1. Did the information presented help you better understand library practices/procedures in this area? | | | | | |
| 2. Have you applied the new concepts/techniques learned to improve library programming/services? | | | | | |
| 3. Did you share information from the CE event with other staff at your library? | | | | | |

Q10 In the past 2 years, have you participated in any continuing education events sponsored by MOSL or MOREnet in Reference and Information Services / Electronic Databases?

Yes (1) No (2)

If No Is Selected, Then Skip To In the past 2 years, have you parti...

Q11 Reference and Information Services / Electronic Databases

| | Not at all (1) | Very little (2) | Somewhat (3) | To a great extent (4) | Quite a lot (5) |
|--|----------------|-----------------|--------------|-----------------------|-----------------|
| 1. Did the information presented help you better understand library practices/procedures in this area? | | | | | |
| 2. Have you applied the new concepts/techniques learned to improve library programming/services? | | | | | |
| 3. Did you share information from the CE event with other staff at your library? | | | | | |

Q12 In the past 2 years, have you participated in any continuing education events sponsored by MOSL in Library Services for Children or Teens?

Yes (1) No (2)

If No Is Selected, Then Skip To In the past 2 years, have you parti...

Q13 Library Services for Children or Teens

| | Not at all (1) | Very little (2) | Somewhat (3) | To a great extent (4) | Quite a lot (5) |
|--|----------------|-----------------|--------------|-----------------------|-----------------|
| 1. Did the information presented help you better understand library practices/procedures in this area? | | | | | |
| 2. Have you applied the new concepts/techniques learned to improve library programming/services? | | | | | |
| 3. Did you share information from the CE event with other staff at your library? | | | | | |

Q14 In the past 2 years, have you participated in any continuing education events sponsored by MOSL in Adult Services / Special Client Populations / Seniors?

Yes (1) No (2)

If No Is Selected, Then Skip To In the past 2 years, have you parti...

Q15 Adult Services / Special Client Populations / Seniors

| | Not at all (1) | Very little (2) | Somewhat (3) | To a great extent (4) | Quite a lot (5) |
|--|----------------|-----------------|--------------|-----------------------|-----------------|
| 1. Did the information presented help you better understand library practices/procedures in this area? 2. Have you applied the new concepts/techniques learned to improve library programming/services? 3. Did you share information from the CE event with other staff at your library? | | | | | |

Q16 In the past 2 years, have you participated in any continuing education events sponsored by MOSL in Library Administration / Management / Supervision ?

Yes (1) No (2)

If No Is Selected, Then Skip To In the past 2 years, have you parti...

Q17 Library Administration / Management / Supervision

| | Not at all (1) | Very little (2) | Somewhat (3) | To a great extent (4) | Quite a lot (5) |
|--|----------------|-----------------|--------------|-----------------------|-----------------|
| 1. Did the information presented help you better understand library practices/procedures in this area? 2. Have you applied the new concepts/techniques learned to improve library programming/services? 3. Did you share information from the CE event with other staff at your library? | | | | | |

Q18 In the past 2 years, have you participated in any continuing education events sponsored by MOSL or MOREnet in Library Automation / Web Design / Use of Technology (e.g., Technology Planning, Networking Basics, Server Administration, etc.)?

Yes (1) No (2)

If No Is Selected, Then Skip To In the past 2 years, have you parti...

Q19 Library Automation / Web Design / Use of Technology (e.g., Technology Planning, Networking Basics, Server Administration, etc.)

| | Not at all (1) | Very little (2) | Somewhat (3) | To a great extent (4) | Quite a lot (5) |
|--|----------------|-----------------|--------------|-----------------------|-----------------|
| 1. Did the information presented help you better understand library practices/procedures in this area? 2. Have you applied the new concepts/techniques learned to improve library programming/services? 3. Did you share information from the CE event with other staff at your library? | | | | | |

Q20 In the past 2 years, have you participated in any continuing education events sponsored by MOSL in Digitization?

Yes (1) No (2)

If No Is Selected, Then Skip To Were any of the CE events you atten...

Q21 Digitization

| | Not at all (1) | Very little (2) | Somewhat (3) | To a great extent (4) | Quite a lot (5) |
|--|----------------|-----------------|--------------|-----------------------|-----------------|
| 1. Did the information presented help you better understand library practices/procedures in this area? | | | | | |
| 2. Have you applied the new concepts/techniques learned to improve library programming/services? | | | | | |
| 3. Did you share information from the CE event with other staff at your library? | | | | | |

Q22 Were any of the CE events you attended presented online through a webinar?

Yes (1) No (2)

If No Is Selected, Then Skip To Were any of the CE events you atten...

Q23 Online through a webinar Was the CE event delivered effectively in this manner?

Yes (1) Somewhat (3) No (2)

Q24 Will you participate in future CE events delivered in this way?

Yes (1) No (If no, why not?) (2) _____

Q25 Were any of the CE events you attended presented online using self-paced training software?

Yes (1) No (3)

If No Is Selected, Then Skip To Were any of the CE events you atten...

Q26 Online using self-paced training software Was the CE event delivered effectively in this manner?

Yes (1) Somewhat (3) No (2)

Q27 Will you participate in future CE events delivered in this way?

Yes (1) No (If no, why not?) (2) _____

Q28 Were any of the CE events you attended presented through videoconferencing ?

Yes (1) No (2)

If No Is Selected, Then Skip To Through what media sources do you fin...

Q29 Videoconferencing Was the CE event delivered effectively in this manner?

Yes (1) Somewhat (3) No (2)

Q30 Will you participate in future CE events delivered in this way?

Yes (1) No (If no, why not?) (2) _____

Q31 How do you find out about State Library sponsored CE events? (Choose all that apply.)

- Secretary of State website (1)
- Show Me Express (2)
- Missouri Continuing Education Calendar (3)
- WebJunction-Missouri (4)
- MLNC Website/Newsletter (5)
- MOREnet Website/Newsletter (6)
- From other staff (7)
- Other (please list) (8) _____

Q32 What is your primary area of job responsibility? [Please select the one that best describes your area.]

- Administrative Support Staff (1)
- Adult Services, Reference, or Public Services Librarian (2)
- Associate Director, Branch Manager, Supervisor, or Department Head (3)
- Cataloging or Technical Services Librarian or Specialist (4)
- Children's Services Librarian or Specialist (5)
- Collection Development or Collection Management Librarian or Specialist (13)
- K-12 Media Librarian or Specialist (6)
- Library Assistant, Associate, Circulation Services, or Technical Staff (7)
- Library Director (8)
- Other Professional Position, with a degree other than MLS (9)
- Technology or Electronic Services Staff (10)
- Young Adult Librarian or Specialist (11)
- Other (12)

Q33 At what type of library are you employed?

- Public (1)
- K-12 (2)
- Academic (3)
- Special, institution, or other type of library (4)

Q34 Do you consider your library rural or urban/suburban? Rural (2) Urban/Suburban (1)

Q35 Please give us any suggestions that you might have before submitting your responses. Thank you for your help.

Q36 What one improvement would you recommend regarding continuing education training for librarians in Missouri?

Q37 What suggestions do you have for future course topics?

Q38 Selecting the arrow below will submit your responses. Thank you for helping us improve continuing education opportunities.

A3. MISSOURI LIBRARY STAFF SURVEY

Please let us know about your opinions and experiences with continuing education opportunities, database usage and grant programs.

Survey results are confidential. Responses are collected by the Assessment Resource Center, combined together, and reported as a whole to the Missouri State Library (MOSL) to help them better understand and improve their training and grant programs.

Thank you in advance for completing the survey. Your participation is greatly appreciated and very important.

Demographics

What is your position at the library?

- Public or Academic Library Director; School Library Coordinator
- All Other Library Staff
- Trustee

At what type of library are you employed?

- Public
- K-12
- Academic
- Special, institution, or other type of library

Do you consider your library rural or urban/suburban?

- Rural
- Urban/Suburban

Continuing Education

How many training opportunities sponsored by the State Library or MOREnet have you attended in the past two years? This can include face-to-face, videoconference, or online training.

- None
- 1 to 5
- More than 5

What limits your participation in continuing education training events? (Check all that apply.)

- No topics of interest to me in my position
- No time available to participate in trainings
- Unable to travel to other locations
- Insufficient funds available for training
- No one has encouraged me to attend
- I do not know what is available
- Other (please specify) _____

Are you willing and able to participate in free events offered... (Check all you would attend.)

- through videoconferencing?
- online, through webinars or self-paced classes?
- face to face, at regional locations?

How many hours (one way) are you willing to travel to attend a training session?

- Unable to travel
- Up to 1 hours
- Up to 2 hours
- Up to 3 hours
- More than 3 hours on occasion

To help us identify training topics of most interest to you, what new topics would you like to see offered through Missouri State Library sponsorship in the upcoming three years? (Check all that apply.)

- E-book and other new technology services in libraries
- Disaster preparedness
- Every Child Ready to Read 2 advanced training
- Family-based literacy program development
- Innovations in library services
- Measuring library service/project impact
- Developing plans for library services
- Teens and technology
- Trustee training
- Workforce development
- Other (please specify) _____

MOREnet

Is your library a MOREnet member? Yes No AUTO SKIP: If No Is selected, then skip to grant programs

Database Usage

The State Library receives funds to provide several electronic databases to libraries through MOREnet. These include the EBSCO general and academic magazine databases; Gale Business and Company Resource Center; Gale Discovering Collection and Kid InfoBits for youth; NewsBank for Missouri newspapers; and LearningExpress Library and Job & Career Accelerator. Please respond to these questions based on your use of these databases.

In general, how often do you use electronic databases to assist library patrons?

- At least several times a week
- Several times a month
- Several times a year
- Never or seldom used

In general, what is your comfort level in using electronic databases to assist library patrons?

- Not comfortable at all
- Fairly comfortable
- Comfortable
- Very comfortable

How many times in the past three months have you used the following electronic databases for either yourself or a patron?

| | Please enter a whole number. |
|--|------------------------------|
| EBSCO databases, general and academic magazines, ERIC, Consumer Health | <input type="checkbox"/> |
| Gale Business and Company Resource Center | <input type="checkbox"/> |
| Gale Discovering Collection or Kid InfoBits | <input type="checkbox"/> |
| NewsBank Missouri newspapers | <input type="checkbox"/> |
| LearningExpress Library and Job & Career Accelerator | <input type="checkbox"/> |

Have you attended any training on using any of these databases, whether provided by your library, MOREnet, or the database company?

- Yes
- No

When researching a topic or answering a reference question, what resource are you most likely to use first?

- State Library and MOREnet provided online resources
- Other online resources subscribed to by my library
- General Internet resources and search engines
- Print materials at my library

How does your library promote the electronic databases provided through the State Library and MOREnet to your patrons? (Check all that apply.)

- Print materials such as bookmarks, posters, flyers, and/or brochures
- Class or one-on-one instruction in database use
- Public presentations or announcements at civic groups, etc.
- Links on my library's website
- Other (please specify) _____

What would you like the State Library and MOREnet to provide to assist in your use of the databases? (Check all that apply.)

- More promotional materials, including templates to customize for my library
- More training on using the databases
- Training materials to use with library patrons
- Other suggestions? _____

What additional database(s) would you like to see offered statewide?

Grant Programs

Have you participated in the development of an LSTA Grant from the Missouri State Library in the last three years?

- Yes No

Answer If Have you participated in the development of an LSTA Grant? ... Yes Is Selected

For the LSTA competitive grants process, please rate the Missouri State Library in the guidance they provide in how to complete the application.

- Poor
 Fair
 Good
 Very good
 Excellent
 Not applicable

Answer If... Have you participated in the development of an LSTA Grant? ... Yes Is Selected

In addition to the grant application itself, have you used any of the following resources to help complete the application? (Check all that apply.)

- General grant application guidelines posted on the Missouri State Library Grants page
 Online grant application training provided by Missouri State Library
 Missouri State Library staff

Answer If... Have you participated in the development of an LSTA Grant? ... No Is Selected

What keeps you from participating in the LSTA grant program? (Check all that apply.)

- Someone else at my library has this responsibility.
 The process is hard to understand; grant writing is very difficult.
 My project idea doesn't fit easily into any of the categories.
 I am unaware of available grants and/or application deadlines.
 The process is too difficult for the amount of funds received.
 With our staff size and responsibilities, we don't have the time to apply for or manage grants.
 We can't meet the required local funding match.
 Other (please specify) _____

Please prioritize the importance of these competitive grants for your library from 1 to 5, with 1 having the highest priority and 5 having the lowest priority. (Please select the button in column one for your most important area, the button in column 2 for your second most important area, etc.)

- _____ Digital Imaging Grants
 _____ Collection Development, such as Targeted Collection Development
 _____ Technology, such as Technology Ladder, Technology Mini Grant, and Website Makeover
 _____ Program Services, such as Programs for Targeted Populations, Spotlight on Literacy, and Summer Library Program
 _____ Continuing Education and Training, such as Excellence in Library Service, Show Me Steps, and Spanish That Works

Overall, how important are the LSTA funded opportunities (e.g., the trainings, databases, competitive grants, courier service, etc.) to your library in being able to serve your clients well?

- Unimportant
- Somewhat important
- Important
- Very important
- Critical

If you have any additional comments, please write them here.

By selecting the arrow at the bottom of the page, your responses will be submitted. Please encourage other staff at your library to complete the survey too.

Thank you for sharing your opinions and experiences to help The State Library improve its programs.

A4. PEOPLE INTERVIEWED FOR THE PROCESS EVALUATION

| Date | Name | Job Title | Contact Information |
|-------------|------------------|---|---|
| 11/28/11 | Margaret Conroy | Missouri State Librarian | margaret.conroy@sos.mo.gov |
| 11/28/11 | Barbara Reading | Missouri State Library, Library Development Director | 573-751-2679 barbara.reading@sos.mo.gov |
| 11/28/11 | Debbie Musselman | Missouri State Library, LSTA Grants Officer | 573-526-6734 debbie.musselman@sos.mo.gov |
| 12/14/11 | Melissa Carr | Chair of the Secretary's Council on Library Development | 573-443-3161 |

A5. PROCESS INTERVIEW PROTOCOL

A LOOK AT THE MISSOURI STATE LIBRARY'S PROCESSES FOR USING LSTA FUNDS

Below are the goals outlined by The Institute of Museum and Library Services (IMLS) to use to assess The Missouri State Library's (MOSL) processes for using LSTA funds.

- Goal 1: To use outcome-based data and performance metrics in making modifications to the SLAA plan.
- Goal 2: To use performance metrics to guide policy and managerial decisions.
- Goal 3: To acknowledge the important challenges to using outcome-based data.

In order to address the key *process* questions in the evaluation of the Missouri State Library's current Five-year State Plan for LSTA funding, The Assessment Resource Center (ARC) staff will interview four MOSL stakeholders. These stakeholders will be asked about the usage of outcome-based data and performance metrics for policy and management decisions. They will also be asked about times when outcomes-based measurements are not available or are difficult to assess or when they are in conflict with the judgment of decision makers.

From these interviews, ARC will document the important challenges to using outcome-based data to guide policy and managerial decisions over the five years of the plan.

Interview Schedule

Phone interviews will be conducted by Paula McFarling at ARC (573-882-4694) with the following stakeholders from November 29 through December 14, 2011:

| Name | Title | Interview Date | Interview Time | Phone Number |
|------------------|---|-------------------|----------------|----------------|
| Margaret Conroy | Missouri State Librarian | November 29, 2011 | 2:00 | MOSL calls ARC |
| Barbara Reading | Library Development Director | November 29, 2011 | 2:00 | MOSL calls ARC |
| Debbie Musselman | LSTA Grants Officer | November 29, 2011 | 2:00 | MOSL calls ARC |
| Melissa Carr | Chair of the Secretary's Council on Library Development | December 14, 2011 | 11:15 | 573-443-3161 |

In preparing for the process interviews, ARC reviewed the minutes from the Secretary's Council on Library Development to identify decisions and actions made in relation to the LSTA 5-year plan. Table P1.5 lists the decisions and actions addressed at Council meetings from December 2007 to April 2011, the motivation for each item, and the number of the goal to which it is tied.

In conjunction with the questions outlined in the attached interview guide, items contained in Table P1.5 will serve as a stimulus for stakeholders to discuss decisions made and actions taken regarding programs funded with LSTA monies. The tangible examples provided in the table can serve as reference points for both the interviewer and the stakeholders in their discussion concerning the process goals provided by IMLS (see A6.7.1 for Table P1.5, which was provided with this document).

Interview Questions

1. For the programs using LSTA funds, what is your current role in the decision-making process regarding these funds?
2. From the list in Table P1.5, can you select three areas where you used performance metrics to inform those decisions?
3. What are 3 challenges that you encountered in using outcome-based data to guide policy and managerial decisions regarding the current LSTA Plan?
4. How does staffing enter into the challenges of outcomes-based evaluation (OBE)?
5. Can you identify policies/decisions where you had outcomes to help inform your decision but you knew that these outcomes did not lead you to the best decision? Best-informed decision?
6. Can you identify policies/decisions where you had NO outcomes to help inform your decision?
7. Is there data not currently available that you would like to have to help you make decisions?

A6. TABLES AND FIGURES

All of the tables and figures below, except the first two tables, have been included in the individual reports noted in Table 3. These tables and figures retain the table/figure number from the original report and also the new reference number for this report. The initial number in the table/figure heading refers to the section of this report, as follows: A6 is the Annex for tables and figures, the next number refers to the Priority section in the main report where this table/figure is referenced, and the final number is the ordinal number within that priority section.

Background

| A6.0.1 Funded LSTA Grant Types for Funding Range 2011 | |
|---|---|
| Grant Description | |
| 1. | Technology Ladder , which funds long term projects that involve technology and automation of system-related equipment and software with the aim of helping libraries move up the technology ladder to a higher level of service (\$5,000–\$35,000). |
| 2. | Technology Mini-Grant , which funds short term projects to replace, upgrade or add new equipment or software (\$2,500–\$15,000). |
| 3. | Digital Imaging , which provides funding for scanning, cataloging, and Web delivery of significant historical and cultural materials in Missouri and in Missouri history (\$5,000–\$75,000). |
| 4. | Website Makeover , which provides funding to develop or redesign a website for more effective service delivery (\$2,500–\$10,000). |
| 5. | Show-Me Steps to Career Development , which provides financial assistance for Missouri library personnel to participate in continuing education and training opportunities, with some match of funds by local institutions (\$500–\$2,999). |
| 6. | Spanish That Works , which provides funding to hire an instructor to teach the pre-packaged “Spanish That Works” curriculum to library staff (\$2,000–\$15,000). |
| 7. | Spotlight on Literacy , which funds programs to encourage reading, language skills development, academic improvement including GED instruction, job skills development, computer skills development, and health skills development with the aim of serving patrons of all ages through programs that support an educated and informed citizenry (\$2,500–\$10,000 per branch). |
| 8. | Summer Library Program , which provides funding to expand opportunities for children, teens and adults to improve their reading skills; enrich summer learning experiences; and, enhance opportunities to reach underserved populations (\$2,500–\$15,000). |

Note: In previous years covered by the five-year plan, grants were also funded under different grant type names for related projects, such as Videoconferencing, Statewide Digitization, Excellence in Library Service, Library Outreach to Spanish Speakers, Summer Literacy Initiative, Early Literacy Pilot, Every Child Ready to Read, and Cooperation projects.

LSTA Priority 1: Expanding Services for Learning

| A6.1.1 Table A2.0 Examples of Exemplary Grant Outcomes | |
|---|---|
| Grant ID | Summary Outcomes |
| Cooperation Grant 2010-MO-38416 | Survey results indicated participants found the courses very helpful and believed it did improve their marketability and productivity. |
| Spotlight on Literacy Grant 2009-MO-34858 | The community as a whole, and parents and caregivers in particular, are more aware of the need to develop pre-literacy skills in infants and toddlers. Techniques (were) taught and learned in how to develop these skills (in children). |
| Summer Library Program Grant 2008-MO-31320 | Pre- and post- tests administered at the Moberly Middle School indicated an average of 46% increase in skill level in the areas of communication arts and reading. Youth of all ages were encouraged to read throughout the summer months through access to materials and programming, and took advantage of the opportunity to do so. |
| Retrospective Conversion Grant 2007-MO-27540 | Library patrons enjoy enhanced learning and research opportunities. Scholars have consulted the collection in increasing numbers, and interest continues to grow. |
| Digital Imaging Grant 2008-MO-31760. | Prior to this project, now in its second year, there had been relatively little digitized material available about the Civil War in the Ozarks. The digitization of the primary source collections targeted in this project greatly expands the resources available to scholars, students and lifelong learners as they seek to learn more about this important time in our nation's history. This project has contributed significantly to the development of best practices for digital imaging projects. |

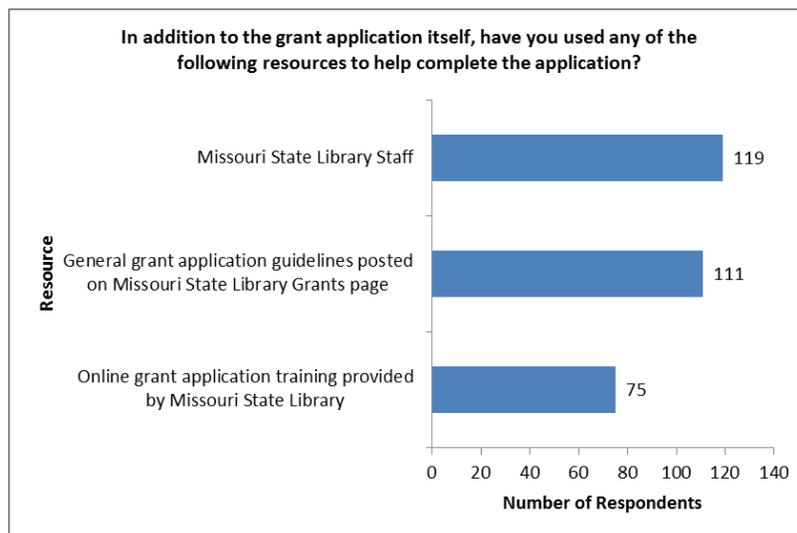
| A6.1.2 Table A2.9 Annual Number of Libraries Receiving Grants for Library Staff Training | | | | | |
|---|----------|-----------|-----------|-----------|--------------|
| | FY08 | FY09 | FY10 | FY11 | Total |
| Every Child Ready to Read | -- | 2 | -- | -- | 2 |
| Excellence in Library Service | 5 | 6 | 7 | 4 | 22 |
| Services to Underserved | -- | -- | -- | 1 | 1 |
| Show Me Steps | -- | 19 | 27 | 32 | 78 |
| Spanish That Works | -- | 6 | 3 | 1 | 10 |
| Mobius Conference | 1 | 1 | 1 | 1 | 4 |
| Department of Mental Health | 1 | 1 | 1 | 1 | 4 |
| Total | 7 | 35 | 39 | 40 | 121 |

| A6.1.3 Table A3.24 Importance of LSTA-funded Opportunities to Serving Clients | | | | | | | |
|--|--------------------|------------------------------|------------------|--------------------------|-----------------|-------------|------------|
| Question: How important are the LSTA-funded opportunities to your library in being able to serve your clients well? | | | | | | | |
| | Response Category | | | | | Total | Mean Score |
| | Unimportant (1) | Somewhat important (2) | Important (3) | Very Important (4) | Critical (5) | | |
| Importance of LSTA-funded Opportunities | 6 3% | 17 7% | 43 18% | 86 36% | 86 36% | 238 100% | 3.96 |

A6.1.4 Table A3.21 MOSL Guidance in the Grants Process
Question: Please rate MOSL in the guidance they provide in how to complete the grant application.

| | Response Category | | | | | Total |
|-----------------------------|-------------------|---------|-----------|-----------|-----------|-------------|
| | Poor | Fair | Good | Very Good | Excellent | |
| Guidance for grants process | 0 0% | 8 6% | 14 10% | 43 31% | 74 53% | 139 100% |

A6.1.5 Figure A3.7 Use of Grant Application Resources



A6.1.6 Table A3.22 Grant Area Priorities
Question: Please prioritize the importance of these competitive grants for your library.

| Priority | Grant Area | Total Score |
|----------|-----------------------------------|-------------|
| 1 | Technology | 718 |
| 2 | Program Services | 669 |
| 3 | Collection Development | 620 |
| 4 | Continuing Education and Training | 619 |
| 5 | Digital Imaging | 437 |

| A6.1.7 Table A3.23 Priority Rankings of Grant Area | | | | | | |
|---|-----------------------|-----------|-----------|-----------|----------------------|-----------------|
| Question: Please prioritize the importance of these competitive grants for your library. | | | | | | |
| Grant Area | Priority Ranking | | | | | Total Responses |
| | Highest Priority 1 | 2 | 3 | 4 | Lowest Priority 5 | |
| Technology | 75 38% | 43 22% | 32 16% | 27 14% | 21 11% | 198 100% |
| Program Services | 55 27% | 37 18% | 51 25% | 32 16% | 29 14% | 204 100% |
| Collection Development | 31 16% | 54 28% | 47 24% | 46 24% | 16 8% | 194 100% |
| Digital Imaging | 26 13% | 17 9% | 28 14% | 31 16% | 93 48% | 195 100% |
| Continuing Education and Training | 23 10% | 49 22% | 48 22% | 62 28% | 40 18% | 222 100% |

| A6.1.8 Table A1.7 Institute Training Average Evaluation Score Pre- and Post-Training | | | | | |
|---|-------------|-----------|-------------|-------------|--------------------|
| | 2008 | 2009 | 2010 | 2011 | Average |
| Pre-Training Average Score | 5.25 | -- | 5.66 | 5.53 | 5.48 |
| Post-Training Average Score | 8.50 | -- | 8.72 | 8.48 | 8.57 |
| <i>Pre – Post-Training Difference</i> | <i>3.25</i> | <i>--</i> | <i>3.06</i> | <i>2.95</i> | <i>3.09</i> |

| A6.1.9 Table 7.1 Effectiveness of Continuing Education by Topic Area and Dimension | | | | |
|--|------------------------|-------------------------|-------------|------------------------|
| Topic Area | Number of Respondents* | Mean (SD) | | |
| | | Increased Understanding | Application | Sharing of Information |
| Library Administration / Management / Supervision | 26 | 4.5 (1.4) | 4.2 (1.5) | 4.3 (1.4) |
| Library Automation / Web Design / Use of Technology | 41 | 4.4 (0.8) | 4.0 (0.9) | 3.5 (1.2) |
| Library Services for Children or Teens | 51 | 4.3 (0.9) | 4.2 (0.9) | 4.1 (1.0) |
| Adult Services / Special Client Populations / Seniors | 40 | 4.3 (0.9) | 3.8 (1.1) | 4.0 (1.1) |
| Library Outreach / Marketing / Community Networking and Collaboration | 56 | 4.2 (0.9) | 4.1 (0.9) | 3.8 (1.1) |
| Reference and Information Services / Electronic Databases | 56 | 4.2 (0.9) | 4.0 (1.0) | 3.8 (1.3) |
| Collection Development / Collection Management / Interlibrary Loan / Cataloging and Classification | 51 | 4.2 (1.0) | 3.8 (1.1) | 3.8 (1.0) |
| Digitization | 23 | 4.0 (0.9) | 3.3 (1.2) | 3.7 (1.0) |
| Customer Service | 82 | 4.0 (1.0) | 3.7 (1.1) | 3.7 (1.2) |

*Represents number of respondents who answered evaluation questions for each topic area.
Response coding: 1=Not at all, 2=Very little, 3=Somewhat, 4=To a moderate extent, 5=To a great extent

| A6.1.10 Table A1.4 Training Opportunities using Alternative Technology Media | | | | | |
|--|----------|-----------|-----------|-----------|-------------|
| Staff Participation Areas | FY08 | FY09 | FY10 | FY11 | FY08 - FY11 |
| WebJunction-Missouri Training | -- | -- | 15 | 65 | 80 |
| MOREnet Webinar | -- | -- | 20 | 11 | 31 |
| Webinar, Videoconference, and Online Training | 4 | 13 | 13 | 4 | 34 |
| Total | 4 | 13 | 48 | 80 | 145 |
| <i>Percent Change from Previous Year</i> | -- | 225% | 269% | 67% | 3525% |

| A6.1.11 Table A1b.12 Respondent Use of CE Delivery Methods | | | |
|--|---|------------|-------------|
| Delivery Method | Attended CE Event using this delivery method? | | Total |
| | Yes | No | |
| Online Webinar | 93 57% | 69 43% | 162 100% |
| Videoconferencing | 60 38% | 100 63% | 160 100% |
| Online Self-paced Training Software | 57 35% | 105 65% | 162 100% |

| A6.1.12 Table A1b.13 Effective Delivery by CE Delivery Method | | | | |
|---|-------------------|-----------|---------|------------|
| Question: Was the CE event delivered effectively in this way? | | | | |
| Delivery Method | Response Category | | | Total |
| | Yes | Somewhat | No | |
| Online Webinar | 71 76% | 22 24% | -- | 93 100% |
| Videoconferencing | 40 69% | 17 29% | 1 2% | 58 100% |
| Online Self-paced Training Software | 36 67% | 17 31% | 1 2% | 54 100% |

| A6.1.13 Table S2.1: Library Programming Offered to Users by Age Group | | | | |
|---|----------------------|------------------|---------------|---------------------|
| | FY08 | FY09 | FY10 | FY08–FY10 |
| Number of Child Programs | 35,873 | 35,457 | 34,407 | -1,466 |
| Percent change from previous year | | -1% | -3% | -4% |
| Number of Teen Programs | <i>3,943</i> | 5,209 | 5,351 | <i>1,408</i> |
| Percent change from previous year | | <i>32%</i> | 3% | <i>36%</i> |
| Number of Adult Programs | 17,207 | 17,886 | 20,793 | 3,586 |
| Percent change from previous year | | 4% | 16% | 21% |
| Number of Total Programs | <i>57,023</i> | 58,552 | 60,551 | <i>3,528</i> |
| Percent change from previous year | | <i>3%</i> | 3% | <i>6%</i> |

Table S2.1 Note: The survey question asking about the number of teen programs was presented differently in FY08 than in FY09 and FY10; therefore, in Table S2.1, the number of teen programs and other values calculated from this number are italicized to indicate that the values may not be as accurate as the FY09 and FY10 data.

| A6.1.14 Table A2.5 Total and Average Annual Library Visits | | | | |
|--|------------|------------|------------|--------------------|
| | FY08 | FY09 | FY10 | % Change FY08–FY10 |
| Responding Libraries (n) | 122 | 126 | 126 | |
| Total Visits | 26,477,937 | 28,420,518 | 29,018,900 | 10% |
| Average Visits | 217,032 | 225,560 | 230,309 | 6% |

| A6.1.15 Table A2.6 Total and Average Annual Circulation of Materials | | | | |
|--|------------|------------|------------|-----------------------|
| | FY08 | FY09 | FY10 | % Change FY08–FY10 |
| Responding Libraries (n) | 148 | 148 | 148 | |
| Total Circulation | 47,903,591 | 51,139,852 | 54,046,193 | 13% |
| Average Circulation | 323,673 | 345,540 | 365,177 | 13% |

| A6.1.16 Table A2.7 Total and Average Annual Library Computer Usage | | | | |
|--|-----------|-----------|-----------|-----------------------|
| | FY08 | FY09 | FY10 | % Change FY08–FY10 |
| Responding Libraries (n) | 140 | 140 | 144 | |
| Total Computer Uses | 4,728,621 | 5,174,302 | 6,870,214 | 45% |
| Average Computer Uses | 33,776 | 36,959 | 47,710 | 41% |

| A6.1.17 Table A2.8 Total and Average Annual Reference Transactions | | | | |
|--|-----------|-----------|-----------|-----------------------|
| | FY08 | FY09 | FY10 | % Change FY08–FY10 |
| Responding Libraries (n) | 105 | 107 | 108 | |
| Total Reference Transactions | 5,009,107 | 5,232,441 | 4,785,069 | -4% |
| Average Reference Transactions | 47,706 | 48,901 | 44,306 | -7% |

| A6.1.18 Table S2.2: Summer Reading Program Participation by Age Group | | | |
|---|----------------|----------------|-----------------------|
| | 2008 | 2011 | % Change 2011–2008 |
| Child Program Participation | 140,768 | 216,130 | 54% |
| Teen Program Participation | 35,668 | 31,143 | -13% |
| Total Program Participation | 176,436 | 247,273 | 40% |

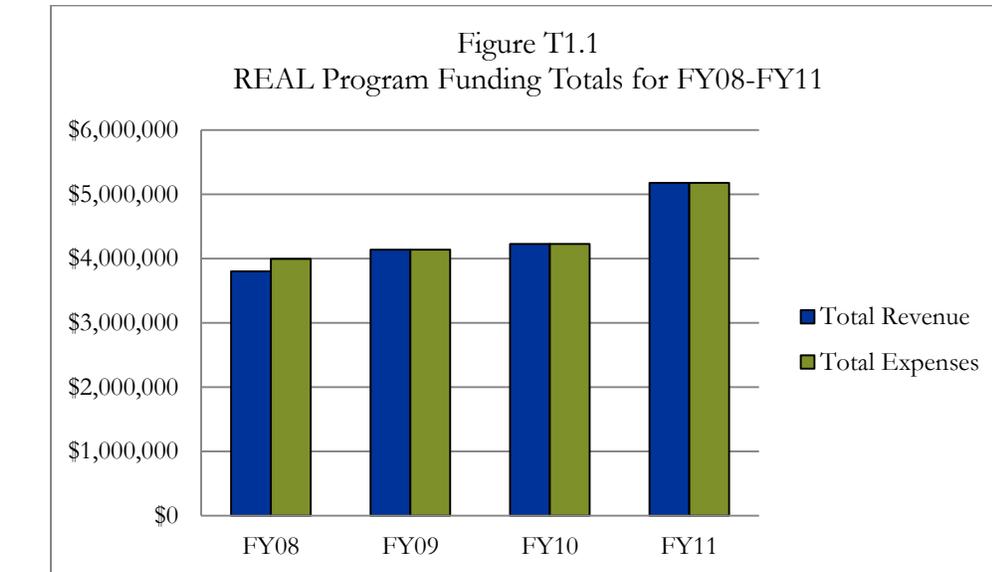
Note: Due to some libraries not separating children from teens, data are estimates.

| A6.1.19 Table S2.4: Number of Missouri Public Libraries with and without Teen Advisory Groups | | | | |
|---|------|------|------|-----------|
| | FY08 | FY09 | FY10 | FY08-FY10 |
| Teen Advisory Group | 32 | 33 | 31 | -1 |
| Percent Change from Previous Year | | 3% | -6% | -3% |
| No Teen Advisory Group | 116 | 115 | 117 | 1 |
| Percent Change from Previous Year | | -1% | 2% | 1% |

| A6.1.20 Table S2.5 Number of Missouri Public Libraries Collaborating with Schools | | | | |
|---|------|------|------|-----------|
| | FY08 | FY09 | FY10 | FY08-FY10 |
| School Partner | 99 | 104 | 100 | +1 |
| Percent Change from Previous Year | | 5% | -4% | +1% |
| No School Partner | 49 | 44 | 48 | -1 |
| Percent Change from Previous Year | | -10% | 9% | -2% |

LSTA Priority 2: Developing a Strong Technology Infrastructure

A6.2.1 Figure T1.1 Remote Electronic Access for Libraries Funding Totals FY08–FY11



A6.2.2 Table A2.4 Annual Number of Missouri Libraries Receiving LSTA Grant Funding for Technology

| Program | FY08 | FY09 | FY10 | FY11 | Total |
|------------------------|------|------|------|------|-------|
| Website Makeovers | 0 | 7 | 11 | 1 | 19 |
| Wireless Access Points | 7 | 6 | 4 | 2 | 19 |
| Self-Service Portals | 13 | 13 | 9 | 6 | 41 |
| Network Operation | 52 | 52 | 43 | 17 | 164 |

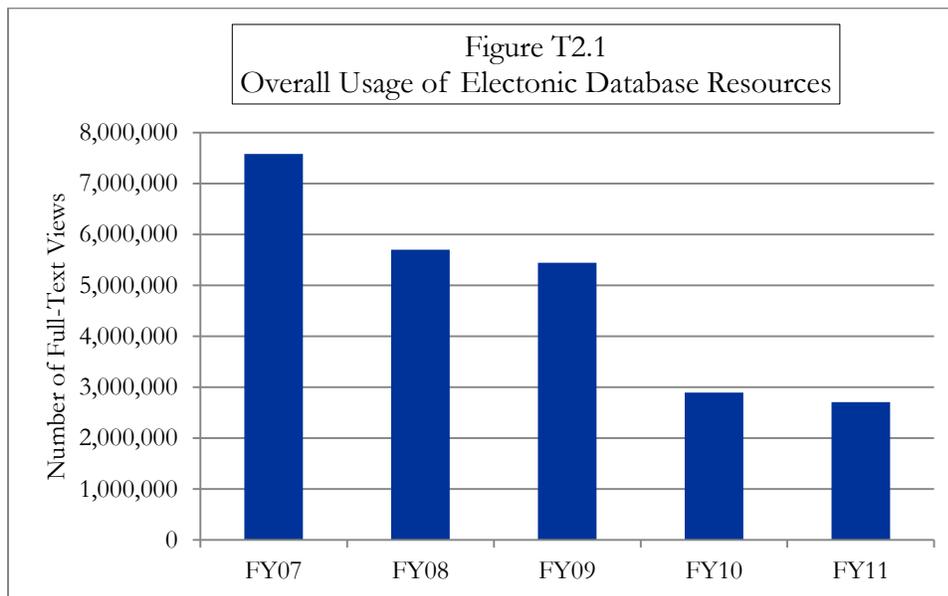
A6.2.3 Table T1.1 Videoconference Classes Offered Using Library Equipment

| | FY07 | FY08 | FY09 | FY10 | FY11 | FY07–FY11 |
|-----------------------------------|------|-------|-------|-------|--------|-----------|
| Number of topics | 119 | 109 | 182 | 209 | 113 | -- |
| Percent change from previous year | -- | -8.4% | 67.0% | 14.8% | -45.9% | -5.0% |
| Number of classes | 119 | 132 | 200 | 209 | 165 | -- |
| Percent change from previous year | -- | 10.9% | 51.5% | 4.5% | -21.1% | 38.7% |

A6.2.4 Table A2.3 Library Website, Internet Access, and Wireless Access - Positive Responses

| | FY08 | FY09 | FY10 |
|--|------|------|------|
| Does the library have a website? | 120 | 120 | 122 |
| Did the library upgrade or redesign its website in the past 12 months? | 52 | 49 | 47 |
| NEW reports of upgrades/redesigns since FY08 | 52 | 71 | 85 |
| Is Internet service provided to the public? | 145 | 146 | 146 |
| Does the library offer wireless access points to the public? | 77 | 92 | 101 |

A6.2.5 Figure T2.1 Overall Usage of Electronic Database Resources



| A6.2.6 Table T2.1 Use of Electronic Databases by Low-Usage Libraries | | | | | | |
|---|------|-------|-------|-------|-------|-----------|
| | FY07 | FY08 | FY09 | FY10 | FY11 | FY07–FY11 |
| Low-Usage Libraries with Increased Usage: 29 (35%) | | | | | | |
| Number of full-text views | 1240 | 2387 | 2923 | 3097 | 2484 | |
| Percent change from previous year | | +92.5 | +22.5 | +6.0 | -19.8 | +100.3 |
| Low-Usage Libraries with Decreased or No Change in Usage: 55 (65%) | | | | | | |
| Number of full-text views | 6685 | 4870 | 3896 | 3270 | 1957 | |
| Percent change from previous year | | -27.2 | -20.0 | -16.1 | -40.2 | -70.7 |
| Total for all Low-Usage Libraries: 84 (100%) | | | | | | |
| Number of full-text views | 7925 | 7257 | 6819 | 6367 | 4441 | |
| Percent change from previous year | | -8.4 | -6.0 | -6.6 | -30.2 | -44.0 |

| A6.2.7 Table A3.11 Frequency of Use of Electronic Databases | | |
|--|-------------|---------|
| Question: In general, how often do you use electronic databases to assist library patrons? | | |
| Database Use | Respondents | Percent |
| At least several times a week | 84 | 35% |
| Several times a month | 60 | 25% |
| Several times a year | 48 | 20% |
| Never or seldom used | 51 | 21% |
| Total | 243 | 100% |

Note: Percentages may not add to 100% due to rounding.

A6.2.8 Table A3.15 Training in the Use of Electronic Databases

Question: Have you attended training on using any of these databases?*

| | Respondents | Percent |
|-------|-------------|---------|
| Yes | 125 | 52% |
| No | 117 | 48% |
| Total | 242 | 100% |

*Refers to training in databases included in Table A3.13.

A6.2.9 Table A3.13 Use of Specific Electronic Databases

Question: How many times in the past three months have you used the following electronic databases for either yourself or a patron?

| Database Group | Some Use | No Use | Total |
|--|------------|------------|-------------|
| EBSCO databases, general and academic magazines, ERIC, Consumer Health | 170 78% | 49 22% | 219 100% |
| LearningExpress Library and Job & Career Accelerator | 133 61% | 86 39% | 219 100% |
| NewsBank Missouri newspapers | 117 55% | 94 45% | 211 100% |
| Gale Business and Company Resource Center | 83 42% | 114 58% | 197 100% |
| Gale Discovering Collection or Kid InfoBits | 61 31% | 136 69% | 197 100% |

A6.2.10 Table A3.14 Frequency of Use of Specific Electronic Databases

Question: How many times in the past three months have you used the following electronic databases for either yourself or a patron?

| Database Group | N | Range | Mean | SD* |
|--|-----|---------|------|------|
| EBSCO databases, general and academic magazines, ERIC, Consumer Health | 170 | 1 – 800 | 19.6 | 67.7 |
| LearningExpress Library and Job & Career Accelerator | 133 | 1 – 50 | 5.8 | 7.8 |
| NewsBank Missouri newspapers | 117 | 1 – 150 | 6.5 | 14.8 |
| Gale Business and Company Resource Center | 83 | 1 – 50 | 7.0 | 10.3 |
| Gale Discovering Collection or Kid InfoBits | 61 | 1 – 50 | 4.5 | 7.3 |

*Standard deviation (SD) is a measure of the variation of responses about the mean. Larger standard deviations indicate responses are more spread out from the mean while smaller standard deviations indicate responses are more centered around the mean.

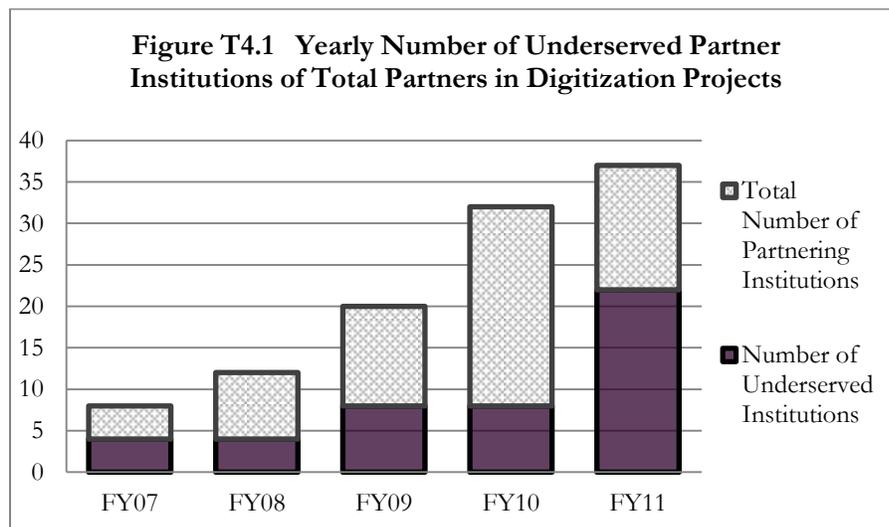
| A6.2.11 Table A3.16 Training and Its Impact on Use and Comfort with Databases | | | | |
|---|------------------------------------|------|-----|------|
| | Attended Training in Database Use* | | | |
| | Yes | | No | |
| | N | Mean | N | Mean |
| How often do you use electronic databases to assist library patrons? ** | 125 | 2.8 | 115 | 2.7 |
| What is your comfort level in using electronic databases to assist library patrons? *** | 125 | 2.9 | 117 | 2.5 |

*Refers to training in databases included in Table A3.13.

** 1=Never or seldom used, 2=Several times a year, 3=Several times a month, 4=At least several times a week

***1=Not comfortable at all, 2=Fairly comfortable, 3=Comfortable, 4=Very comfortable

A6.2.12 Figure T4.1 Yearly Number of Underserved Missouri Digital Heritage Partner Institutions



LSTA Priority 3: Providing Access to Materials

| A6.3.1 Table T3.3 Overall Interlibrary Loan Activity | | | | | |
|--|---------|---------|---------|---------|--------------------|
| | FY08 | FY09 | FY10 | FY11 | FY08–FY11 % Change |
| Number of ILL loans to other libraries | 103,344 | 121,747 | 117,490 | 109,742 | |
| Percent change from previous year | -- | +17.8 | -3.5 | -6.6 | +6.2 |
| Number of ILL requests to other libraries | 197,101 | 208,122 | 218,701 | 215,895 | |
| Percent change from previous year | -- | +5.6 | +5.1 | -1.3 | +9.5 |
| Total number of ILL transactions | 300,445 | 329,869 | 336,191 | 325,637 | |
| Percent change from previous year | -- | +9.8 | +1.9 | -3.1 | +8.4 |

| A6.3.2 Table T3.5 Changes in Mean Number of ILL Transactions | | | | | |
|---|---------------------|---------------|---------------------------------|--------------|-------------------------|
| Change in ILL Transactions | Number of Libraries | | Mean Number of ILL Transactions | | Mean % change FY08–FY11 |
| | | | FY08 | FY11 | |
| No ILL transactions FY08 – FY11 | 36 | (24.3%) | 0 | 0 | -- |
| FY11 transactions in libraries with no ILL transactions in FY08 | 6 | (4.1%) | 0 | 201 | -- |
| Equal or fewer transactions in FY11 | 16 | (10.8%) | 11,444 | 9,796 | -14.4% |
| Up to 24% increase | 14 | (9.5%) | 4,882 | 5,784 | +18.5% |
| 25% – 49% increase | 15 | (10.1%) | 1,661 | 2,183 | +31.4% |
| 50% – 74% increase | 12 | (8.1%) | 1,121 | 1,859 | +65.8% |
| 74% – 99% increase | 10 | (6.8%) | 537 | 991 | +84.3% |
| At least 100% increase | 39 | (26.4%) | 135 | 558 | +314.4% |
| Total | 148 | (100%) | 2,030 | 2,200 | +8.4% |

| A6.3.3 Table T3.6 Participation in Statewide Courier Delivery Service | | | |
|---|-----------|--------------|----------------------|
| | FY10 | FY11 | FY10–FY11 % Increase |
| Number of Libraries Enrolled (Total N=148) | 114 | 132 | +16% |
| Percentage of Libraries Enrolled | 77.0% | 89.2% | |
| Total Number of Materials Transferred | 1,095,373 | 1,124,320 | +2.6% |

| A6.3.4 Table T3.2 Holdings Set and Deleted in WorldCat | | | | | |
|--|---------|-----------|-----------|-----------|--------------------|
| | FY08 | FY09 | FY10 | FY11 | FY08–FY11 % Change |
| Total Holdings in WorldCat | | | | | |
| Total holdings | * | 8,136,284 | 8,261,310 | 8,305,623 | |
| Percent change from previous year | -- | -- | +1.5 | +0.5 | +2.1 |
| Holdings Set in WorldCat | | | | | |
| Number of libraries setting holdings | 73 | 69 | 73 | 72 | +1.4 |
| Average number of holdings set | 8,547 | 7,927 | 8,159 | 9,077 | |
| Total number of holdings set | 623,950 | 546,934 | 595,645 | 653,593 | |
| Percent change from previous year | -- | -12.3 | +8.9 | +9.7 | +4.8 |
| Holdings Deleted in WorldCat | | | | | |
| Number of libraries deleting holdings | 32 | 33 | 34 | 33 | +3.1 |
| Average number of holdings deleted | 5,249 | 5,523 | 6,104 | 4,621 | |
| Total number of holdings deleted | 167,975 | 182,246 | 207,545 | 152,511 | |
| Percent change from previous year | -- | +8.5 | +13.9 | -26.5 | -9.2 |

*Data on total holdings is not available for 2008.

Percentage change addressing targets is presented in bold.

LSTA Priority 4: Developing Partnerships

| A6.4.1 Table G7.3 Annual Grant Training Session Numbers and Attendance and Letters of Intent | | | | | |
|---|------|------|------|------|-------------------------|
| | FY08 | FY09 | FY10 | FY11 | % Change FY08 – FY10 |
| Number of Grant Training Sessions | 6 | 9 | 8 | 6 | 33% |
| Attendance at Grant Training Sessions | 61 | 128 | 100 | 63 | 64% |
| Letters of Intent Submitted | 11 | 1 | 11 | -- | 0% |

| A6.4.2 Table G7.1 Number of Missouri Public Libraries Involved in Collaboration Projects | | | | | |
|---|-----------|-----------|-----------|-----------|-------------------------|
| Grant Type | FY08 | FY09 | FY10 | FY11 | % Change FY08 – FY11 |
| Cooperation | 5 | 3 | 1 | 3 | -40% |
| Digital Imaging | -- | 9 | 7 | 6 | -- |
| Library Outreach to Spanish Speakers | 14 | 1 | -- | -- | -100% |
| Spotlight on Literacy | -- | 4 | 5 | 4 | -- |
| Summer Library Program | 20 | 18 | 24 | 27 | 35% |
| Total Grants | 39 | 35 | 37 | 40 | 3% |

LSTA Priority 5: Supporting an Educated and Informed Citizenry

| A6.5.1 Table S1.1 Wolfner Library Active Deposit Collections | | | | |
|---|------|------|------|---------------|
| Location | FY08 | FY09 | FY10 | FY08– FY10 |
| Assisted Living; Developmental Disability Facilities | 54 | 54 | 53 | -- |
| Percent change from previous year | -- | NA | -1.9 | -1.9 |
| Educational Facilities* | 792 | 793 | 830 | -- |
| Percent change from previous year | -- | +1 | +4.7 | +4.8 |
| Hospitals; Nursing and Convalescent Homes | 475 | 468 | 477 | -- |
| Percent change from previous year | -- | -1.5 | +1.9 | +4 |
| Libraries | 80 | 84 | 89 | -- |
| Percent change from previous year | -- | +5.0 | +6.0 | +11.3 |
| Referral Agencies | 106 | 111 | 118 | -- |
| Percent change from previous year | -- | +4.7 | +6.3 | +11.3 |
| Senior Centers | 244 | 235 | 233 | -- |
| Percent change from previous year | -- | -3.7 | -9 | -4.5 |
| Total | 1751 | 1745 | 1800 | |
| Percent change from previous year | -- | -.3 | +3.2 | +2.8 |

*Educational Facilities includes schools for the blind and physically disabled; public and private schools; and other educational institutions.

| A6.5.2 Table A2.12: Populations Targeted through LSTA Grant Funding by Grant Type | | | | |
|--|---------------------|--|----------------------------|--|
| Grant Type | Low-literacy | Disabled/ Special Needs | Diverse Culture | Diverse Socio- economic |
| After School Connections (Children) | | X | | X |
| Cooperation (Varies) | X | X | X | X |
| Discoveries (Seniors) | | X | | X |
| Early Literacy Pilot (Children) | X | X | X | X |
| Library Outreach to Spanish Speakers | | | X | |
| Programs for Targeted Populations (Varies) | X | X | X | X |
| Senior Fair (Seniors) | | X | | X |
| Services to Underserved | | X | | |
| Spanish That Works | | | X | |
| Spotlight on Literacy Grant (Varies) | X | X | X | X |
| Statewide Project (Varies) | | X | | |
| Summer Library Program | X | X | X | X |
| Summer Literacy Initiative (Varies) | X | X | X | X |
| Targeted Collection Development (Varies) | X | X | X | X |
| Technology – Literacy Stations | X | | | |

Note: Specific age groups for certain grants are noted in parentheses. Grant types followed by (*Varies*) may benefit the checked population, but the population varies with each grant project.

| A6.5.3 Table A2.13 Annual Number of Missouri Libraries/Organizations Receiving LSTA Grant Funding | | | | | |
|--|-------------|-------------|-------------|-------------|-------------------------------|
| Grant Type | FY08 | FY09 | FY10 | FY11 | % Change FY08–FY11 |
| After School Connections | 1 | -- | -- | -- | |
| Cooperation | 5 | 3 | 1 | 3 | -40% |
| Discoveries | 1 | -- | -- | -- | |
| Early Literacy Pilot | 8 | 19 | 7 | -- | |
| Library Outreach to Spanish Speakers | 14 | 1 | -- | -- | |
| Programs for Targeted Populations | 2 | 10 | 9 | 6 | 200% |
| Senior Fair | 1 | -- | -- | -- | |
| Services to Underserved | 1 | 1 | 1 | 2 | |
| Spanish That Works | -- | 6 | 3 | 1 | |
| Spotlight on Literacy Grant | -- | 4 | 5 | 4 | |
| Statewide Project | 1 | -- | -- | -- | |
| Summer Library Program | 24 | 18 | 24 | 27 | 13% |
| Summer Literacy Initiative | -- | -- | 7 | -- | |
| Targeted Collection Development | -- | -- | 38 | 36 | |
| Technology – Literacy Stations | 19 | 8 | 3 | -- | |
| Grand Total for Targeted Populations | 77 | 70 | 98 | 79 | 3% |

| A6.5.4 Table S3.6 Annual Libraries and Literacy-focused Programs in Missouri | | | | |
|---|---------------|---------------|---------------|-----------------------------|
| | FY08 | FY09 | FY10 | Percent change FY08-FY10 |
| Number of literacy-focused programs | 8623 | 8753 | 18374 | 113.1% |
| Number of libraries reporting literacy-focused programs | 59 40.4% | 58 39.7% | 81 55.9% | 37.3% |
| Number of libraries reporting <u>no</u> literacy-focused programs | 87 59.6% | 88 60.3% | 64 44.1% | -- |
| Total libraries | 146 100.0% | 146 100.0% | 145 100.0% | -- |

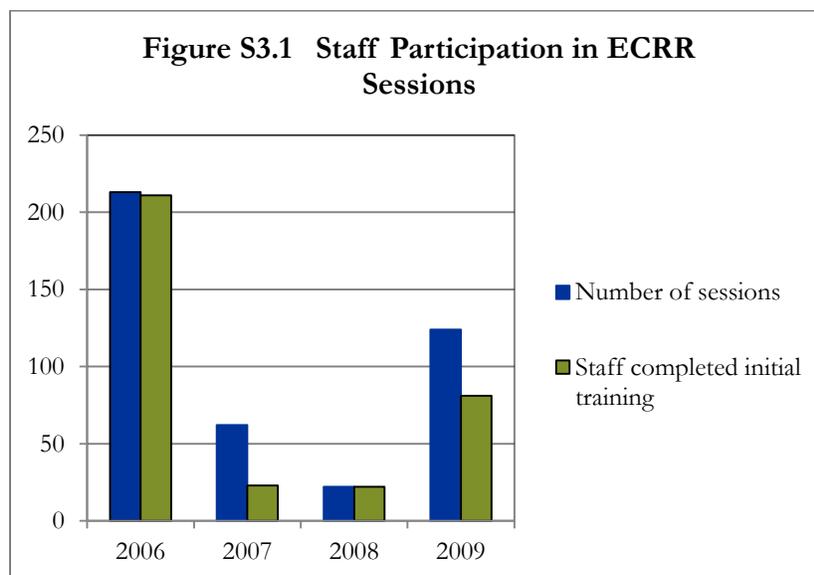
| A6.5.5 Table S3.7 English-as-a-Second-Language Programs/Courses by Year | | | | |
|--|---------------|---------------|---------------|-----------------------------|
| | FY08* | FY09 | FY10 | Percent change FY08-FY10 |
| Number of ESL programs | 374 | 358 | 332 | -11.2% |
| Number of libraries reporting ESL programs/courses | 15 10.2% | 10 6.8% | 7 4.8% | -53.3% |
| Number of libraries reporting <u>no</u> ESL programs/courses | 132 89.8% | 137 93.2% | 140 95.2% | -- |
| Total libraries | 147 100.0% | 147 100.0% | 147 100.0% | -- |

| A6.5.6 Table S3.4 Missouri Libraries Applying for Literacy-related Grants | | | | | |
|--|-----------------------------|--------------------------|-------------------------------------|--------------------------|---|
| Year | Literacy Grant Applications | Libraries Applying | Library Increase from Previous Year | New Libraries Applying | New Library Increase from Previous Year |
| 2008 | 54 | 40 | -- | -- | -- |
| 2009 | 53 | 35 | -12.5% | 9 | -- |
| 2010 | 93 | 69 | 97.1% | 39 | 333.3% |
| 2011 | 73 | 61 | -11.6% | 11 | -71.8% |
| Total | 273 | 205 | | 59 | |
| Change from 2008 to 2011 | | Change from 2008 to 2011 | | Change from 2009 to 2011 | |
| 35.2% | | 52.5% | | 22.2% | |

| Year | Literacy Grants Funded | Libraries Awarded Grants | Library Increase from Previous Year | New Libraries Awarded Grants | New Library Increase from Previous Year |
|--------------------------|------------------------|--------------------------|-------------------------------------|------------------------------|---|
| 2008 | 47 | 35 | -- | -- | -- |
| 2009 | 50 | 33 | -5.7% | 10 | -- |
| 2010 | 84 | 64 | 93.9% | 36 | 260.0% |
| 2011 | 68 | 57 | -10.9% | 11 | -69.4% |
| Total | 249 | 189 | -- | 57 | -- |
| Change from 2008 to 2011 | | Change from 2008 to 2011 | | Change from 2009 to 2011 | |
| 44.7% | | 62.9% | | 10.0% | |

| | 2008 | 2009 | 2010 | 2011 | Total |
|--|-----------|-----------|-----------|-----------|------------|
| After School Connections | 1 | -- | -- | -- | 1 |
| Early-literacy Pilot Project | 8 | 19 | 7 | -- | 34 |
| Every Child Ready to Read | -- | 2 | -- | -- | 2 |
| Library Outreach to Spanish Speakers | 14 | 1 | -- | -- | 15 |
| Programs for Targeted Populations | -- | -- | 1 | -- | 1 |
| Spanish that Works | -- | 6 | 3 | 1 | 10 |
| Spotlight on Literacy | -- | 4 | 5 | 4 | 13 |
| Summer Library Program | 24 | 18 | 24 | 27 | 93 |
| Summer Literacy Initiative | -- | -- | 7 | -- | 7 |
| Targeted Collection Development | -- | -- | 38 | 36 | 74 |
| Total Literacy-related Grant Awards | 47 | 50 | 85 | 68 | 250 |

A6.5.9 Figure S3.1 Staff Participation in Every Child Ready to Read Training Sessions



| A6.5.10 Table S1.4 Wolfner Active Deposit Collections | | | | |
|--|-------------|-------------|-------------|-----------------------|
| Location | FY08 | FY09 | FY10 | FY08– FY10 |
| Elementary and Secondary Public and Private Schools | 774 | 774 | 811 | -- |
| Percent change from previous year | -- | NC | +4.8 | +4.8 |
| Other Educational | 14 | 15 | 15 | -- |
| Percent change from previous year | -- | +7.1 | NC | +7.1 |
| Schools for the Blind and Physically Disabled | 4 | 4 | 4 | -- |
| Percent change from previous year | -- | NC | NC | NC |
| Total Educational | 792 | 793 | 830 | -- |
| Percent change from previous year | -- | +1 | +4.7 | +4.8 |

| A6.5.11 Table S1.5 National Library Service Materials Circulated to Youth by Wolfner | | | | |
|---|-------------|-------------|-------------|-----------------------|
| NLS Format | FY08 | FY09 | FY10 | FY08– FY10 |
| Braille Circulation | 3658 | 4364 | 3661 | -- |
| Percent change from previous year | -- | +19.3 | -16.1 | +0.8 |
| Audio Circulation | 16352 | 15279 | 18425 | -- |
| Percent change from previous year | -- | -6.6 | +20.6 | +12.7 |
| Large-Print Circulation | 2636 | 2865 | 3329 | -- |
| Percent change from previous year | -- | +8.7 | +16.2 | +26.3 |
| Total Circulation | 22646 | 22508 | 25415 | -- |
| Percent change from previous year | -- | +6 | +12.9 | +12.2 |

LSTA Priority 6: Serving the Underserved

| A6.6.1 Table A1.3 Staff Training from Previously Non-participating Libraries | | | | | | | |
|---|-------------|-------------|-------------|-------------|--------------------------|--------------------------|--------------------------------|
| | FY08 | FY09 | FY10 | FY11 | Total FY09-11 | Total FY08-11 | % Change since FY08 |
| Baseline Library Participation | 98 | -- | -- | -- | -- | 116 | 18% |
| Newly Participating Libraries | -- | 9 | 7 | 2 | 18 | | |

| A6.6.2 Table A1.5 Training Grant Applications from Previously Non-participating Libraries | | | | | | | |
|--|-------------|-------------|-------------|-------------|--------------------------|--------------------------|--------------------------------|
| | FY08 | FY09 | FY10 | FY11 | Total FY09-11 | Total FY08-11 | % Change since FY08 |
| Baseline Applications | 32 | -- | -- | | | 91 | 84% |
| New Applications | -- | 29 | 14 | 16 | 59 | | |

Process Evaluation of Decision-making

| A6.7.1 Table P1.5 Policy Decisions and Actions Related to the 2008–2012 Plan | | | | | |
|--|--|--|-------------|------------------|------------------------------|
| No. | Decision or Action | Motivation | Implemented | Goal/Reason | Date of Council Mtg. |
| *1 | MOSL will provide optional and mandatory online sessions for grant information. | To help libraries with the grant process. To have appropriately written grants. | Yes Yes | All | 12-07 6-08 |
| *2 | Council voted to expand targeted population grant opportunity to include both school and academic libraries. | To open up the grant program. | Yes | 7 | 12-07 |
| *3 | MOSL will investigate the feasibility of a statewide courier service. | To improve access to materials. | Yes | 3 | 12-07 6-08 |
| 4 | MOSL will investigate a live homework help program. | To provide students with online tutoring. | No | Expensive | 12-07 |
| 5 | MOSL will institute a project to better serve Department of Mental Health consumers. | To improve communication between library staff and DMH clients. | Yes | 5 | 12-07 |
| 6 | MOSL will provide a statewide virtual reference project. | To provide an answer to a reference question to any state resident. | No | Lack of interest | 12-07 |
| *7 | MOSL will define and limit the equipment to be funded from grants for Radio Frequency Identification (RFID) systems. | To provide easier check-out for patrons with self-check equipment; limit due to high cost of equipment. | Yes | 5 | 4-08 |
| 8 | MOSL will set-up a Missouri Digital Heritage Website. | To provide web access to historical documents. | Yes | 4 | 4-08 9-09 |
| 9 | MOSL will develop a study committee to provide an environmental scan of county libraries. | To present strategies to the Council for expansion. 32 counties have no county-wide library service and of these, 3 counties have no tax-supported library system. | Yes | 8 | 6-08 |
| *10 | MOSL will investigate and identify appropriate electronic resources for purchase through a shared-cost pool. | To improve cost-effective delivery and decrease duplication of resources. | Yes | 2 | 6-08 3-09 6-09 9-09 |
| *11 | MOSL will provide a statewide courier service. | To increase user access to information statewide by making the lending of materials more time-efficient and streamlined. | Yes | 3 | 12-08 |
| *12 | MOSL will subscribe to WebJunction. | To provide continuing education opportunities for library staff statewide. | Yes | 1 | 12-08 3-09 |
| 13 | MOSL will conduct workshops to assist libraries in writing new technology plans. | To be in compliance with E-rate requirements so MOREnet can apply for E-rate discounts on library connections. | Yes | 1 | 3-09 |
| *14 | MOSL will fund a 1 day/week courier service for every tax-supported public library in Mo. | To improve turnaround time for ILL requests, improve staff workflows, increase loans, lower costs, and equalize access to resources. | Yes | 3 | 3-09 |
| 15 | MOSL will develop and conduct staff training in adult and senior service areas. | To improve services for adult and senior populations. | Yes | 5 | 3-09 9-09 |
| 16 | MOSL will conduct staff training in development of library programs targeting youth. | To improve services for youth from birth through grade 12. | Yes | 5 | 3-09 |
| 17 | MOSL will design a community survey and develop a workshop for libraries. | To help libraries identify underserved user audiences; lack of MOSL staff resources prevented implementation. | No | 5 | 3-09 |
| *18 | MOSL will supply Gale online resource products. | To help libraries with online resources. | Yes | 2 | 6-09 |
| *19 | MOSL will fund a 2 day/week courier service for every tax-supported public library in Mo. | To improve turnaround time for ILL requests and increase number of loans. | Yes | 3 | 6-09 9-09 |
| *20 | MOSL recommends a 3-year maximum on funding for a grant project. | To allow libraries time to find additional funding resources/build partnerships. | Yes | 7 | 9-09 |

A6.7.1 (continued) Table P1.5 Policy Decisions and Actions Related to the 2008–2012 Plan

| No. | Decision or Action | Motivation | Implemented | Goal/Reason | Date of Council Mtg. |
|-----|--|---|-------------|-------------|-----------------------|
| 21 | MOSL recommends a grant continuation funding policy. | To allow libraries time to find additional funding resources/build partnerships. | Yes | 7 | 9-09 |
| *22 | MOSL will discontinue scholarship grants for librarians and media specialists for graduate coursework. | To re-evaluate the costs vs. benefits of the program. To avoid the risk of student defaults. | Yes | 5 | 12-09 9-10 4-11 |
| *23 | MOSL will provide database resources through MOREnet and will continue the GALE contract. | To provide general periodical databases. | Yes | 2 | 3-10 |
| *24 | MOSL will put the pooled electronic resource purchases on hold. | Since MOREnet fees increased, believed libraries would not have funds for this project. | Yes | 2 | 3-10 |
| 25 | MOSL will increase funding for MOREnet equipment for libraries, MDH site, summer reading program, and more grants. | To dispense the excess LSTA funds. | Yes | 1, 4, 5 | 3-10 |
| *26 | MOSL will set minimum and maximum amounts for each LSTA grant category. | To better define the grant application process for libraries and prepare for anticipated cuts to competitive grants due to increased statewide projects and decreased LSTA funding. | Yes | All | 3-10 4-11 |
| 27 | MOSL will host Show Me the World regional meetings. | To improve communication. | Yes | 3 | 3-10 |
| 28 | MOSL will initiate library services development projects. | To improve library services. | Yes | 5 | 3-10 |
| 29 | MOSL will improve services to persons having difficulty using the library. | To improve patron services. | Yes | 5 | 3-10 |
| 30 | MOSL will increase library skills training. | To improve library staff skills. | Yes | 5 | 3-10 |
| 31 | MOSL will explore building a statewide resource-sharing platform. | To improve Show Me the World. | Yes | 3 | 3-10 |
| 32 | MOSL will offer additional grant opportunities with extra funds, April 2010. | To increase grants to libraries for programs and services. | Yes | All | 3-10 |
| *33 | MOSL will investigate and establish a statewide system for resource access and sharing, an automation consortium. | To acquire and implement a shared integrated library system: to allow residents to move seamlessly from discovery, to request, to delivery. | Yes | 8 | 9-10 12-10 |
| 34 | MOSL presented the FY12 LSTA Plan to the Council. | To receive approval. | Yes | All | 12-10 |
| 35 | MOSL will fund Learning Express Library by adding it to the REAL Program services. | To provide this important resource to Missourians; approved, but alternative source of funds used instead. | Yes | 1, 5 | 12-10 |
| 36 | MLNC will conduct workshops on digitization. | To train participants in standards and best practices for digitization. | Yes | 4, 5 | 12-10 |
| 37 | MOSL will hire an outside contractor for the evaluation process. | To adhere to new IMLS guidelines. | Yes | -- | 4-11 |
| 38 | MOSL filed a training amendment to LSTA Plan. | To expand training to address needs of library trustees and administrators, following change in LSTA statute. | Yes | 5 | 4-11 |

*These are discussed in the process interviews.

| A6.7.2 Table P1.4 New Policies for Missouri's 2008–2012 LSTA Plan | |
|---|---|
| Change from Previous Plan | Reason |
| MOSL will consolidate some grant opportunities. | To eliminate confusion on the grant type for a library application on a specific project. |
| MOSL will identify best projects and post grant reports. | To encourage other libraries to try these in their communities. |
| MOSL will implement a new grant category, "Technology Mini-grant." | To help libraries needing short-term technology upgrades (3–6 months). |
| MOSL will institute 2 long- and 2 short-term grant calls each year. | To make a consistent grant call timeline. |
| Libraries will identify LSTA priorities and MOSL goals in grant applications. | To clarify IMLS questions regarding projects. |

| A6.7.3 Table A2b Examples of MOSL Use of Performance Metrics for Setting Policies |
|--|
| The working group conducted a <u>telephone survey</u> of medium and smaller public libraries to determine the level of interest in and preferred content for a pooled purchase of electronic resources. Based on survey responses a genealogy database was selected as a first project. |
| The State Library conducted a <u>usability study</u> of the Missouri Digital Heritage (MDH) website through the University of Missouri's Information Experience Lab (#8 Council minutes on 9-18-09). Data from the usability study were used to guide development of the MDH website. |
| A <u>task force</u> of eight public library directors investigated options for a consortia of integrated library systems (ILS). Of 148 <u>libraries surveyed</u> approximately 20% were interested in a consortial ILS. The task force also <u>interviewed</u> MLNC MOREnet and MOBIUS to determine the services each could provide to such a library consortium if one were formed (#33 Council minutes on 4-8-11). |

Prospective Assessment of Planning

The tables and graphs in this section are from the reporting of the results of the *Missouri Library Staff Survey* administered in 2011. This survey is in Annex A3.

| A6.8.1 Table A3.7 Limits to Continuing Education Participation | | |
|--|-------------|----------|
| Question: What limits your participation in continuing education training events? (Check all that apply) | | |
| Limiting Factor | Respondents | Percent* |
| No time available to participate in trainings | 136 | 52% |
| Insufficient funds available for training | 84 | 32% |
| No topics of interest to me in my position | 79 | 30% |
| Unable to travel to other locations | 79 | 30% |
| I do not know what is available | 35 | 13% |
| Other | 23 | 9% |
| No one has encouraged me to attend | 16 | 6% |

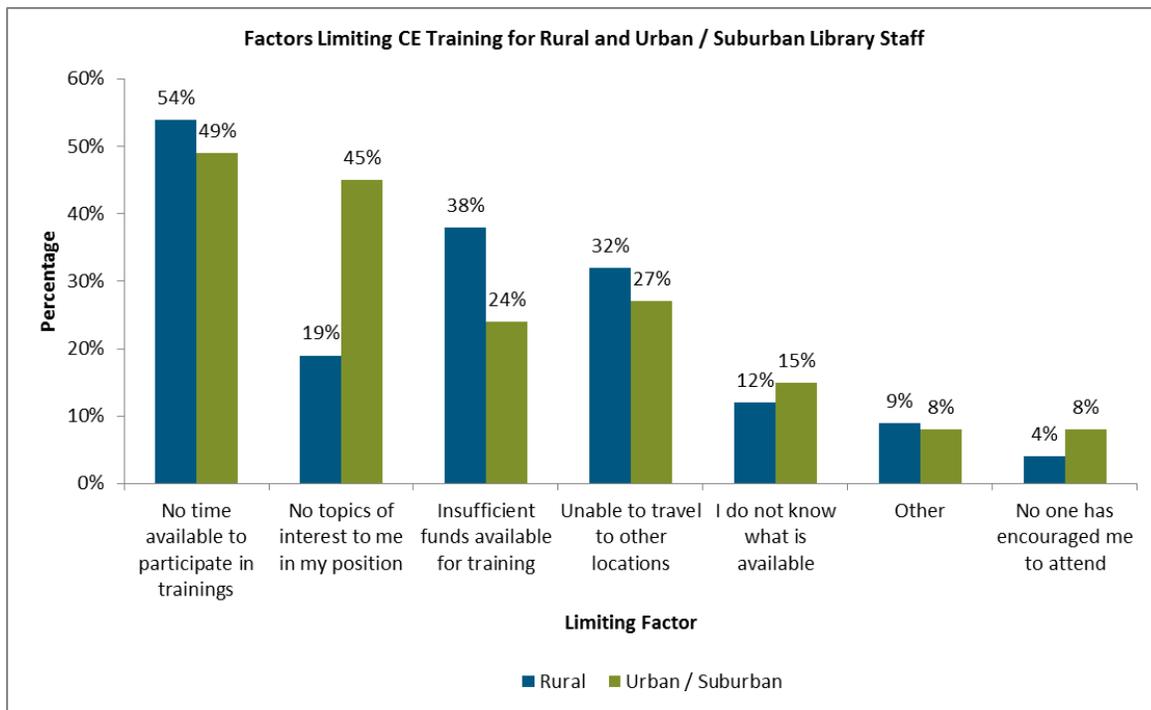
*Percentage is out of 263 survey respondents who indicated one or more limiting factors.

A6.8.2 Table A3.8 Limits to CE Participation Among Nonparticipants*
Question: What limits your participation in continuing education training events? (*Respondents reporting no participation in the last year)

| Limiting Factor | Respondents | Percent* |
|---|-------------|----------|
| No time available to participate in trainings | 23 | 44% |
| No topics of interest to me in my position | 18 | 35% |
| I do not know what is available | 14 | 27% |
| Insufficient funds available for training | 11 | 21% |
| Unable to travel to other locations | 9 | 17% |
| No one has encouraged me to attend | 9 | 17% |
| Other | 5 | 10% |

*Percentage is out of 52 respondents who indicated that they had not attended training events.

A6.8.3 Graph A3.1 Limits to CE Participation Among Rural and Urban/Suburban Respondents

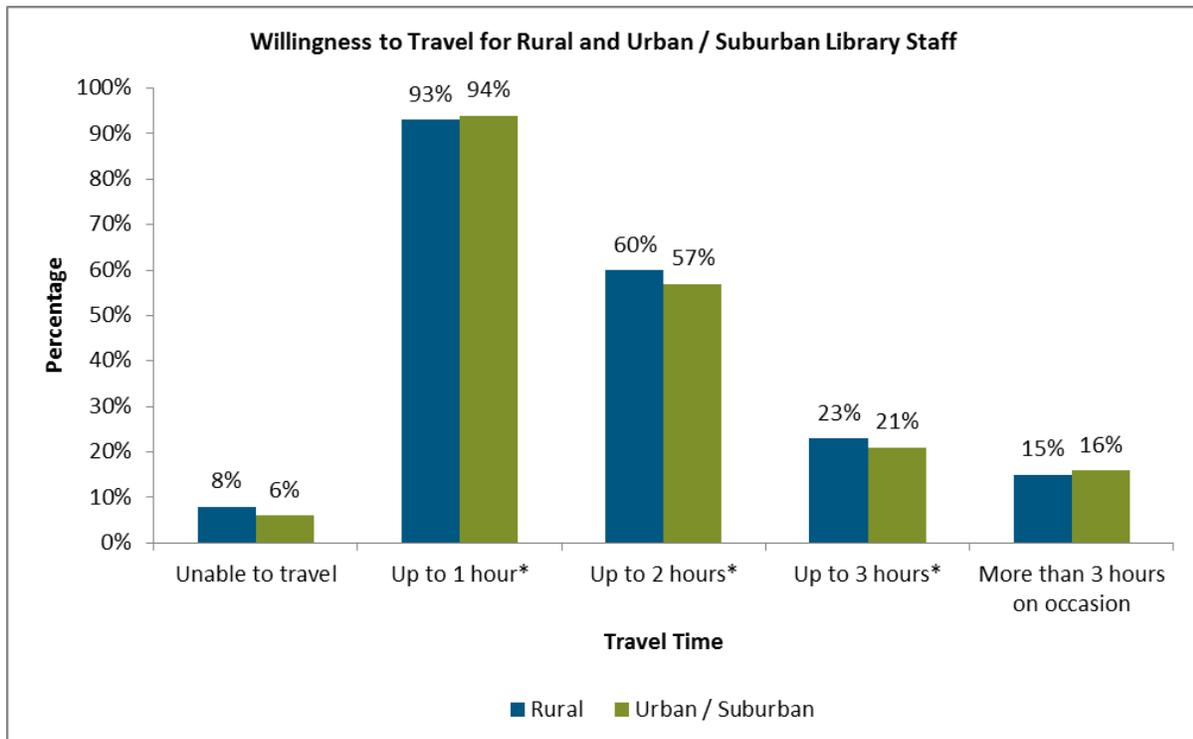


| A6.8.4 Table A3.10 Willingness to Travel to Attend CE Training Question: How many hours (one way) are you willing to travel to attend a training session? | | | |
|--|-------------|---------|---------------------|
| Time for Travel | Respondents | Percent | Cumulative Percent* |
| More than 3 hours on occasion | 42 | 15% | 15% |
| Up to 3 hours | 18 | 7% | 22% |
| Up to 2 hours | 101 | 37% | 59% |
| Up to 1 hour | 94 | 34% | 93% |
| Unable to travel | 19 | 7% | -- |
| Total | 274 | 100% | -- |

Note: 28 respondents did not answer this question.

*Cumulative percentages represent combined responses as travel time increases. For example, *Up to 1 hour* includes the number and percent of respondents who selected *Up to 1 hour* as well as respondents who selected response categories representing more travel time.

A6.8.5 Graph A3.3 Willingness of Survey Respondents to Travel to Attend Continuing Education Training



*Cumulative percentages are used for travel time. For example, *Up to 1 hour* includes the percent of respondents who selected *Up to 1 hour* as well as respondents who selected response categories representing more travel time.

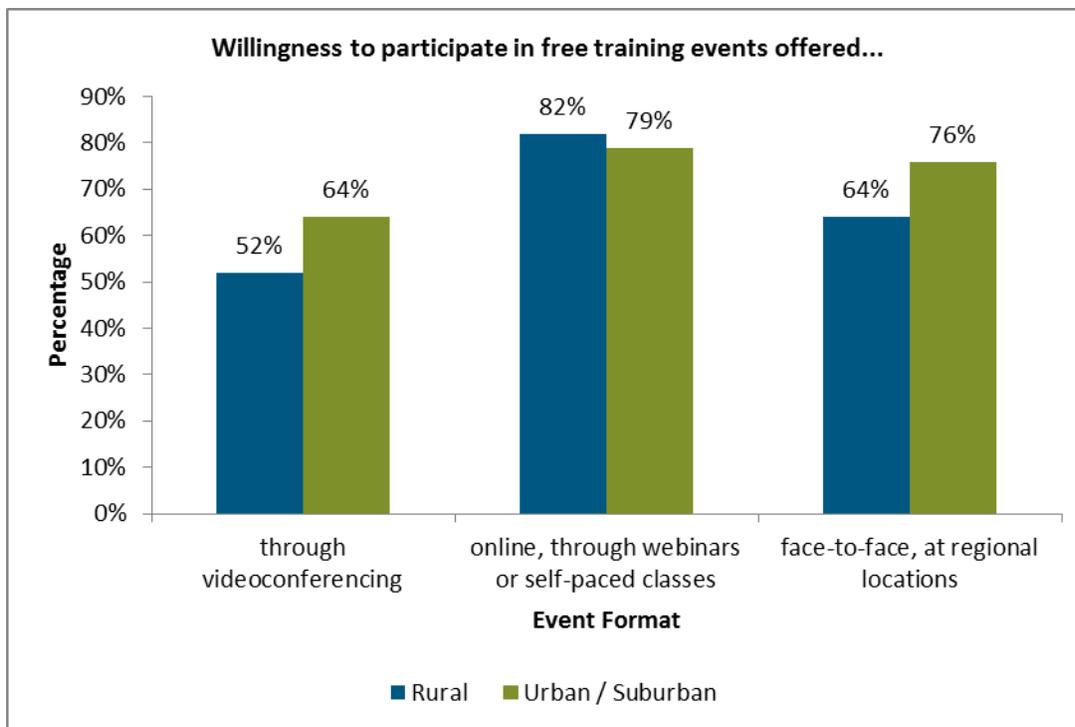
A6.8.6 Table A3.9 Willingness of Respondents to Participate in Various Training Event Formats

Question: Are you willing to participate in free events offered...
(Check all you would attend)

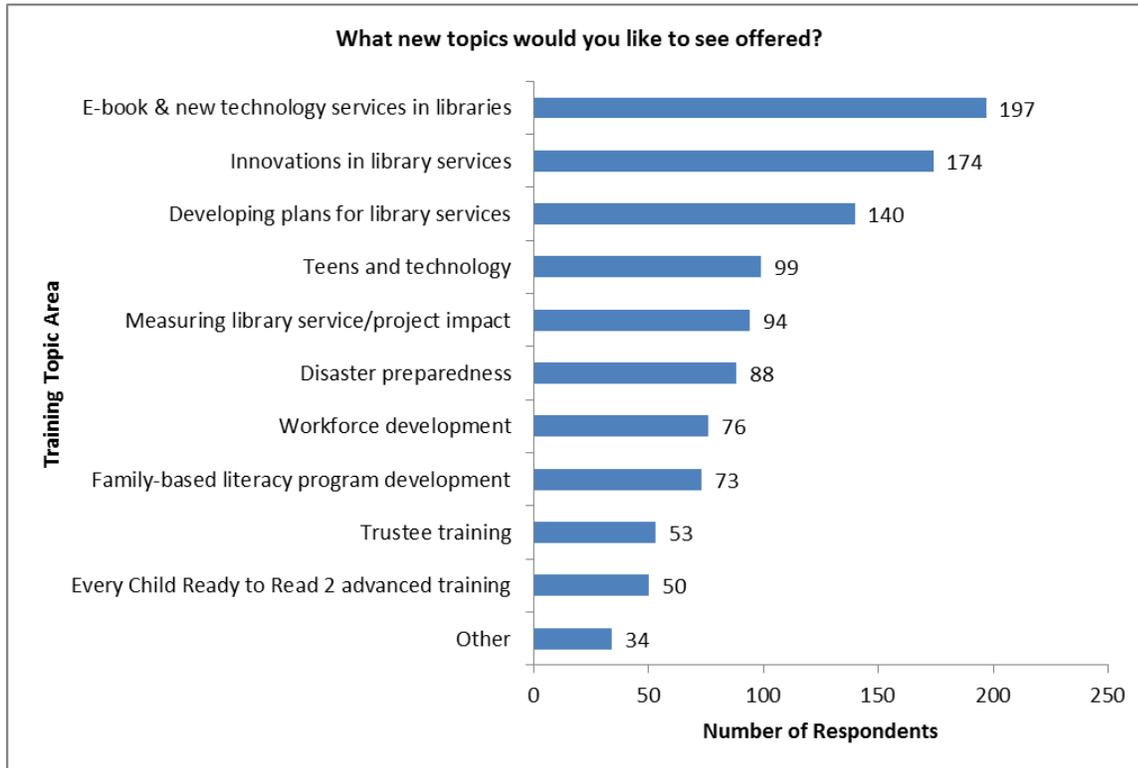
| Event Format | Respondents | Percent* |
|--|-------------|----------|
| Online, through webinars or self-paced classes | 242 | 80% |
| Face-to-face, at regional locations | 207 | 69% |
| Through videoconferencing | 171 | 57% |

*Percentage is out of 302 respondents who answered at least one survey question.

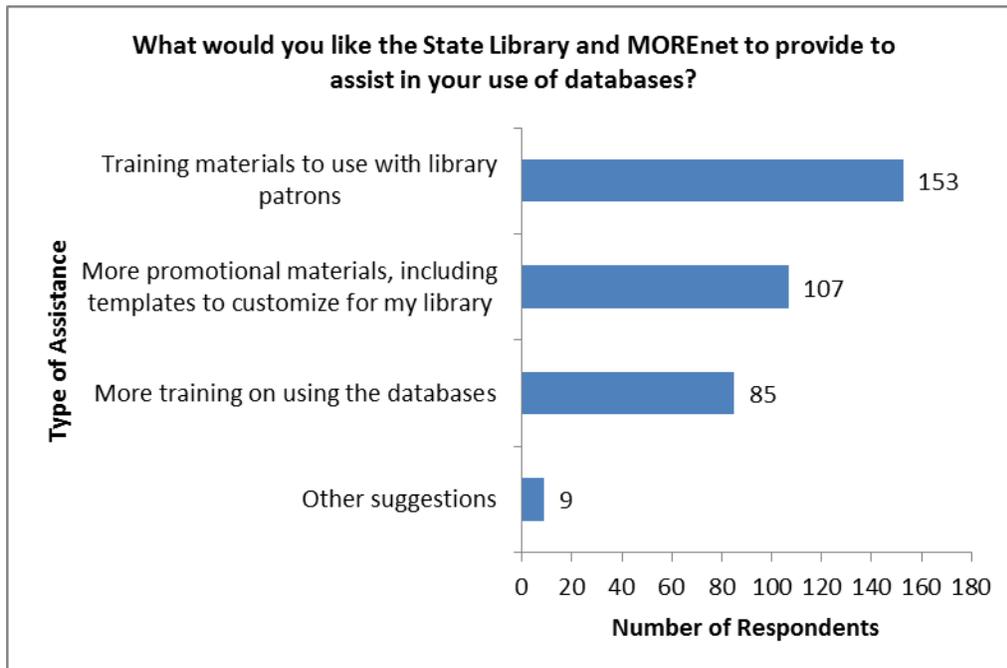
A6.8.7 Graph A3.2 Willingness of Survey Respondents to Participate in Various Training Event Formats by Library Location



A6.8.8 Graph A3.4 Training Topics of Interest to Survey Respondents



A6.8.9 Graph A3.6 Survey Respondent's Desired Assistance in Use of Electronic Databases



A7. PEOPLE INTERVIEWED FOR PROSPECTIVE ASSESSMENT

| Date | Name | Job Title | Contact Information |
|---------|------------------|--|---|
| 1/10/12 | Barbara Reading | Missouri State Library, Library Development Director | 573-751-2679 barbara.reading@sos.mo.gov |
| 1/10/12 | Debbie Musselman | Missouri State Library, LSTA Grants Officer | 573-526-6734 debbie.musselman@sos.mo.gov |
| 1/10/12 | Katina Jones | Coordinator, MO Census Data Center, Statistical Research Analyst | 573.526.1087 katina.jones@sos.mo.gov |

A8. PROSPECTIVE INTERVIEW QUESTIONS

The following IMLS-generated questions focus primarily on the use of outcomes-based data and performance metrics.

1. How can the performance data that has been collected and analyzed to date be used to identify benchmarks in the upcoming five-year plan?
2. What have you learned about using outcome-based data?
 - a. What about collecting this data?
 - b. How will this inform the state's next five year plan?
3. How does MOSL plan to share performance metrics and other evaluation-related information to inform policy and administrative decisions during the next five years?
 - a. Within SLAA?
 - b. Outside of SLAA?
4. What key lessons has the SLAA learned about using outcome based evaluation that other States could benefit from knowing?
 - a. What worked?
 - b. What should be changed?

In addition to the questions recommended by IMLS, ARC will review key evaluation findings with the interviewees focusing on the following additional questions.

1. What possible explanations can you provide for those targets that were not met or only partially met?
2. What do you plan to do differently in the next 5-year plan in response to not meeting targets?
3. What adjustments will you make in setting targets in the next 5-year plan for those goals with insufficient data to measure outcomes?
4. In hindsight, are there cases where you think the targets were not a good fit, regardless of the outcomes? How would you revise these?
5. For some goals, targets set by MOSL were well exceeded. Reflecting on these,
 - a. Were the targets reasonable or were they possibly not ambitious enough in some cases?
 - b. How will you go about setting new targets in the areas where outcomes have been the most positive?
6. Did any of the outcome-based data surprise you?
7. Are there findings from the Continuing Education or Missouri Library Staff surveys that are likely to influence the next 5-year plan?
8. What steps do you plan to take to improve
 - a. the use of data?
 - b. the use of outcome-based data?

A9. PROSPECTIVE INTERVIEW FINDINGS

In order to address the key *prospective* questions in the evaluation of the Missouri State Library's current Five-year State Plan for LSTA funding, Assessment Resource Center staff interviewed three MOSL staff members, asking them about key lessons learned regarding their usage of outcome-based data for policy and management decisions.

How can the performance data that has been collected and analyzed to date be used to identify benchmarks in the upcoming five-year plan?

Interviewees said that they would use the current FY11 data and any FY12 data available for benchmark data; however, this data could possibly reflect reactions to the poor economy and show unusually high use of library resources as patrons try to find employment.

What have you learned about using outcome-based data?

Interviewees reported that they see the need to standardize data collection in order to be able to compare data more easily, which includes paying close attention to how questions are crafted so that data will be comparable across years.

What about collecting this data?

Interviewees established that they will need to work with library staff to develop a central repository of data to make sure MOSL is collecting and organizing data annually rather than building data every five years for the evaluation.

How will this inform the state's next five year plan?

Interviewees suggested that it will be easier to identify benchmarks if data are collected and organized annually.

How does MOSL plan to share performance metrics and other evaluation-related information to inform policy and administrative decisions during the next five years?

Regarding the individual reports for this evaluation, interviewees acknowledged that they have shared reports among staff, especially information relevant to staff working in a specific area. The final evaluation report will be shared with the library development staff and the Secretary's Council. They plan to continue posting the LSTA goals and the annual results of the ASR on the State Library website.

Interviewees underscored how helpful the report will be to inform library staff of how data can be used and reflected in the target results and will help them understand why they are collecting the data. Staff will be able to see that the data they are collecting applies to a certain goal and provides information on trends, demonstrating the importance of documenting issues and providing valid answers.

What key lessons has the SLAA learned about using outcome based evaluation (OBE) that other states could benefit from knowing?

One key lesson learned about using OBE was that ASR data not only needs to relate to a target area but it also needs to be standardized between libraries. Using PLS data works if one can find a data element that is closely tied to a target area. Sometimes targets cannot be measured through ASR very well because libraries do not always follow data collection specifications. Inroads have been made in helping grantees understand the need for evaluation, especially encouraging them to document impacts of their projects, (e.g., through surveys).

What possible explanations can you provide for those targets that were not met or only partially met?

Interviewees noted that the goals and benchmarks were written very broadly because it was difficult to know what would be an appropriate level of change in a particular time period. They want to continue to set high goals. They pointed out that individual libraries set their own goals and programs so state goals are more difficult to implement; however, to encourage participation in certain areas, MOSL can offer grants in those areas.

What do you plan to do differently in the next 5-year plan in response to not meeting targets?

Through the evaluation experience, staff have a better idea of how to set challenging, yet reasonable goals.

What adjustments will you make in setting targets in the next 5-year plan for those goals with insufficient data to measure outcomes?

Interviewees reported that it was a challenge to pull the data together for the evaluation. Their new motto is “standardize, standardize.” They now have a statistical research analyst on the team who can advise on setting more reasonable targets and on data collection.

In hindsight, are there cases where you think the targets were not a good fit, regardless of the outcomes? How would you revise these?

Interviewees reiterated that trying to hit 100% of something was not a good idea. They see a need to set targets that can be evaluated using data that can be gathered by their staff resources to curtail needing the help and subsequent expense of outside sources.

For some goals, targets set by MOSL were well exceeded. Reflecting on these, were the targets reasonable or were they possibly not ambitious enough in some cases?

“In some instances, there were changes in the commitment to a project, advances in technology, improvements to a service, or changes in the library community that affected how well a strategy was received.” They believe they are better able to consider how reasonable a goal is after going through this outside evaluation process.

How will you go about setting new targets in the areas where outcomes have been the most positive?

Interviewees established that they will look at the current status and then look closely at factors that may change, noting that if there was “a big saturation in one area, then we need to remember that we cannot expect the growth curve to continue so rapidly.” They explained that seven libraries serve half of the people in the state so when they count libraries “it is like counting pineapples and peanuts.” They added that having one of the large libraries adopt a program has a much larger impact than having a smaller library adopt a program.

Did any of the outcome-based data surprise you?

The interviewees underscored that the results did not surprise them, because “people had a good handle on where things were going.”

Are there findings from the Continuing Education or Missouri Library Staff surveys that are likely to influence the next 5-year plan?

Interviewees reported that the survey responses documented what they had been hearing verbally, that people would like to have more online classes. They acknowledged that the survey results confirmed the challenges in increasing database usage, adding that library staff stated they would like to have more training resources to use with patrons and MOSL will go in that direction as they try to increase database usage.

Also, “data from the survey will be used to help refine upcoming competitive grant calls,” making the grant process easier and more accessible to all library types.

MOSL will explore training opportunities that use telephone and computer audio options. Staff has already started exploring tutorial-type and webinar-type software because the surveys confirm that training needs to expand in those directions.

What steps do you plan to take to improve the use of data?

Interviewees stated that MOSL will use the Research Analyst to help the library development staff, library directors, and Council understand what MOSL will do with the data and that they might be more diligent in data collection. Interviewees mentioned that there is a need to help people see the value of collecting and using data. They offered some ideas.

1. Libraries can tell their story.
2. Library staff will understand what they can do with the data.
3. Library staff will better understand data and be able to articulate what it shows to their community.
4. Library directors can review where their library compares on the PLS with other libraries and use that information when making requests to their board.

In closing, the staff being interviewed acknowledged that at the time of this interview, they had not moved far enough into developing the next plan to be able to give concrete answers to some of these questions but that the evaluation process had given them some new ideas on developing the next plan.

Summary of Missouri State Library processes prospects.

The three staff interviewed have been actively involved in the evaluation process for the current LSTA Five-year Plan and have been aware of the strengths and weaknesses of the current plan in both setting targets and collecting data. ARC is confident that they will use this information to guide their development of the next plan.

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