



Evaluation of The 2013-2017 LSTA Five-Year Plan: State Library of Ohio

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Evaluation Summary:

Introduction:

The Institute of Museum and Library Services (IMLS), the federal agency responsible for implementing the Library Services and Technology Act (LSTA), requires state grant recipients to conduct an independent evaluation of programs funded with grant funds as delineated in the 2013-2017 LSTA Five-Year Plan (Plan). The State Library of Ohio (SLO), the state agency that manages Ohio's LSTA Program, engaged The Bishoff Group LLC for the evaluation.

The State Library of Ohio is a state agency. As noted on its website:

The State Library of Ohio ensures a smarter Ohio by managing the delivery of services through three channels:

- *Directly, by building and managing quality collections and providing hands-on service to state government*
- *Cooperatively, through collaborative efforts and information sharing networks within the library community*
- *Virtually, through online and on-the-go access to expert assistance, digitized resources, and a vast selection of electronic materials.*¹

"The vision of the State Library is a *Smarter Ohio* where every Ohioan can access the necessary resources to be engaged citizens, excel at their jobs, participate in the workforce, and pursue their passions and interests."² A major resource assisting the Library in fulfilling its mission and reaching its vision is LSTA funding provided by IMLS.

As part of the assessment, the evaluators, in conjunction with Library staff, identified LSTA-funded projects for in-depth review. The evaluation included a review of documents, a survey of library staff across the state, and focus groups and stakeholder interviews using a discussion guide (Annex F). Each of the following statewide programs and competitive grants were evaluated:

- Competitive Grants Program
- Digitization Centers
- Digitization State Library of Ohio
- KnowItNow
- Library Programs and Development
- Ohio Web Library/Libraries Connect Ohio
- Ohio Digital Library (eBooks)
- Serving Every Ohioan Center (SEO)
- Statewide Resource Sharing (OLS:MORE)
- Talking Book Program/Ohio Library for the Blind and Physically Disabled
- Youth Services

Findings:

Data usage: SLO was a pilot site for the new IMLS State Program Report. As such not all of the Ohio grant awardees have collected the same amount of data. As a pilot state, SLO has implemented the IMLS standard evaluation form for all Continuing Education programs using IMLS recommended evaluative questions. Major

¹ <https://library.ohio.gov/about>. Accessed November 10, 2016

² *Ibid.*

programs such as Ohio Web Library collect data to facilitate traditional activities such as collection management and financial planning; however, the consultants did not receive outcome assessment from these programs beyond surveys asking about specific titles desired by the libraries.

Excellence of staff: Across all research data, the Ohio library community expressed appreciation of the high level of work done by the State Library of Ohio staff. They particularly noted the work they do assisting with grant applications, strategic planning, and leadership on statewide initiatives.

Leadership: The State Library provides quiet but consistent and broad-based leadership for both state and national initiatives. Over the years being reviewed, the State Library has utilized LSTA funds to support diversity, literacy, and economic and workforce development. Additionally, funds have supported nationally-recognized library initiatives including the IMLS Connecting to Collections program and the Digital Public Library for America. At the same time, long standing programs such as Summer Reading Program and Libraries Connect Ohio are actively supported by the SLO.

Level of satisfaction with programs: The Ohio library community has a high level of satisfaction with many of the LSTA-funded programs. Further details are provided in each of the program evaluations.

Program awareness: Based on the research conducted as part of the 2016 evaluation, Ohio's library community indicated a high level of awareness of most of the LSTA-funded programs, including Ohio Web Library, Ohio Digital Library, Serving Every Ohioan Program, and Statewide Resource Sharing: OLS:MORE. The only programs with limited awareness are the State Library's consulting services, the regional digitization centers, and two of the youth programs.

Program naming confusion: Participants in focus groups and interviews and the statewide survey respondents reported confusion about the online digital programs due to the similarity of names and a lack of understanding around structure and sponsorship of the program(s).

Retrospective and Process Questions: Summary of Key Findings:

Retrospective Questions:

A-1. To what extent did your Five-Year Plan activities make progress towards each goal? The State Library of Ohio's 2013-2017 Plan identified four goals and associated objectives along with a series of activities and targets to implement the Plan. During the initial three years of the Plan, the State Library achieved or partially achieved the majority of the goals and objectives through the defined activities. For those activities which were not achieved, it was only after discussion with appropriate audiences that the State Library did not move forward on the activity. Annex D: A-1 Progress on Goals: Analysis of Goals/Objective/Activities provides a detailed assessment of the activities that were achieved, partially achieved, and those that were not achieved.

A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? The State Library of Ohio did not address focal areas as part of their 2013-2017 Plan; however, the State Program Reports, IMLS FY 2013-2014, FY 2014-2015 spreadsheets, and discussion with State Library staff allowed the consultants to review each LSTA-funded program. Between 2013-2016, the State Library has allocated significant funding to the following national priorities: Lifelong Learning—General user; Institutional Capacity—Improve Library workforce; Information Access—Improve users' ability to use and obtain information and Improve users' ability to discover information. The SPR reports (Excel spreadsheet version) for a number of the statewide programs include reporting of multiple national priority/intent areas, resulting in double counting. The consultants have not reflected this double allocating in the funding levels below.

The consultants noted a predisposition to select national priorities that focused on support of Ohio libraries rather than national priorities that might support end users. If multiple priorities were selected, the library-focused priority was always the first priority. Based on discussion with several State Library coordinators, it is the consultants' understanding that the State Libraries could make a local decision on this matter and no guidance was provided by the IMLS.

| National Priorities/Focal Area/Intent | Total funding |
|---|---------------|
| Lifelong learning—General user | \$17,442,864 |
| Institutional Capacity—Improve library workforce | \$ 835,304 |
| Institutional Capacity—Improve library operations | \$ 2,163,097 |
| Information Access—Improve users' ability to use and obtain information | \$ 8,865,301 |
| Information Access—Improve users' ability to discover information | \$ 1,731,838 |

A-3. *Did any of the following groups represent a substantial focus for your Five-Year Plan?* The State Library of Ohio received between \$4.5 and \$5 million dollars annually and allocated approximately \$13.5 million between FY 2013-2014 and FY 2015-2016 to LSTA funded programs. Per the IMLS Evaluation Guidelines, to determine substantial focus, at least 10% of the total amount of resources would need to be committed across multiple years. Several of the programs were below the 10% level defined as substantial. As consultants, we feel it is important to note that the State Library did focus on these areas in the first three years of the current plan.

| User Group | Substantial Activity | LSTA Program | 2013-2016 funding |
|--|----------------------|--|-------------------|
| Library workforce | Yes | --Continuing Education & Strategic Planning --SEO-Mobile Lab --Technology Petting Zoo --Competitive Grants --Childhood Reading Initiative | \$ 835,304 |
| Individuals with disabilities | Yes | --Talking Books Program/Ohio Library for Blind/Physically Disabled | \$1,593,699 |
| Individuals with limited functional literacy or information skills | No | --Competitive Grants --Guiding Ohio Online | \$ 198,270 |
| Children (aged 0-5) | Yes | --Childhood Reading Initiative --Summer Reading Program | \$ 311,504 |
| School-aged youth (aged 6-17) | Yes | --Childhood Reading Initiative --Ohio Digital Library --Ohio Memory --Ohio Web Library --Summer Reading Program --SEO Center --KnowItNow | \$7,901,770 |

For those with YES, discuss to what extent each group was reached. Each of the following user groups were reached with LSTA funds during the three-year period that was reviewed. While the consultants were able to evaluate the progress through financial analysis, data was not available to evaluate it through assessment-based number of users who were reached through the service.

Library workforce: The State Library allocated \$835,304, for the period of the Plan, to supporting the Ohio Library workforce. Programs included: Continuing Education and Strategic Planning, Serving Every Ohioan-Technology Lab, Technology Petting Zoo, Competitive Grants, and Childhood Reading Initiatives.

Through the Library Programs and Development Department, the State Library offers a range of consulting services supporting E-Rate applications³, long-range planning, library space planning, and other consulting areas. The Serving Every Ohioan Center provides small Ohio libraries a range of services including access to a shared integrated library system, shared print and electronic collections, and a mobile training lab. Through competitive grants, individual libraries and Ohio consortia can provide libraries a range of Continuing Education activities. An additional \$2,163,097 was allocated to supporting library operations, including the establishment of four regionally located digitization centers and continuation of the Ohio Digital Library, the eBook platform provided by Overdrive.

Children (aged 0-5): The primary program supporting children aged 0-5 is Ohio Youth Program which includes Summer Reading Program and other youth consulting services and programs. The SLO pays for the membership in the national Collaborative Summer Library Program. Approximately 230 Ohio libraries use the statewide theme each year. A total of \$311,504 was allocated for the period of the Plan.

School-aged youth (aged 6-17): In addition to the above programs offered through the Ohio Library Youth Program, the Ohio Web Library (electronic resources) is available through INFOhio, the statewide K-12 program. Students, teachers, and parents have access to these resources along with Ohio Memory which support their curriculum. A total of \$7,901,770 was allocated in support of school-aged youth for the period of the Plan.

Process Questions:

B-1. How have you used data from the State Program Report and elsewhere to guide the activities included in the Five-Year Plan? The 2013-2017 State Library of Ohio LSTA Plan defines the process for ongoing review of program targets, program progress, and annual plan review. The 2013-2017 LSTA Plan indicates that an annual Plan review is undertaken by the SLO staff to make sure that all program targets are met and that measurable targets will be used to assess the success of each program. The Department reviews the Plan and programs, and the results of the review are reviewed with SLO Administration, the LSTA Advisory Council, and the State Library Board as appropriate.

B-2. Specify any changes made to the Five-Year Plan and why this occurred. Only one major program change was made. The virtual reference service KnowItNow, operated by the Cleveland Public Library as a statewide program, was discontinued by the State Library after review of usage data and a survey of both participating libraries and users.

B-3. How and with whom have you shared data from the SPR and from other evaluation resources? Overall data is shared with SLO staff and the LSTA Advisory Council. The 2013-2017 Plan had a strategy to regularly update the SLO Board; however, updates are now made on an as-needed basis or upon request. See individual program reports with more information on data usage and reporting and other groups each program shared information with.

³ In 2016, E-rate program was reassigned to OPLIN.

Methodology:

The Bishoff Group used five different approaches to gather information.

- Review of documentation related to all projects, including the IMLS State Program Reports 2013-2017, IMLS provided Excel spreadsheets, program reports, and associated surveys
- Interviews with State Library Staff
- Sixteen individual phone interviews
- A statewide survey of the library community
- Five focus groups with the library community

IMLS Methodology Questions:

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators. The SLO developed a Request for Proposal. The staff reviewed each submission to judge the evaluators' abilities to carry out the requirements of the evaluation as stipulated in IMLS guidelines. The State Library selected The Bishoff Group LLC.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability. This project used multiple data collection methods, including document review, interviews, a survey, and focus groups with librarians. Evaluators selected these particular methods because they were most likely to answer the research questions and because evaluators have expertise in planning and implementing evaluations and analyzing the results using these methods. Triangulating data from multiple sources is a primary strength of this multi-method design.

The survey results are considered reliable, as all respondents answered the same questions and each response received the same analysis. The survey was pre-tested to provide feedback on any confusing survey parts. Results were used to modify the original survey language.

While focus group results are inherently weak on reliability because sample sizes are small and interaction among participants diminishes the ability to replicate results, the evaluators consider focus group results to be valid. Evaluators believe that focus group participants understood the questions and provided responses that were true to their own experiences, values, and beliefs.

Using both survey and focus group methods provides greater overall validity. Division staff members did not attend focus groups to avoid influencing discussions.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. Through both the focus groups and the surveys, the Ohio library community was broadly engaged in the evaluation. Twenty-six representatives from Ohio libraries participated in the five regionally-based focus groups, with 205 responses to the survey. The consultants also interviewed 16 stakeholders, including representatives from the LSTA Advisory Council, representatives from Ohio professional library associations, the President and Vice-President of the State Library Board, and the Executive Directors of the four Regional Library Systems.

C-4. Discuss how you will share the key findings and recommendations with others. The SLO will make the evaluation report widely available to Ohio's library community by announcing its availability in posts to Listservs and by posting on the State Library's website. The Library will also share the report as they develop the 2018-2022 LSTA Five-Year Plan. The State Librarian also makes an annual report to the State Library Board.

Body of the Evaluation Study:

Study Background:

Users and Use of the Evaluation Process: The Library intends to use the information in this report for two purposes:

- To meet the IMLS requirements specified in Guidelines for Five-Year Evaluation.
- To inform the development of the new Five-Year LSTA Plan.

Users of this report include the State Library Board, Ohio's LSTA Advisory Council, State Library employees, and members of the Ohio library community.

Evaluation Findings/IMLS Evaluation Questions:

IMLS Retrospective and Process Questions:

Retrospective questions:

A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

The State Library of Ohio's 2013-2017 Plan identified four goals and associated objectives along with a series of activities and targets to implement the Plan. During the initial three years of the Plan, the SLO achieved or partially achieved the majority of the goals and objectives through the defined activities. The SLO is making progress on each goal and its associated objectives through the defined activities. Where the activities were not achieved, it was after discussions with key stakeholders that the State Library did not move forward on the activity. Annex D: A-1: Progress on Goals: Analysis of Goals/Objective/Activities provides a detailed analysis of the activities that were achieved, partially achieved and those that were not achieved.

A-2. To what extent did your Five-Year Plan activities achieve the results that address the national priorities associated with the Measuring Success focal areas and their corresponding intents? The State Library of Ohio did not address focal areas as part of their 2013-2017 Plan; however the State Program Reports and discussion with SLO staff allowed the consultants to review each LSTA funded program. Between 2013-2016, the SLO has addressed the following national priorities. Significant funding has been allocated to Lifelong Learning—General user; Institutional Capacity—Improve library workforce; Information Access—Improve users' ability to use and obtain information and Improve users' ability to discover information. The SPR reports (Excel spreadsheet version) for a number of the statewide programs include reporting of multiple national priority/intent areas, resulting in double counting. The consultants have not reflected this double allocating in the funding levels below.

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Through the Library Programs and Development Department, the State Library offers a range of consulting services supporting E-Rate applications⁴, long-range planning, library space planning, and other consulting areas. The Serving Every Ohioan Center provides small Ohio libraries a range of services including access to a shared integrated library system, shared print and electronic collections, and a mobile training lab. Through competitive grants, individual libraries and Ohio consortia can provide libraries a range of Continuing Education activities. An additional \$2,163,097 was allocated to supporting library operations, including the establishment of four regionally located digitization centers and continuation of the Ohio Digital Library, the eBook platform provided by Overdrive.

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School-aged youth (aged 6-17): In addition to the above programs offered through the Ohio Library Youth Program, the Ohio Web Library (electronic resources) is available through INFOhio, the statewide K-12 program. Students, teachers, and parents have access to these resources along with Ohio Memory which support their curriculum. A total of \$7,901,770 was allocated in support of school-aged youth for the period of the Plan.

Process Questions:

B-1. How have you used data from the State Program Report and elsewhere to guide the activities included in the Five-Year Plan? The 2013-2017 LSTA Plan Evaluation Process clearly defines the process for ongoing review of program targets, program progress, and annual plan review. The Plan indicates that an annual plan review is undertaken by the SLO staff to make sure that all program targets are met and that measurable targets will be used to assess the success of each program. Results of the review are presented to SLO Administration, the LSTA Advisory Council and the State Library Board. Examples of specific uses of data include:

- Decisions regarding electronic resources and eBooks available through Ohio Web Library, Ohio Digital Library, and Ohio Memory
- Design features and functionality for the Serving Every Ohioan (SEO) integrated library system
- Pre- and post-workshop tests to assess learning
- Surveys regarding needs of Ohio Library for the Blind and Physically Disabled

B-2. Specify any changes made to the Five-Year Plan and why this occurred. Between 2013 and 2016, only one major program change was made. The virtual reference service KnowItNow, operated by the Cleveland Public Library as a statewide program, was discontinued after review of usage data and a survey of both participating libraries and users.

B-3. How, and with whom, have you shared data from the SPR, and from other evaluation resources? Data is largely shared with SLO staff and the LSTA Advisory Council. Additionally, some data is published in the SLO newsletter and is available on the website. The 2013-2017 Plan had a strategy to regularly update the State Library Board; however, updates are now made on an as-needed basis or upon request. See individual program reports with more information on data usage and reporting and sharing.

⁴ In 2016, E-rate program was reassigned to OPLIN.

Description of the Methodology Employed:

The following section is organized according to IMLS requirements for the evaluation report's format. In addition, this section contains the answers to the Retrospective Questions outlined in the Evaluation Summary above.

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators. The SLO developed a Request for Proposal. Library staff reviewed each submission to judge the evaluators' abilities to carry out the requirements of the evaluation as stipulated in IMLS guidelines. The State Library selected The Bishoff Group LLC.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation: This project used multiple data-collection methods, including document review, interviews, a survey, and focus groups with librarians. Evaluators selected these particular methods because they were most likely to answer the research questions and because evaluators have expertise in planning and implementing evaluations and analyzing the results using these methods. Triangulating data from multiple sources is a primary strength of this multi-method design.

Process followed: Evaluators engaged in data collection and interviews at the beginning of the project. After this step, evaluators created and implemented the survey. Following the survey, evaluators conducted the five focus groups. After collecting all the data, evaluators analyzed the documents, transcripts from interviews and focus groups, and the survey results using IMLS requirements as a guide.

Tools and methods used:

Document review: Evaluators were provided copies of the State Program Reports (SPR) for FY 2013-2014, FY 2014-2015, and FY 2015-2016 of the LSTA funded projects in PDF and copies of the IMLS SPR Excel spreadsheet for FY 2013-2014 and FY 2014-2015. The evaluators received additional documents, including copies of the Library Programs and Development annual surveys, Serving Every Ohioan annual survey and the Ohio Web Library usage data. During the preliminary review of major documents and interviews with staff, evaluators identified additional documents to review and Library staff quickly provided them. Although the document review stage was intended as the first part of this study, it was an ongoing process. Evaluators reviewed these documents to ascertain if the project activities resulted in desired outcomes and if each project related to Federal Act priorities and to State Library goals. A list of documents reviewed is in Annex B.

Interviews: Evaluators interviewed the people identified in Annex C. Evaluators prepared a discussion guide which was provided to interviewees in advance. After each interview was completed, evaluators transcribed their notes and shared these transcripts with each other.

Survey: A statewide library community survey was designed by the evaluators, and following review and approval by the SLO, was tested by representatives of the library community. The SLO invited members of Ohio's library community to complete the LSTA Evaluation Survey between October 5 and October 28, 2016. A total of 205 individuals responded to the survey. Evaluators analyzed the survey's overall results considering all respondents as one group. A copy of the survey instrument is in Annex H, and the full survey report is in Annex I. Data was additionally analyzed by type of library and geographic location.

Focus groups: The SLO undertook a two-phased strategy to solicit participants for the focus groups. The initial round of invitations was distributed to selected Ohio libraries. A second round of invitations was an open call. This approach allows for the broadest possible participation with a wide range of interest and participation across the library community. Consultants conducted five library community focus groups across Ohio with a

total of 26 participants. Consultants asked participants to evaluate current LSTA-funded programs and to identify future trends and needs of Ohio residents and libraries. Focus group discussion guides are in Annex F. Locations and the number of participants and the full focus group report are included in Annex G.

Validity and reliability of the evidence: Evaluators assumed that the documents reviewed were pertinent to the evaluation questions. To ensure that evaluators reviewed all pertinent documents, evaluators not only asked the SLO to provide documents, they also searched to identify more documents. Evaluators believed that these documents are accurate as IMLS reviewed and accepted the annual reports and other documents. Furthermore, evaluators assumed that those interviewed did not provide false information and that this information is both valid and reliable.

Survey validity and reliability: The survey results are reliable. All respondents answered the same questions, and each response received the same analysis. Evaluators assume that other researchers could conduct the same survey in Ohio, and would receive the same general results and the same statistical significance findings. Surveys have inherent limitations of validity. Respondents must fit their responses into predetermined categories, such as “agree or disagree” or “often or never,” and may have different understandings of these choices. To combat this deficiency, representatives from the survey audience pretested the survey to provide feedback on any confusing survey parts. Evaluators used this pretesting to modify the original survey language. To provide greater depth of information and to triangulate the findings, evaluators also conducted focus groups, with different questions for each group type.

Focus group validity and reliability: Focus group results are inherently weak on reliability because small sample sizes and interaction among participants diminishes the ability to replicate results. However, evaluators consider focus group results to be valid. Because focus group participants in a face-to-face setting may be reluctant to provide negative comments, the survey provided anonymity. Using both survey and focus group methods provides greater overall validity. SLO staff and LSTA Advisory Council members did not attend focus groups to avoid influencing discussions.

Ethical considerations: Evaluators maintained confidentiality of the identities of the survey respondents. The Library knows the names of focus group and interview participants, but evaluators did not match participants’ comments with individual names in transcripts or in this report. Evaluators did not present any piece of evidence outside of its context in order to promote evaluation conclusions or recommendations.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. Stakeholders and those involved with creating the new Five-Year Plan may have participated in the survey and focus groups. SLO staff members made themselves available for interviews, provided documents, advertised the survey’s availability, and invited focus group participants. The Regional Library System Executive Directors made themselves available for interviews and provided documents as requested. Members of the LSTA Advisory Council and the State Library Board President and Vice-President were interviewed, along with representatives from the Ohio professional organizations. Finally, presentations were made to the State Library Board and the Consumer Advisory Council of the Ohio Library for the Blind and Physically Disabled. A list of those interviewed and consulted can be found in Annex C.

Participation of intended users of the evaluation in the evaluation process: As stated above, the SLO, the primary intended user of this evaluation, participated in many aspects of this process. In addition to those activities already mentioned, the staff provided feedback on the summary report of the results from the survey and focus groups and on the preliminary evaluation report.

C-4. *Discuss how you will share the key findings and recommendations with others.* The SLO will make the evaluation report widely available to Ohio's library community by announcing its availability in posts to Listservs and by posting on the Library's website. These postings are an effective method of reaching most of Ohio's libraries. The Library will also share the report as they work with libraries in Ohio to develop the 2018-2022 LSTA Five-Year Plan.

Analysis of Statewide Programs:

As part of the 2013-2017 Five-Year Plan evaluation, the consultants conducted an in-depth analysis of eleven statewide programs and the competitive grant process. The programs evaluated include Competitive Grants Program, Digitization Centers, Digitization State Library of Ohio, KnowItNow, Library Programs and Development, Ohio Digital Library, Ohio Web Library/Libraries Connect Ohio, Serving Every Ohioan, Statewide Resource Sharing, Talking Book Program/ Ohio Library for the Blind and Physically Disabled and Youth Services.

Only three years of data are used because of the timing of the required IMLS evaluation.

Specific recommendations for each of the programs are in Annex E.

Competitive Grants:

Program description: In a document describing competitive grants, the SLO first indicates the source of federal funding and the agencies that administer it. SLO also lists the four goals in the 2013-2017 LSTA Five-Year Plan and that the money is spent for "in-house" programs, for statewide programs such as the Ohio Digital Library, and for competitive grants. SLO describes the competitive grant program this way:

LSTA funds are also distributed through competitive grant programs. State Library staff works with the LSTA Advisory Council to determine funding priorities and grant categories, timelines, and funding limits each year. All types of libraries (i.e. public, school, academic, and special) may apply for LSTA grants. There are two types of grants. For grants with a maximum of \$50,000, there is a 25% cash match of the total project costs. A second grant category, the open grant program, allows "libraries to address specific customer needs or develop an innovative program idea." Open grants are for a maximum of \$4,999, require no match, and "must focus on the needs of a specific target audience." They can be "flexible, innovative, and creative."

Mid-term and final narrative and financial reports are required. As noted above, the SLO was one of the IMLS State Program Report pilot libraries. Evaluation materials developed as part of the SPR reporting have only recently been implemented. There is also a survey that grant recipients are encouraged to distribute for instructional activities. The same survey is used for Continuing Education of library staff and for the public, asking questions about their learning, increased confidence, application of learning, and improvement of service to the public.

Two additional projects were funded through competitive grants: Library Leadership Ohio, a leadership project that is managed by OhioNET, and the Digital Public Library of America planning grant, awarded to the Columbus Metropolitan Library.

IMLS focal area: Because of the breadth of competitive grants, multiple Focal Areas are addressed. Collectively over the two years in this evaluation that offered competitive grants, these Focal Areas were addressed:

- Lifelong Learning – Improve users' formal education and improve users' general knowledge and skills
- Information Access—Improve users' ability to obtain and/or use information resources

- Institutional Capacity—Improve the library workforce; improve the library’s physical and technological infrastructure; and improve library operations
- Human Services—Improve users’ ability to apply information that furthers their personal or family health & wellness, and improve users’ ability to apply information that furthers their parenting and family skills
- Civic Engagement—Improve users’ ability to participate in their community and improve users’ ability to participate in community conversations around topics of concern

IMLS process questions: Each year, the SLO staff work with the LSTA Advisory Council to decide the best way to implement the LSTA competitive grant program. Staff report that data is shared informally. A list of approved grants is posted on the SLO website.

Relation to Ohio goals and objectives:

Goal 2: Community Anchor Institutions: The State Library of Ohio promotes libraries as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality. Objective 2.1: Invest in projects that strengthen the role of libraries as core components of the broader community learning and service infrastructure.

Usage data: Competitive grants by their very nature are varied with different audiences, different activities, and different ways of counting. The competitive grants over this three-year period included both the public and library staff audiences. Some of the projects were circulating items, some were offering programs, some were conducting training, and some were holding one-on-one consulting sessions. Thus, it is not possible to calculate the number of users, as it is in statewide programs with one activity and one audience. However, we can look at the competitive grants in other ways; Grants by year and grants by type of library. (Summer Reading Program grants are discussed under Youth Services; digitization projects are discussed under the sections on Digitization.)

| FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|---|---|--|
| Two grants were awarded, including the Library Leadership Ohio program. | 18 grants submitted 9 grants awarded | 44 grants submitted 22 grants awarded |

Grants by type of library

| Type of library | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|-----------------|---------------------------------------|--|--|
| Academic | No grant program | 3 grants submitted 1 grant awarded | 7 grants submitted 2 grants awarded |
| Public | No grant program | 5 grants submitted 3 grants awarded | 20 grants submitted 14 grants awarded |
| School | No grant program | 4 grants submitted 1 grant awarded | 5 grants submitted 1 grant awarded |
| Other | 2 grant submitted 2 grants awarded | 5 grants submitted 4 grants awarded | 6 grants submitted 3 grant awarded |

Budget Allocation: Competitive grants per year

| FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|--------------|---------------------------------------|---|-----------|
| \$38,860 | \$102,383 (Includes DPLA Planning) | \$313,030 (Includes LLO & DPLA Planning) | \$454,273 |

Competitive grants by type of library:

| Type of library | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|-----------------|--------------|--------------|--------------|-----------|
| Academic | \$0 | \$23,996 | \$ 16,397 | \$ 40,393 |
| Public | \$0 | \$57,676 | \$215,159 | \$272,835 |
| School | \$0 | \$14,161 | \$ 4,999 | \$ 19,160 |
| Other | \$38,860 | \$ 6,550 | \$ 76,475 | \$121,885 |

Findings:

Outputs/impact: The three data sources (survey, focus groups, and interviews) about the LSTA competitive grants were in significant agreement. On the survey, only 17% of the respondents had applied for an LSTA grant. Almost 59% had not and 24% didn't know. When asked why they did not apply for a grant, the reasons given were: not enough time to write the proposal (43%), not enough money for the match (35%), could not commit to continuing funding after the grant ended (34%), grant categories not relevant to the library's service (34%), grant process too complicated (18%), unawareness of eligibility (11%), and grant timeline is inadequate (6%). One comment on the survey was, "The LSTA process seems to be slanted toward public libraries – school library needs are not a priority. Academic libraries also take a back seat to the public libraries. The only area that seems to be applicable for schools is the LSTA funding of the statewide [databases]. Even the Ohio eBook collection is communicated as not being for schools, only publics."

The focus groups and those interviewed reported some of the same problems with competitive grants and expressed the opinion that it was easier for medium and large libraries to apply for grants because they had the resources to write grants and provide the required match.

Concern was expressed, particularly by the LSTA Advisory Council, on the quality of grant applications. LSTA Advisory Council members reported that for some grants, they could tell that the organization had a grant writer with a lot of experience. "Some grants have good concepts and bad execution." They also said that the grants should focus on outcomes rather than activities.

Overall there was support for the continuation of LSTA grants. There was not overall agreement on the purpose. Some felt they should be for innovative programs or replication of innovative pilot projects. Some felt they should be used for whatever the local library felt was important to their users, whether it was an innovative project or not. Some felt the funds should be available to bring small, rural libraries up to minimum standards. Finally, some thought the current process of themes that contribute to addressing an issue facing Ohioans should be continued.

Output/impact evaluation: As the SLO was a pilot state for the IMLS Continuing Education activities evaluations, all Continuing Education grants recipients were encouraged to use the IMLS evaluations at the conclusion of the project. The final report asked how the LSTA funded project had been evaluated. Recipients wrote a paragraph that described the evaluation and what they learned. The surveys were handed out immediately at the conclusion of the instruction. They asked the intent of the participant to change attitude or behavior (will use the library more, will implement a new idea). In light of the fact that the LSTA grant is for only one year and that the follow-up would be beyond the grant period, very few followed up by asking participants at a later date if they had, in fact, changed their attitude or behavior. There is an inconsistency between what the grantees are asked to report on the SPR and the data that they can collect during the timeframe of the grant.

Observations:

Assessing impact: The addition of surveys as part of the LSTA application and implementation process is to be commended. It is a very positive first step toward outcome/impact evaluation. However, for some programs, particularly for multi-session programs on State Library priorities, libraries should be encouraged to conduct a

later evaluation to ascertain if attitudes or behavior actually changed. The consultants recognize that undertaking this effort will cause the grant awardee to report after the conclusion of the grant.

Focus of grants: Concern was expressed that the competitive grants seemed more focused on public libraries. Although this may not be the intent, the analysis of the number of grants and the amount of funding provided by type of library substantiates the perception. The four current topics chosen could be and were addressed by different types of libraries. More information regarding the grant program, including the goals and strategy, may go far to help libraries understand why certain types of libraries are awarded grants and others are not.

Barriers to participation: In the three data gathering efforts, people expressed a concern about the required match for competitive grants. Only one person mentioned that “open” grants did not require a match. If more grants of higher quality are desired, more information about grants might be provided along with workshops on how to prepare a higher quality application.

Digitization State Library of Ohio:

Project description: Digitization at the SLO has two primary focuses. First, a librarian in Research and Catalog Services digitizes rare and unique materials from the State Library’s collection as well as state documents; second, the Library Programs and Development consultants assist libraries across the state in digital program planning and offer basics of digitization training. SLO staff also participate in a variety of statewide digitization initiatives. The digitized and born digital collections are available through Ohio Memory (<http://ohiomemory.org/>), a joint project of the SLO and the Ohio History Connection.

IMLS focal areas:

- Information Access—Improve users’ ability to discover information resources

IMLS process questions: The SLO Research and Catalog Services Department makes decisions on what to digitize based on the digitization prioritization plan created in 2014, on demand requests and special projects. They do not use data for decision making regarding selection. There have been no major changes to the program over the past three years.

Relation to Ohio goals and objectives:

Goal 3: Content: Discovery of knowledge and cultural heritage. Objective 3.1 Promote distribution and access of information through digitization.

Budget allocation:

| Service | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|--------------|--------------|--------------|--------------|-----------|
| Digitization | \$79,043 | \$415,690 | \$60,666 | \$555,399 |

Usage data:

| Program | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|-------------------------|--------------|--------------|---------------|
| # items scanned/created | 11,000 | 13,005 | 14,286 |
| # pages scanned | 100,000+ | 100,000+ | 100,000+ |
| # consultations | 19 | 17 | Not available |

Findings:

Outputs/impact: The statewide survey found that there was moderate awareness of the State Library of Ohio Digitization/Ohio Memory - 2.9 on a weighted scale with 5.0 being the highest level of awareness versus other LSTA funded programs.

According to interviews, the State Library staff in 2015 began working with the Digitization Centers with plans to work collaboratively to develop best practices on metadata and content creation. The SLO was an active participant in statewide digital initiatives including the FY 2015-2016 DPLA Planning grant.

Observations:

Goals and objectives: The SLO has met the goals of increasing the amount of digital content available via Ohio Memory.

Data collection: The activity and targets were to be assessed via anecdotal evidence, such as ease of use of the digital collections. There was no data provided to the consultants that the anecdotal evidence was collected. The SLO needs to explore use of focus groups and/or surveys to collect data regarding the effectiveness of Ohio Memory. This will allow the Library and Ohio History Connection to expand their understanding of collection usage and incorporate that into their decision making related to digital collection development.

Partnership: The Ohio History Connection partnership is a model that can be expanded into other digital areas. The organizations should consider a new round of promotion/marketing of Ohio Memory and also explore options for digital preservation.

Digitization Centers:

Project description: In FY 2013-2014, the SLO awarded grants to four public libraries to either upgrade or establish Digitization Centers/Hubs that would digitize their own collections along with the collections of regional cultural heritage organizations. In collaboration with the SLO, OPLIN (the statewide public library network) and the four Digitization Centers met regularly with the goal of sharing digitization workflows, and developing digitization policies and metadata and content best practices.

IMLS focal areas:

- Improve library operations
- Improve users' ability to obtain and/or use information resources

IMLS process questions: Over the two years of these projects, the primary focus was in installation and training on new equipment. Only two of the four centers reported on the creation of new digital content. It is unclear from the State Program Reports if any data collected was used in decision making. According to the OPLIN Executive Director, as the grants are completed, no additional data is being shared with the State Library.

Relation to Ohio goals and objectives:

Goal 3: Content: Discovery of knowledge and cultural heritage. Objective 3.2: Develop and implement strategy to expand the public's access to information found in library collections.

Budget allocation:

| Service | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|------------------------------------|--------------|--------------|--------------|-----------|
| Digitization Centers grant funding | \$508,457 | \$106,030 | \$0 | \$614,487 |

Usage data:

| Program | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|--|---------------------------|---------------------|---------------------|
| Cleveland Public Library | 0 | 1500 | 0 |
| Toledo Lucas County Public Library | None Reported | None Reported | None Reported |
| Public Library of Cincinnati & Hamilton County | 36,588 images (115 items) | None Reported | None Reported |
| Columbus Public Library | 10,075 images | None Reported | None Reported |

Findings:

Outputs/impact: The Statewide Survey found that there was moderate awareness of the Digitization Centers. The Centers were 2.4 on a weighted scale, with 5.0 being the highest level of awareness versus other LSTA funded programs. When asked specific questions regarding awareness of the Digitization Centers, of the 156 respondents, 46% indicated that they were not aware of the program, 21 were aware, 33 indicated they were aware but not involved in the program. As these centers were only established in 2013-2014, there has been limited outreach. Additionally, a number of Ohio's libraries participate in existing digital collaboratives. The survey comments reflected this:

“At this time we have not taken advantage of the resource. We participate in the Summit Memory Project and have sufficient technology locally to scan our collections for inclusion in that resource.”

“I was not aware that the hubs are ready to accept requests from other libraries. Last I heard they were still being set up and “open for business” from other libraries. If they are ready to use, it is unclear how the entire process would work. Do we make appointments and physically bring our materials to the hub? Do we have to arrange to ship our materials to the hub? We probably don't want to do that. Will there be help using the equipment when we get to the hub?”

Responses regarding usefulness of the digitization centers were inconclusive due to the limited use of the centers. Most of the comments revolved around a need for additional information regarding the Digitization Centers and the services they offer.

Observations:

Goals and Objectives: Using LSTA funds to establish or expand the regional digitization centers has been realized. The goal of supporting additional regional library and cultural heritage organizations is a goal that has been partially realized, as is the goal of establishing shared metadata best practices. The four Centers, along with the SLO, worked with other Ohio institutions during the DPLA Planning Grant to develop shareable metadata best practices which will facilitate the exchange of data.

Implementation: Like many one year grants, implementation takes longer than anticipated. As a result, goals, including shared development of policies, best practices, and shared development of workflow, were not addressed during the initial grant period. Based on the SPRs and interviews with the OPLIN Executive Director, the focus was largely on equipment implementation. Libraries continue to meet and are now addressing policies including whether to charge those that use the Digitization Centers (public or potential partners). With the implementation of a DPLA service hub, metadata standards have taken on a statewide focus. The Digitization Centers were very involved in this effort.

Partnerships: Expanding services to other cultural heritage organizations was slow to develop during the grant period. Based on the SPRs and the interviews, it appears that each center is taking a different approach to reaching out to regional libraries and cultural heritage organizations. One Center is making the equipment

available to anyone who walks into the library, while another center is making targeted partnerships where collections will fill out their own collection. Based on survey comments, respondents were unclear if the Centers were “open for business” and what the program involved.

Promotion: If the goal of the grant is to support the digitization needs of regional libraries and cultural heritage organizations, then information regarding the Centers needs to be more broadly available. Greater transparency regarding this program is needed to overcome the possible appearance that this program is not realizing its desired goal.

KnowItNow:

Program description: The purpose of KnowItNow 24x7 (KIN) was to provide the residents of Ohio with the ability to contact a reference librarian 24x7. The service was staffed by Ohio public and academic librarians around the state, as well as contracted librarians, to provide coverage after hours and during holidays.

IMLS focal area:

- Information Access—Improve user’s ability to obtain and/or use information resources

IMLS process questions: Only one major program change was made between 2013 and 2016. The virtual reference service KnowItNow, operated by the Cleveland Public Library as a statewide program, was discontinued after review of usage data and a survey of both participating libraries and users.

Relation to Ohio goals and objectives:

Goal 1: Learning: Engaging and empowering learning experiences. Objective 1.3: Improve service through virtual reference.

Budget allocation:

| Service | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|-----------|--------------|--------------|----------------------|-----------|
| KnowitNow | \$268,391 | \$163,130 | Program Discontinued | \$431,521 |

Usage data: This table shows the usage of KIN over the two years for which there is data before the program was discontinued. Total usage statistics include text messages, email, and live chat.

| FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|----------------------------|-------------------------|-------------------------------------|
| 23 in-person sessions held | 1 training session held | Program discontinued 12/31/15 |
| 31,922 sessions | 24,039 sessions | 3,911 session 1st quarter 2015-2016 |

Findings:

Outputs/impact: In the 11 years of KnowItNow’s existence, advances in mobile devices and network technologies grew exponentially, information on the web expanded, and the authenticity of that content became more apparent. This caused a decrease in the use of the service, which became especially apparent between FY 2013-2014 and FY 2014-2015. As use of the service decreased, the cost per session increased. Staffing changes at the Cleveland Public Library (CPL), which managed the program, provided CPL, the State Library Board, and the Ohio library community an opportunity to evaluate the continuation of the service in 2015. At their September 2015 meeting, the State Library Board formally ended LSTA funding for KnowItNow, and the service officially ceased on December 31, 2015.

Library Programs and Development:

Program description: The consultants evaluated several programs in the Library Programs and Development division of the State Library, including General Consulting, Continuing Education and Strategic Planning, Guiding Ohio Online, and Training.

Library Programs and Development: The Library Programs and Development (LPD) department assists local libraries in addressing their development needs and service goals. LPD offers direct assistance to librarians on a variety of library topics. Five library consultants provide in-depth research and information on library development and programming, coordinating statewide projects and programs including long-range planning, space planning, and other programs which are reported as separate projects. The intended outcome of the LPD program is to provide library information and services to individual libraries, to enhance library services statewide, and to strengthen the image of libraries in Ohio.

Continuing Education and Strategic Planning: Three Library Development consultants are available to work with libraries in developing strategic plans. Through this program, public libraries receive assistance with the planning process, resulting in long-range plans addressing the needs of the community and developing services to meet those needs. Additionally, one of the consultants also works to facilitate partnerships among libraries and other education providers to improve the capacity of libraries to offer learning opportunities to their staff.

Guiding Ohio Online: This is a project of the State Library of Ohio through a grant project provided by ServeOhio, the state's commission on service and volunteerism. Guiding Ohio Online is an AmeriCorps program that places members in rural Ohio libraries to deliver digital literacy training through computer classes, one-on-one computer assistance, outreach, and volunteer recruitment. Two Library Development consultants administer the Guiding Ohio Online Program. In FY 2016-2017, the program will move from ServeOhio funding to LSTA funding.

IMLS focal areas:

- General Consulting: Improve library operations
- Continuing Education and Strategic Planning: Improve the library workforce
- Guiding Ohio Online: Human Resources: Improve users' ability to apply information that furthers their personal, family, or household finances

IMLS process questions: Evaluation data is generated by the Continuing Education program after each event. In addition, the need to compare evaluation data between and across the educational programs is important. There is no evidence that consulting staff followed up with consulting engagement or event participants to see if the consultation or training made a difference in services.

Relation to Ohio goals and objectives:

Goal 1: Learning: Engaging and Empowering Learning Experiences. Objective: 1.2 Facilitate Partnerships

Goal 2: Community: Community Anchor Institutions. Objective 2.2: Partner with other agencies to leverage the resources of libraries.

Usage Data: Among all of its services, these Library Programs and Development services are highlighted because data existed on them.

| Activity | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|---|---|--|--|
| Library Programs and Development | 65 general questions; 27 site visits | 320 general questions; 37 site visits; 25 presentations at CE/instruction | No offerings ⁵ |
| Continuing Education and Strategic Planning | 6 evaluations/plans funded; 3 completed | 10 evaluations/plans funded; 10 completed; WebJunction 376 webinar registrants; 91 SkillSoft registrants | 17 evaluations/plans funded; 8 completed; WebJunction 486 webinar registrants; 451 SkillSoft registrants |
| Library Leadership Ohio | 50 attendees | Not offered | 32 |
| Guiding Ohio Online | | Consultations/reference transactions: 10,270 | 15,048 total participants |

Budget allocation: LPD budget represents expenditures on salaries/wages/benefits, consultant travel, supplies/materials, and WebJunction contract (2013-2014). Continuing Education and Strategic Planning budget represents salaries/wages/benefits, consultant travel, and the WebJunction contract (2014-2015). Guiding Ohio Online budget is for salaries/wages/benefits only.

| Program | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|---|--------------|--------------|--------------|-----------|
| Library Programs and Development | \$110,094 | \$68,812 | \$0 | \$178,906 |
| Continuing Education and Strategic Planning | \$34,858 | \$110,860 | \$227,498 | \$373,216 |
| Guiding Ohio Online | \$34,778 | \$33,826 | \$50,115 | \$118,719 |

Findings:

Outputs/impact:

Library Programs and Development: Anecdotal evidence on consultant visits showed that consultation or training made a difference in services. State Program Reports included quotes from emails such as the following, “Librarians receiving services consistently indicate that services provided by LPD staff have increased their knowledge and have enabled them to provide better services to their community.” The 2016 LSTA statewide survey showed that Consulting Services was one of the areas respondents were least aware of, rating 2.3 on a weighted scale (with 5.0 being the highest level of awareness) vs. other LSTA funded programs; 27% of the survey respondents had no awareness of this program. Additionally, it was determined that 54% of the respondents had not used the consulting services. Many of the comments from those who have used the Consulting Services were positive (“They are extremely useful and willing to help.”), but some comments reflected low awareness of the program. Improvements suggested in the survey included providing more information about what the program is, desire for more staff with specializations, and a clearinghouse or consulting on developing policies and procedures. The focus groups showed that there was little understanding of the scope of staff services in the area of consulting, and that most of the use was by public libraries, with very little use or awareness by academic or school libraries.

Continuing Education and Strategic Planning: The SPRs did not provide evidence of evaluative activities taking place across either the Continuing Education or strategic planning projects; however, SLO staff noted that individual Continuing Education events are regularly evaluated. In the 2016 LSTA statewide survey, Continuing

⁵ No offerings per IMLS request to distribute LPD project amongst other statewide projects.

Education had a relatively high awareness rating, 2.89 on a weighted scale of 5. Of the survey questions focusing specifically on WebJunction/Skillport, nearly 40% had used these resources for training opportunities and 22% had used features other than the training resources. Most (54%) users were neither dissatisfied nor satisfied with WebJunction/Skillport. Comments about the service, however, were generally negative, highlighting outdated content, difficult use/navigation, and content that was not relevant to users.

Guiding Ohio Online: The implementation period for year one of the Guiding Ohio Online project was 10/1/14-8/29/15. In FY 2015-2016, 579 one-on-one sessions were provided and 4,691 people participated in classroom training.

Observations:

Promotion and marketing: Two promotion and marketing issues were identified for Library Programs and Development, one is awareness of the SLO Consulting and Strategic Planning Services and the second was a clear understanding of the benefits and features of the SLO LPD programs and services. Based on the survey and focus group, Consulting and Strategic Planning was the least recognized services and while the consultants may not currently be able to take on additional clients, building program awareness and understanding is still an important activity. The issues of focusing on the differences between the programs, the strengths of the separate programs, and especially the benefits to all types of libraries from utilizing the programs will continue to build support for the LSTA funded programs and the SLO.

Evaluation and usage data: All of the programs from LPD need stronger and more regular evaluation and need to track and report consistent information on usage. In particular, evaluation of the Consulting Program on a regular basis is important to implement. WebJunction/Skillport: Based on the comments from participants in the consultants' survey, the SLO should consider reviewing whether WebJunction and Skillport still meet the needs of Ohio librarians and library workers.

Ohio Digital Library:

Program description: The Ohio Digital Library (ODL) program is a consortium of Ohio public libraries that share a collection of digital media which includes eBooks, ePeriodicals, audiobooks, music, and video. This statewide program helps libraries provide these services at a savings in comparison to each library building their own collection. Beginning in FY 2013-2014, the SLO acted as the Project Manager for the ODL and contracted with OverDrive, Inc. as the supplier for the project.

IMLS focal area:

- Ability to obtain and/or use information resources

IMLS process questions: Data is heavily used to guide the program. An annual survey looks at program participant needs. While the survey shows that libraries are satisfied with the service, they also have concerns. Other uses of data include the ability to look at the collection title-by-title. The program manager keeps "willingness to pay" data, which shows how much more libraries are willing to contribute to the collection. The program manager provides participants monthly spending reports. Program reports are shared with the ODL Advisory Committee and ODL members. There have been no major changes in this five-year-old program.

Relation to Ohio goals and objectives:

Goal 4: Access: Sustain access to knowledge. Objective 4.3: Provide library users access to eContent through the Ohio eBook Project (OEP) consortium (since renamed Ohio Digital Library with the merger of the SEO eBook consortium).

Budget allocation: The SLO pays for the platform costs and salaries/wages/benefits cost for SLO staffing for the ODL, (represented below) and each participating library puts 4.5% of their collection development budget toward ODL content.

| Service | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|----------------------|--------------|--------------|--------------|-------------|
| Ohio Digital Library | \$129,760 | \$508,807 | \$544,783 | \$1,183,350 |

Usage data:

| Program | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|---------------------------|---|--------------|---|
| # libraries participating | 179 | 187 | 181 |
| # eBook titles available | 57,379 purchased for shared collection; 9,207 for Advantage (non-shared, single-library) collection | 57,643 | 59,770 purchased for shared collection; 10,638 for Advantage (non-shared, single library) |
| #eBooks circulated | 2,265,060 | 2,899,341 | 3,445,724 |

Findings:

Outputs/impact: On the statewide survey, the ODL awareness was rated at 3.26 on a weighted scale (with 5.0 being the highest level of awareness) vs. other LSTA-funded programs. This rating was the highest among all LSTA-funded programs.

The Ohio Digital Library program is only available to public libraries. School library focus group participants requested expansion of the program to include schools. Of the statewide survey participants, 67 (43%) offered the service to their users, 71 (46%) did not, and 17 (11%) did not know.

The SLO ODL Program Manager conducted an annual survey. Satisfaction levels dipped from 2013 to 2014, but there was growth in the number of satisfied users in the 2015 Survey.

| Year of Survey | Satisfied | Very Satisfied | Somewhat Dissatisfied | Dissatisfied |
|----------------|-----------|----------------|-----------------------|--------------|
| 2013 | 65% | 30% | 5% | 0% |
| 2014 | 64% | 28% | 6% | 2% |
| 2015 | 55% | 42% | 3% | 0% |

The 2016 LSTA statewide survey bore out these findings on satisfaction. The statewide survey reported a satisfaction rate of 38%, a very satisfied rate of 36%, 21% neither satisfied or dissatisfied, 4% dissatisfied, and 1% very dissatisfied. Survey respondents indicated that the service provides users access to eBooks and other digital collections that their library couldn't otherwise provide (56% of the survey respondents strongly agreed with this statement, by far the biggest response group to the question). ODL delivers high quality digital collections to their community (44% strongly agreed with this statement). Comments related to these questions included:

“The Ohio Digital Library is AWESOME!”

“The resources are invaluable to our community. We simply could not afford to offer the depth of the collection without the state and SEO contributions.”

The growing cost of participation in the program (which has risen to 4.5% of a participating library's collection budget) was noted as a concern. There were concerns about the need for restrictions to be taken off the materials before it could become a true library collection. Limited selection, long wait times, a lack of effective

promotion, and the need for a consortium-wide collection development plan were concerns noted in the overall satisfaction question.

Observations:

Awareness: The awareness of, and satisfaction with, the ODL program are among the highest the consultants measured in this evaluation. The concerns and comments above focused mainly on wait times and selection of materials available, which are concerns with eBook programs across the U.S. Development of a collection development policy would be an achievable goal for the group in 2017 which could improve the program and address some of the concerns noted in the survey.

Goals and objectives: The Ohio Digital Library Program clearly meets the State Library’s goal to “Sustain access to knowledge.”

Data collection: A review of the State Reports and staff interviews shows that the program makes excellent utilization of data to make collection development decisions.

Sustainability: The shared funding of this program provides a model for long-term sustainability. As with the other online programs, communicating the sustainability strategies is key for library commitment.

Ohio Web Library/Libraries Connect Ohio (LCO):

Program description: The State Library, OhioLINK (the Ohio academic library consortia), OPLIN (the Ohio statewide public library network), and INFOhio (the Ohio school library network) collaborate in funding a set of electronic resources that is available to every Ohioan. The purpose of the Ohio Web Library is to provide a core collection of information resources and library services that will help all Ohioans compete in the global knowledge economy. “Ohio Web Library supports quality education, a skilled workforce, business growth and lifelong learning in Ohio.”⁶

LCO is responsible for managing contracts for the electronic resources. Multi-year contracts are signed after an RFP process is undertaken by an LCO committee made up of representatives from the statewide library community.

INFOhio provides a range of training on the electronic resources both online and in-person. This training, while designed for school libraries, is available to all Ohio library workers.

IMLS focal areas:

- Information Access—Improve user’s ability to discover information resources
- Lifelong Learning—Improve users’ general knowledge and skills

IMLS process questions: OPLIN is the operational manager of LCO. Statistical data is provided to the LCO partners regarding usage of the various databases. The LCO database selection committee utilizes the database use statistics in selection of databases.

Relation to Ohio goals and objectives:

Goal 4: Access: Sustain access to knowledge. Objective 4.1: Provide access to selected electronic database content

⁶ <https://library.ohio.gov/services-for-libraries/ohio-library-collaboration-sharing/#LibrariesConnectOhio>. Accessed December 10, 2016.

Budget allocation: The Ohio Web Library is funded in part with State Library of Ohio LSTA funds.

| Service | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|------------------------|--------------|--------------|--------------|-------------|
| Libraries Connect Ohio | \$1,860,000 | \$1,600,000 | \$1,600,000 | \$5,060,000 |

Usage data: The usage of the databases has been volatile, with the K-12 community usage significantly increasing over the 3-year period, while the public library usage has significantly declined. The OhioLINK usage nearly doubled between FY 2013-2014 and FY 2014-2015 and remained stable in FY 2015-2016. Per item cost has declined due to the significant increase in usage. The cost per items is based on the total funding, not just LSTA funding.

| Program | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | |
|----------------------------|--------------|--------------|--------------|-------------|
| # Items retrieved | 9,650,175* | 16,037,075* | 22,823,929 | |
| Retrievals by organization | INFOhio | OPLIN | OhioLINK | TOTAL |
| FY 2013-2014 | 5,369,450* | 2,628,912* | 1,651,813* | 9,650,175* |
| FY 2014-2015 | 10,621,743* | 2,247,251* | 3,168,081* | 16,037,075* |
| FY 2015-2016 | 15,752,085 | 1,017,759 | 3,078,240 | 19,848,084 |
| Ancestry | | | | 2,865,118** |
| Total | 31,743,278 | 5,893,922 | 7,898,134 | 48,511,179 |

*These numbers are based on 9 months of data

**ProQuest provides one file for Ancestry and does not break them down by network

Findings:

Outputs/impact:

The Ohio Web Library/Libraries Connect Ohio has a high level of awareness among all the LSTA-funded programs at 3.2 on a weighted scale with 5.0 being the highest level of awareness. Of the 161 respondents, 72% (116) indicated that their library used OWL/LCO, while 20% (33) said no, and 7.5% (12) indicated they didn't know. There was a high level of agreement regarding the usefulness of the program.

- Without the Ohio Web Library/LCO, my library wouldn't be able to provide equivalent resources (43.9% strongly agreed)
- The Ohio Web Library/LCO databases are an essential part of my library's services (28% strongly agreed)
- My library saved money on online journals and magazine subscriptions because of Ohio Web Library/Libraries Connect Ohio (40.65% strongly agreed)

Additionally, 24% of respondents agreed that their libraries received more use because of the Ohio Web Library. Overall satisfaction with Ohio Web Library/LCO is high with 40% being very satisfied, 40% being satisfied, 14% being neither satisfied nor dissatisfied and 1.6% being dissatisfied. Comments included:

"LCO provides important financial support for the base package of EBSCO databases, which are essential resources to the undergraduate student population I serve."

"Finding ways to seamlessly integrate the Ohio Web Library with databases purchased by our Library and to imbed Ohio Web Library with our web page made the Ohio Web Library difficult to find and use."

"Use of the OWL databases has been declining significantly, but we may be working against a culture that values speed and convenience over expertise. While I think these resources provide the high level of value, I'm not confident that my patrons share my opinion."

The focus group sessions reinforced the survey regarding the essential nature of the program to Ohio libraries. School and public library participants commented, “We couldn’t live without them.” Academic and large public library participants indicated that Ohio Web Library/LCO saves them money because they can use their own funds on databases to meet local needs. Several participants noted that they would like to know more about the database selection process and who is on the selection committee. Participants in one focus group expressed anxiety over the stability of the funding.

OPLIN and INFOhio have conducted surveys of their libraries in the past two years. These surveys have focused on:

- What type of information questions are they not able to answer with existing resources?
- What electronic resources are indispensable?
- What is their current budget for electronic resources?
- What resources are they currently purchasing?
- What are their training needs?
- If Ohio Web Library wasn’t available would they be able to purchase electronic resources?

Observations:

Goals and objectives: The Ohio Web Library/LCO Program clearly meets the State Library’s goal to “Sustain access to knowledge.” Through more than a decade-long partnership, Ohio’s students have continuity of access to resources throughout their education and can access the resources at public libraries as well as academic institutions.

Data collection: A review of the State Program Reports and data provided by the program manager, OPLIN, showed significant inconsistency from year to year. In some years the SPR data is for the state’s fiscal year July to June, the next year the data is from July to September and then another year the data is for the federal fiscal year. At the same time data provided in OPLIN Excel Spreadsheets is only nine months’ data for the state library’s annual report. Data on training sessions is also inconsistent; some year’s reports show number of sessions, attendees, and hours, while other years’ reports just show number of hours. While usage extrapolation might be possible for decision making, with the volatility across the different communities, a clear understanding of what is occurring it is important to have a complete picture of the data.

Implementation: The SLO and its partners have largely met all of the targeted activities as defined in their Plan. Through the LCO partnership, the electronic resources are effectively managed, utilizing a selection committee composed of representatives from across the Ohio library community.

Financial sustainability: The LCO partnership has an established funding formula; however, they have as a goal to develop a contingency funding strategy. With the significant growth in usage by K-12 students and the decline in use by the public library community, an evaluation of the funding structure has been raised by the partners. Data analysis by the consultants demonstrates the potential for serious funding disparity based on the current funding formula. The SLO has indicated long-term commitment to funding of electronic resources.

Promotion of programs funded by LSTA funds: In an effort to make it easy to access electronic resources, INFOhio and OhioLINK have incorporated the LCO electronic resources into their electronic resource offerings. As a result, the school and academic library staff and users aren’t aware of the LCO collection or that LSTA funds this collection. Interviews with academic librarians who lacked long-term Ohio experience failed to realize that the EBSCO collection was the LCO collection and that it was in part funded by the State Library. These librarians felt it was made available through OhioLINK funding. The LCO partnership should address these issues of clearly identifiable funding and sponsorship.

Training: As with all resources, the need for training is nearly insatiable. Working together as a community continues to be the most cost-effective approach. Broad-based promotion of the availability of training will go far to address the issue of availability of training on the LCO collection.

Usage: There has been significant growth in usage by the K-12 community focused primarily on World Book, while OhioLINK library usage has nearly doubled over the three-year period. At the same time, usage by OPLIN (public libraries) continues to drop by 1.5 million retrievals over the three-year period. The LCO and State Library need to investigate the reason for the continued decline by the public library community and look for opportunities to stave off further decline and rebuild use of the electronic usage. The OPLIN survey focused on databases that might be useful to public libraries, but other reasons may exist for the decline.

Serving Every Ohioan (SEO) Center:

Program description: The SEO (Serving Every Ohioan) Library Center is a service of the State Library of Ohio that is available to all Ohio Libraries. While it focuses on small and rural libraries, it currently supports a consortium of 93 library systems at 225 physical locations throughout 46 counties across Ohio and more than 1 million borrowers. SEO, through this shared integrated library system, provides access to more than 8 million items.

The SEO staff provides technical support as well as software help desk support for all consortium members. SEO also provides and maintains training facilities, including a mobile training lab.

IMLS focal areas:

- Improve users' ability to obtain and/or use information resources.

IMLS process questions: The SEO Center has target activities associated with data collection, including annual member surveys. These surveys help determine program direction. One specific program—support and development of the Center’s print collection—was discontinued three years ago. Funds were redirected to the eBook collection.

Relation to Ohio goals and objectives:

Goal 2: Community: Community Anchor Institutions. Objective 2.3: Libraries, librarians, and their customers will receive support through the SEO Center.

Budget allocation: SEO is funded in part through LSTA funds and in part through membership fees.

| Program | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|-----------------------------|---------------------|---------------------|---------------------|--------------|
| Serving Every Ohioan Center | \$598,880 | \$501,808 | \$529,386 | \$1,630,074 |
| Mobile Lab | \$83,492 | \$77,889 | \$77,889 | \$239,270 |

Usage data:

| | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|-------------------------------|---------------------|---------------------|---------------------|
| No. participating libraries | 92 library systems | 92 library systems | 92 library systems |
| Annual circulation | 14.8 million items | 14.7 million items | 14.6 million items |
| Mobile lab training session | 181 | 154 | 98 |
| Mobile lab training attendees | 1,013 | 1,584 | 1,000 |

Findings:

Outputs/impact:

The 2016 LSTA statewide survey found that there was moderate awareness of the Serving Every Ohioan Center at 2.6 on a weighted scale with 5.0 being the highest level of awareness versus other LSTA funded programs. When asked specific question regarding usage of the SEO Center, of the 148 respondents, 60% indicated that they did not use the program, 29% used the service, and 8% indicated they did not know about the program.

When asked about the SEO services, users of the services rated them highly. SEO:

- Delivered high quality service to their community (60.38% strongly agree)
- Provided more information resources at a lower cost (58.49% strongly agree)
- Fulfilled my users' ILL requirements (56.6% strongly agree)
- Users have accessed e-resources and online discovery services that my library couldn't provide otherwise (45.28% strongly agree).

Overall satisfaction with the program is high. Survey respondents indicated "very satisfied" ratings were given by 56.86% of survey respondents, "satisfied" by 21.57%, "neither dissatisfied nor satisfied" by 19.61%, and there was one respondent who was "very dissatisfied." One participant said that the program had the "nicest, most helpful staff ever."

Focus group participants reflected similar comments regarding the SEO Center, adding an interest in either a statewide, integrated ILS or linking current ILS so that all systems could be checked at one time. There was some concern about the membership cost. (During FY 2016-2017 there was an increase in membership fees after several years of no increase.)

Observations:

Goals and objectives: Based on the SLO review of goals and objectives, the SEO Center has achieved all their targets.

Data usage: Of all the programs, SEO is the one that has built in evaluation and the associated data collection into their program; they are a model for other SLO programs.

Program expansion: With the review of OLS: MORE, SEO should continue to explore strategies for continuing to incorporate libraries who either do not have an ILS or who are still operating an independent ILS. Joining SEO's consortium should be part of an overall Resource Sharing strategy.

SEO print collection: Now that SEO is no longer building a print collection, they should consider redistributing the remaining print collection to member libraries.

Statewide Resource Sharing: OLS: MORE:

Program description: The Ohio Libraries Share: Moving Ohio Resources Everywhere (OLS: MORE) provides a service for libraries and their patrons to locate and request library materials that are not owned by their local libraries from other libraries within the state. OLS: MORE provides patrons access to a larger selection of materials by facilitating sharing of materials between participating library systems. The system is utilized by patrons and staff of Ohio's public, school, and special libraries. To further support statewide resource sharing, a statewide delivery system is in place (although not supported by LSTA funds) which provides libraries and schools with an inexpensive, fixed-cost pickup and delivery system.

The State Library utilizes the OCLC VDX system for OLS: MORE. The State Library is evaluating future options for statewide resource sharing as OCLC develops plans about the end-of-life of the VDX software system after 2016.

IMLS focal areas:

- Ability to obtain and/or use information resources

IMLS process questions: There is no evidence that evaluative data or user surveys are collected from users of this service.

Relation to Ohio goals and objectives:

Goal 4: Access: Sustain access to knowledge. Objective 4.2: Facilitate and promote statewide resource sharing.

Budget allocation:

| FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|---------------------|---------------------|---------------------|--------------|
| \$314,689 | \$647,218 | \$356,615 | \$1,318,522 |

Usage data:

| | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|----------------|---------------------|---------------------|---------------------|
| # Participants | 83 | 72 | 49 |
| # Borrows | 393,122 | 469,760 | 11,676 |
| # Lends | 253,000 | 317,270 | 38,886 |

As more libraries join Integrated Library System (ILS) consortia, the number of OLS: MORE participants declines. While this data shows some growth in the number of materials borrowed and lent, the statistics on service levels which are made available by OCLC show a trend of declining use from 2013-2016 in all statistics recorded by the system.

Findings:

Outputs/impact:

The consultants did not see evidence of regular user satisfaction surveys related to OLS: MORE. In the 2016 LSTA statewide survey, there was moderate awareness of OLS: MORE, 2.72 on a weighted scale with 5.0 being the highest level of awareness versus other LSTA-funded programs. In addition, a limited number of survey respondents indicated that their libraries are members or participants in OLS: MORE. Fourteen (9.09%) of the overall number of survey respondents are member libraries; nine (5.84%) are members but not directly involved in the project; 20 (13.64%) don't know, and 110 (71.43%) are not members or participants.

Observations:

Goals and objectives: The goal of sustaining access to knowledge by facilitating and promoting statewide resource sharing has been achieved through OLS: MORE, but the State Library has not found a "next-gen" open source statewide resource sharing platform to replace the VDX system as of mid-December 2016.

Potential future approach: The relatively small and declining number of users, as well as the discontinuation of the VDX software product by OCLC, provide the State Library of Ohio with an opportunity to make changes in the program. Approaches could include moving libraries to consortia such as SEO or moving libraries to other regional ILS groups to provide continued service to those participating in the OLS: MORE Program.

Talking Book Program (TBP)/Ohio Library for the Blind & Physically Disabled (OLBPD):

Program description: Ohio Library for the Blind & Physically Disabled, headquartered at the Cleveland Public Library, operates the state program for the National Library Service for the Blind and Physically Handicapped (NLS) in cooperation with the State Library of Ohio. The OLBPD lends equipment, recorded and braille books, and magazines. The program works with a Consumer Advisory Committee. There are partnerships in place with numerous other agencies such as the Philomatheon Society, Veterans Affairs, Learning Alley, and the Ohio State School for the Blind. OLBPD also publishes a regular newsletter; produces a Reader's Handbook in large print; attends conferences to promote the service; and has produced public service announcements.

IMLS Focal areas:

- Improve users' general knowledge and skills.
- Improve users' ability to obtain and/or use information services.

IMLS process questions: Staff use data from a survey of users and informal feedback to make decisions about changes. When NLS cycled out cassette players, some users protested and asked that Ohio continue to make some of this equipment available. Data is shared with the Consumer Advisory Committee and other government and private agencies that work with people who are blind or physically disabled.

Relation to Ohio goals and objectives:

Goal 4: Sustain access to knowledge. Objective 4.4: Continue to support the Blind and Physically Disabled Program.

Usage data:

| Activity | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|---|---------------------|--|---------------------|
| Program users | 14,400 | 12,780 | 14,185 |
| Machines distributed by State Library | 5,602 | 4,990 ⁷ 2,440 ⁸ | 5,223 |
| Items circulated by OLBPD | 703,376 | 607,086 | 621,689 |
| Braille and audio recordings downloads (BARD) | 132,929 | 98,143 | 139,289 |

Budget allocation:

| Unit | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | Total |
|------------------------------------|---------------------|---------------------|---------------------|--------------|
| State Library/Talking Book Program | \$247,851 | \$296,929 | \$307,287 | \$862,067 |
| Targeted Services/OLBPD | \$ 34,000 | \$ 34,000 | \$ 34,000 | \$102,000 |

Findings:

Outputs/impact:

The focus groups were not asked to comment on the OLBPD. Predictably only a few survey respondents indicated their library participated in the OLBPD. More, however, knew how to refer people to the Program.

During this evaluation period, the Consumer Advisory Committee met and was interviewed by one of the consulting team. They expressed their strong and enthusiastic appreciation and support for the service. They provided dozens of letters from users and from relatives of deceased users as they returned the equipment. For

⁷ on p.2 2014 SPR report

⁸ on p. 6

example, one user said, “This service was a lifeline for my mother. She used to read books all the time, but when she lost her sight, she could not read anymore until she signed up for your service. She was so happy to be able to listen to books and read again.” Other relatives wrote, “Your service made a world of different in his life.” “I want to thank and compliment the Talking Book Program. The ease of use and free postage made this service a wonder to work with. Many lonely hours were filled with talking books.” “This is a great, generous tool and service.”

Observations:

Impact: This is the only program evaluated where the impact on the users was absolutely clear and staff stayed in close contact with users in order to be able to tailor the services to their needs. However, the most recent user survey was in 2012. The Program might consider conducting another user survey.

Promotion: One staff member indicated that the major problem faced was informing potential users about the service. They estimate that only about 12% of those eligible to use the service are actually using it.

Youth Services:

Program description: The State Library of Ohio Youth Services Program offers a multitude of different programs, all designed to get children and their caregivers reading and to help libraries deliver quality library programs. The basic services they offered:

Summer Reading Program (SRP) – SLO is part of the national Collaborative Summer Reading Program (CSLP) that chooses a theme and provides artwork that can be used by libraries across the country. SLO pays the central membership fee to belong to the Collaborative and, in 2016, provided small grants to 14 public libraries to support SRP.

Ohio Ready to Read (ORTR) – ORTR is designed to encourage childhood literacy. SLO partners with the Ohio Library Council and OPLIN which maintains the website. The program provides training for local children’s librarians; information for teachers and caregivers on early literacy from pre-school through third grade; and circulating kits to help local libraries improve their story times and outreach activities.

Choose to Read Ohio (CTRO) – The program is designed to encourage reading of the works of Ohio authors. SLO partners with the Ohioana Library and the Ohio Center for the Book. CTRO creates reading lists for all age groups from young children to adults and toolkits for public and school librarians.

Take Five! – The Youth Consultant offers a mini conference held each year for librarians serving teenagers and youth.

Consulting – The Youth Consultant works on special projects such as Reading Round the Clock sponsored by OELMA and consulting on subjects like planning for teen spaces and the USDA Summer Food Service Program.

IMLS focal areas:

- Summer Reading Program – Improve users’ formal education
- Take Five! – Improve the library workforce
- Childhood Reading Initiative (staff) – Improve the library workforce
- Reading Round the Clock – Improve users’ ability to apply information that furthers their parenting and family skills

IMLS process questions: The Youth Consultant uses the data reports from Ohio libraries’ staff who receive training and the Summer Reading Program annual evaluation to plan for the coming year. The Youth Consultant

indicates she tries to survey youth services librarians on a regular basis as a needs assessment and plans activities based on their responses. The SLO Youth Consultant shares data informally through a variety of channels.

Relation to Ohio goals and objectives:

Goal 1: Learning: Engaging and empowering learning experiences. Objective 1.4: Coordinate summer reading program (SRP) resources for public librarians across Ohio, including maintaining active membership in the Collaborative Summer Library Program (CLSP) and distributing CSLP materials and other SRP resources to all Ohio libraries of early literacy experiences and education in the communities. Objective 1.5: Support public libraries' role as providers of early literacy experiences and education in their communities through resources, trainings, and other tools provided the Ohio Ready to Read (ORTR) initiative.

Goal 2: Community: Community anchor institutions: The State Library of Ohio promotes libraries as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality. Objective 2.4: Continue to grow Choose to Read Ohio (CTRO) initiative to encourage readership and sharing of books and to promote appreciation of Ohio authors and literature, in partnership with Ohioana Library Association and Ohio Center for the Book.

Usage data:

| Program | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|---|---------------------|---------------------|---------------------|
| Summer Reading Program Training workshops and Collaborative membership | 318 | 477 | 530 |
| Enrollment in SRP | | | |
| Children | 306,406 | 300,455 | 266,628 |
| Teenagers | 61,713 | 62,714 | 54,952 |
| Adults | 81,467 | 79,723 | 77,553 |
| Program Attendance | | | |
| Children | 571,766 | 686,425 | 744,982 |
| Teenagers | 42,074 | 70,887 | 89,156 |
| Adults | 54,058 | 80,249 | 114,420 |
| All ages | No data | 221,877 | 300,270 |
| Sponsor of Summer Food Service Program | Program not offered | Program not offered | 137 |
| Webinars for YA librarians in SRP | 0 | 111 | 111 |
| Childhood Reading Initiative (Staff) Reference transactions with librarian | 99 | 100 | 201 |
| Instructional activities, attendance at presentations given by consultant | 480 | No data provided | No data provided |
| Early literacy workshop | 0 | 22 | 23 |
| Take Five! | 105 | 84 | 75 |

Budget allocation:

| Activity | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|---|---------------------|---------------------|---------------------|
| Childhood Reading Initiative (Staff) Reference transactions with librarian | \$62,180 | \$64,337 | \$ 94,943 |
| Summer Reading Program – administration and training | \$32,260 | \$35,433 | \$ 43,388 |
| Take Five! | \$ 9,777 | \$ 9,044 | \$ 10,894 |
| SRP grants to local libraries | NA | NA | \$ 16,534 |

Findings:

Outputs/impact:

Questions about the Childhood Reading Initiative (Youth Consultant and all the programs) were asked on the survey and in the focus groups and interviews. The 2016 LSTA statewide survey found that there was only moderate awareness of the Youth Services Programs at 2.46 on a weighted scale with 5.0 being the highest level of awareness versus other LSTA funded programs. When asked specific questions regarding participation in the Youth Services Programs, of the 164 respondents, 50.5% indicated that they did not use the program, 25% participated in the program, 16.5% indicated that their library participated in the program but that they did not, and 8% indicated they did not know about the program.

Of the survey respondents, 67% said they were “satisfied” or “very satisfied” with the Services Youth Programs and there was uniform praise for the Summer Reading Program. The Summer Reading Program had the highest level of participation with 90%. A majority of respondents (63%) were satisfied with the Summer Reading Program. When asked their opinion of the SRP, the following respondents “agreed or strongly agreed:” 52% felt the national collaborative attracted participants to the program; 45% said the training workshops helped prepare them to implement the program; 37% said that the program provided useful information; and 50% felt the communication about the program was timely. The lowest score was the value of the state fair and state park incentives. The focus groups and the interviewees shared the praise of SRP.

Staff reported on the SPR that program attendance was up 18% over 2015, continuing a two year upward trend in event attendance. There were significant increases at every age level, including a 35% jump in attendance in all ages programs.

There was less awareness of both Ohio Ready to Read (ORTR) and Choose to Read Ohio (CTRO). Only 12 respondents on the survey indicated their library participated in ORTR. This number is too few to draw any conclusions. There was the same low response about CTRO; only eight respondents either participated or said their library participated. The focus groups and interviewees expressed the same lack of knowledge about these programs.

In contrast, SLO conducted its own survey of Ohio public libraries in 2015 when the new CTRO posters were sent out. There were 95 survey participants (or 38% of the target population) that responded. Of these respondents, 85% had heard about CTRO before receiving the posters and 52% had visited the CTRO website. Of the resources provided by the CTRO program, three received a significant positive response in terms of current or future use: author READ poster (67% use now and 77% intend to use); CTRO poster (63% use now and 85% intend to use); book titles (47% use now and 70% intend to use). Comments were pro and con: “love the materials provided” and “we have our own reading program,” “wish more diversity was reflected in the posters.”

The Youth Consultant attempts to evaluate all the programs that she plans and implements. All programs are evaluated, some with separate surveys such as the CTRO survey cited above. The SRP has its own evaluation

which showed a substantial increase in participation from 2014 to 2015 and very positive remarks from librarians on the theme of Heroes: "This year the Mohawk Community Library had the most successful Adult Summer Reading Program we've ever had. We had more people participate and complete the program than ever before. The theme worked well in bringing out the inner child.... We also saw more teens than ever before at the library. This was an excellent theme for us to bring the teens back to the library." Results from the survey showed that in addition to the usual SRP for children, 92% of Ohio libraries offered a teen SRP and 82% offered an SRP for adults.

The Youth Consultant also evaluates all of the workshops and training that is done. A survey is handed out at the conclusion of the training event and the responses are positive both about the training and the intent to use the training.

Observations:

Goals and objectives: With the exception of promotion below, the goals and objectives for the Youth Services were achieved. The program is popular among librarians and seems popular among users as indicated by participation in the summer reading programs.

Promotion: While the SRP is well known by librarians and by users, the survey, focus groups, and interviews showed less awareness of Choose to Read Ohio and Ohio Ready to Read. The promotional material prepared by SLO staff is very impressive and should produce wider support. Changing the names of the programs might help. For example, Choose to Read Ohio might be more clearly named "Celebrating Ohio Authors."

Measurement: While numerous evaluations are done, all are to solicit the opinion of library staff. Training events are evaluated at the conclusion of the event and not after a period of time to determine if changes were made in attitude or behavior. Many libraries are now surveying for regular attendees of the Summer Reading Program. This surveying should be used based on state law and where needed, administered to adult caregivers who can serve as proxies for the children who participate in the SRP.

Annexes: List of Annexes

- Annex A: List of Acronyms
- Annex B: Documents Reviewed
- Annex C: Individuals Interviewed and Consulted
- Annex D: A-1 Progress toward Goals: Analysis of Goals, Objectives and Activities
- Annex E: Recommendations from Analysis of Statewide Programs and Competitive Grants
- Annex F: Discussion Guides
- Annex G: Focus group report (Sent separately)
- Annex H: Survey Instrument (Sent separately)
- Annex I: Survey Report (Sent separately)

Annex A: List of Acronyms

| | |
|---------|--|
| CSLP | Collaborative Summer Library Program |
| ILL | Interlibrary Loan |
| IMLS | Institute of Museum and Library Services |
| KIN | KnowItNow |
| LCO | Libraries Connect Ohio |
| LSTA | Library Services and Technology Act |
| NEO-RLS | Northeast Ohio Regional Library System |
| NORWELD | Northwest Regional Library System |
| OBE | Outcome-Based Evaluation |
| OLBPD | Ohio Library for the Blind and Physically Disabled |
| OLC | Ohio Library Council |
| OM | Ohio Memory |
| OWL | Ohio Web Library |
| RLS | Regional Library System |
| SEO | Serving Every Ohioan |
| SERLS | Southeast Regional Library System |
| SLAA | State Library Administrative Agency |
| SLO | State Library of Ohio |
| SWON | SWON Libraries |

Annex B: Documents Reviewed

The consultants reviewed the following documents along with promotional materials from the LSTA Funded programs that were available in print and online at a variety of websites including the State Library of Ohio's website <https://library.ohio.gov/>.

- 2011 LSTA Five-Year Evaluation
- 2013-2017 LSTA Five-Year Plan
- IMLS Excel Spreadsheet 2013-14, 2014-15

Competitive Grants 2013-2014 State Program Reports

- Digitization Center – Cleveland Public Library
- Digitization Center – Columbus Metropolitan Library
- Digitization Center – Public Library of Cincinnati and Hamilton County
- Digitization Center – Toledo Lucas County Public Library
- Training/Library Leadership Ohio – OhioNET

Statewide Programs 2013-2014 State Program Reports

- Childhood Reading (also publicity materials)
- Choose to Read Ohio (also publicity materials)
- Collaborative Summer Library Program (also publicity materials)
- Continuing Education and Strategic Planning
- KnowItNow 2013-2014-1 & 2
- Libraries Connect Ohio/Ohio Web Library 2013-2014-1 & 2
- Libraries Connect Ohio/Ohio Web Library 2013-2014 Usage data
- Libraries Connect Ohio/Ohio Web Library publicity materials from INFOhio
- Library Programs and Development
- Ohio Library for the Blind and Physically Disabled (also publicity materials)
- Serving Every Ohioan Center (also publicity materials)
- Serving Every Ohioan Center—Mobile Lab
- Statewide Resource Sharing: OLS: MORE Report
- Statewide Resource Sharing: OCLC Borrowing/Lending Statistics
- Public Library Statistics
- Summer Reading Cooperative Program (also publicity materials)
- Take Five (also survey of participants)
- Talking Books Program—SLO (also publicity materials and user manual)

Competitive Grants 2014-2015 State Program Reports

- Digitization Center – Cleveland Public Library
- Digitization Center – Columbus Metropolitan Library
- Digitization Center – Public Library of Cincinnati and Hamilton County
- Digitization Center – Toledo Lucas County Public Library
- Literacy/Post-secondary Center for Success—Dayton Metro Library
- Literacy/Tusc Makerspace—Kent State University—Tuscarawas
- Literacy/Library Lab – Louisville Public Library

Statewide Programs 2014-2015 State Program Reports

- Childhood Reading Initiative
- Continuing Education and Strategic Planning
- Guiding Ohio Online

Annex C: Individuals Consulted and Interviewed

State Library of Ohio:

Beverly Cain, State Librarian
Missy Lodge, Associate State Librarian for Library Development
Ann Watson, Associate State Librarian for Library Services
Cindy Boyden, Library Consultant, LSTA Coordinator
Dianna Clark, Serving Every Ohioan Director
Tracy Grimm, Manager, Circulation & Special Services
Lisa Hickle, State Data Coordinator
Janet Ingraham Dwyer, Library Consultant, Youth Services
Amanda Knapp, Library Consultant, Ohio Digital Library
Kirstin Krumsee, Library Consultant, Government Information
Shannon Kupfer, Digital Initiatives Librarian
Ann Libby, Program Manager, Fiscal Services
Jamie Pardee, Fiscal Services Manager
John Stewart, SEO Information Technology Supervisor
Evan Struble, Library Consultant, Library Development

Stakeholder Interviewees:

Tom Adkins, Garnet A. Wilson Public Library, Director and LSTA Advisory Council Member
Doug Anderson, Marietta College Library, Director and LSTA Advisory Council Member
Kelly Broughton, Ohio University Library, Assistant Dean and LSTA Advisory Council Member
Jay Burton, SERLS, Executive Director
Jason Buydos, Louisville Public Library, Director and LSTA Advisory Council Member
Doug Evans, Ohio Library Council, Executive Director
Katy Kelly, Academic Library Association of Ohio, Vice-President
Stacia Kuceyeski, Ohio History Connection
Betsy Lantz, NEO-RLS, Executive Director
Stephen Marine, University of Cincinnati, Associate Dean Emeritus and LSTA Advisory Council Member
Melanie Blau McDonald, SWON, Executive Director
Jennifer Thompson McKell, State Library of Ohio Board, President
John Myles, Retired school librarian and LSTA Advisory Council Member
Arline Radden, NORWELD, Executive Director
Krista Taracuk, State Library of Ohio Board, Vice-President
Nick Tepe, Athens County Public Library System, Director and LSTA Advisory Council Member
Susan Yutzey, OELMA

Focus Group Attendees

There were a total of 26 participants in the library focus groups.

Annex D: A-1 Progress towards Goals: Analysis of Goals/Objective/Activities & Targets

The State Library has made progress on all its goals and objectives. In a separately attached document the SLO has indicated which goals were achieved (A), partially achieved (PA) and not achieved. For those activities/targets which weren't achieved, it was only after discussion with appropriate audiences that the activity was either discontinued or the SLO determined not to proceed.

Annex E: Recommendations

General Recommendations:

Partnerships: Participants in the focus groups and stakeholder interviews asked that the State Library take the lead in facilitating partnerships among libraries, particularly between school and public libraries, and also with state agencies and statewide organizations. The goal would be to both increase recognition of the value of libraries and also to better meet the needs of Ohio residents.

Data usage and interpretation: The State Library has collected data about the statewide programs they manage and has worked with the competitive grant awardees in collecting data. The State Library and grantees utilize a standard evaluation form for all workshops that incorporates the IMLS evaluation questions. It is recommended that for specific programs such as Continuing Education, the State Library aggregate the data looking for trends and themes, allowing for future decision making beyond what statistical data might show. Additionally, the SLO should work with partners on consistency in data collection across years, for example the Ohio Web Library where there is significant inconsistency in data collection from year to year. SLO should also investigate the use of the Public Library Association's Project Outcome evaluations as one way to measure impact of funding. Finally, SLO should consider follow-up surveys after significant CE events to determine if attendees used what they learned. More local grants should be encouraged to use the surveys.

Naming/program branding: The SLO should review its name/program branding strategy, in light of the confusion expressed by Ohio librarians. While comments in this report focus on LSTA funded programs, when reviewing all SLO programs, several of the programs have similar names including Ohio Web Library, Ohio Digital Library, Ohio Digital Network (DPLA network), and Guiding Ohio Online. We recommend bringing in marketing/branding experts to assist with this effort to undertake a complete evaluation.

Program sustainability: SLO and its partners need to continue to explore strategies for ongoing funding of major statewide initiatives such as Ohio Web Library, Ohio Digital Library, Serving Every Ohioan, and others. Unlike some states, SLO and its partners are already well positioned because of the shared funding of many statewide programs. Continuing partnerships with the statewide networks is an important strategy that will need to continue into the future.

Competitive Grants

Focus of grants: Concern was expressed that the competitive grants seemed more focused on public libraries. Although this may not be the intent, the analysis of the number of grants and the amount of funding provided by type of library substantiates the perception. The four current topics chosen could be, and were addressed by different types of libraries. SLO should examine why more grants go to public libraries than other types of libraries and decide if changes in policies or procedures should be made.

Outcome/impact: The addition of surveys as part of the LSTA application and implementation process is to be commended. It is a very positive first step toward outcome/impact evaluation. However, for some programs, particularly for multi-session programs on state library priorities, libraries should be encouraged to conduct a later evaluation to ascertain if attitudes or behavior actually changed. The consultants recognize that undertaking this effort will cause the grant awardee to report after the conclusion of the grant. Consider setting aside a fund devoted to longer-term evaluation for selected projects that could either be available by application or assigned by SLO staff. Projects chosen could be those that would provide data that could be used to determine the value of a type of grant or used to demonstrate the value of library services.

Barriers to participation: In the three data gathering efforts, people expressed a concern about the required match for competitive grants. Only one person mentioned that “open” grants did not require a match. If more grants of higher quality are desired, more information about grants might be provided along with workshops on how to prepare a higher quality application.

Digitization State Library of Ohio

Goal setting: For the next LSTA plan, the State Library should develop impact targets as well as output targets. Along with the impact targets, more advanced evaluative measurements should be defined.

Usage data: The partners should undertake impact assessment through surveys and/or focus groups as part of their decision making regarding the future of Ohio Memory, collections to be digitized, and the strategic direction of Ohio Memory. Currently, only anecdotal evidence is used in decision making.

Digital planning: It is recommended that the State Library update their 2014 digitization plan. That plan should include not only collections to be digitized, but also plans for sustaining and growing the digital collections.

Digital preservation: The State Library and Ohio History Connection should develop a joint plan for preservation of the digital collections.

Digitization Centers

Funded as competitive grants, the Digitization Centers can play a key role as part of the implementation of the Ohio DPLA Service Hub program. The following recommendations are based on the data research and consultant interviews:

Goals of the project: The goals of the LSTA grants are still important to the Digitization Centers, including implementation of shareable metadata and development of shared policies. With the implementation of the Ohio DPLA Service Hub, the Digitization Centers will play a key role as host sites to those libraries and cultural heritage centers that do not have a platform for contribution to Ohio’s DPLA site. The Digitization Center Team, which includes the State Library and the four Centers, needs to continue work on implementation of shareable metadata best practices. They also need to continue to develop shareable policies on collection development, rights management, and digitization standards. The work that was done as part of the DPLA Planning lays the foundation from which the Digitization Centers can work.

Partnerships: One of the other Digitization Center project goals was support for digitization of collections held in their regions. At the point of this assessment, limited success has been realized due to the needed focus on implementation or upgrading of the digital labs. Those surveyed indicated that effort needs to be made promoting the program to other libraries and cultural heritage organizations. The Team needs to focus on promoting the program and having a consistent statewide approach, rather than a regional approach to minimize confusion. Leadership from the State Library is needed to move this forward.

Grow the collections: To grow digital collections across Ohio, consideration should be given to using LSTA funds for digitization grants. These grants will help bring libraries and cultural heritage organizations into the DPLA program. As a requirement of the grants, recipients should not only have to participate in DPLA, but also utilize either Ohio Memory as a host site or one of the Digitization Centers. Grants should also be available to sites that have their own digital platform.

KnowItNow

No recommendation as the program has been discontinued.

Library Programs and Development

Promotion and marketing: Develop a promotional program that focuses on the differences between the consulting programs including the strengths and benefits of the separate programs.

Evaluation and usage data: Track and report consistent information on usage of each of the programs. Implement an evaluation program. This program could be an email survey or phone interviews of a random selection of consultations. The focus on the evaluation can be on whether the consultant's recommendations were implemented as well as usefulness of the consultation. *WebJunction/Skillport:* Conduct an in-depth assessment of the effectiveness of WebJunction/Skillport to determine whether the SLO should continue to support the program. Based on the data, in conjunction with the Ohio library community, review how WebJunction and Skillport meet the needs of Ohio librarians and library workers.

Ohio Digital Library

eBook collection: The concerns and comments about the program focused mainly on wait times and selection of materials, which are concerns with eBook programs across the U.S. The ODL program manager, working with the ODL Advisory committee, should reach out to ODL participants to identify issues and develop a resolution to issues associated with wait times and selection of materials. Consider participation in national eBook discussions where these and other concerns are addressed.

Collection development policy: Develop an ODL collection development policy to address some of the concerns about the program which were noted in the survey.

Sustainability: Continued communication about the program's sustainability strategies is key for participant library commitment.

Ohio Web Library/Libraries Connect Ohio (LCO)

Collection usage: Overall collection usage is strong, with the K-12 community making the greatest use of the electronic resources with double-digit growth over the past three years. The LCO should address the decline in use by public libraries. While surveys and high level discussion of reasons for the decline may have been undertaken, it is recommended that the librarians be brought together to discuss how this decline may be addressed. It may be an issue of providing the appropriate databases, but there may be other issues that need to be addressed. This discussion needs to be undertaken before the next five-year contract is negotiated.

Data: Like other programs, data is collected and used for traditional library purposes, such as collection development, but it doesn't seem to be used for more advanced decision making. No data is collected regarding why use of the collection is declining. When reviewing multiple years of data, there is a lack of consistency from year to year beyond the data that is provided by the vendor—use of a particular database. Because of changed IMLS reporting requirements, what is reported in the SPR is inconsistent, such as whether it is a federal fiscal

year, a state fiscal year, or another time period (9 months). Reporting a consistent period is necessary for effective evaluation.

Financial sustainability: One of the activities in the 2013-2017 plan was the development of a financial plan for ongoing funding of the Ohio Web Library. The LCO should undertake development of this plan.

Transparency: Survey and focus group respondents reported that they didn't know who was on the vendor selection committee, or what the process was for the selection. In light of the databases being selected only every five years, this lack of awareness is understandable. The LCO should post on the site the members of the vendor selection committee and the process for the selection of the databases. Links from OhioLINK and INFOhio should be kept to the State Library's website.

Awareness that LSTA funds Ohio Web Library: Each partner needs to include information that LSTA funds support the Ohio Web Library.

Serving Every Ohioan (SEO)

Expanding the program: The State Library should continue to look for opportunities to bring public libraries into the SEO shared ILS program, reducing local library cost and increasing resource sharing.

Shared print collection: The SEO should discontinue filling ILL requests from the shared print collection, allowing SEO to redirect the SEO staff to other activities. The collection should be weeded and the remaining collection made available to public libraries who are interested in the collection. The remaining collection should be sold to a remainder dealer.

Statewide Resource Sharing: OLS: MORE

Goals and objectives: The State Library needs to explore options to support Statewide Resource Sharing, including a replacement for the now end-of-life OCLC VDX system.

Potential future approach: The relatively small and declining number of users, as well as the discontinuation of the VDX software product by OCLC, provide the State Library of Ohio with an opportunity to make changes in the program. Approaches could include moving libraries to consortia such as SEO or moving libraries to other regional ILS groups.

Talking Book Program/ Ohio Library for the Blind and Physically Disabled

Impact: This is the only program evaluated where the impact on the users was absolutely clear and staff stayed in close contact with users in order to be able to tailor the services to their needs. However, the most recent user survey was in 2012. The program should consider conducting another user survey.

Promotion: One staff member indicated that the major problem faced was informing potential users about the service. They estimate that only about 12% of those eligible to use the service are actually using it. The Program should consider increased outreach efforts to senior housing and other groups that work with targeted groups.

Youth Services

Names of programs: While the summer reading program is well known by librarians and by users, the survey, focus groups, and interviews showed less awareness of Choose to Read Ohio and Ohio Ready to Read. The promotional material prepared by SLO staff is very impressive and should produce wider support. Changing the names of the programs might help. For example, Choose to Read Ohio might be more clearly named

“Celebrating Ohio Authors,” and Ohio Ready to Read could use a name that includes the words “early literacy” so that people other than children’s librarians have a clear picture of its intent.

Outputs/impact: While numerous evaluations are done, all are to solicit the opinion of library staff. Training events are evaluated at the conclusion of the event, and not after a period of time to determine if changes were made in attitude or behavior. Even though the LSTA competitive grant process recommends a survey to determine the opinion of the user of library programs, the survey does not seem to have been used in any of the youth programs.

The Summer Reading Program is an obvious statewide program in which to implement outcome/impact evaluation. Libraries that register users to participate in the program can administer a one-time survey at the end of the program to determine the impact of SRP on participants and their caregivers. Depending on state law, the survey might only be able to be distributed to adult caregivers.

Annex F: Focus Group Discussion Guides

Discussion Guide Librarian Focus Groups Evaluation of LSTA Five-Year Plan State Library of Ohio October-November 2016

1. Introductory information

- Introductions: participants and facilitators
- Agenda review
- Background information on purpose of focus groups
- Objectives
 - Obtain impact data on key statewide programs funded with LSTA funds.
 - Obtain input on the perceived needs of Ohio libraries in the next five years to better serve their users.
 - Obtain input on priorities for the use of LSTA funds in the next five years.
- Process Agreement

2. Evaluation of key LSTA statewide programs

Programs we will be discussing are:

- Competitive grants
- Ohio Web Library/Libraries Connect Ohio
- Youth Services Programs (Choose to Read Ohio, Collaborative Summer Library Program)
- Serving Every Ohioan (SEO Center)
- Ohio Digital Library (eBooks, audiobooks)
- State Library Consulting Services

For each of the Statewide LSTA programs above, we will be asking:

- What do you like about this program that should remain the same?
- What is the perceived value of continuing the program?
- What improvements would help this program have more impact?
- Optional question: Please share a story about the impact of this program on Ohio residents and libraries, including both training of librarians and delivery of the service.

3. Of the statewide programs that the State Library of Ohio is currently funding with LSTA funds, which should be continued? Why do you believe these programs should be continued? For those of you who felt a program(s) should be discontinued, please explain.

4. What are the key issues facing Ohio residents in the next 3-5 years? Which of these issues might libraries respond to? How might State Library of Ohio assist in addressing these issues?

5. Where do you think LSTA priorities should be in the future?

- Statewide projects
- Competitive grants

6. What else would you like to share with us today that you haven't already had an opportunity to say?

Interview Guide
LSTA Advisory Council Lunch
Evaluation of LSTA Five-Year Plan
State Library of Ohio
Draft October 5, 2016

1. Please describe the role of the LSTA Advisory Council in the LSTA process.
2. Do you have any recommendations for changes to the role of the Advisory Council?
3. Of the following LSTA funded programs, which do you believe are most useful to your constituency and why?
 - Competitive grants
 - Ohio Web Library/Libraries Connect Ohio
 - Youth Services Programs (Every Child Ready to Read, Summer Reading)
 - Serving Every Ohioan (SEO Center)
 - Ohio Digital Library (eBook program)
 - State Library Consulting Services
4. What are the key issues facing Ohio residents in the next 3-5 years? Which of these issues might libraries respond to? How might State Library of Ohio assist in addressing these issues?
5. Which of these needs might be the focus of LSTA grants in one of the following ways?
 - Statewide funding for part or all of a program, such as Ohio Web Library
 - Statewide focus on a topic for competitive grants such as digitization
 - Open competitive grants based on the individual library or regional needs.
6. What else would you like to share with us today that you haven't already had an opportunity to say?

Ohio Regional Library System Interview Guide
Evaluation of LSTA Five-Year Plan
State Library of Ohio
October 12, 2016

Objectives of the interview:

- Understand your organization's relationship to the State Library of Ohio
- Understand your opinion of current LSTA funded programs
- Solicit your opinion of possible future use of LSTA funds

Everyone:

1. Please describe your System's relationship with the State Library of Ohio. Do you partner with SLO on any LSTA projects?
2. Have you or are you involved with any LSTA-funded programs? Please describe your involvement. (Probe: explore partnership activities with the State Library.)
3. Do your member libraries come to you for help with LSTA grants? If yes, what for? Do you offer help in planning or implementing LSTA grants? If yes, in what way?
4. Of the following LSTA funded programs, which do you believe are most useful to members and why?
 - Competitive grants
 - Ohio Web Library/Libraries Connect Ohio
 - Youth Services Programs (Every Child Ready to Read, Summer Reading)
 - Serving Every Ohioan (SEO Center)
 - Ohio Digital Library (eBook program)
 - State Library Consulting Services
5. What are the key issues facing Ohio residents in the next 3-5 years? Which of these issues might libraries respond to? How might State Library of Ohio assist in addressing these issues?
6. Which of these needs might be the focus of LSTA grants in one of the following ways?
 - Statewide projects
 - Competitive grants
7. What else would you like to share with us today that you haven't already had an opportunity to say?

Annex G: Focus Group Report

Sent under separate cover

Annex H: Survey Instrument

Sent under separate cover

Annex I: Survey Report

Sent under separate cover



FOCUS GROUP REPORT

State Library of Ohio Five-Year LSTA Evaluation

Prepared by Nancy Bolt, Tom Clareson, Liz Bishoff

November 20, 2016

Introduction: In order to meet the IMLS evaluation requirements, a variety of methodologies was proposed for the Ohio LSTA Five-Year Plan evaluations including conducting a statewide survey and regionally based focus groups. This report provides summary observations and reporting of the results of the five focus group session. **These observations are based ONLY on the focus groups and do not include any information from the survey, personal interviews, or document review. The final report will integrate all sources of information.**

A total of 36 attendees participated in the focus group sessions that were held:

- Monday, October 31, Akron-Summit County Public Library
- Tuesday, November 1, Wood County District Public Library
- Wednesday, November 2, Public Library of Cincinnati and Hamilton County, Monfort Heights Branch
- Thursday, November 3, Athens County Public Libraries, The Plains Branch
- Friday, November 4, State Library of Ohio

Participants were from different types of Ohio libraries.

| Public Libraries | School Libraries | Academic Libraries |
|------------------|------------------|--------------------|
| 17 | 9 | 10 |

Overall issues raised in the discussion

- *Collaboration among libraries:* All groups placed an emphasis on collaboration among types of libraries and between libraries and other agencies.
- *Statewide programs and competitive grant programs:* There was strong appreciation of the statewide programs and competitive grant program. The only service that did not receive strong positive comments was library consulting. The response in this category was generally neutral, largely because there was a lack of understanding of the breadth of services that the library consultants perform. This response could also be due to the small number of focus group participants and their positions in the library.
- *Promotion of services:* There was a call for more marketing of many of the services, showing the benefit of the services to Ohio residents
- *Branding of services:* There is considerable confusion about the similarity of some of the statewide programs. Databases are known under multiple names (Ohio Web Library,

Libraries Connect Ohio, INFOhio, OPLIN, OhioLink). E-Books are confused with access to the World Wide Web. People are unsure what Choose to Read Ohio means, not understanding it relates to reading Ohio authors.

- *Allocation of LSTA funds:* There was agreement that the balance between LSTA funds spent on statewide programs and competitive grants was an appropriate balance; however, some participants wanted to know how often all of the funds allocated for LSTA competitive grants were spent and whether their projects worthy of funding went unfunded.
- *Issues concerning Ohioans:* Focus group participants showed considerable agreement in the major issues facing Ohioans, they included workforce development, access to Wi-Fi, technology literacy, and digital literacy.

Observations on the six statewide programs:

Competitive Grants

- Discussion of the four approaches to competitive grants: There was no consensus among these approaches except that there should be competitive grants. The suggestions for the competitive grants include:
 - Focus on innovation. These grants could serve as models or pilot projects for other libraries
 - Bring libraries with limited resources up to standards so that there is a common capability across the state, such as investing in an ILS for all libraries or implementing new technology for the public
 - Use some of the LSTA competitive grant funds to address a statewide public need. One model mentioned is the Summer Reading Program that provides training, implementation ideas, a detailed workbook, graphics, and a small grant. This model could be applied to other topics such as early literacy and workforce development projects.
 - Use some of the competitive grants funds for local projects that may not be innovative but replicated a successful project.
- The process of applying for LSTA grants was not a barrier to medium and large libraries, they had the staff and time to prepare an application. Smaller and rural libraries, however, with fewer and less trained staff, found the process to be:
 - Off-putting
 - Scary to small libraries
 - Difficult

- “Mysterious”
- Confusing form
- Don’t understand outcome measurement

They also expressed a need for examples of full funded proposals submitted by small, medium, and large libraries. Participants requested more training in LSTA grant-writing.

Libraries Connect Online/Ohio Web Library (Electronic Resources)

- Databases were considered very popular and essential by a majority of the participants. Other comments included:
 - School and public libraries say “we couldn’t live without them”
 - Academic and large libraries say it saves them money because they can use their own money on databases to meet local needs
 - Several respondents indicated that they would like to know the process of selection databases and who is on the committee
 - One group expressed anxiety about the stability of funding for databases.

Youth Services

- There was wide and enthusiastic support of the Summer Reading Program, especially among small and medium sized public libraries. Other comments included:
 - Appreciate supporting the national SRP collaborative.
 - There was little knowledge of Choose to Read Ohio unless prompted. Participants were unsure of its purpose and gave varying interpretations of what they were supposed to do with the program. Some said that it was proposing that the whole state read the same book; others indicated that the titles were too old, the program should support new authors. “CTRO doesn’t have a depth of mission.”
 - Few mentioned Every Child Ready to Read unless prompted although they did understand its purpose.

SEO

- SEO was well-regarded by members. Other comments included:
 - Members expressed some concern about cost
 - Considered more helpful than OLS: MORE
 - Three groups expressed interest in either a statewide, integrated ILS or linking current ILS so that all systems could be checked at one time.
 - Some participants still believe \$100,000 per year is spent on a print collection at SEO¹.

¹ SLO confirmed that SEO collection development funds have not been used for the print collection in the last several years. Collection development funds are used solely for digital/download content from Overdrive and for

Ohio Digital Library – e-Books

- The Ohio Digital Library (e-Books) had a wide variety of responses from participants:
 - Public libraries love it
 - College and universities libraries didn't express a need for it
 - School libraries want it and send their students to the public library to get around restrictions.²
 - Participants wanted the funding to be stable so they could count on it over the years.
 - Many found the waiting lists to be a barrier to good service
 - There was also a call for additional copies and perhaps for an arrangement for multiple copies while a title was popular.

Consulting Services

- There was little understanding of the scope of SLO consulting services. The most common reasons consultants were used was to ask for advice about applying for a competitive grant. Comments included:
 - There was great praise and appreciation for SLO consultants related to assistance with competitive grants
 - No other common use expressed
 - Most comments came from public libraries
 - There was very little use or awareness by academic or school libraries
 - School libraries go to INFOhio for consulting help and they praise it

Key Issue Facing Ohio Residents

There was considerable agreement among the five groups on the issues facing Ohio residents. The following topics four topics were mentioned the most frequently:

- Workforce development including (four groups)
 - Career choice by HS and college students
 - New career choice by out-of-work adults whose jobs have been eliminated by automation
 - Obtaining job skills
 - Finding and applying for a job

the purchase of NoveList K-8 Plus and NoveList Select. SEO staff are currently developing a 3-5 yr. plan for withdrawal and phasing out of the print collection.

² SLO indicated that Overdrive will not let any schools participate; there is a unique Overdrive product for schools. Public libraries with a budget of over \$500,000 (such as Akron, Cincinnati) are not eligible to join the consortium.

- Awareness of the Workforce Investment and Opportunity Act and that libraries are now eligible to apply for funding. They suggested that SLO assist public libraries to understand the Act and how they might apply
- Technology Literacy – how to use new technology as it develops (four groups)
- Digital/Information Literacy – how to search for, evaluate, and use information; starting this in high school so students are prepared for college and a job (four groups)
- Access to Wi-Fi for everybody particularly in rural areas (three groups)
- Social issues such as health and poverty (two groups)
- Early literacy, preparing young children for school and learning (two groups)
- Cultural heritage – preservation, digitalization, awareness, programming (one group)

All five groups mentioned the need for collaboration between libraries and between libraries and community agencies to address these issues.

State Library of Ohio LSTA Survey--October 2016

1. Welcome to the State Library of Ohio Five-Year Evaluation LSTA Survey

The State Library of Ohio is surveying the Ohio Library community as part of the evaluation of its LSTA program. Your responses will help the State Library of Ohio (SLO) evaluate the use of Library Services and Technology Act (LSTA) Funds in Ohio as specified in LSTA Five-Year Plan, 2013-2017. You will also provide information that will help the State Library create the new LSTA Plan, which will guide the use of these funds for 2018-2022.

This survey will ask you for information about your library and your opinions about the following:

- The LSTA Grants to Libraries
- The Statewide Programs including Ohio Web Library/iSearch e.g databases; Serving Every Ohioan (SEO) Center, Ohio Digital Library, e.g. e-books; Services to Youth; and others.

Completing the survey: This survey does not need to be completed in a single session. You may exit the session and return to the session without losing your work. There is an icon in the upper right hand corner of the screen to 'exit the survey'. To do this "exit/reenter" of the survey, you will need to enable cookies on your browser, as this is the way SurveyMonkey tracks respondents. Additionally, you will need to use the same browser and the same workstation/laptop in order to complete the survey upon re-entering.

We are providing a PDF version of the survey that you may use as a worksheet prior to completing the survey online.

We anticipate that most survey respondents will be able to complete the survey in 20-25 minutes. We recommend that you use the PDF version of the survey to review the questions, prior to completing it online.

Confidentiality: All opinions and information that you provide in this survey will remain confidential. We will combine your responses with all others to analyze the results in aggregate and will not link any response with an individual. The responses are being collected and analyzed by independent research consultants. Only aggregate results will be published.

If you have any questions about this survey, please contact Liz Bishoff at liz.bishoff@gmail.com. If you have any questions about the State Library's Ohio's LSTA program, please contact Missy Lodge, Associate State Librarian, mlodge@library.ohio.gov.

Thank you for assisting us in this important effort.

Beverly Cain, State Librarian

2. Information about Survey Respondents--

* 1. In which part of Ohio is your library located?

- Northwest Ohio
- Southwest Ohio
- Southeast Ohio
- Northeast Ohio
- Central Ohio

* 2. In which type of library do you work?

- Public Library
- Academic Library Public Institution
- Academic Library, Private Institution
- School Library
- Special Library
- Please indicate library type if not listed above

* 3. Please choose the area of primary job responsibility. We know that some of you perform more than one job; please choose the area in which you work most of your time.

- One-person library
- Adult Services/Public Services
- Children's Services
- Circulation Services
- Information Technology Services
- Library Administration (Dean/Director)
- Outreach Services
- Reference Services/Instruction
- School Media Services/School Librarian
- Technical Services/Cataloger/Acquisitions Librarian
- Teen Services
- Other (please specify)

* 4. What is the number of full-time equivalent staff that work in your library?

- Less than 1
- 1-5
- 6-10
- 11-19
- 20-49
- 50-99
- 100+

State Library of Ohio LSTA Survey--October 2016

3. LSTA in Ohio

The following are general questions about the LSTA funding in Ohio.

1. The State Library funds the following programs with IMLS Library Services and Technology Act funds. Please indicate your level of awareness of the programs.

| | I have no awareness | I have limited awareness | I am aware | I am very aware | N/A |
|---|-----------------------|--------------------------|-----------------------|-----------------------|-----------------------|
| Consulting Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Continuing Education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Digitization--Ohio Memory | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Digitization--Digitization hubs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ohio Digital Library (e-books) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ohio Web Library/iSearch (databases) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Serving Every Ohioan Center (SEO) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Services to Youth | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Statewide Resource Sharing (OLS:MORE) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Talking Book Program/Ohio Blind & Physically Disabled Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

State Library of Ohio LSTA Survey--October 2016

4. LSTA Grants to Libraries

Each year, the State Library offers LSTA grants, to fund projects by libraries and other eligible organizations.

1. Has your Library applied for an LSTA grant between 2013-2016?

- Yes
- No
- I don't know

State Library of Ohio LSTA Survey--October 2016

5. LSTA Grants to Libraries

1. Please indicate why your library hasn't applied for an LSTA Grant to Library. (Select all that apply.)

- No need
- The process is too complicated
- Grant categories are not relevant to my library's needs
- I didn't know that my library was eligible
- No time to write the proposal
- Timeline for implementation of a grant is inadequate
- My library could not provide the required match for a potential project
- My library could not commit to continuing funding after a funded project ended
- I don't know why my library hasn't applied for an LSTA grant

Please indicate other reasons why your library hasn't applied for an LSTA grant.

State Library of Ohio LSTA Survey--October 2016

6. LSTA Grants to Libraries

1. How did you hear about the State Library's LSTA Grants to Libraries? (Select all that apply.)

- A colleague
- Meeting with State Library staff
- Professional library association (e.g. Ohio Library Council)
- Regional library system (e.g. SERLS)
- State Library conference presentation
- Statewide library network (e.g. OhioLINK)
- State Library newsletter
- State Library's LSTA Grants to Libraries' website

Please identify other ways that you hear about LSTA Grants to libraries.

2. Please indicate your level of agreement with the following statements about the LSTA grants to libraries program.

| | Strongly Disagree | Disagree | Neither Disagree/ Nor Agree | Agree | Strongly Agree | N/A |
|---|-----------------------|-----------------------|-----------------------------|-----------------------|-----------------------|-----------------------|
| The annual grant cycle was reasonable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understood what types of grants were funded by LSTA | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The information from the State Library was helpful to me when I wrote and submitted a grant application | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State Library staff members helped me when I asked for assistance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understood the process used to review and evaluate my application | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The process in which grants were evaluated and awarded was fair and unbiased | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State Library staff members were helpful after our grant was funded | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please provide additional comments regarding the LSTA Grants to Libraries

3. Please give your opinion about the following statements.

The LSTA grant/s that my library received between 2013 and 2016:

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|--|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|
| Improved my library users' access to information and education resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improved my library's electronic links with other libraries | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developed partnerships with other non-library organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helped my library serve diverse individuals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helped my library serve individuals having difficulty using a library | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improved library services to underserved communities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improved library services to children from families with income below the poverty line | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developed more effective programs and services for library users | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please indicate other ways that the LSTA grant helped your library users.

State Library of Ohio LSTA Survey--October 2016

7. LSTA Grants to Libraries

1. Please describe the level of usefulness of the following as related to LSTA Grants to Libraries.

| | Not Very Useful | Not Useful | Neither Not Useful/Nor Useful | Useful | Very Useful | N/A |
|---|-----------------------|-----------------------|-------------------------------|-----------------------|-----------------------|-----------------------|
| Face to face workshop | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Webinar on topic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assistance from State Library LSTA staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assistance from other State Library staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Information on the LSTA page of State Library's website | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please describe your experience

2. What is your level of satisfaction with the LSTA Grants to Libraries program?

- Very Dissatisfied
- Dissatisfied
- Neither Dissatisfied/Nor Satisfied
- Satisfied
- Very Satisfied

If you are very dissatisfied or dissatisfied, please indicate why.

3. What, if anything, would you change for the LSTA Grants to Libraries program?

4. What improvements, if any, would you suggest for the LSTA Grants to Libraries program?

State Library of Ohio LSTA Survey--October 2016

8. Services to Youth Program

The next section includes the various Services to Youth programs, including Choose to Read Ohio, Ohio Ready to Read and Summer Reading Program. These opportunities provide libraries and their community partners with the support they need to help parents and caregivers develop children's early literacy skills and to help youth be engaged and successful from birth through high school.

Please note that you will have the opportunity to offer comments on the various Services to Youth programs following these general questions.

1. Does your library participate in Services to Youth Programs?

- Yes
- Yes, but I'm not directly involved with these programs
- No
- I do not know

State Library of Ohio LSTA Survey--October 2016

9. Services to Youth Program

The next section includes general questions on Services to Youth Program.

1. Has your library participated in any of the following Services to Youth Programs?

| | Yes | No | I don't know |
|------------------------|-----------------------|-----------------------|-----------------------|
| Choose to Read Ohio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ohio Ready to Read | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Summer Reading Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. In general, what is your level of satisfaction with the State Library's Services to Youth programs between 2013 and 2016?

- Very dissatisfied
- Dissatisfied
- Neither Dissatisfied/Nor Satisfied
- Satisfied
- Very Satisfied
- I don't know

If you are very dissatisfied or dissatisfied with the programs, please indicate why.

3. What, if anything, would you change for the Services to Youth programs?

4. What improvements, if any, would you suggest for the Services to Youth programs?

State Library of Ohio LSTA Survey--October 2016

10. Choose to Read Ohio (CTRO)

Choose to Read Ohio (CTRO) spotlights Ohio authors and promotes reading across Ohio. Through a collaboration with the Center for the Book and the Ohioana Library Association, titles are selected and toolkits are prepared for Ohio's libraries to use to advance reading in Ohio.

1. Does your library participate in Choose to Read Ohio (CTRO)?

- Yes
- Yes, but I'm not directly involved with this project
- No
- I do not know

11. Choose to Read Ohio (CTRO)

1. Please indicate your level of agreement with the following statements regarding Choose to Read Ohio (CTRO).

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| CTRO encouraged my readers to appreciate Ohio literature | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CTRO was a tool for community engagement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The books selected were popular with readers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Reader's Toolkits were helpful in program implementation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Promotional materials (e.g. READ poster) attracted readers to the program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please provide additional comments regarding CRTO

2. Please indicate which of the following activities your library offered as part of the CTRO. (Select all that apply)

- Library sponsored book discussion
- Book discussion held at the library but sponsored by another organization
- Partnered with a local bookstore for an event focusing on a CTRO title or collection
- Participated in a regional event (e.g. fair, festival) promoting CTRO
- Book display at library promoting CRTO

Please share examples of other community engagement activities

3. What is your level of satisfaction with CTRO?

- Very Dissatisfied
- Dissatisfied
- Neither Dissatisfied/Nor satisfied
- Satisfied
- Very Satisfied

If you are very dissatisfied or dissatisfied, please indicate why.

4. What improvements, if any, would you suggest for CTRO?

State Library of Ohio LSTA Survey--October 2016

12. Summer Reading Program

1. Does your library participate in the Summer Reading Program?

- Yes
- Yes, but I'm not directly involved with this project
- No
- I do not know

State Library of Ohio LSTA Survey--October 2016

13. Summer Reading Program

The following questions address the Summer Reading Program (SRP) including the Collaborative Summer Library Program (CSLP).

1. Please indicate your level of agreement with the following statements regarding the Summer Reading Program/Collaborative Summer Library Program.

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| The Collaborative Summer Library Program (CSLP) theme and art attracted participants to the summer reading program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The training and workshops helped prepare me to implement the program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The CSLP manual provided useful information to implement the program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The State Fair and State Park coupons were popular with participants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communication about the Summer Reading Program was timely | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. What is your level of satisfaction with the Summer Reading Program/Collaborative Summer Library Program?

- Very Dissatisfied
- Dissatisfied
- Neither Dissatisfied/Nor Satisfied
- Satisfied
- Very Satisfied

If you are very dissatisfied or dissatisfied, please indicate why.

3. What improvements, if any, would you suggest for the Summer Reading Program/Collaborative Summer Library Program?

State Library of Ohio LSTA Survey--October 2016

14. Ohio Ready to Read (ORTR)

Ohio Ready to Read is a statewide initiative to help public librarians address the early literacy needs of Ohio's youngest citizens.

1. Does your library participate in Ohio Ready to Read?

- Yes
- Yes, but I'm not directly involved with this project
- No
- I do not know

State Library of Ohio LSTA Survey--October 2016

15. Ohio Ready to Read (ORTR)

1. Please indicate your level of agreement with the following statements regarding Ohio Ready to Read (ORTR).

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| The ORTR program helped my Library address early literacy needs in my community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ORTR helped demonstrate that my library is a strong partner in early literacy programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My library was able to assist parents and caregivers with early literacy skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The ORTR website provided useful information on early literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The ORTR promotional materials attracted participants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please provide additional comments regarding ORTR

2. What is your level of satisfaction with Ohio Ready to Read?

- Very Dissatisfied
- Dissatisfied
- Neither dissatisfied/Nor satisfied
- Satisfied
- Very Satisfied

If you are very dissatisfied or dissatisfied, please indicate why.

3. What improvements, if any, would you suggest for Ohio Ready to Read?

State Library of Ohio LSTA Survey--October 2016

16. Ohio Web Library/Libraries Connect Ohio

The Ohio Web Library/Libraries Connect Ohio provides Ohio's academic, public and school libraries access to online databases and journals. Libraries Connect Ohio a collaborative partnership of the State Library of Ohio, INFOhio, OhioLINK, and OPLIN manage and funded the electronic databases that are available to all Ohioans. The databases are partially funded with LSTA funds.

The Ohio Web Library includes the EBSCO Core Collection of more than 20 databases including Academic Search Premier, Consumer Health Complete, ERIC, etc. Additional databases available through Ohio Web Library include World Book Online Suite, Ancestry Library Edition and Science Online.

1. Does your Library utilize the Ohio Web Library/Libraries Connect Ohio?

- Yes
- No
- I don't know

State Library of Ohio LSTA Survey--October 2016

17. Ohio Web Library/Libraries Connect Ohio

1. Please indicate your level of agreement with the following statements about Ohio Web Library/Libraries Connect Ohio.

| | Strongly disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| My library saved money on print journals and magazine subscriptions because of Ohio Web Library/Libraries Connect Ohio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| My library saved money on online journals and magazine subscriptions because of Ohio Web Library/Libraries Connect Ohio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My library received more use--increased website traffic or in-person visits because of Ohio Web Library/Libraries Connect Ohio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Without the Ohio Web Library/Libraries Connect Ohio, my library wouldn't be able to provide equivalent resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Ohio Web Library/Libraries Connect Ohio databases are an essential part of my library's services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My library users have depended on the Ohio Web Library/Libraries Connect Ohio to find information resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Promotional materials for the Ohio Web Library/Libraries Connect Ohio were effective | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Training on how to use the Ohio Web Library/Libraries Connect Ohio databases have met my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please provide additional comments regarding Ohio Web Library/Libraries Connect Ohio

2. Please indicate your overall level of satisfaction with the Ohio Web Library/Libraries Connect Ohio.

- Very Dissatisfied
- Dissatisfied
- Neither Dissatisfied/Nor Satisfied
- Satisfied
- Very Satisfied
- I don't know

If you responded very dissatisfied or dissatisfied, please indicate why.

3. What improvements, if any, would you suggest for Ohio Web Library/Libraries Connect Ohio?

State Library of Ohio LSTA Survey--October 2016

18. Ohio Digital Library

The Ohio Digital Library provides the residents of Ohio access to e-books, e-audio, digital magazines through Overdrive. Access is available through residents public libraries.

1. Does your Library offer the Ohio Digital Library to your users?

- Yes
- No
- I don't know

State Library of Ohio LSTA Survey--October 2016

19. Ohio Digital Library

1. Please indicate the level of agreement with the following statements about the Ohio Digital Library.

The Ohio Digital Library allowed my Library to:

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| Deliver high quality digital collections to my community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provide more digital collections at a lower cost | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provide users access to e-books and other digital collections that my library couldn't otherwise provide | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please provide other comments regarding the Ohio Digital Library.

2. What is your level of satisfaction with the Ohio Digital Library?

- Very Dissatisfied
- Dissatisfied
- Neither Dissatisfied/Nor Satisfied
- Satisfied
- Very Satisfied

If you responded very dissatisfied or dissatisfied, please indicate why.

3. What improvements, if any, would you suggest for the Ohio Digital Library?

State Library of Ohio LSTA Survey--October 2016

20. Statewide Resource Sharing (OLS:MORE)

Ohio Libraries Share: MORE is a statewide initiative allowing library users to place requests for materials owned by other libraries. Using the OCLC VDX software, the libraries that participate in OLS:MORE have access to collections of nearly 100 Ohio libraries.

1. Are you a member/participant in OLS:MORE?

- Yes
- Yes, but I'm not directly involved with this project
- No
- I don't know

State Library of Ohio LSTA Survey--October 2016

21. Statewide Resource Sharing (OLS:MORE)

1. Please indicate your opinion on the following.

OLS: MORE allowed my Library to:

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| Reduce our staff time on resource sharing, ILL | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reduce our cost for resource sharing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reduce the number of staff mediated ILL requests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you responded strongly disagree or disagree please indicate why.

2. My Library doesn't participate in OLS:MORE because (Select all that apply.)

- We belong to another consortia
- Statewide delivery is too costly
- We don't have the staff to support participation in MORE
- Our users don't need to borrow materials from other libraries
- My Board/School Superintendent doesn't support participation in OLS:MORE

22. Digitization Centers

In 2013-2014, the State Library and OPLIN, funded the creation of four regionally based digitization centers located at Cleveland Public Library, Columbus Metropolitan Public Library, Public Library of Cincinnati and Hamilton County and Toledo-Lucas County Public Library. The Digitization Hubs are regional digitization centers with specialized state-of-the-art technology to digitize and archive, for online access and hard-copy reproduction, rare and culturally significant materials located in their libraries. The hubs will also serve other libraries, museums, archives, and local communities.

1. Are you aware of the LSTA funded digitization centers/hubs?

- Yes
- Yes, but I'm not directly involved with this area
- No
- I don't know

State Library of Ohio LSTA Survey--October 2016

23. Digitization Centers

1. Please indicate which digitization center your library contacted. (Select all that apply)

- Cleveland Public Library
- Columbus Metropolitan Public Library
- Public Library of Cincinnati and Hamilton County
- Toledo-Lucas County Public Library
- We have no need to contact a digitization center
- I don't know

Please comment regarding contact.

2. Please indicate your opinion on the following statements regarding the digitization center/s.

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-------------------------------|-----------------------|-----------------------|
| I currently have a project with one of the centers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have had a project in the past with one of the centers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The center that I contacted responded to my request | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was pleased with the quality of my project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was pleased with the cost of my project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The project followed the agreed upon schedule/timeline | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was satisfied with the level of service from the center | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please provide additional comments regarding your experience with the digitization centers.

3. What improvements, if any, would you suggest for the digitization centers?

State Library of Ohio LSTA Survey--October 2016

24. Consulting Services

The State Library offers a variety of Consulting Services including assistance with strategic planning, space planning, e-rate, technology, library visits, and youth services.

1. Has your Library used the State Library's consulting services?

- Yes
- Yes, but I'm not directly involved with this contact
- No
- I don't know

State Library of Ohio LSTA Survey--October 2016

25. Consulting Services

1. Please indicate your level of agreement with the following statements.

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| I have been able to use information provided by the consultant to make decisions or make changes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have not used the information provided by the consultant, however, it will be useful at a future date | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I received information that wasn't what I needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I received timely and useful information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The consultant was knowledgeable about the topic/s | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please provide other comments regarding the State Library's consulting services

2. What improvements, if any, would you suggest for the State Library's consulting services?

26. Talking Book Program/Ohio Library for Blind and Physically Disabled

1. Does your Library utilize the Talking Book Program and/or Ohio Library for Blind and Physically Disabled?

- Yes
- Yes, but I'm not directly involved with this service
- No
- I don't know

2. Please share your opinion about Talking Book Program (TBP)/Ohio Library for the Blind and Physically Disabled (OLBPD).

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| My Library users are better served because of the TBP/OLBPD. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My Library understands how to refer library users to the TBP/OLBPD. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My Library receives positive feedback about TBP/OLBPD. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| TBP/OLBPD is essential for my Library to serve people in my community who cannot read standard print because they are blind or physically disabled. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am not familiar with TBP/OLBPD. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have no opinion of TBP/PLBPD. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

27. Talking Book Program/Ohio Library for Blind and Physically Disabled

1. Please indicate your overall level of satisfaction with the TBP/OLBPD.

- Very Dissatisfied
- Dissatisfied
- Neither Dissatisfied/Nor Satisfied
- Satisfied
- Very Satisfied

If you responded very dissatisfied or dissatisfied, please indicate why.

2. What improvements, if any, would you suggest to the TBP/OLPBP?

State Library of Ohio LSTA Survey--October 2016

28. Serving Every Ohioan Center (SEO)

SEO is a consortium of 92 library systems at 225 physical locations throughout 46 Ohio counties using the OPLIN network. SEO offers a shared intergrated library system, supports On Demand Training, and the Statewide Resource Sharing (OLS:MORE).

1. Does your Library participate in Serving Every Ohioan or use SEO for interlibrary loan services?

- Yes
- Yes, but I'm not directly involved with this project
- No
- I do not know

State Library of Ohio LSTA Survey--October 2016

29. Serving Every Ohioan Center (SEO)

1. Please indicate the level of agreement with the following statements about SEO.

By participating in SEO, my Library has:

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| Delivered high quality service to my community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provided more information resources at a lower cost | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Users have accessed e-resources and online discovery services that my library couldn't provide otherwise | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff have received training in new and emerging technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fulfilled my users ILL requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please provide additional comments regarding the SEO Center.

2. What is your level of satisfaction with the SEO Program?

- Very Dissatisfied
- Dissatisfied
- Neither Dissatisfied/Nor Satisfied
- Satisfied
- Very Satisfied

If you responded very dissatisfied or dissatisfied, please indicate why.

3. What improvements, if any, would you suggest for SEO?

State Library of Ohio LSTA Survey--October 2016

30. SEO: On Demand Training

On Demand Training is a service of the Serving Every Ohioan Center (SEO). The service offers free

training to library staff, patrons, schools, and non-profit organizations located in Ohio. On Demand Training provides a trainer who comes to the library for a hands-on user training experience.

1. Have you used the On Demand Training offered through the SEO Center?

- Yes
- My Library has but I haven't been directly involved
- No
- I do not know

State Library of Ohio LSTA Survey--October 2016

31. SEO: On Demand Training

1. Please indicate the level of agreement with the following statements.

The On Demand Training allowed:

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| My library to offer technology training to my library users | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Me to keep my technology skills current | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Me to update my knowledge of technology trends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My library to make decisions regarding technology that my Library may implement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My library to improve library services to underserved communities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My library to improve library services to children from families with income below the poverty line | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please provide additional comments regarding On Demand Training.

2. What improvements, if any, would you suggest for On Demand Training?

32. WebJunction/Skillport

WebJunction/Skillport allows all library staff affiliated with Ohio libraries access to the full catalog of online, self-directed courses and webinars, as well as access to all the content and resources that WebJunction/Skillport provides.

1. Have you participated in a training opportunity offered through WebJunction/Skillport?

Yes

No

2. Have you used WebJunction/Skillport resources other than training resources?

Yes

No

I don't know

3. What is your level of satisfaction with Web Junction/Skillport?

Very Dissatisfied

Dissatisfied

Neither Dissatisfied/Nor Satisfied

Satisfied

Very Satisfied

If you answered very dissatisfied or dissatisfied please indicate why.

4. Please indicate the level of agreement with the following statements.

Participating in a WebJunction/Skillport training opportunity helped me to:

| | Strongly Disagree | Disagree | Neither Disagree or Agree | Agree | Strongly Agree | N/A |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Increase my ability to serve library users | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improve my library's delivery of services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improve my library users' access to information and education resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop public and private partnerships with other agencies and community-based organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Target library services to diverse individuals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improve library services to underserved communities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improve library services to children from families with income below the poverty line | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop more effective programs and services for library users | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please share other comments regarding WebJunction and SkillPort.

State Library of Ohio LSTA Survey--October 2016

33. Priorities for the Future

The State Library will be adopting a new plan covering 2018 to 2022 to guide the use of LSTA funds. The State Library will base this plan on the priorities set by Congress in the Library Services and Technology Act along with input from Ohio's libraries. Please help the State Library develop the new plan.

1. Please help the State Library develop the new plan by selecting your library's top five priorities.

- Access to e-resources
- Attracting trained staff members
- Developing children's literacy skills
- Emerging technologies
- Helping businesses to form
- Helping library users find job information or improve their job seeking skills
- Helping library users find information
- Promoting the library's value
- Providing training for current staff members
- Reconfiguring library space
- Serving users with diverse needs
- Serving faculty and students
- Serving families
- Serving mid-life adults
- Serving seniors
- Serving teenagers
- Teaching information literacy skills

Other



STATE LIBRARY OF OHIO LSTA FIVE-YEAR EVALUATION 2016 SURVEY REPORT

Prepared for the State Library of Ohio by The Bishoff Group LLC

December 6, 2016

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Executive Summary

The Institute of Museum and Library Services (IMLS) requires that all states evaluate their Library Services and Technology Act (LSTA) program. As part of the evaluation of the 2013-2017 State Library of Ohio Plan, the State Library engaged The Bishoff Group to conduct the assessment. One method used in the evaluation was a survey of Ohio Librarians. The survey was designed to gather information and opinions on Ohio's LSTA Grant Program to Libraries, and statewide Library Services. The survey results will also be used to help the State Library evaluate the current use of LSTA funds, and assist the State Library in developing its new Five Year Plan for 2018-2022.

The State Library of Ohio Library Services and Technology Act (LSTA) evaluation survey was conducted during October 2016. The survey was distributed to all Ohio library workers in all types of Ohio libraries allowing for the broadest response for each LSTA funded program. A total of 205 survey responses were received. The majority of the respondents were in administrative positions across all types of libraries.

Observations

While respondents indicated that they were aware or strongly aware of many of the LSTA-funded services offered by the State Library, many respondents have not utilized the variety of programs available.

Support for the LSTA competitive grant program, especially for the assistance from State Library staff, was strong from those that had applied for a grant. Those who indicated that they had not applied for a competitive grant cited lack of time, lack of match funding, sustainability concerns, and relevancy to their library's needs as reasons for not pursuing these grants.

The Ohio Digital Library, Ohio Web Library, and Serving Every Ohioan (SEO) were highly regarded programs among users in both qualitative and quantitative measures. Across all the programs there's a need for expanded marketing. The need was most evident for the State Library's Consulting Program. Those who have used the service were highly appreciative of it, but it was one of the least recognized programs discussed in the survey.

In addition to evaluating current LSTA-funded programs, the survey asked respondents about priorities in the establishment of new services. The top answers covered a variety of areas, including increased access to e-resources, promoting the value of libraries, emerging technologies, helping library users find information, and teaching information literacy skills.

Overall, the survey results showed appreciation for many of the LSTA funded programs as well as a need for further awareness-raising and promotion for many of the services offered by the State Library and closer monitoring and quality assurance for several specific programs. Specific recommendations are included further in this report.

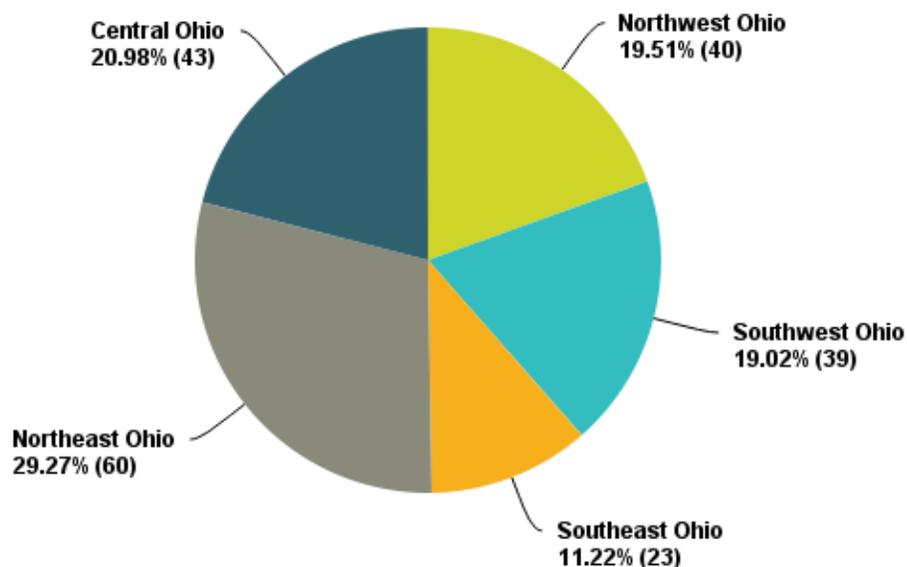
The consultants wish to thank the staff of the State Library of Ohio for their assistance with the logistics associated with the survey.

Introduction and Demographic Information

The Institute of Museum and Library Services (IMLS) requires that all states regularly evaluate their Library Services and Technology Act (LSTA) program. An external consulting team of Liz Bishoff, Nancy Bolt, and Tom Claeson conducted a survey of Ohio Librarians to gather information and opinions on Ohio's LSTA Grant Program to Libraries, and statewide Library Services. The survey results will be used to help the State Library evaluate the current use of LSTA funds, and assist the State Library in developing its new Five Year Plan for 2018-2022. The first set of questions deal with the demographics of respondents. Respondents were fairly distributed with slightly more in urban Northeast Ohio and slightly less in rural Southeast Ohio.

Q1 In which part of Ohio is your library located?

Answered: 205 Skipped: 0



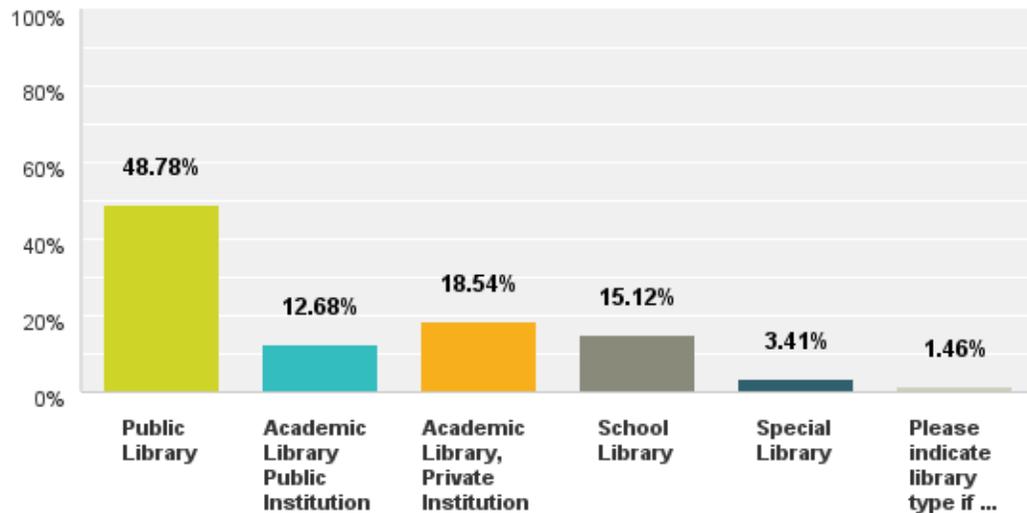
The State Library of Ohio LSTA Survey had 205 participants between October 5 and November 3, 2016. The survey participants were geographically well-distributed. Fifty-nine (29.27%) of the participants' libraries were located in urban Northeastern Ohio; 43 (20.98%) in Central Ohio; 40 (19.51%) in Northwest Ohio; 39 (19.02%) in Southwest Ohio; and 23 (11.22%) in rural Southeast Ohio.

Type of job responsibility

Public library staff were the leading group to participate in the survey with 100 respondents (48.78%), followed by academic libraries (private institutions) with 38 (18.54%), school libraries (31 or 15.12%), academic libraries (public institutions) with 26 (12.68%); special libraries (7 or 3.41%, the majority of which were from Central Ohio); and 3 "other" organizations.

Q2 In which type of library do you work?

Answered: 205 Skipped: 0

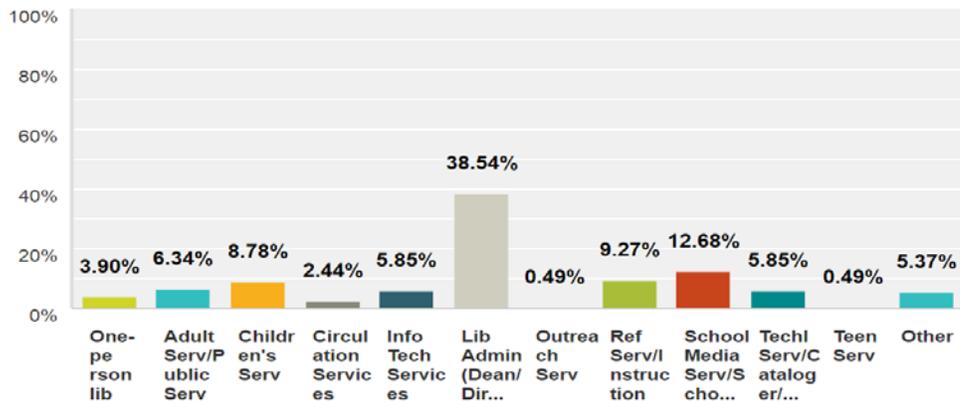


Primary Job responsibilities

The survey asked respondents to choose their area of primary job responsibility. Seven answer categories received more than ten responses. The leading group of respondents came from Library administration (deans and directors) with 79 responses (38.54%, including half of the public library respondents to the survey). School media services/school librarians provided 26 responses (12.68%); other leading groups included reference services/instruction (18 or 8.78%); children's services (17 or 8.78%); adult services/public services (13 or 6.34%); information technology services (12 or 5.83%); technical services/catalogers/acquisition services (12 or 5.85%). A number of other groups had less than ten respondents, including one-person libraries (8), circulation services (5), digital librarians (4 of the "other" respondents), outreach services (1), and teen services (1).

Please choose the area of primary job responsibility. We know that some of you perform more than one job; please choose the area in which you work most of your time.

Answered: 205 Skipped: 0



The largest number of respondents, across all types of libraries except publics, came from libraries with 1-5 full-time equivalent (FTE) staff (68 or 33.17%). Thirty-eight responding libraries had 6-10 FTEs (18.54%) and 37 had 20-49 FTEs. Other FTE groups reporting included 23 libraries (11.22%) with 11-19 FTEs; 17 libraries (8.29%) with 50-99 FTEs; 12 libraries (5.85%) with one hundred or more FTEs; and ten organizations (4.88%) with less than one FTE.

LSTA Services and Grants – General Information

Awareness of LSTA funded programs

The survey queried respondents regarding their awareness about Library Services and Technology Act (LSTA) Funded State Library programs. For most of the programs, the 187 participants who answered this question indicated that they were aware of the programs.

There were several programs where the leading number of respondents—especially those from public libraries -- indicated that they were “very aware” of the service. These included:

- Ohio Web Library/iSearch – 91 or 48.92% very aware
- Ohio Digital Library (e-books) – 90 or 48.39% very aware
- Serving Every Ohioan Center (SEO) – 67 or 35.83% very aware
- Statewide Resource Sharing (OLS:MORE) – 58 or 31.02% very aware

At the same time there were three activities where a relatively high percentage of the respondents had no awareness of several programs:

- Serving Every Ohioan – a total of 54 (29%)
- Consulting services – a total of 50 (27%)
- Digitization hubs— 44 (24%)

| | I have no awareness | I have limited awareness | I am aware | I am very aware | N/A | Total | Weighted Average |
|---|---------------------|--------------------------|--------------|-----------------|------------|-------|------------------|
| Consulting Services | 27.03% 50 | 27.57% 51 | 31.89% 59 | 12.43% 23 | 1.08% 2 | 185 | 2.30 |
| Continuing Education | 8.11% 15 | 19.46% 36 | 48.11% 89 | 24.32% 45 | 0.00% 0 | 185 | 2.89 |
| Digitization-- Ohio Memory | 10.87% 20 | 17.39% 32 | 41.85% 77 | 29.89% 55 | 0.00% 0 | 184 | 2.91 |
| Digitization hubs | 23.66% 44 | 27.96% 52 | 32.80% 61 | 15.59% 29 | 0.00% 0 | 186 | 2.40 |
| Ohio Digital Library | 4.84% 9 | 12.90% 24 | 33.87% 63 | 48.39% 90 | 0.00% 0 | 186 | 3.26 |
| Ohio Web Library | 6.99% 13 | 15.05% 28 | 27.96% 52 | 48.92% 91 | 1.08% 2 | 186 | 3.20 |
| Serving Every Ohioan (SEO) | 28.88% 54 | 18.18% 34 | 17.11% 32 | 35.83% 67 | 0.00% 0 | 187 | 2.60 |
| Services to Youth | 21.43% 39 | 27.47% 50 | 30.77% 58 | 17.58% 32 | 2.75% 5 | 182 | 2.46 |
| Statewide Resource Sharing (OLS:MORE) | 19.25% 36 | 20.86% 39 | 28.34% 53 | 31.02% 58 | 0.53% 1 | 187 | 2.72 |
| Talking Book Program/Ohio Blind & Physically Disabled Program | 10.16% 19 | 23.53% 44 | 40.64% 76 | 24.60% 46 | 1.07% 2 | 187 | 2.81 |

The response levels about many of the programs showed Ohio librarians are aware of these LSTA-funded initiatives.

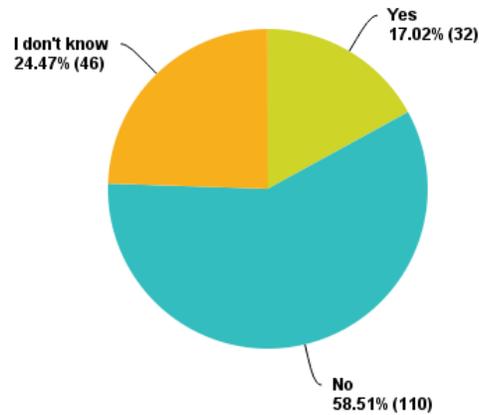
- Continuing Education – 89 or 48.11% aware
- Digitization-Ohio Memory -- 77 or 41.85% aware
- Talking Book Program/Ohio Blind and Physically Disabled Program – 76 or 40.64%
- Digitization-Digitization Hubs – 61 or 32.88% aware
- Consulting Services – 57 or 31.89% aware
- Services to Youth – 54 or 30.77% aware

LSTA Grants

Respondents were asked if their libraries had applied for an LSTA grant between 2013-2016; 110 (58.57%) had not; 46 (24.47%) did not know; and 32 (17.02%) had applied for an LSTA grant.

Q6 Has your Library applied for an LSTA grant between 2013-2016?

Answered: 188 Skipped: 17

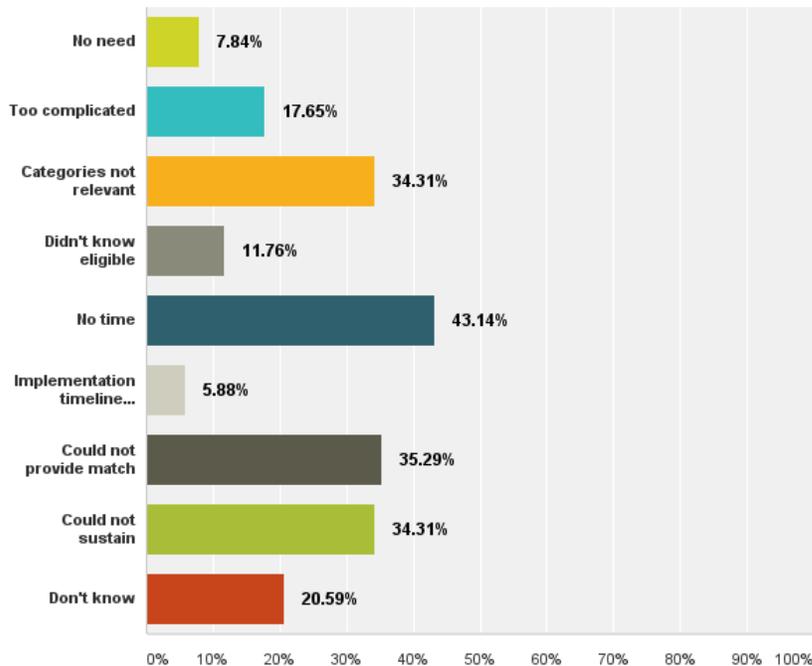


When asked why their library has not applied for an LSTA Grant to Libraries, a variety of reasons were named:

- The library did not have time to write the proposal (44 or 43.14% of respondents to this question)
- Their library could not provide the required match for a potential project (36 or 35.29% respondents)
- Their library could not commit to continuing funding after a grant project ended (35 or 34.31%)
- Grant categories were not relevant to their library's needs (35 or 34.31%)
- Respondents did not know why their library has not applied for an LSTA grant (21 or 20.59%)
- Respondents felt the grant process is too complicated (18 or 17.65%)
- They did not know their library was eligible (11 or 11%)
- No need (8 or 7.84%)
- The timeline for implementation of a grant is inadequate (6 or 5.88%)

**Q7 Please indicate why your library hasn't applied for an LSTA Grant to Library.
(Select all that apply.)**

Answered: 102 Skipped: 103



In addition to these reasons, there were a number of additional comments:

- “We have been successful in the past and I feel it is important to allow other libraries a chance to have an LSTA grant.”
- “It seems that these grants are mostly awarded to school/public libraries and public universities. Private university libraries seem to occasionally be awarded a token amount of grants but that’s my perception. I’m willing to concede that it’s perhaps due to lack of applicants from private college circles.”
- “Turned down for a grant in 2012. Received grants from other sources since then. Have not had time to reapply for new grants from LSTA.”
- “Not enough offerings of the workshop that is required in order to apply for a grant. Also there is poor promotion of this workshop.”
- Any grants written at our institution must be submitted to the grant writing department for approval. Once approved they are sent back to the respective department. The internal process is complicated.”
- “The match has proven to be the greatest challenge.”
- “I was under the impression that having an MLS was necessary for the applicant.”

Survey participants were asked how they heard about the State Library’s Grants to Libraries. Information about the grants is discovered in a variety of ways, according to the 52 respondents who

answered this question (and could select multiple discovery channels). Methods to find out about the grants included:

- State Library newsletter (26 or 50%)
- colleagues (17 or 32.69%)
- professional library associations such as the Ohio Library Council (16 or 30.77%)
- statewide library networks including OhioLink (12 or 23.08%, almost all of which were from academic libraries)
- State Library's LSTA Grants to Libraries' website (11 or 21.15%)
- meetings with State Library staff (10 or 19.23%)
- regional library systems such as SERLS (4 or 7.69%)
- State Library conference presentations (3 or 5.77%).

Additionally, in the "other" answers to this question, five participants each mentioned e-mail and listserv messages.

When asked to indicate their level of agreement with statements about the LSTA Grants to Libraries program, there were many questions where the majority of respondents said the statements were not applicable. However, there were several answers where the majority of respondents agreed with the statement. Twenty-six or 42.62% felt that they understood what types of grants were funded by LSTA, and 25 (40.98%) of the survey participants felt that the grant cycle was reasonable.

Four survey respondents made additional comments in regard to how helpful State Library staff has been when they have applied for a grant. One respondent did have a concern: "The LSTA process seems to be slanted toward public libraries – school library needs are not a priority. Academic libraries also take a back seat to the public libraries. The only area that seems to be applicable for schools is the LSTA funding of the statewide collection (databases). Even the Ohio e-book collections is communicated as not being for schools, only publics."

In another general question about the LSTA grant program, respondents were asked to give their opinion about statements related to the LSTA grants that their library received between 2013-16. Again, since many of the responding libraries had not received grants during that period, many answer categories were seen as not applicable by a majority of the respondents. Two categories received a higher number of "Strongly Agree" responses than others: "improved my library users' access to information and education resources" (14 or 23.33%) and "developed more effective programs and services for library users" (15 or 25%).

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A | Total | Weighted Average |
|--|-------------------|------------|----------------------------|--------------|----------------|--------------|-------|------------------|
| Improved my library users' access to information and education resources | 0.00% 0 | 0.00% 0 | 10.00% 8 | 16.67% 10 | 23.33% 14 | 50.00% 30 | 60 | 4.27 |
| Improved my library's electronic links with other libraries | 0.00% 0 | 1.67% 1 | 30.00% 18 | 8.33% 5 | 3.33% 2 | 56.67% 34 | 60 | 3.31 |
| Developed partnerships with other non-library organizations | 0.00% 0 | 1.72% 1 | 13.79% 8 | 17.24% 10 | 12.07% 7 | 55.17% 32 | 58 | 3.88 |
| Helped my library serve diverse individuals | 0.00% 0 | 0.00% 0 | 20.34% 12 | 11.86% 7 | 16.95% 10 | 50.85% 30 | 59 | 3.93 |
| Helped my library serve individuals having difficulty using a library | 0.00% 0 | 1.67% 1 | 26.67% 16 | 11.67% 7 | 6.67% 4 | 53.33% 32 | 60 | 3.50 |
| Improved library services to underserved communities | 0.00% 0 | 1.67% 1 | 21.67% 13 | 8.33% 5 | 15.00% 9 | 53.33% 32 | 60 | 3.79 |
| Improved library services to children from families with income below the poverty line | 1.72% 1 | 1.72% 1 | 27.59% 16 | 5.17% 3 | 6.90% 4 | 56.90% 33 | 58 | 3.32 |
| Developed more effective programs and services for library users | 0.00% 0 | 0.00% 0 | 13.33% 8 | 10.00% 6 | 25.00% 15 | 51.67% 31 | 60 | 4.24 |

One of the strongest positive comments in the survey accompanied this question. The respondent noted that “this grant changed our library and the University by opening doors to new customers, building partnerships with area businesses, and engaging our students in new ways. We have created new ways for students to learn and to share what they’ve learned, our faculty and students are energized and looking at more ways to incorporate our library and the technology available.”

Other than “assistance from State Library LSTA staff,” which 22 or 38.6% of respondents (most of whom were from public libraries) found very useful, and “Information on the LSTA page of the State Library’s website,” which 23 or 39.66% found useful, most of the respondents indicated answers on the usefulness of services and activities related to LSTA Grants to Libraries were not applicable. However, each category of service did receive a good number of “Useful” answers, which are indicated below:

- Webinars on the topic: 18 or 31.03% useful
- Assistance from other State Library staff: 13 or 22.41% useful
- Face to Face workshops: 17 or 29.82% useful

Comments on these services included positive remarks on the State Library website and staff assistance.

Overall, respondents were neither dissatisfied nor satisfied with the LSTA Grants to Libraries program (26 respondents or 48.15% of those answering the question). However, 13 respondents or 24.07% said

they were satisfied and 14 or 25.93% were very satisfied with the program. Only one survey participant said they were very dissatisfied.

When asked what they would change about the LSTA Grants to Libraries program, twelve survey respondents had comments. Themes in these comments included the need for more promotion of the program, grants allowing the purchase of items for the library, more categories for applications, more information on past grant recipients, and feedback on a written grant before it's submitted.

Improvements for the LSTA Grants to Libraries Program included webinars, more grants for small and rural libraries with limited matching funds, and more advertising. Two respondents felt the program is "run very smoothly and efficiently."

LSTA Programs

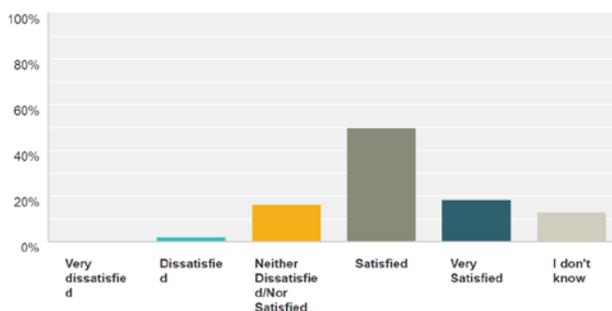
Services to Youth

Eighty-one (81) (50.61%) of the survey respondents do not participate in the Services to Youth programs. Of the remaining respondents, 41 (25% -- mostly from public libraries) do participate, 27 (16.46%) said their libraries participate but they are not directly involved with these programs, and 13 or 7.93% did not know. There are three programs that comprise Services to Youth, Choose to Read Ohio, Ohio Ready to Read, and the Summer Reading Program. Nine (9) of the libraries (16.98%) participate in the Choose to Read Ohio program, while 25 do not participate and 19 did not know; 23 (44.44%) participate in Ohio Ready to Read, while 16 do not participate and 14 did not know. The Summer Reading Program had the highest level of participation (49 or 90.57% of the respondents).

When asked about their level of satisfaction with the State Library's Services to Youth Programs between 2013-2016, 27 or 49.5% said they were satisfied; 10 or 18.58% were very satisfied; 9 were neither dissatisfied nor satisfied and 7 did not know.

In general, what is your level of satisfaction with the State Library's Services to Youth programs between 2013 and 2016?

Answered: 54 Skipped: 151



One respondent commented that "most incentives provided by the state library (State Fair, etc.) are too far from (their) service area to be useful to our patrons. More Cleveland and NE Ohio attractions are

needed.” When asked if they would change anything about the Services to Youth Programs, there were three comments:

- “More high school participation”
- “More instruction, and suggestions for use with the programs available”
- “The themes for summer reading could be improved.”

When respondents were asked what improvements they would suggest for the Services to Youth programs, comments included:

- “Choose better themes”
- “Do state-wide marketing”
- “More webinar, seminar, and/or technical help with the issues dealing with the programs”
- “Create a database for Storytime subject ideas that includes book titles, crafts, and handouts.”

Choose to Read Ohio

Survey participants were specifically asked in this section if their library participates in the Choose to Read Ohio (CTRO) program. Thirty-three respondents (62.26%) said no; 12 (22.64%) did not know; 6 (11.32%) participated in the program, and 2 (3.77%) said that their libraries participated in the program but they are not directly involved in the project. With the low level of respondents participating in the program, most of the statements about the program were either not applicable, or neither disagree nor agree. However, of those six that participated, respondents noted that:

- The Reader’s Toolkits were helpful in program implementation (7 participants agreed)
- Promotional materials (e.g. READ poster) attracted readers to the program (5 agreed)
- CTRO encouraged my readers to appreciate Ohio Literature (4 agreed)
- The books selected were popular with readers (3 agreed)
- CRTO was a tool for community engagement (3 agreed)

Two comments provided more insight: “Hard to find contact information for authors and illustrators;” and “Just knew of the program, not that there were toolkits available, etc. Where is this information published? Could something be done through INFOhio?”

Participants were asked what activities they offered as part of CTRO. Of the six respondents, four offered a Book display at the library promoting CRTO, three offered library-sponsored book discussions, and one offered a book discussion held at the library but sponsored by another organization.

Four respondents said they were satisfied with CTRO and nine said neither dissatisfied nor satisfied. Improvements suggested included “more information about setting up for my school” and “encourage authors (that are) chosen to visit more libraries for talks.”

Summer Reading Program

Forty (40) respondents said their library participates in the Summer Reading Program; six said their library participates but they are not directly involved, five do not participate, and one did not know. There was agreement with a number of statements about the program:

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A | Total | Weighted Average |
|--|-------------------|--------------|----------------------------|--------------|----------------|--------------|-------|------------------|
| The Collaborative Summer Library Program (CSLP) theme and art attracted participants to the summer reading program | 2.50% 1 | 10.00% 4 | 27.50% 11 | 32.50% 13 | 20.00% 8 | 7.50% 3 | 40 | 3.62 |
| The training and workshops helped prepare me to implement the program | 2.50% 1 | 2.50% 1 | 27.50% 11 | 22.50% 9 | 20.00% 8 | 25.00% 10 | 40 | 3.73 |
| The CSLP manual provided useful information to implement the program | 5.00% 2 | 2.50% 1 | 17.50% 7 | 37.50% 15 | 30.00% 12 | 7.50% 3 | 40 | 3.92 |
| The State Fair and State Park coupons were popular with participants | 7.50% 3 | 27.50% 11 | 27.50% 11 | 17.50% 7 | 12.50% 5 | 7.50% 3 | 40 | 3.00 |
| Communication about the Summer Reading Program was timely | 0.00% 0 | 0.00% 0 | 10.00% 4 | 40.00% 16 | 40.00% 16 | 10.00% 4 | 40 | 4.33 |

- Communication about the Summer Reading Program was timely: 16 or 40% agreed and the same number strongly agreed.
- The Collaborative Summer Library Program (CSLP) manual provided useful information to implement the program: 15 (37.5%) agreed
- The CSLP theme and art attracted participants to the summer reading program: 13 (32.5%) agreed
- The training and workshops helped prepared me to implement the program: 9 (22.5%) agreed; 8 (20%) strongly agreed

The only statement receiving a majority of neither disagree nor agree selections was “the State Fair and State Park coupons were popular with participants.”

A majority of the survey participants (24 or 63.16%) were satisfied with the Summer Reading program; 7 or 18.92% were neither dissatisfied nor satisfied; 6 (15.79%) were very satisfied; and 1 respondent was dissatisfied.

A number of improvements for the program were suggested:

- More publicity/State-wide marketing (2 responses)
- We mostly used the great art work (this and other improvements below had one response)
- Offer better incentives
- More program suggestions
- Training
- An online version
- More simple and bold graphics
- Sometimes the artwork is a little too complex or detailed for what you need

Ohio Ready to Read

Twenty (20) survey participants said that their library does not participate in Ohio Ready to Read. Twelve (12) respondents' libraries (21.57%) do participate, and eight (8) (15.38%) do, but they are not directly involved with the project. Twelve (12) respondents (23.08%) do not know.

Because of the limited number of respondents to questions on this service, conclusions cannot be drawn regarding the program. Many of the levels of agreement with statements regarding Ohio Ready to Read were seen as not applicable. For those that did participate, there were some positive responses about a number of statements:

- Six respondents (27.27%) strongly agree that the ORTR program helped their Library address early literacy needs in their community.
- Six respondents (27.27%) strongly agree that their library was able to assist parents and caregivers with early literacy skills.
- Five respondents (22.73%) strongly agree that ORTR helped demonstrate that their library is a strong partner in early literacy programs.
- Five respondents (22.73%) agreed that the ORTR website provided useful information on early literacy.
- Eight respondents (36.36%) neither disagreed nor agreed that the ORTR promotional materials attracted participants.

Twelve (12) responding respondents (54.55%) were neither dissatisfied nor satisfied with the Ohio Ready to Read Program; six (27.27%) were satisfied; three (13.64%) were very satisfied; and one was dissatisfied. There was one comment related to this question: "The information provided on the website hasn't been very useful. It provides general info about the importance of early childhood literacy, but comes up short on specific ideas for how to make it happen. I think it gives the impression that we should be doing more, without giving enough specific suggestions for how to accomplish that."

Improvements suggested for ORTR included "more marketing" and "including more specific plans of action and assistance in modeling/scaling successful programs at larger institutions for those at smaller institutions."

Ohio Web Library/Libraries Connect Ohio

A large number of the survey participants work in libraries that utilize the Ohio Web Library/Libraries Connect Ohio (databases). A total of 116 (72.05% -- the largest percentages from school and public libraries) use it; 33 (20.5%) do not; and 12 (7.45%) did not know. This question also engendered a high level of agreement across all library types with many of the statements about the program:

- Without the Ohio Web Library/Libraries Connect Ohio, my library wouldn't be able to provide equivalent resources (54 or 43.9% strongly agreed)
- The Ohio Web Library/Libraries Connect Ohio databases are an essential part of my library's services (52 or 42.28% strongly agreed)
- My library saved money on online journals and magazine subscriptions because of Ohio Web Library/Libraries Connect Ohio (50 or 40.65% strongly agreed)

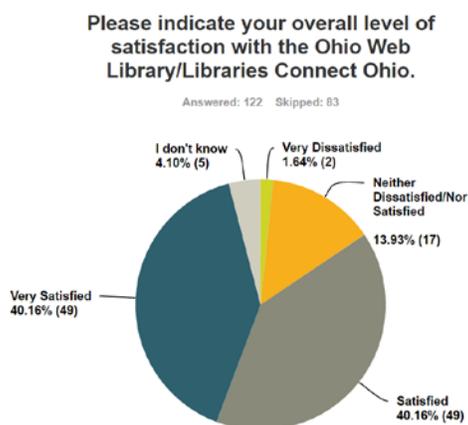
- My library users have depended on the Ohio Web Library/Libraries Connect Ohio to find information resources (47 or 38.21% strongly agreed)
- My library saved money on print journals and magazine subscriptions because of Ohio Web Library/Libraries Connect Ohio (45 or 36.57% strongly agreed)

Additionally, 30 respondents (24.39%) agreed that their libraries received more use -- increased website traffic or in-person visits – because of Ohio Web Library/Libraries Connect Ohio. Only two questions had a majority of users noting that they neither disagreed or agreed: Training on how to use the Ohio Web Library/Libraries Connect Ohio databases have met my needs (49 or 39.84%) and promotional materials for the Ohio Web Library/Libraries Connect Ohio were effective (46 or 34.7%).

There were a number of positive and helpful comments about Ohio Web Library/Libraries Connect Ohio:

- “More training on these great resources would be helpful.”
- “I can’t thank you enough for providing funding for these valuable resources.”
- “The Ohio Web Library is an amazing resource for public libraries. My library could not afford to provide the same databases to our community on our own.”
- “LCO provides important financial support for the base package of EBSCO databases, which are essential resources to the undergraduate student population I serve.”
- “Finding ways to seamlessly integrate the Ohio Web Library with databases purchased by our library and to imbed Ohio Web Library on our web page make the Ohio Web Library difficult to find and use.”
- “Use of the OWL databases has been declining significantly, but we may be working against a culture that values speed and convenience over expertise. While I think these resources provide a high level of value, I’m not confident that my patrons share my opinion.”

When asked to rate their satisfaction level with Ohio Web Library/Libraries Connect Ohio, 49 or 40.16% of respondents were very satisfied; a similar number were satisfied; 17 were neither dissatisfied nor satisfied; 5 did not know, and 2 were very dissatisfied.



Comments from the very dissatisfied respondents included “not enough promotion” and “It’s hard to make patrons aware of the resources let alone getting them to use them.”

When asked about improvements for Ohio Web Library/Libraries Connect Ohio, there were 18 total suggestions. Eight dealt with increasing marketing and promotion and two dealt with the need for more training. One comment suggested that a “larger presence in media communication regarding Ohio Web Library/ ISearch/ Libraries Connect Ohio-- maybe a slight name change that would help the average person understand what this is. And then work with media outlets on Public Awareness Announcements on web, TV, radio. And, make it so that the web library is searchable on Google -- with GPS authentication rather than all the passwords, logins, etc.”

Ohio Digital Library

The Ohio Digital Library program is only available to public libraries. Sixty-seven (67) respondents (43.23%) offered the service to their users, 71 (45.81%) did not, while 17 respondents (10.97%) didn't know. This was another program that generated strong positive feedback:

- Provide users access to e-books and other digital collections that their library couldn't otherwise provide: 45 or 56.25% of respondents, including a majority of public libraries, strongly agreed.
- Deliver high quality digital collections to their community: 36 or 44.44% strongly agreed
- Provide more digital collections at a lower cost: 35 or 43.21% agreed

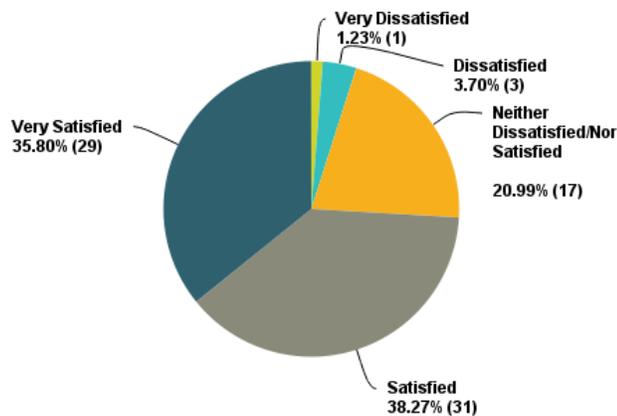
There were a mixture of positive comments and some concerns to this question:

- “Ohio Digital Library is AWESOME!”
- “The resources (are) invaluable to our community. We simply could not afford to offer the depth of the collection without the state and SEO contributions.”
- “Because we are a CLEVNET member library we generally use those services in addition to resources offered by the SLO. CLEVNET administrators work to ensure that resources are not duplicated.”
- “It will never be a true library collection until all the restrictions are taken off of the materials.”
- “The cost keeps climbing every year. This year we went from 2% to 4.5%. More than doubling it is pretty tacky.”
- “I have NEVER been able to play a Hoopla video all the way from beginning to end. The service is a great idea but their streaming has huge buffering issues.”

Ohio Digital Library is another service with high levels of satisfaction. There were 31 survey participants (38.27%) that responded satisfied; 29 (35.8%) very satisfied; 17 (20.99%) neither dissatisfied nor satisfied; 3 dissatisfied; and 1 very dissatisfied.

Q39 What is your level of satisfaction with the Ohio Digital Library?

Answered: 81 Skipped: 124



There were a number of comments accompanying this question as well:

- “You can’t order as many books as you want, you often can’t get the books that you want, you have to renew licenses after 26 uses.”
- “Selections are very limited.”
- “Long wait time for patrons, especially since we can’t afford Advantage. If we did utilize Advantage, I would prefer to see local holds filled first. There’s not much sense in buying titles if our local patrons still have to wait for them.”
- “Lack of effective promotion.”
- “As an SEO library I think we need a consortium wide collection development plan. I’m not sure we are spending our e-media funds efficiently.”

A majority of the 20 suggested improvements for the Ohio Digital Library included ways to decrease wait times (3 comments), more titles and magazines (2 comments), and comments about a customer support hotline and responsiveness to suggested changes in the site.

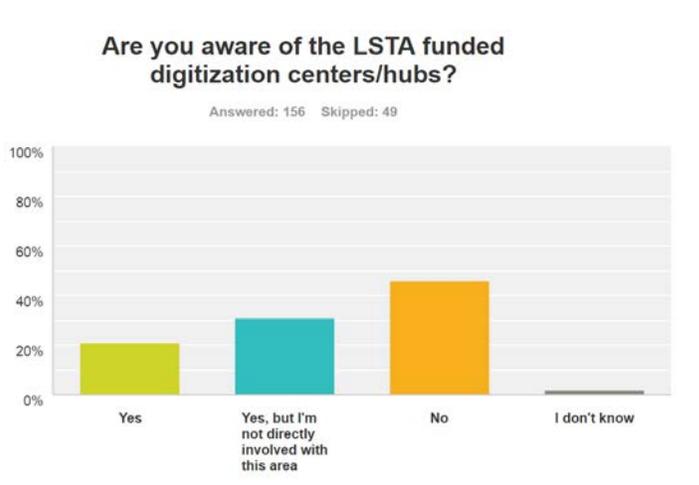
OLS:MORE

A limited number of survey respondents indicated that their libraries are members or participants in OLS:MORE. Fourteen (9.09%) of the respondents are member libraries; nine (5.84%) are members but not directly involved in the project; 20 (13.64%) don’t know, and 110 (71.43%) are not members or participants. Because of the limited number of survey respondents participating, most answered that their level of agreement with statements about the service are either not applicable or neither disagree nor agree. Six respondents agreed that the service reduces their library’s cost for resource sharing, five agreed that it reduced the number of staff mediated ILL requests, and four agreed that it reduced staff time on resource sharing and ILL.

Top reasons for not participating in OLS:MORE is that respondents' libraries belong to another consortia (10) or they don't have the staff to support participation in MORE (1).

Digitization Centers

Of the 156 respondents to this question, 72 (46.15%) were not aware of the LSTA-funded Digitization Centers/Hubs, a larger combined number were either aware (33 or 21.15%, mostly from special and public libraries) of the hubs or aware but not directly involved with this area (48 or 30.77%). Three respondents did not know.



When asked which Hub they had contacted, twelve respondents said that they have no need to contact a digitization center and five said they did not know. Of the existing centers, here are the indications of survey respondents whose libraries are users:

- Cleveland Public Library: 5
- Public Library of Cincinnati and Hamilton County: 3
- Columbus Metropolitan Library: 2
- Toledo-Lucas County Public Library: 2

There were a number of comments about the Hubs:

- "We are just beginning to research our digitization options, and this is at the top of our list."
- "At this time we have not taken advantage of the resource. We participate in the Summit Memory Project and have sufficient technology locally to scan our collections for inclusion in that resource."
- "Initial call was returned in a timely manner. But still waiting to hear about the options for my project, after two weeks."
- "I was not aware that the hubs are ready to accept requests from other libraries. Last I heard they were still being set up and were not open for "business" from other libraries. If they are ready to use, it is unclear how the entire process would work. Do we make appointments and physically bring our materials to the hub? Do we have to arrange to ship our materials to the hub? We probably don't want to do that. Will there be help using the equipment when we get to the hub?"

- “Poor response and poorer overall interaction! Had little interest in meeting to discuss project. Cost was outrageous to do what we could already do ourselves with a basic scanner. Very disappointed that monies go to these centers to assist smaller libraries, which they do not do!”

Because of the general lack of use of the centers, most respondents disagreed with the statements “I currently have a project with one of the centers” and “I have had a project with one of the centers. Additionally, most participants neither disagreed nor agreed with statements including:

- The center that I contacted responded to my request
- I was pleased with the quality of my project
- I was pleased with the cost of my project
- The project followed the agreed-upon schedule/timeline
- I was satisfied with the level of service from the center

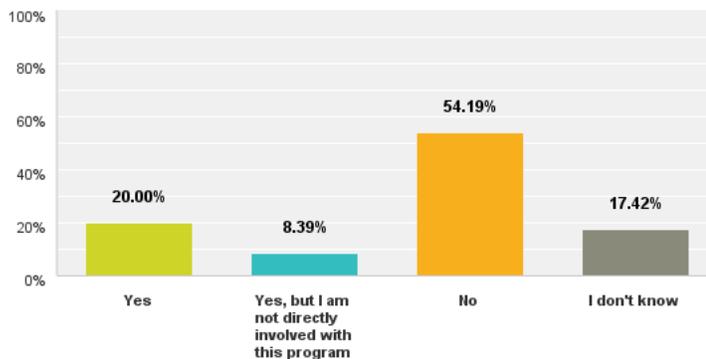
All five of the comments related to this initiative focused on the need for further promotion of the service.

State Library Consulting Service

A majority of the respondents had not used the Consulting Service (84 or 54.19%). Thirty-one (20% -- by far the majority of these were from the public library community) had used the services; thirteen (8.39%) had used the services but were not directly involved with the project; and 27 (17.42%) did not know.

Q48 Has your Library used the State Library's consulting services?

Answered: 155 Skipped: 50



Again, because of the limited use of the service by respondents, many answered that this question did not apply to their organization. However, there was agreement on many of the questions about the service.

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A | Total | Weighted Average |
|---|-------------------|--------------|----------------------------|--------------|----------------|--------------|-------|------------------|
| I have been able to use information provided by the consultant to make decisions or make changes | 0.00% 0 | 0.00% 0 | 12.50% 7 | 25.00% 14 | 21.43% 12 | 41.07% 23 | 56 | 4.15 |
| I have not used the information provided by the consultant, however, it will be useful at a future date | 3.57% 2 | 7.14% 4 | 33.93% 19 | 5.36% 3 | 1.79% 1 | 48.21% 27 | 56 | 2.90 |
| I received information that wasn't what I needed | 10.91% 6 | 20.00% 11 | 18.18% 10 | 0.00% 0 | 0.00% 0 | 50.91% 28 | 55 | 2.15 |
| I received timely and useful information | 0.00% 0 | 0.00% 0 | 8.93% 5 | 25.00% 14 | 21.43% 12 | 44.64% 25 | 56 | 4.23 |
| The consultant was knowledgeable about the topic/s | 0.00% 0 | 0.00% 0 | 8.93% 5 | 23.21% 13 | 25.00% 14 | 42.86% 24 | 56 | 4.28 |

Fourteen (25%) have been able to use information provided by the consultant to make decisions or make changes; the same number and percentage have received timely and useful information; and a similar amount of respondents said the consultant was knowledgeable about the topic/s. In responding to negative statements, 19 or 33.93% said they neither disagreed nor agreed that they have not used information provided by the consultant, however, it will be useful at a future date; and 11 or 20% said that they disagreed with the statement that they received information that wasn't what they needed. Comments on this question included:

- “My library just signed up for the strategic planning consulting services.”
- “Lorrie has been invaluable navigating the new e-rate maze”
- “I have often called with questions. If they don't know, they find out quick and let me know. They are extremely useful and willing to help.”
- “What consultant are you talking about?”

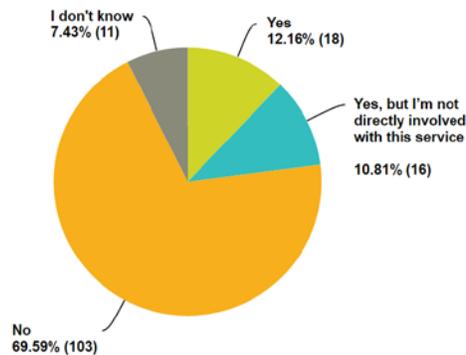
Improvements suggested included providing more information about what the program is, a desire to see more staff with specializations, and the addition of a clearinghouse/consulting on policies and procedures.

Talking Book Program/Ohio Library for the Blind and Physically Disabled

Respondents were asked if their library utilizes the Talking Book Program or OLBPD. While 103 did not, 18 – mostly from public libraries -- do, 16 do but respondents were not directly involved with the service, and 11 did not know.

Does your Library utilize the Talking Book Program and/or Ohio Library for Blind and Physically Disabled?

Answered: 148 Skipped: 57



Most respondents said that questions on the service were not applicable or they neither disagreed nor agreed with statements about the service. One positive note was that 31 respondents agreed that their library understands how to refer library users to the TBP/OLBPD. The overall level of satisfaction with the service included five respondents that were very satisfied, ten that were satisfied, and twelve that were neither dissatisfied nor satisfied. One respondent noted that “we have very few patrons who use this service but for those who do, it is valuable.” Suggestions for improvement included:

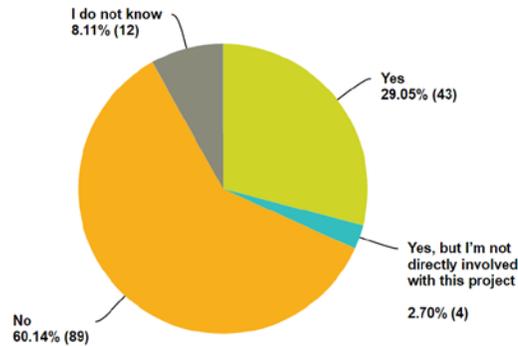
- “Conversion to more popular digital devices that more people are familiar with?”
- “More publicity to the general public (not just inside the library community) about what they do, exactly what equipment they use, how to use the equipment, and how OLBPD works with libraries.”
- “One woman who fairly recently lost her vision wasn’t happy with the selections nor did she like the provided device.”

Serving Every Ohioan

Of the total respondents, 148 responded about their awareness of the SEO program. There were 43 respondents (29.05%) who indicated that their library uses SEO (a statewide project targeted to the public library sector), four whose libraries use the service but they are not directly involved with the project, twelve who do not know, and 89 (60.14%) whose libraries do not use the service.

Does your Library participate in Serving Every Ohioan or use SEO for interlibrary loan services?

Answered: 148 Skipped: 57



Users of the service were in strong agreement with many of the statements about SEO.

| | Strongly Disagree | Disagree | Neither Disagree/Nor Agree | Agree | Strongly Agree | N/A | Total | Weighted Average |
|--|-------------------|------------|----------------------------|--------------|----------------|--------------|-------|------------------|
| Delivered high quality service to my community | 0.00% 0 | 0.00% 0 | 9.43% 5 | 15.09% 8 | 60.38% 32 | 15.09% 8 | 53 | 4.60 |
| Provided more information resources at a lower cost | 0.00% 0 | 0.00% 0 | 13.21% 7 | 11.32% 6 | 58.49% 31 | 16.98% 9 | 53 | 4.55 |
| Users have accessed e-resources and online discovery services that my library couldn't provide otherwise | 0.00% 0 | 1.89% 1 | 15.09% 8 | 18.87% 10 | 45.28% 24 | 18.87% 10 | 53 | 4.33 |
| Staff have received training in new and emerging technology | 0.00% 0 | 5.66% 3 | 20.75% 11 | 26.42% 14 | 28.30% 15 | 18.87% 10 | 53 | 3.95 |
| Fulfilled my users' ILL requirements | 0.00% 0 | 0.00% 0 | 9.43% 5 | 20.75% 11 | 56.60% 30 | 13.21% 7 | 53 | 4.54 |

- Delivered high quality service to their community (32 or 60.38% strongly agree)
- Provided more information resources at a lower cost (31 or 58.49% strongly agree)
- Fulfilled my users' ILL requirements (30 or 56.6% strongly agree)
- Users have accessed e-resources and online discovery services that my library couldn't provide otherwise (24 or 45.28% strongly agree)
- Staff have received training in new and emerging technology (15 or 28.3% strongly agree and the same number and percentage agree)

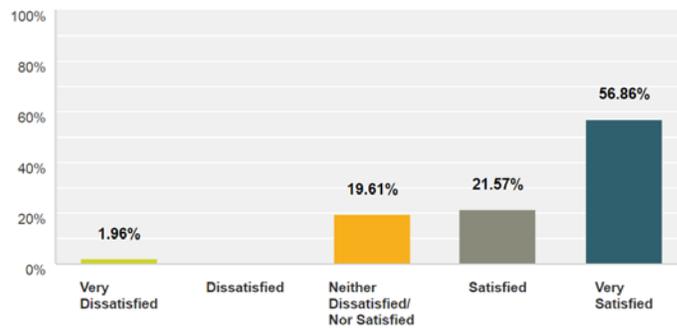
Selected comments from this question include:

- "SEO is great and very responsive when there's a problem."
- "Wish it didn't cost so much to be a full member of SEO."
- "I agree that we need to help with expenses but the cost doubled this year."

The level of satisfaction with the program is high.

What is your level of satisfaction with the SEO Program?

Answered: 51 Skipped: 154



“Very satisfied” ratings were given by 29 survey respondents (56.86%), “satisfied” by 11 or 21.57%, neither dissatisfied nor satisfied by 10 or 19.61%, and there was one respondent who was very dissatisfied. One participant said that the program had the “nicest, most helpful staff ever.”

Improvements suggested included lowering the cost of being a full member and evening out borrowing amongst the libraries. One respondent said that “when I have any complaint, it’s usually a major disruption with delivery. We recently had a major disruption that delayed a large amount of materials for over a month.” Another added that they wished they could “do more with big data.”

When asked if they had used the On Demand Training offered through the SEO Center, the majority (118 respondents or 80.27%) had not, 14 had (9.52%), 8 did not know (5.44%), and 7 said their library had used the training but they had not been directly involved. For the most part, survey participants felt the statements about the service were not applicable because they did not use the service, but those using the service mainly agreed with the statements. SEO On Demand Training allowed them to:

- Make decisions regarding technology that their Library may implement (9 or 40.91% agreed)
- Keep their technology skills current (8 or 36.36% agreed)
- Update their knowledge of technology trends (7 or 31.82% agreed)
- Offer technology training to my library users (6 or 28.57% agreed)
- Improve library services to underserved communities (6 or 27.27% of those answering this question agreed)

The only question where respondents neither disagreed nor agreed was that the service allowed their library to improve library services to children from families with income below the poverty line.

WebJunction/Skillport

While 56 (38.89%) of those surveyed had participated in a training opportunity offered through WebJunction/Skillport, 88 (61.11%) had not. When asked about using WebJunction/Skillport resources other than training resources, 31 respondents (21.53%) had used these services, 96 (66.67%) had not, and 17 (11.81%) did not know. Most users were neither dissatisfied nor satisfied with WebJunction/Skillport (74 or 54.01%), but there were a number of satisfied users (46 or 33.58%) and very satisfied users (9 or 6.57%). Five users reported being very dissatisfied and three dissatisfied.

There were a number of negative comments about the service:

- “Nothing interesting offered.”
- “The approach is very scattershot and much of the content is outdated. It’s a really hit-or-miss platform”
- “WebJunction is a nightmare to navigate.”
- “The interface is difficult to use and the presentation seemed dated.”
- “Too much. Hard to navigate. One page leads to another which leads to another and on and on.”
- “To be fair, it has been a long time since I’ve looked at the offerings, but I remember them being too much focused on customer satisfaction and workplace management, so didn’t really feel all that helpful or relevant.”

When asked about their agreement with various statements about WebJunction/Skillport, most of the respondents felt the questions were not applicable or they neither disagreed or agreed. However, there were some questions that generated a relatively high level of agreement. Participating in a WebJunction/Skillport Training helped respondents to:

- Increase their ability to serve library users (44 or 32.84% agreed)
- Improve their library’s delivery of services (35 or 26.32% agreed)
- Develop more effective programs and services for library users (34 or 25.56% agreed)
- Improve their library users’ access to information and education resources (30 or 22.56% agreed)

One important comment related to this question was that the respondent stated their “understanding was the Skillport was available to staff only. Had we been able to make Skillport available to the public, that would have been a great resource for computer tutorials and other services that might have replaced Learning Express.”

Library’s Top Priorities for New Plan

The final question on the survey asked respondents to help the State Library develop their new Five-Year Plan by selecting their library’s top five priorities. The list of priority services included:

- Access to e-resources (90 responses or 62.94%)
- Promoting the library’s value (84 responses or 58.74%)
- Emerging technologies (73 or 51.05%)
- Helping library users find information (65 or 45.45%)
- Teaching information literacy skills (61 or 42.66%)
- Provide training for current staff members (57 or 39.86%)
- Serving faculty and students (55 or 38.46%)
- Developing children’s literacy skills (46 or 32.17%)
- Reconfiguring library space (39 or 27.27%)
- Serving users with diverse needs (34 or 23.78%)

- Helping library users find job information or improve their job seeking skills (33 or 23.08%)
- Serving families (19 or 13.29%)
- Serving teenagers (19 or 13.29%)
- Attracting trained staff members (14 or 9.79%)
- Serving seniors (13 or 9.09%)
- Serving mid-life adults (10 or 6.99%)
- Helping businesses to form (10 or 6.99%)

Comments on this final question included two statements that all of the selections are good or important. Additionally, suggestions included developing a customer centered popular library, access to foreign language materials, and preserving quiet space. One respondent observed that they “tried to choose topics that would be relevant to all librarians. Some of these topics are very focused on specific user populations and that can therefore make a topic less relevant to entire population of librarians.”

Throughout the program evaluations in the survey, the results showed appreciation for many of the LSTA funded programs as well as a need for further awareness-raising and promotion for many of the services offered by the State Library and closer monitoring and quality assurance for several specific programs.

| | A | B | C | D | E |
|----|--|---|---|------------------|---|
| 1 | | | Ohio-- Goals/Objectives/Activity and Targets | | |
| 2 | Goal | Objective | Activity and target | Met (A/PA/NA) | If not met, briefly describe why |
| 3 | Goal 1: Learning: Engaging & Empowering learning Experiences | 1.1: Invest in projects that provide inclusive & accessible opportunities | SLO assist libraries--5 libraries/yr; Identified diverse populations will benefit | PA | |
| 4 | | | Develop template | NA | In discussion with libraries, did not feel generic templates would be of assistance and/or used |
| 5 | | 1.2: Facilitate partnerships | Increase sharing & comm among trainers; reduce cost etc | PA | |
| 6 | | | Create templates | NA | In discussion with libraries, did not feel generic templates would be of assistance and/or used |
| 7 | | | SLO offer training | A | |
| 8 | | | Support Library Leadership Ohio--90% graduates form network; 90% graduates support leadership development program (survey); 80% see increase in leadership responsibilities | A | |
| 9 | | 1.3: Improve service through virtual reference | Contract for KIN | PA | achieved until service discontinued |
| 10 | | | Assess costs | A | |

| | A | B | C | D | E |
|----|---|--|---|----|---|
| 11 | | | Train new librarians-- 80% of users will indicate received quality information | A | achieved until service discontinued |
| 12 | | | Mobile app developed | A | |
| 13 | | | Market to K-12 | A | achieved until service discontinued |
| 14 | | | Use social media | PA | |
| 15 | | 1.4: Coord Summer Reading Program | SLO actively participated in CSLP organization | A | |
| 16 | | | Encourage Ohio librarians to serve on CSLP committees | A | |
| 17 | | | Collaborate with other states on CSLP | A | |
| 18 | | | Produce and distribute evaluation tool; 100% public library participation | A | |
| 19 | | 1.5: Support public library as providers of early literacy experience and education | partner with Ohio Library Council on ORTR | A | |
| 20 | | | Attendees indicate awareness | A | |
| 21 | Goal 2: Community: Community Anchor Institutions | 2.1: Invest in project that strengthen role of libraries | Encourage libraries to become points of community engagement | PA | achieved through competitive grants and through strategic planning discussions |

| | A | B | C | D | E |
|----|---|--|--|----|--|
| 22 | | | 75% survey will indicate facility used to hold forum | NA | no surveys conducted; focus of objective shifted from direct encouragement and assessment to an indirect encouragement through competitive grants and strategic planning discussions |
| 23 | | | Anecdotal evidence indicate users perceive libraries as place for discussion | PA | achieved through competitive grants and through strategic planning discussions |
| 24 | | | Libr encour to enhance capacity--min 100 lib will partner with agencies | NA | focus changed; in part due to changes in consultant staffing |
| 25 | | | libraries encouraged to conduct assess to determine role in changing community environment | PA | |
| 26 | | 2.2: Partner with other agencies to leverage resources of lib advancing nat'l priorities | Templates developed to assist libraries in locating partners | NA | In discussion with libraries, did not feel generic templates would be of assistance and/or used |
| 27 | | | Templates developed to assist lib in navigating ODJ&FS | NA | In discussion with libraries, did not feel generic templates would be of assistance and/or used; relationship with ODJFS changed over time as well |
| 28 | | | 90% libraries indicated they used template | NA | no templates were developed |
| 29 | | | 80% users requesting assistance indicate template assisted | NA | no templates were developed |

| | A | B | C | D | E |
|----|---|---|--|----|---|
| 30 | | | SLO will collaborate with ODJFS to encourage relationship between One Stops & local lib (survey on | NA | changes in consultant staffing; relationship with ODJFS shifted over time and connections/partnerships not nearly as strong |
| 31 | | 2.3: SEO support | SEO will obtain resources--coordinate collection development with member libraries | A | |
| 32 | | | SEO will provide materials to correctional facilities and member libraries | A | |
| 33 | | | SEO automation consortium will be primary means for public libraries to be part of shared ILS--10% increase over 5 years | A | |
| 34 | | | Mobile Tech Center will provide access to training | A | |
| 35 | | | Comprehensive statistics | A | |
| 36 | | | Use stats and anecdotes to assess SEO services impact | A | |
| 37 | | 2.4: Continue to grow Choose to Read Ohio | Build awareness through outreach and partnering with Ohioana Library partners | A | |

| | A | B | C | D | E |
|----|---|---|--|----|---|
| 38 | | | Develop and implement feedback methodology | A | |
| 39 | | | Enhance online presence of CTRO through expansion of resources via WebJunction, etc | PA | |
| 40 | Goal 3: Content: Discovery of knowledge and cultural heritage | 3.1 Promote distribution & Access of information through digitization | SLO maintain partnership with Ohio Historical Society--# of digitized materials from Ohio libraries added to Ohio Memory and % increased with be tabulated | A | |
| 41 | | | SLO will increase by 10% items added to Ohio Memory; anecdotal evidence will show that items easily accessible and met user needs | PA | |

| | A | B | C | D | E |
|----|---|---|--|----|--|
| 42 | | | SLO will participate & provide leadership to groups interested in digitizing content & encourage collaboration; 100% of collecting institutions will indicate appreciation of SLO leadership; 10% increase in C2C content; 1 new C2C policy per year; Biennial survey on C2C | PA | |
| 43 | | | Review current long range plan in 2013 | PA | |
| 44 | | | Scan materials for states 2017 bicentennial | A | |
| 45 | | 3.2 Develop & implement strategic plan to expand public's access to information found in library collection | SLO work with state & nat'l partners to adopt minimum standards for digitization projects | NA | took a back seat to DPLA application but moving forward and will be implemented within next year |
| 46 | | | SLO work with state partners to prioritize types of materials for digitize--partners agree to priorities by 2013; 85% of users agree they are able to easily access information | NA | took a back seat to DPLA application but moving forward and will be implemented within next year |

| | A | B | C | D | E |
|----|---|---|--|----|---|
| 47 | | | As IMLS develop standards and best practices; SLO will adopt these for grant funded projects | PA | |
| 48 | | | Plan for regional digitization hubs will be developed in 2013 and operational 2015; 95% of institutions will indicate facility met their expect | A | |
| 49 | Goal 4: Access: Sustain access to knowledge | 4.1: Provide access to selected electronic database content | Purchase subscription to selected high quality electronic information | A | |
| 50 | | | Periodically review selection | A | |
| 51 | | | Provide authenticated access to databases | A | |
| 52 | | | Promote awareness and use via a combination of methods; anedoctal evidence & formal evaluation will indicate that 85% are aware of electronic databases and funding partners | PA | |

| | A | B | C | D | E |
|----|---|--|--|----|---|
| 53 | | | Create awareness and value in lifelong learning; 90% will show increased skill following training; 90% of librarians attending training will be better able to answer questions in followup assessment | PA | |
| 54 | | | Distribute at least one marketing item--85% of students % general users will indicate that the promotional ads made them aware of the databases and that they used the databases to meet an informational need | A | |
| 55 | | | SLO and LCO will develop contingency funding strategy | PA | |
| 56 | | 4.2: Facilitate and promote statewide resource sharing | Continue to research development of a 'next gen' open source statewide resource sharing platform | A | |
| 57 | | | Upgrade OLS:MORE software | A | |

| | A | B | C | D | E |
|----|---|---|--|----|---|
| 58 | | | Deliver needed staff training after software upgrade is completed; 90% of OLS:MORE staff will participate | A | |
| 59 | | | Update current training materials--95% of OLS:MORE libraries will use promotional materials | NA | updated promotional materials not needed/requested. |
| 60 | | 4.3: Provide library users access to eContent through the Ohio eBook Project consortium | SLO will project manage and act as liaison between Overdrive & OEP members; circ will increase at least 20% annually | A | |
| 61 | | | Renegotiate contract 2013 and 2015 | A | |
| 62 | | | Work to merge SEO eBook consortium and Overdrive | A | |
| 63 | | | OEP members will be encouraged to purchase materials that will support Core Curriculum for their local schools | PA | |
| 64 | | | SLO will work on training on e-readers | A | |