Indiana State Library

A Five-Year Review
of the Implementation of
Indiana's Goals for Library Services
2007 – 2012

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"LSTA has been important to my students and teachers in providing tools and resources to a low-income area."

I. A Five–Year Review of the Implementation of Indiana Goals for Library Services

A. Summary of the *major questions* addressed in the evaluation

1) Target Market: Librarians
   - What are the challenges facing Indiana's libraries?
   - What are the reasons that librarians have not applied for sub-grants and what factors would motivate them to apply in the future?
   - How familiar are librarians with LSTA? How do librarians prefer to hear about LSTA grant offerings?
   - How do librarians rate and interpret the Congressional priorities that IMLS has identified for 2012-2017?
   - What existing and new services do librarians want the State Library to consider using LSTA to fund?
   - How do librarians determine if a grant project is successful, i.e., outcomes for target market?

2) Target Market: Library Patrons [Librarians' interpretation of impact on lives of library patrons]
   - Which LSTA-funded services are patrons presently using?
   - How do librarians interpret patrons' perceptions of the relevancy of ISL needs and goals?
   - What affects would the potential loss of current LSTA-funded services have on library patrons?
   - What kinds of outcomes from the use of LSTA-funded programs have been realized by library patrons?

B. Methods used to produce evidence

Three primary methods were used to collect data from Indiana's library community.

1) The first method was the ***Internet survey***.[1] A twenty question survey instrument was distributed via eight list serves and direct email. These list serves have been established by the State Library to communicate with persons working in public libraries, academic libraries, school library media centers, and state institutional libraries that are located in all geographic areas of Indiana.

   In addition the survey was emailed to the following individuals and groups:
   - Librarians who have received LSTA grant awards in the past four years,
   - Directors of all academic libraries,
   - Directors of 16 of the largest public libraries in the state,
   - State Library staff,
   - Members of the Indiana State Library Advisory Council,
   - Email recipients of an on-line newsletter distributed by the State Library called "Wednesday's Word"
   - State Library's Facebook and Twitter accounts.
   - AISLE listserv [Association of Indiana School Library Educators.]

2) The second method was the ***focus group***.[2] Four questions were asked of 25 staff from 19 institutional libraries that attended a workshop at the State Library. The group of 25 staff was divided into three groups for the discussion.

[1] The Internet survey instrument and responses from all types of libraries is in Appendix C.
[2] Questions asked of the focus group and responses can be found in Appendix D.

3) The third method was ***computer assisted interviewing***.[3] Four grant award recipients were asked to provide narrative details about the challenges their LSTA-funded projects addressed, information about target markets, inputs, activities, program outcomes and evaluation of those outcomes.

C. Key findings related to each of the Congressional Priorities

1) Congressional Priority #1: Expanding Services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for all individuals of all ages.

Priority #1 applies to these LSTA-funded services: 1) INSPIRE, 2) Evergreen Indiana [Resource Sharing], 3) State Data Center, 4) Technology Training for Librarians , 5) Indiana Virtual Catalog [WorldCat], 6) Indiana Children's Literacy Project, 7) Internet Connectivity and 8) Sub-Grants: Technology, Innovative Technology, Indiana Memory & Digitization, and Geek the Library Public Awareness.

Key Findings for Congressional Priority #1

- **Activities achieved results for residents**:
  "New Knowledge" and "Increased Skills" [4]
- **Target markets**: the maximum number benefiting from LSTA-funded services:
  All State residents [5]
- **Extent** to which programs and services benefited targeted individuals:
  "To a great extent" [6]
- **Recommendation**:
  Continuation of each service if funding is available and needs persist among majority of target market.

2) Congressional Priority #2: Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.

Priority #2 applies to these LSTA-funded services: 1) INSPIRE, 2) Evergreen Indiana [Resource Sharing], 3) State Data Center, 5) Technology Training for Librarians, 6) Consultations on Various LSTA-Funded Services, 7) Internet Connectivity for Public Libraries, 8) Sub-Grants: Technology and Innovative Technology.

Key Findings for Congressional Priority #2

- **Activities achieved results for residents**:
  "New Knowledge" and "Increased Skills"
- **Target markets**: the maximum number benefiting from LSTA-funded services:
  All State residents
- **Extent** to which programs and services benefited targeted individuals:
  "To a great extent"
- **Recommendation**:
  Continuation of each service if funding is available and needs persist among majority of target market.

3) Congressional Priority #3: Providing electronic and other linkages among and between all types of libraries.

Priority #3 applies to these LSTA-funded services: 1) INSPIRE, 2) Evergreen Indiana [Resource Sharing], 3) State Data Center, 4) Technology Training for Librarians and 5) Indiana Virtual Catalog [WorldCat].

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[3] Questions asked on the Internet Interview and responses can be found in Appendix E.

[4] Options used throughout this evaluation included: "New Knowledge" and "Increased Skills"

[5] 2010 U.S. Census for Indiana : 6,423,113

[6] The factors used included: *"To a great extent", "To a moderate extent", "To some extent"* and *"Not at all".*

Key Findings for Congressional Priority #3

- **Activities achieved results for residents**:
  "New Knowledge" and "Increased Skills"
- **Target markets**: the maximum number benefiting from LSTA-funded services:
  All State residents
- **Extent** to which programs and services benefited targeted individuals:
  "To a great extent"
- **Recommendation**:
  Continuation of each service if funding is available and needs persist among majority of target market.

4) Congressional Priority #4: Developing public and private partnerships with other agencies and community-based organizations.

Priority #4 applies to these LSTA-funded services: 1) Internet Connectivity for Public Libraries, 2) Sub-Grants: Technology, Innovative Technology, Information Access for the Un-served, Indiana Memory and Digitization, and Institutional Literacy.

Key Findings for Congressional Priority #4

- **Activities achieved results for residents**:
  "New Knowledge" and "Increased Skills"
- **Target markets**: the maximum number benefiting from LSTA-funded services:
  All State residents
- **Extent** to which programs and services benefited targeted individuals:
  "To a great extent"
- **Recommendation**:
  Continuation of each service if funding is available and needs persist among majority of target market.

5) Congressional Priority #5: Targeting library services to individuals of diverse cultural, geographic, and socio-economic backgrounds to individuals with disabilities, and to individuals with limited functional literacy or information skills.

Priority #5 applies to these LSTA-funded services: Services for special populations including: 1) Blind & Physically Handicapped, 2) Indiana Children's Literacy Project, and 3) Institutional Literacy.

Key Findings for Congressional Priority #5

- **Activities achieved results for residents**:
  "New Knowledge" and "Increased Skills"
- **Target markets**: the maximum number benefiting from LSTA-funded services:
  All State residents
- **Extent** to which programs and services benefited targeted individuals:
  "To a great extent"
- **Recommendation**:
  Continuation of each service if funding is available and needs persist among majority of target market.

6) Congressional Priority #6: Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities including children [from birth through age 17] from families with incomes below the poverty line as defined by the Office of Management and Budget and revised annually in accordance with 42 USC Sec. 9902(2) applicable to a family of the size involved.

Priority #6 applies to this LSTA-funded service: Sub-Grant: Information Access for the Un-Served.

Key Findings for Congressional Priority #6

- **Activities achieved results for residents**:
  "New Knowledge" [Note: Public Library Services Enhanced or Made Available]
- **Target markets**: the maximum number benefiting from LSTA-funded services:
  21.7% of State residents that are under age 18 in 2010 [342,172 minors] [7]
- **Extent** to which programs and services benefited targeted individuals:
  "To moderate extent" [8]
- **Recommendation**:
  Modification of program if funding is available and needs persist among majority of target market.

D. Key Recommendations [9]

1) **Establish consistent procedures for collecting, extracting, and maintaining metrics related to activities that are funded by LSTA, especially for statewide projects. Implement protocols that will survive staff turnover at the State Library.**

2) **Look for ways using the media to inform the general public about library services, e.g. the known benefits of reading to preschool age children and the ways that libraries can help parents.**

3) **Strengthen the State's Five-Year Plan with measureable objectives, meaningful activities, and written annual assessment of progress and changes to the strategic plan.**

4) **Find ways to routinely and annually educate the library community at large around Indiana about the availability of LSTA sub-grants and what state-wide services that LSTA funds.**

5) **Find new ways to 'politically' influence and educate the local government leadership in counties where some residents do not reside in a public library district.**

6) **Develop an information program for public library managers and trustees about the options available to merge library districts and the benefits that residents might realize with such mergers. There are examples of recent mergers in Indiana that could be used as examples for others to consider.**

7) **Engage in dialogue with librarians to find ways to reduce operating costs while not affecting the quality and availability of library services.**

8) **Offer proactive leadership in helping libraries choose among available technologies that have library applications.**

9) **Library circulation is decreasing in some public libraries in Indiana. Perhaps attention needs to be given to studying why this is happening and what if anything can be done to enhance the perception of the value of the library to residents.**

10) **Regularly re-examine training offerings that are available to librarians and trustees from various providers. Determine where both strengths and weaknesses exist in current topics that are of relevance to the library community. Develop meaningful partnerships with other providers to guide the development of balanced offerings for the library community at large.**

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[7] http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_S1701&prodType=table 7 Feb 2012

[8] Recommendation based on number in target market for which benefits were offered.

[9] See notes for this section in Appendix F

11) Reexamine the various LSTA grant protocols that the State Library is presently using in these areas: [10]

- Application, implementation and reporting process required of Institutional libraries especially prisons and correctional facilities,

- Application process for all libraries, i.e. consider offering model grant applications and project concepts that local libraries can adapt,

- Add training with practical examples for grant applicants regarding 'how to do' not just 'thou shall do' Outcome Based Measurements,

- Consider adding training grants for public libraries in order to help these libraries meet current state certification standards; look at what other states are doing in this arena that is working,

- Keep management records of decisions that led to additions, deletions, expansions and abbreviations of LSTA-funded projects during the five year evaluation period. Provide reasons for such changes so information will be available for the evaluation process for 2013-2017,

- If LSTA funding is reduced, carefully consider the way to implement reductions in LSTA allocations. Not all LSTA funded projects are yielding the same value. Consider individual reductions based on the current levels of outputs and outcomes for each project, and

- Set a standard, that new protocols will be pre-tested in the field among practicing librarians before state-wide implementation. Capturing the perspective of the librarians in the field will make implementation and compliance progress more smoothly and with professional support.

[10] The State Library staff started reviewing and changing some of these protocols prior to completion of this report.

II. Background of the Study

A. Intended Users and Uses of this Evaluation

1) Users will include:

- Management staff at the Indiana State Library
- Staff in the Professional Development Office [11] at the Indiana State Library
- Staff in the Library Development Office [12] at the Indiana State Library
- Indiana State Library Advisory Council [13]
- Assorted other advisory committees formed by the Indiana State Library
- Indiana library community [*Key staff from all sizes and types of libraries*]

2) Uses will include:

- Learning about outcomes library patrons experienced who used LSTA-funded services will help in shaping future offerings.
- Making decisions about the future of LSTA-funded services. Such decisions may involve current program continuation, expansion, enhancement, reduction, or elimination.
- Studying the perceptions of various librarians will be helpful in examining issues related to the delivery and use of LSTA funded services from this perspective.
- Making a determination of the optimum ways that the State Library can communicate, educate and support Indiana librarians in their delivery of quality services to Indiana residents.
- Considering the key findings from an evaluation of the past five years for shaping and weaving new ideas as well as "big picture" looks at old ideas for possible inclusion in the subsequent five year plan.

B. Issues Addressed and Evaluation Questions

1) Retrospective Questions [14]

- "Did activities undertaken through Indiana's LSTA plan achieve results related to priorities identified in the Act?" See *Evaluation Findings, beginning on page 14.*

- "To what result were these results due to choices made in the selection of strategies and to what extent did these results relate to subsequent implementation?"

(*ANSWER*: Based on information and data provided by key stakeholders,[15] it appears that the selection of strategies did not change subsequent to the adoption of the LSTA Five-Year Plan.]

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[11] The Professional Development Office (PDO) supports the advancement and development of library staff in all Indiana libraries for improved services to the citizens of Indiana. The PDO includes specialists in the areas of programming, children's services, continuing education opportunities, and services available from the Indiana State Library. http://www.in.gov/library/pdo.htm 17 Jan 2012

[12] The Library Development Office (LDO) supports the improvement and development of library services to all Indiana citizens. The LDO includes specialists in the areas of library finance, management, planning, evaluation, and services to special populations. The LDO also administers statewide library services like interlibrary loan, library delivery services, and INSPIRE - Indiana's Virtual Library. http://www.in.gov/library/ldo.htm] 17 Jan 2012

[13] The Indiana State Library Advisory Council (ISLAC) serves as an advisory body for LSTA funding, public library standards, and other library issues. http://www.in.gov/library/islac.htm 17 Jan 2012

[14] Questions taken from "Guidelines for Five-Year Evaluation Report", Institute of Museum and Library Services, 2011

[15] For purposes of clarification, the term "key stakeholders" as used in this report include three employees of the Indiana State Library: 1) Director of Indiana State Library, 2) Associate Director of Indiana State Library, and 3) LSTA Consultant in Library Development Office.

- "To what extent did programs and services benefit targeted individuals and groups?" See *Evaluation Findings, beginning on page 14.*

2) **Process Questions** [16]

- "Were modifications made to the Indiana State Library Plan?"

(ANSWER: No modifications were made to the Five-Year Plan during the planning period according to key stakeholders at the Indiana State Library.)

- "How have performance metrics been used to guide policy and managed decisions affecting the Indiana State Library's LSTA-supported programs and services?"

(ANSWER: Quarterly/Annual metrics are collected from ISL employees and compiled for submission to the Governor's office for inclusion on the state's Transparency website (http://www.in.gov/itp/2334.htm). LSTA-related figures include:

- ✓ # INSPIRE searches
- ✓ # INSPIRE databases
- ✓ # Indiana Memory partners
- ✓ # Sub-grants awarded
- ✓ Talking Book services, e.g. number of subscribers to the *Electronic Newsline* from NFB" and "number of users of the *Newsline* per month" [17]
- ✓ Digitization metrics are presented to the Indiana Digital Library Governance Board.
- ✓ INSPIRE metrics are reported to the INSPIRE Advisory Committee meeting and are used to plan public awareness campaigns.
- ✓ Evergreen statistics are presented at Evergreen Indiana Board meetings and are reported in variety of methods (e.g. Evergreen blog, "Wednesday Word").
- ✓ Institutional metrics are reported to key employees upon request**,** especially when considering continuation of a program.
- ✓ The annual State Program Report requires the collection of metrics related to each project and the LSTA program, and in addition additional metrics are provided, e.g., how many projects were partnerships and how many were OBE related.

- "What have been important challenges to using outcome-based data to guide policy and managerial decisions over the past five years?"

(ANSWER: The evaluator, through questions presented to key stakeholders and research, has found that the State Library has not yet implemented a sampling process. Hence there is no outcome-based data available to present in this report for state-wide services administered by the State Library. Output data that has been presented in the "Key Findings" section has been determined by the Evaluator.

3) **Prospective Questions** [18]

- "How will lessons learned about improving the use of outcome-based inform the state's next five year plan?" See *Evaluation Findings, beginning on page 14.*

- "What key lessons has the Indiana State Library learned about using outcome based evaluation that other States could benefit from knowing?

(Recommendation: The evaluator advises that the State Library investigate a variety of ways that outcome based evaluation might be implemented by individual libraries who receive sub-grants. Then using these ideas proceed to develop training modules that would help libraries of various sizes, types and resources to easily and effectively collect outcome data. Perhaps other states have developed models that might be adapted by Indiana.

[16] Ibid – See footnote #10.
[17] http://www.nfb.org/images/nfb/publications/bm/bm09/bm0906/bm090612.htm 8 Feb 2012
[18] Ibid

If IMLS chooses to abandon their requirement for outcome based evaluation, then this recommendation can be disregarded as well. If IMLS does not abandon this requirement prior to the deadline for submission of the next 5-Year Plan, the Indiana State Library should proceed with inserting specific requirements and instruction about how libraries can determine what benefits the participants in any LSTA-funded service achieve. Planning to collect output data needs to be considered and included at the time of developing the next 5-Year Plan and not at the time of final evaluation.

Currently the 2012 Grant Guidelines, posted by the Indiana State Library on their web site, do not request output data [the specific benefits that participants receive during and after LSTA-funded program activities]. Rather these Grant Guidelines contain the following 'general' recommendations but there is no reference made to the consideration of capturing information about outcomes [19] for the target market:

"Desired Outcomes

Projects awarded grant funding must evidence the ability to produce at least one of the following outcomes.

□ Increased effectiveness of telecommunications, technology, and resources used in the library

□ Increased availability of up-to-date and reliable information

□ Delivery of new and improved programs that anticipate and meet Indiana residents' constantly changing needs for library services."

"LSTA Indiana Memory Digitization Grant 2012 Guidelines." 2012. Indiana State Library. 14 Jan. 2012. <http://www.in.gov/library/files/2012_Indiana_Memory_Digitization_Grant_Guidelines.pdf>

- "Based on the findings from the evaluation, include recommendations for justifying the continuation, expansion and/or adoption of promising programs in the next 5-year plan." See *Evaluation Findings, beginning on page 14.*

4) Internet Survey, Focus Group and Internet Survey Questions

- In general the questions asked on the survey, in three focus group sessions and in the Internet survey centered upon library patron usage and benefits.

- The key stakeholders wanted information that would guide them in the development of the next five year plan. Hence there was duplicity of purpose in collecting information.

- It was important to collect ideas that were exclusively those of the librarians and were not influenced by the researcher's choice of words. So there were three types of questions used in the Internet survey for a total of 20 questions: 1) closed [8 questions], 2) open [4 questions] and 3) a combination of closed and open (8 questions).

- At the end of the survey, respondents were invited to contact the evaluator privately and express any strong feelings that they might have about LSTA; no one responded to this invitation. In addition LSTA grant recipients were invited to participate in the Internet Interview. There were two responses to this invitation on the survey. Two additional libraries were invited for a total of four.

[19] Examples of outcomes include benefits for participants, i.e. new knowledge, increased skills, changed attitudes or values, modified behavior, improved condition, altered status. Source: United Way of America. Measuring Program Outcomes: A Practical Approach. United Way of America, 1996. Pg. 3

C. <u>Values and Principals Guiding the Evaluation Process</u>

The values and principals guiding this process included:

- Accuracy in recording, interpretation and respect for diversity of opinion and experience.
- Personal in-depth review by the evaluator of current literature in a manner that is consistent with the professional view of existing knowledge about evaluation.
- Attempting to communicate approaches accurately and in sufficient detail so others can understand.
- Avoiding misrepresentation of procedures, data or findings by providing thorough relevant detail,
- Seeking to protect the privacy of those who shared information with the evaluator.
- Respect for and unbiased reporting of the needs, interests, perspectives, and differences of the various stakeholders.
- Routinely communicating with and seeking input from key stakeholders about findings throughout the investigation process. Also repeatedly requesting additional supplemental information that would be relevant to the preparation of this evaluation study.

III. Description of Methodology

A. **Analysis of the strengths and weaknesses of the research design, tools and methods used, the process followed, data sources, and people interviewed.**

1) Tools

a. Internet Survey

- It is possible to collect data from large numbers of people inexpensively and quickly. **[Strength]**
- It is possible to describe the characteristics of a large population. **[Strength]**
- The survey format requires skills in sampling, question design and analysis. **[Weakness]**
- It is sometimes difficult to interpret the respondent's "real" answer especially when the question is open-ended. The evaluator must exercise judgment consistently when considering what the respondents are saying in the process of coding the data. **[Weakness]**

b. Focus Group

- Able to clarify the responses and probe for additional information. **[Strength]**
- In-depth discussion is possible. **[Strength]**
- Opinions can be influenced by others in the group. **[Weakness]**
- Results cannot be projected to sum of population. **[Weakness]**

c. Computer Assisted Interviewing

- Convenience and ease in handling for interviewer and respondent. **[Strength]**
- Data is more complete and accurate. **[Strength]**
- The respondent may have challenges in interpreting questions. **[Weakness]**

2) Research Design

The two main approaches used were Quantitative Research and Qualitative Research. Research methods used included Internet survey, one Internet survey received from the State Library staff on the training needs of librarians, three focus groups and an Internet Interview of four librarians.

B. Project/program stakeholders and the intended users of the evaluation participated in the process.

1) *Existing Resources and Data*: State Library staff provided access to documents that were reviewed by the evaluator including:
   - "LSTA grant applications" and "program report summaries" submitted by libraries,
   - State Program Reports, 2008 - 2010
   - LSTA Five-Year Plan, 2008 – 2012,
   - The "Evaluation of the Indiana Library Services and Technology Act [LSTA] Five-Year Plan, 2003-2007" prepared by Briljent, LLC.
   - Indiana State Library web site: < http://www.in.gov/library/libraries.htm>
   - Indiana State Government web site: <http://www.in.gov/> Jan 2012
   - Assorted metrics provided upon request and when available from the State Library

2) *Meetings and Reports*: Key stakeholders were engaged by the evaluator in discussions about the evaluation process. Meetings were held with stakeholders at least monthly and sometimes more frequently during the four month data collection period prior to the writing of this Five-Year Evaluation Report. Several reports and analysis of various data were shared with the stakeholders as these were prepared. The key stakeholders provided helpful insight to the evaluator.

3) *Agreement:* The Associate Director of the State Library and the evaluator reached agreement on the content of various reports and data that might be used in the final report.

4) *Internet Survey:* A draft of the Internet Survey was reviewed by 10 librarians representing public [4 from various sizes and locations around Indiana], public school [1], academic [2], special [1] and institutional [2] libraries in Indiana prior to distribution to the librarians throughout Indiana. These survey testers provided feedback as to clarity, content, length, and format. Then the key stakeholders at the State Library reviewed the draft and provided input. After these filtering activities, the survey was distributed to collect responses for a three week period beginning August 28, 2011.

   There were a total of 20 questions. The highest number of responses for a single question was 248 [Questions #1 and 2]. Of the 248 respondents, 23 looked at the survey but did not answer any questions beyond numbers 1 and 2. The final adjusted sum of respondents for the majority of questions was 225. The lowest number answering a single question was 63 [Question #18]. The average number of respondents answering each question was 181.6.

   The number of libraries in Indiana totals approximately 746 without inclusion of special libraries; the total number of professional staff working at these 5 types of libraries is unknown. [20]

   - Public libraries – 237 libraries as of January 1, 2012 with 1,624 librarians [December 31, 2010]
   - Academic libraries , Private and Public – 58 colleges and universities w/125 campuses [21]
   - School library media centers – estimate based exclusively on the total number of public school corporations in Indiana according to the Indiana Department of Public Instruction – 356. Some corporations may offer more than one school library media center.
   - Institutional libraries – 28 libraries
   - Special libraries – number of this type of library in Indiana is unknown.

[20] Data is only available for the number of librarians working in public libraries in Indiana.
[21] Statistics from "List of Public and Private Colleges and Universities accredited by either Indiana Commission on Public Education or Commission on Proprietary Education" <http://www.in.gov/library/3284.htm> 17 Jan 2012.

Total Libraries in Indiana	#	% of Total
Public School Corporations	356	47.7%
Public Libraries	237	31.8%
Academic Libraries by Campuses	125	16.8%
Special Libraries - # unknown	N/A	N/A
Institutional Libraries	28	3.8%
Totals	**746**	100.0%

Types of Libraries Represented by Survey Respondents	#	% of Total
Public Libraries	166	66.9%
School Library Media Centers	35	14.1%
Academic Libraries	24	9.7%
Special Libraries	12	4.8%
Institutional Libraries	11	4.4%
Totals	**248**	**100.0%**

Total Libraries Applying for LSTA Grants, FY 2008 - 2012	#	% of Total
Public Libraries	84	**51.9%**
Public Schools [individual schools]	29	**17.9%**
Institutional Libraries	29	**17.9%**
Academic Libraries	20	**12.3%**
Totals	**162**	**100.0%**

Q.#4: # People Served by Libraries of Respondents	#	% of Total
Less than 1,000	36	15.9%
1,001 to 9,999	75	33.0%
10,000 to 49,999	82	36.1%
50,000 to 99,999	20	8.8%
100,000 to 499,999	11	4.8%
500,000 to 999,999	0	0.0%
1,000,000 or more	3	1.3%
Totals	**227**	**100.0%**

When looking at the number of unique public library, academic library, public school, and institutional libraries that applied for grants [not all were awarded] between 2007 and 2011, there were a total of 163 library applicants. Based on this number of grant applying libraries, the number taking the survey [225] represents 138% of grant applying libraries.

However, this number is not precise since more than one individual from two public libraries are known by the evaluator to have taken the survey. If one half of the respondents represented unique libraries, then the number taking the survey would have represented 112 of the 163 grant applying libraries or an estimated 69% of libraries that applied for LSTA grants between fiscal years 2008 and 2011.

- 158 respondents were familiar with LSTA grants. [Survey Question #6]
- 96 had not applied for an LSTA grant between 2007 and 2011. [Survey Question #8]
- 99 replied that they had received an LSTA grant during fiscal years 2008 - 2011. [Survey Question #9]

C. Validity and reliability of the evidence

Reliability of some evidence has been tested in two areas. One area is data collected by the State Library between August 31 and September 19, 2011 about training needs of public library staff in Indiana. Some of the data collected on the researcher's Internet survey regarding this topic was similar to data collected by the State Library. The second test was data collected during a focus group of 25 Institutional Librarians. Again the data collected from Institutional Librarians on the Internet Survey was corroborated by the data collected during the three focus group sessions.

Validity has been strengthened in this report by using the actual words of the survey respondents. Adherence to accepted methodology has been maintained.

D. Ethical considerations

Ethical considerations made regarding this research include the following elements:

- Respect for accountability to the taxpayer.
- Honesty and reliability in relationship with client and all stakeholders
- Avoiding bias and being consistent in the interpretation of data for evaluation
- Caution and accuracy in keeping records
- Openness with all stakeholders
- Protection of confidentiality and respect for stakeholders privacy
- Value of lifelong learning and professional competency

IV. Evaluation Findings of LSTA-funded Services & Data Used to Support Findings

A. LSTA-Funded Service: INSPIRE

> ***"If INSPIRE was not available through LSTA, we would be unable to afford to provide access on our own."***

INSPIRE: *Addresses* Congressional Priority Numbers 1-2-3 [22]

Indiana State Library description of INSPIRE: INSPIRE is Indiana's Virtual Library. INSPIRE is a collection of academic databases and other information resources that can be accessed by Indiana residents using any computer equipped with an Internet Protocol (IP) address located in Indiana and a Web browser such as Firefox or Internet Explorer. … LSTA (Library Services and Technology Act) funding is used for administration costs. 11 Jan. 2012 <http://www.in.gov/library/inspire/faq.html>

→ **Results achieved pertinent to Congressional Priorities**:

#1: Residents' benefit was New Knowledge. An average of 7 database searches on INSPIRE was made per Indiana resident in calendar year 2011. This was a 19% increase over activity in 2010.

#2: Residents' benefit was New Knowledge. INSPIRE offered 58 databases by the end of FY2011. The target market for these databases is primarily teens and adults.

#3: Residents' benefit was New Knowledge. All libraries in Indiana that have Internet access were able to use and offer INSPIRE for the benefit of patrons.

→ **Target market**: All Indiana residents who have access to the Internet and can read. Note: According to some School Library Media Specialists, the current comprehension level of databases is not appropriate for elementary school age students.

→ **Extent to which INSPIRE benefited the target market**: "To a great extent"

[22] See details in Appendix B: Chart containing: 1) Congressional Priorities, 2) State Library Goals and 3) Services.

Supporting data: According to 191 survey respondents, INSPIRE is the most 'patron-used' service in Indiana that is funded by LSTA. The State Library has used LSTA funds to pay for print, web, and radio public service announcements that have been run by the media throughout Indiana between 2008 and 2011.

Statewide media attention has helped to move the use of INSPIRE to a household word among many Indiana residents. [Note: 3,686 PSA's were aired in fiscal year 2010], and there was also growth of 5.8% in the number of searches made on INSPIRE between 2009 and 2010.

When asked about how patron service would be affected if funding for INSPIRE were not available, 89 respondents answered that the loss would negatively affect the ability of their libraries to provide quality information services to patrons. Further for the libraries to assume the task of offering this service independent of LSTA funding would probably either not happen or the service would substantially be reduced from its 58 database offerings [Subscription number of database offerings as of October 2011].

Note: See Graph A in Appendix A: *INSPIRE Searches Completed*

Extreme Opinions about INSPIRE from Internet Survey Respondents: [23]

- Support from a *Public Library Director* serving 10,000 to 49,999 residents w/ annual budget of $1,000,000 to $5,000,000: *"INSPIRE funding impacts our patrons the most. Without support for [this], the library would need to allocate more funds for databases at the expense of something else—most likely other material budgets."*

- Support from a *School Media Specialist* serving fewer than 1,000 students and faculty w/annual budget of less than $10,000: *"My students and teachers use INSPIRE for much of their research. If INSPIRE was not available through LSTA we would be unable to afford to provide access on our own."*

- Support from *Academic Library Director* serving between 10,000 and 49,000 students and faculty w/annual budget of between $500,000 and $1,000,000: *"There would be a dramatic decline in resources available to our patrons since we depend heavily on the INSPIRE databases."*

- Other comment from a *School Media Specialist* serving fewer than 1,000 students and faculty w/annual budget of between $10,000 and $50,000. *"Not sure…INSPIRE while a valuable resource state wide is not effective or helpful to most elementary schools."*

B. LSTA-Funded Service: EVERGREEN INDIANA

Evergreen Indiana: *Addresses* Congressional Priority Numbers 1-2-3

"We are an Evergreen Indiana library and our patrons are extremely happy with it."

Indiana State Library description of Evergreen Indiana: Evergreen Indiana is a growing consortium of 95 public, school and institutional libraries located throughout Indiana that use the Evergreen ILS. Patrons of member libraries can use their Evergreen Indiana library card to view the catalogs and borrow materials from the other member libraries. The Evergreen Indiana catalog holds over 2.6 million bibliographic records and provides access to over 6.2 million items. The catalog may be viewed at: http://evergreen.lib.in.us/.
<http://www.in.gov/library/evergreen.htm> 11 Jan 2012

[23] Responses to Internet Survey Question #16

→ **Results achieved pertinent to Congressional Priorities**:

#1: Residents' benefit was New Knowledge. There were 669,915 patrons registered to use this service. They checked out an average of 12.2 items each through the member library network.

#2: Residents' benefit was New Knowledge. There was a combined collection available to users of 6,307,813 books and media among 95 member libraries. [24]

#3: Residents' benefit was New Knowledge. The consortium of public, school and special libraries had 95 member libraries.

→ **Target Market**: Indiana residents who have a library card at an Evergreen Indiana member library.

→ **Extent to which Evergreen Indiana benefited the target market**: "To a great extent"

Supporting data: As of January 1, 2012, 13.9% or 899,837 of Indiana's total population reside in a public library district where the library is a participating member of Evergreen Indiana. The libraries participating include 92 public libraries [38.8% of total public libraries in this state], the media centers of 2 public school corporations and the Indiana State Library.

Patron use of the Evergreen Indiana service ranks a distant second behind INSPIRE according to survey respondents when asked which state-wide LSTA funded services that library patrons are using. Only 14.2% of the total responses or less than half of those cast for patron use of INSPIRE were cast for Evergreen Indiana.

In addition 37 or 10.6% of the respondents commented that loss of Evergreen Indiana would either negatively affect the delivery of services or budget at their library. [25]

Eight of the 92 member public libraries were able to convert their card catalog to an automated catalog after joining Evergreen Indiana. This made the catalogs searchable via the Internet for the *first time by patrons*.

Note: Funding for Evergreen Indiana is folded into Innovative Technology Sub-Grants.

Relevant Statistics: Evergreen Indiana

Number of residents served by Evergreen Indiana [Note: The number of cardholders is less than the eligible population, e.g. "residents served"].

2009	595,287 [based on 2000 census] [26]
2010	795,322 [based on 2000 census]
2011	898,274 [based on 2010 census]

Note: See Graphs B & C in Appendix A: B) *# Public Libraries Participating in Evergreen Indiana & # Residents Served by EI Libraries, Jan 2012*, C) *Interlibrary Loan Activity Among EI Member Libraries, FY2009 – FY2010*.

[24] Count of collection items is based on statistics collected by the State Library in January 2011.
[25] Response to Internet Survey Question #16
[26] The first public library went live on Evergreen Indiana in August 2008; calendar year 2009 was the first full year of operation for the 2008 participating libraries.

Extreme Opinions about Evergreen Indiana from Internet Survey Respondents: [27]

- Support from a *Public Library Director* serving 1,000 to 9,999 residents w/annual budget of $100,000 to $500,000: *"It [Service] would be greatly compromised, especially if we did not have Evergreen. Our patrons and staff are very happy with Evergreen. The cost of replacing it would have a huge impact on being able to provide other services."*

- Support from a Public Library Director serving 10,000 to 49,999 residents w/annual budget of $100,000 to $500,000: *"We are an Evergreen Indiana library and our patrons are extremely happy with it. Being an Evergreen Indiana library also frees up funds to better serve patrons with staff and materials. Patrons would not receive the level of service they currently do."*

- Other comment from a Public Library Director serving 10,000 to 49,999 residents w/annual budget of $1 million to $5 million: *"[Evergreen Indiana] is absolutely no benefit to our patrons. Perhaps the non-Evergreen libraries should get an equal subsidy until the Evergreen ILS reaches the functionality of other systems."*

- Other comment from a Public Library Director serving 1,000 to 9,999 residents w/annual budget of $100,000 to $500,000: *"I do not think that state money should go into Evergreen."*

C. LSTA Funded Service: INDIANA DATA CENTER

IN Data Center Sub-Grants: *Addresses* Congressional Priority Numbers 1-2-3

Indiana State Library description of Indiana Data Center: The Indiana State Data Center makes the Census as well as other federal and state statistics on such topics as demographics and economics available through a statewide network of affiliates located in state agencies, universities, libraries, local planning agencies, small business development centers, and non-profit organizations.
<http://www.in.gov/library/isdc.htm> 11 Jan 2012

→ **Results achieved pertinent to Congressional Priorities**:
#1: Residents' benefit was New Knowledge. Staff answered 1,045 questions related to statistical data that came from Indiana's libraries, businesses and government officials. This was an average of 20 questions per week.

#2: Residents' benefit was New Knowledge. 2010 Census Redistricting Data and Census Summary information was added to the available resources in 2011.

#3: Residents' benefit was New Knowledge. All libraries in Indiana who have telephones or Internet access were able to use the services of the Data Center.

→ **Target market**: All Indiana residents who have access to the Internet and can read.

→ **Extent to which Data Center benefited the target market**: "To a moderate extent"

Supporting data: The State Data Center assists Indiana libraries in research of statistics from federal, state and local sources. Though growth in activity was experienced between fiscal years 2009 and 2010; there is not

[27] Responses to Internet Survey Question #16

sufficient data to make a determination as to the value of this service. In addition, only one survey respondent provided insight on this service. That statement appears below in Opinion section.

Relevant Statistics: **State Data Center**

	FY 2008	FY 2009	FY 2010
Number of Inquiries	N/A	650	1,045

Opinion about the State Data Center from Internet Survey Respondent: [28]

- Comment from a Reference/Information Librarian at a Special Library serving 1,000,000 or more residents: "*The State Data Center would not be funded, so the State would be burdened with providing the salary of any librarian[s] who serves the Data Center and the operating and supply costs needed to run the Center. This would create the potential for less and less service to Indiana patrons who need access to data and technology training.*"

D. LSTA Funded Service: TECHNOLOGY/INNOVATIVE TECHNOLOGY TRAINING FOR LIBRARIANS

Technology/Innovative Technology Training for Librarians: *Addresses* Congressional Priority Numbers 1-2-3

Indiana State Library description of Technology/Innovative Technology Training for Librarians: Training is provided statewide to librarians to assist them in using LSTA-funded services of the Indiana State Library. While INSPIRE and Evergreen Indiana dominate the training calendar, other classes are offered which aid librarians in making decisions about technology offerings.

"***Technology training**. There is a world of wonderful web 2.0 tools out there waiting to be used, and many librarians and library directors are not of the generation that grew up with this technology, and we are often so busy with day to day library business that we don't take or have the time to learn."*

→ **Results achieved pertinent to Congressional Priorities**:
#1: Librarians' benefit was New Knowledge and Increased Skills. The number of offerings has been decreasing between fiscal years 2008 and 2010. The average annual decrease was 18.4% in the number of training offerings. These offerings were limited to Technology and Evergreen Indiana ILS training [Innovative Technology]. According to survey respondents, library managers want additional training opportunities in technology as well as other areas relevant to workforce management. The State Library offers training in topics beyond Technology and Evergreen Indiana; these additional offerings are not funded by LSTA.

#2: Librarians' benefit was New Knowledge and Increased Skills. If training was provided for various databases, then this priority was addressed. Data was not provided to confirm that this was the case.

#3: Librarians' benefit was New Knowledge and Increased Skills. Training library staffs that have recently migrated to Evergreen Indiana influence the level of this activity. The number of training opportunities decreased an average of 17% annually between fiscal years 2008 and 2010. This decrease correlates with the decrease in the number of new libraries migrating to Evergreen Indiana.

[28] Response to Internet Survey Question #16

→ **Target market**: The staffs of Indiana's libraries. In public libraries at the end of 2010, there were 1,624 librarians employed. Census data is not available for the balance of librarians employed in other types of libraries.

→ **Extent to which Training benefited the target market**: "To a great extent"

Supporting data:

Relevant background information: In 2008, the Indiana State Library brought Public Library Certification into compliance with the Indiana Code. The Certification Requirements pertains to "all public library directors, library department or branch heads and professional assistants, except those who are employed at school libraries or libraries of educational institutions." [29] It may be important to understand Indiana's certification requirements in order to grasp the full meaning of the comments made by survey respondents.

The certification rules only apply to key personnel as outlined above. There are three different tiers of certification that are determined by the population that each public library serves. These levels are: libraries serving a population of 40,000 or more [A], 10,000 to 39,999 [B] and less than 10,000 [C] [30]

Then there are six "Librarian Certification Levels". These include a combination of ALA-accredited MLS degree with a prescribed number of years of professional experience and/or supervisory experience for Librarian Certificate 1, 2 and 3. Level 4 involves having a Bachelor's Degree with a prescribed 15 hours of library science. Level 5 requires 60 hours of college plus nine hours of prescribed library science courses. The last level requires a high school diploma or GED with five years of library experience or nine semester hours of required library science courses. [31]

In order to renew Indiana Public Library Certification, each librarian who works in a public library in Indiana must complete a prescribed number of library education units every five years of employment. Ten hours of the prescribed units, ranging from 100 to 75, must be "computer or technology related". [32]

The State Library does not provide sub-grants to individual public libraries for certification training. However, the State Library staff provides training opportunities that may earn library employees Technology Training Units. The State Library also credits training offered by others, i.e. Indiana Library Federation, Public Library Association of ALA, etc.

The survey respondents indicated there is a need for additional technology training. [33] In Graph D, the implied comments include general statements like "technology training". It was assumed that the respondents meant "technology training for staff" and not "technology training for patrons" unless the context of the remark indicated otherwise. These represent unique comments from respondents and not repeated statements from the same individuals.

There were 51 remarks about the need for technology training for library staff or 2.2% of the sum of all comments made under these five survey questions [n=2,373].

The State Library conducted a separate survey about training needs in Indiana between Aug 31, 2011 and Sept 13, 2011 and received 394 responses:

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[29] Source: Indiana Public Library Certification Manual. Produced by Indiana State Library Professional Development Office, October 2008, page 5-3.
http://www.in.gov/library/files/5_Indiana_Public_Library_Certification_Manual_09.pdf 12 Jan 2012

[30] Ibid, page 5-4

[31] Ibid, pages 5-4—5-5

[32] Ibid, page 5-6

[33] Comments in Graph D are a collection of responses to Internet Survey questions: #5, #12, #16, #17, and #18.

The highest ranked technology training response in the ISL survey came from "new technology services, i.e. e-books and e-readers with 203 raking this topic as "very important at this time". This information corroborates with that collected on the Internet Survey, e.g. There is a high level of interest in learning about e-books and e-readers.

Note: See Graph D, Chart E, Graph F and G in Appendix A: D) *Technology Training*, E) *Technology and Evergreen Training Data from ISL Survey*, F) *Technology Training Offerings*, and G) *Estimated Number of Attendees at Technology Training Events*.

Extreme Opinions about Technology Training for Library Staff from Internet Survey Respondents:

- Support from a *Public Library Director* serving 10,000 to 49,999 residents w/annual budget of $500,000 to $1,000,000: *"Technology training. There is a world of wonderful web 2.0 tools out there waiting to be used, and many librarians and library directors are not of the generation that grew up with this technology, and we are often so busy with day to day library business that we don't take or have the time to learn."* [34]

- Support from Academic Library employee serving 1,000 to 9,999 students and faculty w/annual budget of $100,000 to $500,000: "Yes, we need some deep technology & pedagogy training." [35]

- Other Comment from *Public Library Director* serving 10,000 to 49,999 w/annual budget of $1,000,000 to $5,000,000: "Ridiculous standards imposed by the State Library, especially certification – a total waste of money and time." [36] [Note: Technology training is implied along with other types of training.]

E. LSTA-Funded Service: CONSULTATIONS on various LSTA-FUNDED SERVICES

Consultations on LSTA-Funded Services:
Addresses Congressional Priority Numbers 1-2

Professional advice is given upon request by designated staff at the Indiana State Library on these topics: Digitization, Talking Books, Institutional Literacy, Evergreen Indiana, and LSTA grants. These professional positions are funded by LSTA.

"[We need] library consultants who understand all the technology and what is coming, who can help make decisions about how to staff and in what way, what technology is needed¸ and needs to be planned for, etc."

→ **Results achieved pertinent to Congressional Priority**:
#1 and #2: Librarians' benefit was New Knowledge and Increased Skills. Data is incomplete. However, statistics of a portion of the activity indicates that librarians have been helped through consultations with various library staff.

→ **Target market**: The staffs of Indiana's libraries. In public libraries at the end of 2010, there were 1,624 librarians employed.

→ **Extent to which Consultations benefited the target market**: "To a moderate extent" [Incomplete data available]

[34] Response to Internet Survey Question #5
[35] Response to internet Survey Question #18
[36] Response to Internet Survey Question #16

Note: See Graph H, *Consultations, FY 2008 – FY2010* and Graph I, *Consultants Working at ISL Paid w/LSTA Funding* in Appendix A.

There was no data on number of consultations related to Evergreen Indiana.

Opinions about Consultations from Internet Survey Respondents:

- Opinion from a Public Library Manager serving 10,000 to 49,999 w/annual budget of $1,000,000 to $5,000,000: "*Library consultants who understand all the technology and what is coming, who can help make decisions about how to staff and in what way, what technology is needed, and needs to be planned for, etc.*" [37]

F. LSTA-Funded Service: SERVICES FOR THE BLIND AND PHYSICALLY HANDICAPPED including Talking Books and Braille Library Collections

Services for the Blind and Physically Handicapped:
Addresses Congressional Priority Number 5

Indiana State Library description of Talking Books and Braille Library Collections: The following types of materials are available for loan, free of charge, from the Talking Book and Braille Library of the Indiana State Library, the Regional Library for the Blind and Physically Handicapped. Borrowers must meet basic eligibility requirements set by the National Library Service for the Blind and Physically Handicapped at the Library of Congress. Source: <http://www.in.gov/library/2402.htm> 11 Jan 2012.

"Significant loss of important services that is not attainable from any other source due to the high cost: Blind and Handicapped Services."

→ **Results achieved pertinent to Congressional Priority**:
#5: Residents' benefit was New Knowledge. The number of circulations have fallen 25% between FY2008 and FY2010.

→ **Target market**: About 9,600 Indiana residents who have visual impairments were served during fiscal year 2010. This was an increase of about 7% over those served in FY2008. The three year estimate on the number of individuals with vision challenges totals 3.3% of Indiana's 2010 census or 211,963. The LSTA funded program is serving approximately 4.5% of those with visual impairments. [38]

→ **Extent to which Talking Books and Braille Library Collections benefited the target market**: "To a great extent"

Supporting data: About 33% [n=71] of the 212 respondents in Survey Question #13 listed 'Library Services for the Blind & Physically Handicapped as a service that patrons use.

Librarians consider services for special populations including blind and physically handicapped [plus those in state funded institutions] to be "essential" by 36 respondents and an additional 45 rated these services as "very important". [39]

In addition ten or 2.9% of the respondents commented that loss of services for the blind and physically handicapped would affect the delivery of services or budget at their library. [40]

[37] Ibid

[38] Table S1810 – Disability Characteristics, 2008-2010 American Community Survey 3-Year Estimates.

[39] Response to Internet Survey Question #14

Extreme Opinions about Services for the Blind & Physically Handicapped:

- Support from a *Public Library* Director serving 10,000 to 49,999 residents w/annual budget of $1,000,000 to $5,000,000: "We do have some patrons who take advantage of the Services for Blind and Physically Handicapped; losing those services would be a negative impact." [41]

- Support from a *Public Library* Director serving 1,000 to 9,999 residents w/annual budget of $100,000 to $500,000: *"Significant loss of important services that are not attainable from any other source due to the high cost: Blind and Handicapped Services."*[42]

G. LSTA-Funded Service: Indiana Virtual Catalog/WorldCat

Indiana Virtual Catalog/WorldCat:
Addresses Congressional Priority Numbers 1-3

Indiana Virtual Catalog/WorldCat: WorldCat is the world's largest network of library-based content and services. WorldCat is a "master" catalog of library materials. It's a way for you to locate a book, video or other item of interest and discover which libraries near you own the item. Individual member libraries in your community and elsewhere provide the actual services, such as loaning you a book or providing access to online articles. WorldCat lets you search the collections of libraries in your community [e.g., Indiana] and thousands of other libraries around the world. Source: <http://www.oclc.org/support/help/worldcatorg/ApplicationHelp.htm> 17 Jan 2012

"Indiana Virtual Catalog [is] critical for our ability to provide library users with required services."

→ **Results achieved pertinent to Congressional Priorities**:
#1: Residents' benefit was New Knowledge. Searches have decreased slightly since FY2008 by 6.6%.

#3: Residents' benefit was New Knowledge. All libraries in Indiana who have Internet access were able to use and offer the Indiana Virtual Catalog for the benefit of patrons.

→ **Target market**: All Indiana residents who have access to the Internet and can read.

[40] Response to Internet Survey Question #16
[41] Ibid
[42] Ibid

→ **Extent to which Indiana Virtual Catalog benefited the target market**: "To a great extent"

Supporting data: Searches

FY2008 359,852 [An increase of 58% over FY2007]
FY2009 337,940
FY2010 336,031

Extreme Opinions about Indiana Virtual Library/WorldCat from Internet Survey Respondents:

- Support from an *Academic Library Director* serving 10,000 to 49,999 students and faculty w/annual budget of $10,000,000 to $50,000,000: "*Indiana Virtual Catalog [is] critical for our ability to provide library users with required services*." [43]

- Other Comment from the CEO of an Academic Library serving 10,000 to 49,000 students and faculty w/annual budget of $5,000,000 to $10,000,000: "Quite honestly, the other thing, IVC is not important to our community. [44]

H. LSTA-Funded Service: INDIANA CHILDREN'S LITERACY PROJECT

"We would have to scramble to find the resources to provide something to replace the children's literacy tools currently supplied by the state."

Services for the Indiana Children's Literacy Project:
Addresses Congressional Priority Numbers 1-5

Indiana State Library description of the Indiana Children's Literacy Project: The State Library provides state-wide support for early childhood literacy by providing training and funding for statewide programs like "Every Child Ready to Read @ Your Library [ECRR], a Collaborative Summer Reading Program, and AWE workstations.[45] Source: ISL staff

→ **Results achieved pertinent to Congressional Priorities**:

#1: Librarians' benefit was New Knowledge and Increased Skills. Training workshops and materials were provided for librarians. Reading kits were provided for librarians to use with children.

#5: Children's benefit was New Knowledge and Increased Skills. In FY2008, 836 children attended events in local libraries where staffs had been assisted with Early Childhood Reading information. In FY2009, 725 children attended. There was no data for FY2010.

→ **Target market**: All librarians and the children as well as parents residing in the various library districts where librarians took advantage of training opportunities.

→ **Extent to which the Indiana Children's Literacy Project benefited the target market**: "To a great extent"

[43] Response to Internet Survey Question #16
[44] Ibid
[45] The South Carolina State Library describes AWE Computers like this: "This project seeks to increase the ability of young children (ages 2-5) to use simple computer programs which convey basic literacy concepts via the AWE Early Literacy Workstations. Young children and their parents will gain an understanding of the importance of family reading and early literacy through the use of colorful, enjoyable, and effective computer-based literacy interactions." Source: http://www.statelibrary.sc.gov/awe-early-literacy-stations-mini-grant-for-sc-public-libraries 26 Jan 2012.

Opinion about Indiana Children's Literacy Project from Internet Survey Respondents:

- Support from a *Public Library Director* serving 1,000 to 9,999 residents w/annual budget of $100,000 to $500,000: We would have to scramble to find the resources to provide something to replace the children's literacy tools currently supplied by the state. [46]

I. LSTA-Funded Service: INTERNET CONNECTIVITY FOR PUBLIC LIBRARIES [47]

Services for Internet Connectivity for Public Libraries:
Addresses Congressional Priority Numbers 1-2-4

Indiana State Library description of Internet Connectivity: An allocation of $69,946 for 17 public libraries in Indiana for internet connectivity. From "Indiana State Program Report Summary for Fiscal Year 2010" pg. 54

> ***"We are the only public Internet access in at least 10 mile area from the library, so LSTA funding is vital to keep us current."***

→ **Results achieved pertinent to Congressional Priorities**:
#1: Residents' benefit was New Knowledge. Access to the Internet was a benefit for residents of each of the 17 public library districts.

#2: Residents' benefit was New Knowledge. Access to INSPIRE and the Indiana Virtual Catalog via the Internet was a benefit for these residents as well.

→ **Target market**: Indiana residents served by the 17 participating public libraries.

→ **Extent to which Internet Connectivity benefited the target market**: "To a great extent"

Supporting data: In FY2010, the State Library funded Internet connectivity for 17 public libraries at a total cost of $69,946. The funding was folded into Technology Sub-Grants.

Opinion

- Support from a *Manager* at a Public Library serving 1,000 to 9,999 w/annual budget of $100,000 to $500,000: "We are the only public Internet access in at least 10 mile area from the library, so LSTA funding is vital to keep us current." [48]

[46] Ibid
[47] This was included in Technology Sub-Grants.
[48] Response to Internet Survey Question #16.

J. LSTA Funded Service: Six LSTA SUB-GRANTS – Fiscal Years 2008 - 2010

LSTA Sub-Grants include six categories of sub-grants that various types of libraries may apply for each year including: 1) Technology, 2) Innovative Technology, 3) Information Access for Un-Served, 4) Indiana Memory & Digitization, 5) Institutional Literacy, and 6) Public Awareness, e.g. Geek the Library.

- ✓ The State Library offers six sub-grants to Indiana's libraries. The eligibility for various libraries to apply and data about grant awards follows: [Note: See Graph J in Appendix A: *Differences Sub-Grant Funding Made for Target Audience According to Survey Respondents*.]

  Note: In some of these six categories the State Library combines sub-grant funding with funding for statewide projects. The following discussion is limited exclusively to sub-grant activities.

Sub-Grant #1: Technology: public, school media, academic, and special libraries in Indiana (Indiana institutional libraries are not eligible.)

Technology Sub-Grants:
Addresses Congressional Priority Numbers 1-2-4

Indiana State Library description of Technology Sub-Grants: The Indiana State Library offers LSTA sub-grants to help Indiana libraries provide their users with the new and improved technology necessary to meet their residents' ever changing needs for library services and access to information. Libraries may use these sub-grants to better meet the technological needs of their community. Source: http://www.in.gov/library/files/2011_Technology_Grant_Guidelines.pdf -- 11 Jan 2012

"Keeping up with technology is huge and the LSTA grants have been a wonderful help."

- → **Results achieved pertinent to Congressional Priorities**:
  #1: Residents' benefit was New Knowledge and Increased Skills. 64 libraries received grant awards; libraries represented were public, academic, and public school media centers.

  #2: Residents' benefit was New Knowledge and Increased Skills. Many award winning libraries used the new technology for access to the Internet.

  #4: Residents' benefit was New Knowledge. Some of the libraries developed projects that worked in partnership with other libraries, museums, etc.

- → **Target market**: Patrons served by host libraries.

- → **Extent to which Technology Sub-Grants benefited the target market**: "To a great extent"

- → **Eligibility**: public, school media, academic, and special libraries with Indiana institutional libraries not being eligible.

- → **Grant Expenditures FY2008-2009-2010: Mean [$6,925.14] - Median [$7,264] - Mode [$8,000]**

Supporting data:

Technology Sub-Grants, FY2008 - FY2010	Totals	% All Sub-Grant Awards
Total grants approved	91	46.4%
Total grants NOT approved	46	
Total LSTA funds spent	$630,188	32.7%
Total libraries receiving grants that applied	64	
Total libraries NOT receiving grants that applied	40	

Extreme Opinions about Technology Sub-Grants:

- Support from a *Public Library Technology* employee serving 10,000 to 49,999 residents w/annual budget of $500,000 to $1,000,000: *"Some of our children's computers that we otherwise might not have been able to put in place came to us through a grant. They are heavily used by a wide range of ages and would be sorely missed. Technology needs change faster than our budgets can keep up with. Having opportunity to seek this support means we can try to fill the gaps we discover."* [49]

- Support from a *Public Library Director* serving 10,000 to 49,999 residents w/annual budget of $500,000 to $1,000,000: *"We would be hard-pressed to keep up financially with keeping our technology up to date. Having newer versions of software on our computers, having our new laptop computers to aid in computer classes, are all important to our patrons. Our patrons are very grateful for the wireless service that we now have, that they have been asking for several years now, and some groups that now meet in the library, using our wireless access would have to [find] other places to meet if we had to give that up. We also have several patrons who depend on our computers for taking online college classes, it would be very detrimental to them if they could not have access to an up to date computer with a reliable Internet connection."* [50]

- Other comment from a *Public Library Director* serving 1,000 to 9,999 residents w/annual budget of $1,000,000 to $5,000,000: *"Just give us all a fair chance at the grants. Don't give preference to Evergreen libraries."* [51]

- Other comment from an *Academic Library Manager* serving 10,000 to 49,999 students and faculty w/annual budget of $10,000,000 to $50,000,000: "Most of the technologies now common in libraries are no longer 'cutting edge' and should be considered part of a library's normal operation budget." [52]

[49] Response to Internet Survey Question #16
[50] Ibid
[51] Response to Internet Survey Question #12
[52] Response to Internet Survey Question #17

Innovative Technology Sub-Grants:

Addresses Congressional Priority Numbers 1-2-4

> ***"[Lack of LSTA funding] would hamper trying new, innovative projects which our school cannot fund."***

Indiana State Library description of Innovative Technology Sub-Grants: The Indiana State Library will offer all public, school media, academic, and special libraries in Indiana the opportunity to receive federal funds for the purpose of developing innovative library technology projects with the potential for state-wide impact. With assistance from these grant funds, libraries should incorporate innovative methods and emerging technologies into their current library services to address the ever-changing needs of their patrons. Libraries should use these funds to test the effectiveness of new program and service implementation and to discern their applicability and potential as a model for enhancing library technology and service. Source: http://www.in.gov/library/files/2011_Innovative_Library_Technology_Grant_Guidelines.pdf -- 11 Jan 2012

→ **Results achieved pertinent to Congressional Priorities**:

#1: Residents' benefit was New Knowledge and Increased Skills. 13 libraries received sub-grant awards; libraries represented were public, academic, and public school media centers.

#2: Residents' benefit was New Knowledge and Increased Skills. Many grant award winning libraries used the new technology to access the Internet.

#4: Residents' benefit was New Knowledge. Some of the libraries partnered with other libraries, museums, and public agencies.

→ **Target market**: Patrons served by host libraries.

→ **Extent to which Innovative Technology Sub-Grants benefited the target market**: "To a great extent"

→ **Eligibility**: public, school media, academic, and special libraries with Indiana institutional libraries not being eligible.

→ **Grant Expenditures FY2008-2009-2010: Mean [$42,519.82] - Median [$24,990] - Mode [*numerous*]**

Supporting data:

Innovative Technology Sub-Grants, FY2008 - FY2010	Totals	% of All Sub-Grant Awards
Total grants approved	11	5.6%
Total grants NOT approved	8	
Total LSTA funds spent	$466,618	24.2%
Total libraries receiving grants that applied	10	
Total libraries NOT receiving grants that applied	8	

Note: Funding for Evergreen Indiana was folded into Innovative Technology Sub-Grant Funding in 2008.

Extreme Opinions for Innovative Technology Sub-Grants:

- Other comment from a *Public Library Director* serving 1,000 to 9,999 residents w/ annual budget of $100,000 to $500,000*: "Grants were too specific and too big for our needs."* [53]

- Other comment from a *Public Library Director* serving 10,000 to 49,999 residents w/annual budget of $1,000,000 to $5,000,000: *"Staff and resources were needed to build on basic services, not for innovation right now."* [54]

- Other comment from a Public Library Director serving 10,000 to 49,999 residents w/annual budget of $1,000,000 to $5,000,000: *"Lowering the bar for innovative projects. I would love to see LSTA Funds available to establish regional tech assistance for all of us. OR just a technology expert at ISL for us to call."*

Information Access for the Un-Served Sub-Grants:
Addresses Congressional Priority Numbers 4-6

"38 counties [of 92] have areas of un-served in them. It is a big problem."

Indiana State Library description of Information Access for the Un-Served: The goal of this project is to assist public libraries in providing library services to these un-served and underserved populations. The Indiana State Library will use these grant monies to provide support for Indiana libraries making a concerted effort to extend their current service area or services such that un-served or underserved populations gain increased access to library services and electronic resources.
Source: http://www.in.gov/library/files/2012_Information_Access_for_the_Un-served_Grant_Guidelines.pdf 21 Jan 2012.

→ **Results achieved pertinent to Congressional Priorities**:
#4: Residents' benefit was New Knowledge. [Note: Public Library Service Enhanced or Made Available] Four public libraries received grant awards. In 2008, 2 existing public library districts were consolidated [10,698 residents-2010 census] in Adams County. However, there are still 69% of the county residents that remain un-served. In Franklin County, the County Commissioners voted for and then against expanding the public library district from 11,123 residents [2010 census] to 23,087. The Nappanee Public Library added 754 residents; in 2010 this library is serving 10,082. This library was the only library district receiving a grant that added previously un-served residents to the library service district.

#6: Residents' benefit was New Knowledge. Question for ISL: Any data on how this Priority was addressed?

→ **Target market**: Patrons served by host libraries.

→ **Extent to which Information Access Sub-Grants benefited the target market**: "To a moderate extent"

→ **Eligibility**: Only public libraries are eligible.

→ **Grant Expenditures FY2008-2009-2010: Mean [$10,147] - Median [$8,076.50] - Mode [*all four*]**

[53] Response to Internet Survey Question #8
[54] Ibid

Supporting data:

Information Access for the Un-Served Sub-Grants, FY2008 - FY2010	Totals	% of All Sub-Grant Awards
Total grants approved	4	2.0%
Total grants NOT approved	0	
Total LSTA funds spent	$40,588	2.1%
Total libraries receiving grants that applied	4	
Total libraries NOT receiving grants that applied	0	

Extreme Opinions for Information Access for the Un-Served Sub-Grants:

- Other comment from a *Public Library Manager* serving 10,000 to 49,999 w/no budget data reported: "Fund un-served areas non-resident costs." [55]

- Other comment from a *Public Library Director* serving 1,000 to 9,999 w/ budget of $50,000 to $100,000: "Assist local libraries in developing targeted marketing materials to "sell" library service to those in un-served areas." [56]

Indiana Memory and Digitization Sub-Grants:
Addresses Congressional Priority Numbers 1-4

Indiana State Library description of Indiana Memory and Digitization: Indiana Memory is a collaboration of Indiana libraries, museums, archives, and related cultural organizations that is a digital library that enables access to Indiana's unique cultural and historical heritage through a variety of digital formats and free distribution over the Internet. Source: http://www.in.gov/library/indianamemory.htm -- 11 Jan 2012.

"..Our history reminds [us] of who we are, where we have been and where we are going. Without digitization, much of this material may be lost forever."

→ **Results achieved pertinent to Congressional Priorities**:
#1: Residents' benefit was New Knowledge. Thirty three libraries received LSTA grants between FY2008 and 2010 which, in turn, put many new pages of digitized documents on the Internet.

#4: Residents' benefit was New Knowledge. Partnerships included libraries working with local museums, historical societies, State Archives, etc.

→ **Target market**: Patrons served by host libraries.

→ **Extent to which Indiana Memory and Digitization Sub-Grants benefited the target market**: "To a great extent"

[55] Response to Internet Survey Question #18
[56] Ibid

→ **Eligibility**: public, school media, academic, and special libraries with only Indiana institutional libraries not being eligible.

→ **Grant Expenditures FY2008-2009-2010: Mean [$15,700.34] - Median [$14,489] - Mode [$24,000]**

Supporting data:

Indiana Memory & Digitization Sub-Grants, FY2008 – FY2010	Totals	% of All Sub-Grant Awards
Total grants approved	32	16.3%
Total grants NOT approved	12	
Total LSTA funds spent	$502,411	26.0%
Total libraries receiving grants that applied	19	
Total libraries NOT receiving grants that applied	11	

108 librarians identified this as an 'essential goal', 98 said it was 'very important' and 13 said it was 'somewhat important'. Loss of funding for Indiana Memory would negatively affect 11 libraries according to survey respondents in areas of service offerings and budget.

Extreme Opinions for Indiana Memory and Digitization Sub-Grants:

- Support from an *Academic Library Director* serving 10,000 to 49,999 w/ annual budget of $1,000,000 to $5,000,000: *"LSTA grants for digitization are helping to preserve Indiana's rich history and contribution to the social fabric of the United States. It may seem frivolous to some, but our history reminds of who we are, where we have been and where we are going. Without digitization much of this material may be lost forever."* [57]

- Other comment from a *Public Library Director* serving 50,000 to 99,999 residents w/ annual budget of $1,000,000 to $5,000,000: "Funding for digitization projects; don't limit the scope of projects." [58]

- Other comment from a *Public Library Director* serving 1,000 to 9,999 residents w/annual budget of $50,000 to $100,000: *"Small projects for small libraries that would help meet the cost of projects needed. Example: Old newspapers on Microfilm that need to be digitized. Present newspapers digitized. Feel like we can't compete with bigger libraries with innovative ideas and huge projects."* [59]

Institutional Literacy Sub-Grants:
Addresses Congressional Priority Numbers 4-5

Indiana State Library description of Institutional Literacy Sub-Grants: The Indiana State Library will offer grants to institutional libraries in Indiana for the primary purpose of facilitating improved literacy among the individuals they serve. Institutions should meet literacy goals at multiple educational levels (i.e. for new readers, for those preparing to

"Target lower level reading patrons [and] improve skills for re-entry."

[57] Response to Internet Survey Question #16
[58] Response to Internet Survey Question #12
[59] Ibid

enter the labor market, for those who speak a language other than English, etc.), and should request funds for library materials that meet the specific literacy needs of the populations they serve. Institutions should also request materials that are frequently borrowed through inter-library loan. Source: http://www.in.gov/library/3373.htm -- "2012 Grant Guidelines" 21 Jan 2012.

→ **Results achieved pertinent to Congressional Priorities**:
#4: Residents' benefit was New Knowledge and Increased Skills. In FY2009, the Pendleton Juvenile Correctional Facility and the Providence Junior/Senior High School partnered to develop at reading list that would be used to develop a library of popular books for inmates. The project helped to change the inmates "perception of the library".

#5: Residents' benefit was New Knowledge and Increased Skills. As an example, the young men at Camp Summit Boot Camp Juvenile Facility took a pretest before entering the facility and a posttest prior to being released from the facility; 57% of the students improved on their reading scores during the grant period in FY2008. New reading formats were introduced and teachers felt that this motivated some of the young men to improve their attitudes about reading during their stay at the facility.

→ **Target market**: Patrons served by host libraries.

→ **Extent to which Institutional Literacy Sub-Grants benefited the target market**: "To a great extent"

→ **Eligibility**: Limited to institutional special libraries, e.g. prisons, deaf and blind schools

→ **Grant Expenditures FY2008-2009-2010: Mean [$3,707.76] - Median [$3,374] - Mode [$1,495]**

Supporting data:

Institutional Literacy Sub-Grants, FY2008 – FY2010	Totals	% of All Sub-Grant Awards
Total grants approved	45	23.1%
Total grants NOT approved	16	
Total LSTA funds spent	$166,856	8.6%
Total libraries receiving grants that applied	25	
Total libraries NOT receiving grants that applied	14	

Extreme Opinions for Institutional Literacy Sub-Grants:

- Support from an *Institutional Library librarian* serving less than 1,000 w/annual budget of less than $10,000: *"People would not have anything to keep their minds stimulated, have at least some idea of how fast the world is changing while they are locked up, and would not be able to get new books."* [60]

- Support from an *Institutional Library Librarian* serving less than 1,000 residents w/no budget: *"We would not be able to serve lower level reading patrons due to the fact that most of our donated books are best sellers. The lack of appropriate reading material would isolate them from being able to utilize the library."* [61]

[60] Response to Internet Survey Question #16
[61] Ibid

- Other comment from a *Public Library Director* serving 1,000 to 9,999 residents w/annual budget of $100,000 to $500,000: *"Those in an institution do not need good service. They are receiving a punishment so do not need to benefit from a good service. They can wait longer or have to go without.* [62]

Public Awareness Sub-Grants: *Addresses* Congressional Priority Number 1

Indiana State Library description of Public Awareness Sub-Grants: "The Public Awareness sub-grant supports implementation of a statewide marketing plan to increase the visibility and awareness of LSTA programs. Training/workshops to support LSTA programs: INSPIRE Digitization, Evergreen, etc. Through this grant, Geek the Library Sub-Grants was also offered to a select group of 13 public libraries during FY2010." Source: ISL staff.

→ **Results achieved pertinent to Congressional Priority**:
#1: Residents' benefit was New Knowledge. Thirteen public libraries received sub-grant awards of $10,000 each.

→ **Target market**: Residents served by host libraries.

→ **Extent to which Public Awareness Sub-Grants benefited the target market**: "To a great extent"

→ **Eligibility**: Limited to public libraries

→ **Grant Expenditures FY2008-2009-2010: Mean [$9,423] - Median [$9,879] - Mode [$10,000]**

Supporting data:

Public Awareness [Geek the Library] Sub-Grants, FY2011	Totals	% of All Sub-Grant Awards
Total grants approved	13	6.6%
Total grants NOT approved	0	
Total LSTA funds spent	$122,499	6.4%
Total libraries receiving grants that applied	13	
Total libraries NOT receiving grants that applied	0	

Thirteen Approaches to "Geek the Library"

The public libraries in the communities of Auburn, Lawrenceburg, Greensburg, Bedford, Mitchell, Jasper, Greenwood, Avon, Zionsville, Brownstown, Seymour, Tipton, Decatur, Geneva and Muncie found many ways to promote the assortment of services that they provide to local residents. Each was trying to reach and engage the infrequent and non-user. As a result there seems to be a lot of new "buzz" in these communities about what is being offered for folks of all ages and interests by public libraries.

In Greensburg, a local radio station owner wrote a song and featured it on the air about library offerings. Videos were produced and are being shown on local library websites and spread via social media. In one library, a partnership was forged with Work One [State Agency that helps residents improve job skills

[62] Response to Internet Survey Question #17

and find jobs.] to expose the community to use of INSPIRE for career resources. Another put together a tutorial that shows a 'how to use' on YouTube about using INSPIRE. [63] Several blitzes were organized using various media sources with the "Geek the Library" message like radio, billboards, and print publications.

Opinion for Library Public Awareness [Geek the Library] Sub-Grants:

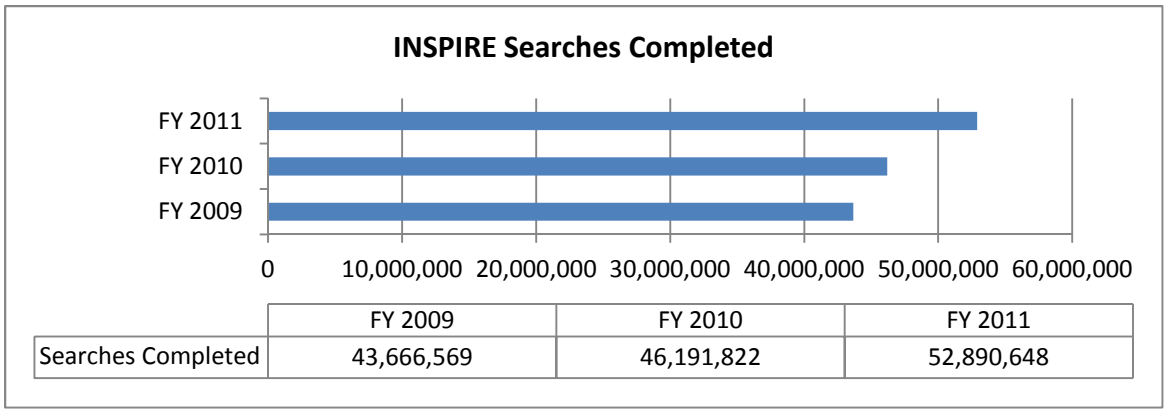
- Support from a Public Library Director serving 50,000 to 99,999 residents w/ annual budget of $5,000,000 to $10,000,000: *"Services such as Geek the Library [is] definitely [a] valuable [program] that we want and helps us. Without [this] we would not be able to provide as much to our patrons and the loss of this program would be noticed. We will be using Geek the Library and think it can make a difference [in] creating more community interest in the library. It will be more powerful as a state-wide project."* [64]

The following is a sample of a promotional piece developed and used by the Hussey-Mayfield Memorial Public Library in Zionsville, Indiana:

[63] http://www.youtube.com/watch?v=KE57bTBEEx8 7 Feb 2012
[64] Response to Internet Survey Question #16

APPENDIX A: Assorted Supplementary Graphs [A – J] that pertain to Evaluation Findings

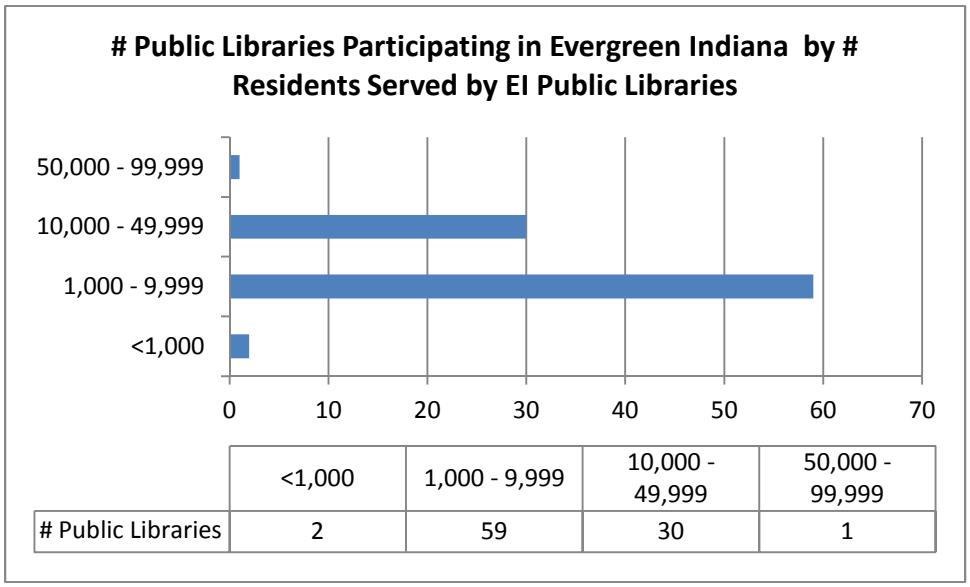
Graph A Referenced on page 15 in "Evaluation Findings"



	FY 2009	FY 2010	FY 2011
Searches Completed	43,666,569	46,191,822	52,890,648

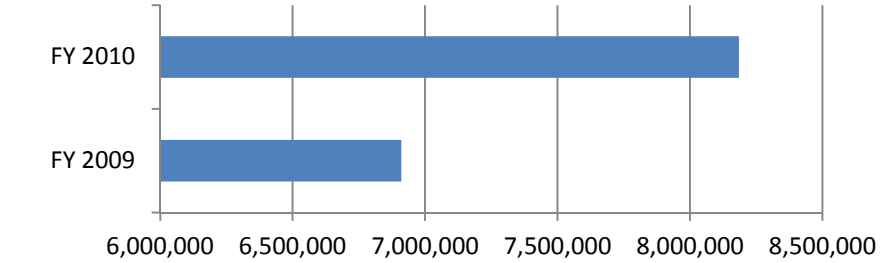
Note: The State Library reported that these statistics are maintained by a vendor; and the key stakeholders are not confident that these numbers accurately reflect all activity.

Graph B Referenced on page 16 in "Evaluation Findings"



	<1,000	1,000 - 9,999	10,000 - 49,999	50,000 - 99,999
# Public Libraries	2	59	30	1

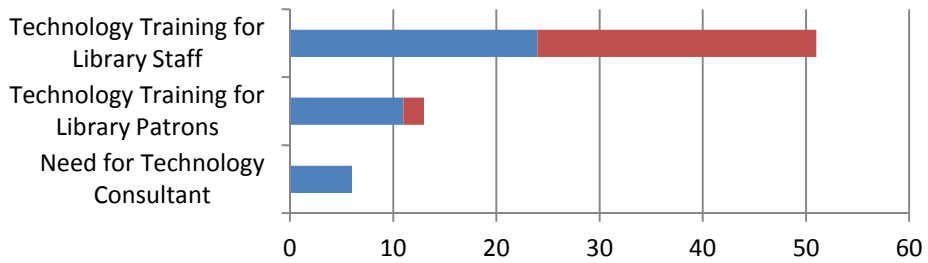
Graph C Referenced on page 16 in "Evaluation Findings"



	FY 2009	FY 2010
Number Collection Items EI Libraries Loaned to Other EI Libraries	6,910,654	8,184,455

Note: 2009 was the first full calendar year of operation of Evergreen Indiana.
Fiscal years are federal, October 1 through September 30.

Graph D Referenced on page 20 in "Evaluation Findings"



	Need for Technology Consultant	Technology Training for Library Patrons	Technology Training for Library Staff
Interest Specified	6	11	24
Interest Implied	0	2	27

Note: "Specified" means that the survey respondents clearly stated their interest in technology training. "Implied" means that the evaluator interpreted the survey respondents' words in context with the results shown.

Chart E Referenced on page 20 in "Evaluation Findings"

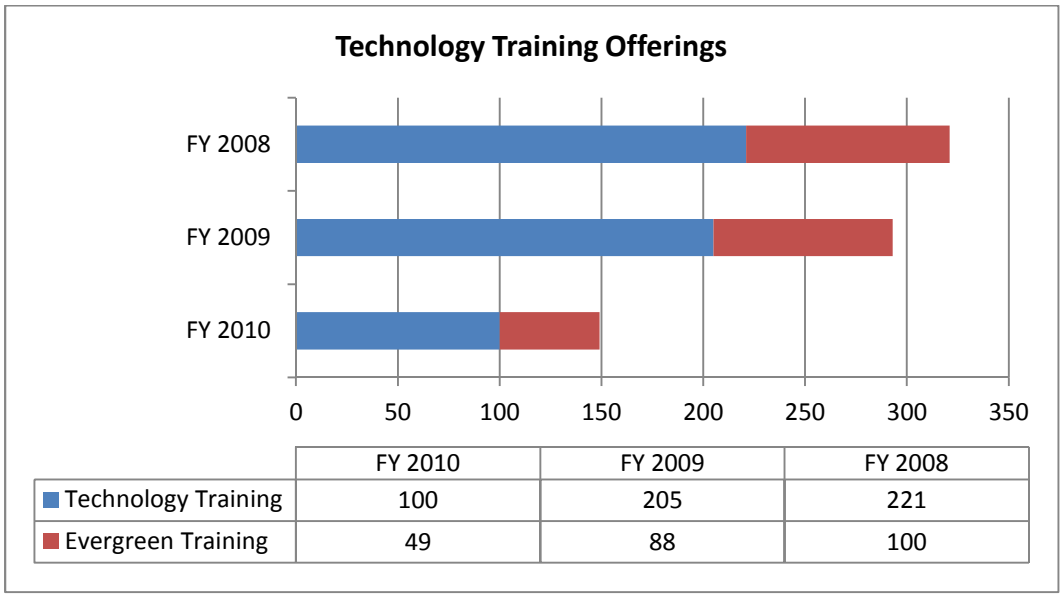
FY 2008	Totals for FY
# Technology Specific	221
# Evergreen Specific	100
Total LSTA Workshops	**321**
Estimated # of Attendees	5795

FY 2009	Totals for FY
# Technology Specific	205
# Evergreen Specific	88
Total LSTA Workshops	**293**
Estimated # of Attendees	4597

FY 2010	Totals for FY
# Technology Specific	100
# Evergreen Specific	49
Total LSTA Workshops	**149**
Estimated # of Attendees	2668

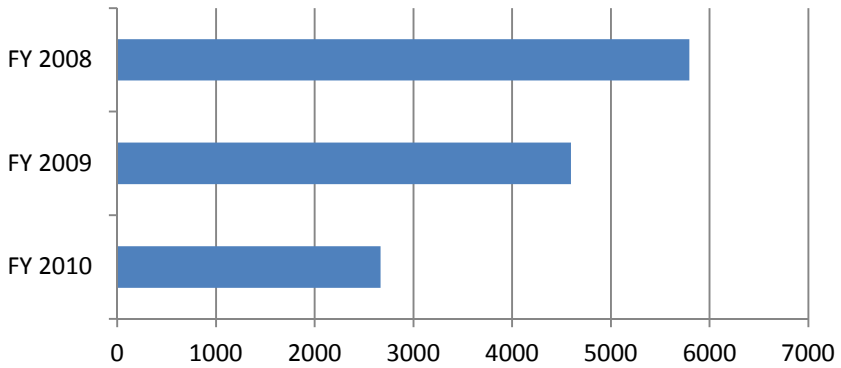
Fiscal years are federal, October 1 through September 30.

Graph F Referenced on page 20 in "Evaluation Findings"



Fiscal years are federal, October 1 through September 30.

Graph G Referenced on page 20 in "Evaluation Findings"



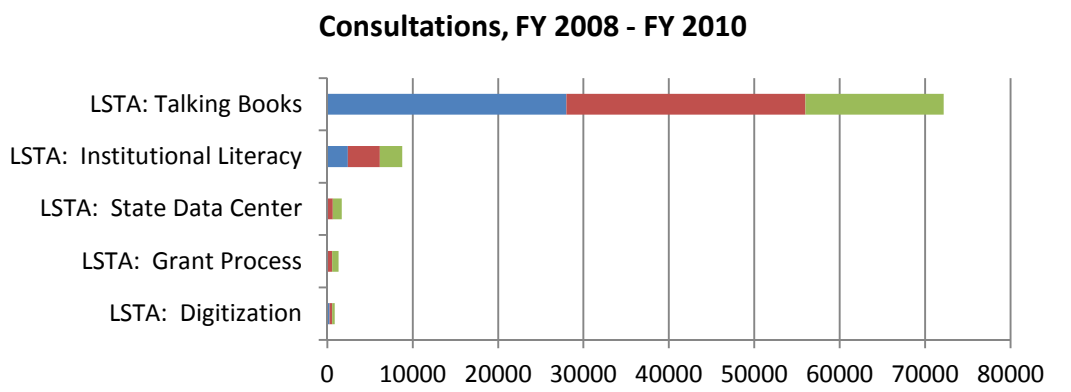
	FY 2010	FY 2009	FY 2008
Estimated # of Attendees	2668	4597	5795

Fiscal years are federal, October 1 through September 30.

Note: The State Library does not keep LSTA training statistics separate from non-LSTA funded projects so estimate was made as follows: Calculation of the percent of Technology Specific and Evergreen Specific of the total workshops provided. This percent was then multiplied by the total number of workshop attendees to find the estimates showing in the charts and graph.

The State Library also does not keep records as to the total number of unique individuals who attend training sessions. There could be some individuals who attended multiple training sessions and others who attended only one session.

Graph H Referenced on page 21 in "Evaluation Findings"



	LSTA: Digitization	LSTA: Grant Process	LSTA: State Data Center	LSTA: Institutional Literacy	LSTA: Talking Books
FY 2008	275	0	0	2,409	28,000
FY 2009	300	557	650	3,753	28,000
FY 2010	293	760	1,045	2,619	16,196

Fiscal years are federal, October 1 through September 30.

Note: Due to staff changes, the data was not available for FY 2008 under number of consultations for LSTA: Grant Process and LSTA: State Data Center.

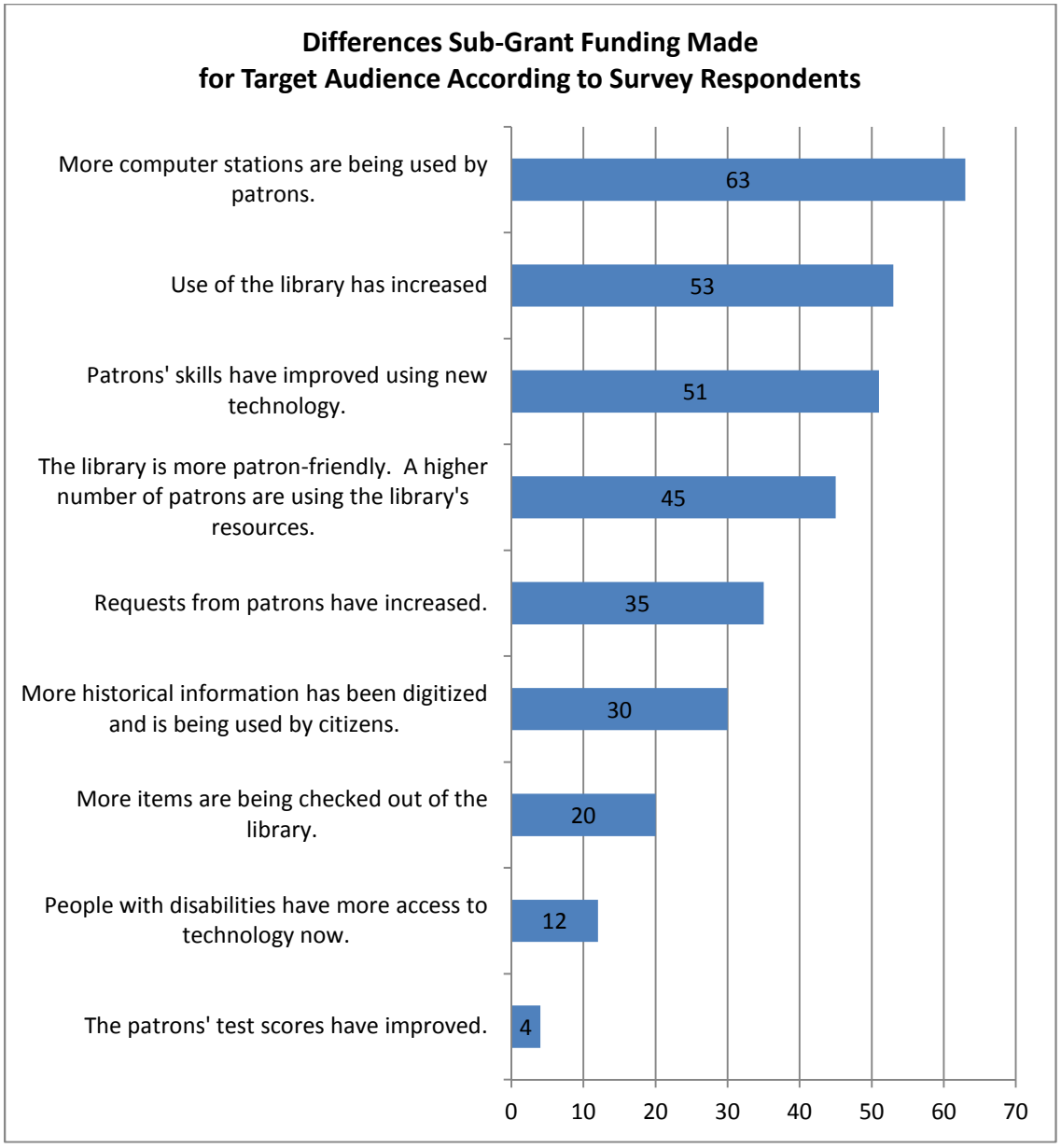
Note: The totals for the Blind & Physically Handicapped Division are excessively disparate from those of other areas due to the number of readers' advisory calls received from patrons.

Graph I Referenced on page 21 in "Evaluation Findings"

Consultants Working at ISL Paid w/LSTA Funding	**# FTE/37.5 hrs/wk**
Indiana Memory/Digitization	1
Institutional Literacy	1
Evergreen Indiana	2
LSTA Administration	2
State Data Center	2
Services for Blind & Physically Handicapped	4
	12

Graph J Referenced on page 24 in "Evaluation Findings"

[Data from Internet Survey, Question #9]



Congressional Priorities	State Library Goals	LSTA-Funded Services
Congressional Priority #1: Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.	Applies to **State Library Goal #1**: Indiana libraries will provide up-to-date, reliable access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.	Applies to these **LSTA funded services**: 1) INSPIRE, 2) Evergreen Indiana [Resource Sharing], 3) State Data Center, 4) Technology Training for Librarians, 5) Children's Literacy, 6) Indiana Virtual Catalog [WorldCat] and 7) Geek the Library.
Congressional Priority #1: Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.	Applies to **State Library Goal #2**: The Indiana State Library, libraries and library organizations will deliver new and improved programs that anticipate and meet the residents of Indiana's constantly changing needs for library services and access to information.	Applies to these **LSTA funded services**: LSTA project related consultations on services incl. Evergreen Indiana, LSTA Sub-Grants, 2) Innovative Technology Training and Demonstrations for Librarians, i.e. Evergreen Indiana, 3) Technology Sub-Grants, 4) Innovative Technology Sub-Grants and 5) Internet Connectivity for Public Libraries.
Congressional Priority #1: Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.	Applies to **State Library Goal #3**: The Indiana State Library will provide leadership for digital library initiatives throughout the state.	Applies to these **LSTA funded services**: Indiana Memory, Digitization Sub-Grants, and Digitization equipment.
Congressional Priority #2: Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.	Applies to **State Library Goal #1**: Indiana libraries will provide up-to-date, reliable access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.	Applies to these **LSTA funded services**: 1) INSPIRE, 2) Evergreen Indiana [Resource Sharing], 3) State Data Center, and 4) Technology Training for Librarians.

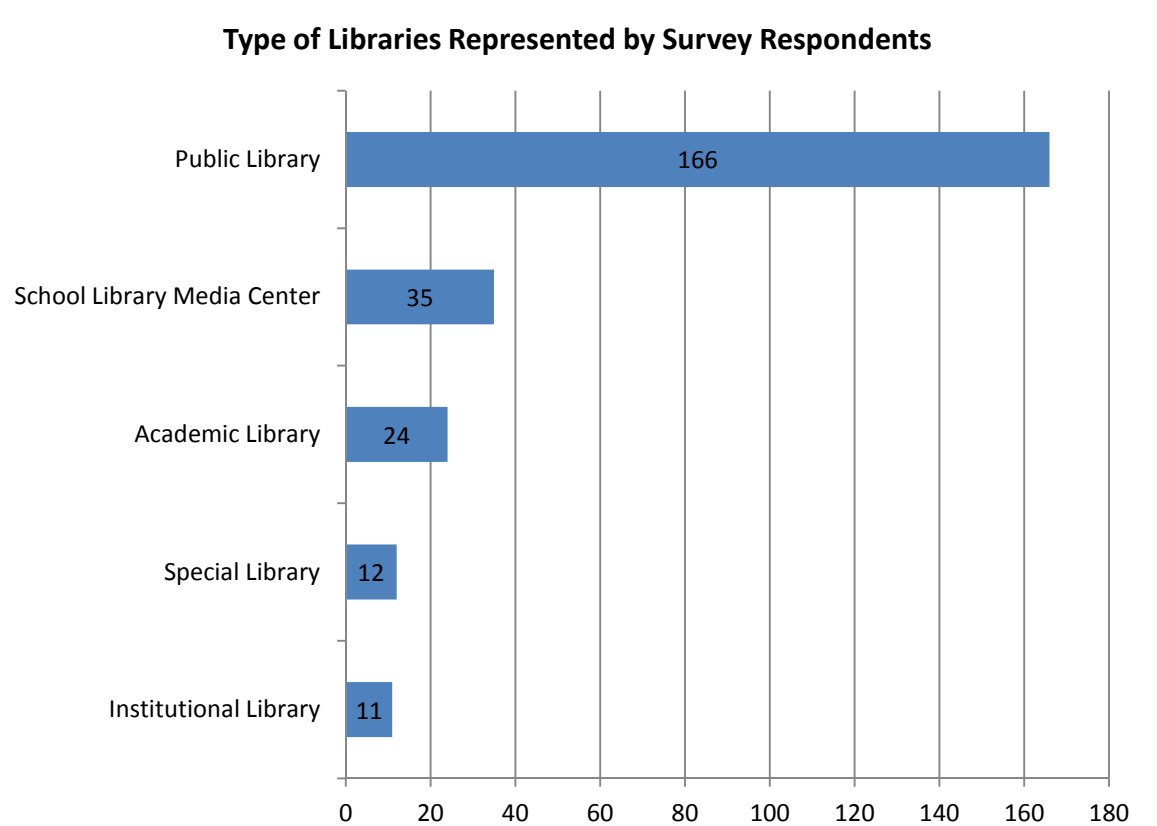
Congressional Priorities	State Library Goals	LSTA-Funded Services
Congressional Priority #2: Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.	Applies to **State Library Goal # 2**: The Indiana State Library, libraries and library organizations will deliver new and improved programs that anticipate and meet the residents of Indiana's constantly changing needs for library services and access to information.	Applies to these **LSTA funded services**: LSTA project related consultations on services incl. Evergreen Indiana, Talking Books and Braille Library Collections, and LSTA Sub-Grants, 2) Innovative Technology Training and Demonstrations for Librarians, i.e. Evergreen Indiana, 3) Technology Sub-Grants, 4) Innovative Technology Sub-Grants, 5) LSTA Administration, 6) Internet Connectivity for Public Libraries.
Congressional Priority #3: Providing electronic and other linkages among and between all types of libraries.	Applies to **State Library Goal #1**: Indiana libraries will provide up-to-date, reliable access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.	Applies to these **LSTA funded services**: 1) INSPIRE, 2) Evergreen Indiana [Resource Sharing], 3) State Data Center, and 4) Technology Training for Librarians and 5) Indiana Virtual Catalog [WorldCat].
Congressional Priority #4: Developing public and private partnerships with other agencies and community-based organizations.	Applies to **State Library Goal #3**: The Indiana State Library will provide leadership for digital library initiatives throughout the state.	Applies to these **LSTA funded services**: Indiana Memory, Digitization Sub-Grants, and Digitization equipment.

Congressional Priorities	State Library Goals	LSTA-Funded Services
Congressional Priority #4: Developing public and private partnerships with other agencies and community-based organizations.	Applies to **State Library Goal #4**: The Indiana State Library, libraries, and library organizations will strengthen public support for upgrading library services for every resident of Indiana through improved communication, collaboration, and partnership efforts within and beyond the library community.	Applies to these **LSTA funded services**: 1) All six types of LSTA Sub-Grants [with emphasis on Digitization and partnerships] and 2) Internet Connectivity for Public Libraries
Congressional Priority #5: Targeting library services to individuals of diverse cultural, geographic, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.	Applies to **State Library Goal #5**: The Indiana State Library will provide resources and support to libraries who seek to serve special populations in the state.	Applies to these **LSTA funded services**: 1) Services for the Blind & Physically Handicapped, 2) Institutional Sub-Grants and 3) Indiana Children's Literacy Project.
Congressional Priority #6: Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line as defined by the Office of Management and Budget and revised annually in accordance with 42 USC Sec. 9902(2) applicable to a family of the size involved.	Applies to **State Library Goal # 6**: The Indiana State Library will provide resources and support to libraries who seek to serve the un-served or underserved populations in the state.	Applies to this **LSTA funded services**: Information Access for Un-Served Sub-Grant

APPENDIX C: LSTA Internet Survey Instrument with Graphs

Question #1: Select the Type of Library that you represent.

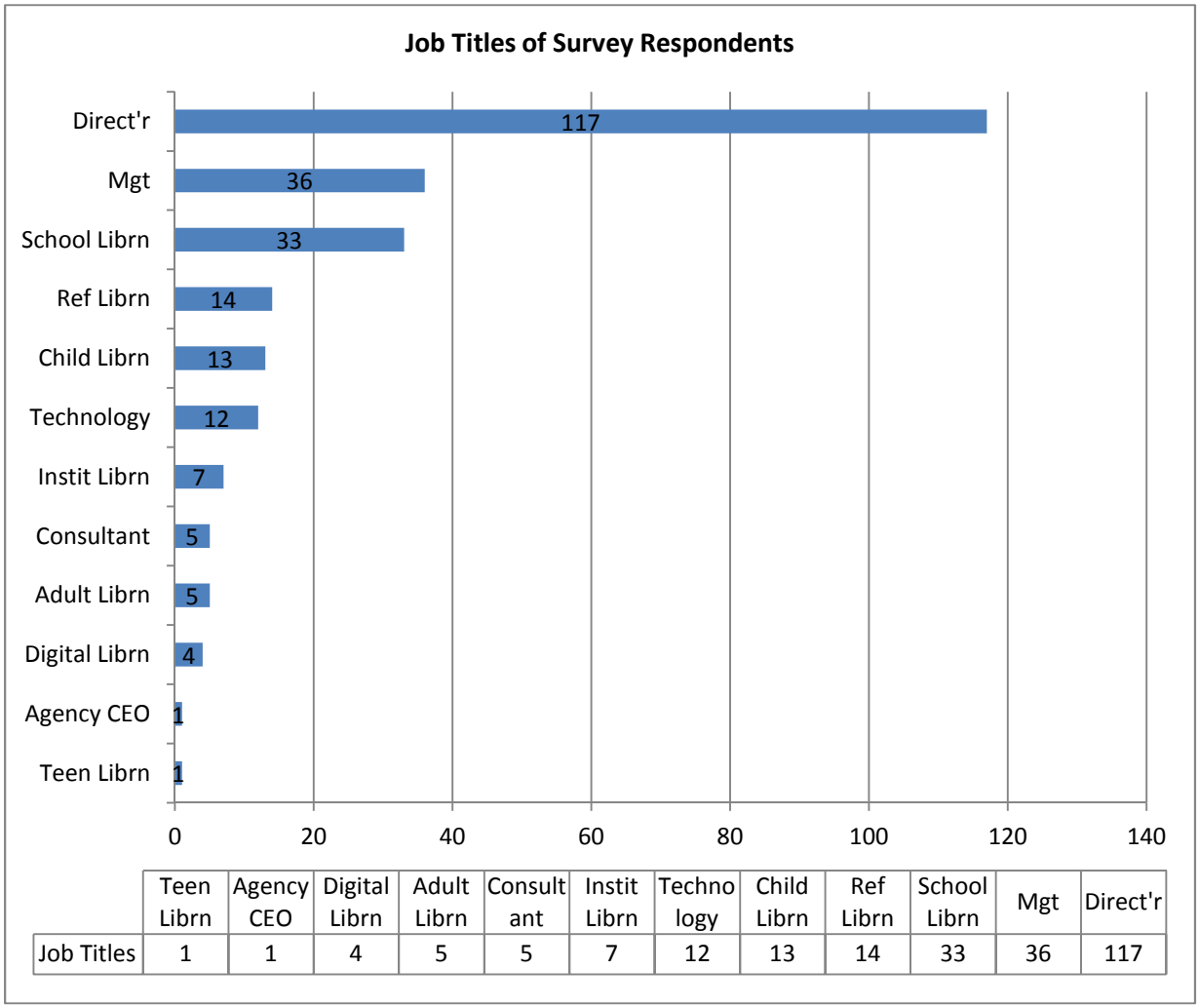
Public library
Academic library, e.g. 2-year, 4-year, graduate
School library media center, e.g. K-12
Institutional library, e.g. prison, hospital
Special library, e.g. medical, business, Indiana State Library



	Institutional Library	Special Library	Academic Library	School Library Media Center	Public Library
Type of Library	11	12	24	35	166

Question #2: Select the job title that best represents your current duties.

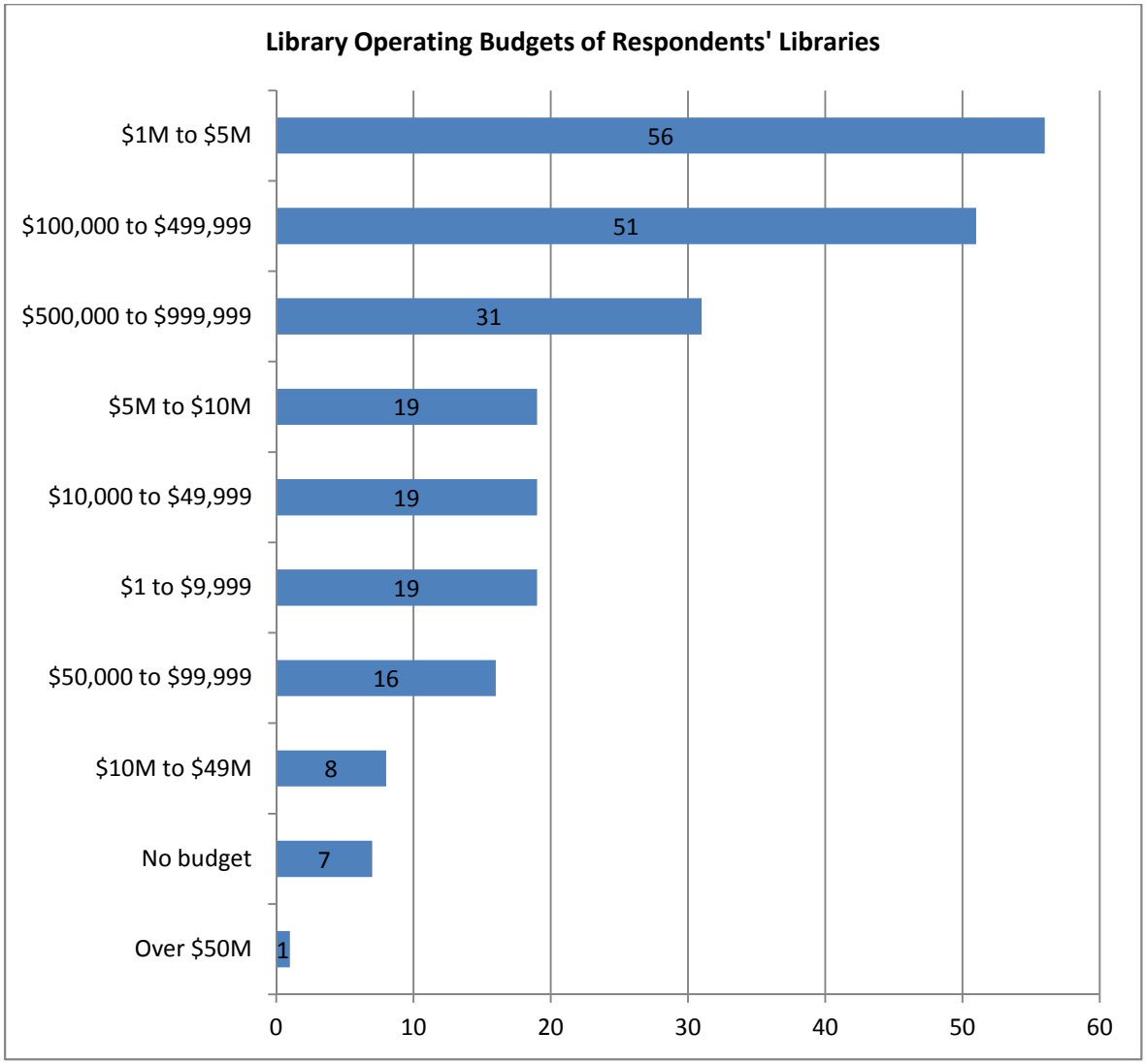
Library director or assistant director – *"Direct'r"*
Management position besides director or assistant director – *"Mgt"*
School media specialist -- *"School Librn"*
Children's/youth services librarian -- *"Child Librn"*
Teen services librarian – *"Teen Librn"*
Adult services librarian – *"Adult Librn"*
Reference/Information librarian – *"Ref Librn"*
Digital librarian – *"Digital Librn"*
Technology
Institutional librarian – *"Instit Librn"*
Agency CEO
Consultant



	Teen Librn	Agency CEO	Digital Librn	Adult Librn	Consult ant	Instit Librn	Techno logy	Child Librn	Ref Librn	School Librn	Mgt	Direct'r
Job Titles	1	1	4	5	5	7	12	13	14	33	36	117

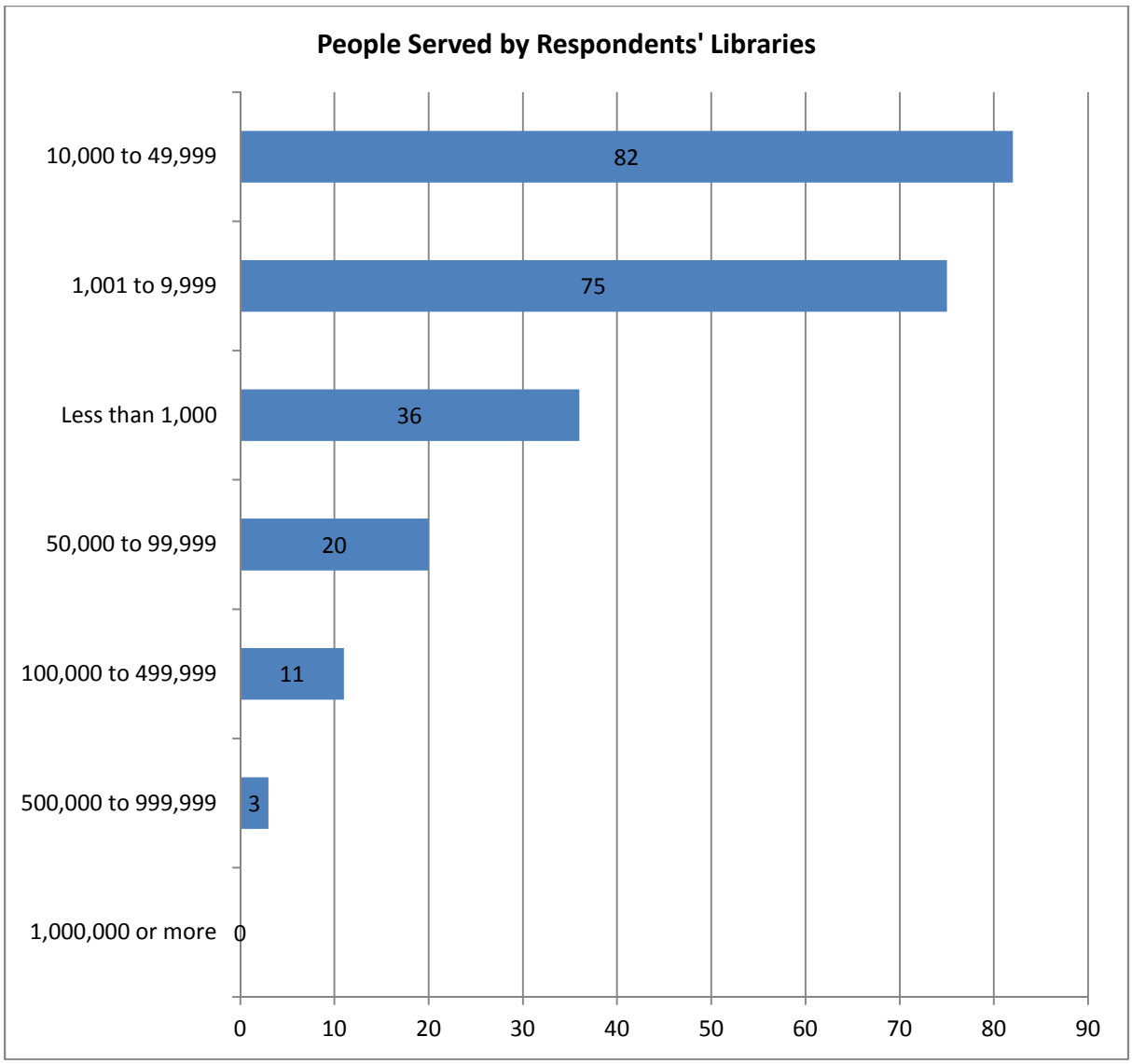
Question #3: What is your current agency operating budget [annual]?

No budget
$1 to $9,999
$10,000 to $49,999
$50,000 to $99,999
$100,000 to $499,999
$500,000 to $999,999
$1,000,000 to $4,999,999
$5,000,000 to $9,999,999
$10,000,000 to $49,999,999
Over $50,000,000



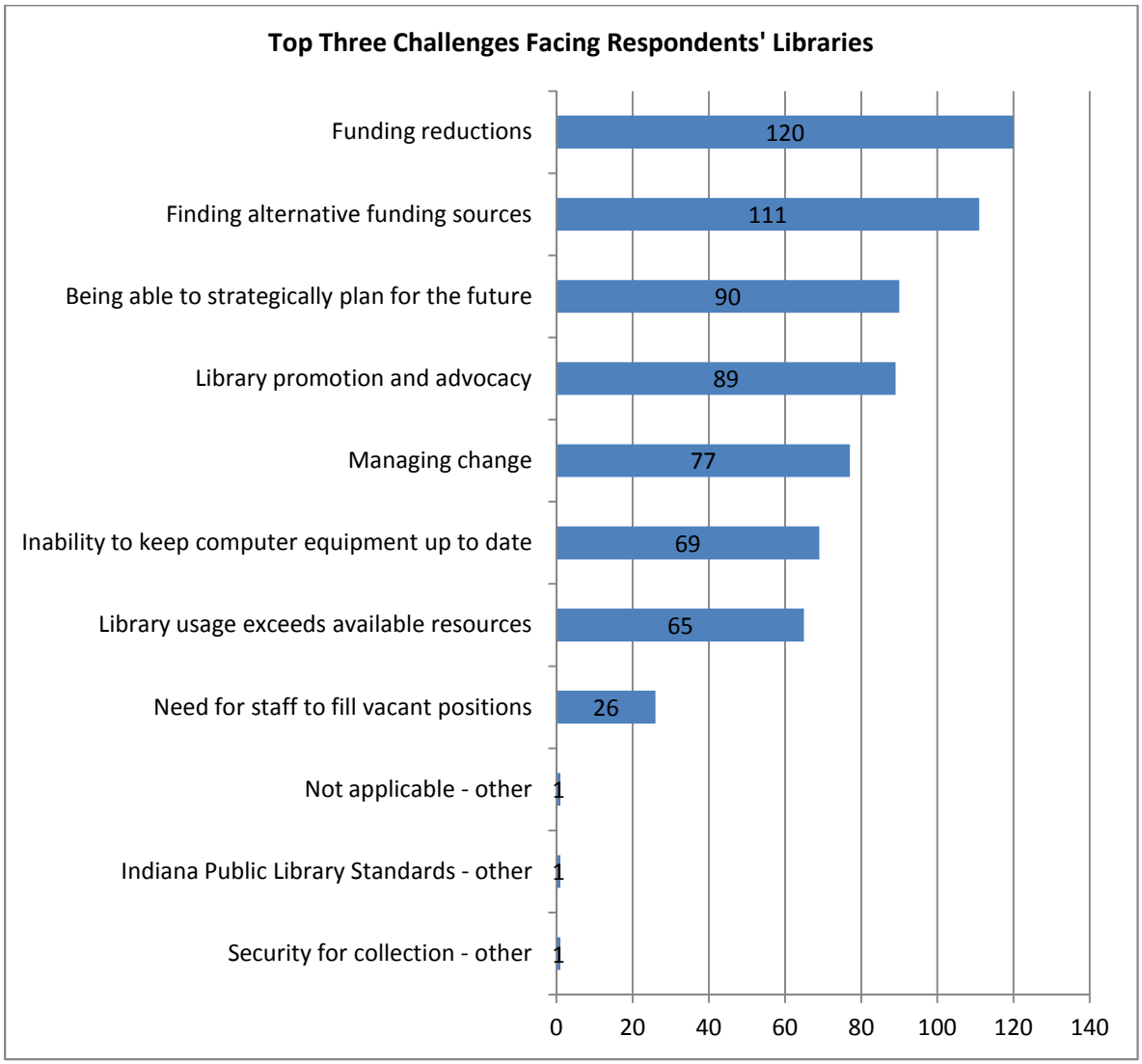
Question #4: How many people does your library serve?

Less than 1,000
1,001 to 9,999
10,000 to 49,999
50,000 to 99,999
100,000 to 499,999
500,000 to 999,999
1,000,000 or more



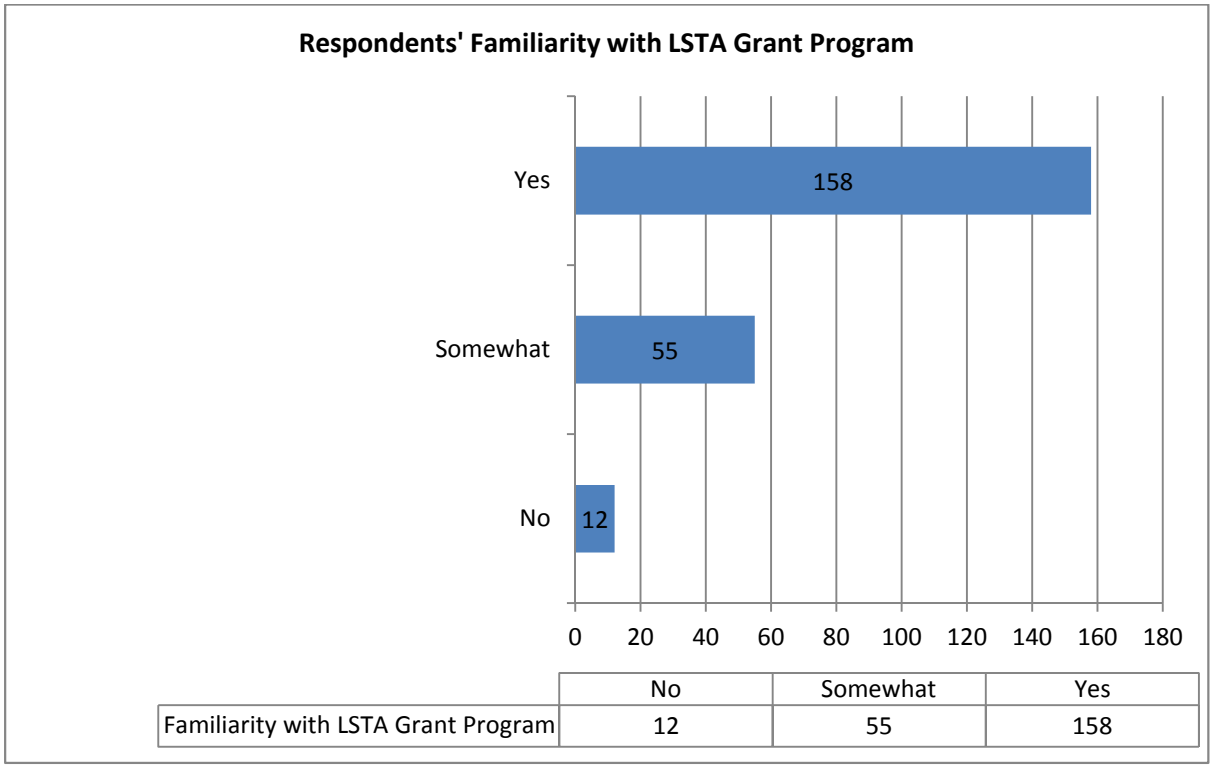
Question #5: Select from the list the top three challenges facing your library today. There is space to write in any that are not listed.

Finding alternative funding sources
Library usage exceeds available resources
Being able to strategically plan for the future
Need for staff to fill vacant positions
Inability to keep computer equipment up to date
Funding reductions
Managing change
Library promotion and advocacy
Other [please specify]



Question #6: Are you familiar with the federal Library Services and Technology Act [LSTA] grant program?

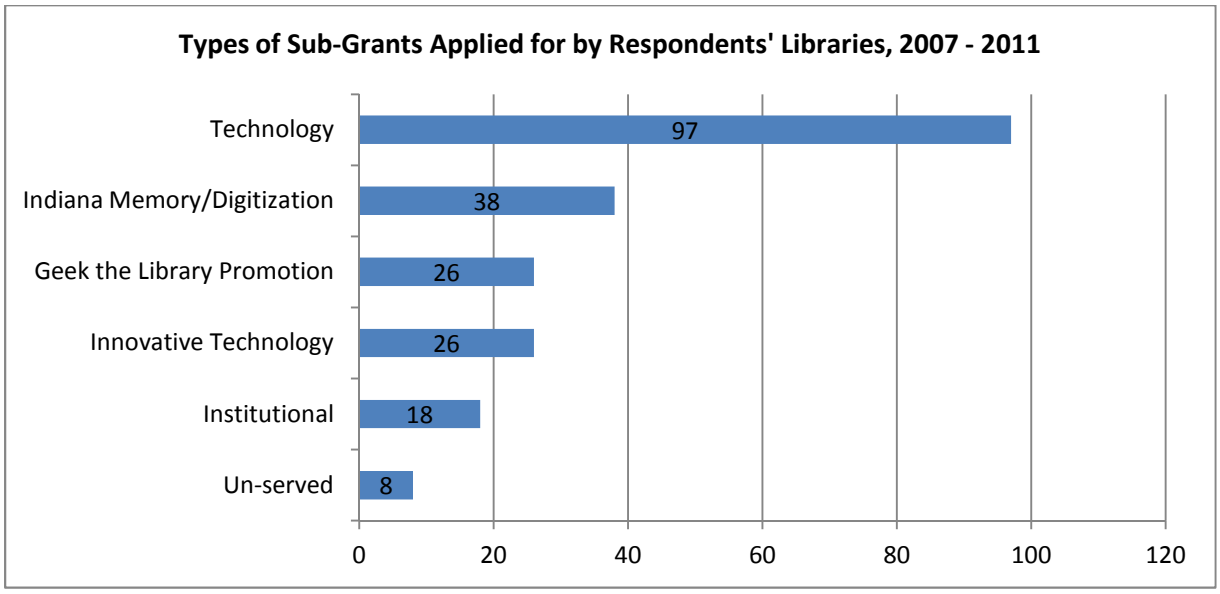
Yes
No
Somewhat, e.g. aware of LSTA but not enough knowledge to explain to someone else



Question #7: Check all types of LSTA grants for which your library applied between 2007 and 2011. If your Library has applied, answer this question using information found at link below; after answer, move to Question #9.
If your Library did not apply between 2007 and 2011, move to Question #8 and skip Question #9.
Grant Years Oct 2007 – Sept 2011

Digitization/Indiana Memory
Innovative Technology
Institutional
Technology
Unserved
Geek the Library/OCLC

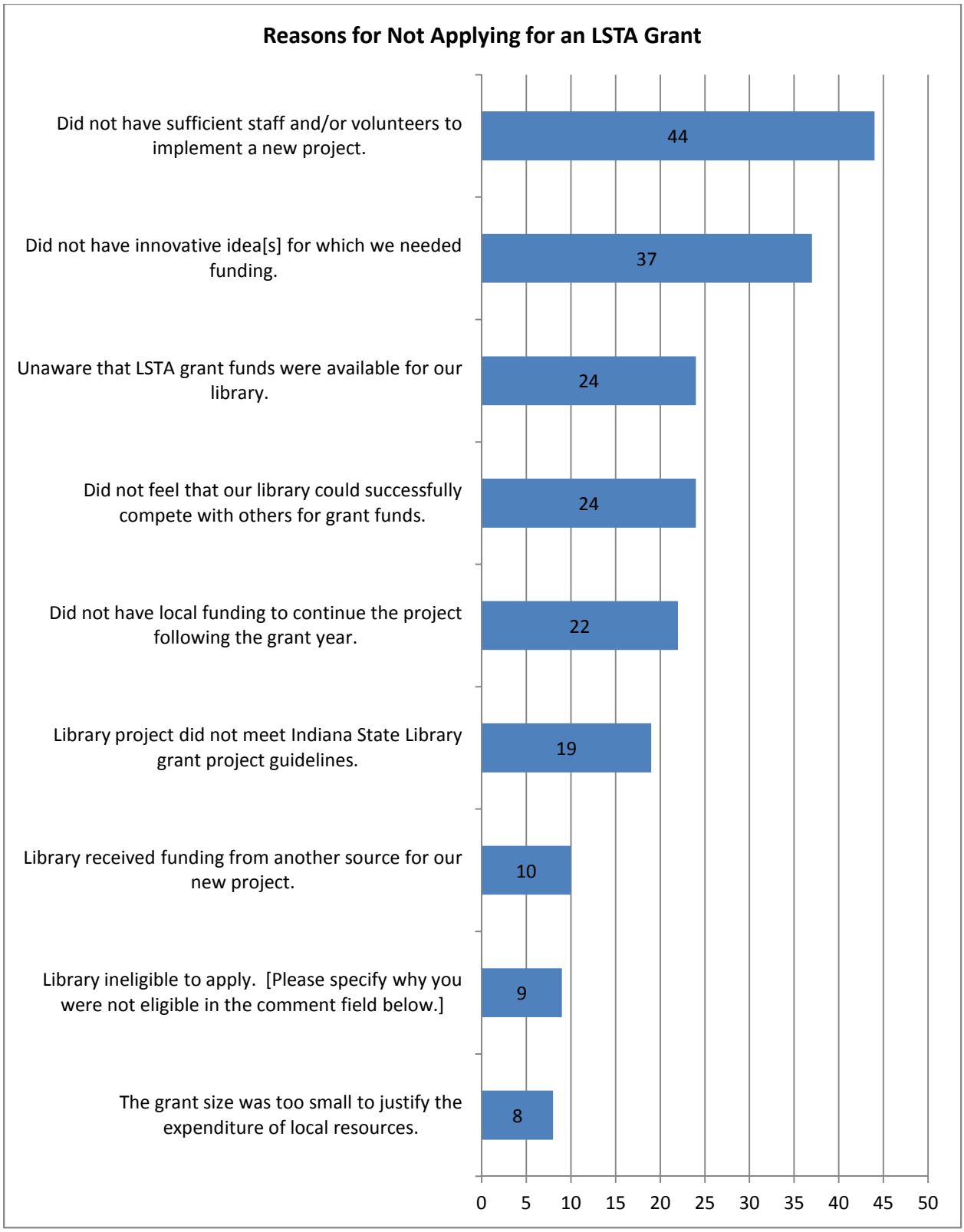
Question #7: Types of LSTA Grants Respondents Received from ISL between 2007 and 2011	Types of Sub-Grants Received	% of Total	% Answering
Un-served	8	3.8%	6.6%
Institutional	18	8.5%	14.8%
Innovative Technology	26	12.2%	21.3%
Public Awareness [Geek the Library Promotion]	26	12.2%	21.3%
Indiana Memory/Digitization	38	17.8%	31.1%
Technology	97	45.5%	79.5%
	213	100.0%	



Question #8: If your library did not apply for an LSTA grant between 2007 and 2011, indicate the top three reasons.

Did not feel that our library could successfully compete with others for grant funds.
Did not have local funding to continue the project following the grant year.
The grant size was too small to justify the expenditure of local resources.
Library received funding from another source for our new project.
Did not have sufficient staff and/or volunteers to implement a new project.
Did not have innovative idea[s] for which we needed funding
Unaware that LSTA grant funds were available for our library.
Library project did not meet Indiana State Library grant project guidelines.
Library ineligible to apply. [Please specify why you were not eligible in the comment field below]
Other [please specify]

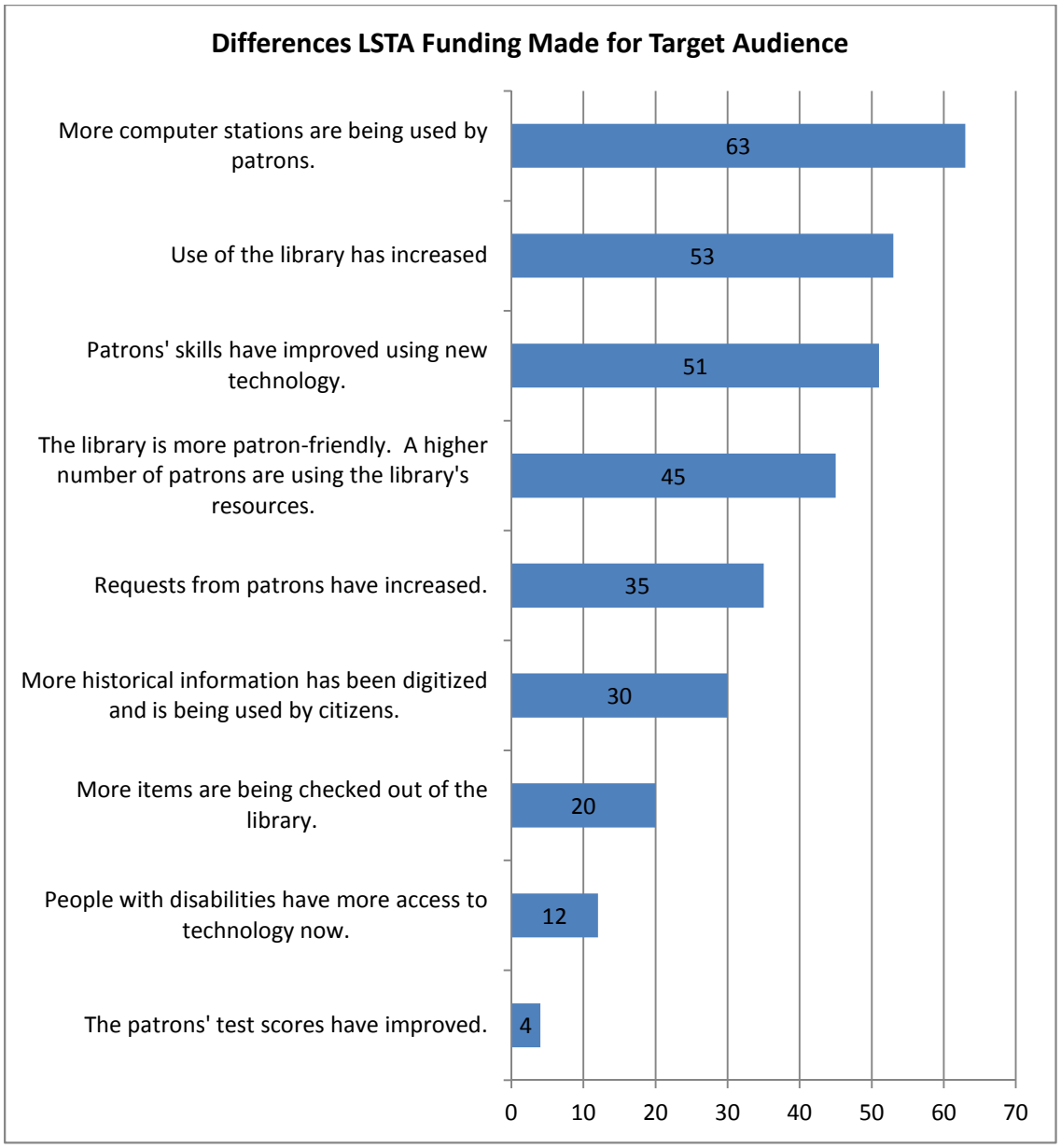
Question #8: Top three reasons for not applying	Reasons for Not Applying	% of Total	% Answering
The grant size was too small to justify the expenditure of local resources.	**8**	**4.1%**	8.30%
Library ineligible to apply. [Please specify why you were not eligible in the comment field below.]	**9**	**4.5%**	9.40%
Library received funding from another source for our new project.	**10**	**5.1%**	10.40%
Library project did not meet Indiana State Library grant project guidelines.	**19**	**9.6%**	19.80%
Did not have local funding to continue the project following the grant year.	**22**	**11.2%**	22.90%
Did not feel that our library could successfully compete with others for grant funds.	**24**	**12.2%**	25.00%
Unaware that LSTA grant funds were available for our library.	**24**	**12.2%**	25.00%
Did not have innovative idea[s] for which we needed funding.	**37**	**18.8%**	38.50%
Did not have sufficient staff and/or volunteers to implement a new project.	**44**	**22.3%**	45.80%
Totals	**197**	**100.0%**	


Reasons for Not Applying for an LSTA Grant
Did not have sufficient staff and/or volunteers to implement a new project.
44
Did not have innovative idea[s] for which we needed funding.
37
Unaware that LSTA grant funds were available for our library.
24
Did not feel that our library could successfully compete with others for grant funds.
24
Did not have local funding to continue the project following the grant year.
22
Library project did not meet Indiana State Library grant project guidelines.
19
Library received funding from another source for our new project.
10
Library ineligible to apply. [Please specify why you were not eligible in the comment field below.]
9
The grant size was too small to justify the expenditure of local resources.
8
0
5
10
15
20
25
30
35
40
45
50

Question #9: If your library has received an LSTA grant since October 2007, what difference has this funding made for your target audience? Check all that apply for all grant awards.

Use of the Library has increased.
More items are being checked out of the Library.
The Library is more patron-friendly. A higher number of patrons are using the Library's resources.
The patrons test scores have improved.
More computer stations are being used by patrons.
More historical information has been digitized and is being used by citizens.
Requests from patrons have increased.
Patron's skills have improved using new technology.
People with disabilities have more access to technology now.
Other [please specify]

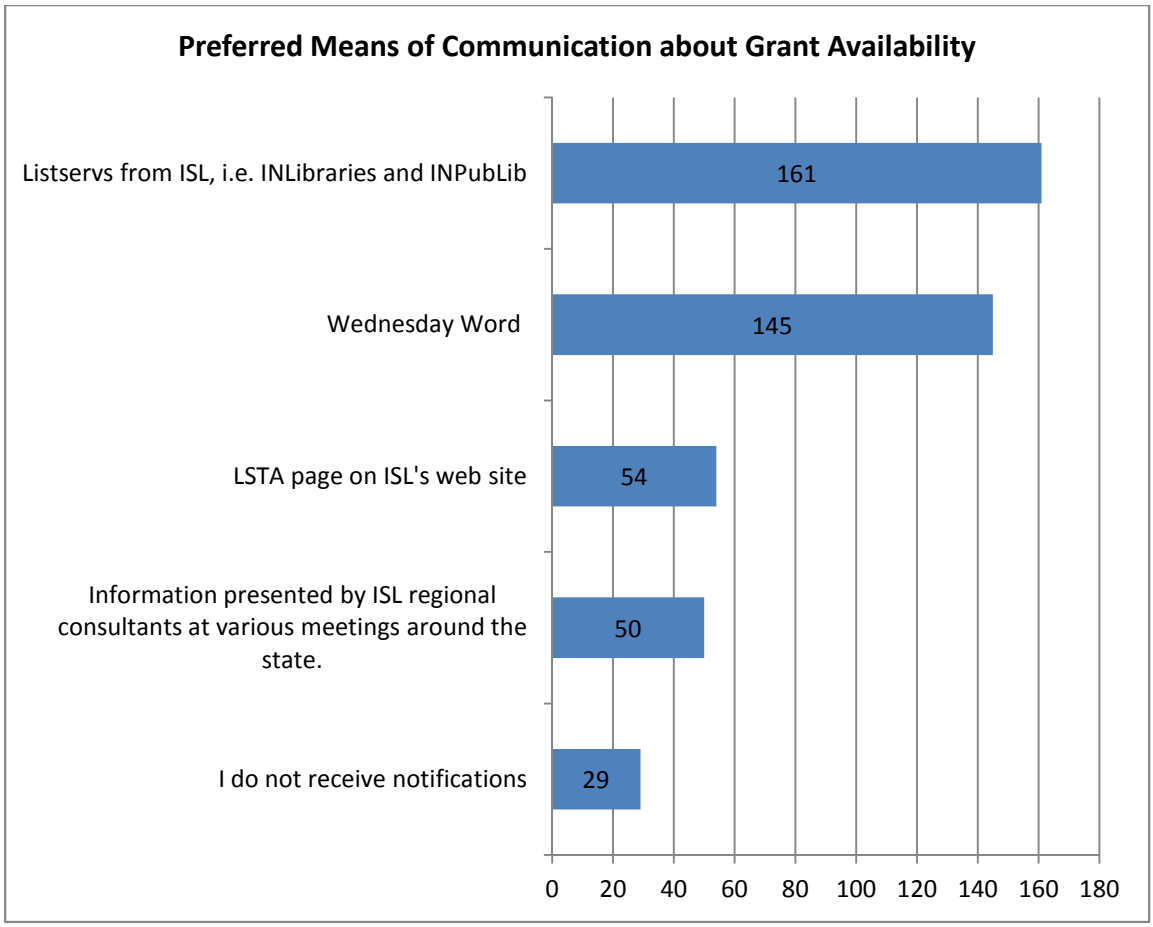
Question #9: Top Differences for Target Audience	Differences Funding Made for Target	% of Total	% Answering
The patrons' test scores have improved.	4	1.3%	4.0%
People with disabilities have more access to technology now.	12	3.8%	12.1%
More items are being checked out of the library.	20	6.4%	20.2%
More historical information has been digitized and is being used by citizens.	30	9.6%	30.3%
Requests from patrons have increased.	35	11.2%	35.4%
The library is more patron-friendly. A higher number of patrons are using the library's resources.	45	14.4%	45.5%
Patrons' skills have improved using new technology.	51	16.3%	51.5%
Use of the library has increased	53	16.9%	53.5%
More computer stations are being used by patrons.	63	20.1%	63.6%
Totals	**313**	**100.0%**	


Differences LSTA Funding Made for Target Audience
More computer stations are being used by patrons.
63
Use of the library has increased
53
Patrons' skills have improved using new technology.
51
The library is more patron-friendly. A higher number of patrons are using the library's resources.
45
Requests from patrons have increased.
35
More historical information has been digitized and is being used by citizens.
30
More items are being checked out of the library.
20
People with disabilities have more access to technology now.
12
The patrons' test scores have improved.
4
0
10
20
30
40
50
60
70

Question #10: How are you currently notified of LSTA Grant opportunities? Check all that apply.

Listservs from the Indiana State Library, i.e. INLibraries and INPubLib
Wednesday Word – sent from the Indiana State Library on listservs each Wednesday
Information presented by Indiana State Library regional consultants at various meetings around the state
LSTA page on Indiana State Library's web site [http://www.in.gov/library/lsta.htm]
I do not receive notifications
Other [please specify]

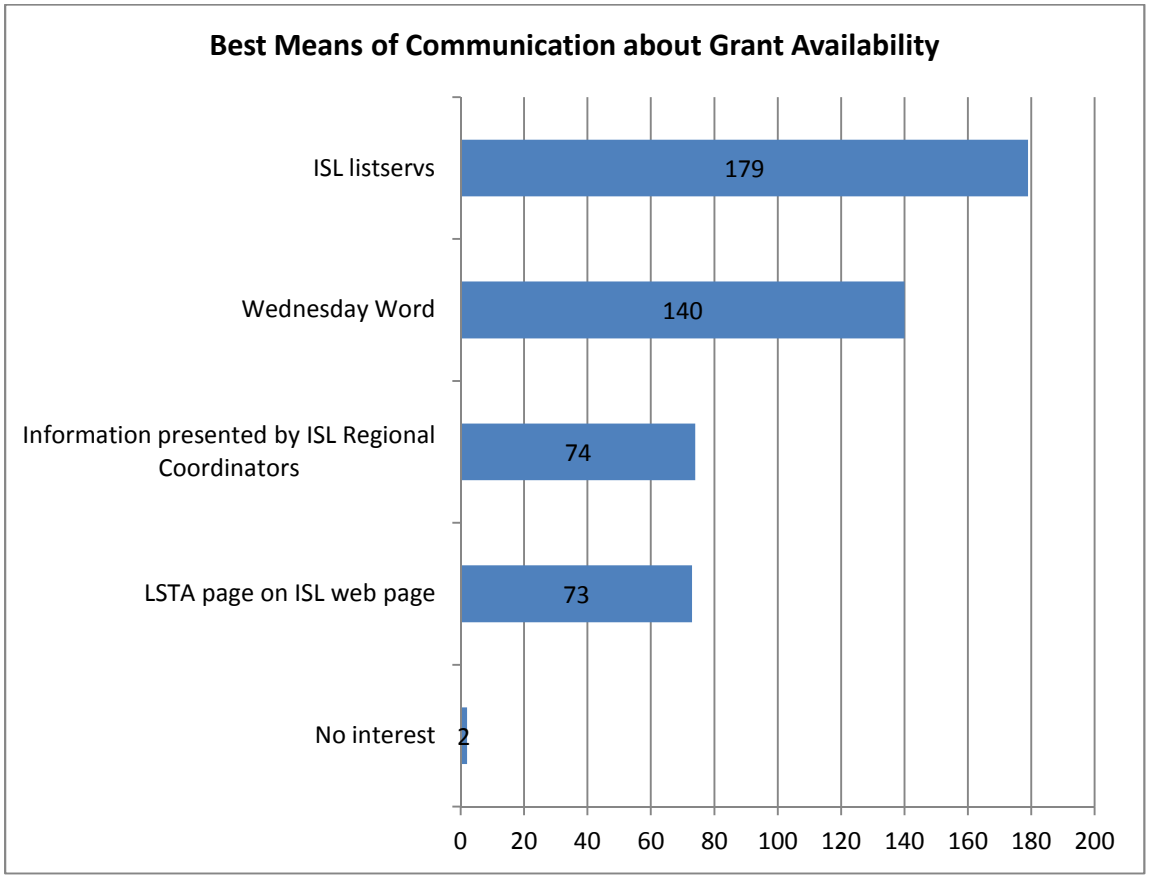
Question #10: Means of Notification of Grants	Notice of Grants	% of Total	% Answering
I do not receive notifications	**29**	**6.6%**	**13.4%**
Information presented by ISL regional consultants at various meetings around the state.	**50**	**11.4%**	**23.1%**
LSTA page on ISL's web site	**54**	**12.3%**	**25.0%**
Wednesday Word	**145**	**33.0%**	**67.1%**
Listservs from ISL, i.e. INLibraries and INPubLib	**161**	**36.7%**	**74.5%**
	439	**100.0%**	


Preferred Means of Communication about Grant Availability
Listservs from ISL, i.e. INLibraries and INPubLib
161
Wednesday Word
145
LSTA page on ISL's web site
54
Information presented by ISL regional consultants at various meetings around the state.
50
I do not receive notifications
29
0
20
40
60
80
100
120
140
160
180

Question #11: What is the best way to let you know about the availability of LSTA grant funds? Check all that apply.

Indiana State Library listservs, i.e. INLibraries and INPubLib
"Wednesday Word" – sent from the Indiana State Library on listservs each Wednesday.
Information presented by Indiana State Library Regional Coordinators at various meetings around the state
LSTA page on Indiana State Library's web site
Other [please specify]

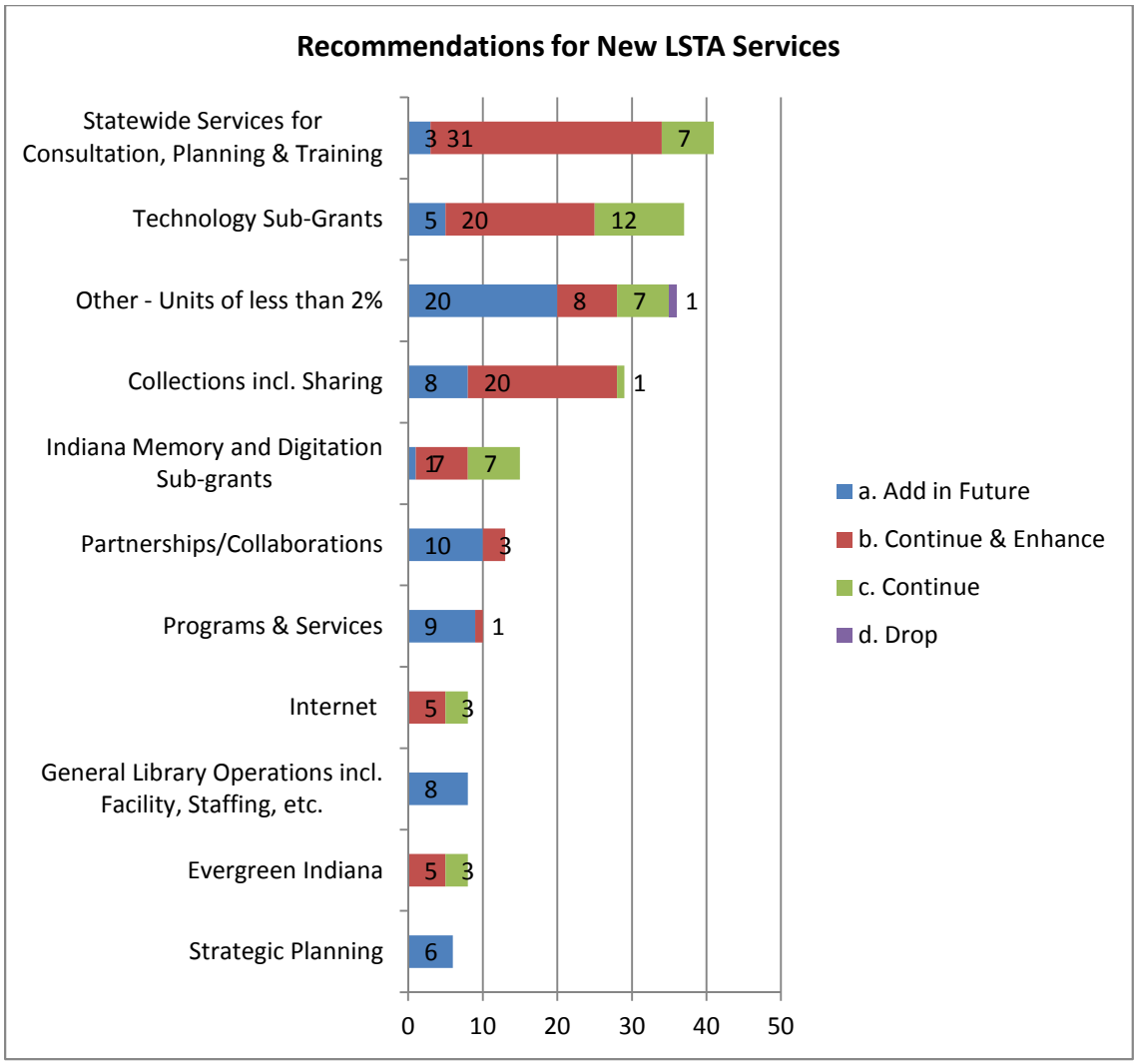
Question #11: Best Way for ISL to Communicate re: LSTA Grants	Types of Grants Communication	% of Total	% Answering
No interest	**2**	**0.5%**	**0.9%**
LSTA page on ISL web page	**73**	**15.6%**	**33.8%**
Information presented by ISL Regional Coordinators	**74**	**15.8%**	**34.3%**
Wednesday Word	**140**	**29.9%**	**64.8%**
ISL listservs	**179**	**38.2%**	**82.9%**
	468	**100.0%**	



Question #12: What new types of LSTA projects would you recommend the Indiana State Library consider funding in the future? [Open-ended Question]

Include suggestions for statewide projects and/or library grants, e.g. technology, training, consortium-type projects among libraries.

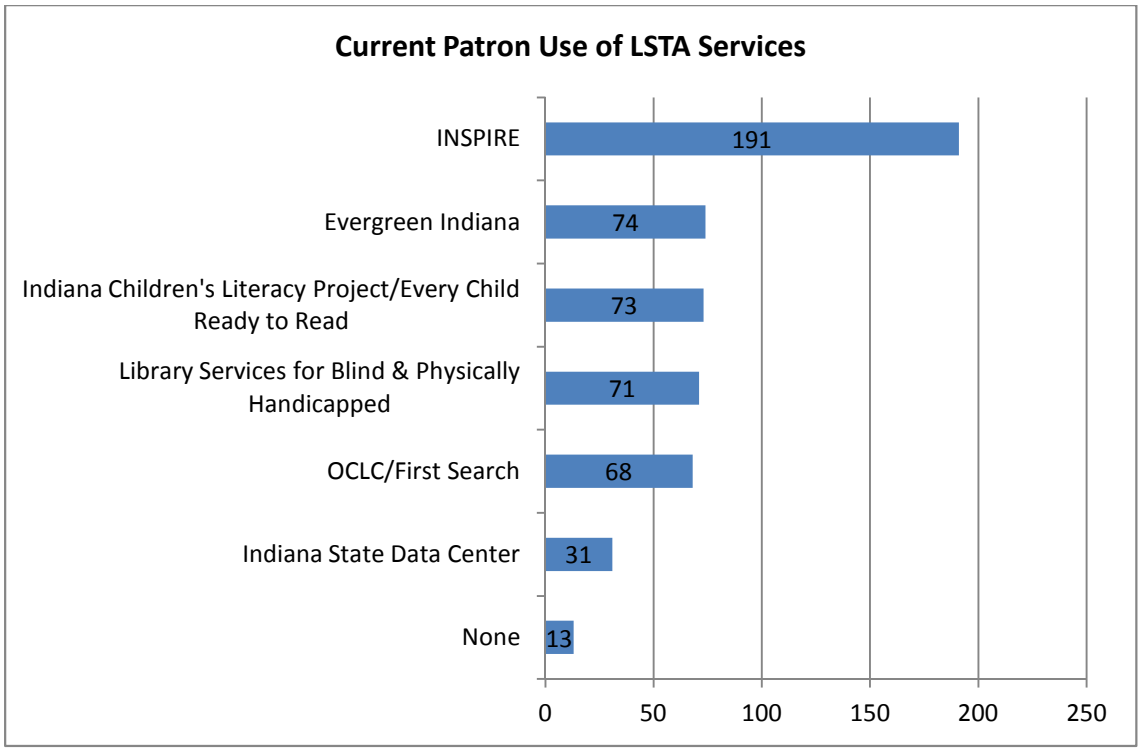
Question #12: New LSTA Services	a. Add in Future	b. Continue & Enhance	c. Continue	d. Drop	New LSTA Services
Strategic Planning	6				**6**
Evergreen Indiana		5	3		**8**
General Library Operations incl. Facility, Staffing, etc.	8				**8**
Internet		5	3		**8**
Programs & Services	9	1			**10**
Partnerships/Collaborations	10	3			**13**
Indiana Memory and Digitation **Sub-grants**	1	7	7		**15**
Collections incl. Sharing	8	20	1		**29**
Other - Units of less than 2%	20	8	7	1	**36**
Technology **Sub-Grants**	5	20	12		**37**
Statewide Services for Consultation, Planning & Training	3	31	7		**41**
Total	**70**	**100**	**40**	**1**	**211**
Percent	**33.2%**	**47.4%**	**19.0%**	**0.4%**	**100.0%**


Recommendations for New LSTA Services
Statewide Services for Consultation, Planning & Training
3
31
7
Technology Sub-Grants
5
20
12
Other - Units of less than 2%
20
8
7
1
Collections incl. Sharing
8
20
1
Indiana Memory and Digitation Sub-grants
1
7
7
Partnerships/Collaborations
10
3
Programs & Services
9
1
Internet
5
3
General Library Operations incl. Facility, Staffing, etc.
8
Evergreen Indiana
5
3
Strategic Planning
6
0
10
20
30
40
50
a. Add in Future
b. Continue & Enhance
c. Continue
d. Drop

Question #13: Indicate each of the statewide LSTA-funded services (hosted by the Indiana State Library) that your patrons are presently using.

Indiana Children's Literacy Project/Every Child Ready to Read
Evergreen Indiana
INSPIRE
OCLC/First Search
Indiana State Data Center [Located at Indiana State Library]
Library Services for Blind & Physically Handicapped
None

Question #13: Patron Use of LSTA-Funded Services	Patron Use of LSTA Services	% of Total	% Answering
None	**13**	**2.4%**	**6.1%**
Indiana State Data Center	**31**	**6.0%**	**14.6%**
OCLC/First Search	**68**	**13.1%**	**32.1%**
Library Services for Blind & Physically Handicapped	**71**	**13.6%**	**33.5%**
Indiana Children's Literacy Project/Every Child Ready to Read	**73**	**14.0%**	**34.4%**
Evergreen Indiana	**74**	**14.2%**	**34.9%**
INSPIRE	**191**	**36.7%**	**90.1%**
	521	**100.0%**	

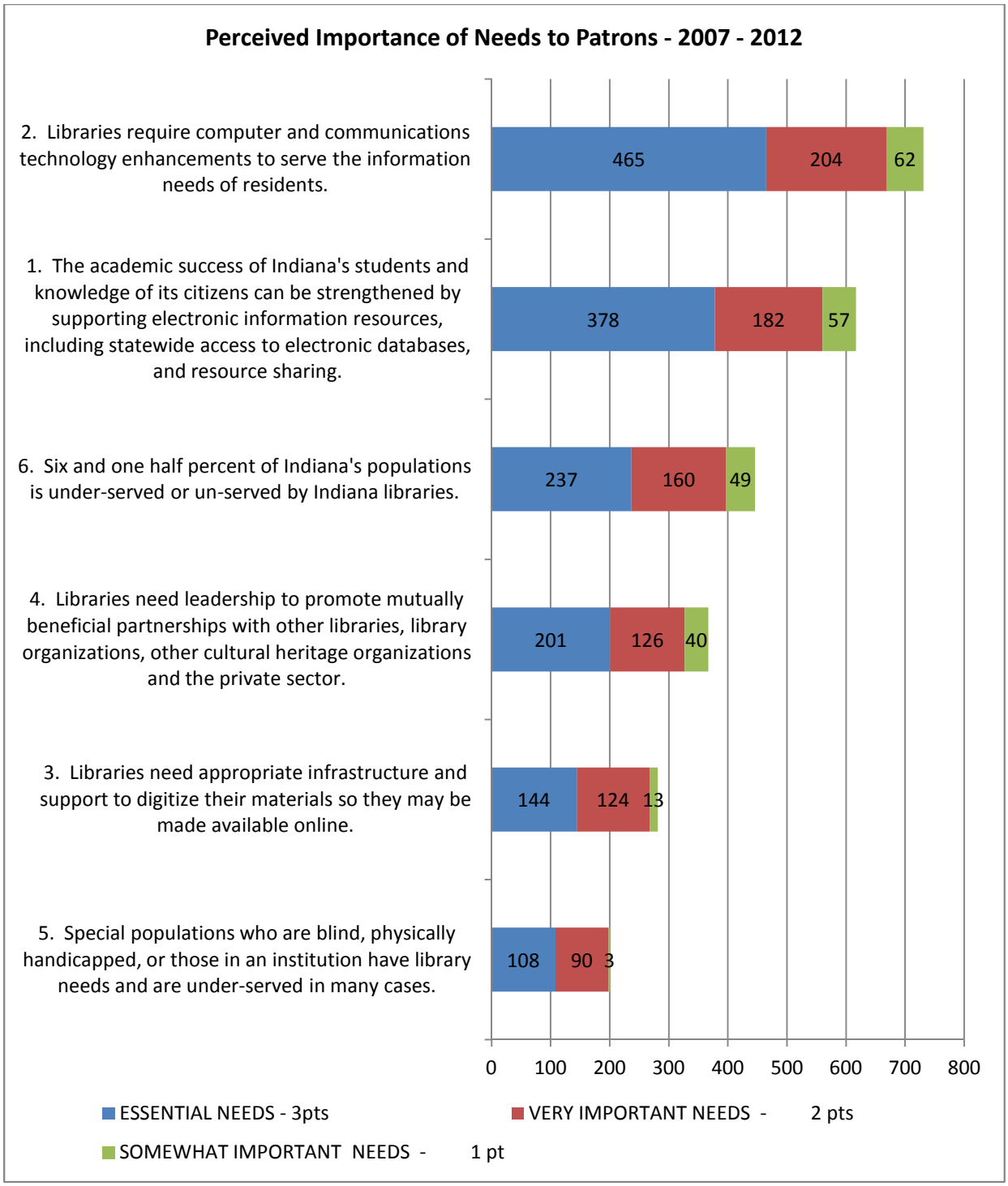


Question #14: In 2007, the Indiana State Library identified the following needs as being priorities for Indiana libraries. Rate these needs according to your perception of the importance of each to your patrons. Check one response for each of the six needs.

Scale used for each need: Essential, Very Important, Somewhat Important, Not Important, Not Applicable

#1: The academic succes of students and knowledge of its citizens can be strengthened by supporting electronic information resources, including statewide access to electronic databases, and resource sharing.
#2: Libraries require computer and communications technology enhancements to serve the information needs of residents.
#3: Libraries need appropriate infrastructure and support to digitize their materials so they may be made available online.
#4: Libraries need leadership to promote mutually beneficial partnerships with other libraries, library organizations, other cultural heritage organizations and the private sector.
#5: Special populations who are blind, physically handicapped, or those in an institution have library needs and are under-served in many cases.
#6: Six and one-half percent of Indiana's poopulation is under-served or unserved by Indiana libraries.

Question #14: Perceived Importance of Needs to Patrons	***ESSENTIAL*** **NEEDS - 3pts**	***VERY IMPORTANT NEEDS - 2 pts.***	**SOMEWHAT IMPORTANT NEEDS - 1 pt.**	***TOTAL ADJUSTED POINT SCORE***
5. Special populations who are blind, physically handicapped, or those in an institution have library needs and are under-served in many cases.	**108**	**90**	**3**	**201**
3. Libraries need appropriate infrastructure and support to digitize their materials so they may be made available online.	**144**	**124**	**13**	**281**
4. Libraries need leadership to promote mutually beneficial partnerships with other libraries, library organizations, other cultural heritage organizations and the private sector.	**201**	**126**	**40**	**367**
6. Six and one half percent of Indiana's populations is under-served or un-served by Indiana libraries.	**237**	**160**	**49**	**446**
1. The academic success of Indiana's students and knowledge of its citizens can be strengthened by supporting electronic information resources, including statewide access to electronic databases, and resource sharing.	**378**	**182**	**57**	**617**
2. Libraries require computer and communications technology enhancements to serve the information needs of residents.	**465**	**204**	**62**	**731**
TOTALS	**1533**	**886**	**224**	**2643**

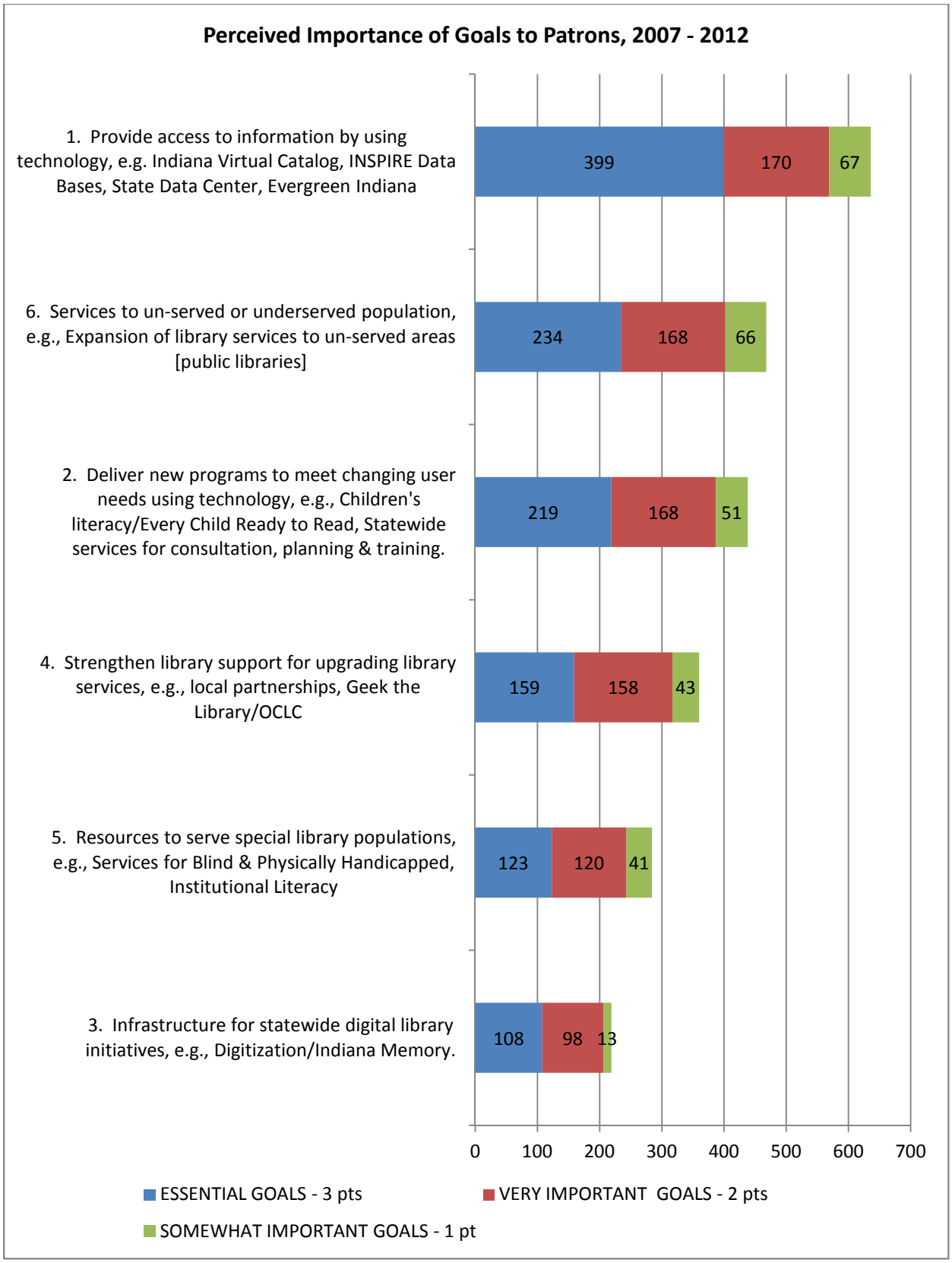

Perceived Importance of Needs to Patrons - 2007 - 2012
2. Libraries require computer and communications technology enhancements to serve the information needs of residents.
465
204
62
1. The academic success of Indiana's students and knowledge of its citizens can be strengthened by supporting electronic information resources, including statewide access to electronic databases, and resource sharing.
378
182
57
6. Six and one half percent of Indiana's populations is under-served or un-served by Indiana libraries.
237
160
49
4. Libraries need leadership to promote mutually beneficial partnerships with other libraries, library organizations, other cultural heritage organizations and the private sector.
201
126
40
3. Libraries need appropriate infrastructure and support to digitize their materials so they may be made available online.
144
124
13
5. Special populations who are blind, physically handicapped, or those in an institution have library needs and are under-served in many cases.
108
90
3
0
100
200
300
400
500
600
700
800
ESSENTIAL NEEDS - 3pts
VERY IMPORTANT NEEDS - 2 pts
SOMEWHAT IMPORTANT NEEDS - 1 pt

Question #15: In 2007, the Indiana State Library adopted six goals for its Strategic Plan. Rate each of the current goals as to the importance to your patrons.

Scale used for each goal: Essential, Very Important, Somewhat Important, Not Important, Not Applicable

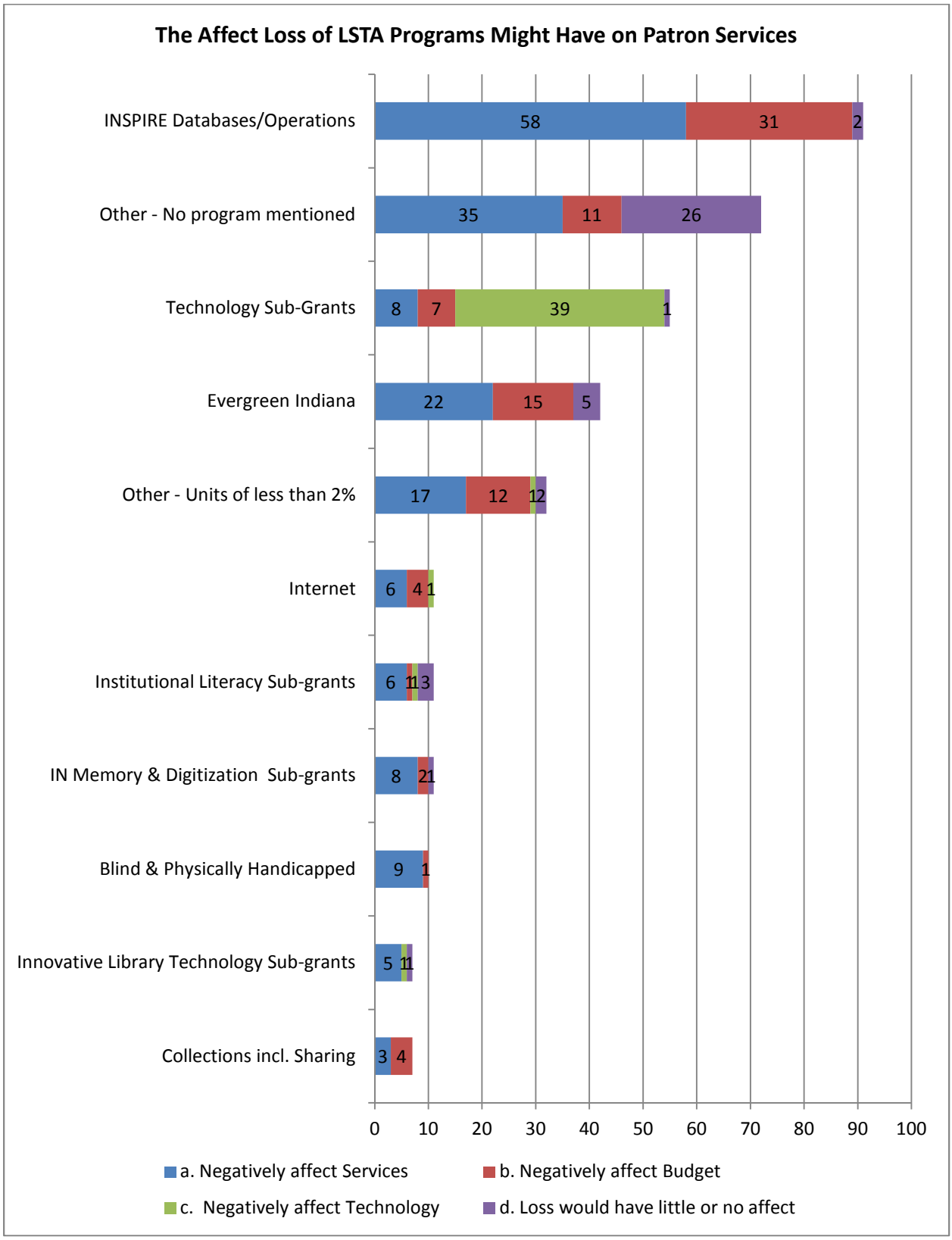
#1: Provide access to information by using technology, e.g., Indiana Virtual Catalog, INSPIRE Data Bases, State Data Center, Evergreen Indiana.
#2: Deliver new programs to meet changing user needs using technology, e.g., Children's literacy/Every Child Ready to Read, Statewide services for consultation, planning & training.
#3: Infrastructure for statewide digital library initiatives, e.g., Digitization/Indiana Memory.
#4: Strengthen support for upgrading library services, e.g., local partnerships, Geek the Library/OCLC.
#5: Resources to serve special library populations, e.g., Services for Blind & Physically Handicapped, Institutional Literacy.
#6: Services to unserved or under-served population, e.g., Expansion of library services to unserved areas [public libraries]

Question #15: Perceived Importance of Goals to Patrons	***ESSENTIAL* GOALS - 3 pts.**	***VERY IMPORTANT* GOALS - 2 pts.**	***SOMEWHAT IMPORTANT* GOALS - 1 pt.**	***TOTAL ADJUSTED POINT SCORES***
3. Infrastructure for statewide digital library initiatives, e.g., Digitization/Indiana Memory.	**108**	**98**	**13**	**219**
5. Resources to serve special library populations, e.g., Services for Blind & Physically Handicapped, Institutional Literacy	**123**	**120**	**41**	**284**
4. Strengthen library support for upgrading library services, e.g., local partnerships, Geek the Library/OCLC	**159**	**158**	**43**	**360**
2. Deliver new programs to meet changing user needs using technology, e.g., Children's literacy/Every Child Ready to Read, Statewide services for consultation, planning & training.	**219**	**168**	**51**	**438**
6. Services to un-served or underserved population, e.g., Expansion of library services to un-served areas [public libraries]	**234**	**168**	**66**	**468**
1. Provide access to information by using technology, e.g. Indiana Virtual Catalog, INSPIRE Data Bases, State Data Center, Evergreen Indiana	**399**	**170**	**67**	**636**
TOTALS	**1242**	**882**	**281**	**2405**


Perceived Importance of Goals to Patrons, 2007 - 2012
1. Provide access to information by using technology, e.g. Indiana Virtual Catalog, INSPIRE Data Bases, State Data Center, Evergreen Indiana
399
170
67
6. Services to un-served or underserved population, e.g., Expansion of library services to un-served areas [public libraries]
234
168
66
2. Deliver new programs to meet changing user needs using technology, e.g., Children's literacy/Every Child Ready to Read, Statewide services for consultation, planning & training.
219
168
51
4. Strengthen library support for upgrading library services, e.g., local partnerships, Geek the Library/OCLC
159
158
43
5. Resources to serve special library populations, e.g., Services for Blind & Physically Handicapped, Institutional Literacy
123
120
41
3. Infrastructure for statewide digital library initiatives, e.g., Digitization/Indiana Memory.
108
98
13
0
100
200
300
400
500
600
700
ESSENTIAL GOALS - 3 pts
VERY IMPORTANT GOALS - 2 pts
SOMEWHAT IMPORTANT GOALS - 1 pt

Question #16: How would patron service be affected in your library if LSTA funding for statewide and local library grants were no longer available to Indiana libraries?
[Open Ended Question]

Question #16: LSTA Programs [ALL]	a. Negatively affect Services	b. Negatively affect Budget	c. Negatively affect Technology	d. Loss would have little or no affect	Total	Percent
Collections incl. Sharing	3	4			**7**	**2.0%**
Innovative Library Technology **Sub-grants**	5		1	1	**7**	**2.0%**
Blind & Physically Handicapped	9	1			**10**	**2.9%**
IN Memory & Digitization **Sub-grants**	8	2		1	**11**	**3.2%**
Institutional Literacy **Sub-grants**	6	1	1	3	**11**	**3.2%**
Internet	6	4	1		**11**	**3.2%**
Other - Units of less than 2%	17	12	1	2	**32**	**9.0%**
Evergreen Indiana	22	15		5	**42**	**12.0%**
Technology **Sub-Grants**	8	7	39	1	**55**	**15.8%**
Other - No program mentioned	35	11		26	**72**	**20.6%**
INSPIRE Databases/Operations	58	31		2	**91**	**26.1%**
Total	**177**	**88**	**43**	**41**	**349**	**100.0%**
Percent	**50.7%**	**25.2%**	**12.3%**	**11.8%**	**100.0%**	

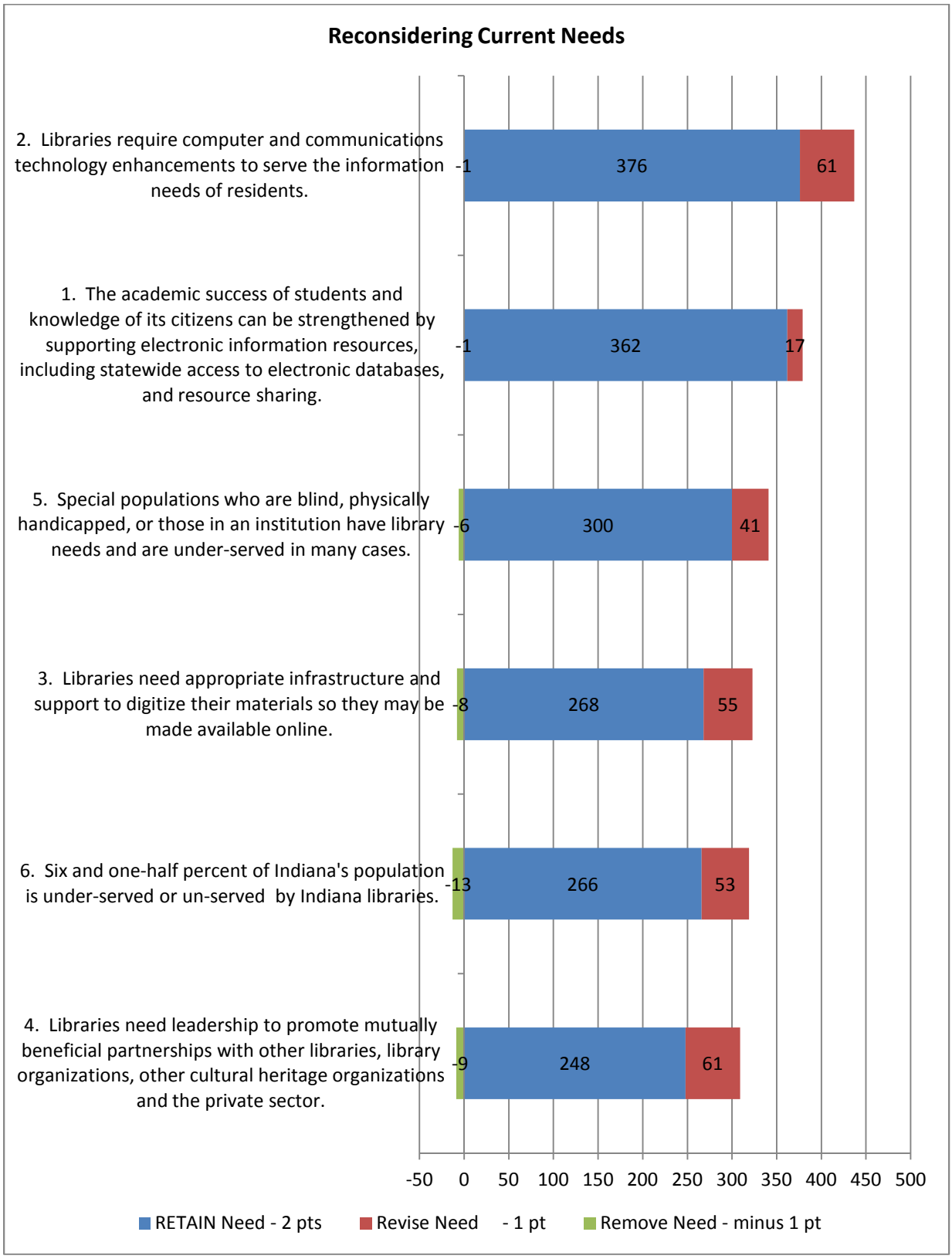

The Affect Loss of LSTA Programs Might Have on Patron Services
INSPIRE Databases/Operations
58
31
2
Other - No program mentioned
35
11
26
Technology Sub-Grants
8
7
39
1
Evergreen Indiana
22
15
5
Other - Units of less than 2%
17
12
1
2
Internet
6
4
1
Institutional Literacy Sub-grants
6
1
1
3
IN Memory & Digitization Sub-grants
8
2
1
Blind & Physically Handicapped
9
1
Innovative Library Technology Sub-grants
5
1
1
Collections incl. Sharing
3
4
0
10
20
30
40
50
60
70
80
90
100
a. Negatively affect Services
b. Negatively affect Budget
c. Negatively affect Technology
d. Loss would have little or no affect

Question #17: Is there an existing need that should, in your opinion, be retained, revised and/or removed from this list?

Action Scale used for each need: Retain, Revise, Remove

#1: The academic success of students and knowledge of its citizens can be strengthened by supporting electronic information resources, including statewide access to electronic databases, and resource sharing.
#2: Libraries require computer and communications technology enhancements to serve the information needs of residents.
#3: Libraries need appropriate infrastructure and support to digitize their materials so they may be made available online.
#4: Libraries need leadership to promote mutually beneficial partnerships with other libraries, library organizations, other cultural heritage organizations and the private sector.
#5: Special populations who are blind, physically handicapped, or those in an institution have library needs and are under-served in many cases.
#6: Six and one-half percent of Indiana's population is under-served or unserved by Indiana libraries.
Other [please specify]

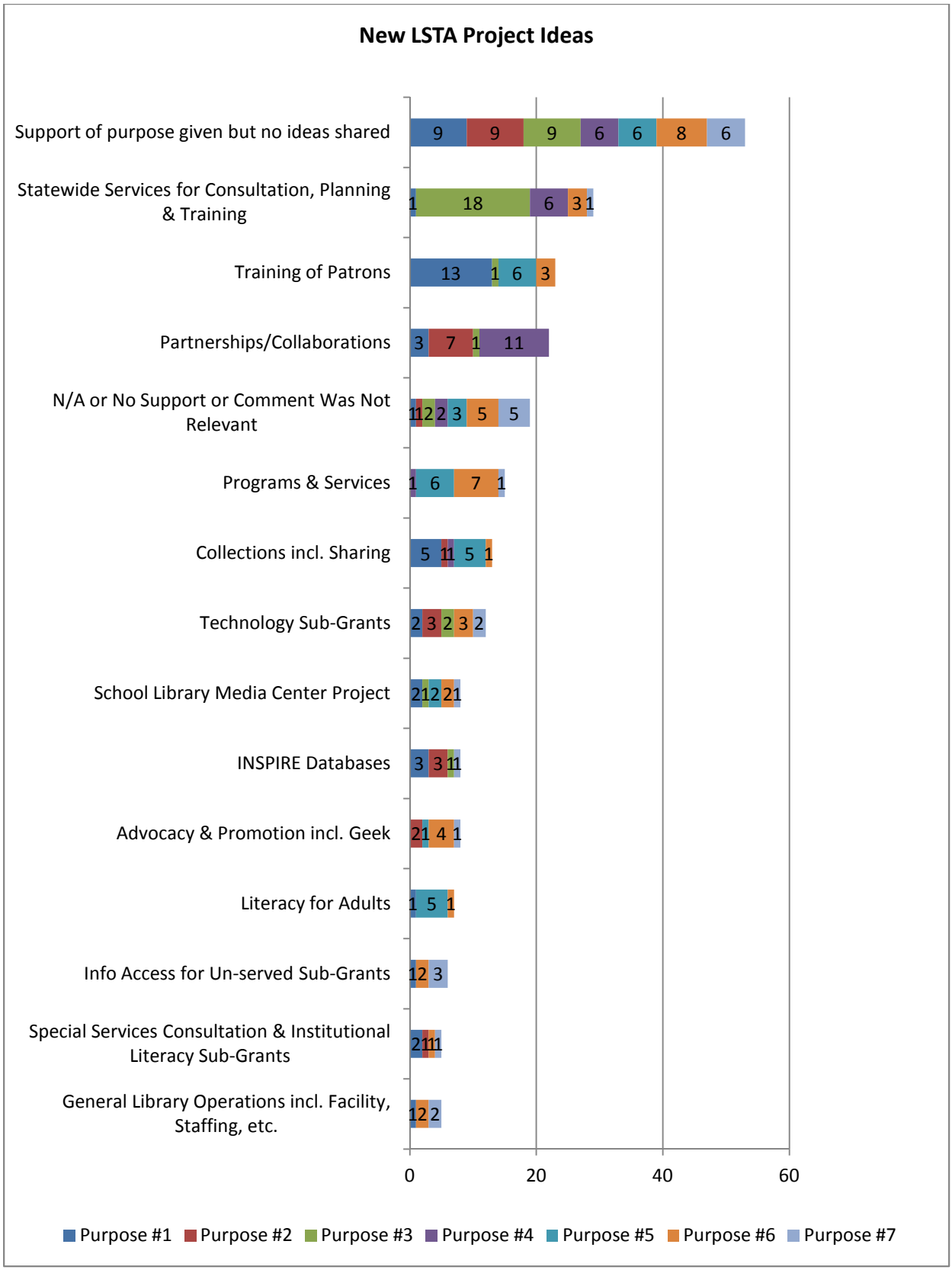
Question #17: Reconsidering Needs	***RETAIN*** *NEED - 2 points*	***REVISE*** *NEED - 1 point*	***REMOVE*** *NEED - minus 1 pt.*	*ADJUSTED TOTAL SCORE*
4. Libraries need leadership to promote mutually beneficial partnerships with other libraries, library organizations, other cultural heritage organizations and the private sector.	**248**	**61**	**-9**	**300**
6. Six and one-half percent of Indiana's population is under-served or un-served by Indiana libraries.	**266**	**53**	**-13**	**306**
3. Libraries need appropriate infrastructure and support to digitize their materials so they may be made available online.	**268**	**55**	**-8**	**315**
5. Special populations who are blind, physically handicapped, or those in an institution have library needs and are under-served in many cases.	**300**	**41**	**-1**	**335**
1. The academic success of students and knowledge of its citizens can be strengthened by supporting electronic information resources, including statewide access to electronic databases, and resource sharing.	**362**	**17**	**-1**	**378**
2. Libraries require computer and communications technology enhancements to serve the information needs of residents.	**376**	**61**	**-1**	**436**
TOTALS	**1820**	**237**	**-38**	**2019**


Reconsidering Current Needs
2. Libraries require computer and communications technology enhancements to serve the information needs of residents.
-1
376
61
1. The academic success of students and knowledge of its citizens can be strengthened by supporting electronic information resources, including statewide access to electronic databases, and resource sharing.
-1
362
17
5. Special populations who are blind, physically handicapped, or those in an institution have library needs and are under-served in many cases.
-6
300
41
3. Libraries need appropriate infrastructure and support to digitize their materials so they may be made available online.
-8
268
55
6. Six and one-half percent of Indiana's population is under-served or un-served by Indiana libraries.
-13
266
53
4. Libraries need leadership to promote mutually beneficial partnerships with other libraries, library organizations, other cultural heritage organizations and the private sector.
-9
248
61
-50 0 50 100 150 200 250 300 350 400 450 500
RETAIN Need - 2 pts
Revise Need - 1 pt
Remove Need - minus 1 pt

Question #18: The federal government provides the State Library with a list of purposes for which LSTA funds are to be used. What new types of LSTA projects would you recommend the Indiana State Library consider funding in the future that conform to these purposes? The purposes listed here are mandated by the Institute of Museum and Library Services [IMLS] for the period October 2012 through September 2017.

#1. Expand services for learning and access to information plus educational resourcesin a variety of formats that support needs for education, lifelong learning, workforce development and digital literacy skills.
#2. Establish/Enhance electronic linkages and improve coordination among and between libraries and entities for the purpose of improving the quality of access to library and information services.
#3. Provide training and professional development to enhance the skills of the current library workforce and leadership.
#4. Developing public and private partnerships with other agencies and community-based organizations.
#5. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds to those with disabilities, and to those with limited functional literacy or information skills.
#6. Target library and information services to persons having difficulty using a library and to under-served urban and rural communities, including children [birth to age 17] from families with incomes below the poverty line.
#7. Develop library services that provide all users access to information through local, State, regional, national and international collaborations and networks.

Question #18: LSTA Purposes	Purpose #1	Purpose #2	Purpose #3	Purpose #4	Purpose #5	Purpose #6	Purpose #7	Total	Percent
IN Memory & Digitization Sub-Grants			1					**1**	**0.4%**
Services for Blind & Physically Handicapped					1			**1**	**0.4%**
Strategic Planning			1					**1**	**0.4%**
Internet		1						**1**	**0.4%**
Interlibrary Loan		1					1	**2**	**0.8%**
Evergreen Indiana		3						**3**	**1.2%**
Indiana Virtual Catalog		2		1				**3**	**1.2%**
IN Children's Literacy Project						4		**4**	**1.3%**
Innovative Library Technology Sub-Grants	3			1				**4**	**1.3%**
General Library Operations incl. Facility, Staffing, etc.	1					2	2	**5**	**2.0%**
Special Services Consultation & Institutional Literacy Sub-Grants	2	1				1	1	**5**	**2.0%**
Info Access for Un-served Sub-Grants	1					2	3	**6**	**2.4%**
Literacy for Adults	1				5	1		**7**	**2.8%**
Advocacy & Promotion incl. Geek		2			1	4	1	**8**	**3.2%**
INSPIRE Databases	3	3	1				1	**8**	**3.2%**
School Library Media Center Project	2		1		2	2	1	**8**	**3.2%**
Technology Sub-Grants	2	3	2			3	2	**12**	**4.7%**
Collections incl. Sharing	5	1		1	5	1		**13**	**5.1%**
Programs & Services				1	6	7	1	**15**	**5.9%**
N/A or No Support or Comment Was Not Relevant	1	1	2	2	3	5	5	**19**	**7.5%**
Partnerships/Collaborations	3	7	1	11				**22**	**8.7%**
Training of Patrons	13		1		6	3		**23**	**9.1%**
Statewide Services for Consultation, Planning & Training	1		18	6		3	1	**29**	**11.5%**
Support of purpose given but no ideas shared	9	9	9	6	6	8	6	**53**	**21.0%**
Totals	**47**	**34**	**37**	**29**	**35**	**46**	**25**	**253**	**100%**
Percent	**18.6%**	**13.4%**	**14.6%**	**11.5%**	**13.8%**	**18.2%**	**9.9%**	**100%**	

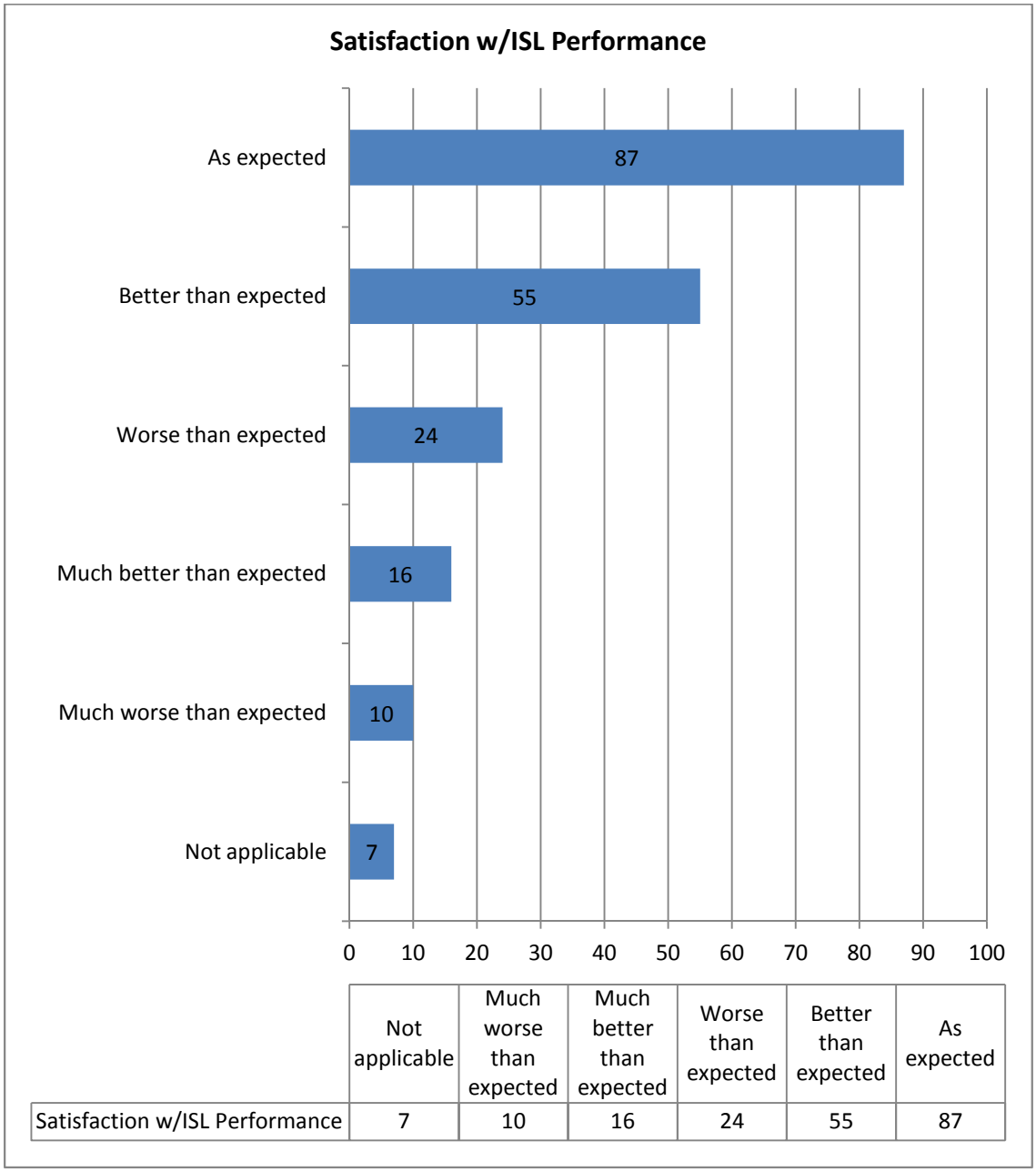

New LSTA Project Ideas
Support of purpose given but no ideas shared
Statewide Services for Consultation, Planning & Training
Training of Patrons
Partnerships/Collaborations
N/A or No Support or Comment Was Not Relevant
Programs & Services
Collections incl. Sharing
Technology Sub-Grants
School Library Media Center Project
INSPIRE Databases
Advocacy & Promotion incl. Geek
Literacy for Adults
Info Access for Un-served Sub-Grants
Special Services Consultation & Institutional Literacy Sub-Grants
General Library Operations incl. Facility, Staffing, etc.
0
20
40
60
Purpose #1
Purpose #2
Purpose #3
Purpose #4
Purpose #5
Purpose #6
Purpose #7

Question #19: If you have not applied for an LSTA grant since 2007, what would encourage you to submit an application? [Open-ended Question]

Question #19: Motivation to Make Grant Applications	a. Interest in Applying	b. May have Interest in Applying	c. No Commitment Made to Applying	Totals	Percent
Increase the size of the grants			2	**2**	2.0%
Reduction in 'requirement' restrictions			3	**3**	3.0%
Other - Units total less than 2%			3	**3**	3.0%
Other *[Did not fit categories]*	2	1	2	**5**	5.0%
Project ideas that are suitable			9	**9**	8.9%
Grants that address existing needs of various sizes & types of libraries			15	**15**	14.8%
Simplify the grant process [all parts]			18	**18**	17.8%
Limitations of local library resources			20	**20**	19.8%
Awareness, information, training		1	25	**26**	25.7%
Totals	**2**	**2**	**97**	**101**	**100%**

Respondents' Motivation to Apply for LSTA Grant
Awareness, information, training
1
25
Limitations of local library resources
20
Simplify the grant process [all parts]
18
Grants that address existing needs of various sizes & types of libraries
15
Project ideas that are suitable
9
Other [Did not fit categories]
2
1
2
Other - Units total less than 2%
3
Reduction in 'requirement' restrictions
3
Increase the size of the grants
2
0
20
40
a. Interest in Applying
b. May have Interest in Applying
c. No Commitment Made to Applying

Question #20: Does the Indiana State Library currently meet your expectations for understanding what your library needs?



APPENDIX D: Focus Groups – Questions and Interviewees

Participants are employees of the following State Institutions:

1) Branchville Correctional Facility
2) Camp Summit Boot Camp Juvenile Facility
3) Chain O'Lakes Correctional Center
4) Evansville State Hospital
5) Henryville Correctional Facility
6) Indiana State Prison
7) Indiana Women's Prison
8) Logansport Juvenile Correctional Facility
9) Logansport State Hospital
10) Madison Correctional Facility
11) Madison Juvenile
12) Miami Correctional Facility
13) New Castle Correctional Facility
14) Pendleton Correctional Industrial Facility
15) Pendleton Juvenile Correctional Facility
16) Plainfield Correctional Facility
17) Putnamville Correctional Facility
18) Rockville Correctional Facility
19) Wabash Valley Correctional Facility

Participants:

Group #1

1) Bonsett, Steve
2) Bryan, Frank
3) Deal, Brad
4) Foley, Doug
5) Goodhart, Bill
6) Moore, Robert
7) Penticuff, Matt
8) Roberts, Gregory
9) Sailer, Bruce
10) Williams, Milton

Group #2

11) Bonomo, April
12) Cecil, Misty
13) Davis, Dian
14) Hinton, Brenda
15) Kasper, Barbara
16) Myers, Janie
17) Richards, Karen
18) Smith, Jennifer
19) Turner, Candice

Group #3

20) Kleber, Rosemarie
21) McLane, Rachel
22) Mesker, Donna
23) Newell, Brian
24) Nott, Pamela
25) Smith, Tiffany

Questions & Comments:

Question #1: What is the single biggest obstacle for you in applying for and using LSTA grants?

Didn't know what I could apply for. Asked for a list of acceptable options to be provided by ISL.
Applied but did not receive the grant and did not understand why.
I lack knowledge about what I can apply for.
It is time consuming to locate vendors which are approved outside of those already on the Indiana Dept. of Corrections list of acceptable vendors. A list of acceptable vendors would be helpful to have. Can the State Library provide such a list?
It is difficult and takes a long time to get the internal paperwork done at the facility so orders can be placed for materials and equipment.
Sometimes internal issues at the facility get in the way of completing the grant process.
The business office in our facility works quite slow and is not interested in helping us place orders.
It is difficult to accommodate the acquisition policies of the State and the correctional facility, e.g. getting three quotes for books.
I do not know how to write grant requests.
I need help writing the grant. Can the State Library help me?
Sometimes the superintendent does not help facilitate the process though he/she is asked to sign the grant application.
The superintendent expects us to apply for the LSTA grants.
Our business office is supportive and helps us get the orders placed in a timely way.
Sometimes the offenders help us write the grants.
I lack experience in grant writing.
It would be helpful if the State Library provided sample grants for us to adapt to our situation and needs.
We need examples of grants that the State Library would approve.

Question #2: What difference has LSTA funding made for your target audience?

The educational experience was enriched through the provision of additional new materials and equipment.
Adding new materials that were of interest to inmates was a big help.
Patrons loved the new digital projector. This served to engage the inmates in a meaningful educational experience.
It is difficult for us to know if the items we are purchasing are making a difference in the lives of the inmates.

Question #3: Would you have other sources for funding if LSTA grants were reduced or removed?

Donations from local community service groups
Staff would look for other sources of funding within the institution and through volunteers though this takes time which we do not have.
We might be able to get money from the Recreational Fund to purchase materials and equipment.
The local public library donates used books to us.
We try to be resourceful in making what little we have go as far as possible.

APPENDIX E: Internet Interview with Instructions and Four Interviewees

Instructions and content of Internet interview:

Presently I am working with the staff at the Indiana State Library to evaluate the impact that LSTA funds has on the lives of Hoosiers. The period of time that we are looking at includes projects that were approved and completed between October 2007 and December 2011.

The Institute of Museum and Library Services in Washington, D.C. has asked us to report in the context of 'outcome performance measures'. In other words they want to know if the money that has been sent to Indiana has really made a tangible difference in the lives of the residents of our state.

Outcome performance measures examine how the LSTA money that was spent produced tangible benefits for people. It is important to distinguish from the 'benefits' that the patrons received and those that the library gained by providing the services. Some examples of those benefits might be:

- A patron gains new knowledge that he can use to get a better job.
- New skills are learned by the patron that will enhance his quality of life.
- The patron learns new information that changes his attitude about his work or family life, for instance.
- The patron improves his reading skills and the outcome is that the patron is able to read to his bed time stories to his children for the first time.

Benefits that your patrons accrue as a result of using LSTA funded resources include 1) new knowledge, 2) increased skills, 3) changed attitudes or values, 4) modified behavior, 5) improved condition, and/or 6) altered status.

An overview of the outcome model[65] would look like this:

Inputs are resources dedicated to or used by the program and include money, staff and staff's time, volunteers and volunteer's time, facilities, equipment and supplies.

Activities are what your program does with the ***inputs*** to fulfill the library's mission. Specific examples of activities might include 1) providing self-paced training on computer use for senior patrons who know little about how to use computers, 2) teaching handicapped persons how to use adaptive technology so they will not remain shut off from national, state and local news and personal email, 3) engaging children in learning about how people from another culture has made meaningful contributions in their own community. Activities are when you design a solution to fit your target market's needs and you design these before you began the project. The important principle is that you "design your program from the beginning with the end in mind." You do this so that you will know whether the program was successful in changing the lives of the patrons.

Outputs are the direct products of program activities like the number of classes offered, the number of programs held, the number of hours of service delivered and the number of persons served.

Finally ***outcomes*** are the actual benefits that the patrons gain during and after the program activities that are offered by the library. These include 1) new knowledge, 2) increased skills, 3) changed attitudes or values, 4) modified behavior, 5) improved condition, and 6) altered status.

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[65] The information found here about Program Outcomes has been taken from two sources:

1. Measuring Program Outcomes: a Practical Approach. United Way of America. C1996.
2. http://www.shapingoutcomes.org/course/index.htm This is a course module produced by IUPUI.

So what we need for you to tell us is how you changed one or more patron's lives in your community as a result of receiving an LSTA grant.

It would be naïve of us to think that you would change everyone that your program touches. However, we would like to know about those persons whose lives were changed as a result of your offering a special program that was in whole or part funded by Library Services and Technology Act Funds [LSTA].

The information[66] that we will need from you includes:

1. An explanation of the challenge that your project addressed, e.g. seniors felt like they were being left behind because they did not know how to use a computer to send emails or set up a Facebook page that they could use to communicate with their family members.

2. Provide a list of the 'inputs' that you used in addressing your challenge. Inputs include resources that were consumed during the program or project. *See examples that are listed above.*

3. Describe the activity/activities that you used to address the challenge. *See examples that are listed above.*

4. Provide the statistical data that we are calling outputs. *See examples above.*

5. Finally tell us about the outcomes for the patrons. What benefits did the target market realize during and after the project? If you only have one success story, tell us about it.

6. What would you do differently if you could start over again today? What difference do you think these changes would make for your target audience?

Add your LSTA grant year, e.g. 2010-2011], type of grant, e.g. technology, your name, and your library.

Try to keep your response to one page, one side or less.

Thank you for being so gracious as to share your experiences with us.

[66] Your project may not resemble the examples used in this letter. It is only important that you identified a need that a group of your patrons had and by virtue of offering your project, you made a tangible difference in the lives of one or more of your patrons related to this need.

Christine Friesel, Monroe County Public Library – 2010 Census: 137,974
3 Indiana Memory/Digitization Sub-Grant, Fiscal Years 2009 [1] and 2010 [2]
Titles & Grant Expenditures: "Indiana Bedrock"-$21,097, "At War and At Home: Monroe County Timeline (1855-1875)" – $19,565, and "Smithville News, 1897 – 1915" - $8,306.

Indiana Bedrock [FY2009] A photographic collection of Monroe County's early limestone artists, craftsmen, and workers, placed in a context that is meaningful, memorable, and accessible to all.

At War and At Home: Monroe County Timeline (1855 – 1875) [FY2010] On this the 150th anniversary of the Civil War, Monroe County Public Library and the Monroe County History Center, together with the IU Lilly Library and the Wylie House Museum, announce the launch of **At War and At Home: Monroe County Timeline 1855–1875**. This digital collection examines how Bloomington and Monroe County were affected by events before, during, and after the Civil War. We created the following:

Inventory of our primary documents (PDF)
Digital collection
Monroe County Timeline (PDF)

Through this collection we learn what it was like at war: how Milton M. Nichols fought temporary blindness, homesickness, and harsh military camp conditions, as well as rebel soldiers. **And, we learn what it was like at home:** how teachers D.E. Hunter and Margaret McCalla worked to establish more structured, graded schools, and how others fought for a safer and more secure jail.

Smithville News, 1897 – 1915 [FY2010] A digital collection of Smithville, Indiana history. Only three copies of *The Smithville News* were thought to exist until 75 issues were discovered in the Fox Family collection in 2011. This digital collection of newspapers and period photographs provides a unique window on Smithville life and families, the early limestone industry in Monroe County, and the rise of the telephone, automobiles, and railroads at the turn of the century. NOTE: This project is ongoing and the collection will be launched in the spring of 2012 and promoted throughout the year.

Challenges Addressed:

Need to close gaps in information

- An important industry in Indiana, limestone products, culture, and heritage was only accessible to professionals and artists.
- Mostly due to fire, there are limited primary records for Monroe County in the Civil War and Reconstruction Era. Aside from Indiana University, Monroe County lacked an understanding of what the community was like before, during, and after the Civil War.
- Smithville, Indiana is now an unincorporated town but the issues covered in the newspaper would have been lost without this project. Once completed, genealogists are going to be able to locate their ancestors from the Smithville area and learn about their ancestors who were visiting or suffering from an adversity such as an illness, crime, death, or fire. New businesses are described and promoted as well as school and church related news. Researchers and historians studying the early rise of the Indiana railways, transportation, and commerce, especially the limestone industry, will have access to new information about this region. The newspaper also covers areas surrounding Smithville, including those in Clear Creek Township that were later flooded in order to build Lake Monroe. Additionally, new information about the business of information, journalism, and technological developments of telephone networks will come to light as a result of this project.

Need for better coordination between MCPL and Historical Society

- Casual partnerships and collaborations were infrequent, undocumented, without evaluation, and under the radar of stakeholders and the community. Before we addressed the need to promote our heritage and create a stronger, more attractive and vibrant community, we first had to understand what resources we both had and then learn to work together.
- Our heritage and cultural organizations lacked a thorough, authoritative inventory of what archives and research tools are available within the county, state, nation, and in private hands.

Need to develop local capacity for digitization

- Purchase equipment, server, and access to a content management system (CONTENTdm)
- To meet community, library, and state goals, we had to buy equipment, start staff training, and then scan, index, and upload materials. Next we had to build a web presence.
- To develop relationships and build credibility with current and future grant makers, staff, board members, patrons, the media, and donors.
- Experiment with open source content management system (Drupal) for timeline.
- These new and exciting projects force us to work with other cultural heritage organizations (Indiana State Archives) and they want to hear about our projects.

Inputs:

Project	Number of Personnel	Number of Hours	Personnel paid with LSTA funds	Comment
Indiana Bedrock	30	7286	2	Digitization was done at MCPL and at our partner organization with LSTA staff member doing the work at both locations.
At War At Home	50		2	2/3 digitization was done by partner organization.
Smithville News (ongoing)	11	321 as of November 2011 (ongoing)	2	Most of digitization and all of promotional prints outsourced due to size and condition. OCR software and external hard drives were purchased. OCR correction is nearly complete.

Activities:

- **Infrastructure was built.** Equipment and software was purchased. With LSTA grant funding we could afford to purchase a server, scanner, OCR software, external hard drives, and more. We began our conversation with our Information Systems department to make sure that replacement schedules and long range technology plans were updated.
- **Staff was hired and trained**. This was our first attempt to define a digitization technician and a researcher and an important step, helping us determine how to sustain the projects after the grant funding period was over. With LSTA grant funding, we were able to hire new staff to experiment with building a digitization program without compromising existing service commitments.
- **Controlled vocabulary was created,** allowing us to build a solid foundation of key historical events for our county, which will serve the seed to standardizing all of our indexing projects for our Indiana Room. This made a significant impact as we now aim to consolidate all our various indexes for improved access.

- **Access to a collection of historically significant materials was improved.** These collections were digitized, preserved, research, and studied. As new light was shed upon these documents, community historians and regular history buffs were engaged in a meaningful way.
- **Partnerships were created and/or strengthened**. Early on with the Indiana Bedrock project, MCPL and the History Center established a communication tree to determine which organization would best be suited to work with supporting organizations and people affiliated with the limestone industry. The History Center helped round out the list of stakeholders within the limestone, building, civic and arts community. Regular meetings and telephone conversations provided progress reports and updates about newly discovered collections, technical and logistic issues, and networking opportunities. The publicity for the project – both at the start and especially at the end – was energetic, positive, polished, and a true collaboration.
- **Promotional materials and website were created**, including press kits proving access to high quality tiff images. It is important for libraries and museums to get their announcements on the front pages of their local newspapers as they try innovative projects that appeal to a wide range of audiences. Materials were sent to community leaders and legislators, industry professionals, and Governor Mitch Daniels.
- **Community Supported and Engaged,** through our promotional efforts and our presentations. We provided colorful images and rich stories – and *new information* about our county's heritage – at people at our entertaining programs. Through our call out phases, when we sought after collections from private collections, we caught the interest in a sector of our community that was somewhat forgotten. Volunteers became excited about their contributions. We make connections with community experts and learned how to better serve area researchers. We learned more about the finding aids that were available and what tools were needed to improve access and collaboration. As a result, an **Inventory of Primary Documents** 1855-1875 and the ***Monroe County Timeline* was created**.

Outputs:

Project	Press Kits	Postcards	Posters 11 x 17	Brochures	Bloom Magazine Article	Herald Times Newspaper	Presentations	Community Television Programs
Indiana Bedrock	50	2000 1st batch 2800 2nd batch 1050 + mailed	300	500 announcing project 1000 announcing collection	1	1 (26,500 circulation)	7 (261 people attended, incl. some duplicates)	1 (aired 9 times)
At War & At Home	35	1500	n/a	1000	1	1 (25,000 circulation; 1000 hits to online article)	6 (122 people attended, incl. some duplicates)	1 (aired 7 - 9 times)
Smithville News (ongoing)	n/a	2000	n/a	2000	n/a	n/a	1 (18)	n/a

Project	Archival TIF Files created	Items added to Historical Society Archives as result of call out	Oral Histories collected	Community Members acknowledged for support of project	Organizations acknowledged for support of project
Indiana Bedrock	1600	1008	4	26	12
At War & At Home	2257	? (I can find this out if you need it!)	0	35	11
Smithville News	309	0	n/a	So far: 16	5

Outcomes for Patrons:

- **Capacity and credibility were obtained.**
  Patrons need to know that their library is being responsible and innovative with their tax dollars. Patrons want improved access to information utilizing digitization. While administrators pressed on with tight budgets, our department was able to start a digitization program. Gradually, thoughtfully, we are shifting resources to sustain the program. LSTA funding allowed us to start the conversation in a meaningful way, with standard evaluation and reporting tools to track our progress and impact. Our patrons **do** see us increasing our knowledge. Likewise, as they see us uploading digital images, patrons increase their knowledge, too, of the process and have started to report their preferences for us to scan the yearbooks, city directories, and the local newspaper. When we remind them of copyright restrictions, they learn more information about the process and how to get engaged.
- **Access to information was improved.**
  - ✓ A patron told me that he took some of these images to a family member, who started reminiscing about the past and new facts about our history was discovered and documented. This patron stated, "It just mushroomed from there." He stated that because he had the content ready when the opportunity arose to meet with this elderly person, he was able to capture the information. It is important that we have it all ready when the opportunity strikes, he said.
  - ✓ Another patron from out of state reported to our historical society that because of our transcription and indexing within CONTENTdm, he was able to Google his ancestor's name and, low and behold, bust through a brick wall.
  - ✓ In a telephone conversation I had with Indiana Limestone Institute's director Todd Schnatzmeyer, I learned of his interest in digitizing more photographs like those we have in the *Indiana Bedrock* collection so that he and others can increase awareness of the vast benefits of using limestone in future capital projects.
  - ✓ "Limestone people" were identified. These are local experts, families, business owners, artists, and enthusiast who were called upon to provide information to help us describe the photographs we were digitizing. Some identified the names of the limestone workers in the images. They helped us spread their knowledge so that generations to come will have this readily available.

What would we do differently?

- **Publication date was timed poorly.**
  Due to the grant funding cycle, we launched our collections during the late spring / early summer, when educators, parents, and students are winding down the semester. We think launching the materials during this time contributed to low traffic to the site. Relationships with the teachers were simply not well established to do this late in the project. Now, however, we have some promotional materials to assemble and resend as a tool to start conversations as to how to incorporate our content into the curriculum. Our library is very busy launching the summer reading programs during the early spring. We are in the elementary schools promoting their program and graphics department. (The same crew that designs our promotional materials is all very busy this time of year.] Our web site and atrium display cases are reserved for this splash campaign, too, so we had to compete a bit for our "home page real estate".
- **Deciding not to reserve resources to directly involve the schools is regret.**
  As there were new staff members at the History Center, including a new director, and a fairly new Teen Librarian at MCPL, we hesitated to bring in the schools to help us promote the collections. While the social studies and history teachers were all sent post cards, this strategy could have been less passive. Additionally, I regret that we didn't have an out of the box lesson plan for teachers to utilize at will. Even getting our brochures into the staff lounges would have been a significant step.
- **Web Site design came late.** Our library is revamping our entire web site. I wish we would have had the new site in place when we were launching the new digital collections. Currently the images are buried and not easily found. I do think once the new site is up (early spring), then we will get more traffic.
- **Budget for more time for digitization and metadata creation.**
  With every project, there were technical hiccups with equipment, scanning the images, and delays with getting access to the collections, even though they were identified very early in the project. Some of these delays were due to personnel changes within our organization and with our partners. Collaborating with organizations that rely so heavily on volunteers and other soft resources is rewarding for a lot of reasons, but also challenging when expectations had to be adjusted. So, the final uploading period could have gone more smoothly had we given ourselves more time. That said, we have a richer relationship with our partners due to these wonderful opportunities and understand more now what resources the partners can bring to the table.

Changed Attitudes or Values:

Six people reading the *Herald Times Online* news article commented about the *At War and At Home* project. Here are some that address how we have benefited the community with this particular project, including how they view the library and their community:

1. "Excellent work MCPL. I'm sure a lot of work went into this project. I will definitely check this out."

2. "Great Job! As an educator, I hope to be able to introduce some of these documents to my classes to show how the Civil War affected the town."

3. "The detail in the Bloomington Republican download is amazing! Great work!"

4. "I'm amazed Bloomington had anything titled republican in their newspaper oh my how things have changed. Actually I have done research myself at the maple and looked through many, many old newspaper articles. I think when I was browsing through the 1960's I saw that they at that time ran a 100 year special about the civil war. I think I have it somewhere on my hard drive but Bloomington played a major role as a staging point for soldiers in the civil war."

Janelle H.Graber, Eckhart Public Library [DeKalb County] -- 2010 Census: 13,665

1 Innovation Technology Sub-Grant, FY2010
Title and Grant Expenditures: "Crossing the digital divide: Libraries embracing digital and information literacy in the 21st century" - $ 57,562.01

Challenges:

- Eckhart Public Library sought to increase digital literacy in the community, focusing on a multi-generational approach. We found that senior citizens in the community, in particular, are disenfranchised from the digital community. Additionally, our youngest patrons are unaware of the dangers of a digital world and need to learn how to safely access information on the Internet and how to safely use social media. Parents, caretakers, and teachers in our local community organizations need the technological tools to provide instruction and learning in our information rich age, and patrons of all ages are looking for assistance with e-books, e-readers, and other new technology.

Inputs:

- Project inputs included project staff time, library staff training, a new website, a mobile accessible website, new technological equipment, and instruction programs for patrons of all ages. The new technology equipment includes: two 17" MacBooks; iPads ; presentation equipment, including an interactive white board and a Lumens Ladibug Document camera; two flat screen monitors; Audio Converter TASCAM CC-222SL; MP3 players; e-readers); iPod Nanos and Touches; a hand held digital scanner; a digital camera; a camcorder.

Activities:

- The library developed introductory lessons plans for online and social media safety courses, created instructional materials for the digital devices, and created instructional videos and posted them to the library's YouTube channel. The library also developed a new website, held a computer camps for children and teens, and taught senior citizens how to set up email accounts and use various technological devices.

Outputs:

- The following items were generated by this project: 27 Instructional videos; 2 Story time videos; 22 printed and online procedures and instructional documents; 33 collected and bound manuals and guides for various e-devices for training and reference purposes, with two physical copies of each for a total of 66; over 400 photos taken with the digital camera for the new website and promotional materials; a new website with department pages and databases for local genealogical materials; 11 new seats on CustomGuides ; 86 e-books for use on the Nooks and Nook Colors were purchased; 9 technical support books about tablet computers and smart phones were purchased. The estimated number of persons served during the grant period is 3,546. The library continues to serve patrons using resources from this grant.

Outcomes for Patrons:

- At the events for seniors, patrons expressed interest in receiving future training, particularly in the use of email. After the Children's Computer Camp, discussions with parents indicated a desire for future computer camps for children and programs for adults. At the Teen Computer College, self-assessments were conducted both before and after sessions. Students were asked to rank their skills from 1-5 (with 1 being the lowest skill level. At the beginning, the average self-assessment was 1. At the end of sessions, the average ranking was 4.6. Through discussion with the teens, we learned that they would like more sessions in the future. The library continues to receive (and fulfill) patron requests for more instructional sessions using eReaders and other digital devices.

What would you do differently?

- If we could change anything, it would be the rushed time frame for the overall project. While we were unable to undertake some activities within the grant period, we have been able to continue programs started through the grant and, based on input from patrons, add more programs that serve their needs. More time would have allowed us to better customize activities during the grant period based on patron feedback.

Beth Treaster, Centerville-Center Twp. Public Library [Wayne County] – 2010 Census: 7,579
1 Technology Sub-Grant, Fiscal Year 2011
Title & Grant Award: "Technology Instruction for Centerville Youth and Seniors." - $9,564

Our Challenge:

- Based on feedback from our library users we identified a need for computer training for two segments of our patron population. The two segments included senior citizens who wanted to use their computers more effectively, including things like sending email, using word processing software and staying in touch with family and friends via Facebook. Secondly, a need to provide internet & phone safety training for our elementary and junior high students was identified. Recent publicity regarding cyber-bullying and sexting stressed the need for this class.

The Inputs:

- A number of inputs were used to tackle the challenges noted above.
  - ✓ **Education Grant:** Used to subsidize the development and delivery of 13 computer classes.
  - ✓ **Equipment Grant:** Used to upgrade computer monitors and purchase movable tables.
  - ✓ **Class Development:** Ten classes developed with 3 more in development.
  - ✓ **Instructors:** One part-time paid (Jack Broering) and one volunteer instructor (Carol Miller).

Activities:

- **Class Design:** The first challenge was to design classes suitable for a wide range of participants (elementary students through senior citizens). To make the classes suitable for the needs of a broad range of participants, each class presentation was segmented into 2 sections, a primary section which is typically delivered to all students and an appendices which contains material that is delivered to those students capable of working at an accelerated pace.

- **Recruitment of Class Participants:** The second challenge was to attract participants to the classes. To recruit elementary and junior high students to the classes, flyers were sent home with students. To recruit seniors, a presentation was made at the local senior's center and advertising in the seniors newsletter were the primary methods used. Brochures for the classes were also available at the library. Lastly, home schooled parents were contacted through their established network.

The Outputs:

- The output in this case is the number of participants that have been trained. To date, 37 individuals have been trained with a total of 166 participant-sessions attended.

The Outcomes:

- A number of successes were evident from the computer classes delivered so far:
  - ✓ One participant used her knowledge of Facebook to connect with her granddaughter in Hong Kong. Several others use Facebook to communicate with family and friends.
  - ✓ Two participants looking for work used the classes to upgrade their computer skills.
  - ✓ Our class on Using the Internet Safely was very well received by participants.
  - ✓ A 99 year old gentleman successfully completed our classes in August.

What Would We Do Differently:

- Advertise more widely (e.g. local newspaper) to get more class participants.
- Continually adjust course times to attract a different segment of the community.
- Offer basic classes more frequently and more advanced classes less frequently.

- Include mandatory class projects to help participants reinforce the skills they learn in class. To date, class projects have been voluntary.

Renee Wozniak, South Whitley-Cleveland Twp. Public Library [Whitley County] –
2010 Census: 5,156
1 Indiana Memory/Digitization Sub-Grant, Fiscal Year 2011
Title & Grant Award: "Whitko Community Digital Image Project" - $20,000
Project Coordinator: Joan Hostetler

Challenge:
- Locate Whitko area history photographs (or find items already in collections) and make them available to the public to enrich their lives and document the community

Inputs
- Our primary 'inputs' are equipment (computer, scanner, hard-drives) and staff time to solicit, scan, catalog, interview, and educate.

Activities:
- We solicited photographs from the community via direct calls, newspapers articles, Facebook and other social media, newsletters, and "scan-a-thons" (scanning photographs at events while the patron waited). We also found the need to educate the public about the identification, storage, and preservation of photographs and have held over fifteen educational public programs and displays reaching over 1,500 people.

Outputs:
- We have scanned over 5,500 images owned by the two libraries or loaned by over 70 individuals.

Outcomes:
- While we have not officially launched the images by placing them on *Indiana Memory*, we have received feedback at community presentations and via Facebook. Two stories stand out and give us confidence that our project is succeeding.
  - ✓ After presenting a slide show of sample images to the Pierceton Alumni Association reunion, a woman came up to me nearly in tears and asked where I had gotten a 1940 image of a married couple standing inside their creamery business. I told her that a man in Florida brought the photo to the previous year's reunion to be copied at our "scan-a-thon." She was shocked to learn the name of the lender because he was her brother and she had never seen the photograph. She went on to explain that the image made her emotional because her father died when she was only six months old and she had no memories of him and very few photos. Not only was this photograph important because it documents a local business and very interesting store interior, it has a deep personal meaning to a family member.
  - ✓ Similarly, during one of our coffee klatches where people gathered to help identify photographs, a sharp 91-year-old woman shared the story of riding in a truck during the Depression with her father (the town baker) to deliver bread to local stores and restaurants. She did not have any photographs of the business, but the memories were very vivid to her. Earlier, a collector had loaned film negatives made by the town's amateur photographer. One was of this woman's father's bakery delivery truck. Also, even though her sister had already loaned all of the photographs she thought would be of interest, when we probed further about bakery photographs, she was able to find one for us to copy.

    These stories emphasize that our lives are intertwined in small towns and the history of our families and their businesses might be found in the albums of distant relatives, former neighbors, and collectors. By gathering these images we are not only collecting a broad-based community history, but also very personal family images that even siblings do not think to share with each other.

What would you do differently?

- I would apply for funds to record the stories that go along with these photographs. On occasion we do tape record interesting people as they discuss town history and their specific images, but we do not have the time or funds to transcribe them. The target audience would appreciate hearing the stories directly from the tellers rather than a truncated version in a catalog record. Sadly, many of the people on our contact list have died before we got to see their images or talk to them in-depth.

APPENDIX F: Notes related to Key Recommendations

Key Recommendations

2) **Establish consistent procedures for collecting, extracting, and maintaining metrics related to activities that are funded by LSTA, especially for statewide projects. Implement protocols that will survive staff turnover at the State Library.**

Notes:
Peter Drucker once made a statement that is relevant to this discussion: "*What gets measured gets managed.*"

Another author, Joseph R. Matthews, in his book, Measuring for Results: The Dimensions of Public Library Effectiveness makes this statement, "*Measures and indicators can tell us where we have been, where we are, and in what direction we are heading…Performance measures and indicators only inform, they do not prescribe solutions to problems.*"

Strive for consistency in the types of statistics that you collect and the way in which you collect these statistics. This will be important in being able to compare 'apples' to 'apples' from year to year.

3) **Look for ways using the media to inform the general public about library services, e.g. the known benefits of reading to preschool age children and the ways that libraries can help parents.**

Notes:
If one *Googles* this phrase: 'literacy for children and parents', numerous studies and web sites appear that speak to the importance of getting children off to a solid start early in life in their learning and reading adventure. "Ruby Payne asserts that children growing up in a culture of poverty do not succeed because they have been taught the "hidden rules of poverty" but not the hidden rules of being middle class." [67]

Beyond this difference in culture, librarians and teachers are usually unsuccessful in changing the view of the poor about education. Fundamentally, the poor adult's view of education is 1) school is required by law, 2) school provides free day care and a couple of free meals a day for their children. Beyond that, most poor parents do not place value on their children getting an education and landing a future job. The poor in the U.S. live in the present and not in the future like the middle class; hence, education is not a relevant goal for this social group. This perception is probably stronger among the 'generational' poor than among the 'situational' poor. Those parents who are the second and third generation offspring and who have grown up in a 'poor' culture are more confirmed than those, who because of a temporary situation, have found themselves being poor but still have a support system that is grounded in the values of the middle class.

4) **Strengthen the State's Five-Year Plan with measureable objectives, meaningful activities, and written annual assessment of progress and possible changes to the strategic plan.**

Notes:
One of the State Library's numerous roles is that of being a 'mentoring role model' for other libraries through Indiana.

[67] Source: http://www.rethinkingschools.org/restrict.asp?path=archive/21_02/fram212.shtml 31 Jan 2012

As an example of this particular role, the State Library requires all the public libraries in Indiana to follow this Code in order to receive state and federal funds: Indiana Administrative Code 590 6-1-4(h)(3). Public libraries in Indiana are to adopt written plans [in part] as stated below:
(3) A long-range plan of service for between three (3) to five (5) years. The plan, updates, and revisions must be filed with the Indiana State Library. At a minimum, the plan shall include the following:

> A long-range plan of service for between (3) to five (5) years. The plan, updates, and revisions must be filed with the Indiana State Library. At a minimum, the plan shall include the following:
> A. A statement of community needs and goals.
> B. *Measureable objectives* and service responses to the community's needs and goals.
> C. An assessment of facilities, services, technology, and operations.
> D. An *on-going annual* evaluation process.

5) Find ways to routinely and annually educate the library community at large around Indiana about the availability of LSTA sub-grants and what state-wide services that LSTA funds.

Notes:
According to survey respondents 29.7% [67 responds] [68] either were not familiar with LSTA at all or were unable to explain LSTA to someone else. In another survey question, 29 respondents indicated that they were not aware that LSTA grant funds were available for their library. [69]

Further it is recommended that such efforts be routinely field tested prior to implementation to assure that the message the State Library is sending is being understood throughout the library community in Indiana.

Some references were made by survey respondents to the current rate of turnover in local library staff and how this turnover is negatively affecting the knowledge base of library employees in many areas that are, in turn, affecting the long-term and successful nurturing, operation and management of libraries.

6) Find new ways to 'politically' influence and educate the local government leadership in counties where some residents do not reside in a public library district.

The paradigm of understanding among elected officials in un-served library districts is the primary reason that expansion of public library services to all of Indiana's residents is "stuck". Far too many local officials have the attitude that '*if they themselves grew up without a public library, kids today do not need a library either*'. After all they think that they turned out "OK". Some of these individuals may have, in fact, been influenced by their "poor culture" understanding of the value of education.

In addition, examine how many of the 'unserved' residents are paying for public library services through COIT and CEDIT. Perhaps an offering of a non-resident card at a reduced fee would be possible. The fee would replace the uncollected portion of per capita excise and property taxes only. There is a program in place in Boone County based on this premise at this time. Perhaps it could become a state-wide model.

7) Develop an information program for public library managers and trustees about the options available to merge library districts and the benefits that residents might realize with such mergers. There are examples of recent mergers in Indiana that could be used as examples for others to consider.

Notes:
Use the examples as models that you have had among Indiana's public libraries that have merged and/or expanded library districts. Collect data from these libraries that will tell the story of each in a way that can be

[68] Response to Internet Survey Question #6
[69] Response to Internet Survey Question #8

easily understood by library managers and trustees. Record these stories as case studies and distribute this information to the library community at-large. Collecting and sharing stories will perhaps inspire others to pursue a similar course of action. Add research that addresses the differences [hopefully positive] that mergers and expansions has on the lives of the residents being served by these model libraries.

8) **Engage in dialogue with librarians to find ways to reduce operating costs while not affecting the quality and availability of library services.**

Notes:
According to survey respondents, the following challenges with funding implications are of primary concern at this time:

120 are concerned about funding reductions
111 are concerned about finding alternative funding sources
65 are concerned that library usage exceeds available resources

Libraries need help in finding ways that they can reduce costs while not sacrificing the quality of the services that are being offered by libraries.

9) **Offer proactive leadership in helping libraries choose among available technologies that have library applications.**

Notes:

Two common threads that appeared in comments to Survey Questions #12 and #18 indicated an interest in getting help with new technologies.

Questions on Survey	# Showing Interest in E-Readers & E-Books	# Showing Interest in Assistance w/New Technology	Totals
Q #12	12	9	**21**
Q #18	3	6	**9**
	15	**15**	**30**

A sample comment from question #12 illustrates the theme of the remarks related to 'interest in assistance with new technology': "Library consultants who understand all the technology and what is coming, who can help make decisions about how to staff and in what way, what technology is needed, and needs to be planned for, etc." Management Staff w/annual library budget of $1,000,000 to $5,000,000 and serving 10,000 to 49,999 residents.

10) **Library circulation is decreasing in some public libraries in Indiana. Perhaps attention needs to be given to studying why this is happening and what if anything can be done to enhance the perception of the value of reading and the library to residents.**

Notes:
In reviewing the change in population as reflected in the differences between the 2000 and the 2010 U.S. Census plus the changes in circulation totals [calendar years 2005 through 2010] among the15 public libraries that joined Evergreen Indiana in 2008, we see some interesting results

Ten of the 15 Evergreen Indiana libraries had increases in circulation between calendar years 2005 and 2010 ranging between 2% and 162%. At the same time, these same ten libraries experienced a growth in the number of residents served of between minus 3.8% and plus 52.8%.

Three of the 15 libraries had a negative growth in census between 2000 and 2010 but five had a negative growth in circulation for this six year period. Only one of these three libraries had a negative growth in both census and circulation activity between 2005 and 2010.

These fifteen libraries were selected for these reasons:

- These public libraries have been participating in Evergreen Indiana the longest, 2008-2010.
- These libraries had more titles available to loan to their cardholders by virtue of being members of EI, e.g. the holdings of all member libraries are available for cardholders of all libraries to check out. A reasonable question might be to consider 'why wouldn't each library be boasting of an increase in circulation between calendar years 2009 and 2010?' However, seven of the fifteen libraries experienced reductions in circulation between years 2009 and 2010: Adams, Brazil, Brownstown, Colfax, Lebanon, Odon Winkelpleck and Union County.

It is the opinion of key managers at the State Library that decreasing circulation is "a national trend". This consultant would challenge the staff to consider conducting research to determine why this trend is happening in Indiana. Is the trend happening to a greater extent among non-Evergreen Indiana libraries or Evergreen Indiana libraries? The literacy of various areas of our state may be in jeopardy unless the causes of this trend can be successfully identified and changes made to reverse the trend.

Public Libraries	% Change 2005-2010 Circulation	% Change 2009-2010 Circulation	% Change 2000 & 2010 Census
Adams Public Library	2%	-11%	-8%
Brazil	-41%	-13%	-7%
Brownstown	28%	-4%	2%
Butler	-0.1%	4%	82%
Colfax	-44%	-11%	1%
Franklin County	162%	104%	3%
Hussey-Mayfield [Zionsville]	24%	10%	53%
Jackson County	16%	1%	3%
Jennings County	24%	1%	4%
Lebanon	28%	-1%	11%
Melton	3%	5%	9%
Mooresville	19%	5%	-4%
Odon Winklepleck	-27%	-4%	93%
Plainfield	77%	10%	22%
Union County	-26%	-17%	2%
Totals	**24%**	**4%**	**11%**

11) **Regularly re-examine training offerings that are available to librarians and trustees from various providers. Determine where both strengths and weaknesses exist in current topics that are of relevance to the library community. Develop meaningful partnerships with other providers to guide the development of balanced offerings for the library community at large.**

Notes:
This was sufficiently covered in the section on Technology Training.

12) **Re-examine the various LSTA grant protocols that the State Library is presently using in these areas:**
    - ***Application, implementation and reporting process required of Institutional libraries especially prisons and correctional facilities.***

Notes:
There are several reasons why the librarians working in prisons and correctional facilities need special consideration regarding the application, implementation and reporting process related to LSTA sub-grants.

a) The turnover among staff in these institutions appears to be higher than that of other types of libraries.
b) The staff often lacks knowledge about the fundamentals of library services. They have not been formally or informally trained in book selection for instance.
c) Sometimes, the employees who are assigned various 'library' duties have additional responsibilities that are not related, e.g. HVAC.
d) The staff time allocation is often insufficient to appropriately address the requirements of the LSTA grant process.
e) The purchasing regulations of the Indiana Department of Correction do not compliment the protocol of the LSTA grant process. Often, the librarians are unable to both place and receive orders for materials and equipment prior to the end of a single grant year. Final reports are often incomplete due to this challenge.

- ***Application process for all libraries, i.e. consider offering model grant applications and projects that local libraries can adapt.***

Notes:
As libraries continue to be challenged by the lack of resources, it will become increasingly difficult for libraries to apply and meet all the current regulations for LSTA grants. Offer model grant applications for libraries to use to adapt or adopt for their own situations. Also provide lists of the types of grant projects that the State Library would be most likely to approve.

- ***Add training with practical examples for grant applicants regarding 'how to do' not just 'thou shall do' Outcome Based Measurements.***
- ***Consider adding training grants for public libraries in order to help these libraries meet current state certification standards; look at what other states are doing in this arena that is working.***
- ***Keep records of additions, deletions, expansions and abbreviations of LSTA-funded projects during the five-year evaluation period. Provide reasons for such changes so information will be available for the evaluation process for 2013-2017.***
- ***If LSTA funding is reduced, carefully consider the way to implement reductions in LSTA allocations. Not all LSTA funded projects are yielding the same value. Consider individual reductions based on the current levels of outputs and outcomes for each project.***
- ***Set a standard, that new protocols will be pre-tested in the field among practicing librarians before state-wide implementation.***

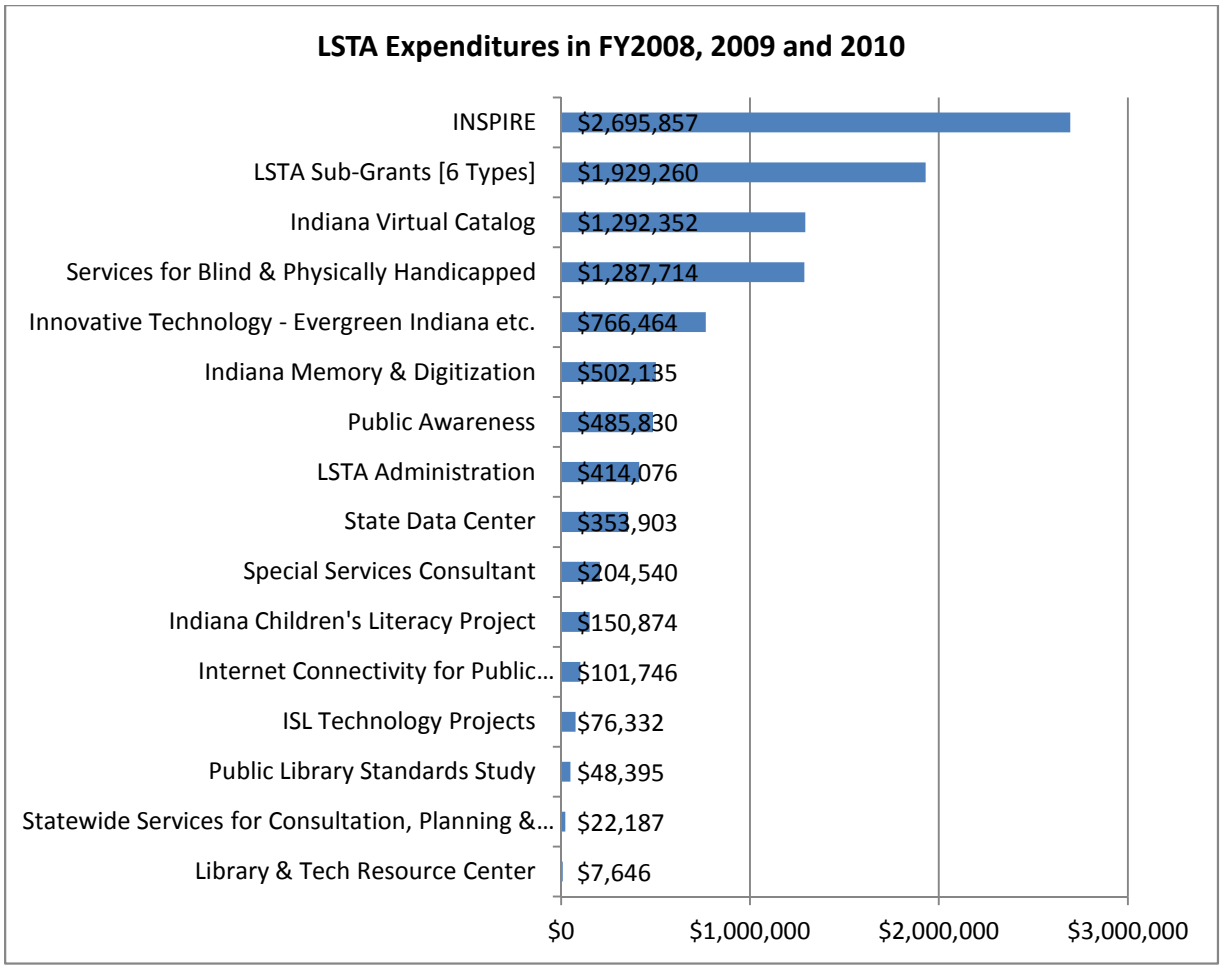
Appendix G: LSTA Dollars Spent During Fiscal Years 2008-2009-2010

LSTA Program Sub-Grant Expenditures During Fiscal Years 2008 - 2009 - 2010

Sub-Grant Programs	Total FY2008-2009-2010	Percent of Total	FY2008	FY2009	FY2010	Description
Information Access for the Un-served Sub-Grants	**$40,588**	**2.1%**	$30,607	$0	$9,981	Support for public libraries to extend service areas
Public Awareness Sub-Grants	**$122,499**	**6.4%**	$0	$0	$122,499	Marketing Materials
Institutional Literacy Sub-Grants	**$166,856**	**8.6%**	$91,445	$34,746	$40,665	Equipment & materials for institutional libraries
Indiana Memory & Digitization Sub-Grants	**$502,411**	**26.0%**	$130,938	$195,246	$176,227	Equipment & support to scan historic documents
Technology Sub-Grants	**$630,188**	**32.7%**	$152,173	$140,490	$337,525	Equipment & support
Innovative Technology Sub-Grants	**$466,618**	**24.2%**	$36,713	$171,115	$258,790	Technology Software & Hardware, Training
Totals	**$1,929,160**	**100.0%**	**$441,876**	**$541,597**	**$945,687**	**See list of award winning libraries below**

All LSTA Program Expenditures During Fiscal Years 2008 - 2009 - 2010

All LSTA Programs	FY2008-FY2009-FY2010	Percent of Total	FY2008	FY2009	FY2010	Description
Library & Tech Resource Center	**$7,646**	**0.1%**	$7,646	$ -	$ -	Research social networking and technology
Statewide Services for Consultation, Planning & Training	**$22,187**	**0.2%**	$12,104	$10,083	$0	Bibliostat software, staff travel and postage
Public Library Standards Study	**$48,395**	**0.5%**	$48,395	$0	$0	Study on Public Library funding, services and serving the un-served
ISL Technology Projects	**$76,332**	**0.7%**	$0	$24,643	$51,689	Laptop computers & projector for consultant use across Indiana
Internet Connectivity for Public Libraries/Technology & Innovation	**$101,746**	**1.0%**	$0	$0	$101,746	Internet access for 17 public libraries
Indiana Children's Literacy Project	**$150,874**	**1.5%**	$32,674	$36,985	$81,215	Support of early childhood literacy & summer reading
Special Services Consultant	**$204,540**	**2.0%**	$75,004	$62,259	$67,277	Works w/Institutional Libraries
State Data Center	**$353,903**	**3.4%**	$120,340	$114,155	$119,408	Access to State Statistical Data incl. U.S. Census
LSTA Administration	**$414,076**	**4.0%**	$131,711	$139,702	$142,663	Two employees wages & benefits
Public Awareness	**$485,830**	**4.7%**	$184,020	$150,000	$151,810	Radio ads for INSPIRE & Mktg. Materials
Indiana Memory & Digitization	**$502,135**	**4.9%**	$98,996	$226,812	$176,327	Software license & 1 employee @ ISL
Innovative Technology - Evergreen Indiana etc.	**$766,464**	**7.4%**	$144,353	$423,925	$198,186	Equipment, Software, Training
Services for Blind & Physically Handicapped	**$1,287,714**	**12.5%**	$441,173	$419,345	$427,196	Materials for this Special Population, equipment, six staff & regional service centers
Indiana Virtual Catalog	**$1,292,352**	**12.5%**	$430,784	$430,784	$430,784	World Cat and INCat database license
LSTA Sub-Grants [6 Types]	**$1,929,260**	**18.7%**	**$441,876**	**$541,597**	**$945,787**	*See detail above*
INSPIRE	**$2,695,857**	**26.1%**	$1,123,689	$899,681	$672,487	Statewide Database
Totals	**$10,339,311**	**100.0%**	**$3,292,765**	**$3,479,971**	**$3,566,575**	



Fiscal year noted is federal fiscal year, October 1 through September 30.

Grant Awards Made to Libraries during Fiscal Years 2008 – 2009 - 2010

Public Awareness [Geek] Sub-Grants	FY 2010
Adams Public Library System	1 grant
Avon Washington Twp Public Library	1 grant
Bedford Public Library	1 grant
Brownstown Public Library	1 grant
Eckhart Public Library	1 grant
Greenwood Public Library	1 grant
Greensburg Decatur Public Library	1 grant
Hussey-Mayfield Memorial Public Library	1 grant
Jackson County Public Library	1 grant
Jasper Dubois Co. Contractual Public Lib	1 grant
Lawrenceburg Public Library	1 grant
Nappanee Public Library	1 grant
Tipton County Public Library	1 grant

Indiana Memory/Digitization Sub-Grants - Public Libraries	FY 2008	FY 2009	FY 2010
Adams Public Library System		1 grant	
Allen County Public Library		1 grant	1 grant
Charlestown Public Library	1 grant		
Eckhart Public Library	1 grant	1 grant	1 grant
Knox County Public Library		1 grant	1 grant
Monroe County Public Library		1 grant	2 grants
New Harmony Working Men's Institute	1 grant		
Vigo County Public Library	1 grant		

Indiana Memory/Digitization Sub-Grants - Academic Libraries	FY 2008	FY 2009	FY 2010
Anderson University	1 grant		
Ball State University	1 grant	1 grant	
Butler University		1 grant	1 grant
Indiana State University			1 grant
Indiana University - Maurer School of Law	1 grant		
Indiana University/Purdue University @ Columbus			
Indiana University/Purdue University @ Ft. Wayne	1 grant	1 grant	
Indiana University/Purdue University @ Indpls Library	1 grant	2 grants	2 grants
Purdue University			1 grant
St. Mary's College		1 grant	
University of Southern Indiana	1 grant		1 grant

Innovative Technology Sub-Grants - Public Libraries	FY 2008	FY 2009	FY 2010
Allen County Public Library	1 grant		
Eckhart Public Library			1 grant
Frankfort-Clinton County Public Library		1 grant	
Greenwood Public Library		1 grant	
Lebanon Public Library			1 grant
Muncie-Center Twp. Public Library		1 grant	
Vigo County Public Library	1 grant		

Innovative Technology Sub-Grants - Academic Libraries	FY 2008	FY 2009	FY 2010
Ball State University	1 grant		
Indiana University/Purdue University @ Indpls Library			1 grant
Vincennes University		1 grant	1 grant

Institutional Literacy Sub-Grants	FY 2008	FY 2009	FY 2010
Branchville Correctional Facility		1 grant	
Camp Summit Boot Camp Juvenile Facility	1 grant	1 grant	1 grant
Chain 'O Lakes Correctional Facility			1 grant
Correctional Industrial Facility	1 grant		1 grant
Evansville State Hospital		1 grant	
Henryville Correctional Facility		1 grant	
Indiana School for the Blind	1 grant		
Indiana Soldiers' & Sailors' Children's Home	1 grant		
Indiana State Prison	1 grant	1 grant	1 grant
Indiana Veterans Home	1 grant		
Indiana Women's Prison		1 grant	1 grant
Logansport Juvenile Correctional Facility		1 grant	1 grant
Madison Correctional Facility		1 grant	
Miami Correctional Facility	1 grant	1 grant	
Northeast Juvenile Correctional Facility	1 grant		
Pendleton Correctional Facility	1 grant		1 grant
Pendleton Juvenile Correctional Facility	1 grant	1 grant	
Plainfield Correctional Facility	1 grant	1 grant	1 grant
Plainfield Re-Entry Educational Facility	1 grant	1 grant	
Putnamville Correctional Facility		1 grant	1 grant
Richmond State Hospital	1 grant		1 grant
Rockville Correctional Facility	1 grant	1 grant	1 grant
South Bend Juvenile Correctional Facility	1 grant	1 grant	1 grant
Wabash Valley Correctional Facility	1 grant	1 grant	
Westville Correctional Facility	1 grant		

Technology Sub-Grants - Public Libraries	FY 2008	FY 2009	FY 2010
Beech Grove Public Library			1 grant
Bloomfield Eastern Green Co. Public Lib			1 grant
Bourbon Public Library			1 grant
Bremen Public Library			1 grant
Brownsburg Public Library	1 grant		2 grants
Brownstown Public Library			
Butler Public Library	1 grant	1 grant	
Cambridge City Public Library			1 grant
Clinton Public Library	1 grant		
Danville Center Twp. Public Library		1 grant	
Dunkirk Public Library	1 grant		
Eckhart Public Library		1 grant	1 grant
Frankfort - Clinton Public Lib System	1 grant	1 grant	1 grant
Garrett Public Library		1 grant	
Greenwood Public Library		1 grant	
Hamilton North Public Library		2 grants	1 grant
Hammond Public Library			2 grants
Jackson County Public Library	1 grant		2 grants
Jasper Dubois County Contractual Pub Lib			1 grant
Jennings County Public Library		1 grant	2 grants
Lawrenceburg Public Library			1 grant
Linton Public Library		1 grant	1 grant
Loogootee Public Library			1 grant
Madison-Jefferson County Public Library			1 grant
Marion Public Library	1 grant	1 grant	1 grant
Morgan County Public Library	1 grant	1 grant	1 grant
New Castle-Henry County Public Library	1 grant		
New Harmony Working Men's Institute	1 grant		
North Madison County Public Library		1 grant	
Ohio County Public Library			1 grant
Pendleton Community Public Library			1 grant
Plainfield Guilford Twp. Public Library			1 grant
Pulaski County Public Library		1 grant	
South Whitley Public Library	1 grant		
Union County Public Library	1 grant		1 grant
Vigo County Public Library		1 grant	2 grants
Walton & Tipton Twp. Public Library	1 grant		
Washington Carnegie Public Library		1 grant	
Waterloo-Grant Twp. Public Library	1 grant	1 grant	1 grant
Wells County Public Library			1 grant

Technology Sub Grants continued West-Lebanon Pike Twp. Public Library			1 grant
Westfield-Washington Twp. Public Library	1 grant		1 grant
Yorktown-Mt. Pleasant Twp. Public Library		1 grant	

Technology Sub-Grants - Academic Libs	FY 2008	FY 2009	FY 2010
Ball State University		1 grant	
Indiana State University			1 grant
Indiana University/Northwest		1 grant	
Indiana University/Purdue University @ Columbus		1 grant	
Indiana University/Purdue University @ Indpls Library		1 grant	2 grants
Rose Hulman Institute of Technology			1 grant
Tri-State University	1 grant		
University of Notre Dame	1 grant		

Technology Sub-Grants - Media Ctr Libs	FY 2008	FY 2009	FY 2010
Castle South Middle School			2 grants
Center Grove Community School Corp	1 grant		
Charles A. Beard Memorial School Corp	1 grant		
Connersville Middle School			1 grant
Delta Middle School	1 grant		
Hamilton Community Schools			1 grant
Homestead High School	1 grant		
LaVille Junior-Senior High School	1 grant		
Perry Meridian High School	1 grant	1 grant	
Shoals Junior-Senior High School			1 grant
South Ripley Junior High School	1 grant		
Southport High School	1 grant		
Westlane Middle School			1 grant

Un-Served Sub-Grants	FY 2008	FY 2009	FY 2010
Adams Public Library System	1 grant		
Franklin County Public Library System	1 grant		
Nappanee Public Library	1 grant		
Tell City-Perry County Public Library			1 grant

APPENDIX H: ISL's Indiana Libraries Professional Development Survey Summary Results [Partial]

Question #6: Please indicate how important the following terminology training topics are to you at this time:	***Not important at all***	***Not important at this time***	***Somewhat important at this time***	***Very important at this time***	**Rating Average**	**Response Count**
Other technology topics that are important now						27
Assessing library's ability to support patron technology	16	43	158	150	3.20	367
Broadband in public libraries	95	101	106	68	2.40	370
Open source (e.g. Open Office, CMS)	45	100	162	64	2.66	371
Support technologies (e.g. RDA)	30	84	171	87	2.85	372
Assessing library's technology needs (e.g. how to)	32	77	155	111	2.92	375
New services (e.g. e-books and e-readers)	9	18	146	203	3.44	376
Evaluating electronic resources for purchase	29	56	173	119	3.01	377
Evaluating current computer hardware and software	38	96	150	93	2.79	377

APPENDIX I: LSTA Five-Year Plan 2008-2012 Approved by IMLS Oct 1, 2007

Indiana State Library

LSTA Five-Year Plan

2008 - 2012

Approved by the Institute of Museum & Library Services

October 1, 2007

Roberta Brooker, State Librarian

Indiana State Library

140 North Senate Avenue

Indianapolis, IN 46204

Overview

In 2006, the Indiana State Library commissioned a third-party company to conduct a statewide study of the needs of Indiana residents and of library services via 9 focus groups, 36 phone interviews and an online survey completed by over 200 people.

Indiana's library community is structured as follows:

*239 Public Libraries
*72 Academic Libraries
*1900 School Libraries
*32 Institutional Libraries

The following plan meets the requirement of the Institute of Museum and Library Services (IMLS) for the Library Services and Technology Act (LSTA) program that State Libraries Agencies which receive LSTA funds have a Five-Year Plan that describe the library's mission, the needs of the libraries in the state, and the state plans to use LSTA funds to meet those needs.

Six needs consistent with the purposes of the LSTA and in response to the aforementioned statewide study of needs were chosen for Indiana's Five-Year Plan:

1. The academic success of Indiana's students and knowledge of its citizens in general can be strengthened by supporting electronic information resources, including statewide access to electronic databases, and resource sharing.

2. Libraries in Indiana require adequate computer and communications technology enhancements to serve the information needs of residents.

3. Libraries need appropriate infrastructure and support to digitize their materials so that they may be made available online.

4. Libraries need leadership to promote mutually beneficial partnerships with other libraries, library organizations, other cultural heritage organizations, and the private sector.

5. Special populations who are blind, physically handicapped, or those in an institution have library needs and are underserved in many cases.

6. Six and one-half percent of Indiana's population is underserved or un-served by Indiana libraries.

Mission

The Indiana State Library provides the organizational support to Indiana's libraries to empower the residents of Indiana to meet their information needs. The Indiana State Library provides statewide programs that enable new technologies to be utilized for their maximum benefit to meet the needs of users at libraries of all types.

Program Goals

1. Indiana libraries will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology and resources.

2. The Indiana State Library, libraries and library organizations will deliver new and improved programs that anticipate and meet the residents of Indiana's constantly changing needs for library services.

3. The Indiana State Library will provide leadership and infrastructure for digital library initiatives throughout the state.

4. The Indiana State Library, libraries and library organizations will strengthen public policy support for upgrading library services for every resident of Indiana through improved communication, collaboration, and partnership efforts within and beyond the library community.

5. The Indiana State Library will provide resources and support to libraries which seek to serve special populations in the state.

6. The Indiana State Library will provide resources and support to libraries which seek to serve the un-served or underserved populations in the state.

Need #1. The academic success of Indiana's students and knowledge of its citizens in general can be strengthened by supporting electronic information resources, including statewide access to electronic databases, and resource sharing.

Summary Needs Assessment:

- Indiana ranks 30th among the states in the rate of high school graduation and 12.2 percent of the population in Indiana is below the poverty line.
- Libraries are information hubs for the community. The changing landscape of the information industry means that libraries and technology must adapt.

Goal #1: Indiana libraries will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology and resources.

LSTA Purpose:

- Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.
- Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.
- Providing electronic and other linkages among and between all types of libraries.

Key Output Targets:

- Usage of the databases will increase.
- Number of school and public library web pages with links to the collection of databases will increase.
- Indiana State Library staff will provide training sessions for librarians on online access to information each year.
- Number of reference questions to the State Data Center will increase each year.

Key Outcome Targets:

- Funding will be provided to support a statewide network of databases, available to all residents of Indiana, to expand the resources available to them.
- 90 percent of interlibrary loan transactions will be patron-initiated by 2012.
- High school graduates will be able to search for and successfully retrieve desired information online.

Programs:

1. Support of infrastructure of web-based information resources and resource sharing.
2. Indiana State Library will provide train-the-trainer workshops to library staff on web-based information and resources.
3. Support and research into efficient interlibrary loan procedures.

Need #2. Libraries in Indiana require computer and communications technology enhancements to serve the informational needs of residents.

Summary Needs Assessment:

- Only sixty percent of Indiana residents have access to the Internet at home according to a 2003 survey from the U.S. Census Bureau.
- Only fifty-one percent of households in Indiana have a computer in the home according to a 2003 survey from the U.S. Census Bureau.
- Citizens are relying on libraries to obtain necessary workforce skills.
- Citizens are relying on libraries to gain access to government services.
- 12.2 percent of the population in Indiana is below the poverty line.
- 98 percent of public libraries have internet access.
- 43.5 percent of public libraries had wireless access according to the 2005 annual report (submitted in 2006).

Goal #2: The Indiana State Library, libraries and library organizations will deliver new and improved programs that anticipate and meet the residents of Indiana's constantly changing needs for library services and access to information.

LSTA Purpose:

- Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.
- Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.
- Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line as defined by the Office of Management and Budget and revised annually in accordance with 42 USC Sec. 9902(2) applicable to a family of the size involved.

Key Output Targets:

- Increased number of continuing education opportunities dealing with technology by library staff and/or patrons.
- Increased number of consultations by Indiana State Library each year of the plan.
- Number of libraries with wireless access will increase.
- Increased number of librarians attending workshops and demonstrations on innovative technology.
- The number of libraries that meet minimum technology requirements will increase each year of the plan with all libraries meeting the minimum requirements by 2012.

Key Outcome Targets:

- At least one public librarian in 100 percent of public library districts will attend a technology continuing education course.
- Number of grant applications for innovative technologies will increase each year.
- 75 percent of participants at the innovative technology workshops will indicate that they are aware of new technologies that are relevant to their libraries after attending.
- 10 percent of libraries will implement or initiate at least one new program to assist library patrons with online access to government services.

Programs:

1. Facilitate with the library community to create minimum standards for technology requirements in public libraries.
2. The Indiana State Library will provide grants to libraries for innovative technologies to better serve their communities.
3. Libraries will receive training for technologies that will help them better serve their communities.
4. Annual opportunities will be provided for library staff to be exposed to innovative technologies.
5. The Indiana State Library will provide consultations and training annually in grant-writing skills for technology grants and for effective use of technology in libraries.
6. Investigate and implement a variety of methods to provide continuing education to library staff.

Need #3. Libraries need appropriate infrastructure and support to digitize their materials so that they may be made available online.

Needs Summary Assessment:

- 24/7 access to library and local historical organizations' and cultural heritage institutions' collections.
- Satisfy lifelong learning needs.
- Assist in long-term preservation needs of unique, original materials by providing digital surrogates.

Goal #3: The Indiana State Library will provide leadership for digital library initiatives throughout the state.

LSTA Purpose:

- Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.
- Developing public and private partnerships with other agencies and community-based organizations**.**

Key Output Targets:

- Increased number of library and cultural heritage organizations will contribute to Indiana Memory.
- Increased number of items/collection digitized.
- Increased number of libraries with CONTENTdm acquisition stations and/or licenses (in addition to the Statewide licenses.)
- Number of Indiana Memory page views will increase each year of the plan.
- Increased number of consultations by Indiana State Library each year of the plan.

Key Outcome Targets

- All digitized items in library collections will meet Indiana Memory standards.
- 75 percent of workshop participants will demonstrate knowledge of correct standards for digital projects.
- The number of grant applications for digital projects will increase each year of the plan.
- Number of partnerships with other cultural heritages institutions will increase each year of the plan.

Programs:

1. The Indiana State Library will provide training, support, and technology to digitize historically relevant documents and artifacts.
2. The Indiana State Library will explore and implement methods to encourage collaboration and partnerships with other cultural heritage institutions who desire to provide Indiana residents with access to digital collections. Through these collaborations, the Indiana State Library will offer a broader spectrum of digital collections.
3. The Indiana State Library will provide digital collection management software and support to libraries.
4. The Indiana State Library will provide consultations and training on grant writing skills and effective digitization projects.

Need #4. Libraries need leadership to promote mutually beneficial partnerships with other libraries, library organizations, other cultural heritage organizations and the private sector.

Summary Needs Assessment:

- Nationwide push to identify alternative funding sources for libraries of all types.
- Leveraging natural partnerships with organizations with similar missions to gain local support.
- Library staff in Indiana depend on the consulting services of the Indiana State Library to provide leadership and encouragement for librarians to design, implement, and oversee LSTA projects.

Goal #4: The Indiana State Library, libraries and library organizations will strengthen public support for upgrading library services for every resident of Indiana through improved communication, collaboration, and partnership efforts within and beyond the library community.

LSTA Purpose:

- Developing public and private partnerships with other agencies and community-based organizations.

Key Output Targets:

- Number of grants involving partnerships will increase each year of the plan.
- Number of cultural heritage institutions partnering with the Indiana State Library will increase by 2012.
- The number of public libraries receiving local funds other than tax dollars for projects and programs will increase (e.g. donations, grants, sponsorships, etc.)

Key Outcome Targets:

- 90 percent of workshop participants will be able to identify 2 or more sources of private funding.
- 50 percent of local community leaders in each ILF district will be able to state 3 or more services provided by their library.
- One staff person in 75 percent of public libraries will be able to identify at least one previously unknown cultural heritage institution with a similar mission within their county.

Programs:

1. Pilot program for alternative funding will be developed as a model for libraries.
2. Educate community leaders about the value of libraries through the development of effective communication methods.
3. Assist in implementation of formal community planning by libraries.
4. Grants will be provided to encourage library collaboration and resource sharing.
5. More efficient communication systems will be implemented to disseminate information about the LSTA-funded programs and grant opportunities along with traditional training methods.
6. Tools will be provided to annually collect and communicate information about Indiana's libraries.

Need #5. **Special populations who are blind, physically handicapped, or those in an institution have library needs and are underserved in many cases.**

Summary Needs Assessment:

- 24,740 Indiana residents are in institutions.
- The National Library Service for the Blind and Physically Handicapped estimates that between 10,000 and 40,000 Indiana residents qualify for the blind and physically handicapped services.
- 784,219 Indiana residents are 65 and over, which is nearly a 4% increase from 2000, and is expected to grow, according to the Census Bureau.
- Library staff in Indiana depend on the consulting services of the Indiana State Library to provide leadership and encouragement for librarians to design, implement, and oversee LSTA projects.

Goal #5: The Indiana State Library will provide resources and support to libraries who seek to serve special populations in the state.

LSTA Purpose:

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

Key Output Targets:

- 80 percent of libraries will receive at least one tool or product to assist in providing services to the diverse populations.
- Increased number of library staff participating in workshops on providing service to patrons with diverse needs.
- Increased number of citizens utilizing the tools and/or products available through the Talking Books and Braille Library program each year of the program.

Key Outcome Targets:

- Libraries will serve a greater number of their patrons who are eligible to receive special services for the blind or physically handicapped.
- 80 percent of workshop participants will demonstrate an increased awareness of the needs of diverse populations within their communities.
- 80 percent of these users will recognize the public library as a knowledgeable, welcoming resource for their information needs.

Programs:

1. Development of special collections of information accessible to people with special needs.
2. The Indiana State Library, library systems, and libraries will provide services to the residents of Indiana who are blind, physically handicapped, or homebound.
3. Develop an outreach program that targets libraries and potential users to increase the awareness of the service.
4. Promote research and methodology to meet the needs of Indiana's aging population.
5. Support statewide literacy initiatives and explore new methods to provide access to information to those who cannot read.
6. Provide consulting services and training from the Indiana State Library to strengthen leadership and administrative ability among librarians who provide library services to special populations.

Need #6. Six and one-half percent of Indiana's population is underserved or un-served by Indiana libraries.

Summary Needs Assessment:

- 6.5 percent of the population is not served by a public library in geographic areas spread over the state.
- The Public Library Access Card program provides limited library service to residents not served by a library district.

Goal #6: The Indiana State Library will provide resources and support to libraries who seek to serve the un-served or underserved populations in the state.

LSTA Purpose:

- Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line as defined by the Office of Management and Budget and revised annually in accordance with 42 USC Sec. 9902(2) applicable to a family of the size involved.

Key Output Targets:

- The geographic area of Indiana that is not eligible to receive public library service will decrease each year of the plan**.**

Key Outcome Targets:

- Increase awareness of methods for providing services to the un-served areas of Indiana by the affected library districts

Programs:

1. Provide funding for model projects which expand service to areas not served by public library districts.
2. Provide information to library districts and potential stakeholders regarding un-served and underserved areas that may include training in how to provide service to this population.
3. Investigate ways to serve the un-served and make recommendations for most efficient and effective methods.

Evaluation Plan

The Indiana State Library is committed to the evaluation of the impact of the LSTA program, including the activities that are conducted on a statewide basis as well as activities conducted by libraries participating in the competitive grant program. Appropriate methodologies will be identified and implemented to measure the targeted outputs and outcomes identified in the plan.

An independent consultant will be retained through a competitive Request for Proposal (RFP) process to prepare a comprehensive evaluation of the implementation of this plan by the Indiana State Library. The evaluation process will ensure that a broadly representative sample of the Indiana library community will have an opportunity to participate.

State Library staff will assist libraries participating in the competitive grant programs in developing and implementing outcome-based evaluations as a part of their grant projects, if applicable to the individual project. Final reports for all projects will include information on how project objectives were met.

Indiana State Library staff will conduct on-site visits for a significant portion of the LSTA grants awarded every year. A status report of the projects will be discussed during the visit and corrective measures will be taken by the sub-grantees if appropriate. An annual report will be submitted to IMLS each year summarizing the results of each grant.

Summary of Planning and Implementation Procedures

The following summarizes the stakeholder involvement, communication and monitoring procedures, which the Indiana State Library put into place for the development, finalization and implementation of its Five-year Plan.

Stakeholder Involvement Procedures

State Library staff and members of the Indiana State Library Advisory Committee (ISLAC) worked together to develop the Five-Year Plan for the Indiana State Library.

The Indiana State Library Advisory Committee represents:

- Current and potential library service users, reflecting the characteristics of Indiana and its people
- Community leaders
- All types of libraries eligible for LSTA funding in Indiana
- The library community

The Indiana State Library has also provided for stakeholder involvement in the implementation of the Five-Year Plan. The State Library will provide annual goals to the Indiana State Library Advisory Committee to help determine priorities and grant funding. Various Indiana State Library Advisory Committees may plan and evaluate specific LSTA projects or initiatives. Proposal reviews and review teams will also be called upon as appropriate to review proposals for LSTA funding.

Communication Procedures

Drafts of the Five-Year Plan will be periodically presented to the members of ISLAC for review and feedback. Once the Five-year Plan has been approved by IMLS, it will be published in print form and on the State Library Web site. It will be made available to all public, academic and special libraries and selected school libraries and users throughout the period of the Five-year Plan. Readers will be invited to submit their comments via the Web site.

Any substantive revisions to the Plan, especially to the needs and goals, will be submitted to IMLS according to the provisions of the LSTA, and to appropriate stakeholders. An e-mail will be sent, followed up with hard copy.

The Indiana State Library will publicize achievements of important milestones and results of the Five-Year Plan as required for reporting purposes, as well as to meet stakeholder needs. The channel for communicating these achievements will depend largely on a particular stakeholder group's needs and will include an appropriate combination of presentations and meetings, print and electronic media and required reports, e.g. the Annual Report

Monitoring Procedures

The ISL will assign appropriate staff to continuously track implementation of the Five-Year Plan and prepare appropriate reports as required. An important component of this tracking process will be monitoring of sub-grantee projects, which are funded under the LSTA Program. In addition to providing quarterly status reports and final reports on the progress of each project in relation to the Plan, the ISL staff will conduct an annual on-site monitoring visit for each project for a minimum of 20% of the sub-grants. Any necessary corrective action will be decided on in collaboration with the sub-grantees.

Budget

Four percent of each LSTA allotment will be reserved for Indiana State Library staff to administer the grant.

As is stated in the program assurances, the Indiana State Library will fund the non-Federal share of the project costs to sufficiently plan, manage, and complete the projects outlined in this application.

As a state agency, the Indiana State Library submits a budget request every two years to the state legislature that includes the required matching funds to support the LSTA program.